DIVISIONAL MEASURES OF PERFORMANCE & QUALITY

Equity, Engagement, Excellence

2009-2010
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING OUTCOMES INDEX ..................................</td>
</tr>
<tr>
<td>ENGAGE IN SELF-UNDERSTANDING IN ORDER TO DEVELOP MEANINGFUL PERSONAL GOALS</td>
</tr>
<tr>
<td>Academic Enrichment .........................................</td>
</tr>
<tr>
<td>Academic Tutor Training .....................................</td>
</tr>
<tr>
<td>Emerging Leaders .............................................</td>
</tr>
<tr>
<td>Student Leadership Conference ............................</td>
</tr>
<tr>
<td>Students Taking Academic Responsibility (STAR) ......</td>
</tr>
<tr>
<td>Explore the Role of Spirituality in One’s Own Life Goals</td>
</tr>
<tr>
<td>TRIPS Assessment Report for Campus Ministry ..........</td>
</tr>
<tr>
<td>Practice Effective Communication ........................</td>
</tr>
<tr>
<td>Faculty Collaboration .......................................</td>
</tr>
<tr>
<td>Honors Housing (Communication) ..........................</td>
</tr>
<tr>
<td>Program: Honors Housing (Relationships) ...............</td>
</tr>
<tr>
<td>Program: Roommate Mediations (Communication) .......</td>
</tr>
<tr>
<td>Engage in Activities that Enhance Physical, Psychological, and Emotional Health</td>
</tr>
<tr>
<td>Alcohol assessment in Health and Medical Services ....</td>
</tr>
<tr>
<td>Alcohol Assessment in Health and Wellness Services ...</td>
</tr>
<tr>
<td>Alcohol Harm Reduction Presentations to High Risk Student Groups (Athletics, Greeks, Social Organizations)</td>
</tr>
<tr>
<td>Alcohol Harm Reduction Presentations to High Risk Student Groups (Athletics, Greeks, Social Organizations)</td>
</tr>
<tr>
<td>Healthy knights Screening Program ........................</td>
</tr>
<tr>
<td>Men’s Health Dinner Event ..................................</td>
</tr>
<tr>
<td>SNC After Dark ..................................................</td>
</tr>
<tr>
<td>Step-It-UP Virtual Walking Program ......................</td>
</tr>
<tr>
<td>Understand and Appreciate Human Differences ..........</td>
</tr>
<tr>
<td>Native American Week Celebration Activities ..........</td>
</tr>
<tr>
<td>Professional Internship Experience ......................</td>
</tr>
<tr>
<td>Race, Gender &amp; Hip-Hop .....................................</td>
</tr>
<tr>
<td>Race, Gender &amp; Music Video ...............................</td>
</tr>
<tr>
<td>RA Training: Building Inclusive Communities ..........</td>
</tr>
<tr>
<td>Student Staff Training (RA &amp; Campus Safety) ..........</td>
</tr>
<tr>
<td>Winter 2010 Building Inclusive Communities Training ...</td>
</tr>
<tr>
<td>Zambia Project Travel Experience 2002-2010 ..........</td>
</tr>
<tr>
<td>Develop Open, Honest and Meaningful Relationships Based on Mutual Respect</td>
</tr>
<tr>
<td>Michels Service-Learning Hall ............................</td>
</tr>
<tr>
<td>Roommate Mediations (Relationships) .....................</td>
</tr>
<tr>
<td>What Men Can Do to Prevent Sexual Assault .............</td>
</tr>
<tr>
<td>Identify and Strengthen Moral Convictions ..............</td>
</tr>
<tr>
<td>Zambia Project Travel Experience 2002-2010 ..........</td>
</tr>
<tr>
<td>Act with Integrity ............................................</td>
</tr>
<tr>
<td>Conduct (Integrity) ..........................................</td>
</tr>
<tr>
<td>Conduct (Responsibility) ....................................</td>
</tr>
<tr>
<td>Serve as Responsible Citizens ............................</td>
</tr>
<tr>
<td>AFCS Program “SNC College Days” .......................</td>
</tr>
<tr>
<td>CENS Sign-Up ..................................................</td>
</tr>
<tr>
<td>M3C Program ..................................................</td>
</tr>
<tr>
<td>M3C (Midwest Campus Compact Citizen Scholars) ......</td>
</tr>
<tr>
<td>Michels Service-Learning Hall ............................</td>
</tr>
<tr>
<td>Student Organization Service .............................</td>
</tr>
</tbody>
</table>
Learning Outcomes Index

Change Yourself

Engage in Self-Understanding in Order to Develop Meaningful Personal Goals

- Academic Enrichment
- Academic Tutor Training
- Emerging Leaders
- Student Leadership Conference
- Students Taking Academic Responsibility (STAR)

Explore the Role of Spirituality in One’s Own Life Goals

- TRIPS Assessment Report for Campus Ministry

Practice Effective Communication

- Faculty Collaboration with Jason Senjem (BUAD 230)
- Honors Housing (Communication)
- Roommate Mediations (Communication)

Engage in Activities that Enhance Physical, Psychological, and Emotional Health

- Alcohol Assessment in Health and Medical Services
- Alcohol Assessment in Health and Wellness Services
- Alcohol Harm Reduction Presentations to High Risk Student Groups (Athletics, Greeks, Social Organizations)-1
- Alcohol Harm Reduction Presentations to High Risk Student Groups (Athletics, Greeks, Social Organizations)-2
- Healthy Knights Program
- Men’s Health Dinner Event
- SNC After Dark
- Step It Up Virtual Walking Program
Change Your Community

Understand and Appreciate Human Differences

- Native American Week Celebration Activities
- Professional Internship Experience Summer 2009-Fall 2010
- Race, Gender, & Hip-Hop
- Race, Gender, & Music Video
- RA Training: Building Inclusive Communities
- Student Staff Training (RA and Campus Safety)
- Winter 2010 Building Inclusive Communities Session
- Zambia Project Travel Experience 2002-2010

Develop Open, Honest and Meaningful Relationships Based on Mutual Respect

- Michels Service-Learning Hall
- Roommate Mediations (Relationships)
- What Men Can Do to Prevent Sexual Assault

Identify and Strengthen Moral Convictions

- Zambia Project Travel Experience 2002-2010

Change Your World

Act with Integrity

- Conduct (Integrity)
- Conduct (Responsibility)

Serve as Responsible Citizens

- AFCS Program “SNC College Days”
- CENS Sign-Up
- M3C Program
- M3C (Midwest Campus Compact Citizen Scholars)
- Michels Service-Learning Hall
- Student Organization Service
- T.R.I.P.S.
- TRIPS
- Zambia Project Travel Experience 2002-2010
Engage in Self-Understanding in Order to Develop Meaningful Personal Goals

ACADEMIC ENRICHMENT

*Originally reported in Mid-Year Report of Learning and Progress*

**Learning Outcome One:**
As a result of participating in weekly Academic Enrichment, students will be able to set personal goals that are directed towards their academic and social improvement.

1. Students will develop monthly goals and indicate whether goals were met.
2. Students will identify how setting personal goals contributed to success.

**Measure 1: Personal Goals**

*Competency Assessed: Change Yourself – Goals*

*Assessment Strategy: Students will complete monthly Academic Enrichment Reports where they will identify a goal and indicate their progress on the goal and/or if goal was met.*

*Number of Students Assessed: See below in parenthesis for each month.*

**Results**

<table>
<thead>
<tr>
<th>Measure 1: Personal Goals</th>
<th>January (50 students)</th>
<th>February (55 students)</th>
<th>March (58 students)</th>
<th>April (61 students)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>78% of the students were developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
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<td>88% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
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<tr>
<td></td>
<td></td>
<td>22% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
<td>15% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
<td>12% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
</tr>
<tr>
<td>October (43 students)</td>
<td></td>
<td>55% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
<td>85% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
<td>88% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
<td>15% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
<td>12% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2% of the students did not identify or develop a goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November (47 students)</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>53% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
<td>88% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
<td>88% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met</td>
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<tr>
<td></td>
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<td>43% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
<td>12% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
<td>12% of students developed monthly goals but did not indicate their progress and/or if goal was met</td>
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<td></td>
<td></td>
<td>4% of the students did not identify or develop a goal</td>
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<tr>
<td>December (35 students)</td>
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<tr>
<td>April (61 students)</td>
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</tbody>
</table>
• 40% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met
• 56% of students developed monthly goals but did not indicate their progress and/or if goal was met
• 4% did not develop any goals for the month

• 77% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met
• 23% of students developed monthly goals but did not indicate their progress and/or if goal was met

May (52 students)

• 65% of the students developed monthly goals for themselves and indicate their progress and/or if goal was met
• 35% of students developed monthly goals but did not indicate their progress and/or if goal was met

Analysis
Based on the results ~98% of students are identifying and developing monthly goals. On average, 68% of the students are not indicating their progress on meeting their monthly goals. Based on these results, some Academic Tutors are consistently holding students accountable in developing monthly goals and indicating their progress at the end of the month.

Although most students are identifying their goals, some goals are vague and not specific. For instance, some students indicate they want to bring their grades up or do better.

Improvement Actions
Academic Tutors will be contacted and reminded to ensure students are reporting their progress. Academic Tutors also need to help students develop specific and measurable goals.

J. Berry and W. Anton will praise students for identifying their goals but also reinforce the importance of tracking their progress on each goal. Examples will be provided to students. Academic Tutors will be directed to useful websites that can be used to help students.

Beginning February 2010, students who did not indicate progress had their monthly stipends withheld until progress was indicated. There were cases where some students were not able to indicate progress because of their involvement in school-related activities that prevented them from attending Academic Enrichment; and/or those that were absent from Academic Enrichment at the time reports were submitted to the office. Contact was made with those and other students during the monthly Saturday Seminars.

Measure 2: Personal Goals linked to Success
Competency Assessed: Change Yourself – Goals
Assessment Strategy: Students will complete an evaluation in May 2010
Number of Students Assessed: 38

Results
• 95% of the students were able to provide an example of a goal they set for themselves during the Academic Year.
• 74% indicated the outcome of the goal while 21% did not indicate the outcome.
• 5% did not complete this portion of the personal assessment.

**Analysis**
The majority of the students are developing personal goals on a monthly basis. Those that are not will be reminded. The goals that are being set are reasonable and measurable. Some students have indicated the following:

Setting goals: “makes me want to work harder”, “works”, “makes me push myself harder and makes me happy when I do”, “shows me what I need to work on”, “helps me keep on track”, “make me focus on the classes I need to improve”, “I always thought about it”, “I have a clearer set way to go”, and “helps me follow through”.

Based on the results and statements, students have a good understanding the importance of setting goals.

**Improvement Actions**
No immediate actions will be taken at this point. Students will be required to continue to set monthly goals and will be assessed at the end of the academic year on how goals contributed to their success.
ACADEMIC TUTOR TRAINING
Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome Two
Provide Academic Tutors with training and tools necessary to provide an effective program that is stimulating and challenging for academic growth. As a result of participating in weekly Academic Enrichment, students will be able to improve their grades, thereby increasing their overall grade point averages (GPA).

1. 100% Academic Tutors will have the necessary materials to provide academic assistance to students.
2. At least 50% of the students will indicate grades showed improvement on a monthly basis.
3. At least 70% students will earn a C or better in all courses or earn a minimum of a 2.5 GPA per semester/term.

Measure 1: Academic Enrichment Skills Acquisition
Competency Assessed- N/A

Assessment Strategy: All Academic Enrichment Staff will participate in a Staff-In-service prior to the commencement of Academic Enrichment.

Number of Students Assessed: 25-46 students

Results
- An in-service was provided for all Academic Tutors in October before Academic Enrichment commenced. Tutors were provided with materials needed to facilitate the Academic Enrichment. Discussion and implementation of effective strategies. Tutors will continue to be provided with additional resources based on the needs of students throughout the year.
- An average of 90% of the students indicated they received the assistance they needed from the Academic Year Tutors.
- An average of less than 3% of the students indicated that Academic Enrichment was poor each month. An overwhelming majority indicated it was good or better; 25% indicated it was excellent.

Analysis
Academic Tutors communicated with UB staff about their concerns for students. They provided assistance on a weekly basis to students at the 7 target schools. Students printed their weekly grade reports and provided these to the tutor so he or she can provide assistance in the specific subject area. Although all the tutors were not skilled in every subject area, they provided as much assistance as possible. Students were encouraged to seek the assistance of their teachers as well as other students.
Again, based on the results, students were able to receive the assistance they needed on a monthly basis.

**Improvement Actions**

Students will continue to indicate their improvement on monthly basis until May 2010. If results show a decline in grade improvement, further actions will be determined at that time. Based on weekly grades, students who show no progress in a particular class or classes will be placed on academic probation. Students will be required to have their teacher(s) complete a weekly progress report which indicates areas where students need to improve. Teacher will be asked to recommend ways to help students improved so the Academic Tutor can provide assistance and support in those areas. Students will be required to submit the weekly progress form to the Academic Tutor. If reports are not submitted, students will not be allowed to participate in program activities until progress is shown.

The monthly evaluations will be revised to specifically ask students whether each item (i.e. grades improved, stayed the same or dropped) was the result of Academic Enrichment. (See below) This will help us determine the effectiveness of Academic Enrichment in assisting students improve their grades or at the least keep their grades from dropping.

**Measure 2: Academic Improvement**

Competency Assessed: Change Yourself

Assessment Strategy: Students will complete Monthly Evaluations at each monthly Saturday Seminar

Number of Students Assessed: Varies monthly

### Results

<table>
<thead>
<tr>
<th>Month</th>
<th>Results</th>
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<tbody>
<tr>
<td><strong>January</strong></td>
<td>(45 students):</td>
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<tr>
<td></td>
<td>• 67% indicated grades improved</td>
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<tr>
<td></td>
<td>• 26 % indicated grades stayed same</td>
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<td></td>
<td>• 4% indicated grades dropped</td>
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<td></td>
<td>• 71% stated Academic Enrichment played a role</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>(28 students):</td>
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<tr>
<td></td>
<td>• 50% indicated grades improved</td>
</tr>
<tr>
<td></td>
<td>• 50% indicated grades stayed same</td>
</tr>
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<td></td>
<td>• 0% indicated grades dropped</td>
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<td><strong>February</strong></td>
<td>(43 students):</td>
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<td></td>
<td>• 49% indicated grades improved</td>
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<td></td>
<td>• 46 % indicated grades stayed same</td>
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<td></td>
<td>• 5% indicated grades dropped</td>
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<tr>
<td></td>
<td>• 65% stated Academic Enrichment played a role</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>(36 students):</td>
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<tr>
<td></td>
<td>• 53% indicated grades improved</td>
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<td></td>
<td>• 39% indicated grades stayed same</td>
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<td></td>
<td>• 9% indicated grades dropped</td>
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<tr>
<td></td>
<td>• 45% stated Academic Enrichment played a role</td>
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<tr>
<td><strong>March</strong></td>
<td>(40 students):</td>
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<td></td>
<td>• 67% indicated grades improved</td>
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<td>• 33% indicated grades stayed same</td>
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<tr>
<td></td>
<td>• 0% indicated grades dropped</td>
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<tr>
<td></td>
<td>• 71% stated Academic Enrichment played a role</td>
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<tr>
<td><strong>April</strong></td>
<td>(36 students):</td>
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<tr>
<td></td>
<td>• 53% indicated grades improved</td>
</tr>
<tr>
<td></td>
<td>• 39% indicated grades stayed same</td>
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</tbody>
</table>
8% indicated grades dropped
65% stated Academic Enrichment played a role

May Results (30 students):
67% indicated grades improved
20% indicated grades stayed same
13% indicated grades dropped
48% stated Academic Enrichment played a role

Analysis
Based on the results, at least 57% of the students indicated they saw an increase in their grades each month. About 6% stated there was a drop in their grades. Although there is no indication of which specific student whose grades have dropped from the evaluations, the Academic Tutors are monitoring each student’s progress on a weekly basis. Some schools allow students to access their current grades in each class electronically. Students are required to print their grades on a weekly basis. Students are provided with academic assistance in areas or classes they show weaknesses in.

After the October evaluations were collected, students were asked if the changes they were reporting were the result of Academic Enrichment. The results showed that at least 48% of the students agreed that Academic Enrichment played a role. Based on this, it is difficult to determine which items were the direct results of Academic Enrichment. For example, for students who indicated that grades significantly improved, was this the direct result of Academic Enrichment and this was similar for those that marked that grades stayed the same or dropped.

Improvement Actions
Students will continue to indicate their improvement on a monthly basis until May 2010. If results show a decline in grade improvement, further actions will be determined at that time. Based on weekly grades, students who show no progress in a particular class or classes will be placed on academic probation. Students will be required to have their teacher(s) complete a weekly progress report which indicates areas where students need to improve. Teacher will be asked to recommend ways to help students improved so the Academic Tutor can provide assistance and support in those areas. Students will be required to submit the weekly progress form to the Academic Tutor. If reports are not submitted, students will not be allowed to participate in program activities until progress is shown.

