DIVISION OF STUDENT AFFAIRS
PERFORMANCE & QUALITY REPORT
2008-2009
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MISSION AND VISION

St. Norbert College Mission
St. Norbert College, a Catholic liberal arts college embracing the Norbertine ideal of communio, provides an educational environment that fosters intellectual, spiritual and personal development.

Student Affairs Mission
To actively engage students in holistic development, learning about themselves, their community and their world.

Student Affairs Vision
To be the premier leader in student learning and development, graduating exemplary global citizens.

Guiding Principles

We are guided in this mission and vision by the Student Affairs core competencies that are embedded in the Change Model: Change Yourself, Change Your Community, Change Your World.

Our work with the Change Model is in turn guided by the following principles:

Student-centered: We believe that students are our first priority at St. Norbert College. We do this by challenging students to explore their full potential both inside and outside the classroom. Collaboratively, we create environments conducive to student learning and create opportunities for students to develop as individuals and as leaders.

Excellence: Student Affairs is committed to excellence in programs and services that provide opportunities for personal, intellectual, and spiritual development. We provide learning and service opportunities that meet or exceed best practices.

Diversity: In the spirit of communio, we believe that differences in people and diverse points-of-view are valuable and that everyone can make a difference in our community. We embrace and actualize this belief when we are inclusive of people, we recognize our similarities through our shared humanity and we embrace our differences through mutual respect.

Integrity: We are dedicated to providing an environment of respect, trust, and confidence through accountability, consistency, collaboration and honest communication between all members of the community.
### Student Affairs’ Change Model of Student Development

<table>
<thead>
<tr>
<th>Change Yourself</th>
<th>Change Your Community</th>
<th>Change Your World</th>
</tr>
</thead>
</table>
EXECUTIVE SUMMARY

Last year we were excited with our inaugural Measure of Quality and Performance report and in this second year, the Division began the process of setting a new strategic plan in motion and the first in the series was an articulation of a new mission and vision with accompanying guiding principles. The Division was able to accomplish all the goals set forth for this year. We continued implementation of the Change Model by providing students opportunities to test their curricular knowledge outside the classroom. We refined mechanisms to measure and document student learning through the utilization of the Student Affairs Core Competencies and focused on “closing the assessment loop” by using the analysis of the data collected to inform programming. We have also developed a new method to document and clarify staff performances and goals and outlined an assessment model. The Division engaged in several collaborative partnerships intra-divisionally and with other Divisions. We provided professional development sessions for staff and programming for students to enhance cultural competencies. Finally we engaged students in programming that helped them set healthy living goals.

The 2008-09 year also saw Career Services revamp and enhance their website, and jumped into the ranks of institutions using innovation. A new video section on Life after SNC was launched in May to assist students in learning more about our alums and enable them to gain insight into career options. Career Services’ use of twitter also led to SNC’s recognition in the list of 50 institutions nationwide using twitter for career counseling.

As a result of the administrative and personnel changes in counseling and testing, students felt positively about the therapists and their approaches to the holistic model:
- Q7.f My therapist was knowledgeable: 88% agreed/strongly agreed
- Q7.h: My therapist was concerned about me as a person, not just my symptoms: 87% agreed/strongly agreed.

Changes made to accessibility and physical space were overwhelmingly positive in the 2009 Health and Wellness Survey and indicate increased access and privacy in Counseling and Testing:
- Q7.a... “The waiting time for my appointment was reasonable” 96% agree/strongly agree
- Q7.b... “the waiting area is comfortable and private” 96% agree/ strongly agree

The decision to hire psychologists and solution focused therapists in Counseling and Testing has resulted in students making progress in their mental health:
- Q7.i... “therapist seemed to understand me and my situation” 83% agree/strongly agree
- Q7.m... “therapist helped me develop a plan of action for my situation/s...” 91% agree/strongly agree
- Q8.f... “therapist helped me identify ways to improve my overall health” 82% agree/strongly agree.

The Division continued to make significant gains in the Student Affairs Competencies-Change Yourself, Change Your Community, Change Your World. Below are highlights:

In the Change Yourself Component:

- Judicial Affairs reported a reduction in the total number of students documented for policy violations from 381 in 2007-08 to 206 in 2008-09. Recidivism for declined students documented with 2 violations from 50 in 2007-08 to 23 in 2008-09. However,
there were changes in the nature and complexity of the violations and staff will utilize the in-depth analysis of this data to inform educational programming for the 2009-10 year.

► Campus Safety reports that the number of incidents of vandalism decreased slightly however the number of alcohol and other drugs increased. Campus Safety believes this increase may be due to better detection through professional staff.

► The learning objectives related to the Change Model indicate students are learning about themselves in clinical appointments in Health and Wellness and are changing themselves as a result:
  - Q8.d “provider/therapist helped me to understanding my emotional and physical health” 77% agree/strongly agree
  - Q8.f “provider/therapist helped me to identify ways to improve my overall health” 81% agree/strongly agree

► Career Services conducted its second survey of workplace cultural knowledge. The highest number of respondents indicated that SNC had prepared them most to work with Caucasians (79.69%) and least prepared them to work with Native Americans (Not at All-25%). 58.7% of respondents felt that understanding a co-worker’s race/ethnicity would be very important to functioning productively in the workplace.

In the Change Your Community arena:

► LSE focused their September and January Leadership retreats on developing students’ understanding of who is “included” and who is “excluded” at SNC. 89% of the students who participated indicated that the “Boxes and Walls” experience was a new thing for them and 85% said this helped them to see issues related to being a person of color in a new or different way. Some of the things the students reported learning: “I learned to always be open-minded.”

  “I learned more about subtle (or not so subtle) privileges I possess because of my abilities, orientation, ethnicity, etc.”

  “...it also opens my eyes to the idea that everything cannot be solved right away, or even be solved at all. Which, in the terms of diversity, that should not be accepted.”

  “I became more aware of the language barriers that exist on campus and that I should be more aware that just because I speak English, does not mean everyone else does.”

  “Seeing things from a different perspective is vital to make the necessary changes for our campus. Setting realistic goals as a small group is a more manageable way of making change.”

► 80% of the students indicated that after their year in a leadership position, they were confident or very confident in leading others and organizing a group’s tasks to accomplish a goal.

In the Change Your World Component:

► The Division utilized the PARE (Preparation, Action, Reflection, and Evaluation) model for 95% of the service learning projects. Michels Service Hall service hours increased to over 50% from 1,324 in 2007-08 to 2,354 in 2008-09. The evaluation reports indicate
that 86% felt well prepared for their service learning experience and 79% felt their post service reflections made the service more meaningful and relevant to their life.

LSE utilized outcomes extrapolated from the Multi-Institutional Study of Leadership (MSL) related to citizenship and specific leadership tasks. 173 students completed pre-tests and 138 the post-test. 90% of the participants reported that they participate in activities that contribute to the common good.
CAMPUS LIFE AREA

Area Mission
As part of St. Norbert’s commitment to providing an educational environment that fosters intellectual, spiritual and personal development, Campus Life promotes the creation of living learning environments for students that foster engaged communities and a sense of personal connection.

Department of Residential Education & Housing

I. Mission

Department Mission Statement
Residential Education & Housing provides a variety of housing options, while celebrating the Norbertine tradition of community. Our role is to make St. Norbert College a preferred place to live. We provide co-curricular programs and leadership opportunities in a values-oriented living and learning environment. We strive to create a safe community, while preparing students to live, work, and serve.

II. Global Goals

1. Provide safe, secure housing for all students who live here;
2. Provide opportunities for students to learn assertive communication skills, especially with regard to roommates, suite-mates, or other community members;
3. Provide a diverse set of programs, activities, and events in the residence halls that provide students opportunities to learn from and about one another, about life at SNC, and about strategies for successful, independent living;
4. Provide processes that are fair, as simple as possible, and transparent;
5. Actively engage students in decision-making processes, utilizing the Residence Hall Association, National Residence Hall Honorary, Residence Hall Councils, and other opportunities;
6. Personally invite every single residence hall student to participate in at least one community service activity each semester.

III. Institutional Priorities

To support the mission of St. Norbert College, the following institutional priorities provided the focus for the 2008-2009 fiscal year:

1. Reduce our tuition dependence, particularly through increased fundraising, building unrestricted endowment, and pursuing new revenue sources
   - We continue to refine the loft rental program to both provide a service students want and to fund the Residence Hall Association;
   - All seven traditional residence halls were open over semester break producing revenue of $27,540.

2. Pursue academic excellence and enhance national recognition
   - Several Living Learning Programs were developed and will be implemented for the 2009-2010 academic year.
Two College houses have been designated as Living-Learning Communities for the 2009-2010 academic year. Intentional Learning Communities establish a direct link between residential, academic, and co-curricular engagement for students within the St. Norbert Community while simultaneously enhancing students’ academic, cultural, organizational, and personal interests within their living environment. Groups were selected based on the merit of their application.

Dr. Marcie Paul, Interim Director of the Honors Program and Jessica Schmechel developed a residential component to the Honor’s Program. Students who select to live in Honors housing will live in Bergstrom Hall. Honors housing will provide students with a special experience, by fusing residence hall living with Honor’s learning, and will provide a stimulating intellectual and social atmosphere for students to enjoy.

Jessica Schmechel collaborated with Dr. Cheryl Carpenter-Siegel, Assistant Professor of Sociology and student Avery Garcia to develop a program for first and second year students in Madelaine/Lorraine Residence Hall. Students who participate in this diversity education program will have an opportunity to live and learn together in an environment that embraces diversity and respects the human dignity of each individual regardless of their race, ethnicity, religion, ability, sexual orientation, or other differences.

An international focused living learning program has been developed for the rectory and convent. Residential Education and Housing staff members worked with the Center for International Education to develop these international communities.

3. Develop a campus climate that fully characterizes civility, inclusivity and diversity

- CommUnity Scholars (see above)
- The Residential Education and Housing staff members worked to incorporate “cultural competencies” into Resident Assistant training and educational programs in the residence halls.
- Spring training for newly selected Resident Assistants focused on issues of diversity and building inclusive communities.

4. Improve the physical plant, technological infrastructure, and environmental sustainability

- The Green Taskforce sponsored Unplug Week as a means of encouraging students to save electricity by unplugging an appliance or computer when it was not used.
- The Green Task Force which was comprised of ten students and a staff advisor supported the College’s efforts towards going green by sponsoring active and passive educational programs focused on sustainability issues.
5. Improve outreach and service to the region and local community

- On a monthly basis the staff in each residence hall partnered with a local community agency to offer the residents of the hall an opportunity to participate in a community service project using the PARE (Prepare, Action, reflect, and Evaluate) model of service.
- The Michels Hall Service Program is a living-learning service opportunity available to sophomores, juniors, and seniors. Students apply for the program in groups of eight with the intention of living together in a Michels Hall suite and completing an academic year of service to a specific community organization that serves children and/or families in the Brown County area.
### IV. Annual Goals and Outcomes

**Institutional Objective #1: Reduce our tuition dependence, particularly through increased fundraising, building unrestricted endowment, and pursuing new revenue sources**

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Progress 11/26/08</th>
<th>Progress 5/15/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 7 traditional residence halls are open over break.</td>
<td>$2625 in student staffing (3 RAs on campus, $35 per day over 25 days)</td>
<td>Daily banner report updates with numbers of students in housing.</td>
<td>Mike</td>
<td>• Housed over 100 students on campus for different portions of break. Total projected revenue of $25,250</td>
<td>• Actual revenue generated $27,540.</td>
<td></td>
</tr>
<tr>
<td>Streamline process for revenue projections and timeline.</td>
<td></td>
<td></td>
<td>Cindi</td>
<td>• Developed Banner reports that can accurately report number of students in housing at any given time during the semester. • Develop Banner reports that provide yearly comparisons. In progress.</td>
<td>• Develop a Banner report that provides comparative data for the number of new students housed by designated category and the number of continuing students housed to be used to project revenue at any given point during the academic year. In progress.</td>
<td></td>
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<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Progress 11/26/08</th>
<th>Progress 5/15/09</th>
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</table>
| Develop Honors Housing for first year students that is linked to the College’s Honors Program. | Some financial program support, and staff support needed. | Increased interest in Honors Program. Connection for first year students to others in same academic program. | One floor of first year students in honors housing. | Jessica and Cindi | • Met with Dr. Marcie Paul, Interim Director of the Honors Program to discuss the SNC Honors Program and the Annual Honors Conference attended by Dr. Paul. | • Researched several schools that offered a residential component to their Honors Program.  
• Dr. Paul, Interim Director of the Honor’s Program, proposed a residential component to the Honors Program for first year students.  
• Bergstrom has been identified as the hall to house first year students in the Honors Program. |
| Review the current process for making room assignments for first year students and international students to better serve students. | Staff time | Enhanced communication with CIE & Administration. Enhanced accountability and roommate relations. | Less roommate conflicts and room switches. | Mike | • Reviewed the webpage for ESL/International and first year students.  
• Met several times with ESL and the Center for International Education staff to review policies and procedures for area to improve communication and support. | • Meeting was held in February with ESL students to discuss the student housing assignment process. Assisted individual ESL students with the process.  
• The convent (housing 15 students) and rectory (housing 10 students) have been identified as international living learning communities for the 2009-2010 academic year. |
| Review and define the training processes for REH staff members            | Staff time | Enhanced operations and enhanced | Less complaints. Students getting questions answered in a timely manner. Enhance | Mike and Jessica | • Began the process of putting policies into one manual. In progress.  
• Met several times with central | • Weekly meetings established to discuss training. Completed.  
• Resources were shared to |

<table>
<thead>
<tr>
<th>Create housing assignment process for continuing students to best serve students and the process</th>
<th>Staff Time</th>
<th>Enhanced operations and effectiveness. Streamline process. Enhanced assessment and quality of services.</th>
<th>Review of process after assignments.</th>
<th>Mike</th>
</tr>
</thead>
</table>
|  |  |  |  | • Surveyed current students with on-line survey and focus groups. Completed.  
• Facilitated REH staff housing selection process planning day to review results from survey.|

|  |  |  |  | • Sent letters to commuter students and students living off-campus confirming their residency status for 2009-2010 academic year.  
• Successful implementation of the housing selection process for continuing students.  
• Housing selection process was reviewed by REH staff and feedback recorded.  
• Developed Banner reports for tracking students who did not contract for housing. |

|  |  |  |  | office staff to monitor communication with students when handling problems. |

help us define learning outcomes and assessment goals for training.

• Spring training focused on student learning and the impact of the residential experience and on diversity and inclusion within the residence halls.
### Institutional Objective #3: Develop a campus climate that fully characterizes civility, inclusivity, and diversity

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Progress 11/26/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and implement a residential discussion series focused on diversity education.</td>
<td>Some financial program support, and staff support needed.</td>
<td>Increased knowledge and understanding among hall staff of diversity issues.</td>
<td>Increased diversity programming and intentional conversations in residence halls.</td>
<td>Jessica</td>
<td>Progress 5/15/09</td>
</tr>
</tbody>
</table>

- 7 small diversity circles within staff focused on different under-represented groups on campus. Groups met twice for discussion. Discussions centered around what is currently happening on campus and how Residential Education and Housing staff members can support current efforts and involve residents.

- Burke held a diversity week (March 29 – April 2) including events on white privilege, sexuality, spirituality, race and inclusion.
- Bulletin boards were developed by one small diversity circle for all 7 residence halls to focus on sexuality.
- Resident Assistant spring training (5/3/09) focused on diversity and inclusion in the residence halls.
- CommUnity Scholars program in Madelaine Lorraine Hall will have a discussion group as part of the curriculum based on a model from everyday-democracy.org.
<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Progress 11/26/08</th>
<th>Progress 5/15/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an operational and educational plan for Residential Education and Housing to support the College’s efforts towards going green. Students attended a national conference in Washington, DC.</td>
<td>Some financial program support, and staff support needed. Conference attendance was funded by RHA</td>
<td>Increase students’ knowledge of sustainability issues. Increase students’ knowledge of ideas, learn what others are doing, and assist in goal formulation. Setting of goals for 2009-2010. Impact on the environment as a result of changes made in the housing units.</td>
<td>Halls are more efficient.</td>
<td>Mike and Jeremy</td>
<td>Jeremy</td>
<td>• Created a task force with 10 students that is focused on passive and active educational programming. Ideas include monitoring your carbon footprint, and “unplug” week which are in planning for spring semester.</td>
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<td></td>
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<td></td>
<td>• The Green Task Force has met twice and is in planning for the “Unplug Week.”</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Presentation to the Residence Hall Association about the conference and ideas learned from the conference that could be implemented in the SNC residential units.</td>
</tr>
</tbody>
</table>
### Institutional Objective #5: Improve outreach and service to the region and community

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Progress 11/26/08</th>
<th>Progress 5/15/09</th>
</tr>
</thead>
</table>
| A service project is offered once a month in a different traditional hall on campus. | Staff time | Students from each hall participate in a service project. | One service project each month. | Jessica and AmeriCorps *VISTA | | • October service project was Make a Difference Day for Michels Hall.  
  • November service project for MMM was bell ringing for the Salvation Army Red Kettle Campaign.  
  • December service project was Heifer International. Over $500 was raised in Burke Hall.  
  • The February service project for Sensenbrenner was to raise money and supplies for Family Childcare Resources of NEW. Over $1000 was raised and many products donated.  
  • April service project is a food drive for Paul’s Pantry. |

| Reapply for AmeriCorps*VISTA Service Grant. | Staff time | Receive funding to hire an AmeriCorps*VISTA member. | Successful grant and VISTA member hired. | Jessica and AmeriCorps *VISTA | | • Grant is funded for the 2009-2010 academic year.  
  • Brianne Johnson hired for 2009-2010. |
V. Measures of Quality and Performance

RA Recruitment
One measure of the strength of the Residential Education & Housing program is the desirability and competitiveness of the RA position.

From 2008 – 2009 our total ratio remained the same overall. With this being a transition year and different expectations placed on our student staff positions this seems to be a good indicator that we have students committed to the work that we do. It should be noted that we had significantly more men apply than in the past two years. This could be related to the fact that we had three male hall directors this academic year.

Chart shows, by year, the ratio of applicants to students hired, by Male (M), Female (F), and Total (T)

[Bar chart showing ratio of applicants to students hired by year and gender]

Resident Assistants from the Resident Perspective
A survey was disseminated in November 2008 asking residents to rate their RA and their experience in the community. Overall 447 students responded and the responses were very positive. The questions below are a sample from the survey. In each of the responses the residents rated the RA (1st three questions) in the agree to strongly agree range. On the last two questions where the rating is the highest residents were asked to self evaluate on their own behavior and responsibility. The numbers are high which could indicate that only those who are quite responsible filled out the survey or residents see themselves as taking responsibility for their own behaviors.
Rating Scale
5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree
NA=Not Applicable

4.52  My RA is accepting of different backgrounds and values my individuality.
4.39  My RA encourages my community to respect individual lifestyles.
4.14  My RA has provided quality social and educational programs for our building.
4.67  I take responsibility for my own behavior.
4.60  I understand that my actions and decisions affect my residential community.

Occupancy
Occupancy in the halls is directly connected to persistence at SNC (students in housing are enrolled at the College), and is also a major source of revenue for the College. The ability to manage occupancy, and to reliably predict anticipated revenues, is critical.

<table>
<thead>
<tr>
<th></th>
<th>Opening Occupancy Rate</th>
<th>Spring Term Occupancy Rate</th>
<th>End-of-Year Occupancy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>102.00%</td>
<td>94.00%</td>
<td>94.00%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>102.10%</td>
<td>100.90%</td>
<td>95.80%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>99.50%</td>
<td>91.79%</td>
<td>90.60%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>98.70%</td>
<td>94.60%</td>
<td>91.20%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>97.00%</td>
<td>93.00%</td>
<td>91.30%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>97.70%</td>
<td>95.30%</td>
<td>94.40%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>95.40%</td>
<td>89.40%</td>
<td>88.30%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>98.70%</td>
<td>93.30%</td>
<td>92.70%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>97.78%</td>
<td>95.08%</td>
<td>93.47%</td>
</tr>
<tr>
<td>1999-2000</td>
<td>96.54%</td>
<td>93.60%</td>
<td>93.30%</td>
</tr>
<tr>
<td>1998-1999</td>
<td>95.59%</td>
<td>91.52%</td>
<td>90.97%</td>
</tr>
</tbody>
</table>
Continuing Student Housing Selection
The Student Housing Options Process (SHOP) was reviewed during the 2008-2009 academic year. The Continuing Student Housing Selection Process was developed and implemented based upon feedback from students. The process assisted students in learning different areas of the Student Affairs Change Model including Change Yourself and Change Your World. Specific items include:

1. Students will know how to communicate assertively with civility and respect. Students had to communicate with each other to sign up for group housing options.
2. Students will take responsibility for their own actions. Students had to turn in their applications by a specific date to apply for housing areas.

An on-line survey was conducted during fall 2008 in which 678 students participated. Communication strategies were developed to provide students information regarding the changes from the SHOP process. Changes included providing information in Knightline, writing a Continuing Student Housing Information book, improved information on the REH website and increasing the number of information sessions. Approximately 1472 students looked at the information in Knightline and 601 students attended several information sessions that were held in the residence halls and the campus center.

Junior Class Standing Perspective (2008-2009 academic year)

<table>
<thead>
<tr>
<th>Junior Class Standing (08-09 Academic Year)</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of SHOP number</td>
<td>63.8%</td>
<td>88</td>
</tr>
<tr>
<td>Online option</td>
<td>39.1%</td>
<td>54</td>
</tr>
<tr>
<td>Application processing rather than SHOP nights</td>
<td>36.2%</td>
<td>50</td>
</tr>
<tr>
<td>Time Allotted</td>
<td>23.2%</td>
<td>32</td>
</tr>
<tr>
<td>Organization of night</td>
<td>18.8%</td>
<td>26</td>
</tr>
<tr>
<td>Nothing- Process went well</td>
<td>13.8%</td>
<td>19</td>
</tr>
<tr>
<td>Advertising for roommate meeting</td>
<td>9.4%</td>
<td>13</td>
</tr>
</tbody>
</table>

answered question 138
skipped question 15
students were able to check all that applied
**Sophomore Class Standing Perspective (2008-2009 academic year)**

<table>
<thead>
<tr>
<th>Sophomore Class Standing (08-09 Academic Year)</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of SHOP number</td>
<td>61.2%</td>
<td>104</td>
</tr>
<tr>
<td>Online option</td>
<td>40.0%</td>
<td>68</td>
</tr>
<tr>
<td>Application processing rather than SHOP nights</td>
<td>30.6%</td>
<td>52</td>
</tr>
<tr>
<td>Time Allotted</td>
<td>24.7%</td>
<td>42</td>
</tr>
<tr>
<td>Organization of night</td>
<td>24.1%</td>
<td>41</td>
</tr>
<tr>
<td>Nothing- Process went well</td>
<td>11.2%</td>
<td>19</td>
</tr>
<tr>
<td>Advertising for roommate meeting</td>
<td>9.4%</td>
<td>16</td>
</tr>
</tbody>
</table>

*answered question* 170

*skipped question* 11

*students were able to check all that applied*

The sequence of which specific housing areas were assigned was based on information from the fall 2008 survey. The order of buildings for the timeline was based on the preferences indicated in this figure. The sequence was in the following order: off-campus; new senior apartment building (Gries Hall); Townhouses and then College Houses.

<table>
<thead>
<tr>
<th>Junior Class Standing (08-09 Academic Year)</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Campus</td>
<td>48.6%</td>
<td>68</td>
</tr>
<tr>
<td>Gries Hall</td>
<td>32.1%</td>
<td>45</td>
</tr>
<tr>
<td>Townhouse</td>
<td>13.6%</td>
<td>19</td>
</tr>
<tr>
<td>College-owned House</td>
<td>6.4%</td>
<td>9</td>
</tr>
<tr>
<td>Carriage House</td>
<td>2.1%</td>
<td>3</td>
</tr>
<tr>
<td>Michels</td>
<td>2.1%</td>
<td>3</td>
</tr>
<tr>
<td>Bergstrom</td>
<td>1.4%</td>
<td>2</td>
</tr>
</tbody>
</table>
Gries Hall
The construction of Gries Hall took place during the 2008-2009 academic year. Students were provided with the option of signing a 12 month lease June 1, 2009 – May 19, 2010. The building was assigned to 71 seniors and 70 juniors with twelve-month leases. The apartment style building provides students the opportunity to live in a facility that will assist with their transition to life after College. Students will be able to cook their own meals and learn to be more independent.