The monthly evaluations will be revised to specifically ask students whether each item (i.e. grades improved, stayed the same or dropped) was the result of Academic Enrichment. (See below) This will help us determine the effectiveness of Academic Enrichment in assisting students improve their grades or at the least keep their grades from dropping.

<table>
<thead>
<tr>
<th>My grades for this month:</th>
<th>Was this the result of Academic Enrichment?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Improved Significantly</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>☐ Improved</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>☐ Stayed the same</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>☐ Dropped</td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Measure 3: Personal Goals – a 2.5 GPA or better or C or better in classes

Competency Assessed: Change Yourself: Personal Goals

Assessment Strategy: Transcripts will be collected in January and June 2010

Number of Students Assessed: 60-67 students final Grade Point Averages (GPA)

Results

Results do not include 5 students from Freedom High School and 1 student who transferred. Students’ transcripts were requested in June but were not received at the time this report was submitted.

- 62% of the students began the academic year with a 2.5 GPA or better.
  - This does not include 9 freshmen students who started the program in the fall semester, therefore, did not have a GPA available at the time they started the program. This does include those freshmen who began the program during the spring semester whose fall semester grades were available and used as their starting GPA.
- Of the students who began the program with a 2.5 GPA or better, 86% had a cumulative GPA of 2.5 or higher at the end of the year. In which 81% consistently maintained a 2.5 GPA in both the fall and spring semester; 70% were able to earn a 2.5 GPA in either one or both semesters.
- 39% of the students’ final cumulative was improved.
  - This includes students who began or ended with less than a 2.5
  - Those whose GPAs did not increase, dropped by no more than 0.45 points.
- 60% of the students earned a final cumulative GPA of a 2.5 or better for the Academic Year.

Analysis

Based on these results, 70% of the students are working towards earning a 2.5 or better GPA per semester. Student are encouraged throughout the year to perform at this level to ensure improvement overall and increase their chance of getting into the post-secondary institution of their choice.

Improvement Actions

No immediate actions are deemed necessary at this point. The program will continue to provide Academic Enrichment during the academic year and an intense summer component that focuses on preparing them for the next level of coursework. Student transcripts will be requested ever semester to further gauge progress.

60% of the students earned a final cumulative GPA of a 2.5 or better for the Academic Year
EMERGING LEADERS

Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome
Students will learn how to address campus needs through effective leadership.

Program or Activity
As a result of participating in the Emerging Leaders program, students will be able to:

- Develop meaningful personal goals for EL program and project
- Identify personal strengths, passions, and/or skills
- Implement an effective campus project
- Articulate a plan for future leadership positions or roles

Measure 1
Program evaluation on online survey (self report)

Number of Students Assessed: 36

Results
- 29 first year students completed the EL program (33 applied, 32 accepted)
- 9 upper class students were Leadership Mentors
- 7 leadership projects were completed in fall, 2 will be completed in spring
- 7 fall projects impacted over 900 SNC students, 5 campus groups and 5 community non-profits

Of the 29 participants, 19 completed the Survey Monkey evaluation. Below is the percentage that agreed with each statement:

- 89% - developed meaningful goals for time at SNC.
- 84% - feel prepared for a leadership position at SNC
- 73% - identified new strengths.

In addition:
- 100% indicated interest in future involvement;
  - 79% named a position or group they planned to contact
- 100% completed the planning or projects they were assigned to

Of the 9 Emerging Leader Mentors, 7 completed the Survey Monkey evaluation. Below is the percentage that agreed with each

- 86% - gained more experience in project management
- 86% - further developed a network of peers
- 86% - assisted in preparing the Emerging Leaders for a leadership position at SNC
- 70% - created an awareness of community needs with my small group
- 57% - identified new strengths.
**Analysis**
Emerging Leaders is preparing most participants for campus leadership positions.

Emerging Leader Mentors also gained valuable experience in leadership, management, and goal-setting.

**Improvement Actions**
Based on the analysis of student learning outcomes, we are not recommending significant changes to the Emerging Leaders model. The Mentor component needs to have learning outcome goals identified and assessed.

That being said, questions about whether this particular program model will serve the students’ and the program’s need into the future. In order to help us understand that better, we intend to:

- Develop and implement new assessment plan that better assesses identified learning outcomes and assesses campus partner satisfaction.
- Review the program for better collaborations with campus partners and ways to reach more students.

**STUDENT LEADERSHIP CONFERENCE**
*Originally reported in Mid-Year Report of Learning and Progress*

**Learning Outcomes**
As a result of participating in the 2009 Student Leadership Conference, students will be able to:

1. Engage in self-understanding in order to develop meaningful personal goals
2. Develop open, honest, and meaningful relationships based on mutual respect.
3. Serve as responsible citizens

<table>
<thead>
<tr>
<th>Engage in self-understanding in order to develop meaningful personal goals.</th>
<th>1 2 3 4 5 N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Value identification and achievement of personal goals.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>2. Develop a series of goals to achieve in a set period of time.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop open, honest, and meaningful relationships based on mutual respect.</th>
<th>1 2 3 4 5 N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Know how to manage conflicts</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>14. Know how to effectively collaborate.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>15. Understand perspectives of others</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>16. Value the importance of relationship-building</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>17. Take responsibility for own actions.</td>
<td>1 2 3 4 5 N/A</td>
</tr>
<tr>
<td>18. Confront harmful behavior in a respectful manner</td>
<td>1 2 3 4 5 N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serve as responsible citizens</th>
<th>1 2 3 4 5 N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Practice engage citizenship and create effective change</td>
<td>1 2 3 4 5 N/A</td>
</tr>
</tbody>
</table>

(1=Not at all, 2= Very Little, 3=Somewhat, 4=More than average, 5=Very Much)
**Measure 1: Self-Understanding**

Assessment Strategy: Survey completed at the end of the conference

Number of Students Assessed: 77

**Results**

77 (74%) of the students in attendance responded as seen below. Most students believed that the conference helped them learn most of the learning outcomes that we identified. The one learning outcome that where the majority of participants felt they only “somewhat” or “not at all” learned was developing a series of goals to achieve in a set period of time.

```
| Engage in self-understanding in order to develop meaningful personal goals. |
|-------------------------|-----|-----|-----|-----|-----|
|                         | 1   | 2   | 3   | 4   | 5   |
| 1. Value identification and achievement of personal goals. | 1   | 6   | 26  | 33  | 10  |
| 2. Develop a series of goals to achieve in a set period of time. | 5   | 16  | 27  | 17  | 10  |

| Develop open, honest, and meaningful relationships based on mutual respect. |
|-------------------------------|-----|-----|-----|-----|-----|
|                               | 1   | 2   | 3   | 4   | 5   |
| 13. Know how to manage conflicts | 5   | 10  | 20  | 28  | 5   |
| 14. Know how to effectively collaborate. | 2   | 12  | 23  | 23  | 10  |
| 15. Understand perspectives of others | 3   | 5   | 19  | 31  | 13  |
| 16. Value the importance of relationship-building | 1   | 3   | 11  | 38  | 18  |
| 17. Take responsibility for own actions. | 1   | 6   | 14  | 27  | 21  |
| 18. Confront harmful behavior in a respectful manner | 5   | 9   | 18  | 24  | 17  |

| Serve as responsible citizens |
|-----------------------------|-----|-----|-----|-----|-----|
|                             | 1   | 2   | 3   | 4   | 5   |
| 26. Practice engage citizenship and create effective change | 3   | 9   | 18  | 24  | 17  | 2   |
```

**Analysis**

Overall, we’re pleased with these results. We got strong, positive feedback regarding the conference and most students learned the intended outcomes at the variety of sessions they were able to attend.

**Improvement Actions**

Because we are generally pleased with the results, we are not recommending any improvement action.
STUDENTS TAKING ACADEMIC RESPONSIBILITY (STAR)

Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome(s):
Engage in self-understanding in order to develop meaningful personal goals, engage in activities that enhance physical, psychological and emotional health, Understand and appreciate human differences, and Develop open, honest and meaningful relationships based on mutual respect.

The program has allowed students to develop relationships and find support on campus.

As a result of participating in the STAR Program, students will be able to achieve personal goals, deal with stress and time management, learn about their own and others’ cultures and human difference and learn how to value relationships. The early arrival surveys were completed by the 5 students who were in attendance. Surveys completed later included all 10 participants.

Results

<table>
<thead>
<tr>
<th>STAR program evaluation - early arrival. 8/27/09 (5 surveys)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain knowledge of SNC and Specifically the MSS office.</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Transition successfully to SNC.</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Will develop relationships and find support systems on campus.</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAR program evaluation – Mid semester. 10/21/09 (10 surveys)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about setting goals and taking steps to achieve them.</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learn to recognize stress.</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learn how to efficiently manage time.</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gain knowledge about getting involved on campus.</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAR program evaluation – End of Semester. 12/13/09 (10 surveys)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about their own identity development.</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Will develop relationships and find support systems on campus.</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Students Taking Academic Responsibility (STAR) Program provides the opportunity for first-year Students of Color to adjust to their new environment and addresses the challenges they will potentially face during their transition from high school to College. The program includes two components - an Early Arrival Program and an Academic year component. We know that campus engagement, academic
preparedness, and identity development all contribute to the success of a Student of Color on a college campus. The program has allowed students to develop relationships and find support on campus.

We had five students come to the early arrival component and then when classes started an additional 5 students attended. All or 100% of students surveyed indicated that they Strongly Agree or Agree on all surveyed questions which indicates that the students are learning to achieve personal goals, deal with stress and time management, learning about their own and others’ cultures and human difference and how to value relationships.

**Measure**

Assessment Strategy: Survey completed after early arrival component, middle of the semester and at the end of the semester. All surveys were then compiled by STAR Intern and Director of Multicultural Student Services.

Number of Students Assessed: 5 surveys during the early arrival component and 10 surveys in the middle of the semester and again at the end of the semester.

**Analysis**

Overall we learned that the students were learning information during the program. The surveys indicate that students transitioned well and have developed important relationships on campus. They have learned important skills that will assist them in being successful here at SNC. It is expected that all 10 of the students who participated in STAR will return in the Fall 2010.

**Improvement Actions**

Because of the success of this program we will again seek funds to support this program. If funded we will strengthen the early arrival program to include more students. We think the program is designed well and any adjustments would strengthen the current program.
Explore the Role of Spirituality in One’s Own Life Goals

TRIPS ASSESSMENT REPORT FOR CAMPUS MINISTRY

Division of Mission and Heritage
(Used here with permission)

In this past year we acquired better data to support our conviction that students grow spiritually because of their TRIPS experiences. We have tried several different assessment methods to gather information. We used focus groups, a Survey Monkey survey, and reflection questions. The focus groups in the end did not yield any data, though were a good place for students to prepare and debrief their service experiences. In the next sections I will explore the information gathered from the other assessment methods.

Learning Outcomes

1. In what ways did this trip experience impact your spirituality, your religious views, or your understanding of the role of religion in addressing social issues?
2. In what ways will you apply what you have learned about faith or spirituality?

Results

The Survey Monkey data at first did not seem to be very fruitful but after further review seems to be the most substantial information. We asked two open ended questions on the survey and then we took the data and looked for recurrent themes from each question.

Below are the questions and the top themes in order that arose from each:

1. In what ways did this trip experience impact your spirituality, your religious views, or your understanding of the role of religion in addressing social issues? (50/65 responded, 15 skipped the question, and 3 did not experience growth in knowledge or understanding)
   i. Experienced personal spiritual growth
   ii. Deeper understanding and appreciation for the resilience and importance of faith for those less fortunate
   iii. Inspired by others’ faith
   iv. Openness to other religious perspectives
   v. Demonstrated how people are connected

Top 5 ways the TRIP impacted spirituality

1. Experienced personal spiritual growth
2. Deeper understanding and appreciation for the resilience and importance of faith for those less fortunate
3. Inspired by others’ faith
4. Openness to other religious perspectives
5. Demonstrated how people are connected
2. In what ways will you apply what you have learned about faith or spirituality? (40/65 responded and 25 skipped the question)
   i. Desire to share faith
   ii. Commitment to growth in religious practice
   iii. Desire to grow in faith and learn more about their Catholic tradition
   iv. Growth in relationship with the God/Divine
   v. Inspired by others’ faith to do more themselves
   vi. Open mindedness

Analysis
The evidence demonstrates students’ experience spiritual growth in a variety of ways. The high number of responses in the first question seems to be an indicator that we asked a good question that they felt they could respond to adequately. The second question related to application seemed to be a harder question to answer.

The essay question was used again this year. We have struggled to find a question that would get us the information we were looking for but again this year it was a stretch. We tried one question for winter and fall trips and then tried another question for the spring trips.

1. Used in fall and Winter TRIPS:
   a. Take time to reflect on your week and use the provided paper to:
      i. Recall someone that you met during your trip that really impacted you, whether it is someone you served or someone who works in the organization(s) at which you volunteered.
      ii. Write in that person’s voice about an interaction with you. Questions to consider include, what did you think about the SNC volunteer? How did you feel after interacting with them? What difference did their visit make? (i.e., Hi. My name is Susie, and I am a 3rd grader at St. Benedicts in Chicago. Miss Smith from SNC is volunteering in my class this week...)
         1. If this is too difficult, just describe your interactions with them from both a “thinking” and “feeling” perspective
      iii. Conclude with what you personally have learned from that person (How does their story impact you personally and how might you think or do something differently as a result of this interaction?)

2. Used in Spring
   a. Take time to reflect on your week and use the provided paper to:
      i. Describe one significant change you helped bring about and the steps you took to initiate or implement that change.
      ii. What did going on this trip teach you about the ways people connect their beliefs with their actions?
The second question did seem to be a question that was more accessible to the student but neither set of questions demonstrated tremendous learning. Neither directly linked to spiritual growth. We scored both essays on a rubric that was developed to look for student’s growth in:

1. Pursue Mutual Understanding - 47%
2. Act with Integrity - 27%
3. Act with Compassion – 35%

These numbers seem low to us based on the conversations we have had with students post their service experience. We account for this in a few ways. First, we had student workers who had limited experience with TRIPS as well as religious language scoring the rubric. We also believe that the timing for when the essays were written varied drastically from the fourth day of their trip to a week after their trip. It is difficult to make sure these are given at consistent times when staff are not there to administer.

**Improvement Actions**

As we look forward to next TRIPS season we have decided to make several changes in our program to enhance the spiritual development of students and more adequately assess that development. We will be revamping our training for reflection coordinators so that they are more fully equipped to handle religious reflection and debriefing. We will also be moving away from the use of the reflection question because we simply do not have the staff to use this tool effectively.

**Practice Effective Communication**

**FACULTY COLLABORATION**

w/ Jason Senjem, BUAD 230  
Originally reported in *Mid-Year Report of Learning and Progress*

“... they help me realize that the knowledge I have gained through this course can actually be applied to the real world and are relevant to the things I will need to know in the future”  

**Program:**  
Faculty Collaboration with Jason Senjem, BUAD 230, Foundations of Management. Collaboration included class time scheduled for the following activities: Myers-Briggs Type Indicator (MBTI) interpretation, resume presentation, interviewing skills presentation, mock interviews with employers, employer panel and unpacking the Knight Owl experience (translate their experience from the Knight Owl to the world of work).
Learning Outcomes:
As a result of participating in the Career Services/BUAD 230 collaboration in the Fall 2009 and Spring 2010 semester, students will:

1. Practice effective communication.
2. Develop open, honest and meaningful relationships based on mutual respect.

Measure: Effective Communication
Assessment strategy: Survey completed on Survey Monkey, post-collaboration

Number of students assessed: Fall ’09: 54; Spring ’10: 54

Results
As a result of participating in the Career Services/BUAD 230 collaboration in the Spring 2010 semester:

- 94.4% of students agreed or strongly agreed that they improved their ability to communicate assertively with civility and respect with teammates and classmates.
- 96.3% of students agreed or strongly agreed that they were prepared to listen with understanding to teammates and classmates.
- 96.3% of students agreed or strongly agreed that they increased their knowledge of self and how they interacted with others.

<table>
<thead>
<tr>
<th>Practice Effective Communication</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved my ability to communicate assertively with civility and respect with my teammates and classmates.</td>
<td>Fall ’09</td>
<td>Spring ’10</td>
<td>Fall ’09</td>
<td>Spring ’10</td>
<td>Fall ’09</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>33</td>
<td>28</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Prepared me to listen with understanding to my teammates and classmates.</td>
<td>Fall ’09</td>
<td>Spring ’10</td>
<td>Fall ’09</td>
<td>Spring ’10</td>
<td>Fall ’09</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>29</td>
<td>28</td>
<td>23</td>
<td>12</td>
</tr>
</tbody>
</table>

Develop Meaningful Relationships

<table>
<thead>
<tr>
<th>Increased my knowledge about myself and how I interact with others.</th>
<th>Fall ’09</th>
<th>Spring ’10</th>
<th>Fall ’09</th>
<th>Spring ’10</th>
<th>Fall ’09</th>
<th>Spring ’10</th>
<th>Fall ’09</th>
<th>Spring ’10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>33</td>
<td>27</td>
<td>19</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Students were also asked to respond to the following question: How will you use the above experiences in the future to help you academically or in your career preparation?
• “The management, leadership, and networking skills I learned from the class I will carry out into the real world and hopefully show employers that I have practiced and participated in real team building situations.”
• “Being able to come up with ideas and put the skills used in this project into everyday experiences in my career, and knowing how to encounter problems that may occur and deal with problems as they arise.”
• “It further enhanced my ability to work and participate in groups.”
• “I will respect people when interacting with them and I became more confident with my career.”
• “All of the experiences are able to be applied to the real world as well as the workplace in the future to help me not only academically but also in my career preparation... they help me realize that the knowledge I have gained through this course can actually be applied to the real world and are relevant to the things I will need to know in the future.”