Housing Contract
A new St. Norbert College housing contract was developed by researching peer, aspirant and other institutions. The housing contract now includes all residential living policies and procedures. Students will learn how to take responsibility for their own actions by understanding how contracts work.

Chargeable Damages for all Residential Areas
The total amount charged to students was very similar for the past two years. For the 2008-2009 academic year, common area damages and housekeeping charges decreased. However, individual room damages increased.

<table>
<thead>
<tr>
<th>CHARGES</th>
<th>2008-2009</th>
<th>2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Area Damages</td>
<td>$5,838.00</td>
<td>$8,241.00</td>
</tr>
<tr>
<td>Housekeeping Charges</td>
<td>$1,956.00</td>
<td>$6,199.00</td>
</tr>
<tr>
<td>Room Key/Lock Change</td>
<td>$2,310.00</td>
<td>$3,492.00</td>
</tr>
<tr>
<td>Individual Room Damages</td>
<td>$19,884.00</td>
<td>$11,515.00</td>
</tr>
<tr>
<td>Total Chargeable Damages</td>
<td>$29,988.00</td>
<td>$29,447.00</td>
</tr>
</tbody>
</table>
Programming in the halls
Programming is a challenge, on a number of fronts (competition for student time and attention and near-universal access to information via the internet chief among them). This year Residential Education and Housing staff members utilized a survey completed in January 2008 to adapt our programming model for the halls.

Summary comments from January 2009 Programming Survey (survey was distributed to RA’s)
3. Programming is an important part of being an RA, but can also be a source of stress as an RA. Please rate the following statements.

RAs feel like they do NOT need more direction or a better understanding of “why” we program, but are not sure that they are meeting the needs of their residents in general through programming. They feel that they mostly meet needs through other means.

Optional Comments:
Some discontentedness about the specific program requirements. They would rather attempt to meet needs through personal interaction than program. Many comments about how they BEST meet the needs of their residents through 1-1 or small group, non-intentional, interaction.

“Sometimes I wish that we could just focus on social programming since creating community within the residence halls is our main goal anyway.” “However, when I have a good idea for a program, I love implementing it.”

4. Please consider the needs of your residents. Please select the needs of your residents that you feel you have been able to meet through PROGRAMMING in your hall, on your floor, on your wing.

Please see attached sheet “C” for responses.

Every respondent says they are meeting the need to be social – which is good. But they generally do not think they are meeting the needs to examine one’s own faith, learn about diversity, find their identity, or reach out with community service.

5. What do you feel is the most rewarding part of programming for your residents? What is the most rewarding part of programming for you?

Responses: By far – RAs feel that the most rewarding part of programming for them and for their residents is connecting with each other and with fellow residents.

6. What are the biggest challenges when it comes to programming?

Responses: Most of the responses to this question revolved around attendance at programs and being able to find a time that is conducive for most residents.
“Getting the word out and getting people excited to come. It is hard being able to get people just to go and be interested in the program. Many people, even if it sounds cool, think that no one else is going to go to it, so they don’t either.”

Based on the information above Residential Education and Housing professional staff members adapted the programming model to achieve something that utilized the change model, was flexible to the different interests and strengths of hall staff, and encouraged individual as well as group interactions with residents. The following model was developed:

**The Community Checklist**

The community checklist system is designed to enhance community development and it will operate on two sessions each semester. The *minimum* requirements for each session include one community builder activity, intentional conversation with each resident, an issue-based bulletin board, a set of door decorations, one planned activity, one team program and any combination of five elective items; these are non-negotiable. *An elective category may be used more than once to meet the requirement of five electives.*

**Non-Negotiable Community Checklist items:**

- Community Builder
- Intentional Conversation w/ each resident
- Issue-based Bulletin Board
- Door Decorations
- Planned Activity
- Team Program

---

**Electives:**

- Fun Bulletin Board
- Issue-based Bulletin Board
- Door Decorations
- Intentional Conversations
- Team Program
- Special Initiative
- Special Project/Collateral
- Community Builder
- Spontaneous Activity
- Planned Activity (Hall wide or campus event)

**Additional Semester Requirements:**

- Resident Assistants and Senior Staff members (Assistant and Associate Directors) are required to complete roommate contracts with each of their
residents and revisit them with the residents between week three and four of fall semester.

- Resident Assistants and Senior Staff members are required to participate in New Student Orientation activities & hall opening programs.

Programming forms were developed for spring semester to track the change model competencies that were covered through programming.

A sample of that form is below:

Programming Report

NAME: __________________________________________

Programming Quarter 3: January 26th – March 13th

Programming Requirements:

Note: Eleven total programming submissions are required per quarter. Six of these must be from the list of non-negotiable programming requirements. Five additional electives are required per quarter.

<table>
<thead>
<tr>
<th>Non-Negotiable</th>
<th>Completed</th>
<th>Description/Name</th>
<th># In Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Builder</td>
<td>X</td>
<td>Mario Kart Tournament @ Knight Owl</td>
<td>2</td>
</tr>
<tr>
<td>Intentional Conversation w/ each resident</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue-based Bulletin Board</td>
<td>X</td>
<td>Housing Options</td>
<td></td>
</tr>
<tr>
<td>Door Decorations</td>
<td>X</td>
<td>Coca-Cola Cups</td>
<td></td>
</tr>
<tr>
<td>Educational Planned Activity</td>
<td>X</td>
<td>Men’s Health Forum</td>
<td>3</td>
</tr>
<tr>
<td>Team Program</td>
<td>X</td>
<td>Tour of Upperclassmen Halls</td>
<td>0</td>
</tr>
</tbody>
</table>

Electives

| Fun Bulletin Board (Passive)                        | X         | What She Really Means                                 |                 |
| Issue-based Bullet Board (Passive)                  |           |                                                       |                 |
| Door Decorations (Passive)                          |           |                                                       |                 |
| Intentional Conversations (Active)                  | X         | Mental health issues, roommate conflicts              | 10              |
| Team Program (Active)                               | X         |                                                       |                 |
| Special Initiative (Active)                         | X         | RA Recommendation                                     | 1               |
|                                                 | X         | Mental Health/Friendship Issues                       | 3               |
|                                                 | X         | New Resident                                           | 1               |
| Special Project/Collateral (Active)                 |           |                                                       |                 |
| Community Builder (Active)                          |           |                                                       |                 |
| Spontaneous Activity (Active)                       |           |                                                       |                 |
**Planned Activity – Hall wide/campus event (Active)**

**Change Model Requirements**

*Programming must cover six unique competencies per quarter. Two program submissions must be within each of the three change model categories.*

### CHANGE YOURSELF

<table>
<thead>
<tr>
<th>Identification of Personal Goals</th>
<th>X</th>
<th>Housing Options Bulletin Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Goals to Achieve in a Set Period of Time</td>
<td>X</td>
<td>Housing Options Bulletin Board</td>
</tr>
<tr>
<td>Spirituality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil and Assertive Communication Skills</td>
<td>X</td>
<td>What She Really Means Bulletin Board</td>
</tr>
<tr>
<td>Listening with Understanding</td>
<td>X</td>
<td>What She Really Means Bulletin Board</td>
</tr>
<tr>
<td>Emotional/Physical Health</td>
<td>X</td>
<td>Men’s Health Forum</td>
</tr>
<tr>
<td>Living a Balanced Lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in Healthy Activities</td>
<td>X</td>
<td>Mario Kart Tournament</td>
</tr>
</tbody>
</table>

### CHANGE YOUR COMMUNITY

<table>
<thead>
<tr>
<th>Awareness of Cultural &amp; Human Differences</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Diversification at SNC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for Human Differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know How to Confront “-isms.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage Interpersonal Conflicts</td>
<td>X</td>
<td>Housing Options Bulletin Board</td>
</tr>
<tr>
<td>Collaborating Effectively</td>
<td>X</td>
<td>Housing Options Bulletin Board</td>
</tr>
<tr>
<td>Understanding Others’ Perspectives</td>
<td>X</td>
<td>Tour of Upperclassmen Halls, Men’s Health Forum, What She Really Means Bulletin Board</td>
</tr>
<tr>
<td>Relationship-Building</td>
<td>X</td>
<td>Mario Kart Tournament, Coca-Cola Door Decorations, What She Really Means Bulletin Board</td>
</tr>
<tr>
<td>Responsibility for Own Actions</td>
<td>X</td>
<td>Tour of Upperclassmen Halls, What She Really Means Bulletin Board</td>
</tr>
<tr>
<td>Address Harmful Behaviors in a Respectful Manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Own Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Own Values with Moral Conviction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address Community Morals &amp; Values</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHANGE YOUR WORLD

Understanding that Personal Choices Affect Others | X | What She Really Means Bulletin Board
Define Ethical Principles
Ethical Actions
Civic Awareness for World Events | X | Men’s Health Forum
Engaged Citizenship and Creating Effective Change

Quarterly Programming Report

| # of residents attending your programs this quarter | 20 |
| # of roommate conflicts this quarter | 1 |
| # of intentional conversations this quarter | 40 |

Summary of Programs by Hall

<table>
<thead>
<tr>
<th></th>
<th>BK</th>
<th>MD/LR &amp; BG</th>
<th>MMM &amp; Michels</th>
<th>SN</th>
<th>VMC</th>
<th>TOTAL Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>55</td>
<td>78</td>
<td>46</td>
<td>58</td>
<td>18</td>
<td>255</td>
</tr>
<tr>
<td>2007-2008</td>
<td>34</td>
<td>119</td>
<td>56</td>
<td>52</td>
<td>9</td>
<td>270</td>
</tr>
<tr>
<td>2006-2007</td>
<td>82</td>
<td>171</td>
<td>62</td>
<td>52</td>
<td>25</td>
<td>392</td>
</tr>
<tr>
<td>2005-2006</td>
<td>62</td>
<td>140</td>
<td>76</td>
<td>45</td>
<td>66</td>
<td>409</td>
</tr>
<tr>
<td>2004-2005</td>
<td>80</td>
<td>139</td>
<td>74</td>
<td>85</td>
<td>51</td>
<td>429</td>
</tr>
<tr>
<td>2003-2004</td>
<td>79</td>
<td>64</td>
<td>41</td>
<td>136</td>
<td>75</td>
<td>395</td>
</tr>
<tr>
<td>2002-2003</td>
<td>57</td>
<td>115</td>
<td>34</td>
<td>79</td>
<td>35</td>
<td>320</td>
</tr>
<tr>
<td>2001-2002</td>
<td>8</td>
<td>130</td>
<td>44</td>
<td>14</td>
<td>13</td>
<td>209</td>
</tr>
<tr>
<td>2000-2001</td>
<td>37</td>
<td>116</td>
<td>94</td>
<td>81</td>
<td>39</td>
<td>367</td>
</tr>
<tr>
<td>1999-2000</td>
<td>114</td>
<td>172</td>
<td>32</td>
<td>75</td>
<td>32</td>
<td>425</td>
</tr>
</tbody>
</table>

The programs reported above are active programs. This year staff put an emphasis on one on one conversations with residents, deeming them intentional conversations. These conversations are not accounted for in the data presented in the previous table. An example of an intentional conversation by a staff member is below.
“One intentional conversation I had with a resident was about her sexuality. She recently came out to me that she is a lesbian and has a girlfriend whom she loves very much. She was struggling with how to tell her parents so we talked out the different scenarios of what could happen and how she could handle each situation. She was already seeing someone in the counseling center so I suggested that she make an appointment with them to further discuss the anxiety she was feeling. Since that day she came and informed me that she told her mom first and everything went well but she was still struggling with the idea of telling her father. After she told her dad she came to me and we talked out his reaction and how to take the next step. She is still seeing a counselor and working on her relationship with her dad.”

Service Learning in the Residence Halls

Programs

- **Michels Hall Service Program** - A living-learning service opportunity available to sophomores, juniors, and seniors. Students apply for the program in groups of eight with the intention of living together in a Michels Hall suite and completing an academic year of service to a specific community organization that serves children and/or families in the Brown County area.

- **Service in the Residence Halls** - Monthly service programs in which upper and underclassmen halls take turns leading a service project of their choice.

General Data Report

- 734 students (duplicated)
- 3,163 hours served (approximately)
- 12 agencies served with 20 service projects
- $2,098, 60 pounds of food, and 3 large boxes of hygiene products donated by students

Local Community Impact

- Michels Hall partnered with and provided weekly service to:
  - Boys & Girls Club
  - Freedom House Ministries
  - Greater Green Bay YMCA
  - Special Olympics

Student Learning

Learning occurred throughout the Residence Hall service programs. Data below reflects responses from 70 out of 100 participants in the Michels Hall Service Program who completed a year-end survey about their experience.

- 10 trainings (PARE workshop for staff, group orientations and site trainings)
  - 86% felt well-prepared for their service experience.

- 30 reflections (25 with Michels Hall groups)
  - 79% felt the post service-reflections made the service more meaningful and relevant to their life.

- 3 assessments (student evaluations, site, project)
  - 91% enjoyed their volunteer experience.
93% felt their service experience helped them to learn more about the needs in our off-campus community. 
93% reported they will continue a commitment to service in the future.

**Successes**
- Utilized PARE (Preparation, Action, Reflection, Evaluation) Model in 95% of service projects
- Collaborated with Faith, Learning and Vocation on leading 27 service reflections
- Expanded and strengthened community partnerships with Michels Hall Service Program
- Doubled the number of Michels Service Program applicants (272 students) from previous year

**Challenges**
- Creating a sustainable, organizational structure for the Service Learning in the Residence Halls
- Arranging transportation to and from service sites for students without vehicles
- Maintaining excitement for Michels Hall students engaging in ongoing service

**Future Plans**
- Incorporate service expectations into Hall Director position and the job description for the Resident Assistants
- Collaborate with more SNC groups, including the Center for Community Service and Learning
- Increase number of in-hall educational programs and trainings related to service
- Develop sustainability plan for Service in the Residence Halls
- Offer a Michels Hall Service Program Certificate of Completion
- Michels Hall 2009-10 will focus on youth mentoring partnerships with Boys & Girls Club, Greater Green Bay YMCA, American Foundation of Counseling Services (AFCS), Freedom House Ministries, Aldo Leopold Community School, and Big Brothers Big Sisters.

**Michels Service Hours Completed**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1400</td>
<td>708.5</td>
<td>902</td>
<td>874.79</td>
<td>850.3</td>
<td>813.3</td>
<td>1012.5</td>
</tr>
<tr>
<td>Spring</td>
<td>954</td>
<td>615.5</td>
<td>475</td>
<td>667.2</td>
<td>617.0</td>
<td>581.0</td>
<td>645.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,354</td>
<td>1,324</td>
<td>1,377</td>
<td>1,541.99</td>
<td>1,467.3</td>
<td>1,394.3</td>
<td>1,658.0</td>
</tr>
</tbody>
</table>

**Intentional Learning Communities**
- Intentional Learning Communities were created to give students who had common co-curricular interests the opportunity to reside together and learn and teach about a topic in which they feel passionate. Additionally, the students living within these communities are responsible for creating programs for the entire campus (these
programs should focus on their particular co-curricular interest). Residential Education and Housing set aside five housing facilities for Intentional Learning Communities (three college owned houses, the convent and the rectory). Students were required to fill out an application in which they proposed their Intentional Learning Community and discussed their goals relating to the community. After all applications were submitted, they were reviewed by Residential Education and Housing professional staff members.

- In total, there were eight proposals submitted.
- Two Intentional Learning Communities were chosen for the 2009-2010 academic year.
- Environmental Sustainability House: This project focuses on educating the campus on issues relating to the environment. Some of the programs that this group proposed included a house garden, trips to the local Farmer’s markets, and bulletin boards in the residence halls that focus on environmental issues.
- Holistic Living House: This project focuses on different areas of wholeness: environmental sustainability, Health and Wellness, Peace and Justice, and Women’s Issues. The goal of this house is to encourage a more holistic lifestyle and simple living among students.

Additionally, Residential Education and Housing staff in collaboration with the Center for International Education developed International Learning Communities that will be implemented in 2009-2010. The Convent will house women and the Rectory will house men. These communities will provide a welcoming environment for international students on campus and American students interested in exploring languages, cultures and societies. Additionally, these communities are designed to promote awareness of cross-cultural perspectives and to cultivate informed global citizenship.

**English as Second Language and International Students**

Fall semester Residential Education and Housing staff members focused attention on developing a collaborative relationship with the Center for International Education staff.

- A series of meetings were scheduled to discuss policies and procedures and to enhance communication between departments.
- Andrew Kopitzke, MMM Hall Director developed a handout, “Living with an ESL Student” to assist domestic students who were assigned an international roommate.
- Procedures were developed to assist in the transition of the ESL to campus, especially life in the residence halls.
- Several policies were translated into different languages to be posted around the residence halls to assist ESL students in their acclimation to life in the residence halls.
- A housing information session was held in February to assist continuing ESL students in understand the housing selection process.

**International Potluck**

An international potluck was held in April to provide international and ESL students an opportunity to share their culture with American students. Over 100 students, faculty and staff attended. A PowerPoint presentation, supplied by the Alive Team in MMM was displayed during the event providing cultural information about each of the countries that was represented.
MCRA (Multicultural Resident Assistant)
The primary focus of Multicultural Resident Assistant position is to assist the ESL and International in acclimating to St. Norbert College and the De Pere and St. Norbert communities. The position was reviewed during the fall semester and duties were revised effective January 2009.

MCRA responsibilities:
- Assist with the educational programs for the campus
- Provide tutorial assistance on Zimbra for ESL and international students
- Hold office hours in the Campus Center fireplace lounge for students to drop by and talk or ask questions
- Serve as conversation partners

VI. Student Learning Outcomes (Change Model Competencies)

1. What are the implicit or explicit learning outcomes for students when they interact with your department?

Students living in residential communities:
1) Live and work independently within a number of communities, bound by the philosophy of “choices and consequences”
2) Communicate assertively, respectfully engaging in dialogue with others, even those with whom they might disagree
3) Examine and reflect on existing values and perspectives in light of interactions with others
4) Change their community by virtue of being involved in it

2. What are the means of assessment by which you measure the extent to which students are learning the things that your department intends for them to learn?
1) Analysis of recidivism in conduct cases
2) Implementation of roommate agreements which are based on core competencies of understanding and appreciating human differences; engaging in activities that enhance physical, psychological and emotional health; and developing open, honest and meaningful relationships based on mutual respect.
3) Participation in the life of the community, either by attendance at programs or by active involvement in the development and delivery of programs and activities.

3. What does the analysis of your data indicate (from question 2)? This can be a summary of your findings.
- Reduced recidivism, from 50 students with two documentations (reported in 07-08 annual report) to 23 students with two documentations for the 08-09 academic year.
• Anecdotal data at present; assessment of student learning resulting from participation at hall programs and activities will be developed and implemented.
• The opportunities for students to actively participate in service programs has increased, resulting in more students involved in service learning.
• The number of programs planned and implemented by REH staff has decreased but feedback regarding intentional conversations suggests that as a result of these conversations students are practicing effective communication skills and are developing specific goals to achieve in a specific period of time.

4. What program changes have you made as it relates to the data analysis ("Closing the loop").
   • Enhanced training of Hall Directors as student conduct administrators with an emphasis on the conduct hearing, the sanctioning process and closing the loop.
   • Revising position descriptions to include responsibility for developing and implementing service learning opportunities.
   • Developing Hall Director and Resident Assistant manuals
   1) There needs to be a simple, efficient means of assessing this, we have developed some forms for RA’s to complete to track this information but we need to find a simple way to track the resident perspective.

VII. 2009-2010 Goals

1. Develop an operational as well as educational plan for Residential Education and Housing to support the College’ efforts towards going green. In Progress from 2008-2009.


3. Create and manage a housing assignment process for new students that utilizes Banner applications and an on-line application process.

4. Develop a plan to make the Michels Hall Service Learning program and the service learning programs in the halls sustainable.

5. Develop and implement an assessment plan to assess student learning in the Living-Learning programs using the Student Affairs competencies.

6. Develop policies using the Student Affairs policy template for 10 Resident Education polices and 10 Housing Operations policies.
JUDICIAL AFFAIRS

I. Mission:

DEPARTMENT MISSION STATEMENT

Judicial Affairs

The mission of St. Norbert College Judicial Affairs is to guide student conduct in a manner that provides a foundation for success, a commitment to responsible citizenship and a desire to make positive lifestyle choices based on the core values of integrity, honesty, accountability, civility and respect.

JUDICIAL AFFAIRS PHILOSOPHY

Student Affairs staff members responsible for the student conduct processes encourage students to be responsible members of our community. A responsible student is defined as a student who:

- Values the concept of social responsibility;
- Respects community-established regulations and takes ownership and accepts responsibility for her/his behavior;
- Respects her/himself, personal rights and property of others, and a system of authority;
- Acts honestly, ethically, and with integrity;
- Participates in the formulation and enforcement of community-established regulations/standards;
- Supports a system of due process for all students.

II. Global Goals

1. Ensure that the student handbook, The Citizen, and the Residential Education and Housing guidebook, the Residential Perspective, are continually updated to maintain compliance with state and federal regulations and address campus needs.
2. Educate members of the St. Norbert College community on standards of conduct for students and student rights to ensure that students are treated fairly.
3. Reduce or eliminate recidivism regarding alcohol and drug violations.
4. Work with the Information Technology staff to develop a data base for use by Residential Education and Housing, and Campus Safety that will allow us to better track student behavior and identify needs.
5. Work with the Department of Leadership Development, Service and Engagement to review and revise judicial procedures regarding students who belong to student organizations.
6. Develop a Judicial Affairs web-site that would include information about the student conduct process.
III. Annual Goals and Outcomes
   a. In collaboration with the Director for Residential Education and Judicial Affairs, review the current Student Conduct Process and develop a process focused on intervention, learning and accountability.

   1. Assess the strengths and weakness of current practices and procedures.
   2. Determine the mission and goals of the student conduct process.
   4. Seek input from students who have participated in the student conduct process.

   A thorough review of the Student Conduct Process will be implemented during the fall semester of the 2009-2010 academic year. The review will focus not only on the conduct process but also will incorporate the development of an on-going process that will assess student learning. Student learning will be assessed using the Student Affairs change model core competencies.

   b. Research student grievance procedures practiced at other college and universities, and based on findings and best practices, forward a recommendation to the Vice President. This goal was not completed during the 2008-2009 academic because the Assistant Dean will continue researching grievance procedures at large and small institutions, private and public and church-related colleges and universities. A recommendation to the Vice President will be made in July and a policy will be implemented for the 2009-2010 academic year and published in The Citizen.

IV. Measures of Quality and Performance
   The following chart and subsequent graph display the number of students that were documented in each of the seven SNC Residence Halls. Students were documented on an incident report; these figures don’t demonstrate whether or not the student was found responsible for violating College policy.

   The number of students documented during 2008-2009 dropped from 381 in 2007-2008 to 206 in 2008-2009 or 175 documentations.