Analysis:
Based on feedback received after the first semester, a number of changes were made for semester two: increased hands-on and interactive activities to more strongly connect and retain the information, more class time was devoted to practicing interview questions with peers to decrease interview anxiety prior to mock interviews, and more class time was devoted to helping the students understand the connection between Foundations of Management and its application to the job search and the world of work. As a result of changes made, responses for strongly agree increased for every category in the spring semester, responses for neutral and disagree decreased in every category.

Improvement Actions:
Based on the positive feedback, no further program changes are being implemented at this time.

HONORS HOUSING (COMMUNICATION)
Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome(s)
As a result of living in Honors Housing, students will be able to:

1. Communicate assertively with civility and respect.
2. Develop open, honest relationships.

Measure 1: Communication
Assessment Strategy: Survey completed on Survey-Monkey toward the end of fall semester.
Number of Students Assessed: 30

88.9% of the students surveyed agreed or strongly agreed that they have discussed with their roommate what they need from each other in order to successfully live together.
Results
81.5% (n=22) of the students surveyed agreed or strongly agreed that they have further developed their skills or knowledge related to communicating as a result of interactions with members of their community or attendance at programs in their residence hall.

As a result of my interactions with members of my community or attendance at programs in my residence hall, I have further developed my skills or my knowledge in these areas:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating assertively with civility</td>
<td>11.1%</td>
<td>70.4%</td>
<td>18.5%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>and respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

88.9% (n=24) of the students surveyed agreed or strongly agreed that they have discussed with their roommate what they need from each other in order to successfully live together.

51.8% (n=14) of the students surveyed agreed or strongly agreed that they confront individuals who are behaving inappropriately.

Please rate yourself on the following communication skills:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>My roommate and I have discussed what we need from each other</td>
<td>51.9%</td>
<td>37%</td>
<td>7.4%</td>
<td>3.7%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>in order to successfully live together (e.g. late or early</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>riser, TV, noise, guests, alcohol, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I confront individuals who are behaving inappropriately (like</td>
<td>11.1%</td>
<td>40.7%</td>
<td>25.9%</td>
<td>18.5%</td>
<td>0</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

[44.4% (n=12)] of the students surveyed reported having 3 or more discussions or 15 minutes of length or greater with a person with a differing point of view.

In the last month, how often have you had discussions of 15 minutes of length or greater with a person with a differing point of view:

<table>
<thead>
<tr>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
</tr>
<tr>
<td>1 time</td>
</tr>
<tr>
<td>2 times</td>
</tr>
<tr>
<td>3 or more times</td>
</tr>
</tbody>
</table>
[11.1% (n=3)] of the students surveyed reported confronting another individual about inappropriate or bothersome behavior.

[44.4% (n=12)] of the students surveyed report never confronting another individual about inappropriate or bothersome behavior.

[37% (n=10)] of the students surveyed report confronting another individual one time in the last month about inappropriate or bothersome behavior.

Analysis

At first glance it appears that students do gain more knowledge or understanding about communicating with civility and respect through programs or interactions in the halls (81.5% reported). Students even seemed to report high numbers related to talking with their roommate about what they need in order to live together (88.9% reported). Both of these measures seem positive related to students gaining skills in communication. However, when students are asked about their communication as related to conflict or confrontation, the results are not as strong. 44% of students report never confronting a friend, roommate, neighbor or other resident about inappropriate or bothersome behavior in the last month and only 37% report doing so 1 time in the last month.

Based on this information it seems possible students are gaining some skills related to communication but still lack skills when it comes to confrontation or more difficult conversations.

Improvement Actions

The analysis of the assessment still leaves me with some questions related to communication skills of students in the Honors Program. A next step could be to compare the data for students in Honors Housing to students in Madelaine-Lorraine Hall. The students would be similar in that they are also first year students but it might help us to determine whether there is something special about the Honors Housing Program and communication or if this is a normal phenomenon for all first year students.
**PROGRAM: HONORS HOUSING (RELATIONSHIPS)**

*Originally reported in Mid-Year Report of Learning and Progress*

**Learning Outcome(s)**

As a result of living in Honors Housing, students will be able to:

1. Communicate assertively with civility and respect.
2. Develop open, honest relationships.

**Measure 2: Relationships**

Assessment Strategy: Survey completed on Survey-Monkey toward the end of fall semester.

Number of Students Assessed: 30

**Results**

[81.4% (n=21)] of the students surveyed agreed or strongly agreed that they have further developed their skills or knowledge related to developing open, honest relationships as a result of interactions with members of their community or attendance at programs in their residence hall.

[74% (n=20)] of the students surveyed agreed or strongly agreed that they have further developed their skills or knowledge related to taking responsibility for their own behavior as a result of interactions with members of their community or attendance at programs in their residence hall.

<table>
<thead>
<tr>
<th>Measure 2: Relationships</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop open, honest relationships</td>
<td>33.3%</td>
<td>48.1%</td>
<td>18.5%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Taking responsibility for own behavior</td>
<td>37%</td>
<td>37%</td>
<td>22.2%</td>
<td>3.7%</td>
<td>0</td>
</tr>
</tbody>
</table>

For the following three measures of relational skills, students in the Honors Program unanimously self-reported taking responsibility for their own behavior, understanding that their actions and decisions affect their residential community and listening to and reflecting upon the point of view of other members of the community.

<table>
<thead>
<tr>
<th>Measure 3: Relationships</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take responsibility for my own behavior.</td>
<td>81.5%</td>
<td>18.5%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I understand that my actions and decisions affect my residential community.</td>
<td>81.5%</td>
<td>18.5%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I listen to and reflect upon the point of view of my roommate, Resident Assistant, Hall Director or other members of the community.</td>
<td>63%</td>
<td>37%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Analysis
The data reflects that for the competency of developing open and honest relationships, students in Honors Housing are definitely excelling. I would attribute this to the program design. First year Honors students live together in the hall, have a common course and attend programs planned by the hall that include the Honors director and Honors faculty, creating a really seamless living learning environment.

Improvement Actions
These results seem very positive, therefore I am not recommending any further steps at this point.

PROGRAM: ROOMMATE MEDIATIONS (COMMUNICATION)
Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome(s)
As a result of participating in a roommate mediation, student will be able to:

1. Utilize skills to effectively communicate.
2. Develop open, honest relationships.

Measure 1: Communication
Assessment Strategy: Following a roommate mediation, staff distributed a question to each of the participants (see below). Responses were assessed using a rubric (see below).

Number of Students Assessed: 27

Mediation Assessment – Please complete the following question. Answers are anonymous.

Through the mediation process, what have you learned about communication in order to successfully live with another person?
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
<th>Suggested Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students utilize skills to effectively communicate</td>
<td>Measure</td>
<td>Measure</td>
<td>Measure</td>
<td>Measure</td>
<td>Through this mediation process, what have you learned about communication in order to successfully live with another person?</td>
</tr>
<tr>
<td></td>
<td>Student cites examples that reflect clear, civil and respectful dialogue and result in healthy solutions or civil discord</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Willing to go through the mediation process</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Understands what the roommate needs and what is bothering his/her roommate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Offers to make some changes in behavior to make the living environment better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presents their information very clearly and respectfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student examples reflect clear and respectful dialogue; accepting differing viewpoints and identifying common ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Willingness to compromise</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Listens to the other person</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Acknowledge[s both sides of the issue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Willingness to go through the mediation process</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Student cites examples that reflect their own opinions; limited attention to other’s point of view.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Passive aggressive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Venting without finding a solution or the only solution is to move</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Willing to go through the mediation process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students thoughts, opinions, feelings were vaguely expressed, overly generalized, rude, or were clearly aggressive.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Avoids situation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indirect discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent calls for the student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forced to go through the mediation process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Through this mediation process, what have you learned about communication in order to successfully live with another person?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Results**

49% or 13 responses were competent

30% or 8 responses were developing

23% or 6 responses were rudimentary
**Analysis**
This is not as successful as we hoped. About half of the respondents were competent which seems positive but we did not see any exemplary responses and still have a good amount of developing and rudimentary responses.

**Improvement Actions**
It would be helpful to continue to gather data. We began assessing roommate mediation in mid-October. More data could help us understand if this is the trend and whether we need to adapt our approach to roommate mediations.

---

**Engage in Activities that Enhance Physical, Psychological, and Emotional Health**

**ALCOHOL ASSESSMENT IN HEALTH AND MEDICAL SERVICES**

**Learning Outcome 1:**

Learn how to determine physical and emotional health

1. Alcohol consumption and level of risk.

**Measure:** Determine physical and emotional health

**Competency addressed:** Change Yourself: Enhance physical and emotional health.

**Assessment Strategy:** Health and Wellness Survey Question 6g “...students review their alcohol consumption and learn strategies for responsible drinking.”

Number of students assessed: 233

As a routine component of the clinical visits in Health and medical, (excluding emergency and triage visits) health providers and therapists address students’ alcohol intake relative to number of drinks per sitting and number of days per week. Students are given an alcohol intake score of AB= abstinence, AS-1= (M < than 14 per week, F < than 7/week) AS-2= (M >than 14/week and F > than 7/week). This score provides students with reflective information about their alcohol intake and provides skill based strategies to assist students in reducing alcohol and the potential harmful effects. Students with an AS-2 are given information about “binge drinking” and offered the opportunity to have a formal alcohol assessment.

... the students who participated said they did not see the incredible drinking at house parties that were portrayed in the movie.
Results

6. Students know how to determine emotional and physical health.

| H&WS Survey Q6g students review their alcohol consumption and learn strategies for responsible drinking.* | 33 (14%) |

[14% (n=33) of the students surveyed about alcohol consumption and harm reduction strategies indicated they agreed or strongly agreed that this helped them in determining their health; Surprisingly, 71% (n=171) students felt this question was not applicable to them.]

Analysis

Although only 14% of the students surveyed agreed or strongly agreed that reviewing their alcohol intake and applying harm reduction strategies was helpful, we feel this program must be categorized as a success because it actually provided 33 individuals with positive strategies in determining their health. The actual number of individuals in Health and Medical Services whose alcohol consumption was formally assessed is provided in (Figure 1). The comparison between 2008-09 and 2009-10 shows a very similar pattern with most students indicating they drink in the AS-1 category, and the fewest in the AS-2 category. Those who drink > 7drinks/wk for females and > 14 drinks/wk for males have the fewest students recorded. These correlates seem to provide a window into what the SNC student might look like; moderate alcohol consumers with relatively few heavy drinkers. During a program titled, Sex, Lies and Alcohol, the discussion related to the movie seemed to bear this out with In assessing a behavior as prevalent as alcohol consumption, it may be that students underestimate the amount the amount of alcohol they actually consume. Additionally, it appears with the high number of students responding as Not Applicable, it would seem that students may not view alcohol consumption as influencing their health.

Figure 1
Improvement Actions

The percent of students who indicated this strategy helped them to determine their health is relatively low at 14%, however, it still represents 33 individual students who may not have negative consequences related to their alcohol use because of this program. Speculatively, if this number remained the same each year, over the course of a 4-year academic career, this could be 132 individuals. This strategy may help to prevent serious alcohol consequences for any one of these individuals, and this in itself would be sufficient reason to continue the program. Changes will be made in the delivery of the information to assure students this assessment is to assist them in making healthy choices and it will not affect the health care options available to them.

ALCOHOL ASSESSMENT IN HEALTH AND WELLNESS SERVICES

Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome

Students learn about their alcohol intake, strategies related to harm reduction and how to incorporate these into a healthy lifestyle.

Measure

Competency Assessed: Change Self:

<table>
<thead>
<tr>
<th>Engage in activities that enhance physical, psychological and emotional health</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Students will know how to determine their physical and emotional health</td>
</tr>
<tr>
<td>8. Students will participate in activities that promote a healthy lifestyle</td>
</tr>
</tbody>
</table>
Assessment Strategy: e-CHUG reflection essays

Health and Wellness Services general survey

Results

<table>
<thead>
<tr>
<th>REH Referral for AODA</th>
<th>e-CHUG survey</th>
<th>Target Reflective Essay</th>
<th>Reflective Essay</th>
<th>Target H&amp;WS alcohol harm reduction strategies incorporated in visit</th>
<th>H&amp;WS routine alcohol education and harm reduction strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>100%</td>
<td>50%</td>
<td>53%</td>
<td>90%</td>
<td>HAM 95% CAT 94%</td>
</tr>
</tbody>
</table>

Sample reflection essay responses: If you decided to make a change in your drinking, what would your first step be?

- “start drinking light beers to keep down the calories and then also maybe drink only once a weekend not both days.”
- “stop drinking but that will have to wait for after college the reasoning for why I say this is because when I am at home I have no problem not drinking on the weekends or during the week i just do it a college because that is what me and my friends do”
- “I did decide to make changes and I started to just find other things to do instead of go out with friends but when I did go out I only have a max of 5 beers but I try to stay around 3 if I can.”
- “Avoid playing drinking games and set a limit before I go out”

Analysis

The Reflective Essay target of 50% of e-CHUG participants was exceeded by 3% in the first half of the year and appears to be an appropriate method of incorporating alcohol harm reduction strategies for behavior change.

The response examples of the reflection essays indicate that students are learning the harm reduction strategies and defining ways in which they will incorporate them into healthy lifestyle choices. This strategy for disseminating information and providing a reflection on it will continue through the REH referral process and will be available for general assessment by individuals regardless of REH referral.

The target of providing alcohol information and prevention strategies to 90% of students using Health and Wellness Services has been exceeded, showing Health and Medical (HAM) at 95% and Counseling and Testing (CAT) at 94%. This was derived by taking routine appointments in which all intake interviews cover the basic information related to alcohol use and harm reduction strategies and removing emergency, walk-in or triage appointments, in which this information may not be routinely addressed due to the nature of the visit.

An additional question on the H&WS survey was added to assess the alcohol and harm reduction strategy. The analysis of this survey is in process and will be addressed in the year end report.
**Improvement Actions**

Concerns raised by the reflection essay responses will be given to the Alcohol Harm Reduction Committee (ARC) to assist in the development of “vibrant weekend nightlife” which the ARC is beginning to work on.

The language in the H&WS survey question will be revised to be consistent with the harm reduction language of the e-CHUG and the ARC strategies.

The Alcohol Harm Reduction Committee (ARC) has been convened and has met a few times over the course of the first semester. It is in the initial stages of identifying alcohol issues and forming subcommittees to develop proposals to address some of these issues. The assessment of this outcome will be more long term. The target of 50% involvement in the ARC committee by the Student Affairs Division (SA) has been exceeded, to include 58% of the departments in SA (Residential Education and Housing; Leadership Development, Service and Engagement; Campus Safety; Health and Wellness), the department of Athletics, Faith, Learning and Vocation, faculty, Residence Hall Association and Student Government Association are also represented on the ARC, which helps to address this issue as a College issue and not just Student Affairs.
ALCOHOL HARM REDUCTION PRESENTATIONS TO HIGH RISK STUDENT GROUPS (ATHLETICS, GREEKS, SOCIAL ORGANIZATIONS)

Learning Outcome 1:
High risk students learn

1. Harm reduction strategies

Measure: Engage in activities that enhance physical, psychological and emotional health

Competency Assessed: Change Yourself: Enhance physical and emotional health

Assessment Strategy: Post-Program Evaluations

# Assessed: 57

Results

<table>
<thead>
<tr>
<th>Engage in activities that enhance physical, psychological and emotional health</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Students will know how to determine whether they are emotionally and physically healthy.</td>
</tr>
<tr>
<td>Expressed understanding of harm reduction strategies</td>
</tr>
</tbody>
</table>

Sample responses from both E-Chug Reflective Essays and Program Evaluations

“I learned how to use safe drinking strategies.”

“I remember the two drinks per hour as a very simple rule. This will help me pace myself.”

“I remembered a rule of thumb for drinking pace.”

“I learned that intoxicant levels should be only 2 drinks/hr and it will help me control my drinking.”

“I learned about how much I can drink and be safe.”

“I will start drinking light beers to keep down the calories and then also maybe drink only once a weekend not both days.”

“I did decide to make changes and I started to just find other things to do instead of go out with friends but when I did go out I only have a max of 5 beers but I try to stay around 3 if I can.”

“Avoid playing drinking games and set a limit before I go out”
**Analysis**
The feedback from students suggests that the presentation style and information was conducive to learning.

**Improvement Actions**
1. Expand presentations to more high risk group members.

**ALCOHOL HARM REDUCTION PRESENTATIONS TO HIGH RISK STUDENT GROUPS (ATHLETICS, GREEKS, SOCIAL ORGANIZATIONS)**

Program Addressing Goal 1.4.c: Learning Outcome 1:

**High risk students learn**

2. Harm reduction strategies

**Measure:** Engage in activities that enhance physical, psychological and emotional health

**Competency Assessed:** Change yourself

**Assessment Strategy:** Post-Program Evaluations

**# Assessed:** 57

**Results**

<table>
<thead>
<tr>
<th>Engage in activities that enhance physical, psychological and emotional health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Students will know how to determine whether they are emotionally and physically healthy.</td>
<td></td>
</tr>
<tr>
<td>Expressed understanding of harm reduction strategies</td>
<td>42 (74%)</td>
</tr>
</tbody>
</table>

**Sample responses:**

“I learned how to use safe drinking strategies.”

“I remember the two drinks per hour as a very simple rule. This will help me pace myself.”

“I remembered a rule of thumb for drinking pace.”

“I learned that intoxicant levels should be only 2 drinks/hr and it will help me control my drinking.”

“I learned about how much I can drink and be safe.”

**Analysis**
The feedback from students suggests that the presentation style and information was conducive to learning.

**Improvement Actions**
2. Expand presentations to more high risk group members.
HEALTHY KNIGHTS SCREENING PROGRAM

Learning Outcome
Students learn about physical and psychological standards and apply to life

Measure: Students learn standards for healthy living.

Competency Assessed: Change Your Self: Engage in activities that enhance physical and psychological health.

Number assessed: 23

Results

<table>
<thead>
<tr>
<th>6. Students know how to determine physical, emotional and psychological health</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Q: Through the specific screening options, student learned physical and psychological standards to determine their health</td>
<td></td>
</tr>
</tbody>
</table>

Sample responses from survey

“I will wear sunscreen when going in the sun.”

“I will change the way I do tanning.”

“This was a great reminder of things I knew, but are so easy to forget.”

“I learned healthier eating habits.”

“I learned about the need for internet safety.”

Analysis

Even though only 23 students responded to the survey, 96% indicated they had a greater sense of the standards for health related to many of the screening stations that were offered and the written comments indicate a specific measure of what the students would do to apply those standards.

Improvement Actions

A focus group related to discuss programs related to healthy standards and screenings would be a great way to identify the needs of the students and increase learning related to health.
MEN'S HEALTH DINNER EVENT

Learning Outcomes:
As a result of participating in the “Men’s Health Dinner Event” program, students will be able to:

1. Engage in activities that enhance physical, psychological and emotional health.
   - Students will know how to determine whether they are emotionally and physically healthy.
   - Students will participate in activities that promote a healthy lifestyle.

Measure 1: Understand and appreciate human differences
Competency Assessed: Change Yourself

Assessment Strategy: Post-program evaluations

Number of Students Assessed: 49 evaluations turned in (out of 62 attendees)

Results:
Of the 49 students surveyed, 92% expressed statements of a personal change specific to at least one of our outlined learning outcomes. The remaining 8% either expressed no change or they left the response section of their evaluation blank.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>No. of Students Expressing Statements of Personal Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know how to determine whether they are emotionally and physically healthy.</td>
<td>37</td>
</tr>
<tr>
<td>Students will participate in activities that promote a healthy lifestyle.</td>
<td>22</td>
</tr>
</tbody>
</table>

*N.B. These numbers are not mutually exclusive.

Analysis:
Based on the information we received back from the surveyed students, we believe that we have created an effective means to educate men about cancer-related health practices. We believe that the gathered data indicates that this model was both well-received and educational.

Improvement Actions:
This program has become a nice tradition over the past three years but program evaluations indicated clearly that students would appreciate a wider focus of what Men’s Health is. The most clear opportunity for improvement would be the strategic step towards making more educational moments like this more readily available to the entire campus community. Specifically, we will:

1. Enhance systematic approach of extending invitations to students and target groups for more frequent educational opportunities throughout the year.
2. Expand program focus to educate students about men’s health issues such as depression, obesity, cardio-vascular health, in addition to serious topics like cancer.
SNC AFTER DARK

Originally reported in Mid-Year Report of Learning and Progress

SNC After Dark: Alcohol and drug awareness presentation to the FYE (First Year Experience) freshman students delivered by Campus Safety.

Learning Outcomes
As a result of participating in SNC After Dark, students will:

1. Learn how to protect themselves and each other when alcohol is present.
2. Learn how to drink responsibly.
3. Become familiar with the dangers associated with alcohol use.

Measure: Change Yourself
Competency Assessed: Change Yourself – Healthy Lifestyles

Assessment Strategy: Pre-program and post-program survey

Number of Students Assessed: 244 pre-program and 234 post-program

Results
The pre-program survey posed the following question; “I know about the dangers of alcohol and what to expect if I chose to drink.” The responses were:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>131 (54%)</td>
<td>108 (44%)</td>
<td>2 (.8%)</td>
<td>0</td>
<td>3 (1.2%)</td>
</tr>
</tbody>
</table>

The post-program posed the same questions; “I know about the dangers of alcohol and what to expect if I chose to drink.” The post program responses were:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>195 (83%)</td>
<td>37 (16%)</td>
<td>0</td>
<td>0</td>
<td>2(1%)</td>
</tr>
</tbody>
</table>

10 participants failed to turn in a post-program survey.

The post-program survey also asked students to “Describe three things you learned from this program.” A fill in the blank/short answer format was used. The top two responses can be summed up as:

1. “It is best not to drink” – 20 similar responses.
2. “People need to do a better job watching out for others” – 12 similar responses.

Analysis
Based on the difference in the results between the pre-program survey and the post-program survey it appears that students are learning about the dangers of alcohol during the SNC After Dark presentation.
Further, comments such as “It is best not to drink”, and “People need to do a better job watching out for others” suggest learning at the “Competent” level.

**Improvement Actions**
The content of the program will remain essentially the same in the future, however in order to get greater participation from students during the program, we would recommend changing from a large group setting to more sessions with smaller groups.

**STEP-IT-UP VIRTUAL WALKING PROGRAM**

**Learning Outcomes**
1: Students learn that participation in healthy activities promote a healthy lifestyle
2. Students learn to develop open, honest and meaningful relationships based on mutual respect.

**Learning Outcome 1**
Students learn that participation in healthy activities promote a healthy lifestyle

**Measure:** Healthy activities promote healthy lifestyles

**Competency Assessed:** Change Yourself: Enhance physical and emotional health.

**Number assessed:** 72

**Results**

<table>
<thead>
<tr>
<th>Engage in Activities that enhance physical, psychological and emotional health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Q. Program helped me to ...</td>
<td>increased my activity level</td>
</tr>
<tr>
<td>...</td>
<td>make healthy lifestyle changes</td>
</tr>
<tr>
<td>...</td>
<td>Continue walking</td>
</tr>
</tbody>
</table>

**Sample responses from the survey**

“I became more aware of my daily activity. This program was a great stress reliever...”

“It was fun and a great way to exercise.”

“I thought this was a great program. Not only did it help me get outdoors more, but also presented a great chance to go on walks and get to know my friends and team members better.”

“I had such a great time doing it, why not participate again?”

“Made me more aware of how much activity I do so that I can improve.”
**Analysis**
The responses to these questions and the sample quotes indicate that this is a program that is conducive to learning and developing strategies to enhance physical and emotional health. The program will continue with adjustments related to suggestions given in the survey.

**Improvement Actions**
Continue and expand this program and target freshman to get started with teams, perhaps their FYE groups.

"I already enjoy walking, but it encouraged me to walk more than I otherwise would have. It’s easy to say ‘I don’t have time today’ but when you have a team counting on your steps, you make the time to fit it in somehow."

**Learning Outcome 2**
Students learn to develop open, honest and meaningful relationships based on mutual respect

**Measure:** Students learn the value of being on a team and the commitment and responsibility to others.

**Competency Assessed:** Change Your Community: Develop Open, Honest, and meaningful relationships...

Number assessed: 72

**Results**

<table>
<thead>
<tr>
<th>16. Students value the importance of relationship building</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Q: Participated because of team spirit</td>
<td>44%</td>
</tr>
<tr>
<td>Participated because it was fun</td>
<td>43%</td>
</tr>
<tr>
<td>Increase knowledge of service opportunities</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Sample responses from Survey**

“I like the motivation that comes from being committed to a team. I am accountable to more than just me.”

“I didn’t want to let my teammates down by not walking, so I had motivation…”

“Love the group team bonding.”
“knowing it would be good for me and being on a team, I wanted to be accountable to my teammates, so I made an extra effort to find time to walk or exercise.”

“I already enjoy walking, but it encouraged me to walk more than I otherwise would have. It’s easy to say ‘I don’t have time today’ but when you have a team counting on your steps, you make the time to fit it in somehow. I hope I now have developed enough of a habit to keep the activity going.”

**Analysis**
This program met the outcome of developing relationships through team building in just under 50% of the respondents. Those who indicated being on a team is important, identified a sense of accountability to team mates. This is directly related to the competency in Change Your Community and is a strong reason to continue the program.

**Improvement Actions**
The survey responses related to the question about improvements will be reviewed and changes to increase participation, and perhaps expand the program. Integrating this program to develop an internship position with a student who has completed the Health Education class will be pursued.
Understand and Appreciate Human Differences

NATIVE AMERICAN WEEK CELEBRATION ACTIVITIES

Originally reported in Mid-Year Report of Learning and Progress

Multicultural Student Services hosts the Native American Week Celebration every year the first week of November (during the National Native American Month). This year the activities included a dance/drum presentation and two speakers. The speakers topics were “Native American Mascot” and “Dispelling Native American Myths.” All of the events indicated that the students learned about and appreciated the Native American Culture.

Learning Outcomes

As a result of attending an activity during the Native American Week Celebration, students will be aware of their own and others’ cultures and human difference.

Results

<table>
<thead>
<tr>
<th>Native American Dance and Drum Presentation. 11/2/09</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(55 surveys)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about another culture other than their own.</td>
<td>81.8</td>
<td>18.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learn to appreciate the Native American Culture.</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaker on Native American Mascots. 11/3/09</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(43 surveys)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about another culture other than their own.</td>
<td>58.1</td>
<td>39.5</td>
<td>2.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learn to appreciate the Native American Culture.</td>
<td>51.2</td>
<td>44.2</td>
<td>2.3</td>
<td>2.3</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaker dispelling Native American Myths. 11/4/09</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(30 surveys)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about another culture other than their own.</td>
<td>80</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learn to appreciate the Native American Culture.</td>
<td>60</td>
<td>36.7</td>
<td>0</td>
<td>0</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Measure

Assessment Strategy: Survey completed at the program and then compiled on Survey-Monkey.

Number of Students Assessed: 128 total surveys completed.
Analysis
Based on the information we received back from the students, we have realized that this format is working to educate students about the Native American Culture. The Dance/Drum demonstration continues to be educational and fun. The use of speakers has resulted in good conversations as indicated by a faculty member whose students attended all three events and quoted here, “this morning in my class students were making reference to the speaker and talking about how great the presentation was!”

Improvement Actions
At this time no improvements are suggested. It would be in our best interest to continue to seek outstanding speakers to come to campus and engage our students.

PROFESSIONAL INTERNSHIP EXPERIENCE
Originally reported in Mid-Year Report of Learning and Progress

Learning Outcomes
As a result of participating in an internship in Summer ‘09-Spring ‘10, students will have improved their ability to:

1. Understand and appreciate human differences
2. Engage in self-understanding in order to develop meaningful personal goals
3. Practice effective communication
4. Develop open, honest, and meaningful relationships based on mutual respect

Measure 1
Understand and Appreciate Human Differences (chosen because diversity is part of our strategic plan)
Assessment Strategy: Survey completed on Survey Monkey, post-internship

Number of students assessed: 175

Results
As a result of participating in an internship in Summer ‘09-Spring ‘10:

- 92% of students strongly or somewhat agreed that they improved their ability to show respect and sensitivity for human differences

<table>
<thead>
<tr>
<th></th>
<th>Agree Strongly</th>
<th>Agree Somewhat</th>
<th>Neutral</th>
<th>Disagree Somewhat</th>
<th>Disagree Strongly</th>
<th>N/A</th>
<th>Avg.</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(5)</td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“This morning in my class students were making reference to the speaker and talking about how great the presentation was!”
# Understand and Appreciate Human Differences

<table>
<thead>
<tr>
<th>Understand and Appreciate Human Differences</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Show sensitivity and respect for human differences</td>
<td>134</td>
<td>27</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4.76</td>
</tr>
<tr>
<td></td>
<td>76.6%</td>
<td>15.4%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td>175</td>
</tr>
</tbody>
</table>

Engage in self-understanding in order to develop meaningful personal goals

<table>
<thead>
<tr>
<th>Achieved their Learning Agreement Objectives and Personal Goals</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>117</td>
<td>55</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4.66</td>
</tr>
<tr>
<td></td>
<td>66.9%</td>
<td>31.4%</td>
<td>1.1%</td>
<td></td>
<td></td>
<td>0.6%</td>
<td>175</td>
</tr>
</tbody>
</table>

## Practice Effective Communication

<table>
<thead>
<tr>
<th>Practice Effective Communication</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Know how to communicate assertively with civility and respect</td>
<td>141</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.79</td>
</tr>
<tr>
<td></td>
<td>80.6%</td>
<td>18.3%</td>
<td>1.1%</td>
<td></td>
<td></td>
<td></td>
<td>175</td>
</tr>
<tr>
<td>Know how to listen with understanding</td>
<td>156</td>
<td>18</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.89</td>
</tr>
<tr>
<td></td>
<td>89.1%</td>
<td>10.3%</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td>175</td>
</tr>
</tbody>
</table>

Develop open, honest, and meaningful relationships based on mutual respect

<table>
<thead>
<tr>
<th>Develop open, honest, and meaningful relationships based on mutual respect</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Know how to manage conflicts</td>
<td>108</td>
<td>46</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>4.61</td>
</tr>
<tr>
<td></td>
<td>62.1%</td>
<td>26.4%</td>
<td>5.2%</td>
<td></td>
<td></td>
<td>6.3%</td>
<td>175</td>
</tr>
<tr>
<td>Know how to effectively collaborate</td>
<td>153</td>
<td>21</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.87</td>
</tr>
<tr>
<td></td>
<td>87.4%</td>
<td>12%</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
<td>175</td>
</tr>
<tr>
<td>Demonstrate a willingness to understand perspectives of others</td>
<td>149</td>
<td>22</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.85</td>
</tr>
<tr>
<td></td>
<td>85.1%</td>
<td>12.6%</td>
<td>1.1%</td>
<td></td>
<td></td>
<td>1.1%</td>
<td>175</td>
</tr>
</tbody>
</table>

Analysis: Understand and Appreciate Human Differences

Based on the information we have received from students, it appears having an internship allows students the opportunity to demonstrate sensitivity and respect for human differences. Working in professional work environments allows students the opportunity to interact with professionals and/or customers from a multitude of backgrounds. However, we cannot guarantee that all student interns are exposed to, or acknowledge, human differences; which may be the reason for the small percentage (4%) of students who responded N/A. Learning to effectively collaborate and respect others is crucial to our students’ success in the workplace after graduation and it appears internships are an excellent stepping stone.

### Improvement Actions:

Based on the positive feedback, no further program changes are being implemented at this time.
RACE, GENDER & HIP-HOP

Learning Outcomes:
As a result of participating in the “Race, Gender & Hip-Hop” program, students will be able to:

1. Understand and appreciate human differences.
   - Students will know how to confront “isms” (racism, sexism, etc.).

Measure 1: Understand and appreciate human differences
Competency Assessed: Change Your Community
Assessment Strategy: Post-program evaluations
Number of Students Assessed: 35 evaluations turned in (out of 60 attendees)

Results:
Of the 35 students surveyed, 69% expressed statements of a personal change in their attitudes/behaviors surrounding racism and sexism specific to music/hip-hop. The remaining 31% either expressed no change or they left the response section of their evaluation blank.

<table>
<thead>
<tr>
<th>Students will know how to confront “isms” (racism, sexism, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressed statements of personal change</td>
</tr>
<tr>
<td>Expressed no personal change (or left section blank)</td>
</tr>
</tbody>
</table>

Analysis:
Based on the information we received back from students, we believe that there is room for improvement with regard to creating a setting where students can learn to confront “isms.” Of the responses in the evaluation forms, many of the students expressed a newfound insight into an area that they had not yet thought about. Those who expressed minimal or zero personal change most often wrote that the content of the program was not new or revealing to them.