   **Total Number of Students Documented per Hall**

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS DOCUMENTED PER HALL (Residential Education and Housing Data)</th>
<th>2008-09</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL (ALL HALLS)</td>
<td>206</td>
<td>381</td>
</tr>
<tr>
<td>Bergstrom Hall</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Michels Hall</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Madelaine/Lorraine Hall</td>
<td>33</td>
<td>87</td>
</tr>
<tr>
<td>Mary Minahan McCormick Hall</td>
<td>13</td>
<td>7</td>
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<tr>
<td>Victor McCormick Hall</td>
<td>56</td>
<td>103</td>
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<tr>
<td>Sensenbrenner</td>
<td>21</td>
<td>43</td>
</tr>
<tr>
<td>Burke Hall</td>
<td>32</td>
<td>80</td>
</tr>
</tbody>
</table>
This year staff enhanced a variety of efforts in conduct situations: quick follow-up after incident reports; consistent sanctioning in alcohol situations and making conduct hearings conversational and educational. The staff was trained that sanctions determined in alcohol violations must be consistent and that they have the opportunity to educate students through the conversations they have during the conduct hearing. Because of that, Hall Directors built a rapport with students in their halls. When asked about students who were not being successful academically or in the community they knew who the students were and felt comfortable following up with students. For students this shows we are fair and consistent while still caring about them as people and students.

The following chart and subsequent graph displays the recidivism rate of students who have gone through the conduct process for the academic year. Thirty students were documented in an SNC Residence Hall more than once during the 2008-2009 academic year in comparison to 79 students during the 2007-2008 academic year. It should be noted that these individuals may not have been documented repeatedly for the same policy violation. (Residential Education & Housing data)

<table>
<thead>
<tr>
<th>Recidivism</th>
<th>Number of Documentations</th>
<th>Number of Students 2008-2009</th>
<th>Number of Students 2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 documentations</td>
<td>23</td>
<td>50</td>
<td></td>
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<tr>
<td>3 documentations</td>
<td>6</td>
<td>13</td>
<td></td>
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<tr>
<td>4 documentations</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5 documentations</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6 documentations</td>
<td>0</td>
<td>1</td>
<td></td>
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<tr>
<td>7 documentations</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>8 documentations</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>9 documentations</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

As stated above, sanctions were consistent and appropriate which shows residents that the community takes their actions seriously. This may have contributed to the reduced rate of recidivism.

The following chart displays the amount of conduct that was documented related to the D6 alcohol violation as stated in *The Citizen*. The chart also provides numbers related to how many students were found “responsible” or “not responsible” for this violation.
Alcohol Violations (Policy D6)

<table>
<thead>
<tr>
<th>Conduct related to the D6 Alcohol Violation</th>
<th>2008-09</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>187</td>
<td>180</td>
</tr>
<tr>
<td>Found Responsible</td>
<td>178</td>
<td>136</td>
</tr>
<tr>
<td>Found Not Responsible</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Given a Formal warning</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Failed to meet with the Res. Life Admin.</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Failed to complete sanctions</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

VI. Student Learning Outcomes (Student Affairs Competencies)
What are the implicit or explicit learning outcomes for students when they interact with your department?

As a result of their interaction with the student conduct process students will learn how to:

- Respect community-established regulations and take ownership and accept responsibility for her/his behavior;
- Respect her/himself, personal rights and property of others, and a system of authority;
- Act honestly, ethically, and with integrity;
- Value the concept of social responsibility.

What are the means of assessment by which you measure the extent to which students are learning things that your department intends for them to learn?

- Analysis of recidivism in conduct cases. The analysis includes a review of repeat offenses of the same policy, the student’s place of residence, the student’s class standing and the student’s gender.
- Analysis of completion of sanctions. This demonstrates that students have accepted responsibility for their actions and are making an attempt to change their behavior.
- Discussions with students during the hearing shed light on the student’s acceptance of responsibility for their choices and the consequences.
- At the conclusion of each conduct meeting the student is asked what he or she has learned from the experience. This conversation is key to helping students understand what they have positioned themselves to learn.

What does the analysis of your data indicate from the previous question? This can be a summary of your findings.
• The conduct process needs to focus on student learning. Students need to understand that the process is a part of their student learning and developmental process.
• Collection of data is important, but understanding and knowing what students are learning is more important.
• The sanctioning process for repeat offenders needs to be reviewed and revised.
• Understanding student development theory is key if we are to have productive conversations with students about what they have learned as a result of the process.

What program changes have you made as it relates to the data analysis?

• We have begun the implementation of a comprehensive database tracking student behavior and identifying needs.
• Devised strategies for staff members to enhance their knowledge of student development theory.
• Reviewed the conduct process relative to the hearing process for repeat policy violators.

VII. Goals 2009-2010

1. Implement a comprehensive review of the current student conduct process and develop a process focused on intervention, learning and accountability.
2. Forward a proposal for student grievance procedures to the Vice President. (Carried over from 2008-2009)
3. Develop and implement a comprehensive database to be used by Residential Education and Housing as well as Campus Safety and the Vice President of Student Affairs and the Dean of Students. (Carried over from 2008-2009)
Campus Safety Department

I. Mission Statement
The mission of the Campus Safety Department is to work in partnership with all members of the campus community to support and advance the mission of St. Norbert College.

Campus Safety is committed to providing and maintaining a safe and secure campus environment where diverse social, cultural and academic values can thrive, creating an atmosphere conducive to living, learning and working. This is accomplished through a series of campus patrols, educational programs and proactive partnerships.

II. Global Goals

- Protection of life and property
- Maintain peace and good order on the campus
- Provide up-to-date crime prevention resources
- Deliver preventative education on a variety of topics related to personal and property safety through programs to students and other members of the campus community
- Provide timely alerts for the campus community
- Work towards providing 24/7 professional staff coverage

III. Annual Goals and Outcomes

a. Actively pursue grant opportunities

In 2008–2009 Campus Safety received a grant in the amount of $1,500 to pilot a new crime prevention program entitled “Remove Opportunity/Eliminate Crime”. The grant was received from the Brown County Crime Prevention Foundation. The program was designed by the Director of Campus Safety with the goal of reducing thefts on campus. The program was presented in four residence halls and reached approximately 115 students. Campus Safety was also the recipient of SGA Capital Endowment funds in the amount of $4,800 to purchase a new video surveillance camera and two 42” monitors.

b. Professionalize the Campus Safety Staff

The Campus Safety Department moved in the direction of a more professional department in two ways. First, a core of three professional officers were hired and trained during the past year. The full time officers bring training and experience to the position. Second, during the year, the professional staff attended training, seminars, and conferences to stay current on important issues and learn new topics.

c. Reduce the number of theft incidents

In conjunction with the grant for the “Remove Opportunity/Eliminate Crime” program, Campus Safety conducted four presentations in four different residence halls. The program conveyed the idea that many thefts are crimes of opportunity. Removing the opportunity will eliminate the crime. There were 29 thefts reported in 2008–2009, down from 33 thefts in 2007–2008, a reduction of 12%.
d. Improve the Campus Emergency Notification System

St. Norbert College subscribes to the Connect-ED emergency notification system. This system is tested biannually. In the fall of 2008, the test resulted in 2,611 successful deliveries (96.2%). The spring 2009 test resulted in 2,601 successful deliveries (94.4%). Although there was a slight reduction in successful deliveries, there were improvements in the overall system. In 2008–2009:

- Critical personnel were re-issued “Dial-In Messaging Cards” to allow access to the system by telephone (critical in the event of a power outage).
- Templates were created to speed the use of “Connect-ED” in the event of an emergency.
- The spring 2009 test was run in conjunction with National Severe Weather Awareness week, at the same time as a mock tornado drill for Brown County.
- The Communications Department simultaneously issued a “Tweet” on Twitter, notifying users of the test.

e. Improve the working relationship with De Pere Police

Campus Safety worked well with the De Pere Police Department in 2008–2009. The Director of Campus Safety conducted monthly meetings with members of the Police Department to discuss current issues and improve methods for sharing information. There were other improvements, including:

- St. Norbert College provided the police department with buildings to be used during training exercises.
- Campus Safety provided office space for the De Pere Police Department in PAC.
- Campus Safety used the De Pere Police Explorer Post to assist with parking control at 2009 Commencement.

IV. Measures of Quality and Performance

Parking Review

St. Norbert College is a residential campus and adequate parking is provided for students, faculty, staff, and visitors. Currently the college has 15 parking lots with approximately 1,368 spaces. Students using campus parking lots are required to purchase a permit annually.

i. 2008 – 2009 Statistics:

- Total number of off campus permits issued was 563.
- Total number of on campus permits issued was 343.
- Total number of commuter permits issued was 265.
- Total number of temporary permits issued was 92.
- Student permit fees generated $60,748 in revenue.
- Total number of parking tickets issued was approximately 5800.
- Ticket fines generated $48,290 in revenue.
- Total number of vehicles towed 58.
- Total number of vehicles that were booted 4.

ii. Notes:
The parking office switched over to the banner software which enabled the parking office to handle 100% of the parking fee and fines. Previously the selling and issuing of permit and towing charges had to be processed by the Finance Office.

The parking department also designed and purchased parking signs. The two sided A-frame sign panels helped direct traffic for several campus events, i.e. President Kunkel’s inauguration, several funerals and graduation.

Lost and Found
During the 2008-2009 academic year, Campus Safety assumed responsibility for items found on campus and also captured a list of lost items in hopes upon their recovery, they could be returned to their owners. This campus wide cooperative effort resulted in 46% of found items being returned to their owners. In accordance with the lost and found policy, any items not returned to their owner are donated to charity.

- Total number of lost and found items - 482
- Number of found items - 262
- Number of found items returned to owners - 121
- Number of reported lost items not reported as found - 220
- Number of found items donated to charity - 141
## V. Measures of Quality and Performance

### General Duties

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<tr>
<th></th>
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<td>1673</td>
<td>1645</td>
<td>1140</td>
<td>910</td>
<td>1428</td>
<td>1762</td>
<td>1621</td>
<td>1204</td>
<td><strong>12915</strong></td>
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<td>Escorts/Transports</td>
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<td>11</td>
<td>19</td>
<td>15</td>
<td>12</td>
<td>11</td>
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<td><strong>105</strong></td>
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<td>Building door checks</td>
<td>37</td>
<td>28</td>
<td>35</td>
<td>30</td>
<td>48</td>
<td>71</td>
<td>100</td>
<td>128</td>
<td>96</td>
<td><strong>573</strong></td>
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<td>Building openings</td>
<td>225</td>
<td>218</td>
<td>223</td>
<td>221</td>
<td>190</td>
<td>265</td>
<td>326</td>
<td>315</td>
<td>261</td>
<td><strong>2244</strong></td>
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<td>Building lock ups</td>
<td>212</td>
<td>225</td>
<td>218</td>
<td>207</td>
<td>155</td>
<td>265</td>
<td>290</td>
<td>298</td>
<td>219</td>
<td><strong>2089</strong></td>
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<td>Partial lock ups</td>
<td>126</td>
<td>129</td>
<td>132</td>
<td>85</td>
<td>20</td>
<td>66</td>
<td>66</td>
<td>63</td>
<td>35</td>
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<td>Building assists (let-in)</td>
<td>137</td>
<td>120</td>
<td>124</td>
<td>68</td>
<td>24</td>
<td>47</td>
<td>61</td>
<td>33</td>
<td>23</td>
<td><strong>637</strong></td>
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<td>Auto assists</td>
<td>11</td>
<td>14</td>
<td>6</td>
<td>18</td>
<td>25</td>
<td>29</td>
<td>23</td>
<td>20</td>
<td>4</td>
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<td>Walk-through</td>
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<td>193</td>
<td>186</td>
<td>214</td>
<td>197</td>
<td>152</td>
<td>253</td>
<td>213</td>
<td>218</td>
<td><strong>1815</strong></td>
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<td>Other</td>
<td>51</td>
<td>54</td>
<td>51</td>
<td>35</td>
<td>3</td>
<td>18</td>
<td>26</td>
<td>4</td>
<td>9</td>
<td><strong>251</strong></td>
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**TOTAL** : 2534, 2669, 2642, 2033, 1584, 2352, 2917, 2708, 2071, **21510**
## Reports

### 2008 – 2009 Academic Year

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<tr>
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<td>2</td>
<td>4</td>
<td>7</td>
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<td>7</td>
<td>3</td>
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<td>2</td>
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<td>23</td>
<td>43</td>
<td>32</td>
<td>42</td>
<td>26</td>
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</table>

### Campus Safety

#### Alcohol, Drugs and Medical Reports

**2008 - 2009 Academic Year**

[Chart showing reports taken by month for Alcohol, Drugs, and Medical reports.]
**Campus Safety**  
**Crimes Against Others**  
**2008-2009 Academic Year**

*Trends*

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Alcohol</td>
<td>22</td>
<td>53</td>
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<td>Endangered Students</td>
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<td>False Fire Alarms</td>
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<td>22</td>
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<td>Narcotics</td>
<td>7</td>
<td>11</td>
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<tr>
<td>Theft</td>
<td>12</td>
<td>29</td>
<td>33</td>
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<tr>
<td>Vandalism</td>
<td>56</td>
<td>58</td>
<td>41</td>
<td>32</td>
</tr>
</tbody>
</table>
Campus Safety Incidents

Reports

Academic Years

Campus Safety Incident Trends


Alcohol
Welfare Checks
Fire Alarm
Narcotics
Theft
Vandalism
Summary of Trends
In the 2008–2009 academic year, St. Norbert College embarked in a new direction for Campus Safety. Along with a new Director of Campus Safety, three additional full time, professional campus safety officers were hired. These new officers allowed Campus Safety to be less reliant on student officers. Incident trends in certain areas may have been impacted by the addition of the professional staff.

The number of thefts and incidents of vandalism decreased slightly, while the number of alcohol and drug incidents increased. We believe the reduction of thefts and vandalism was due to an increased Campus Safety presence and patrol, while the increase in alcohol and drug incidents was due to increased enforcement and reporting. Additionally, there appears to be a large jump in false fire alarms. We believe this increase is due to improved record keeping and reporting. It should be noted that while the majority (55%) of the alarms are unintentional, mechanical issues, a large percentage (45%) are unintentional alarms related to cooking. This will be an area that well will look to improve in 2009-2010.

VI. Student Learning Outcomes (Student Affairs Competencies)

a. **Outcome:** Change Your World
   Students will live and act with integrity.

   **Indicators:** Reduction in the number of vandalism and theft incidents.

   **Analysis:** Theft incidents and incidents of vandalism have dropped since the 2007-2008 academic year.

   **Changes:** With the increased training for professional staff, continuing the “Remove the Opportunity – Eliminate the Crime” program to incoming freshman, and installation of more cameras in key areas around campus.

b. **Outcome:** Change Your World
   Students will serve as responsible citizens.

   **Indicators:** Reduction of alcohol and drug incidents.

   **Analysis:** Incidents of Alcohol and Drugs have seemingly increased during the 2008-09 academic year, however this may be an indication of better detection through the professional staff.

   **Changes:** The professional staff in Campus Safety will continue to work in combination with the Department of Residential Education and Housing as well as Health and Wellness Services to critique and modify current alcohol and drug programs, as well as explore new programs.
VII. Goals for 2009–2010

The following goals of Campus Safety are derived from the 2009-2010 Institutional Priorities of St. Norbert College.

a. Reduce our tuition dependence, particularly through increased fundraising, building unrestricted endowment, and pursuing new revenue sources.  
   **Goal - Actively pursue grant opportunities**

b. Pursue academic excellence and enhance national recognition.  
   **Goal - Provide training opportunities for the professional staff.**

c. Improve the physical plant, technological infrastructure, and environmental sustainability.  
   **Goal - Improve participation in the Connect-ED system**
Career Services

I. Mission
Division – The Student Life Division of St. Norbert College proudly embraces the College’s mission and strives to fulfill it by engaging students in opportunities to learn about themselves and to develop the knowledge, values and skills necessary to change their community and their world. Student Affairs works collaboratively with all members of the College to enhance student learning and provide for their holistic development; provide comprehensive programs and activities that enhance learning, and provide for the holistic development of our students. Consistent with the College’s Mission Statement and core values, The Student Affairs Division helps students to identify, test and strengthen their moral convictions, act with personal integrity, develop meaningful personal goals, and build relationships based on mutual respect. The Student Affairs Division has outlined specific skills and competencies characteristic of St. Norbert graduates; these skills are the hallmark of student learning outside of the classroom, and help manifest the personal attributes that embed the College’s core values in each of our students.

Department - Career Services is committed to empowering students and alumni in the career development process as they make meaningful connections with and contributions to the world. This is done with respect to a liberal arts foundation guided by Catholic Norbertine principles.

II. Global Goals
1.) Students & Alumni - Career Services fosters student awareness of career development as a life-long and dynamic process. We provide opportunities for occupational exploration, self-assessment, and preparation for attaining short and long-term goals through comprehensive services, programs, resources, and experiential education. Our goal is to help students discover, appreciate, develop and apply the unique combination of interests, talents, experiences, and values that they possess.
2.) In partnership with the St. Norbert College campus community, i.e. faculty, staff and administration, Career Services complements students’ liberal arts education by supporting and promoting the College vision and the Norbertine Tradition. We serve as a resource by helping campus constituents understand the value of the liberal arts degree and its connection to opportunities in the world beyond campus.

III. Institutional Priorities
A.) Reduce our tuition dependence, particularly through increased fundraising, building unrestricted endowment, and pursuing new revenue sources.
B.) Pursue academic excellence and enhance national recognition.
C.) Develop a campus climate that fully characterizes civility, inclusivity, and diversity.
D.) Improve the physical plant, technological infrastructure, and environment sustainability.
E.) Improve outreach and service to the region and local community.
### IV. Annual Goals & Outcomes

<table>
<thead>
<tr>
<th>Goal</th>
<th>College Goals</th>
<th>Divisional Goals (Strategic Plan) Core Competencies</th>
<th>Progress</th>
</tr>
</thead>
</table>
| To provide services that will attract more diverse students to use the office resources | Develop a campus climate that fully characterizes civility, inclusivity, and diversity. | Divisional Goal: Change Model – Change Your Community; 
Core Competencies – Students will “be aware of their own and others’ cultures and human differences” | 1. Career Services staff members attended two of the diversity retreat sessions. |
| | | | 2. Diversity education sessions were scheduled and held for the on-campus interns & supervisors during the fall semester – 2 sessions & 17 participants |
| | | | 3. A link was made to the Multicultural website from Career Services for use by students. |
| | | | 4. Created a new Multicultural Career Resources section on the website. |
| To improve office visibility within the campus community by expanding the use of career peer mentors | Develop a campus climate that fully characterizes civility, inclusivity, and diversity. | Divisional Goal: Change Model - Change Your Community; 
Core Competencies – Students will “know how to effectively collaborate, understand the perspectives of others, take responsibility for their own actions, value the importance of relationship-building.” | 1. The Peer Mentors presented programs on career topics to hall groups and campus organizations during the academic year. |
| | | | 2. Lunch-time walk-in hours in JMS 106 were established by the Peer Mentors & Graduate Interns for both semesters to assist students with their career questions during this time. |
### V. Measures of Quality and Performance

- **Career Exploration Day** – The Career Exploration Day took place on October 21, 2008 in the Campus Center. 52 professionals, representing 32 different career fields, donated their valuable time to network with 113 SNC students attending the fair. The event provided opportunities for students to become more aware of career paths in a variety of fields and industries via a walk-through fair format.

- **Freshmen Career Survey** – For the seventh consecutive year this survey was administered to freshmen by their advisors during the Advisement Days sessions. The survey seeks information on the career plans and aspirations of the students, and is used by both the Career Services Office and the Office of Institutional Effectiveness to help understand and plan effective strategies and programs for current and future freshmen.

- **SNC Full-time/Internship Job Fair** – The seventh annual event attracted a large number of employers given the poor economic climate, i.e. 56. More than 167 SNC students & alums attended the event which was held for the second time in the Campus Center gym.

- **MIRT (Mock Interview Relay for Teachers)** – The 25th annual MIRT consisted of 60 senior Education majors interviewed by 60 area public and private school administrators. The event was attended by 77% of the graduating Education majors.

- **Recruiting Trends Speaker, Dr. Phil Gardner** – Dr. Gardner spoke to the Student Affairs staff during a luncheon meeting and to students and faculty members from Study Abroad, SIFE, and Discoveries international. He also spoke to students who had completed internships. He spoke at UW – GB, Lawrence University, and UW - Oshkosh during his 7th annual visit to De Pere & Northeast Wisconsin.

- **Graduate School Fair** - The grad fair held on Tuesday, October 14, 2008, was hosted by SNC, UW-Green Bay and Lawrence University, and was held in the Campus Center. The event brought 33 graduate schools to campus and 71 students were in attendance.

---

<table>
<thead>
<tr>
<th>Continue to incorporate current technology to reach more students with office services</th>
<th>Improve the physical plant, technological infrastructure, and environmental sustainability</th>
<th>Divisional Goal: Student Learning Outcomes;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Core Competencies - Students will “practice effective communication, and develop meaningful personal goals.”</td>
</tr>
</tbody>
</table>

1. Two major resources were changed on the Career Services web pages, and others were reviewed for usefulness with students. More changes are anticipated in the next academic year.

2. Three new videos of alums were produced for inclusion on the website during the Spring Semester with three more to be added soon thereafter.
Technology
Twitter: Career Services began to twitter in April and has 59 followers reading about career-related news and events (http://twitter.com/snccareers).
Video: A new video section of the website was launched in May, Life after SNC Alumni Videos. The career alumni videos are intended to help students and alumni learn more about the extraordinary lives of our successful alumni and to gain new insight from their experiences. There are six videos currently on the site.
Blog: Six students’ blogged for the Career Services blog this academic year. The blog continues to be in the top 20 most requested pages of the Career Services website.
Newsletter: A monthly electronic newsletter continued on the website as a means of sharing timely career-related information with students and alumni. A sample of topics included Job Search in a Tough Economy, Long-Term Volunteer Opportunities and Government Jobs.
Alumni: In response to the challenging job market, the alumni section of the website was completely redesigned to more effectively meet the career development needs of SNC alumni.

Peer Mentors – This year three Peer Mentors, Gary Kemppainen, Casey O’Connell, and Jessica Heemeyer provided assistance to students. In addition, Graduate Students Heather Treptow (Fall Semester) & Kelly Gast (Spring Semester), both of whom were from the UW-Oshkosh Counseling program, assisted with this service. A total of 73 students were assisted during lunch hour “Walk-in” hours with topics related to resume construction, cover letters, interviewing preparation, and graduate school testing. In addition more than 200 students were participants at programming provided by the Peer Mentor for social groups and residence hall groups during evening hours. Topics included resumes, cover letters, major choices, marketing, and internship information among others.

Part-time Job Fair – This event is held at the beginning of the academic year in September, and is held outside on the Baer Mall (weather permitting!) to help students find local part-time jobs. It attracted 11 employers this year.

<table>
<thead>
<tr>
<th>Career Services Activities</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Professional Internship Program</td>
<td>283</td>
<td>281</td>
</tr>
<tr>
<td>• Individual Counseling Sessions</td>
<td>631</td>
<td>664</td>
</tr>
</tbody>
</table>
| • Email contact                                               | NA      | Current students 378  
Alumni 133  
Total 511 |
| • Phone contact                                               | NA      | Current students 15  
Alumni 13  
Total 28 |
| • Web traffic (average page requests per day)                 | 1171    | 1480    |
| • Campus Outreach                                             | 22 tables | 20 tables |
| • Workshops                                                   | 30 scheduled | 26 scheduled |
| • Targeted workshops for specific populations                 | NA      | 14      |
• Classroom Visitations | 24 visits | 29 visits
• On-campus Recruiting | 13 recruiting employers | 4 recruiting employers
                      | 21 information tables | 11 information tables
• Career Connections registrants | 618 active | 577 active
• Employer Job Postings | 1610 (SNC only); 1281 (WIPCCC); 2891 Total | 999 (SNC only); 1290 (WIPCCC); 2289 Total
• Employer Outreach | 20 visits | 6 visits external and 2 internal visits
• Assessment Tools | 18 Strong, 83 MBTI, 55 Focus | 13 Strong, 258 MBTI, 43 FOCUS
• Fall Part-time Job Fair | 12 employers | 11 employers

• Student and Alumni office visits were tabulated this year by the purpose of the visit to better understand the in-person services that students wish to use. The chart below illustrates the percentages of these services accessed during 2008-09.

**Reason for Office Visits - 2008-09**

VI. Student Learning Outcomes (Student Life Competencies)
A.) Specific Learning Outcomes from office interactions –
1.) Students will engage in self-understanding in order to develop meaningful personal goals to achieve in a set period of time.
2.) Students will know how to communicate assertively with civility and respect.
3.) Students will know how to listen with understanding.
4.) Students will be aware of their own and others’ cultures and human differences.
B.) Key Indicators of Learning

1.) Annual Graduate Survey:

<table>
<thead>
<tr>
<th>Class of 2007</th>
<th>Class of 2008</th>
<th>Survey Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.6%</td>
<td>61.0%</td>
<td>Employed Full-time</td>
</tr>
<tr>
<td>9.5%</td>
<td>16%</td>
<td>Attending Grad School</td>
</tr>
<tr>
<td>61.7%</td>
<td>71%</td>
<td>Salary range $20,001-40,000</td>
</tr>
<tr>
<td>68.6%</td>
<td>85%</td>
<td>Position clearly related to career goals</td>
</tr>
</tbody>
</table>

2.) Individual counselor appointments satisfaction survey:

MEANS OF ASSESSMENT
After an appointment with a career counselor, students and alumni are given the option of completing an online Satisfaction Survey. (The survey is available in its entirety on the Career Services website at: http://www.snc.edu/career/survey.html).

This survey is not a requirement and the individual reserves the right to opt out of taking the survey. The Satisfaction Survey is intended to help the Career Services office assess the quality of service being offered to students and alumni. There are 10 areas of assessment included on the survey. For each of the 10 statements, the respondent can choose one of the following responses: Very Satisfied, Satisfied, Neutral, Dissatisfied or Very Dissatisfied. All three counselors are included in this survey. A total of 250 students and alumni completed the Career Services Satisfaction Survey during the 2008-2009 Academic Year.

<table>
<thead>
<tr>
<th>Assessment Areas</th>
<th>2007-2008 (% Satisfied or Very Satisfied)</th>
<th>2008-2009 (% Satisfied or Very Satisfied)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service</td>
<td>99.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Availability</td>
<td>99.4%</td>
<td>99.2%</td>
</tr>
<tr>
<td>Positive Attitude</td>
<td>99.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Focused on Student Needs/Issues</td>
<td>98.2%</td>
<td>98.4%</td>
</tr>
<tr>
<td>Knowledgeable about Area of Study/Career Options</td>
<td>95.21%</td>
<td>96.0%</td>
</tr>
<tr>
<td>Recommended Appropriate Research/Course of Action</td>
<td>99.1%</td>
<td>99.2%</td>
</tr>
<tr>
<td>Helped Identify Direction to Take</td>
<td>97.6%</td>
<td>98.8%</td>
</tr>
<tr>
<td>Would Request Same Counselor in the Future</td>
<td>97.01%</td>
<td>98.4%</td>
</tr>
<tr>
<td>Would Recommend Career Services to Another Person</td>
<td>97.6%</td>
<td>98.4%</td>
</tr>
<tr>
<td>Overall Experience in Career Services</td>
<td>98.2%</td>
<td>99.2%</td>
</tr>
</tbody>
</table>
3.) **Survey of workplace cultural knowledge:**

**MEANS OF ASSESSMENT**
After meeting with a career counselor, students and alumni are given the option of completing an online Diversity in the Workplace Survey. (The survey is available in its entirety on the Career Services website at: http://www.snc.edu/career/survey.html). This survey is not a requirement and the individual reserves the right to opt out of taking the survey. The Diversity in the Workplace Survey is intended to help the Career Services Office assess the level of understanding of other races/ethnicities and to help St. Norbert better prepare our graduates to become effective workers in an increasingly global economy and diverse workplace. A total of 65 students and alumni completed the survey during the 2008-2009 Academic School Year.

**ANALYSIS**

**Classmates**
The highest number of respondents remained consistent with last year in that the majority had attended school with Caucasian classmates (95.38%). Also remaining consistent were the two races/ethnicities respondents identified as having rarely/never attended school with: Native American (59.38%) and Pacific Islander/Oceana (73.44%). Overall, there was a significant increase (68.67%) in the number of respondents this year who replied “frequently” for each racial/ethnic choice.

**Co-Workers**
The highest number of respondents remained consistent with last year in working in a paid position with Caucasian co-workers (92.31%). Also remaining consistent were the two races/ethnicities respondents identifies as having rarely/never worked with: Native American (76.56%) and Pacific Islander/Oceana (82.81%). Overall, there was a decrease (24.14%) in the number of respondents who replied they had “frequently” worked in a paid position with co-workers from other races or ethnicities.

**Contribution of Familiarity with Other Races/Ethnicities**
Friends (56.93%) and Travel (53.85%) had the most significant impact on respondent’s familiarity with other races/ethnicities. These numbers were consistent with the results from last year. School (2.78%) and Social Activities (2.78%) had the least impact on respondent’s familiarity with other races/ethnicities. The most significant change from last year was the impact of Family on the familiarity with other races/ethnicities. 25% more respondents replied that Family had no impact on familiarity compared to last year.

**Relationships Ratings**
The highest rated relationships were with Caucasians (Very Good – 96.92%), which was consistent with last year. The lowest rated relationships were with Native Americans (Poor/Fair – 9.23%). The biggest change from last year came in the Good/Very Good categories, which increased a combined 15.53% for all categories.

**SNC Preparation**
The highest number of responses indicated that SNC had prepared them most to work with Caucasians (79.69%) and least prepared them to work with Native Americans (Not at all – 25%). Compared to last year, there was a decrease of 6.26% in the number of respondents identifying that SNC had not prepared them at all to work with other races/ethnicities.

Understanding
58.7% of respondents felt that understanding a co-workers race/ethnicity would be very important to functioning productively in the workplace. A change from last year is that all respondents this year recognized some value in understanding the race/ethnicity of co-workers, versus 6.48% last year saw no importance.

PROGRAM CHANGES
The Career Services Office Goals for 2008-2009 included Diversity, specifically to provide services that will attract more diverse students to use the office resources. This will be achieved through increased collaboration between Career Services and Multicultural Student Services as noted above in Section IV. To begin to evaluate the use of office services by multicultural students an intake form was developed to measure the student demographics for counselor appointments. This will provide a baseline for next year’s activities.

4.) Professional Internship Experience (PIE):
A total of 281 students completed an internship during the Summer 08, Fall 08, and Spring 09 semesters. Of these, 76 completed an internship for credit, 9 interned while studying abroad, 6 interned for a Washington Semester, and 93 held on-campus internships.

This is the first year the dollar amount interns made was recorded by the Career Services Office. However, some students indicated they were paid, but did not indicate how much. In addition, many of the faculty members supervising for-credit internships or abroad internships do not record wage information. For those recorded, the average dollar amount made per hour
was $8.69. The average for on campus interns was $7.73 and the average for off campus interns was $10.15. In total, 146 interns indicated that they were paid.

Internship site visits
47 internship site visits were conducted with interns and supervisors on and off campus.

Internship Profiles
There are 50 internship profiles as of May 2009.

Student Evaluation of Professional Internship Experience: A sample
The student evaluation is available in its entirety on the Career Services Webpage at http://www.snc.edu/career/students/internships.html.

NOTE: In 2008-2009, statements were rated on a 0-5 Likert Scale: 0= not applicable, 1= disagree strongly, 2= disagree somewhat, 3= neutral, 4= agree somewhat, 5= agree strongly. In 2007-2008, statements were rated on a 0-4 Likert Scale: 0= not applicable, 1= disagree strongly, 2= disagree somewhat, 3= agree somewhat, 4= agree strongly.

<table>
<thead>
<tr>
<th>Question</th>
<th>07-08 Averages</th>
<th>08-09 Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>This experience gave me a realistic preview of my field of interest</td>
<td>3.28/4.00</td>
<td>4.46/5.00</td>
</tr>
<tr>
<td>Able to assume additional responsibility as my experience increased</td>
<td>3.68</td>
<td>4.73</td>
</tr>
<tr>
<td>The work I did was challenging and stimulating</td>
<td>3.47</td>
<td>4.46</td>
</tr>
<tr>
<td>I feel I am better prepared to enter the work world after this internship</td>
<td>3.61</td>
<td>4.54</td>
</tr>
</tbody>
</table>

A. Means of Assessment
Student interns are to submit evaluations of their internship experience after every semester or summer they intern, even if their site remains the same from semester to semester. The evaluation form is sent to students via email as a link approximately three weeks prior to the deadline. Students are encouraged to meet with their supervisor to discuss the evaluation. The evaluation is a required component of the internship program. The evaluation is intended to reflect a performance review to assess areas of strength as well as areas for improvement. 135 evaluations were returned for the 2008-2009 academic year, compared to 136 for the 07-08 academic year.

B. Analysis
The student evaluations of their internship experiences were very positive. Actually, the average ratings for EVERY question fell somewhere between “agree somewhat” and “agree strongly”, with a higher percentage of the averages being closer to the “agree strongly” rating. This indicates that students are experiencing a realistic preview of their field of interest, are receiving adequate training and support, are experiencing challenging and stimulating work, are meeting their learning objectives, and are making progress on the Student Affairs Core Competencies, among others. In summary, the results indicate that students are having positive and professional internship experiences.
C. Program Changes
Two proposals have been developed as a result of the weaknesses that are perceived in the Internship Program. One of the proposals addresses the need to have a better tracking system of off-campus, non-credit internships, thus the Assistant Director of Internships has proposed that all off-campus, non-credit internships be recorded on the Academic Transcript as a S/U course. The goal of the proposal is to encourage students to register their off-campus, non-credit internship with the Career Services Office and to complete all the requirements of the program: learning agreement, evaluations each semester, and a site visit if requested. In addition, a minimum of 60 hours needs to be completed. If any of these criteria are not met, the internship would not be listed on the student’s transcript.

The second proposal addresses the need to create clear guidelines differentiating on-campus internships from student worker positions. This concern has risen as a result of many offices calling all of their student workers “interns” regardless of their job responsibilities. The goal of this proposal is to ensure that on-campus internships are paraprofessional in nature. The proposal suggests that a committee review the on-campus internships and make decisions on what positions remain internships and which ones are better suited as student worker positions. For those positions that retain the title of “internship”, the following requirements need to be met:

- The student has intentional and meaningful learning goals and objectives, as outlined on a learning agreement.
- The supervisor is willing to support and provide opportunities for quality internship experiences, signified by their signature on the learning agreement and by submission of an internship job description.
- If requested, the supervisor is open to site visits by the Internship Coordinator or Faculty Sponsor.
- Evaluations are completed at the end of each semester by both the supervisor and intern.

Both of these proposals are in the process of being reviewed by the College and whether they are implemented remains to be seen.

Supervisor Evaluation of Interns Work Performance: A sample
The supervisor evaluation is available in its entirety on the Career Services webpage at http://www.snc.edu/career/employers/internships.html.

NOTE: Supervisors rated interns on their demonstration of the above items using a 0-5 Likert scale: 0 = not applicable, 1 = poor, 2 = below average, 3 = average, 4 = very good, 5 = outstanding.

<table>
<thead>
<tr>
<th>Question</th>
<th>07-08 Averages</th>
<th>08-09 Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looked for new responsibilities, took initiative</td>
<td>4.26/5.0</td>
<td>4.27/5.0</td>
</tr>
<tr>
<td>Showed judgment about when to seek further guidance</td>
<td>4.39</td>
<td>4.32</td>
</tr>
<tr>
<td>Accepted and made positive use of constructive feedback</td>
<td>4.42</td>
<td>4.37</td>
</tr>
<tr>
<td>Overall assessment of intern</td>
<td>4.49</td>
<td>4.51</td>
</tr>
</tbody>
</table>
A. **Means of Assessment**
Internship supervisors are to submit evaluations for each of their interns for every semester or summer they supervise an SNC intern. The evaluations are sent to employers via email as a link approximately three weeks prior to the deadline. Supervisors are encouraged to meet with their interns to discuss the evaluation. The evaluation is a required component of the internship program. The evaluation is intended to reflect a performance review to assess areas of strength as well as areas for improvement of the intern. 139 evaluations were submitted for the 2008-2009 academic year compared to 140 for the 07-08 academic year.

B. **Analysis**
The evaluations completed by professionals supervising SNC interns were very positive. Average ratings for EVERY question are somewhere between “very good” and “outstanding”. This indicates that students are well prepared for their internships and presenting themselves in a professional manner. More specifically, employers are finding that SNC students are dependable, displaying initiative, attending to details, demonstrating skills necessary for the job, adaptable, managing conflicts in a professional manner, achieving their learning objectives, are making progress on the Student Affairs Core Competencies, among others.

C. **Program Changes**
See the description of the two proposals for changes described in the student program changes section.

5.) **Workshop and program evaluations:**
**MEANS OF ASSESSMENT**
A four-question survey was used for all of the workshops offered by the office:

1.) What did you learn or gain from this program?
2.) What will you do differently or better because of this program?
3.) How has this program changed your perspective or what you value about this topic?
4.) Provide comments regarding ways to improve this program.

**ANALYSIS**
A summary of the answers to these questions during the academic year provided comments about student learning that included the following major points: a.) students were more confident in achieving their career goals; b.) they developed more meaningful goals with regard to career aspirations; c.) they developed job search skills such as resume writing, interviewing, and job searching; d.) they became more focused, organized, and time efficient; e.) they learned how the hiring process works in many employers; and f.) they initiated action based on their goals.

**PROGRAM CHANGES**
The results of the workshops & programs assessments indicate that these programs are meeting the career needs of the students who attend them. The goals for 2009-10 will be to attract a greater number of students to
these events through various means both in-person contacts and through electronic means. Additional emphasis in programming will be placed on the diversity aspect of the event.

VII. Goals for 2009-10

1.) Diversity – Institutional Priority – Develop a campus climate that fully characterizes civility, inclusivity and diversity; Divisional Goal – Change Model – Change Your Community; Core Competencies – Students will “be aware of their own and others’ cultures and human differences.”
   ▪ To increase the number of multicultural students who utilize Career Services programs, events, and in-person resources by 15%.

2.) Personnel - Institutional Priority – Develop a campus climate that fully characterizes civility, inclusivity and diversity; Divisional Goal – Change Your Community; Core Competencies – Students will “know how to effectively collaborate, understand the perspectives of others, take responsibility for their own actions, value the importance of relationship-building.”
   ▪ To expand the visibility of the office staff and its services through the use of our Peer Mentors by applying the knowledge gained from their student involvement activities during 2007-08.

3.) Partnerships – Institutional Priority – Improve outreach and service to the region and local community; Divisional Goal: Optimize opportunities to collaborate with faculty colleagues, divisions and departments on cross-functional student learning and development initiatives; Core Competencies – Students will “value the importance of relationship building,” and, “support efforts to diversify the college community.”
   ▪ To establish and/or strengthen collaborative career-related activities with other Students Affairs offices, other campus divisions & offices, and community organizations.
HEALTH & WELLNESS SERVICES AREA

I. Mission

Health and Wellness Services provides opportunities for students to be active partners in their health care and to develop skills that promote a healthy lifestyle.

II. Overarching Global Goals for Health and Wellness Services
1. Integrate technology into clinical/office management, electronic medical records and educational programs.
2. Develop collaborative partnerships among departments in Student Affairs and other Divisions, such as Athletics, to address pressing health issues.
3. Integrate working strategies with several Student Affairs departments related to alcohol issues.
4. Obtain and review preliminary documents in the pursuit of AAAHC Accreditation for Health and Wellness Services, including CCHIT Certification for Electronic Medical Records.

III. Institutional Priorities 2008-2009
Health and Wellness Services Integration with SNC Priorities

<table>
<thead>
<tr>
<th>Student Affairs Divisional Goal</th>
<th>Health and Wellness Services</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1.1</td>
<td>Goal 1: Nuesoft Computer system grant implemented with increased capability of billing for services and increasing revenue</td>
<td>Billing training complete and billing operations will increase service reimbursement and enhance revenue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Affairs Divisional Goal</th>
<th>Health and Wellness Services</th>
<th>OUTCOME</th>
</tr>
</thead>
</table>
| Goal 2.6                      | Goal 3: Integrate health, medical and counseling into Health and Wellness Services | a. The SMART training has begun and teams are developing to assist in major critical incidents  
 b. Psychiatric services are on campus bi-weekly  
 c. Website, brochures reflect integrated model |

<table>
<thead>
<tr>
<th>Student Affairs Divisional Goal</th>
<th>Health and Wellness Services</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 5.2</td>
<td>Goal 2: Implement Community Emergency Response Training (CERT)</td>
<td>Professional staff member attended workshops and became a certified CERT</td>
</tr>
</tbody>
</table>
IV. Annual Goals and Outcomes
Health and Wellness Services Departmental Goals for 2008-09

1. Provide vision and guidance in merging of health and counseling into Health and Wellness Services

   **Outcome a:** New policies and procedures have been developed to reflect this merger, specifically in the coordination of office procedures, HIPAA regulatory guideline and clinical staff functions to assure a seamless transition into this integrated service. Physical realignment of office space, including a private waiting area for counseling and testing, and all counseling staff office located within that perimeter, is in direct response to the 2007-08 Counseling Survey data, which overwhelmingly indicated a need for the private waiting area.

   **Outcome b:** New staff hires in counseling and testing, coupled with the seasoned nursing staff and the addition of psychiatric medical services on campus provides the clinical competency necessary for an integrated philosophy of holistic health.

   **Outcome c:** Health and Wellness Services website [www.snc.edu/health](http://www.snc.edu/health) is a seamless and easily navigable source of information, self-help and resource links for most health needs. The Health and Wellness brochure has been designed with an integrated logo and will be available for 2009-10 orientation and academic year staff training.

2. Implement Nuesoft technology grant for office and clinical management to include specific staff development and delegation of transition responsibilities.

   **Outcome a:** Electronic processing in Nuesoft for health and medical and counseling and testing has been operational since January 2009. Customized reports have been accessible and provide a consistent and reliable means of assessing clinical and procedural operations.

   **Outcome b:** In reviewing the electronic medical record options with Nuesoft, the technological level of advancement is not where it would make practical sense to pursue at this time. This outcome will require investigation into the CCHIT Certification guidelines for Electronic Health Records (HER). This will be an ongoing goal.

Seventeen SNC students and two staff members were certified in basic emergency response and are registered with the County and De Pere emergency system.
3. Develop a strategy in preparation for phased implementation of mandatory insurance starting in 2009-10 and continuing until 2012-13, when it will be fully implemented.

        **Outcome a:** The College and the President’s Cabinet did not approve a mandatory, no waiver policy for the 2009-10 academic year and therefore, this outcome will not be realized. However, an all mandatory, hard waiver policy will be applied to all incoming freshmen in 2009-10. The ESL institute will continue to have all students in this category enrolled in the $50,000 plan (basic+optional major medical).

        For students opting out of the Student Insurance Plan, online waivers through [http://srstudentcenter.com](http://srstudentcenter.com) are available until September 18, 2009. Private insurance information will be accessible through the integration of Student Resources, SNC Banner and Nuesoft software. Having access to insurance information will increase the payment recovery for billed services and should reduce students’ out-of-pocket expenses.

        **Outcome b:** Personnel changes will continue to be reviewed and additional nursing hours have been actualized with an independent nurse contractor and will be utilized as needed.

        **Outcome c:** Health and Wellness Services budget was realigned several times with direct collaboration with the Finance Department to balance line items; the expense budget remained solvent, however, revenue increased above the budgeted expectations.

4. Integrate the health and medical alcohol assessment into the SASSI assessment of counseling and testing with subsequent referral into Libertas or other treatment facility.

        **Outcome a:** Several meetings took place between the Health and Wellness Services Director and community AODA agencies. Upon the hiring of the Lead Psychologist, it was determined that in-house assessments for AODA concerns could be done more efficiently with referral to these specialized services as needed. The integration of the alcohol assessment and the SASSI did not occur, as other more pressing priorities in counseling and testing required the staff’s attention.

        **Outcome b:** AODA information and counseling will be restructured to include the Chug electronic assessment program that immediately allows students to see their alcohol consumption behavior in light of peers and national trends.

        **Outcome c:** The means to assess any reduction in student consequences to alcohol and other drugs is a long term process. Continuation this year of the Alcohol Assessment in the clinical record will be used over the 3-year term to define trends and review interventions.
V. Measures of Quality and Performance

Table I represents an in-depth review of the alcohol assessment as it relates to health interventions. The number of students who are receiving alcohol risk management information related to their reported level of consumption parallels the previous year. A truly detailed chart review would be necessary to determine the direct link between reported consumption levels and frequency of intake. Theoretically, the motivational interviewing process of continued and consistent messaging related to alcohol will increase the likelihood of developing protective behaviors. This would be a tremendous undertaking and may be beyond the scope of Health and Wellness Services at this time. It may be helpful to ask a survey question related to this strategy to determine its effect.

Table I. Alcohol Assessment in Clinical Encounter

<table>
<thead>
<tr>
<th>Gender</th>
<th>AB</th>
<th>AS-1</th>
<th>AS-2</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>M=151 (35%)</td>
<td>48 (31%)</td>
<td>91 (60%)</td>
<td>17 (11%)</td>
<td>Individuals were provided specific skill building interventions based on the level of alcohol consumption indicated</td>
</tr>
<tr>
<td>F=284 (65%)</td>
<td>136 (34%)</td>
<td>143 (36%)</td>
<td>22 (06%)</td>
<td></td>
</tr>
</tbody>
</table>

AB=Abstain; AS-1=low risk; AS-2=moderate risk

Table II represents the actual clinical and programmatic data relative to Health and Wellness Services. The number of clinical visits (8013) indicates students are greatly using these services and find them important to their academic success; 47% agree/strongly agree H&WS “helped them to improve their academic performance.”

The number of students who are engaged in health programs, such as CERT and Step-it-Up provides evidence that wellness related programs are helpful in a residential academic environment. Preliminary survey results from these programs indicate learning objectives have been met, but the data have not been thoroughly analyzed, however a few quotes from the student responses give an idea of the learning that is taking place with these programs: CERT: “What I have learned from this course is the emphasis that I have the capability of doing good for the well-being of my fellow citizens.” Step-It-Up: “A good experience overall; definitely motivated me to exercise more.”
Table II. Health and Wellness Services Utilization

<table>
<thead>
<tr>
<th>HEALTH AND MEDICAL</th>
<th>Students</th>
<th>Employees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing appointments</td>
<td>2500</td>
<td>320</td>
<td>2820</td>
</tr>
<tr>
<td>Medical Provider</td>
<td>356</td>
<td>165</td>
<td>521</td>
</tr>
<tr>
<td>Triage Walk-ins</td>
<td>218</td>
<td>21</td>
<td>239</td>
</tr>
<tr>
<td>Labs</td>
<td>2407</td>
<td>320</td>
<td>2727</td>
</tr>
<tr>
<td><strong>Total Assessments</strong></td>
<td><strong>5762</strong></td>
<td><strong>826</strong></td>
<td><strong>6388</strong></td>
</tr>
<tr>
<td>Labs included in Health Fee</td>
<td>554</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prescription/OTC meds dispensed</td>
<td>1399</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Outreach and Prevention**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Health History Review</td>
<td>46/117</td>
<td>46</td>
</tr>
<tr>
<td>CPR and First Aid Certifications</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>Step-It-Up; Zambian Knights</td>
<td></td>
<td>340</td>
</tr>
<tr>
<td>Healthy Knights/ Men’s Health Forum</td>
<td></td>
<td>234</td>
</tr>
<tr>
<td>Community Emergency Response Training (CERT)</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Blood Drive Pints of blood donated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COUNSELING AND TESTING**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Client visits</th>
<th>Individual clients</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor/therapist</td>
<td>1399</td>
<td>189</td>
<td>1399</td>
</tr>
<tr>
<td>Psychiatrist appointments</td>
<td>53</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>Triage Walk-ins</td>
<td>161</td>
<td></td>
<td>161</td>
</tr>
<tr>
<td><strong>Total Sessions</strong></td>
<td><strong>212</strong></td>
<td></td>
<td><strong>1625</strong></td>
</tr>
<tr>
<td>Crisis intervention</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>(potential harm to self)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AODA assessment</td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Learning disability testing</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Outreach and Prevention**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massage therapy sessions</td>
<td>58</td>
</tr>
<tr>
<td>SMART Training (2 sessions)</td>
<td>18</td>
</tr>
<tr>
<td>Critical incident response follow up</td>
<td>All students affected completed semester</td>
</tr>
</tbody>
</table>
VI. Student Learning Outcomes (Core Competencies)

Table III represents the core competency skills relative to *Change Yourself, Change Your Community, and Change Your World*. Students are gaining skills from the various programs within Health and Wellness Services. The outcomes and measures are evidence of that learning.