Improvement Actions:
Despite general satisfaction in the number of students who expressed personal changes in their ability to confront “isms” (in this case racism and sexism in hip-hop) there is clearly room for improvement. Specifically a more complete evaluation sample would help to best evaluate efforts like this. Recognizing that only 59% of attendees completed the evaluation form, a more comprehensive (yet easily accessible) device for measurement needs to be put in place. Specifically, we will:

1. Design and implement a more efficient measurement device for gathering data on student learning.
2. Maintain site (Mulva Presentation Room) as a viable program location but have more seating available for students.
3. Enhance systematic approach of extending invitations to students and target groups for more frequent educational opportunities throughout the year.

**RACE, GENDER & MUSIC VIDEO**

**Learning Outcomes:**
As a result of participating in the “Race, Gender & Music Video” program, students will be able to:

1. Understand and appreciate human differences.
   - Students will know how to confront “isms” (racism, sexism, etc.).

**Measure 1: Understand and appreciate human differences**
Competency Assessed: Change Your Community

Assessment Strategy: Post-program evaluations

Number of Students Assessed: **14 evaluations turned in (out of 18 attendees)**

**Results:**
Of the 14 students surveyed, 93% expressed statements of a personal change in their attitudes/behaviors surrounding racism and sexism specific to music videos. The remaining 7% either expressed no change or they left the response section of their evaluation blank.

<table>
<thead>
<tr>
<th>Students will know how to confront “isms” (racism, sexism, etc.)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressed statements of personal change</td>
<td>13 (93%)</td>
</tr>
<tr>
<td>Expressed no personal change (or left section blank)</td>
<td>1 (7%)</td>
</tr>
</tbody>
</table>

**Analysis:**
Based on the information we received back from students, we are confident that we have found a successful model for creating a setting where students can learn to confront “isms.” While the model itself did not change drastically from the “Race, Gender & Hip-Hop” event, it could be concluded that smaller group settings are more conducive to students learning around sensitive issues like “isms.” Of the responses in the evaluation forms, many of the students expressed a newfound insight into an area that they had not yet thought about.

**Improvement Actions:**
Although we are quite satisfied with the rate of student learning, it is clear that there is a need for consistent opportunities for programs like this. To this end we will:
1. Enhance systematic approach of extending invitations to students and target groups for more frequent educational opportunities throughout the year.

**RA TRAINING: BUILDING INCLUSIVE COMMUNITIES**
*Originally reported in Mid-Year Report of Learning and Progress*

**Learning Outcome(s):**
As a result of this session, RAs will:

1. Be aware of their own and others’ cultures and human differences.

**Measure 1: Cultural Awareness**
*Assessment Strategy: Following the session, student hall staff completed an assessment (see below). Responses to question 2 were assessed using a rubric (see below).*

Number of Students Assessed: 37

**Question 1:** What are the three elements to building cultural competence?


**Question 2:** Describe an interaction you had with someone who was culturally different from you. Give details of the interaction and what if anything was the outcome of the interaction.
Question 3: Students were asked to rate their comfort level in the 3 components of the cultural competency model (awareness, knowledge, skills). They were provided the statements below to gauge what a 1 would sound like versus a 10 on the continuum.

**Awareness**
1 - Don’t know much about my culture and am not comfortable talking about it.
10 – I am always thinking about my culture and worldview in my interactions.

**Knowledge**
1 – I have not spent much time interacting with people from different cultures or oppressed groups.
10 – I feel pretty knowledgeable in this area. I am aware of different cultures and communication styles.

**Skills**
1 – I am not too sure of myself in cross cultural communication.
10 – I have the skills and practice them a lot in interactions.

**Results**

**Question 1 Results**
- 75% of respondents answered correctly with Knowledge, Awareness and Skills
- 25% of respondents did not answer correctly
- 1 person did not respond

**Question 2 Results**
- Exemplary - 1 or 2.5%
- Competent - 25 or 70%
- Developing - 9 or 25%
- Rudimentary - 1 or 2.5%
- Blank – 1
The results below are from the assessment used with the 2009-2010 Hall Staff following fall training (that was the first cultural competency measure we had of the 09-10 student group):

**Competency Level Fall 2009 Training:**
- Exemplary - 2 or 5.71%
- Competent - 17 or 48.57%
- Developing - 13 or 37.14%
- Rudimentary - 3 or 8.57%
- Blank – 2

**Question 3 Results**
Resident Assistants self rated their awareness, knowledge and skills as related to cultural competency. Following are the results:

**Awareness (7.92 average response)**
(1 – Don’t know much about my culture and not comfortable talking about it, 10 – I am always thinking about my culture and worldview in my interactions)

- #10 response on continuum = 5 people
- #9 response on continuum = 5 people
- #8 response on continuum = 16 people
- #7 response on continuum = 4 people
- #6 response on continuum = 4 people
- #5 response on continuum = 2 people

**Knowledge(7.00 average response)**
(1 – I have not spent much time interacting with people from different cultures or oppressed groups, 10 – I feel pretty knowledgeable in this area. I am aware of different cultures and communication styles.)

- #10 response on continuum = 4 people
- #9 response on continuum = 1 person
- #8 response on continuum = 9 people
- #7 response on continuum = 12 people
- #6 response on continuum = 0 people
- #5 response on continuum = 8 people
- #4 response on continuum = 1 person
- #3 response on continuum = 1 person

**Skills (7.25 average response)**
(1 – I am not too sure of myself in cross cultural communication, 10 – I have the skills and practice them a lot in interactions.)

- #10 response on continuum = 5 people
- #9 response on continuum = 5 people
- #8 response on continuum = 7 people

For the 2010-2011 RA staff, over 2/3 of the responses we received on question 2 were competent or exemplary which is a huge improvement from our fall measure of the 09-10 RA staff which had just over half of the responses at competent or exemplary.
#7 response on continuum = 6 people
#6 response on continuum = 7 people
#5 response on continuum = 3 people
#4 response on continuum = 2 people
#3 response on continuum = 1 person

**Analysis**
The results to questions one are pleasing with 75% of respondents answering the question correctly regarding the components of cultural competency. This may be attributed to doing this during spring training which is an RA’s first training after being hired. The group is always very engaged at this training session.

For the 2010-11 RA staff, over 2/3 of the responses we received on question 2 were competent or exemplary which is a huge improvement from our fall measure of the 09-10 RA staff which had just over half of the responses at competent or exemplary. This is a marked change. In terms of recruitment for this group of RA’s, one change was providing invitations to Student Affairs staff who then presented them to students to encourage them to apply for the position. This may have given us a broader pool of applicants. We will continue this practice.

The third question provided interesting results in that it could assist us with planning RA Training for the fall. Although the average for responses on Awareness, Knowledge, and Skills is fairly similar, 7.92, 7, and 7.25 respectively, the areas of Knowledge and Skills have more responses in the lower categories of comfort, suggesting that we should focus training on building those areas of cultural competence.

**Improvement Actions**
This is the first measure of cultural competence for the 2010-2011 academic year RA’s. We should continue to measure cultural competence throughout the year to ensure that their comfort with Knowledge and Skills continues to improve as well as overall cultural competence. In addition, with recruitment we should continue to look for ways to achieve a broader pool of RA candidates. This year we offered invites to Student Affairs staff to distribute, for our next selection process we should broaden this to other staff and faculty.

**STUDENT STAFF TRAINING (RA & CAMPUS SAFETY)**
*Originally reported in Mid-Year Report of Learning and Progress*

**Learning Outcome: Understand and appreciate human difference.**
As a result of participating in Student Staff Training, students will be aware of their own and others’ cultures and human differences.
### Results

#### Residential Education and Housing RA training.

**8/24/09**  
*(37 surveys)*

<table>
<thead>
<tr>
<th><strong>Learned how to create an inclusive community for all members of my floor/community. (One survey left blank)</strong></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>22</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Had an opportunity to learn about another viewpoint regarding diversity issues.</strong></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core competency question</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe an interaction you had with someone who was culturally different from you. Give details of the interaction and what if anything was the outcome of the interaction? (two left blank)</strong></td>
<td>2 (5.71%)</td>
<td>17 (48.57%)</td>
<td>13 (37.14%)</td>
<td>3 (8.57%)</td>
</tr>
</tbody>
</table>

#### Campus Safety training. 8/26/09

*(7 surveys)*

<table>
<thead>
<tr>
<th><strong>Had an opportunity to learn about another viewpoint regarding diversity issues.</strong></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core competency question</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe an interaction you had with someone who was culturally different from you. Give details of the interaction and what if anything was the outcome of the interaction?</strong></td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The Multicultural Student Services office provides student staff training on cultural competence annually to the Campus Safety and Residential Education and Housing (REH) departments. Training is focused on understanding different viewpoints, being aware of your own cultural heritage and others, and fostering respect of all individuals as human beings.

Survey results indicate that those students who have participated and have completed the survey are 9% rudimentary, 37% developing, 48% competent and 5% exemplary in dealing with others who are different themselves.

### Measure

**Assessment Strategy:** Surveys completed at the trainings and then compiled by Director of Residential Education and Housing and the Director of Multicultural Student Services.

**Number of Students Assessed:** 44 total surveys completed.
**Analysis**
During both the Residential Education and Housing training for RAs and the Campus Safety student training we learned that overall the students have learned about others viewpoints regarding diversity. However, in asking the core competency question on understanding and appreciating difference we learned that many RA’s and Campus Safety student staff are still in the developing/rudimentary category. So when asking a student to rate themselves on their overall learning they indicated that they understood, but when asked to articulate their learning almost 50% of students struggled.

**Improvement Actions**
In collaboration with both departments – Campus Safety and REH – Multicultural Student Services will propose ideas for programs that students can attend to learn about other cultures and different viewpoints during the spring semester. We will then plan fall student staff training to ask the same questions to determine if we are improving in our efforts.

---

**WINTER 2010 BUILDING INCLUSIVE COMMUNITIES TRAINING**

**Learning Outcome(s):**
As a result of this session, RAs will:

1. Be aware of their own and others’ cultures and human differences.

**Measure 1: Cultural Awareness**
Assessment Strategy: Following the session, student hall staff completed an assessment (see below). Responses were assessed using a rubric (see below).

Number of Students Assessed: 32

<table>
<thead>
<tr>
<th>Cultural Awareness</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
<th>Suggested Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure</strong></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates cultural understanding and acceptance by challenging stereotypes and takes action toward inclusion.</td>
<td>Cites indications of appreciation: expresses understanding of own bias, demonstrates sensitivity and respect through actions; challenges stereotypes.</td>
<td>Cites importance of human dignity, but does not express understanding of own bias; no actions are identified;</td>
<td>No mention of own bias; gives no indication of acceptance or appreciation of differences.</td>
<td>Describe an interaction you had with someone who was culturally different from you. Give details of the interaction and what if anything was the outcome of the interaction?</td>
</tr>
</tbody>
</table>

---
**Results**

**Question 1 Results**

*Question 1: Describe an interaction you had with someone who was culturally different from you. Give details of the interaction and what if anything was the outcome of the interaction.*

<table>
<thead>
<tr>
<th>Competency Level Winter 2010*</th>
<th>Competency Level Fall 2009 Training*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudimentary – 1 or 4%</td>
<td>Rudimentary - 3 or 8.57%</td>
</tr>
<tr>
<td>Developing – 9 or 41%</td>
<td>Developing - 13 or 37.14%</td>
</tr>
<tr>
<td>Competent – 9 or 41%</td>
<td>Competent - 17 or 48.57%</td>
</tr>
<tr>
<td>Exemplary – 3 or 14%</td>
<td>Exemplary - 2 or 5.71%</td>
</tr>
<tr>
<td>Blank – 7</td>
<td>Blank – 2</td>
</tr>
<tr>
<td>Insufficient response to score - 3</td>
<td></td>
</tr>
</tbody>
</table>

* The results above are from the assessment of the same group of students.

**Question 2 Results**

*Question 2: As a REH staff member, I have had more opportunities to interact with others who are culturally different than me. (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree)*

- Strongly Agree 7 or 24%
- Agree 15 or 52%
- Neutral 6 or 21%
- Disagree 1 or 3%
- Blank 3

... the number of students who were rudimentary went down by about 4%.

**Analysis**

55% of students who responded were competent or exemplary. It is interesting that in the fall with the same group of students the percentage of students who rated competent or exemplary was 54.28% which shows minimal change. Where there is some noticeable change is in the range of students who moved from rudimentary to developing. In the fall 8.57% were rudimentary and 37.14% were developing whereas at the conclusion of winter training 4% were rudimentary and 41% were developing. That is a positive change in that the number of students who were rudimentary went down by about 4%.

As REH staff members, 76% agreed or strongly agreed that they have had more opportunities to interact with others who are culturally different from themselves. This shows the importance of investing time and energy in this portion of training. Cultural Competency is critical in their positions.

**Improvement Actions**

We held a second training session during winter training that focused on learning the cultural competency model and instilling in students the importance of becoming a culturally competent
individual. We then had a speaker come in to talk about Saudi culture. A large portion of that training
focused on posing scenarios and how hall staff members could respond in a culturally sensitive way.

We will continue to focus several sessions on training throughout the year to building cultural competence beginning
with spring training and carrying on through fall and winter training as well as inservices.

In order to improve the written answers we receive, the instrument needs to be revised as well. In fall training the
cultural competency assessment questions were asked on a separate sheet of paper from all other evaluation or
assessment tools. For winter training we asked the assessment questions as part of the training evaluation and with other assessment questions. In the spring when combined with the other evaluation and assessment, many more questions were left blank suggesting a separate instrument is more effective.

**ZAMBIA PROJECT TRAVEL EXPERIENCE 2002-2010**

The Zambia Project mission is to provide hope through education for Zambia’s most vulnerable children. The Zambia Project raises money for the Zambia Open Community Schools (ZOCS.) ZOCS provide a basic education to children who would not otherwise have an opportunity to go to school. Most ZOCS students are orphans, and all live in seriously impoverished conditions.

Each school year students are given the opportunity to consider travel to Zambia in May to learn more about the ZOCS program. As students are interested, trips have occurred.

Since 2002, the Zambia Project:

1. Has sponsored five trips, with a sixth taking place this May.
   - 2002, 4 students went
   - 2003, 3 students went
   - 2004, 6 students went
   - 2006, 11 students went
   - 2008, 5 students went;
   - 2010, 8 students, plus 4 alums, are making the trip (and one of the 2008 travelers who currently teaches in Africa is planning to join up with us at some point while we’re in country);

2. Has raised more than $200,000 ($200,030 to date);

3. Has done dozens of fundraising activities to raise these funds, including:

   “Since returning from Zambia this has helped me understand what my responsibilities are after seeing the living conditions of a third world country.”

   “I saw a beauty in people that surpassed all levels of physical beauty and became something more deep and spiritual.”
• Working at Packers games and other events
• Sponsoring an all-night dance and several concerts for/with student performers
• Sponsoring semi-formal gala fund-raising events
• Working the coat check at campus events
• Selling bagels in classroom buildings
• Working with a sorority to sponsor a spaghetti dinner
• Making and selling t-shirts, pins, bracelets

Program or Activity
As a result of participating in the Zambia trip, students will be able to understand the needs of orphans and vulnerable children in that country; will be able to begin identifying systemic components that create, sustain, or exacerbate the poverty; will be able to articulate role(s) they might play in the world to address poverty or need.

Measure 1
Competency Assessed: **COMMUNITY: Students will understand and appreciate human differences**

Assessment Strategy (how did you assess): Used rubric to assess written reflections (Attached);

Number of Students Assessed: 27 students have traveled, 13 submitted reflection papers that were reviewed.

Results
Not surprisingly, the majority of comments made in the collected reflections fall into the “Competent” or “Exemplary” area of the rubric, with most falling in the “Competent” area. Examples included:

- “I saw a beauty in people that surpassed all levels of physical beauty and became something more deep and spiritual.” (04-a)
- I think that, individually and as a collective group, we all realized that our global neighbors are not as far away as it sometimes seems, and neither is our ability to help them. My perspective is forever changed and I am constantly thinking about myself as part of a global community in a way I never did before. (08-b)
- “A difference I noticed between Zambians and Americans ... was that Zambians are much more relaxed about time than Americans.” (04-a)
- Traveling to Zambia has made me more aware of the differences in lifestyles around the world. It has also made me aware of the intense need of other countries. (08-a)
- Since returning from Zambia this has helped me understand what my responsibilities are after seeing the living conditions of a third world country. (04-a)

Analysis
Based on these results, it is clear that for those students that chose to submit a written reflection, participation in the trip was meaningful – occasionally profoundly so – and they began to understand at a deep level the ways in which “difference” is and is not a meaningful concept. I am very pleased with these results.
Having said that, the relative paucity of collected reflections vs. the number of students who have traveled suggests that the data we have may not be complete or representative of the continuum of student experiences. That continuum could include experiences on the opposite end of those represented in the data set I was able to use.