### Table III. Core Competency Skills

<table>
<thead>
<tr>
<th>Health and Wellness Services</th>
<th>Change Yourself: Engage in activities that enhance physical, psychological and emotional health</th>
<th>Change Your Community: Students will know how to effectively collaborate; students will value the importance of relationship-building</th>
<th>Change Your World: Students will define ethical principles and act ethically; Students will practice engaged citizenship and create effective change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General distribution of Health and Wellness Services 2008-09 Survey: Target 150 responses; students will indicate they have learned how to enhance their physical, emotional and psychological health: N= 175 Frosh=32% Fe=75% Soph=16% M=25% Jr. = 14% Sr. =13% Other=25%</td>
<td>SD= Strongly disagree, D= disagree, N=neutral, A=agree, SA=strongly agree</td>
<td>Q7.k ... helped me understand my symptoms/situation: SA=55% A=25% Q7.O...My college experience is better due to Health and Wellness Services: SA=37% A=25%</td>
<td>Q8.d... helped me understand my emotional and physical health SA=39% A=38% Q8.f...helped me to identify ways to improve my health: SA=36% A=45%</td>
</tr>
<tr>
<td>Exceeded target of responses; students did ‘Change Yourself’ as seen by the responses listed</td>
<td></td>
<td></td>
<td>Q8.l...helped me to identify prevention strategies to improve</td>
</tr>
<tr>
<td>Health and Wellness Services</td>
<td>Change Yourself: Engage in activities that enhance physical, psychological and emotional health</td>
<td>Change Your Community: Students will know how to effectively collaborate; students will value the importance of relationship-building</td>
<td>Change Your World: Students will learn to define ethical principles and act ethically; Students will practice engaged citizenship and create effective change</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Measurement of Learning Outcomes</td>
<td>2. Step-It-Up virtual walking program integrated with Comm Health 325 theory related to involvement, marketing and assessment of Step-It-Up/ Zambian Knights program.</td>
<td>Comm Health 325 (4) leadership teams (21 students, 100% of class) integrated Comm theory with practice in Step-It-Up Zambian Knights: 1. One team presented team projects at Celebrating Student and Faculty/Staff Collaborations-3/31/09. 2. 100% of students wrote reflection essays on how Comm theory was relevant to the team project; a standard bell curve represented a realistic distribution of ability to apply this theory to practice (no failing grades). Example of essay response “…this is the first time I have been on a team that our work really meant something and that others were counting on us to make their</td>
<td>The service component of the collaboration included fund-raising for Zambia Open Community Schools (ZOCS). One team identified bracelets as the source of raising funds. The orange bracelets inscription read “Step-It-Up” and the class sold them for $1.00 and donated $537.15 to the Zambia Project, which sent 250 lbs. of school supplies to ZOCS. This indeed will change the world of those students in Zambia most closely impacted by this effort.</td>
</tr>
<tr>
<td>Target: All students in class will participate in one of four leadership teams and 100% of students will write an essay related to learning about the integration of theory and practice and how this changed their community and their world.</td>
<td>Met target of 100% participation in leadership teams and all students wrote essays that were graded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my health: SA=33% A=46%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Health and Wellness Services
#### Measurement of Learning Outcomes

<table>
<thead>
<tr>
<th>Health and Wellness Services</th>
<th>Change Yourself: Engage in activities that enhance physical, psychological and emotional health</th>
<th>Change Your Community: Students will know how to effectively collaborate; students will value the importance of relationship-building</th>
<th>Change Your World: Students will define ethical principles and act ethically; Students will practice engaged citizenship and create effective change</th>
</tr>
</thead>
</table>

3. **CERT (Community Emergency Response Training)** certification 20 hours  
   Target: Pre-Health Science Club will enroll 20 students in the CERT program  
   Met 85% of target with 17 students completing the 20 hours of training  
   Collaborated with Pre-Health Science Club to engage students in this training. Pretraining survey, 88% of the students indicated they understood *somewhat* what civic engagement meant; post essays 100% of students would not hesitate to take action in an emergency and practice their civic responsibilities.
Essay Ex. ... “I feel I can now make a difference and help as much as I can. By being more educated, I felt like I can be an asset to the community.” ... “I will use this class to promote change because I now feel more confident in taking action in a disaster situation that I wouldn’t address before.”

4. S.M.A.R.T (Stress Management and Recovery Team)
Target: enroll cohorts of faculty, staff and students into SMART teams to respond to post-crisis / critical incident situations.

Individuals participated in this training to increase their skills in responding to the emotional/stress related effects of a traumatic event.

Nine faculty/staff/students participated in the first round of training. This will continue in fall 2009 and assessment of this program relative to Change Your Community will be further assessed.

What does the analysis of your data indicate?

Health and Wellness Services Survey:

a. The target of 150 survey responses was exceeded by receiving 175 electronic submissions of individuals who had utilized Health and Wellness Services.

b. The learning objectives related to the Change Model indicate students are learning about themselves in clinical appointments and are changing themselves as a result:

   - Q8.d “provider/therapist helped me to understanding my emotional and physical health” 77% agree/strongly agree
   - Q8.f “provider/therapist helped me to identify ways to improve my overall health” 81% agree/strongly agree

c. As a result of the administrative and personnel changes in counseling and testing, the survey respondents felt positively about the new the therapists and their approaches to the holistic model:

   - Q7.f My therapist was knowledgeable: 88% agreed/strongly agreed
   - Q7.h: My therapist was concerned about me as a person, not just my symptoms: 87% agreed/strongly agreed.
d. In response to the Counseling Center Survey conducted in spring 2008, changes made to accessibility and physical space were overwhelmingly positive in the 2009 Health and Wellness Survey and indicate increased access and privacy in Counseling and Testing:
   • Q7.a... “The waiting time for my appointment was reasonable” 96% agree/strongly agree
   • Q7.b... “the waiting area is comfortable and private” 96% agree/strongly agree

e. The decision to hire psychologists and solution focused therapists in Counseling and Testing has resulted in students making progress in their mental health:
   • Q7.i... “therapist seemed to understand me and my situation” 83% agree/strongly agree
   • Q7.m... “therapist helped me develop a plan of action for my situation/s...” 91% agree/strongly agree
   • Q8.f... “therapist helped me identify ways to improve my overall health” 82% agree/strongly agree.

What program changes have you made as it relates to the data analysis?

a. Changes that have occurred related to the Counseling survey of 2008, include physical and philosophical changes in counseling into the integrated health model of Health and Wellness Services administratively under one director, with clinical supervision provided by the Lead Psychologist. The most evident change is the private waiting area for counseling and testing, and the philosophical change is the addition of clinical psychologists, therapists and psychiatric medical services, which have increased the comprehensive nature of this holistic model. This change proved to be a great team effort among the nursing and counseling professionals and students benefitted from having easily accessible and affordable health care on campus. A commitment to having therapists available to provide one-on-one therapy has increased the number of students accessing counseling by exceeding the total number of client visits from previous years, even with less clinical staff available most of the year.

b. As a result of the survey review from last year, the Step-It-Up program was revised to decrease the amount of paper booklets produced as participants indicated they did not read them. Additionally, the integration with the Comm Health class provided a strong method of assessment about how people learned about the program and what they would like to see changed. This data will be analyzed and changes will be identified for the upcoming year.

VII. Goals for 2009-10

<table>
<thead>
<tr>
<th>Strategic Goal for Health and Wellness Services</th>
<th>Action Steps</th>
<th>Key Indicators</th>
<th>SNC priority goal</th>
<th>SA priority goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Provide technology for</td>
<td>a. Nuesoft electronic billing teleconferences</td>
<td>• Fewer complaints from students about billing process and reduced number of parent</td>
<td>4: Improve Techno-</td>
<td>4.1: Technology</td>
</tr>
</tbody>
</table>
**Goal 2:** Develop health promotion partnerships with SA Division, SNC and the community

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Key Indicators</th>
</tr>
</thead>
</table>
| a. Target specific populations and market the SMART program to SNC students and staff  
b. Develop comprehensive and integrated AODA education and prevention strategies that are evidence based  
c. Healthy activities such as Step-It-Up, biofeedback, massage therapy are marketed to the freshman class by current students  
d. Continue with the CERT and Pre-Health Science partnership, integrated into the De Pere Community | • The number of students who have major or second hand effects of AODA use will decrease as evidenced by decrease in REH disciplinary actions related to alcohol, Campus Safety reports with AODA issues are reduced  
• The effects of unresolved crisis for individuals or groups is lessened and resumption of daily activities is smoother, as evidenced by continuation in classes, work and productivity  
• Step-It-Up teams comprised of freshmen will increase this year, and these students remain engaged in the program throughout their years at SNC  
• Grant money continues from Homeland security and 20 students per year are certified in CERT. |

**Goal 3:** Assure H&WS

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>SNC priority goal</th>
<th>SA priority goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Revise H&amp;WS Crisis Response</td>
<td>5: Improve</td>
<td>3.18: Colla-</td>
</tr>
<tr>
<td>Crisis Response Plan is current and integrated with SNC and the De Pere Community</td>
<td>Plan reflective of lessons learned from HINI flu b. Review with SNC constituents integrated plans relative to HINI and generalize. c. Integrate response process with De Pere Health Dept.</td>
<td>Responses are coordinated. • Crisis response plans are well-known and SNC community identifies where and how plans work</td>
</tr>
</tbody>
</table>
STUDENT DEVELOPMENT AREA
The Student Development Team [Leadership Development, Service, & Engagement; Multicultural Student Services; Upward Bound] will engage students through relationships that challenge and support personal development and through student learning in order to create change.

Leadership Development, Service, & Engagement Department

I. Mission
We are in the process of drafting a new vision & mission for our area. This is a draft of our work so far.

VISION: Nurture a vibrant campus culture where students will be inspired to and can initiate innovative projects to solve real issues in our community and in the world.

MISSION: To engage students in leadership development to create positive change by serving our community and the world.

We engage our mission through:

Leadership Development: The campus is a laboratory that provides students the opportunity to develop their leadership abilities. Active participation in student organizations and other co-curricular activities allows students to increase their leadership awareness, knowledge and skills throughout their four years in college.

Service: Being called to serve the community is a habit that we strive to model for students in order to assist them in understanding their responsibility to lead to serve and serve as a leader.

Engagement: We engage students in co-curricular, educational, social and recreational activities as part of creating a balanced lifestyle. By becoming involved in these activities students learn how to be active citizens within our community.

II. Global Goals
1. Provide leadership development for students, which will assist them in helping other students to become engaged on campus through student organizations, service, educational, intramural, leisure and entertainment programming.

2. Maintain the Campus Center as a facility that is up-to-date, able to accommodate advancing technology, responsive to student needs and wants in addition to encouraging student engagement in multiple ways, including supporting students’ physical wellness.

3. Support service through M3C, TRIPS, service events, the student organization requirement to complete service during the year and supporting campus-wide efforts to develop service programming.
5. Work with students during all four years to assist them in becoming engaged in campus life through multiple outlets. Through this process, it is important to recognize them for their engagement on campus.

6. Assisting first-year students’ transition to the college environment both academically and socially.

III. Institutional Priorities

1. Reduce our tuition dependence, particularly through increased fundraising, building unrestricted endowment, and pursuing new revenue sources

2. Pursue academic excellence and enhance national recognition

3. Develop a campus climate that fully characterizes civility, inclusivity and diversity

4. Improve the physical plant, technological infrastructure, and environmental sustainability

5. Improve outreach and service to the region and local community.

IV. Annual Goals and Outcomes

Goals for 2008-09

| Institutional Objective #2: Pursue academic excellence and enhance national recognition |
|-----------------------------------------------|-----------------|-----------------|
| Action Items                                  | Date            | Actual Results  |
| Build collaborative partnerships/relationships within LSE and the Campus Center, the Student Affairs Division and throughout the college. |                 |                 |
|       a. Better utilize Student Affairs Directors Circle meetings to communicate what projects are currently underway in LSE/CC. | a. ongoing      | a. Included LSE topics on the Directors Circle agendas for a total of six times throughout the year. |
|       b. Work with Career Services to include a financial literacy session in the FYE curriculum | b. October 1, 2008 | b. Completed Financial Literacy session as a part of the FYE curriculum. |
|       c. Collaborate with Multicultural Student Services staff to include diverse students and diverse perspectives in all areas of our responsibility and educate majority students about these perspectives related to leadership development, service and engagement. | c. ongoing      | c. Focused on cultural competence for both iCamp retreats this included RAs, student interns in Student Affairs & Mission and Heritage and some student leaders with student organizations. Included training on multicultural perspectives for FYE mentors (summer and fall) and Emerging Leaders. |
Institutional Objective #3: Develop a campus climate that fully characterizes civility, inclusivity, and diversity

Incorporate cultural competence or a multicultural perspective into our various programs.

- Focus on multicultural issues at the 2008 iCamp.
- Build multicultural perspectives into training of FYE mentors.
- Include multicultural issues in Week of Welcome programming.

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Sept. 5-6 and Jan. 31</td>
<td>a. Fall iCamp (Sept. 5-6) had a clear focus on multicultural issues. Was also a major component of January iCamp “reunion.”</td>
<td></td>
</tr>
<tr>
<td>b. Spring/summer 2009</td>
<td>b. By including Diversity mentors as FYE mentors some of these conversations include naturally throughout training. We are also working on purposefully including a more in-depth training session for both summer and fall FYE mentors. Need to work on assessment for 2009.</td>
<td></td>
</tr>
<tr>
<td>c. Summer 2009</td>
<td>c. In 2008, we showed the movie, “Freedom Writers,” as a starting point to have conversations with first-year students about difference. We also hired the Gestic Theatre Company to do some vignettes that related to issues of cultural competence on college campuses and had discussion following the performance. We have evaluation information related to each program.</td>
<td></td>
</tr>
</tbody>
</table>

Goals for 2009-10

Institutional Objective #2: Pursue academic excellence and enhance national recognition

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-envision the leadership program in order to be more inclusive throughout the student body.</td>
<td>1. Will create 3-year plan of leadership programming for different levels of student leaders based on the Leadership Identity Development model. 2. Will track programs to the number of participants and their names. 3. Will assess student learning for Change Model items in addition to appropriate theory based on Leadership Identity Development.</td>
<td>Shelly, Nancy and student interns</td>
</tr>
</tbody>
</table>
Increase our connection to student organizations in order to assist them in becoming stronger and a formal part of our leadership program.

1. Will assess each student organization’s understanding of their connection to the college and student retention through a question in their Green Knight Annual Report.
   2. A. Create a student organization advisor presentation/informational meeting to occur each semester.
      B. Create a student organization advisor website with standard information to which advisors can refer.
   3. Encourage student organizations with a national affiliation to apply for awards. Support their applications with a letter of support.
   4. Work with each social organization to identify an appropriate national philanthropy and work to connect them to each other.

1. Shelly, Nancy & student intern
   2. Shelly, John, Nancy & student intern
   3. Shelly, Nancy, John & student intern
   4. Nancy, VISTA

Create and begin implementing a Strategic Plan

1. Strategic Plan will be completed.
   2. Assessment plan will be completed.
   3. Will have information that is shared with entire LSE staff regarding expectations of the Higher Learning Commission related to their upcoming accreditation visit.

1. Shelly, with Nancy, John & Jean
   2. Shelly with Nancy, John & Jean
   3. Corday & Shelly to share with rest of staff

V. Measures of Quality and Performance

iCamp Leadership Experience

September 2009 Retreat

The students that participated in iCamp completed an online evaluation and assessment tool two weeks following the event. This allowed them time to reflect on the experience and to see if they took the information shared and used it in their leadership roles on campus. We had a 50% response rate. We found that overall the students evaluated the event favorably. Fifty-eight percent of respondents said they personally used information from iCamp to make a commitment to diversity or cultural competence, while 42% said that their organization has made a similar commitment. These commitments ranged from respecting others or going out of one’s way to talk someone of a different culture to including diversity as a sub-topic in various
programming completed by organizations. Students were asked to name one thing they learned at iCamp. Some of those responses are:

- *Everyone has different perspective/understandings of who is included and who is excluded at St. Norbert College.*
- *about the extreme lack of diversity and non-acceptance towards it*
- *I learned that our campus is divided on issues of leadership, acceptance, and our visions for this year.*
- *I learned that even though SNC appears to be a very close and accepting college, there are still a lot of unacceptable things that occur on this campus that need to be stopped.*
- *I learned that we (as campus leaders) may be excluding people because there is some sort of community with us. We need to keep encouraging people to get involved, instead of taking people who are already involved and get them more involved.*
- *I learned how to have important discussions with people I may not always be comfortable talking with. I learned a lot about how our campus needs to be improved.*
- *There are many different groups on campus that are discriminated against or excluded from activities. It is important that we are all more aware of how we treat each other and reach out to people.*
- *I re-learned that it is important and necessary to step outside of our comfort zones to really make a difference and I re-learned that sometimes things are best left unsolved and that is ok.*

**January 2009 Retreat**

Our January retreat included an activity called *Boxes and Walls* to simulate different cultural situations that allowed students to participate in ways to help them see viewpoints that are vastly different from their everyday experiences. We also provided an opportunity to learn about the cycle of socialization. Beyond those activities, we split participants into their work groups and asked them to set some goals related to what they had learned that day and in September. It allowed focused time to see how this topic relates to their work within the Divisions of Student Affairs and Mission & Heritage.

Evaluations were sent out electronically following iCamp with a response rate of approximately fifty percent. The evaluations were overwhelmingly positive from those that completed them. Ninety-five percent of respondents said that the Boxes and Walls activity was educational for them. One hundred percent of respondents said that they thought it was helpful for others.

There were five rooms with different situations portrayed. The five situations were privilege, language barriers, disabilities, students of color and LGBTQ issues. The “privilege room” portrayed a situation at a restaurant where privileged diners were treated one way and those diners without privilege received very different treatment. Seventy-nine percent of respondents said that this situation helped them see privilege in a new or different way. The “language barrier room” was a situation where everyone in the room spoke languages other than English and tried to communicate with participants.

Of the students that completed the evaluation . . .
• 89% said that this was a new situation to them and 77% said it taught them something. The “disabilities room” portrayed a situation where the group was asked to communicate with someone who was deaf and only able to use sign language.

• 76% of respondents said this shared new information with them. The “students of color room” portrayed a situation where students of color were shopping and received much different treatment than majority students.

• 85% of respondents said that this helped them to see issues related to being a person of color in a new or different way. The “LGBTQ room” created a situation that reversed homophobic statements so they became hetero-phobic. It also contained information about conversion therapies that some groups or religions support.

• 88% of respondents said this room shared new information with them.

• ~ 65% of students said that we spent a sufficient amount of time discussing Boxes and Walls and their experience with it. We’re comfortable with the other 35% wishing they had more time because we’re not certain that we would plan the perfect amount of time for everyone.

• 77% of respondents said it was helpful to set related goals with their work group. Almost half of the respondents felt they could have used more time in their work groups.

• 89% of students believe that their work group (office, student organization, etc.) will work toward those goals.

• 42% of students felt the Cycle of Socialization was information they already knew from classes, though it was generally viewed as being a positive addition to the day. This might be an area to strengthen prior to recreating this experience.

Some of the things students said they learned from the event were:

“I learned to always be open-minded.”

“I learned more about subtle (or not so subtle) privileges I possess because of my abilities orientation, ethnicity, etc.”

“...it also opens my eyes to the idea that everything cannot be solved right away, or even being solved at all. Which, in the terms of diversity, that should not be accepted.”

“I became more aware of the language barriers that exist on campus and that I should be more aware that just because I speak English, does not mean everyone else does.”

“Seeing things from a different perspective is vital to make the necessary changes for our campus. Setting realistic goals as a small group is a more manageable way of making change.”

We also asked students to identify one thing they anticipate changing or doing differently as a result of this experience. Some of their responses were:

“I am much more open and careful to those who may have a different sexual orientation from myself.”
“I simply plan to be more aware, assume less about other people, be more empathetic, and step in more when I hear people making discriminatory remarks.”

“Challenge people to name, describe, then move beyond their excuses for inaction or minimal action.”

“As a student of color myself, I would want to reach out to more ESL students who do not have a strong connection.”

“Planning programs specifically aimed at education, tolerance, acceptance, inclusion and appreciation of diversity.”

Leadership Programming
We asked all students in a number of positions of leadership (student employment and others) to take a leadership pre-test in August and then a post-test in late April. We had approximately 173 students complete the pre-test and 138 complete the post-test. This allowed us to see what leadership positions correlated with specific learning outcomes related to leadership. The outcomes were pulled from the Multi-Institutional Study of Leadership (MSL) and were related to citizenship and specific leadership tasks. Eighty-eight percent of respondents said that after their year in a leadership position, they were confident or very confident in leading others and organizing a group’s task to accomplish a goal. Ninety percent said that they participate in activities that contribute to the common good.

We are still in the process of unpacking quite a bit of the data from the post-test, but see that there was an impact for students in Emerging Leaders, M3C program, TRIPS, ALIVE Team, LSE employees, Resident Assistants and Diversity mentors. We do see that TRIPS participants report a significant impact on their leadership skills. Based on what we’ve uncovered so far, we’ll be increasing our purposeful leadership programming with TRIPS participants. We also asked respondents to tell us ‘what leadership training, skills and knowledge they thought was needed for new student leaders. Their responses are guiding the topics that we cover in iCamp for fall 2009.
Campus Center

Campus Center Usage

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs in Campus Center Lounge</td>
<td>103</td>
<td>111</td>
<td>96</td>
<td>64</td>
<td>89</td>
<td>75</td>
</tr>
<tr>
<td>Programs in Campus Center Gym</td>
<td>23</td>
<td>23</td>
<td>89</td>
<td>57</td>
<td>37</td>
<td>48</td>
</tr>
<tr>
<td>Reservations in Rooms 210 &amp; 340</td>
<td>626</td>
<td>607</td>
<td>674</td>
<td>595</td>
<td>616</td>
<td>561</td>
</tr>
<tr>
<td>Classes in Room 210</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Overall bookings in Campus Center</td>
<td>1087</td>
<td>1111</td>
<td>1171</td>
<td>1106</td>
<td>978</td>
<td>938</td>
</tr>
<tr>
<td>Reservation Hours</td>
<td>2948</td>
<td>3365</td>
<td>3380</td>
<td>3614</td>
<td>2341</td>
<td>2802</td>
</tr>
</tbody>
</table>

Physical Changes in the Campus Center

- First complete year of Intramurals run by the Campus Center and Athletics
- New furniture in Fireplace and Reflection Lounges
- New Carpeting installed on the first floor

Intramural Participation

Overall, Intramural participation has increased in the 2008-2009 academic year. Our total participants have increased by 75 students – with the increase being for both men and women.

<table>
<thead>
<tr>
<th>Intramural Sport</th>
<th>Total Participants</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>105</td>
<td>94</td>
<td>11</td>
</tr>
<tr>
<td>Volleyball</td>
<td>257</td>
<td>134</td>
<td>123</td>
</tr>
<tr>
<td>Dodgeball</td>
<td>107</td>
<td>76</td>
<td>31</td>
</tr>
<tr>
<td>Basketball</td>
<td>216</td>
<td>169</td>
<td>47</td>
</tr>
<tr>
<td>Sand Volleyball</td>
<td>110</td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>Badminton Doubles</td>
<td>27</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Badminton Singles</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>829</strong></td>
<td><strong>545 (66%)</strong></td>
<td><strong>284 (34%)</strong></td>
</tr>
</tbody>
</table>

Recreation Programs that are run through the Campus Center

Health and Wellness Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Avg. Attendance at class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kickboxing</td>
<td>30</td>
</tr>
<tr>
<td>Salsa Dancing</td>
<td>6</td>
</tr>
</tbody>
</table>
The Rankin Lodge at Camp II is a retreat center/study outpost/resort for St. Norbert College. It serves college organizations, classes, and faculty and staff families. The primary usage for Rankin Lodge at Camp II is the development of student learning. The focus is directed towards areas such as academic research, retreats, leadership training, recreation and spiritual growth.

For the short amount of time that the lodge was available for use during the 2008-2009 academic year, there were 39 nights when guests stayed at the lodge. The Environmental Club was the only student organization that was able to use the lodge this academic year.

We have already begun the reservation process for the 2009-2010 academic year. There are already 148 overnight reservations that primarily take place in June 2009 through October 2009. Ten of the sixteen fall weekends have been reserved. Eight of these nights are for student group usage, either student organizations or academic classes. Employees have reserved 64 nights for June 2009 through May 2010 and the Woods family has reserved 76 nights per their agreement with the college.
Outdoor Leadership Center (Ropes Course)
The Outdoor Leadership Center provides safe, positive opportunities for outdoor action-based learning for the college and the surrounding community by:

- Supporting and serving St. Norbert College, business and community organizations;
- Valuing the development of leadership and team-building skills for participants;
- Supporting collaboration among participants; and
- Encouraging participation in active learning.

The Outdoor Leadership is utilized through the Team Leadership Center in Sturgeon Bay. Their staff is trained in the facilitation of these types of activities and is generally responsible for all usage of the course due to a shortage of St. Norbert College staff time. The usage of ropes courses is cyclical in nature and we’re seeing our usage steadily decline. This is partially due to fewer groups requesting to use the course. It is also partially due to the Team Leadership Center being located in Sturgeon Bay and utilizing their own space more often than coming to De Pere to use the St. Norbert College Outdoor Leadership Center.

<table>
<thead>
<tr>
<th>Program Date(s)</th>
<th>Group</th>
<th>Rain site</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-May</td>
<td>Syble Hopp</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>31-May</td>
<td>UW Fox Valley</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>5-Jun</td>
<td>Danz Elementary</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>13-Jun</td>
<td>Summer Mentor Training</td>
<td>CC Gym</td>
</tr>
<tr>
<td>18-Jun</td>
<td>UW Stevens Point</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>26-Jun</td>
<td>Church of Latter Day Saints</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Aug. 12</td>
<td>Green Bay West</td>
<td>CC Gym</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>SNC Track and Cross Country</td>
<td></td>
</tr>
<tr>
<td>30-Sep</td>
<td>Horace Mann - Shattuck MS</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>Horace Mann - Shattuck MS</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>ABEE Inspection</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Denmark MS</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Denmark MS</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>Brown County Teen Leadership</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Sept. 13</td>
<td>Preble HS</td>
<td></td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Preble HS</td>
<td></td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Fort Howard 5th Grade</td>
<td></td>
</tr>
<tr>
<td>Oct. 18</td>
<td>St Mary's Church</td>
<td></td>
</tr>
<tr>
<td>April 23, 09</td>
<td>MAC Scholars</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>May 11, 09</td>
<td>Sibyl Hopp School</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>May 12, 09</td>
<td>Coleman HS</td>
<td>CC Gym</td>
</tr>
<tr>
<td>August 4, 09</td>
<td>Green Bay West HS</td>
<td>No rain site avail</td>
</tr>
<tr>
<td>Oct. 7 &amp; 8, 09</td>
<td>Denmark Middle School</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Oct. 30, 09</td>
<td>Brown County Teen</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Matt Barnes Wedding</td>
<td>PAC Gym</td>
</tr>
<tr>
<td>June 4 or 5</td>
<td>Danz School</td>
<td>CC Gym &amp; PAC</td>
</tr>
<tr>
<td>Aug. 20</td>
<td>E De Pere Volleyball</td>
<td>PAC Gym</td>
</tr>
</tbody>
</table>
Professional Development/Recognition

- Campus Center was recognized in ACU-I (Association of College Unions-International) publication. Online version is located at http://www.acui.org/publications/bulletin/article.aspx?issue=702&id=7460.
- Shelly and Bridgit worked together to submit a program proposal to NASPA for the spring national conference about leadership programming and diversity using iCamp as a model.
- Shelly reviewed program proposals for the national ACPA convention.
- Nancy participated in a panel at the national Leadership Educators Institute (Dec. 4-6) to discuss how we use the Leadership Identity Development model to structure our leadership programs.
- Shelly participated in the ACPA Mid-Level Manager’s Institute in January.
- Received Target grant for $1,000 towards M3C programs.

VI. Student Learning Outcomes
The learning outcomes associated with our global goals are as follows:

1. Students that participate in programming through LSE and/or the Campus Center will learn:
   
   A. To work collaboratively with others to achieve a common purpose through leadership development, service and/or general campus engagement.
   
   B. A variety of ways in which to participate in personal wellness through entertainment, intramural participation, cardio room use, fitness classes and/or open gym time.
   
   C. Ways in which to create change within a group, our campus community or the greater community.
   
   D. Resources available on campus and in our community that help them accomplish their group’s goals or purpose.

2. The key indicators that we measure the extent to which students are learning the things our department intends for them to learn:
   
   A. We use the Green Knight student organization evaluation program to have students self-report activities related to collaboration with their groups, their leadership development, service activities and how they help others become engaged in their organization.
   
   B. We tally the number of students at all events, who sign up for intramural participation, track the usage numbers of the Campus Center, as well as the number of people in the gym during open times and those who participate in fitness classes.
   
   C. Using data collected through a leadership pre-test and post-test that was administered to FYE mentors, Diversity mentors, Resident Assistants, ALIVE Team, TRIPS participants, M3C students, Emerging Leaders and student employees in LSE, MSS and Campus Ministry.

3. What we’ve learned about these outcomes during the 2008-2009 academic year:
   
   A. Student organizations self-reported through their annual report process a number of collaborative efforts between the student organizations this year. This was primarily evidenced through campus-wide programming and multiple organizations participating in those events.
   
   B. Student leaders reported that their leadership experiences made them confident or very confident in their ability to work with a team on a group project, which is a part of collaboration.
   
   C. We have an increasing number of participants in intramural programs and cardio room use. Students are using these avenues to support their personal wellness.
   
   D. Students that participated in both iCamp experiences that focused on issues of inclusion and diversity, learned about areas that need change on campus and were able to identify changes that they could initiate...
– personally or with an organization.

E. That we are able to communicate about resources to those students who are well-connected with the LSE office.

4. What we plan on changing as a result of what we’ve learned in 2008-2009:

A. We will ask more questions on the student organization annual report about collaboration that each organization has initiated in order to focus on their own ability to collaborate in addition to joining in a programming effort that is already created.

B. We will continue to look at intramural participation as a major source of male engagement on the St. Norbert campus. This will allow us to send some specific communication to them regarding men’s programs and opportunities.

C. iCamp will focus on a different topic that will allow student leaders to see how they can create change in a different area.

D. We will look for new ways to communicate with those students who are not already well-connected with the LSE office.

Multicultural Student Services Department

Departmental Mission & Vision

I. Department Mission
Creating safe relationships for and with students in order to facilitate growth in personal and intellectual identity.

Initiatives

Consistent with the St. Norbert College mission the Office of Multicultural Student Services (MSS) seeks to facilitate the best undergraduate experience for multicultural students through culturally relevant services that foster their successful transition, persistence, achievement, and graduation.

We will achieve our student-centered mission through partnerships that facilitate:

- Student support by building relationships of commitment and trust;
- Partnerships with academic and administrative departments to better serve multicultural students;
- Promotion of multicultural awareness through personal interaction and educational programs;
- Academic and career support services;
- Student and organizational leadership development;
- Student advocacy;
- Increased retention of multicultural students

The Department of Multicultural Student Services (MSS) serves all students, and is especially attentive to the needs of those identifying themselves as Black/African American, Hispanic/Latino/a, Asian American, Native American/American Indian, multi-racial, and LGBTQ.

II. Global Goals
1. Transform and refine current department in order to become exemplary in the area of Multicultural Student Services (MSS) across the state.
2. Increase visibility of Multicultural Student Services with the intent to collaborate across divisional lines.
3. Provide up-to-date cultural resources (handouts, books, audio/videotapes, and website) for Students of Color (SOC).
4. Increase graduation rates of SOC.

III. Institutional Priorities

<table>
<thead>
<tr>
<th>Priority 2 – Develop a campus climate that fully characterizes civility, inclusivity and diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 We will support retention of students of color to graduation at the same rate as the overall student population by 2014.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multicultural Student Services Action Steps</th>
<th>Key Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement a retention program aimed at male students of color.</td>
<td>On Monday, November 10, 2008, MSS, FLV, and Alumni hosted a dinner for the Men of Distinction where Charles Holton, Class of 1952 spoke to the men about vocation and life.</td>
</tr>
<tr>
<td>Implement planned study hours for SOC.</td>
<td>Throughout the entire academic year SOC met on Wednesday evenings from 9:00 – 11:00 pm for planned group study hours. The group met in Campus Center 210 and refreshments were provided. On average 8-10 students participated including some non SOC.</td>
</tr>
<tr>
<td>Intentionally include Diversity Mentors as First Year Experience Mentors.</td>
<td>Summer 2008 was the first year that the six Diversity Mentors participated as FYE mentors. By including the mentors in FYE, more conversations around diversity and multiculturalism naturally happened throughout training.</td>
</tr>
<tr>
<td>Leadership development of SOC.</td>
<td>Twelve students and four staff attended the Wisconsin Private College Initiative on Diversity (WPCID) Conference at Alverno College April 17-18, 2009. Participants attended workshops aimed at developing leadership skills, discussing diversity related issues, and encouraging action planning for their own campuses.</td>
</tr>
</tbody>
</table>

| 3.2 We will have some component of cultural competence woven into at least 80% of the division’s endeavors by 2014. |

<table>
<thead>
<tr>
<th>Multicultural Student Services Action Steps</th>
<th>Key Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize Cultural Competency Model for staff development opportunities.</td>
<td>Student Affairs Staff Development retreat on Multicultural Competencies September 25, 2008 at Liberty Hall in Appleton, WI</td>
</tr>
<tr>
<td>- Provide annual staff development for Student Affairs personnel related to diversity issues and concerns.</td>
<td>Two PACE luncheons were attended by SA staff that focused on cultural competence on April 16 and May 7, 2009.</td>
</tr>
<tr>
<td>- Facilitate PACE luncheon on Cultural Competence.</td>
<td></td>
</tr>
</tbody>
</table>
3.3 We will reduce the number of incidents involving incivility by 25% by 2014.

<table>
<thead>
<tr>
<th>Multicultural Student Services Action Steps</th>
<th>Key Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural focus at both fall and January iCamps.</td>
<td>The fall iCamp held September 5-6, 2008 had a clear focus on Multiculturalism. The January iCamp held on January 31, 2009 included the interactive activity Boxes and Walls. Fifty percent of iCamp participants responded to an electronic evaluation. Of those who responded 95% said that the Boxes and Walls activity was educational for them and 100% thought the activity was helpful to others.</td>
</tr>
</tbody>
</table>
| Provide Cultural Competence training session to other departments/groups on campus. | Cultural Competence sessions were provided to the following groups on campus:  
  Career Services  
  Campus Ministry  
  Faith, Learning and Vocation  
  Writing Center Staff 2/18/09. |
| Collaboration with FLV to present cultural competence workshop to Auxiliary Services. | Provide training session to Auxiliary Services on 1/20/09. |
### Priority 5 – Improve outreach and service to the region and local community.

<table>
<thead>
<tr>
<th>Multicultural Student Services Action Steps</th>
<th>Key Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement Connections Program. A partnership with Green Bay Public School AVID program.</td>
<td>September 2009 five SNC students received AVID training and began tutoring/mentoring in the Green Bay Public Schools.</td>
</tr>
<tr>
<td>Create WAICU Multicultural networking group.</td>
<td>On November 6, 2008 the first meeting of the WAICU Multicultural group was convened at St. Norbert College. Representatives from nine WAICU schools were represented. Since the initial meeting in November the group met for three additional meetings.</td>
</tr>
<tr>
<td>Continued support to Admissions groups consisting of SOC.</td>
<td>Over the course of the Academic Year MSS has collaborated with the Admissions Department supporting recruitment presentations to prospective groups including: Admissions Possible AVID w/Green Bay Public Schools Cristo Rey College Readiness 21 Gear Up Hmong Community Day</td>
</tr>
<tr>
<td>Participation on community committees supporting Multiculturalism.</td>
<td>Director of Multicultural Student Services participates on the Minority Student Achievement Network Committee, which hosts the Northeast Wisconsin Diversity Leadership Conference for area high school students and the Martin Luther King Jr. Community Planning Committee.</td>
</tr>
<tr>
<td></td>
<td>Associate Director participates in Current (a young professional’s network in Green Bay).</td>
</tr>
</tbody>
</table>
## Annual Goals and Outcomes 2008-2009

### 1. Goal One: Design and implement Connections Program. (In support of Institutional Priorities number 3 and 5)

<table>
<thead>
<tr>
<th>Action item</th>
<th>Learning Outcomes</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire five first year students in the Connections program to participate as tutor/mentors for the AVID program at Franklin Middle School in Green Bay.</td>
<td>• Leadership development. (Identify strengths, understand self) • Address community needs (civic engagement and community connections) • Build confidence in self and abilities.</td>
<td>Five SNC Students tutored/mentored a 7th and 8th grade AVID class at Franklin Middle School in Green Bay for the entire academic year. The SNC students participated in a retreat weekend and workshops throughout the year focused on leadership development.</td>
</tr>
<tr>
<td>Work with AVID staff to provide training for the new Connections program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide SNC orientation training program for Connections program participants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with LSE to have Connections program participants participate in the Emerging Leaders program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Goal Two: Design and implement retention program aimed at male SOC. (In support of Institutional Priority number 3)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Learning Outcomes</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified and recruited male students to participate.</td>
<td>• Develop a network of professional community members</td>
<td>Of the 47 male students invited, six attended (12.77%) as well as three professional mentors.</td>
</tr>
<tr>
<td>Identified and recruited community members to serve as mentors.</td>
<td>• Develop a positive sense of identity • Gain leadership skills</td>
<td>Have developed a relationship with several community mentors along with Current, the young professional networking group in GB.</td>
</tr>
<tr>
<td>On Monday, November 10, 2008, MSS, FLV, and Alumni hosted a dinner for the Men of Distinction where Charles Holton, Class of 1952 spoke to the men about vocation and life.</td>
<td></td>
<td>Of the six students that attended: • One student graduated • Three are actively involved in Greek organizations • Two will serve as MSS mentors for 09-10 • One was actively involved in the Connections program</td>
</tr>
</tbody>
</table>
**Goal Three:** Continue to monitor and improve retreat programs for SOC. (In support of Institutional Priority number 3)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Learning Outcomes</th>
<th>Results</th>
</tr>
</thead>
</table>
| The fall Next Step Retreat was held Friday October 24, 2008. Twelve students participated in the fall Next Step Retreat. | •  Build community within SOC group.  
•  Provide opportunities for SOC to develop relationships with faculty/staff. | Of the students attending 100% agreed or strongly agreed that the retreat was an opportunity to build relationships/connections with other SOC.  
92% of the students participating felt as though the retreats were a good idea to get SOC involved. |

**2009-2010 Goals**

1. Develop departmental Assessment Plan for programs, activities, events and workshops. Identifying student learning outcomes and human resources for each.
2. Develop retention plan for students of color to enhance graduation rates in parity with the overall student population by 2014. (In support of Institutional Priority number 3)
3. Assess current multicultural programming to determine educational value and learning outcomes. (In support of Institutional Priority number 3)

**V. Measures of Quality and Performance**

The data below is an indication of increased efforts by the Multicultural Student Services office to improve freshman retention rates at St. Norbert College.

**Demographics**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students of Color</td>
<td>95</td>
<td>117</td>
<td>107</td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td>69</td>
<td>65</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>48</td>
<td>41</td>
</tr>
<tr>
<td>African American</td>
<td>15</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Asian American</td>
<td>23</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>33</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Native American</td>
<td>21</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Multi – Biracial</td>
<td>3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Number Graduated</td>
<td>13</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Number Withdrawn after Freshman year</td>
<td>4</td>
<td>6</td>
<td>2**</td>
</tr>
<tr>
<td>Number Dismissed after Freshman year</td>
<td>4</td>
<td>3</td>
<td>1**</td>
</tr>
<tr>
<td>Freshman Retention Rate</td>
<td>73%</td>
<td>78%</td>
<td>90%**</td>
</tr>
</tbody>
</table>

**This number is estimated. Final numbers will not be available until fall semester.**

**VI. Student Learning Outcomes (Student Affairs Competencies)**

4. What are the implicit or explicit learning outcomes for students when they interact with your department?
 Students will learn to respect and appreciate cultures
 Students will learn to practice effective and professional cross cultural communications
 Students of Color will learn to understand their own racial identity development

5. What are the means of assessment by which you measure the extent to which students are learning the things that your department intends for them to learn?

(i) Evaluation/survey results
(ii) Attendance at events/program/retreats
(iv) Review and note conversations with students

6. What does the analysis of your data indicate?

Through evaluation results from the Next Step Retreat and iCamp, attendance at events sponsored by Multicultural Student Services and conversations with students, we believe that students have improved their appreciation for other cultures as well as their own, are developing relationships across campus and are questioning their identity development. Survey results from the Next Step Retreat have indicated that the students believe that the retreat was beneficial to them. Attendance at Diversity Celebration events (i.e. Asian Celebration; Native American Week; Fiesta Hispanica; the Human Dignity Celebration) over the past three years has been increasing, which is an indication that students want to learn more by attending non-required activities.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Celebration</td>
<td></td>
<td>350</td>
<td>370</td>
</tr>
<tr>
<td>Native American Week</td>
<td>230</td>
<td>260</td>
<td>260</td>
</tr>
<tr>
<td>Human Dignity Celebration</td>
<td>160</td>
<td>210</td>
<td>130**</td>
</tr>
</tbody>
</table>

* All attendance numbers are based on a total of estimated attendance at all events held during the celebration. (Ex. Asian Celebration Talent Show attendance = 105, Craft night attendance = 55, Fashion show attendance = 120, for a total of 280)

**Fiesta Hispanica’s attendance was lower than in the past we believe due to the date change.

7. What program changes have you made as it relates to the data analysis?

The Multicultural Students Services office determined from our means of assessment that we need to be more conscientious of our assessment efforts (i.e. accurate attendance numbers, direct quotes). We need to facilitate more evaluations and make notes of events. Our main goal for next year in regards to data analysis is that we need to make sure that we ask questions that focus on our learning outcomes.

Specific program changes include:

- Develop updated assessment plan
- Monitor and improve retreat programs for SOC
- Assess increased freshman retention rates
Upward Bound Department

I. Mission

The mission of the SNC Upward Bound (UB) Program is to increase the number of underrepresented and disadvantaged high school students going to college. Participants will be provided the skills, resources and motivation necessary to complete high school, enroll and persist at a postsecondary institution and earn postsecondary educational degree.

II. Global Goals

A. Provide services and activities that will enrich and enhance academic growth and development to all participants.
B. Assist and encourage capable, but sometimes under-achieving participants, to become more interested and successful in school so they will undertake a post-secondary education.
C. Provide an atmosphere that is conducive to enhancing the student’s self-image and cultural awareness.
D. Identify and implement new and more effective educational programs and procedures.

III. 2008-09 Institutional Priorities

A. Priority 3: Develop a campus climate that fully characterizes civility, inclusivity and diversity.
   1. Collaborative efforts within Student Affairs Division include:
      a. The UB staff have actively participated in:
         i. Student Development Area (i.e. meetings)
         ii. PACE activities
      b. UB and MSS are working to create a mentorship program to include UB students
   2. Collaborative efforts outside of Student Affairs Division include:
      a. With Office of Admissions:
         i. A tour and admissions presentation will be scheduled every May for UB students.
         ii. UB students will be included in the mailings about programs and activities targeted towards high school students (i.e. Shadow Day)
         iii. Admissions staff will be more visible to students during the summer component.
         iv. A joint cookout is planned for the 2009 summer component for UB students (Fox Cities UB will be also be participating)
   3. Collaborative efforts with off campus groups, agencies, etc.
      a. UB collaborated with other local UB programs and pre-college programs to develop a pre-college conference held in April 2009.
      b. UB and UB-Central (who will be at SNC for the summer) are planning 3-4 joint activities for students.
      c. UB and College Readiness-21 are planning a joint activity during the summer for students.
      d. UB will be hosting the annual cultural event highlighting the Native American culture this summer. Attendees will be UB programs from UW-Manitowoc-Sheboygan, Forward Services, UW-Green Bay and Fox Valley.

B. Priority 5: Improve Outreach and Service to the region and community
   1. In an effort to educate and inform students and their parents, UB:
      a. Provided an orientation for students and parents (March 2009)
      b. Provided a Financial Aid Workshop for graduating seniors (March 2009)
   2. In order to improve relationship with target schools and other agencies and keep them abreast of services and activities, and annual performance UB has:
      a. Provided all seven target schools with a information packet informing them of the services and activities the program provides to students as well as how the program met its objectives (Part IV) and the demographics of the students at each of their schools (see Table 1).
      b. J. Berry & W. Anton met with school counselors from Green Bay Southwest High School (March 2009).
d. J. Berry met with the Teen Service Coordinator (and other staff) of the Boys and Girls Club to inform student of the program and importance of going to college (March/April 2009)
e. W. Anton met with counselors and families at Pulaski Middle School (April 2009)

IV. 2008-09 Annual Goals
Inform College/Local Community
a. SNC Mission: Develop sense of community; Enhance communication
b. Divisional Strategic Plan: College Personnel Resources
c. Core Competencies: Change your Community
d. Institutional Priority 5: Improve outreach and service to the region and local community

Action Steps:
1. Educate current/prospective parents through program orientation and workshops about the college preparation/application and financial aid processes.
   Key Indicator:
   • Parents will be able to understand the college/financial aid application process, contacting the appropriate college officials. Parents will also be able to comprehend information received from colleges (such as financial aid award letters) to assist participants in selecting a college.
   Results:
   • Parent & Student Orientation held March 2009.
   • Financial Aid Workshop for seniors and parents held March 2009.
   • Frequent contact with parents via email, phone and meetings took place.

2. Contact local community organizations to increase the number of male participants and student of colors.
   Key Indicator:
   • There will be an increase of the number of male participants and participants of color who apply for UB.
   Results:
   • Target School Information Packets were mailed to all seven target school principals and counselors fall 09.
   • UB staff convened with SNC Office of Admissions, Green Bay Southwest High School counselors, Pulaski School District superintendent, Boys & Girls Teen Service Coordinator and club members to be informed of program services and activities.

Streamline Academic Enrichment
e. SNC Mission: Recruitment& Retention, Assessment
f. Divisional Strategic Plan: Collaborative Partnerships
g. Core Competencies: Change Yourself (Practice effective communication, engage in activities that enhance physical, psychological and emotional health)

Action Steps:
1. Provide academic tutors w/ the training and tools necessary to provide an effective Academic Enrichment program.
   Key Indicator:
   • Participants will receive the academic assistance they need to improve grades.
   Results:
   • An average of 96% of the students participated in weekly Academic Enrichment.
   • An average of 53% of students saw improvements in their grades each month. (41% grades stayed the same; 7% grades dropped)
2. Provide an environment that is stimulating and challenging to help student’s academic growth and development.