Anecdotally, while it is true that the majority of students who make the trip remain involved with the Zambia Project, some even after they have been graduated from St. Norbert, there are students among the 27 who have traveled who return to campus and have virtually no involvement with the Project. It would be worthwhile to ascertain reasons for this when it happens, and if there are commonalities or factors that might predict the likelihood of continued involvement. This knowledge might be useful in recruiting and/or processing for the experience.

Developmentally, there are powerful things happening that we should be capitalizing upon (which is not to suggest that we are not doing so now). There might be some value in applying a pseudo-quantitative analysis measure, to ascertain whether there are meaningful differences in the experience for students based on their year in school when making the trip (first-year through alum).

We might predict older students would experience the trip differently ... but I imagine there are legitimate (and determinable) developmental differences distinct from calendar age. Our ability to be aware of these differences might help us craft a developmentally-focused travel experience.

Finally, for the first time in 2010 we are able to offer the experience for course credit, though not all students are required to take it for credit. My own preparation for the trip has been oriented around the development of curricular materials that will be of use for all participants, and that will help shape some of these conversations before, during, and after the trip.

**Improvement Actions**

1. Require a written reflection from every traveler as a condition of participation.

2. Explore the idea of requiring a reflection prior to departure. This is perhaps not useful in a true pre-/post-test context, but could provide interesting insight for students into the changes they witnessed in themselves as a result of participation.

3. Perhaps ask for reflections from alumni travelers, to get a perspective of the trip from some distance (this is in progress right now, though I am not having much luck getting responses.

4. Develop a short survey for all travelers and qualitatively assess each of them against their degree of participation in the project, post-trip.
I saw a beauty in people that surpassed all levels of physical beauty and became something more deep and spiritual. (04-a)

2. Our custom of talking through each day that night at dinner caused us to constantly evaluate what we were experiencing and how we were reacting. I think that, individually and as a collective group, we all realized that our global neighbors are not as far away as it sometimes seems, and neither is our ability to help them. My perspective is forever changed and I am constantly thinking about myself as part of a global community in a way I never did before. (08-b)

3. Just like on the drive in to the school I felt a frustration building up inside of me. Why was the presence of seven White (sic) people complaining about it and taking it for granted? How come that little boy in the red shirt in the nursery class at Linda [school] had no shoes when it was not a question if I had food the next day and I always had a pair of shoes on my feet and education is so available that most of us were in danger of placing poverty on a pedestal when it needs to be realistically addressed and managed by people who have the capabilities to work towards eradicating it. (04-a)

4. When visiting the school I was impressed by the value of touch in the society. The children longed to be touched; the adults greet you as if you are part of the family. (06-c)

5. ... celebrating the Eucharist in Zambia was a beautiful way of realizing how connected we are to people all over the world through our creator and savior. (06-d)

6. I see news coverage everyday of the tragedies, unrest, and chaos going on in parts of Africa, but I cannot remember the last time I heard or read something about the positive changes and growth going on throughout the continent. In our 3 weeks in Zambia, we saw many signs of positive growth. (08-b)

7. “A difference I noticed between Zambians and Americans ... was that Zambians are much more relaxed about time than Americans.” (04-a)

8. Traveling to Zambia has made me more aware of the differences in lifestyles around the world. It has also made me aware of the intense need of other countries. (08-a)

9. The people of Zambia have the most amazing example of pure human spirit I have encountered in my life. I was amazed that everyone I met had a passionate amount of patriotism for their country and an unending amount of hope for its future. (08-b)

10. I was in danger of placing poverty on a pedestal when it needs to be realistically addressed and managed by people who have the capabilities to work towards eradicating it. (04-a)

11. Since returning from Zambia this has helped me understand what my responsibilities are after seeing the living conditions of a third world country. (04-a)

12. I was comfortable with my previous life of not having seen how the vast majority of the population live (sic). I have been changed by what I have seen. (04-a)

13. From a journal entry, cited in the reflection: And it has hit me like a ton of bricks. How come I was born into a place where there wasn’t a question if I had food the next day and I always had a pair of shoes on my feet and education is so available that most of us complain about it and take it for granted? How come that little boy in the red shirt in the nursery class at Linda [school] had no shoes and no parents? (03-a)

14. But it didn’t take long for me to realize I wasn’t asking “why does God allow this to happen?” I was asking “why do we?” (03-a)

15. There were periods of sadness, frustration, guilt even on my part for the gross inequality of it all, but more often there were feelings of optimism for the future and respect and amazement for the kindness and love of the people. (06-a)

16. Something I learned on this trip was the value of everyone. I kept thinking “why am I here ... out of all the people why was I given this opportunity?” I did not believe I was worthy at all. But I have learned that each person contributes to life and to the experience of everyone else. (02-a)

17. Yet as I turned around to share the peace and love with those around me [passing the peace at church], I had no hesitation or qualms. Why? Because no one there does. (03-a)

18. Like dental floss. Did you know that it can protect against mosquitoes? Well mine did. I used it to patch mosquito netting. But that’s the thing. I just fixed it. I didn’t complain to someone to get new mosquito netting, I didn’t whine how big the holes were. I did not blame the holes on anything. I just fixed it. (03-a)

19. It definitely taught me to be more grateful for all the material things I have and for all the opportunities that I have. It has also opened my eyes to how much I waste and how much I buy. (08-a)

20. A cloud of a million different emotions was above all of us as we listened to the numerous needs that this school had, and realized that we alone do not have the power to grant all of their wishes. (08-c)
21. I felt naïve to think that bringing a check with us would be an easy solution to alleviate some of the educational disadvantages in Zambia. (04-a)

22. Returning to a capitalist society that was fueled by consumerism was something I was beginning to dread. (04-a)

23. However I have learned that one person can truly make a difference and I’m excited to tell others they can make substantial changes in the face of poverty and injustice. (02-c)

24. This brought me to a startling realization that, even though most people in our country are completely unaware of this fact, we are signs of hope to much of the rest of the world. Living in the most powerful country in the world truly comes with its own responsibility, whether we want it to or not. We have arguably the greatest variety of resources and opportunities to help others and change our world. (08-b)

25. “While in Zambia I noticed that my senses and emotions were heightened by a different level of awareness ... because it was the first time I had been exposed to such real and complete beauty while simultaneously seeing the abysmal effects of poverty, disease, and oppression.” (04-a)

26. The continent faces some enormous issues including poverty, political corruption, AIDS, malaria and other diseases, and protecting a unique and amazing ecosystem found nowhere else on earth. In my opinion, educating the native people is the best recipe to tackle these dilemmas.” (06-e)

27. We do not have the power to fix every problem that the Zambia Open Community Schools have. However, we do have the power to do as much as we can with the resources that we have to piece by piece fix the problems that are present. The Zambia Project is one small piece of bread needed to satisfy the hunger for education that the orphans and vulnerable children of Zambia experience every day. (08-c)

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Develop Open, Honest and Meaningful Relationships Based on Mutual Respect

**MICHELS SERVICE-LEARNING HALL**

**Learning Outcome(s):**

As a result of participating in the Michels Service-Learning Hall, students will be able to:

4. Develop open, honest and meaningful relationships
5. Serve as responsible citizens and create effective change

**Measure 1: Relationships**

**Assessment Strategy 1:** Participants in the Michels Service-Learning Hall responded to a statement about relationships at the end of fall semester. Responses were scored by the AmeriCorps*VISTA to determine the level of competency. AmeriCorps*VISTA used the rubric below to determine level of competency.

Number of Students Assessed: 98/102¹

**Response Statement:** Describe a new collaborative relationship you developed through your participation in the Michels Hall Service Program, whether the relationship flourished or fizzled, and what factors contributed to the outcome.

¹ Although there are 112 spaces available in Michels Hall, only 102 students were actively participating in the Service Program at the end of fall semester. Some students who were placed in Michels Hall later opted out of the program.
CHANGE YOUR COMMUNITY
Relationships

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
<th>Suggested Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop open, honest and meaningful relationships</td>
<td>Measure</td>
<td>Measure</td>
<td>Measure</td>
<td>Measure</td>
<td>Residents were asked to answer the following statement in writing:</td>
</tr>
<tr>
<td></td>
<td>• Displays an understanding of communio: no distinction between us and them rather just sees one community</td>
<td>• Able to see other’s needs and willing to address them</td>
<td>• Views the relationship as a way to exchange knowledge</td>
<td>• Works with another person/group but does not view it as a relationship</td>
<td>• No new relationship was formed</td>
</tr>
<tr>
<td></td>
<td>• Able to overcome barriers in the collaborative relationship</td>
<td>• Sees the relationship as a means to accomplish a task</td>
<td>• Uses another person/group to get the work done for them</td>
<td>• Focus is on self vs. the greater community</td>
<td>• Blames others for difficulties or lack of collaboration</td>
</tr>
<tr>
<td></td>
<td>• Willing to share their own needs</td>
<td>• Views the relationship as a one-way exchange</td>
<td>• Focus is on self vs. the greater community</td>
<td></td>
<td>• Focus is on self vs. the greater community</td>
</tr>
<tr>
<td></td>
<td>• Views relationship as ongoing</td>
<td></td>
<td></td>
<td></td>
<td>Describe a new collaborative relationship you developed through your participation in the Michels Hall Service Program, whether the relationship flourished or fizzled, and what factors contributed to the outcome.</td>
</tr>
</tbody>
</table>

Assessment Strategy 2: Participants in the Michels Service-Learning Hall were asked to complete a survey at the end of spring semester. The survey incorporated three questions regarding relationships.

Number of Students Assessed: 49/90²

Relationship Questions:

1.) *Doing service as a group strengthened relationships in my suite.*
2.) *Doing service as a hall strengthened relationships in my building.*
3.) *Participating in the Michels Hall Service Program made me more connected to SNC.*

Results

Assessment Strategy 1: Of the 98 students surveyed, 6% (n=6) scored at the exemplary level, 55% (n = 54) at the competent level, 29% (n=28) at the developing level, and 10% (n=10) at the rudimentary level.

² Although there are 112 spaces available in Michels Hall, only 90 students were actively participating in the Service Program at the end of spring semester. Some students switched residence halls or left for study abroad at semester and there were fewer students in the hall.
Assessment Strategy 2: Of the 49 students surveyed,

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing service as a group strengthened relationships in my suite.</td>
<td>17%</td>
<td>39%</td>
<td>21%</td>
<td>21%</td>
<td>2%</td>
</tr>
<tr>
<td>Doing service as a hall strengthened relationships in my building.</td>
<td>6%</td>
<td>37%</td>
<td>35%</td>
<td>18%</td>
<td>4%</td>
</tr>
<tr>
<td>Participating in the Michels Hall Service Program made me more connected to SNC.</td>
<td>16%</td>
<td>49%</td>
<td>21%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Analysis
Although the data reflects over half of the students (61%) in the Michels Hall Service Program are competent or exemplary, there is still a significant number of students (39%) who are at the developing or rudimentary stages. The varying competency levels among students could be attributed to a number of factors (personal experience, maturity, comfort with the community, relationship history, social background, etc.). It is interesting that 56% of students reported doing service as a group strengthened relationships in their suite, but only 43% suggested it strengthened relationships with others in their building. This leads one to believe that although students are forming bonds within their suite over service, that is not necessarily the case throughout the hall. A positive 65% of students reported participating in the program made them more connected to SNC. One might view this statistic as students identifying themselves as intrinsically connected to SNC’s Mission and Norbertine values, which embrace serving the local community.

Improvement Actions
One way to build relationships among students in other suites would be for hall staff to use the commonality of service among residents to bring the hall together for intentional programs focusing on relationship building and maintenance. This year a mentoring workshop was offered in January, offering this earlier in the year could assist with the relationship aspect as it relates to community partners.

ROOMMATE MEDIATIONS (RELATIONSHIPS)
Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome(s):
As a result of participating in a roommate mediation, student will be able to:

1. Utilize skills to effectively communicate.
2. Develop open, honest relationships.

Measure 2: Relationships
Assessment Strategy: Following a roommate mediation, staff distributed a question to each of the participants (see below). Responses were assessed using a rubric (see below).

Number of Students Assessed: 27

Question: Through the mediation process, what have you learned about roommate relationships in order to successfully live with another person?

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<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
<th>Suggested Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop open, honest and meaningful relationships</td>
<td>Measure</td>
<td>Measure</td>
<td>Measure</td>
<td>Measure</td>
<td>Through this mediation process, what have you learned about roommate relationships in order to successfully live with another person?</td>
</tr>
<tr>
<td>Discusses at least 3 skills related to relationship building: taking responsibility for own actions, managing conflicts and disrespectful behavior, broadening perspectives and identifying changes to be made</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Identifies at least 2 skills related to relationship building: taking responsibility for own actions, managing conflicts and disrespectful behavior, Broadening perspectives and referencing lasting relationships</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>In general recognizes the importance of a relationship; provides no specifics of how to build a relationship.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>No ability to understand another’s perspective, may blame others for their difficulties, conflicts remain unresolved.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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**Results**

49% or 13 responses were competent

30% or 8 responses were developing

23% or 6 responses were rudimentary

**Analysis**

The responses are the same as for the communication assessment. This is not real surprising since the questions were on the same sheet of paper and students responded to them at the same time.

**Improvement Actions**

It would be helpful to continue to gather data. We began assessing roommate mediation in mid-October. More data could help us understand if this is the trend and whether we need to adapt our approach to roommate mediations.
WHAT MEN CAN DO TO PREVENT SEXUAL ASSAULT

Learning Outcomes:
As a result of participating in the “What Men Can Do To Prevent Sexual Assault” program, students will be able to:

1. Develop open, honest and meaningful relationships based on mutual respect.
   - Students will demonstrate a willingness to understand perspectives of others.
   - Students will take responsibility for their own actions.
   - Students will confront harmful behavior in a respectful manner.

Measure 1: Develop open, honest and meaningful relationships based on mutual respect.
Competency Assessed: Change Your Community
Assessment Strategy: Post-program evaluations
Number of Students Assessed: 63 evaluations turned in (out of 70 attendees)

Results:
Of the 63 students (all men) surveyed, 95% expressed statements of a personal change specific to at least one of our outlined learning outcomes. The remaining 5% either expressed no change or left the learning outcome section of their evaluation blank.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Expressed statements of personal change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate a willingness to understand perspectives of others.</td>
<td>16 Responses</td>
</tr>
<tr>
<td>Students will take responsibility for their own actions.</td>
<td>43 Responses</td>
</tr>
<tr>
<td>Students will confront harmful behavior in a respectful manner.</td>
<td>11 Responses</td>
</tr>
</tbody>
</table>

*N.B. These numbers are not mutually exclusive.

Analysis:
Based on the information we received back from the surveyed students, we believe that we have created an effective means to educate men about the primary prevention of sexual assault. We believe that the gathered data, particularly the overwhelmingly positive responses to the format and content of the program (43 respondents indicated that the program needed zero improvements), indicates that this model was both well-received and educational.

Improvement Actions:
The most clear opportunity for improvement would be the strategic step towards making more educational moments like this more readily available to the entire campus community. Specifically, we
will:

1. Enhance systematic approach of extending invitations to students and target groups for more frequent educational opportunities earlier in the year.
2. Enhance measurement of attitudes and behaviors over time.

**Identify and Strengthen Moral Convictions**

**ZAMBIA PROJECT TRAVEL EXPERIENCE 2002-2010**

*See “Human Differences” Section for more information re: the Zambia Project and the data set used*

**Measure 2**

Competency Assessed: **COMMUNITY: Students will identify and strengthen their moral convictions**

Assessment Strategy (how did you assess): Used rubric to assess written reflections

Number of Students Assessed: 13

**Results**

Not surprisingly, the majority of comments made in the collected reflections fall into the “Competent” or “Exemplary” area of the rubric, with most falling in the “Competent” area. Examples included:

- *Like dental floss. Did you know that it can protect against mosquitoes? Well mine did. I used it to patch mosquito netting. But that’s the thing. I just fixed it. I didn’t complain to someone to get new mosquito netting, I didn’t whine how big the holes were. I did not blame the holes on anything. I just fixed it.* (03-a)
- *This brought me to a startling realization that, even though most people in our country our completely unaware of this fact, we are signs of hope to much of the rest of the world. Living in the most powerful country in the world truly comes with its own responsibility, whether we want it to or not. We have arguably the greatest variety of resources and opportunities to help others and change our world.* (08-b)
- *“While in Zambia I noticed that my senses and emotions were heightened by a different level of awareness ... because it was the first time I had been exposed to such real and complete beauty while simultaneously seeing the abysmal effects of poverty, disease, and oppression.”* (04-a)
- *The continent faces some enormous issues including poverty, political corruption, AIDS, malaria and other diseases, and protecting a unique and amazing ecosystem found nowhere else on earth. In my opinion, educating the native people is the best recipe to tackle these dilemmas.”* (06-e)

**Analysis**

The idea, generally, is that the most-well-developed students (in terms of the rubric’s design) have translated thoughts/feelings/awareness into action. “Success” in this area would look like students being able to speak more clearly about what behaviors they are willing to change, based on what they’ve experienced (and of course, documenting evidence of these changes is a necessary next step).
It is clear from analysis of this data that participating in the trip experience does have a tremendous impact on students’ moral sensibilities.

**Improvement Actions**

1. Explore this idea further, for the purpose of being able to identify it as one of the outcomes of the trip, especially when recruiting new travelers.
2. Do a follow-up survey or use some other measurement to determine the long-term impact and the impact on actual behavior.
3. In nightly conversations during the trip, explore this area specifically, in the interest of planting seeds for journaling or other reflection.
4. Develop a series of journal prompts to be shared either as part of an overall curriculum (in 2010 for the first time we are able to offer the experience for class credit) or as a guide to nightly conversations for the facilitators/advisors.

“Like dental floss. Did you know that it can protect against mosquitoes? Well mine did. I used it to patch mosquito netting. But that’s the thing. I just fixed it. I didn’t complain to someone to get new mosquito netting, I didn’t whine how big the holes were. I did not blame the holes on anything. I just fixed it.”

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and strengthen moral convictions</td>
<td>Articulates personal values and describes how they govern actions. Shows interrelationship between moral convictions, values and the community involvement.</td>
<td>Identifies moral convictions and personal values and can identify situations in which their actions are governed by their values.</td>
<td>Identifies morals and personal values and migrates toward activities that endorse them.</td>
<td>Unable to identify moral convictions and values and how they might impact actions.</td>
</tr>
</tbody>
</table>
Act with Integrity

CONDUCT (INTEGRITY)

Originally reported in Mid-Year Report of Learning and Progress

Measure 2: Integrity

Assessment Strategy: Following the administrative hearing, students will complete two questions about integrity. Answers will be assessed to determine level of competency using the rubric below.

Number of Students Assessed: 207

Question: How did your decisions at the time of the incident impact you and the others around you?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
<th>Suggested Questions</th>
</tr>
</thead>
</table>
| Students will know that their personal choices impact others | - Acknowledge the issue and offers a solution (“I can see how my neighbors would be bothered when I play my music so loud. In the future I will make sure to keep my music at a lower volume”)
  - Acknowledge how his/her actions affects the other people in the community
  - Take steps to make a change because of the affects on the greater community | - Acknowledge the issue and offers a solution (“I can see how my neighbors would be bothered when I play my music so loud. In the future I will make sure to keep my music at a lower volume”)
  - Acknowledge how his/her actions affects the other people in the community | - Point the finger at other people in the community (“Well Susie plays her music loud all the time and I never say anything about it”)
  - Admit that peer pressure was the root cause of their behavior
  - Take responsibility for their actions but say that hall staff is making a bigger deal out of the situation than it needs to be | - Inaccurately speak on behalf of the rest of the community (“My neighbors don’t care if I play my music loud at night”)
  - Attempt to explain how others were thinking/feeling (“they were having fun” or “they didn’t care”)
  - Point the finger at other people in the community (“everyone else is doing it”)
  - Do not make a connection between their behavior and greater community (It’s my body and my life”)
  - Say that hall staff is making a bigger deal out of the situation than it needs to be | How did your decisions at the time of the incident impact you and the others around you?
Results
1% or 1 response was exemplary
24% or 50 responses were competent
35% or 73 responses were developing
24% or 50 responses were rudimentary
16% or 33 responses were not returned or completed

Males 55.1% or 114 responses
  22% or 25 responses were competent
  33% or 37 responses were developing
  34% or 39 responses were rudimentary
  11% or 12 responses were not returned or completed

Females 44.9% or 93 responses
  1% or 1 response was exemplary
  27% or 25 responses were competent
  38% or 35 responses were developing
  11% or 11 responses were rudimentary
  22% or 20 responses were not returned or completed

Students do not seem to understand how their actions impact both themselves and their greater community as much as we would have hoped.

First Year Areas (Bergstrom, Burke, Madelaine-Lorraine, Sensenbrenner): 51.7% or 107 responses
  0% or 0 responses were exemplary
  22% or 24 responses were competent
  40% or 43 responses were developing
  23% or 25 responses were rudimentary
  14% or 15 responses were not returned or completed
Non-first Year Areas (College Houses, Gries, MMM, Michels, Townhouses, VMC): 48.3% or 100 responses

1% or 1 response was exemplary
26% or 26 responses were competent
30% or 30 responses were developing
25% or 25 responses were rudimentary
18% or 18 responses were not returned or completed

Analysis
Students do not seem to understand how their actions impact both themselves and their greater community as much as we would have hoped. Although, 24% of responses were competent, there was only one exemplary response and over half of the responses were developing or rudimentary. Males were significantly more likely (almost 3 times as likely) to submit rudimentary responses than females. However, it is important to note that females were twice as likely as males not to complete this portion of their sanction.

Improvement Actions
Students were often able to state how their actions affected themselves. Students were sometimes able to state how their actions and/or the incident as a whole affected other individuals involved in the same incident. However, it was rare that students were able to connect how their actions affected others in the community. In order to increase understanding, Hall Directors could spend more time discussing how one incident affects an entire community.

CONDUCT (RESPONSIBILITY)
Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome(s):
As a result of participating in an administrative hearing, students will be able to:

1. Take responsibility for their own actions
2. Act with integrity, knowing their personal choices impact others and defining ethical principles.
Measure 1: Responsibility

Assessment Strategy: Hall Director observes the student during the administrative hearing then completes a question to determine level of competency. Hall Director uses the rubric below to determine level of competency.

Number of Students Assessed: 221

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Exemplary 3</th>
<th>Competent 2</th>
<th>Developing 1</th>
<th>Rudimentary 0</th>
<th>Suggested Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for their own actions</td>
<td>Schedules a conduct meeting in the timeframe given</td>
<td>Schedules a conduct meeting in the timeframe given</td>
<td>Schedules a conduct meeting, maybe within the timeframe given</td>
<td>Does not schedule conduct meeting</td>
<td>Schedules a conduct meeting, maybe within the timeframe given</td>
</tr>
<tr>
<td></td>
<td>Comes prepared (reads the Citizen prior to meeting)</td>
<td>Openly discusses the incident during meeting</td>
<td>Needs prompting to discuss incident during meeting</td>
<td>Refuses to discuss the incident</td>
<td>Refuses to discuss the incident</td>
</tr>
<tr>
<td></td>
<td>Talks openly about the incident</td>
<td>Accepts responsibility for their role in the incident</td>
<td>Omits incriminating details</td>
<td>Parents call REH on behalf of student regarding incident</td>
<td>Parents call REH on behalf of student regarding incident</td>
</tr>
<tr>
<td></td>
<td>Accepts responsibility for their role in the incident</td>
<td>Acknowledges that they alone are responsible for themselves and their actions</td>
<td>Places blame on other people involved in incident</td>
<td>Places blame on other people involved in incident</td>
<td>Places blame on hall staff (they are out to get me)</td>
</tr>
<tr>
<td></td>
<td>Acknowledges the effects that their actions have on the hall and greater campus community</td>
<td>Schedules a conduct meeting in the timeframe given</td>
<td>Does not schedule conduct meeting</td>
<td>Places blame on hall staff (they are out to get me)</td>
<td>HD evaluation based on observation during conduct meeting</td>
</tr>
</tbody>
</table>
**Measure 2: Responsibility**

Assessment Strategy: Number of students who have another conduct violation following the administrative hearing. Results were tracked for students January 2010 to May 2010.

**Results**

**Measure 1**

1.4% or 3 students were found to be exemplary

37.6% or 83 students were found to be competent

44.8% or 99 students were found to be developing

16.3% or 36 students were found to be rudimentary

**Men: 56.5% or 125 students**

1.6% or 1 student was found to be exemplary

26.4% or 33 students were found to be competent

51.2% or 64 students were found to be developing

20.8% or 26 students were found to be rudimentary

**Women: 43.4% or 96 students**

1.0% or 1 student was found to be exemplary

52.1% or 50 students were found to be competent

36.5% or 35 students were found to be developing

10.4% or 10 students were found to be rudimentary

**First Year Areas (Bergstrom, Burke, Madelaine-Lorraine, Sensenbrenner): 52.9% or 117 students**

0.9% or 1 student was found to be exemplary

31.6% or 37 students were found to be competent

53.8% or 63 students were found to be developing

13.7% or 16 students were found to be rudimentary

**Non-first Year Areas (College Houses, Gries, MMM, Michels, Townhouses, VMC): 47.1% or 104 students**

1.9% or 2 students was found to be exemplary
44.2% or 46 students were found to be competent
34.6% or 36 students were found to be developing
19.2% or 20 students were found to be rudimentary

**Measure 2**

35 students or 15% have a second violation
186 students or 85% do not have a second violation

**Analysis**

Students are seemingly not taking responsibility for their actions in the way that we hope they would. Although 37.6% were found to be competent, nearly half of students were found to only be developing in the area of taking responsibility for their actions. A greater percentage of females were found to be exemplary or competent than men and men were about twice as likely as women to be found rudimentary. Students in non-first year areas were more likely to be exemplary or competent in taking responsibility for their actions than students in first year areas.

One positive measure is that 85% of the students we met with did not have a second violation, suggesting that they do take responsibility for their actions at some level.

**Improvement Actions**

Students in general are not taking responsibility for their actions in relation to conduct meetings. One way to counteract this would be to make students more aware of College policies via the Citizen in order that students are very aware of what the consequences of certain behaviors will be. For summer orientation 2010, this information was highlighted more during the Right and Responsibilities session so that all students get the same information about the judicial process and living in community. In addition, during conduct meetings, Hall Directors can talk with all students about the effects that the students’ behavior has on the greater campus community, in order that the student can better understand the repercussions of their behavior. Finally, Hall Directors who meet with first year students in conduct situations can emphasize the importance of taking responsibility for one’s actions especially as first year students learn what it means to transition into college and adulthood.

**Measure 2: Integrity – Ethical Principles**

Assessment Strategy: Following the administrative hearing, students will complete two questions about integrity. Answers will be assessed to determine level of competency using the rubric below.

Number of Students Assessed: 207

Question: Reflecting back, under the same circumstances explain whether you would make the same choices. How did you come to this conclusion?
## CHANGE YOURSELF
### Integrity

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
<th>Rudimentary</th>
<th>Suggested Questions</th>
</tr>
</thead>
</table>
| **Students will learn to define ethical principles** | Working through consequences for themselves and for the community – “I spent a lot of time on sanction and my roommate and floor were mad at me for a long time”  
Can point to specific effects for themselves and community members  
Offer or suggest an alternate way to handle the circumstance or an alternate event to attend | Working through the consequences for themselves – would not do it again because of the time spent on a sanction  
Offer or suggest an alternate way to handle the circumstance or an alternate event to attend | Report won’t do it again because he/she cannot afford another fine  
He/she reports feeling remorse and would not do it again but do not connect actions to any further repercussions (i.e. can’t get into Michels) – can only think of the here and now  
Report that he/she should have went to a different event (E2K, etc.) but don’t explain anything further | Yes I would do it again, I wasn’t doing anything wrong  
Blame someone else such as RAs “My room is targeted”  
Student reports he/she would hide the situation better (i.e. not play music loud or drink off campus instead) | Reflecting back, under the same circumstances explain whether you would make the same choices. How did you come to this conclusion? |

### Results

1% or 2 responses were exemplary  
24% or 49 responses were competent  
33% or 69 responses were developing  
26% or 54 responses were rudimentary  
16% or 33 responses were not returned or completed

**Males 55.1% or 114 responses**

1% or 1 response was exemplary  
19% or 22 responses were competent  
36% or 41 responses were developing  
33% or 38 responses were rudimentary
11% or 12 responses were not returned or completed

Females 44.9% or 93 responses
1% or 1 response was exemplary
29% or 27 responses were competent
30% or 28 responses were developing
17% or 16 responses were rudimentary
23% or 21 responses were not returned or completed

First Year Areas (Bergstrom, Burke, Madelaine-Lorraine, Sensenbrenner): 51.7% or 107 responses
1% or 1 response was exemplary
19% or 20 responses were competent
42% or 45 responses were developing
24% or 26 responses were rudimentary
14% or 15 responses were not returned or completed

Non-first Year Areas (College Houses, Gries, MMM, Michels, Townhouses, VMC): 48.3% or 100 responses
1% or 1 response was exemplary
29% or 29 responses were competent
24% or 24 responses were developing
28% or 28 responses were rudimentary
18% or 18 responses were not returned or completed

Analysis
Students do not seem to understand the importance of altering their behavior as much as we would have hoped. Although, 19% of responses were competent, there were only two exemplary responses and over half of the responses were developing or rudimentary. Males were significantly more likely (almost twice as likely) to submit rudimentary responses than females. Additionally, students from first
year areas are twice as likely to submit developing responses than students from non-first year areas. However, it is important to note that females were twice as likely as males not to complete this portion of their sanction.

**Improvement Actions**

Students often had difficulty connecting how the sanction they received related to their behavior. Several students responded that they would participate in the same actions again, as they were not “doing anything wrong” or that they would not participate in the same actions again so as not to receive another fine. In order to improve learning in this area, Hall Directors could spend more time discussing how their behavior affects not only the community, but also themselves. It is important that students do not view a conduct meeting as simply a punishment, but that they are actually learning something as a result of the meeting.

---

**Serve as Responsible Citizens**

**AFCS PROGRAM “SNC COLLEGE DAYS”**

**Learning Outcome**

Students will be able to practice engaged citizenship.

**Program or Activity**

As a result of participating in the AFCS service program, students will be able to practice engaged citizenship.

*The greatest impact seems to be in their belief they can create change and ability to effectively collaborate with others.*

**Measure**

Quantitative: 8 evaluations on Survey Monkey (self report)

Qualitative: open ended question regarding change

**Results as of April 25**

- 11 St. Norbert students volunteered as mentors
- 11 high school students enrolled in the AFCS foster care treatment program participated as mentees.
As a result of participating in the AFCS Program...

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am more able to create effective change</td>
<td>62.5% (5)</td>
<td>37.5% (3)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I have further developed my skills to address problems, needs or opportunities related to my community</td>
<td>37.5% (3)</td>
<td>50.0% (4)</td>
<td>12.5% (1)</td>
<td>0</td>
</tr>
<tr>
<td>I have further developed my skills to address problems, needs or opportunities that align with my values</td>
<td>37.5% (3)</td>
<td>62.5% (5)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I understand more about the Foster Care System</td>
<td>37.5% (3)</td>
<td>62.5% (5)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I have increased my ability to effectively collaborate with others</td>
<td>75.0% (6)</td>
<td>25.0% (2)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I have increased my desire to serve as an advocate or role model</td>
<td>62.5% (5)</td>
<td>37.5% (3)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Analysis

Nearly all AFCS participants report an increase in most measures of civic engagement as a result of their experience. The greatest impact seems to be in their belief they can create change and ability to effectively collaborate with others. In addition, most participants (7 of 8) also report they would like to continue their involvement in this program next year.

Improvement Actions

- Continue to develop student awareness and understanding of foster care as a systemic social issue.
- Develop assessment tools which are easy to use and gather appropriate data since the open ended questions we used did not result in good data.

CENS SIGN-UP

Originally reported in Mid-Year Report of Learning and Progress

St. Norbert College enters all students living on campus into the CENS data base. Students have the option to add additional telephone numbers and to sign up for text messaging. Since most students communicate via text messaging, it is important to increase the number of students receiving emergency messages via text.

Learning Outcomes

As a result of participating in the Campus Emergency Notification System Sign-up students will:

1. Learn how to sign up to receive emergency messages.
2. Learn why to sign up for text emergency messages.
3. Learn responsible citizenship.
Measure: Change Yourself
Competency Assessed: Change Your World – Effects of personal choices

Assessment Strategy: Pre-program participation and post-program participation

Number of Students Assessed: 1,047 pre-program and 1,121 post-program

Results
Campus Safety did a count of participation in the CENS one day before the sign-up program and again one day after the program.

<table>
<thead>
<tr>
<th></th>
<th>Pre-program</th>
<th>Post-program</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with 2 phone numbers</td>
<td>650</td>
<td>702</td>
<td>52 (8%)</td>
</tr>
<tr>
<td>Students with 3 phone numbers</td>
<td>185</td>
<td>195</td>
<td>10 (5.5%)</td>
</tr>
<tr>
<td>Students with 4 phone numbers</td>
<td>113</td>
<td>118</td>
<td>5 (4.5%)</td>
</tr>
<tr>
<td>Students with 5 phone numbers</td>
<td>61</td>
<td>64</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>Students with 6 phone numbers</td>
<td>38</td>
<td>42</td>
<td>4 (10.5%)</td>
</tr>
</tbody>
</table>

Total number of students who entered additional phone numbers in the CENS system

<table>
<thead>
<tr>
<th></th>
<th>Pre-program</th>
<th>Post-program</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,047</td>
<td>1,121</td>
<td>74 (7%)</td>
</tr>
</tbody>
</table>

Students with Text messaging

<table>
<thead>
<tr>
<th></th>
<th>Pre-program</th>
<th>Post-program</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>481</td>
<td>529</td>
<td>48 (10%)</td>
</tr>
</tbody>
</table>

Analysis
Post-program results show that 74 students (7%) entered additional telephone numbers to their CENS account. Further, 48 students (10%) signed up to receive emergency messages via text.