Key Indicator:
- Participants will show academic improvement by earning a grade point average of 2.5 or better per semester.

Results:
- 70% of participants earned a 2.5 or better during the 1st semester/term of the 08-09 school year.
- Cumulative GPA improvement will be determined at the end of the school year (mid-June)

Create Partnerships with Other Departments
within Students Affairs and other areas

a. SNC Mission: Retention & Recruitment; Diversity/Multicultural
b. Divisional Strategic Plan: Collaborative Partnerships; College Personnel Resources, Multiculturalism
c. Core Competencies: Change Yourself; Change Your Community
d. Institutional Priority 3: Develop a campus climate that fully characterizes civility, inclusivity and diversity

Action Steps
1. Enhance relationships with the Office of Admissions, LSE and MSS to increase the number of qualified UB participants’ enrollment at SNC.
2. Volunteer and/or participate in college committees, groups, programs, etc.
3. UB will work collaboratively with various departments on campus to provide services in career and academic development to UB participants.
4. UB will hire qualified individuals who are committed to helping underprivileged youths meet their educational and personal goals. This includes SNC students, staff and faculty and local high school teachers and staff.

Results:
- See Section III.A-B. for Action Steps 1-3
- UB hired two SNC students, one teacher, two former UB students and one after school tutor as Academic Year Tutors.
- UB hired three SNC students, two former students and three non-SNC college students for Residential Staff positions for the summer; seven local high school instructors, one SNC student, one high school counselor, one non-SNC college student to provide instruction to UB students for the 2009 summer session.

D. Program Policy/Procedural Manual
a. SNC Mission: Employee Retention; Enhance Communication; Professional Development
b. Divisional Strategic Plan: College Personnel Resources; Employee Retention
c. Core Competencies: Effective Communication

Action Steps
1. Develop a manual to organize and improve processes
2. Provide a guide to employees (current/future)

Results:
- A draft of a manual has been prepared.
V. Measure of Quality and Performance

A. Department of Education Prescribed 07-08 Objectives

1. Meet standardized objectives as prescribed by the Department of Education

   a. Academic Improvement on Standardized Test: 65% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.

   Results:

   88% of the 2009 graduates tested at proficient levels in math and reading/language arts.

   b. Project Retention: 92% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the UB Project during the next school year.

   Results:

   • 97% of the project participants were retained in the 2008-09 project year (as of May 15, 2009). Any changes will be reflected in 08-09 Annual Performance Report (APR).
   • A total of two participants were dropped from the program. One student transferred out of the target area and the other student did not participate in program activities for over six months and was deemed to be no longer interested in the program.

   c. Postsecondary Enrollment: 65% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.

   Results: As of May 15, 2009, 95% of the seniors have applied and have been accepted to a postsecondary institution. Actual enrollment will be determined and collected in fall of 2009 for the APR (one student graduated early and enrolled spring 09).

   d. Postsecondary Persistence: 85% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

   Results:

   69% of students who enrolled in fall 07 persisted in fall of 08. Persistence of 08 graduates will be determined in fall 09 for APR.

B. Student Data

(Table 1 below)

1. UB is funded to served 67 eligible participants (for program years 2007-11) who are potential first generation college students/and or meet federal income guidelines

   Results:

   • UB had 51 students at the beginning of the 08-09 academic year, 18 new students were added
   • For 08-09 (as of May 15, 2009), UB served 69 students. UB served over funded amount due to two students being replaced.

2. UB needed to increase the number of male students and number of students from Freedom and Pulaski High schools.

   Results:
• W. Anton met with students at Freedom in February ‘09 (no students showed)
• W. Anton met with Pulaski Middle school counselors and parents and students March ‘09.
• J. Berry met with Pulaski School District Superintendent (January ’09) to discuss strategies to inform Pulaski community and increase student interest and enrollment in program.
• A 9% increase of male students from 07-08 academic year.
• No new students from Freedom or Pulaski enrolled in UB.

3. Submission of college applications by all seniors and registering to take the ACT by all juniors.
   **Results:**
   • 100% the 2009 seniors applied to and have been accepted to a postsecondary institution.
   • Actual enrollment at the postsecondary institution will be determined in fall 2009.
     o One senior completed high school requirements fall ’08 and enrolled spring ’09.
   • All juniors have taken the ACT or registered to take the exam by the end of the 08-09 school year.
     o The average composite ACT scores of juniors who took the test was 18.5 (range:12-29)
     o The average composite ACT scores of seniors who took the test was 20.35 (range: 17-29)
     o The average composite of the Explore and Plan for the freshman and sophomore who took the test was 17.25 (range: 10-24)

4. Completion of high school by all seniors
   **Results:**
   • Of the 22 seniors, 17 (or 77%) will graduate
   • Five seniors are borderline and graduation will be determined after earning satisfactory grades in all classes by the end of June 2009.

<table>
<thead>
<tr>
<th>Target Schools</th>
<th>Participants Served</th>
<th>New Participants</th>
<th>Dropped or Withdrew</th>
<th>Seniors Graduated</th>
<th>Seniors Applied to Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07-08</td>
<td>08-09</td>
<td>07-08</td>
<td>08-09</td>
<td>07-08</td>
</tr>
<tr>
<td>Freedom</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Menominee Indian</td>
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<td>1</td>
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<tr>
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<td>0</td>
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<tr>
<td>Southwest</td>
<td>18</td>
<td>17</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>West De Pere</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>72</td>
<td>69</td>
<td>19</td>
<td>18</td>
<td>5</td>
</tr>
</tbody>
</table>

* Enrollment information will be determined fall 08-09 for APR.

**C. Student Demographics**
D. Program Services and Activities

1. UB provided weekly Academic Enrichment (AE) to all participants at their high schools from October to May. AE provides participants academic tutoring in high school subjects and supplemental education to support college, career, and social development. Six Academic Tutors that included SNC students, former UB college students and high school teachers were hired to administer the AE component.

   **Results:**
   - Participation exceeded 91% every month (average: 96%)
   - Non-participation was due to illness, family emergencies, work, involvement in school and community related activities and lack of interest.

2. UB provided monthly Saturday Seminars from October to May. The seminars focused on developing academic, career, personal, cultural and social skills.
   a. August: College application workshop for seniors
   b. October: ACT Preparation
   c. November: College Student Panel & Financial Literacy
   d. December: Community Service (Goodwill & De Pere Christian Outreach Thrift Store)
   e. January: Martin Luther King Celebration @ NWTC
   f. February: Silver Lake College Tour
   g. March: Student & Parent Orientation
   h. March: Financial Aid Workshop for Seniors
   i. April: Pre-college Conference @ Kaukauna High School
   j. May: Summer Preparation & SNC College Tour

   **Results**
   - An average of 67% of the students participated in the Saturday Seminar activities.
   - Participation varied each month. Between 74-90% of participants attended October, November, January and March.
   - Participation was low in
     o December due to the majority of junior and seniors taking the ACT;
     o February due to participation in other school related activities.
     o April due to participation in other school and college related activities.
     o May because all seniors were excused from attending.

VI. Student Learning Outcomes

A. Implicit /Explicit Learning Outcomes
1. Change Yourself
   a. UB participants will:
      • Learn the skills necessary to succeed in high school and prepare for college.
      • Learn the processes of completing a college and financial aid application.
      • Learn how to select a college/career that they are interested in pursuing by making informed decisions through various college visits, work study program, communicating to college officials.
      • Learn and develop leadership qualities necessary to succeed in a professional environment.

2. Change Your Community
   a. UB participants will:
      • Participate in cultural activities to broaden their perspectives of self and others
      • Show respect to their peers and communicate with others regardless of cultural and socioeconomic status
      • Learn to be responsible citizens and be accountable for their own behaviors
      • Learn and work in an environment that is socially and culturally diverse.

3. Change Your World
   a. Exploit the above competencies to create change.

B. Key Indicators
   1. UB Participants will
      a. Reach proficiency levels on 10th grade WKCE in math and reading/language arts by 60% of all participants
      b. Academic GPA of 2.5 or better (cumulative and semester) by 60% of participants
      c. Participation (by 50%) and retention of program participants (92%)
      d. Graduation from high school (90% of seniors)
      e. 95% participants accepted and 65% will enroll into a postsecondary institution
      f. 90% of students will have better understanding of self and other cultures.

*Data is obtained through monthly evaluations, senior exit surveys, student transcripts and test scores, a record of acceptance and enrollment at a postsecondary institution.

C. Analysis of Data
   Of the participants retained in the program:
   • 79% tested at proficient levels in math and reading/language arts on the WKCE state standardized test during their 10th grade year.
   • 70% earned a 2.5 grade point average during the academic year.
   • Over 50% of the students attended the Saturday Seminars; over 90% attended Academic Enrichment.
   • Currently, 77% of the seniors will graduate high school. The remaining 23% will be determined at the end of June 2009.
   • 100% of the seniors applied and were accepted to a postsecondary institution.
   • Actual enrollment will be determined fall 2009.
   • From the 08-09 Senior Exit Survey:
     ➢ 84% of the students felt better about themselves or built better self esteem. Of those, 91% said the UB had an impact; 9% felt UB helped build their confidence rather than self esteem.
     ➢ 92% of the students felt the cultural activities helped in their understanding of other cultures.
Department of Education requires state standardized tests are collected to determine effectiveness of the program. Although the percentage of students testing at proficient levels increased by 4% from the previous year, UB’s impact on these scores are minimal. This in large part due to:

- Students who enter the program during their 10th grade year not having the opportunity to attend the summer program prior to taking the test and
- The summer curriculum’s focus on specific academic and pre-college coursework.

Programming activities/services have a significant impact on student’s grade point averages, particularly the summer component.

- During the summer, students are introduced to the concepts early to increase the chance of success in the course during the academic school year. They also learn time management skills and develop the study skills necessary to succeed in the classroom.

In all, student retention and participation in program activities play a more significant role on student’s grade point averages as well as acceptance, enrollment and graduation from a post-secondary institution. These results determine the effectiveness of the program.

D. Program Changes

The Academic Enrichment program is in the process of being streamlined to ensure students are receiving the academic support to succeed in their grade level courses. In addition to using the Academic Year Tutor, students have the option to use online resources and work with their classroom teachers and other UB students. Students will develop monthly goals and develop a plan to meet these goals if they were not attained by the end of the month.

Staff meetings will be scheduled to include an Academic Year Tutors to develop new methods to enhance the academic support and identify additional resources. Meetings will be scheduled in both the fall and spring semesters.

2009-10 Annual Goals

A. Streamline Academic Enrichment
   a. SNC Mission: Recruitment & Retention, Assessment
   b. Divisional Strategic Plan: Collaborative Partnerships
   c. Core Competencies: Change Yourself (Practice Effective Communication, engage in activities that enhance physical, psychological and emotional health)

Action Steps:
1. Provide Academic Tutors w/ the training and tools necessary to provide an effective Academic Enrichment program.
   Key Indicator:
   • Participants will receive the academic assistance they need to improve grades.

2. Provide an environment that is stimulating and challenging to help student’s academic growth and development.
   Key Indicator:
   • Participants will show academic improvement by earning a grade point average of 2.5 or better per semester.

B. Create Partnerships with other departments within Students Affairs and other areas
a. SNC Mission: Retention & Recruitment; Diversity/Multicultural
b. Divisional Strategic Plan: Collaborative Partnerships; College Personnel Resources, Multiculturalism
c. Core Competencies: Change Yourself; Change Your Community
d. Institutional Priority 3: Develop a campus climate that fully characterizes civility, inclusivity and diversity

Action Steps
a. Enhance relationships with the Office of Admissions, LSE and MSS to increase the number of qualified UB participants’ enrollment at SNC.
b. Volunteer and/or participate in college committees, groups, programs, etc.
c. UB will work collaboratively with various departments on campus to provide services in career and academic development to UB participants.
d. UB will hire qualified individuals who are committed to helping underprivileged youths meet their educational and personal goals. This includes SNC students, staff and faculty and local high school teachers and staff.

C. Program Policy/Procedural Manual
a. SNC Mission: Employee Retention; Enhance Communication; Professional Development
b. Divisional Strategic Plan: College Personnel Resources; Employee Retention
c. Core Competencies: Effective Communication

Action Steps
a. Develop a manual to organize and improve processes
b. Provide a guide to employees (current/future)
Behavioral Intervention Team (BIT)

Purpose
St. Norbert College is concerned about the safety, health, and/or well being of all of its students, faculty, and staff, and has policies regarding the well-being for all members of the College community. Specifically, the policies address student behaviors that are disruptive to the mission of the College, as well as any suicidal or self injurious threats or behaviors.

As a result of growing national trends on college campuses of mental health issues and the increase in hospitalizations and deaths due to alcohol consumption, the College instituted a Behavioral Intervention Team (BIT). The BIT has been charged with upholding these policies and maintaining a healthy environment for the entire college.

Policy & Procedures
Information about the Behavioral Intervention Team and the Mandated Behavioral Assessment and Content can be found at

http://www.snc.edu/campussafety/docs/aboutbit.pdf

This is an institutional policy developed as a result of the WI Governor’s Task Force Report on Campus Safety, November, 2007 (www.oja.wi.gov/campussafetyreport) to assure that behaviors of concern are addressed by the College through a systematic process and to acknowledge that the entire College community has a responsibility to report such behaviors. This policy will provide a consistent method of identifying student and non-student behaviors of concern by providing a single point of entry to report worrisome, threatening or dangerous behaviors. The BIT is established to address behaviors related to:

- Students
- Non-students

The BIT serves in an advisory capacity to:

- Vice President of Student Affairs for student behaviors
- Human Resources Director

The BIT will follow a consistent method of review to assure a compassionate and fair process for all persons and will observe all state and federal legal requirements, the ADA, as well as professional ethical standards.

The BIT met weekly, beginning late fall semester. The BIT members include the Assistant Dean of Campus Life, Assistant Dean of Student Development, Campus Safety Director, Lead Psychologist, Health and Wellness Director, others as deemed necessary.
I. Mission

A more formal mission statement will need to be written, but we have shared on a number of occasions this year that we see our mission as “Save ‘em all.”

II. Global Goals

1. Systematically collect confidential information about student behavior that is perceived by members of the community as potentially problematic, for either the student or the community.

III. Institutional Priorities

<table>
<thead>
<tr>
<th>Priority 2 – Develop a campus climate that fully characterizes civility, inclusivity and diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 We will develop a way of collecting data about student behavior that is confidential and that allows us to intervene at an appropriate time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIT Action Steps</th>
<th>Key Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will establish a means of gathering data</td>
<td>Link on Website Means of Data Collection Policies &amp; Procedures Established</td>
</tr>
<tr>
<td>We will make the community aware of BIT</td>
<td>Presentations made to Salaried Employee Association, Hourly Employee Association, and Core Leadership Group</td>
</tr>
</tbody>
</table>

IV. Annual Goals and Outcomes

Because the team was developed during the course of the year, specific annual goals need to be developed. For next year:

- We need to explore the relationship between our data/process, the work of the 30-Minute Group, student misconduct, and perhaps even the admissions process (i.e. are there patterns we can begin to see “connecting the dots” between admissions criteria, under-performance academically, and difficulties living in community?)
- We need to continue to make the community aware of the presence and work of BIT. Our intention is to meet with the Student Government Association, new faculty, other faculty as part of a collaborative effort with the Office of Faculty Development, and any other organization on campus that would benefit from awareness of BIT.

V. Measures of Quality and Performance

<table>
<thead>
<tr>
<th>TOTAL REPORTS MADE</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Further Action by BIT Necessary</td>
<td>11</td>
</tr>
<tr>
<td>Personal Interview</td>
<td>3</td>
</tr>
<tr>
<td>Intervention/Action Taken/Referral</td>
<td>3</td>
</tr>
</tbody>
</table>

VI. Student Learning Outcomes

1. What are the implicit or explicit learning outcomes for students when they interact with your [program]? (4 maximum)
   a. Students will know how to communicate assertively with civility and respect.
   b. Students will know how to manage conflicts.
   c. Students will take responsibility for their own actions.
   d. Students will know that their personal choices impact others.

2. What are the means of assessment by which you measure the extent to which students are learning the things that your department intends for them to learn?
   a. Review and note conversations with students. A more formal assessment plan will have to be developed.
b. Increased retention of students
   c. Decreased reports of conduct violations and/or “crisis” situations

3. What does the analysis of your data indicate?
   a. We believe we “headed off” several situations before they became crises, either by direct intervention, by referral to counselors, or by referral to the appropriate academic department to resolve.

Center for Community Service Learning
Co-Curricular Service-Learning
The division of Student Affairs provides opportunities for students to participate in community service activities, and is an integral part of the Center for Community Service and Learning (CCSL), helping St. Norbert College and its students be full partners with the Brown County community to promote the Common Good.

The CCSL was established in 2007 as a tri-divisional initiative, and continues to be supported by the divisions of Academic Affairs, Mission & Heritage, and Student Affairs. The CCSL’s goals are to

- Serve as a resource to SNC students, faculty, staff, alumni, and supporters interested in community service, particularly as it impacts student learning, by providing guidance, best practice tools, occasions for reflection, and access to opportunities for community engagement.
- Strengthen relationships with Brown County partners working for the common good, making available college resources to support those efforts.
- Develop the College’s capacity to serve the Common Good by fostering campus-wide discussion on service, promoting community engagement, assessing the progress of the work of the Center, and recognizing significant College contributions to serving the common good in Brown County and beyond (adapted from CCSL website, http://www.snc.edu/ccsl/aboutus/).

This report primarily documents the work of Brianne Johnson, Amanda Loewen, and Nancy Mathias.

Purpose
Each year the College is asked to report statistics regarding service in the community. This information is difficult to compile due to the decentralized nature of campus service efforts. There are many programs, projects, classes, employees, and students who volunteer as individuals and groups, through both campus and community sponsored events. So this report is the first step in gathering and reporting campus service information. This report focuses specifically on student service through campus sponsored programs.

Process
At the request of the Vice-President for Student Affairs for a more coordinated co-curricular service effort, a group of service program coordinators began to meet in 2008 to establish a service coalition. This group included representatives from Leadership Development, Service and Engagement (LSE), Residential Education and Housing (REH), Faith Learning and Vocation (FLV) and the newly established Center for Community Service and Learning (CCSL).

Our goal this spring was to gather information from the largest campus service programs to report on the majority of current service activities and begin to assess strengths and areas for development. We created a simple service reporting form (see Appendix A) that all agreed to use to report their students’ service activities. This form requested some of the key information identified in the Carnegie Community Engagement Classification (such as campus and community impact); in the event we decide to apply for this classification in the future. It also asked if projects had preparation and reflection components which are two of the aspects of the PARE (Preparation, Action, Reflection, and Evaluation) model of service we began using in 2007. We expect use of the PARE model will increase the learning students gain from their experience while providing a better quality of service to the community. The data was compiled in a large spread sheet and used to develop the Co-curricular Service Summary that follows. Each service coordinator also provided a 1-2 page summary of their service program for the year.
Limitations
This report reflects most but not all of the Co-Curricular Service on campus. Programs not reporting or not included: Most student organizations (only 20 of 65 reported), Women’s Center, Journey-Men, Peace and Justice Center, Zambia Project, Connections, some LSE projects, individual volunteers (such as Big Brothers Big Sisters or St. John’s Homeless Shelter), non-profit internships, Academic Service Learning (including Discoveries International) and Community Based Research.

Since only group data is reported, not individual student data, total numbers of volunteers will have some duplication.

Most programs stopped collecting data in early April, so late semester projects may not be included.

Service Participation by the Numbers*
*Information adapted from Co-curricular Service Project Summary by Gray & Mathias

- 2,130+ = estimated number of student volunteers (duplicated\(^1\))
- 18,000+ = estimated number of student service hours
- Three programs with the most Community Service hours
  - TRIPS - 4,855 hours
  - Michels Hall – 2,278 hours
  - M3C – 2,179 hours
- 63+ Brown County organizations served
- Three local agencies with most SNC volunteers:
  - Green Bay Area School District
  - Boys and Girls Club
  - Salvation Army
- 60+ = number of service projects reported (some projects worked with several agencies)
- $121,187.00 = amount of money raised and donated
- Three top SNC fundraisers:
  - $74,000+ to American Cancer Society (Relay for Life)
  - $35,000+ to St. Jude’s (Up til Dawn)
  - $3,000+ Green Bay Habitat for Humanity (SNC HFH)
- Three longest partnerships
  - 20 years Sigma Nu Delta and The American Red Cross blood drive
  - 10 years Untouchables and Pals program (Brown Cty Human Services)
  - Habitat for Humanity and Green Bay Area Habitat for Humanity

Student Learning Outcomes by Department or Area

A.L.I.V.E. Team

Activities
- 69 students (duplicated)
- 56 different students participated
- 164 hours served (approx)
- 11 projects
- 8 agencies served

Community Impact

\(^1\) Since only group data is tracked, we cannot know how many separate individuals volunteered.
• 164 local service hours

Outcomes
• ALIVE Team members participated in a one-hour training on the PARE model
• Evaluations of the service projects were filled out by participants on most occasions. Projects were overall evaluated quite positively with the exception of one project that did not have enough for students to do.
• 27 reflections led and completed by ALIVE Team for service not organized by ALIVE (26 in Michels Hall and one in MMM)

Student Learning
• ALIVE Team members participated in a one-hour training on the PARE model
• Evaluations of the service projects were filled out by participants on most occasions. Projects were overall evaluated quite positively with the exception of one project that did not have enough for students to do.
• 27 reflections led and completed by ALIVE Team for service not organized by ALIVE (26 in Michels Hall and 1 in MMM)

Athletics

Activities
• 306 students (approx)
• 586 hours served (approx)
• 22 projects (approx)
• 17 agencies served (approx)

Community Impact
Community partners: Boys and Girls Club, Fort Howard Elementary School, Fox Cities Marathon, Green Bay Duathalon, Cornerstone Community Center, Green Bay Youth Hockey, Special Olympics, St. Jude’s Children Hospital, Brown County Library, Relay for Life, De Pere Ice Center, Sports Emporium, Arthritis Foundation Jingle Bell Run and Walk, MADD, St. John’s Evangelical Homeless Shelter, Paul’s Pantry, and Big Event for Little Kids

Outcomes
• Two projects report having training/preparation or speakers about project
• Eight students listened to stories of homeless people and reflected upon their own lives.
• Six students listened to the informational speaker at the MADD walk.
Campus-Wide Events

Activities
- Into the Streets (new student Week of Welcome event)
- Advent Candle Wrapping Party (Campus Ministry and St. Norbert College Parish sponsor)
- Martin Luther King Jr. Day of Service (primarily SNC employees volunteered)
- American Cancer Society Relay for Life (UW-Green Bay Collaboration)

(Note: Make a Difference Day numbers are in REH report; Up-till-Dawn numbers are in Student Organizations report; R-cubed, end-of-year collections not yet reported)

Community Impact
- 1,300 + volunteers (student, faculty, staff, alumni, and community members)
- 1,700 + hours served
- 30 agencies served (approx)
- Over $74,000 raised (Relay for Life)

Outcomes
- Hundreds of community members benefit from the work that is completed during these events, either through direct (example: 186 elementary school students were directly served on MLK Day of Service) or indirect service (example: Relay for Life fundraising efforts help improve the lives of the surrounding community members and beyond - funding research, prevention, detection, and treatment for cancer patients)
- Events support community organizations in their efforts to supply resources to the less fortunate during key times of the year (example: Advent Candle Project during the holiday season)
- Events provide an opportunity to meet needs of community organizations that may otherwise go unmet, such as project work or clean-up (example: Into the Streets projects repeated each year)
- Events bring together the St. Norbert College Community and the Brown County Community, as demonstrated during the Relay for Life

Student Learning
- Connects St. Norbert College participants to the greater community via service/educational and interactive sites, and provides an opportunity for participants to learn about an organization in their community
- Live the College Mission to enhance citizenship and service
- Through reflection opportunities, service events provide opportunities for St. Norbert College to learn about topics directly impacting our community

Health & Wellness Services
Activities
From Winter Drive 2009
- 181 donors presenting
- 20 deferred
- 5 unsuccessful
- 159 productive donors
- 28 Volunteers (includes registration, set up, take down, during the drive)
- 159 hours -- each donor provides one hour of service and volunteers could log up to three hours each depending on their responsibilities
- Agencies served- The American Red Cross

Community Impact
This service provides an immense impact on the surrounding community. Hospitals rely on the success of the American Red Cross blood drives to provide their blood supply to be used for a variety of uses. The more students that get involved in the drives will decrease the pressure put on the American Red Cross to supply the blood that is needed for our community.
LSE/VISTA

**Activities: General**
- 1,400 + volunteers (duplicated - student, faculty, staff, alumni, and community members participating in VISTA supported events)
- 1,800 + total hours served in the community
- 500 + of these hours served at FCR NEW
- 45 agencies served (approx)
- 3 FCR NEW service projects completed throughout the academic year

**Activities: Academic Service-Learning**
- ART 340 “Intermediate Painting” Student Donations, Fr. Neilson
- SOCI 289 “Social Movements in the U.S.” Citizenship Project, Dr. Hofstedt
- LEAD 389 “Peer Leadership in Student Affairs” MLK Day Event, Dr. Goddard
- Information for SOCI 100 “Introduction to Sociology” Outreach Option, Dr. Faase
- Department of Education: Human Relations Hours completed at FCR NEW Events

**Activities: VISTA**
- Into the Streets Week of Welcome Event
- MLK Day of Service
- Relay for Life

**Campus Impact**
- Academic and co-curricular service-learning resource development
  - Information for handbooks, protocols, and event planning developed
- Resources to strengthen community partner-college relationships developed
- Service site information supplied to numerous programs on campus
  - TRIPS Reorientation Day, Make a Difference Day, Step-it-Up Walking Program

**Community Impact**
- FCR NEW has served hundreds of community members with SNC assistance
- FCR NEW has reported being able to improve their programming and use of staff time as a result of the FCR NEW/VISTA partnership
- Co-curricular and academic events and projects provide an opportunity to meet needs of organizations and hundreds of community members that may otherwise go unmet
- Development of SNC resources has a beneficial impact on community service-learning

**Student Learning**
- Campus wide service events connect SNC participants to the greater community via service/educational and interactive sites, and provides an opportunity for participants to learn about an organization in their community
- Academic and co-curricular service events/projects provide opportunities for St. Norbert College to learn about topics directly impacting FCR NEW and our community

**Midwest Compact Citizen-Scholar (M3C) Program**

**Activities**
- 17 students: 12 first year fellows, 4 sophomore mentors, 1 intern
- 3800 hours served (estimated, duplicated with other programs such as TRIPS)
- 35 local and state agencies served (approx)
Community Impact
Primary partner is Jefferson Elementary School, after school tutor/mentor program (HOSTS). Nearly 50 children participated and raised their reading levels an average of over one grade level over the year. This formal partnership began in fall 2005. Secondary partners include Family and Childcare Resources of NEW (FCR).