Improvement Actions
This CENS sign-up program was a cooperative effort between Campus Safety and SGA. For this event, SGA staffed tables outside of the cafeteria and in the Campus Center in an attempt to educate students and encourage them to sign up. SGA believes the tables were not as successful as they hoped. Better results were obtained by one-on-one contact in classes, meetings, and around campus. Future attempts to increase CENS participation should look into more face-to-face contact, perhaps at the RA or Res Hall level.

Better results were obtained by one-on-one contact in classes, meetings, and around campus.
**M3C PROGRAM**

**Learning Outcome**
Students will be able to practice engaged citizenship.

**Program or Activity**
As a result of participating in the M3C program, students will be able to practice engaged citizenship.

**Measure**
Quantitative: 10 evaluations on Survey Monkey (self report)
Qualitative: open ended question regarding change

**Results as of April 25**
13 students are M3C fellows and 3 of these are sophomore mentors.
2700 hours of service (520 of those tutoring)
730 hours of training have been completed
59 volunteers recruited for service

<table>
<thead>
<tr>
<th>As a result of the M3C program, I have gained a greater understanding of and competence in the following skills:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have learned more about civic engagement/citizenship</td>
<td>40.0% (4)</td>
<td>60.0% (6)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Understanding of Social Issues (being able to identify problems of a community, and understand their impact on that community)</td>
<td>70.0% (7)</td>
<td>30.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Addressing needs, problems, or opportunities related to my community</td>
<td>40.0% (4)</td>
<td>60.0% (6)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ability to create effective change</td>
<td>60.0% (6)</td>
<td>40.0% (4)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Multicultural Awareness (respecting and hearing other voices in the community, willingness to see others' perspectives)</td>
<td>50.0% (5)</td>
<td>40.0% (4)</td>
<td>0</td>
<td>0</td>
<td>10.0% (1)</td>
</tr>
<tr>
<td>I am more likely to graduate from SNC or another four year college</td>
<td>60.0% (6)</td>
<td>10.0% (1)</td>
<td>10.0% (1)</td>
<td>0</td>
<td>20.0% (2)</td>
</tr>
</tbody>
</table>

1. As a result of M3C, describe one significant change you have helped bring about for the community and the steps you took to implement that change.
10 students responded to this question, most in just 1-2 sentences making it hard to score with a rubric.

- Personal impact – obtained a future leadership position, improved self, role modeled for others (5)
- Served individual or several others (3)
- Tutored kids which will increase academic success (3)
- Engaged others in service (2)
- Prepared youth for college
Analysis
Nearly all M3C first-year participants report an increase in civic engagement understanding and competence as a result of their M3C experience. The greatest impact seems to be in understanding social issues and ability to create effective change.

Participants also report the M3C program has increased their likelihood of completing a 4 year degree.

Improvement Actions
- Continue to develop training and reflection opportunities regarding civic engagement and multicultural competency.
- Include mentors in future assessment.
- Develop more sophisticated qualitative assessment tool.

M3C (MIDWEST CAMPUS COMPACT CITIZEN SCHOLARS)
Originally reported in Mid-Year Report of Learning and Progress

Learning Outcome
Students will be able to practice engaged citizenship.

Program or Activity
As a result of participating in the M3C program, students will be able to practice engaged citizenship.

Measure 1
Assessment Strategy: Tracked service hours and online survey where they self-reported learning outcomes

Number of Students Assessed: 13

Results
Quantitative:
13 students are M3C fellows this year, and 3 of these are mentors. One student joined the program in late November.

913 hours of service (480 of those were spent tutoring) and 541 hours of training completed as of December 4.

Qualitative - Open ended question:
How has M3C changed your perspective/ been beneficial to you thus far? What do you feel like you have learned?

8 students responded to this question
• 5 learned about service, community needs, opportunities to serve
• 3 learned skills such as time management, organization, initiative
• 2 learned values of being less selfish and more thankful
• 2 learned about campus and getting involved
• 2 learned about appreciating diversity/understanding others

Analysis
M3C is helping students to practice engaged citizenship.

Improvement Actions
Develop a bank of specific service questions for next assessment.
Ask all fellows to complete the survey.
Continue to offer training and reflection opportunities.

Learning Outcome
Students will be able to practice engaged citizenship.

Program or Activity
As a result of participating in the M3C program, students will be able to practice engaged citizenship.

Measure 1
Assessment Strategy: Tracked service hours and online survey with self-reported learning outcomes
Number of Students Assessed: 13

Results
Quantitative: Student count:
13 students are M3C fellows this year, and 3 of these are mentors. One student joined the program in late November.
913 hours of service (480 of those were spent tutoring) and 541 hours of training have been completed as of December 4.

Qualitative - Open ended question:
How has M3C changed your perspective/been beneficial to you thus far? What do you feel like you have learned?

8 students responded to this question
• 5 learned about service, community needs, opportunities to serve
• 3 learned skills such as time management, organization, initiative
• 2 learned values of being less selfish and more thankful
• 2 learned about campus and getting involved
• 2 learned about appreciating diversity/understanding others
**Analysis**
M3C is helping students to practice engaged citizenship.

**Improvement Actions**
Develop a bank of specific service questions for next assessment.
Ask all fellows to complete the survey.
Continue to offer training and reflection opportunities.

---

**MICHELS SERVICE-LEARNING HALL**

**Measure 2: Citizenship**

**Assessment Strategy:** Participants in the Michels Service-Learning Hall were asked to complete a survey at the end of spring semester. The survey incorporated three indicator questions related to citizenship.

Number of Students Assessed: 49/90

**Citizenship Questions:** As a result of participating in the Michels Hall Service Program, participants will be able to create effective change via indicators:

1. **Civic awareness:** Better understand (learn) the societal issue service addresses
2. **Engaged citizen:** Further develop skills to address needs, problems or opportunities related to my community
3. **Engaged citizen:** More able to create effective change
4. **Live values:** More likely to take action to address needs, opportunities or problems that align with values

**Results**

<table>
<thead>
<tr>
<th>As a result of participating in the Michels Hall Service Program, I:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>learned more about the needs, problems and opportunities in our off-campus community.</td>
<td>63%</td>
<td>33%</td>
<td>4%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>am more able to create effective change</td>
<td>37%</td>
<td>49%</td>
<td>8%</td>
<td>6%</td>
<td>0</td>
</tr>
<tr>
<td>have further developed my skills to address needs, problems or opportunities related to my community</td>
<td>33%</td>
<td>53%</td>
<td>8%</td>
<td>6%</td>
<td>0</td>
</tr>
<tr>
<td>am more likely to take action to address needs, opportunities or problems that align with my values</td>
<td>35%</td>
<td>59%</td>
<td>6%</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

An incredible 96% of students (a 3% increase from last year’s survey) reported they learned more about the needs, problems and opportunities in their off-campus community.
Analysis
The data reflects that for the competency of responsible citizenship and creating effective change, students in the Michels Hall Service Program are excelling. An incredible 96% of students (a 3% increase from last year’s survey) reported they learned more about the needs, problems and opportunities in their off-campus community. This is a key indicator of civic awareness, which is a powerful step in creating effective change. Equally amazing is 86% of students said they have developed skills to address the needs, problems and opportunities related to their community and are more able to create effective change. I would attribute these statistics to intentional hall programming around engaged citizenship and other joint efforts between the College and service agencies to educate students on issues facing the community. A striking 94% of students also reported they are more likely to take action to address needs, opportunities or problems that align with their values. I believe this response is largely connected to the reflection sessions students are required to have with the Michels ALIVE Team each semester. At these reflections, students are encouraged to discuss their values and how they relate to their service work.

Improvement Actions
Although the results of the survey are very positive, continued efforts should be made with next year’s program to build upon student momentum in these areas. We will continue to explore in-hall programming ideas for students around the concept of citizenship. In addition, we will continue to work with the ALIVE Team to align the learning outcomes of the hall with the structure of the reflections. As a living-learning service community, Michels should become more integrated with academics.

STUDENT ORGANIZATION SERVICE
Learning Outcome
Students will be able to practice engaged citizenship.

Program or Activity
As a result of participating in the student organization service program, students will be able to practice engaged citizenship.
Measure
Quantitative: Student service chairs report using the PARE model

Results (as of April 25)
- 51 of 65 student groups reported service projects and indicated using at least one aspect of the PARE model (78%)
- 2154 students involved (duplicated)
- 718 hours served (approx)
- 155 projects completed
- 2 service planning workshops offered with about 10 organizations participating
- $116,310 donated:
  - Relay for Life: $70,000 to American Cancer Society;
  - Up ‘til Dawn: 32,149;
  - Circle K: $7,500 to De Pere Kiwanis;
  - Shack-a-thon: $1,000 to Habitat For Humanity

Analysis
Groups increased their service completion and reporting significantly this year (only 20 groups reported in last year.)

Improvement Actions
- Continue to develop training and reflection opportunities regarding civic engagement and leading quality service opportunities.
- Develop assessment tools which are easy to use and gather appropriate data. Continue to encourage organizations to develop project partners who are effective users of the PARE model.

PROGRAM: T.R.I.P.S.

Learning Outcome
Students will be able to demonstrate active citizenship/civic engagement.

Program or Activity
As a result of participating in the TRIPS program, students will be able to:

1. Develop civic awareness
2. Practice engaged citizenship
3. Live their values with moral conviction

Measures
Quantitative: 99 evaluations on Survey Monkey (self report)
Qualitative: post trip focus group; reflection question (not yet compiled)

**Results**

- 130 participants went on a service trip (including 2 staff and several students on 2 trips)
- Over 4000 hours of service at trip sites
- 23 students led trips
- 3 interns coordinated trips and trip leader training

As a result of the service trip, I have gained a greater understanding of and competence in the following skills:

<table>
<thead>
<tr>
<th>Understanding of Social Issues (being able to identify problems of a community, and understand their impact on that community)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.8% (75)</td>
<td>72.5% (54)</td>
<td>8.4%</td>
<td>0</td>
<td>0</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>Addressing needs, problems, or opportunities related to my community.</td>
<td>70.1% (61)</td>
<td>27.6% (24)</td>
<td>1.1% (1)</td>
<td>0</td>
<td>1.1% (1)</td>
</tr>
<tr>
<td>Ability to create effective change</td>
<td>58.6% (51)</td>
<td>39.1% (34)</td>
<td>1.1% (1)</td>
<td>0</td>
<td>1.1% (1)</td>
</tr>
<tr>
<td>Multicultural Awareness (respecting and hearing other voices in the community, willingness to see others' perspectives)</td>
<td>73.7% (73)</td>
<td>25.3% (25)</td>
<td>0</td>
<td>0</td>
<td>1.0% (1)</td>
</tr>
</tbody>
</table>

As a result of the service trip, I am more likely to participate in the following activities:

<table>
<thead>
<tr>
<th>Advocacy and Education</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.4% (56)</td>
<td>33.3% (29)</td>
<td>1.1% (1)</td>
<td>0</td>
<td>1.1% (1)</td>
<td></td>
</tr>
<tr>
<td>Political Involvement</td>
<td>33.7% (33)</td>
<td>49.0% (48)</td>
<td>10.2% (10)</td>
<td>1.0% (1)</td>
<td>6.1% (6)</td>
</tr>
<tr>
<td>Socially Responsible Personal Behavior</td>
<td>66.7% (66)</td>
<td>28.3% (28)</td>
<td>4.0% (4)</td>
<td>0</td>
<td>1.0% (1)</td>
</tr>
<tr>
<td>Other (direct service, philanthropic giving, etc.)</td>
<td>62.9% (61)</td>
<td>33.0% (32)</td>
<td>1.0% (1)</td>
<td>1.0% (1)</td>
<td>2.1% (2)</td>
</tr>
</tbody>
</table>

**Analysis**

Nearly all TRIPS participants report an increase civic engagement understanding and competence as a result of their trip experience. The greatest impact seems to be in understanding social issues, multicultural awareness and commitment to more socially responsible personal behavior.

**Improvement Actions**

Continue to build on the link between service and political involvement as a means of civic engagement and understanding of effective change processes.
**PROGRAM: TRIPS**

*Originally reported in Mid-Year Report of Learning and Progress*

**Learning Outcome**
Students will be able to demonstrate active citizenship/civic engagement.

**Program or Activity**

*As a result of participating in the TRIPS program, students will be able to:*

4. Develop civic awareness
5. Practice engaged citizenship
6. Live their values with moral conviction

**Measures**

Program evaluation on online survey (self report); focus group; reflection question

Number of Students Assessed: approximately 19

**Results**

- 129 participant will go on a service trip (including 2 staff and several on 2 trips)
- 31 students participated in 3 fall weekend trips
- 23 students led trips
- 3 interns coordinated trips and trip leader training

Of the 31 fall participants, two trip groups completed the survey for 19 Survey Monkey evaluations, however, only 12 responded to the questions below, which show the percentage that agreed with each statement:

- 100% - gained a greater understanding and competence in Understanding of Social Issues (being able to identify problems of a community, and understand their impact on that community)
- 100% - gained a greater understanding and competence in Multicultural Awareness (respecting and hearing other voices in the community, willingness to see others’ perspectives)
- 100% - more likely to participate in Advocacy and Education (Convincing others to make choices that will benefit a community, raising public awareness of social issues)
- 91% - more likely to participate in Socially Responsible Personal Behavior (Changing personal actions that reflect your learning, i.e., recycling, buying fair trade goods, or working for an organization that aligns with your values)
- 75% - more likely to participate in Political Involvement (Voting, engaging in civil debate on issues, protesting, meeting with elected officials).

**Analysis**

TRIPS, even short weekend experiences, increase student civic engagement.
Improvement Actions

Continue to build on the link between service and political involvement as a means of civic engagement.

ZAMBIA PROJECT TRAVEL EXPERIENCE 2002-2010

See “Human Differences” Section for more information re: the Zambia Project and the data set used.

Measure 3

Competency Assessed: WORLD: Students will serve as responsible citizens

Assessment Strategy (how did you assess): Used rubric to assess written reflections

Number of Students Assessed: 13

Results

Not surprisingly, the majority of comments made in the collected reflections fall into the “Competent” or “Exemplary” area of the rubric, with most falling in the “Competent” area. Examples included:

- We do not have the power to fix every problem that the Zambia Open Community Schools have. However, we do have the power to do as much as we can with the resources that we have to piece by piece fix the problems that are present. The Zambia Project is one small piece of bread needed to satisfy the hunger for education that the orphans and vulnerable children of Zambia experience every day. (08-c)

- I see news coverage everyday of the tragedies, unrest, and chaos going on in parts of Africa, but I cannot remember the last time I heard or read something about the positive changes and growth going on throughout the continent. In our 3 weeks in Zambia, we saw many signs of positive growth. (08-b)

- I was in danger of placing poverty on a pedestal when it needs to be realistically addressed and managed by people who have the capabilities to work towards eradicating it. (04-a)

- [From a journal entry, cited in the reflection]: And it has hit me like a ton of bricks. How come I was born into a place where there wasn’t a question if I had food the next day and I always had a pair of shoes on my feet and education is so available that most of us complain about it and take it for granted? How come that little boy in the red shirt in the nursery class at Linda [school] had no shoes and no parents? (03-a)

Analysis

The first statement shared above is the essence of the Zambia Project, and the purpose of the Zambia Project trip. Preparing to make a trip is involves constant reminders about the need to balance the...
investment being made in order to travel (both in terms of financial and human resources) with the opportunity to repay that investment by virtue of learning much and teaching more. For at least this one student, who made the trip in 2008, she seemed to grasp all of these concepts.

It is true that no segment reviewed fell into the “Developing” or “Rudimentary” categories – which is good, undeniably – the true success of the trip lies in our ability to help students understand these concepts deeply and widely. That there are not more direct references to these concepts in the gathered reflections suggests there is more work to be done, in the preparation for the trip, processing and participation while on the trip, and wrap up reflection and analysis upon returning to the States.

**Improvement Actions**

1. Develop a manual for travelers that emphasizes the goals and objectives for the trip, that prepares students for the experience pre-departure, and that eases and perhaps shapes their return. The return is especially challenging, since upon returning the students return to their various hometowns or summer arrangements, and the travel group is not together again until the fall.
2. Perhaps develop a requirement, as one condition for participation, that student travelers submit a fairly formal plan for how they intend to use their experience post-trip. There is a stated expectation now that travelers will develop presentations for fundraising or awareness raising, but perhaps stricter requirements that the experience is translated into action – measurable, achievable, action – will foster development in this area of the model.

**Rubric Used & Reflection Data**

<table>
<thead>
<tr>
<th>CHANGE YOUR WORLD: Citizenship</th>
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<tbody>
<tr>
<td>Learning Outcome</td>
</tr>
<tr>
<td>Engaged Citizen</td>
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