Student Learning
Fellows participated in over 60 hours of training and reflection activities through weekly meetings, two retreats and various speakers. They also completed the Emerging Leaders program where they networked with other students, led one or more campus projects, and prepared a leadership binder. Evaluation included writing reflections in a monthly M3C blog, and a mid-semester and end of year survey.

Residential Education & Housing

Activities
- 734 students (duplicated)
- 3,163 hours served (approx.)
- 12 agencies served with 20 service projects
- $2,098, 60 pounds of food, and 3 large boxes of hygiene products donated

Local Community Impact
- Four Michels Hall partners (weekly service):
  - Boys & Girls Club
  - Freedom House Ministries
  - Greater Green Bay YMCA
  - Special Olympics

Student Learning
Learning occurred throughout the Residence Hall service programs. Data below reflects responses from 70 out of 100 participants in the Michel’s Hall Service Program who completed a year-end survey about their experience. (A summary of the complete survey is available.)
- 10 trainings (PARE workshop for staff, group orientations and site trainings)
  - 86% felt well-prepared for their service experience.
- 30 reflections (25 with Michels Hall groups)
  - 79% felt the post service-reflections made the service more meaningful and relevant to their life.
- 3 assessments (student evaluations, site, project)
  - 91% enjoyed their volunteer experience.
  - 93% felt their service experience helped them to learn more about the needs in our off-campus community.
  - 93% reported they will continue a commitment to service in the future.

Student Organizations

Activities
- 779 students participated in some form of service throughout the 2008 Fall Semester (duplicated)
- 20 out of 65 Student Organizations reported service
- 637+ hours of service
- 27 different service projects were reported
- 18+ agencies served

Community Impact
- SNC students reported that they felt like their service provided an inspiration to the community.
SNC students reported that they felt honored to be able to give back to the community, and show community members that St. Norbert is willing and able to help.

$37,677 money raised and donated
- Up 'Til Dawn-$35,000 to St. Judes
- Habitat for Humanity-$938 to Habitat for Humanity
- MENC-$989
- Crew Club-$500
- Colleges Against Cancer-$250
- Relay for Life – not reported yet

TRIPS

Activities
- 124 students (2 duplicated, also 1 staff/Norbertine and 1 alumni)
- 27 males (21%)
- 4000+ hours served nationally/internationally
- 150+ hours served locally
- 13 trips
- 50 agencies served (approx)
- money donated to local and national non-profits

Community Impact
- Social Justice Week’s Day of Service had 50 participants from five trips serving over 100 hours in Green Bay
- The Mexico trip served for nearly 50 hours in various community organizations including the Salvation Army, Ft. Howard School, and the YMCA.

Student Learning
- 23 trip leaders completed over 10 training hours on topics such as personality type, co-leadership, budgeting, fundraising, interviewing, group dynamics, reflection, reorientation, Norbertine values, Catholic Social Teaching, etc.
- 103 participants participated in one or more one-hour training/reflections sessions on the following topics: TRIPS orientation, Option for the Poor, Multicultural expectations, Reflection/Education/Reorientation,
- See TRIPS Assessment report for more details based on focus groups, essays, and program evaluations

SNC Survey Data: Service

HERI College Student Survey -- spring 2008
- Selected service related questions; strongly agree or agree for other
- 176 SNC seniors responded;

<table>
<thead>
<tr>
<th>Question</th>
<th>Percent respondent - for SNC</th>
<th>Percent respondent Other Catholic 4-yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students indicating they were &quot;very satisfied&quot; or &quot;satisfied&quot; with their</td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>college in: Opportunities for community service</td>
<td>65.4%</td>
<td>77.4%</td>
</tr>
<tr>
<td>Since entering college, students &quot;frequently&quot; or &quot;occasionally&quot;:</td>
<td>50.0%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Performed community service as part of a class</td>
<td>6.3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>What do you plan to be doing in fall 2008?</td>
<td>6.3%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>
Participating in a community service organization
During the past year, students "frequently" or "occasionally":

| Performed volunteer work | 83.3% | 80.6% | 81.4% | 64.4% | 71.0% | 69.0% |
**SNC Student Leader Survey – Spring Student Leader Survey – spring 2009**

- Service related questions and select service group responses
- 138 SNC students responded

<table>
<thead>
<tr>
<th>Total</th>
<th>M3C</th>
<th>TRIPS</th>
<th>ALIVE Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>138</td>
<td>13</td>
<td>61</td>
<td>19</td>
</tr>
</tbody>
</table>

- I give time to making a difference in my community.
  - Neutral
    - Total: 10
    - M3C: 0
    - TRIPS: 5
    - ALIVE Team: 2
  - Agree
    - Total: 63
    - M3C: 6
    - TRIPS: 27
    - ALIVE Team: 10
  - Strongly Agree
    - Total: 55
    - M3C: 7
    - TRIPS: 29
    - ALIVE Team: 7

- I work with others to make a difference in my community.
  - Neutral
    - Total: 9
    - M3C: 0
    - TRIPS: 1
    - ALIVE Team: 2
  - Agree
    - Total: 66
    - M3C: 5
    - TRIPS: 31
    - ALIVE Team: 10
  - Strongly Agree
    - Total: 53
    - M3C: 8
    - TRIPS: 29
    - ALIVE Team: 7

- I have the power to make a difference in my community.
  - Neutral
    - Total: 8
    - M3C: 0
    - TRIPS: 4
    - ALIVE Team: 1
  - Agree
    - Total: 54
    - M3C: 5
    - TRIPS: 24
    - ALIVE Team: 13
  - Strongly Agree
    - Total: 66
    - M3C: 8
    - TRIPS: 33
    - ALIVE Team: 5

- I am willing to act for the rights of others.
  - Disagree
    - Total: 1
    - M3C: 0
    - TRIPS: 0
    - ALIVE Team: 1
  - Neutral
    - Total: 9
    - M3C: 0
    - TRIPS: 3
    - ALIVE Team: 1
  - Agree
    - Total: 53
    - M3C: 5
    - TRIPS: 28
    - ALIVE Team: 7
  - Strongly Agree
    - Total: 65
    - M3C: 8
    - TRIPS: 30
    - ALIVE Team: 10

- I participate in activities that contribute to the common good.
  - Neutral
    - Total: 4
    - M3C: 0
    - TRIPS: 0
    - ALIVE Team: 1
  - Agree
    - Total: 60
    - M3C: 4
    - TRIPS: 27
    - ALIVE Team: 10
  - Strongly Agree
    - Total: 64
    - M3C: 9
    - TRIPS: 34
    - ALIVE Team: 8

- I believe I have a civic responsibility to the greater public.
  - Disagree
    - Total: 2
    - M3C: 0
    - TRIPS: 0
    - ALIVE Team: 2
  - Neutral
    - Total: 7
    - M3C: 2
    - TRIPS: 3
    - ALIVE Team: 1
  - Agree
    - Total: 50
    - M3C: 7
    - TRIPS: 23
    - ALIVE Team: 9
  - Strongly Agree
    - Total: 69
    - M3C: 9
    - TRIPS: 35
    - ALIVE Team: 9

- I value opportunities that allow me to contribute to my community.
  - Neutral
    - Total: 4
    - M3C: 0
    - TRIPS: 2
    - ALIVE Team: 0
  - Agree
    - Total: 46
    - M3C: 7
    - TRIPS: 18
    - ALIVE Team: 9
  - Strongly Agree
    - Total: 78
    - M3C: 11
    - TRIPS: 41
    - ALIVE Team: 10

- *My volunteer time is*
  - mostly on campus
    - Total: 56
    - M3C: 4
    - TRIPS: 24
    - ALIVE Team: 9
  - mostly off campus
    - Total: 48
    - M3C: 11
    - TRIPS: 26
    - ALIVE Team: 5
  - organized by SNC
    - Total: 68
    - M3C: 11
    - TRIPS: 35
    - ALIVE Team: 10
  - not organized by SNC
    - Total: 9
    - M3C: 1
    - TRIPS: 6
    - ALIVE Team: 0
Professional Advancement and Career Enrichment (PACE)

I. Mission

The Professional Advancement and Career Enrichment (PACE) committee exists to:

- Identify and serve the professional development needs of all professionals in the Division of Student Affairs.
- Enrich and educate all professionals in general knowledge of contemporary student issues and student life concerns.
- Provide opportunities for student life professionals to interact professionally and personally.
- Raise the general awareness of professionals in the division by means of book/article discussions and other media.

II. Global Goals

- Provide a sufficient variety of professional development opportunities that staff at all levels of experience are engaged
- Address professional development needs expressed in Performance Appraisal Process
- Infuse the Division with information about best practices and emerging trends

III. Institutional Priorities

At its best, PACE would enable staff to be connected to best practices in such a way that they begin doing “leading edge” work, which eventually results in national recognition (Institutional Priority 2).

IV. 2008-2009 Annual Goals

2. Utilize PACE in the Division’s strategic planning work
3. Promote cultural competence from a place other than Multicultural Student Services

V. Measure of Quality and Performance

Submitted by Mandy Nycz, PACE Chair

PACE sponsored 14 events during the 2008-2009 academic year. The complete list of events is below.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19 Kick-off Breakfast</td>
<td>1/19 Strategic Planning (cont.)</td>
</tr>
<tr>
<td>9/25 All-staff Retreat @ Liberty Hall, Appleton, WI (StrengthsFinder; Paul Gorski on Cultural competencies and building equity and social justice on campus)</td>
<td>1/22 Conflict Management, Mindy Leiterman, Human Resources</td>
</tr>
<tr>
<td>10/16 Lunch Series: Campus Safety – Emergency Response</td>
<td>2/12 Lunch Series: REH Housing Selection Process</td>
</tr>
<tr>
<td>11/13 Lunch Series: Learning Outcomes/Assessment</td>
<td>4/19 Lunch Series: Dr. Phil Gardner - Recruiting Trends</td>
</tr>
<tr>
<td>11/19 Strategic Planning @ Harmony Café', Green Bay, WI</td>
<td>4/16 Lunch Series: Cultural Competence with Bridgit and Corday</td>
</tr>
<tr>
<td>12/16 Book Discussion with Mission and Heritage - Reading the Signs</td>
<td>5/7 Lunch Series: Cultural Competence with student panel</td>
</tr>
<tr>
<td>12/18 Christmas Gathering/Family Adoption</td>
<td>5/21 End-of-Year Gathering</td>
</tr>
</tbody>
</table>
Survey Results

A year end survey via Survey Monkey was e-mailed to the entire Student Affairs division. 16 people completed the survey. A summary of responses is below.

<table>
<thead>
<tr>
<th>The events (listed above) hosted by PACE this year: (n = 16)</th>
<th>Percent Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified and served my professional development needs</td>
<td>56.3%</td>
</tr>
<tr>
<td>Enriched and improved my general knowledge of contemporary student issues and student life concerns</td>
<td>56.3%</td>
</tr>
<tr>
<td>Provided opportunities to interact with other Student Affairs professionals personally and professionally</td>
<td>93.8%</td>
</tr>
<tr>
<td>Were appropriate in length and times offered</td>
<td>75%</td>
</tr>
<tr>
<td>Were in an appropriate location</td>
<td>87.6%</td>
</tr>
</tbody>
</table>

Suggestions for Improvement:

- Some of the events needed longer discussion time.
- Not enough for senior level or even mid-level managers.
- Provide more options for staff based on needs of the professional, i.e. young professionals, support staff, directors.
- Although learning about staff initiatives are important, I hope for more "cutting edge" information about what are best practices in the field for small school student affairs programs. I think Phil Gardner’s information was a good example of this.

Information Learned:

- I learned what my strengths were
- I really enjoyed the Campus Safety presentation. It brought out a lot of items that I didn’t know about concerning our process for campus safety issues.
- Social Justice
- That hurtful things still happen to diverse students at SNC, we have a long ways to go.
- Enjoyed "strengthsfinder" from both a social and professional side.
- Book discussion with Mission & Heritage was very informative because of the case studies format.
- About the new emergency response system
- Strategic planning - I had never been a part of this before.
- They would like the department to feel as a whole
- The teamwork/different strengths interaction and how it affects our workings in our office setting.
- StrengthsFinder information

How can PACE better serve individual professional development needs:

- More opportunities for senior level work; career planning; current trends; professional development funds
- Funnel the party planning aspect to a separate committee so PACE can focus on staff development.
- Have different tracks/topics/programs/events for new professionals and experienced professionals.
- Have staff share what they are presenting and learning at professional conferences.
- Additional professional speakers from off campus to offer an outside perspective.
- Offer more information related to mid-level or seasoned professionals
- More development opportunities on the topic of leadership.
VI. Learning Outcomes

More of the work of the committee needs to be oriented around the development, pursuit, and achievement of specified learning outcomes. That will be a goal for the committee for 2009-2010.

DIVISIONAL STRATEGIC PLANNING GOALS 5/29/09

DIVISION VISION: To be the premier leader in student learning and development, graduating exemplary global citizens

DIVISION MISSION: To actively engage students in holistic development, learning about themselves, their community and their world.

Institutional Priority (IP)

1. Reduce our tuition dependence, particularly through increased fundraising, building unrestricted endowment, and pursuing new revenue sources
2. Pursue academic excellence and enhance national recognition
3. Develop a campus climate that fully characterizes civility, inclusivity, and diversity
4. Improve the physical plant, technological infrastructure, and environmental sustainability
5. Improve outreach and service to the region and local community

<table>
<thead>
<tr>
<th>IP</th>
<th>Divisional Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. We will secure at least $50,000 in grants and new revenue streams in order to build a comprehensive Student Affairs program</td>
</tr>
</tbody>
</table>
| 2  | 1. We will have a single divisional, developmental program model in place by June 1, 2010, addressing the needs of all identified student populations.  
   2. We will build a funded, comprehensive employee development program for professional staff within the Division by June 1, 2012 |
| 3  | 1. We will support retention of students of color to graduation at the same rate as the overall student population by 2014.  
   2. We will have some component of cultural competence woven into at least 80% of the division's endeavors by 2014.  
   3. We will reduce the number of incidents involving incivility by 25% by 2014. |
| 4  | 1. We will develop a plan to use technology to enhance student development across the division by June 1, 2011 |
| 5  | 1. We will document that 90% of the student body has been intentionally invited to participate in service activities sponsored by the Division, and that 50% have participated, each year, beginning August 2011. |
### Area 1

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1-Grants</td>
<td>$=Low HR=High</td>
<td>Dollars Raised</td>
<td>No. of Programs Funded</td>
<td>MOS</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>Identify potential sponsors</td>
<td></td>
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<tr>
<td>of SA programs &amp; write</td>
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<tr>
<td>proposals to attract their</td>
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<tr>
<td>support</td>
<td></td>
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</tr>
<tr>
<td>1.2 Suicide Grant</td>
<td>$ = Low HR = Low</td>
<td>Grant Written</td>
<td>Proposal Submitted</td>
<td>Barb, Health &amp; Wellness</td>
<td>Aug 1, 2010</td>
<td></td>
</tr>
<tr>
<td>Apply for grant for suicide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>prevention</td>
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</tbody>
</table>

### Area 2

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-1st Year Prog Exper</td>
<td>$ = High HR = High</td>
<td>Program Developed</td>
<td>Retention Data</td>
<td>Corday, Student Development</td>
<td>Fall 2010</td>
<td></td>
</tr>
<tr>
<td>Develop a mentor program</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>for all first-year students</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.2-Strat Plan</td>
<td>$ = Low HR = High</td>
<td>Vision and Plan</td>
<td>Have Vision</td>
<td>PACE/Mandy</td>
<td>11/30/08</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop multi-year plan for</td>
<td></td>
<td></td>
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<tr>
<td>how vision &amp; strat plan will</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>be updated; identify key</td>
<td></td>
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<tr>
<td>priorities all work toward</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.3-Change Value</td>
<td>$ = Medium HR = High</td>
<td>Smooth Transition</td>
<td>Retention Rates (of staff)</td>
<td>MOS</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>&amp; effectively manage change;</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>develop strategies</td>
<td></td>
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</tr>
</tbody>
</table>
for supporting change; provide resources for change to occur (such as knowledge, expertise)

<table>
<thead>
<tr>
<th>2.4 – Programming</th>
<th>Improve programming in residence halls to be thoughtful, intentional, &amp; encourage student leadership &amp; development</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ = Low HR = High</td>
<td>Measuring Competency</td>
</tr>
<tr>
<td>Working with REH Senior Staff, HDs, Barb Bloomer; Spreadsheets</td>
<td></td>
</tr>
<tr>
<td>Jessica</td>
<td>Plan due May '09</td>
</tr>
</tbody>
</table>

2.5 – Student Learning
Establish Senior Year Exp. program in cooperation with Alumni Affairs

<table>
<thead>
<tr>
<th>2.5 – Student Learning</th>
<th>Establish Senior Year Exp. program in cooperation with Alumni Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ = Medium HR = Medium</td>
<td>Seniors plan needs to be developed with Alumni Office</td>
</tr>
<tr>
<td>Web Hits Program Attendance Alumni Survey Responses</td>
<td></td>
</tr>
<tr>
<td>Jerry</td>
<td>'09-'10</td>
</tr>
</tbody>
</table>

2.6 – SMART
Initiate SMART program institutionally

<table>
<thead>
<tr>
<th>2.6 – SMART</th>
<th>Initiate SMART program institutionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ = Low HR = High</td>
<td>25% of students in organizations &amp; res halls partic. X # of Fac/Staff partic</td>
</tr>
<tr>
<td>No. of people going through training; No. of Teams of 4-5; No. of times they report difficulties in communication</td>
<td></td>
</tr>
<tr>
<td>Barb</td>
<td>May '09</td>
</tr>
</tbody>
</table>

2.7 – Student Affairs Class
Develop a program/class for students interested in getting involved in Student Affairs

<table>
<thead>
<tr>
<th>2.7 – Student Affairs Class</th>
<th>Develop a program/class for students interested in getting involved in Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ = Low HR = Medium</td>
<td>Class Developed Tuition Paid</td>
</tr>
<tr>
<td># of Students Enrolled</td>
<td></td>
</tr>
<tr>
<td>Corday</td>
<td>May '09</td>
</tr>
</tbody>
</table>

2.8 – Leadership Dev.
Enhance & Expand Lead. Dev. For Whole Division

<table>
<thead>
<tr>
<th>2.8 – Leadership Dev.</th>
<th>Enhance &amp; Expand Lead. Dev. For Whole Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ = Medium HR = High</td>
<td>Plan in Place 75% of students in some way [thigh?] a leadership experience</td>
</tr>
<tr>
<td>Questions on Current Student Survey</td>
<td></td>
</tr>
<tr>
<td>Corday, Student Development</td>
<td>Plan Fall '09 2011</td>
</tr>
</tbody>
</table>

2.9 – Education Profess.
Development

<table>
<thead>
<tr>
<th>2.9 – Education Profess.</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ = High HR = High</td>
<td>Plan in Place 50% of Student Affairs Professionals Participate</td>
</tr>
<tr>
<td>Corday</td>
<td>Ongoing Plan</td>
</tr>
<tr>
<td>Action Items</td>
<td>Resource Impact</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2.10 – Policies/Procedures Develop consistent policies &amp; procedures, structure for [???]</td>
<td>$ = Low HR = High</td>
</tr>
<tr>
<td>2.11 – Recognition Establish a “Student Employee of the Year” award for on-campus student employees</td>
<td>$ = Medium HR = Medium</td>
</tr>
<tr>
<td>3.1. SOC Retention We will support retention of students of color to graduation at the same rate as the overall student population by 2014.</td>
<td>$ - Medium HR – Medium</td>
</tr>
<tr>
<td>3.2. Cultural Competence</td>
<td>$ - Low</td>
</tr>
</tbody>
</table>
We will have some component of cultural competence woven into at least 80% of the division's endeavors by 2014.

<table>
<thead>
<tr>
<th>HR – Medium</th>
<th>activities, events with cultural competency component</th>
<th>cultural competence.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3. Incivility
We will reduce the number of incidents involving incivility by 25% by 2014.

<table>
<thead>
<tr>
<th>$ - Medium (software tracking program)</th>
<th>Percentage of reported incidents involving incivility</th>
<th>Determination of what behaviors will count as “civil” and “uncivil” Proportion of all reported incident containing some element of incivility</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR - Medium</td>
<td></td>
<td>Jim, Cindi Jan 1, 2014 In Progress</td>
</tr>
</tbody>
</table>

**AREA 4**

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 – Technology Review technology to make sure up-to-date to meet student needs; tech enhancements for learning (faster internet); ways to use technology in programs, etc.</td>
<td>$ = High HR = High</td>
<td>Pilot Program</td>
<td>Feedback Form &amp; Focus Group</td>
<td>Directors</td>
<td>Ongoing Yearly</td>
<td></td>
</tr>
<tr>
<td>4.2 – Web Develop website that engages student learning</td>
<td>$ = Low HR = Medium</td>
<td>Site is live</td>
<td>Live site</td>
<td>Mandy</td>
<td>Jan ’09</td>
<td>Completed</td>
</tr>
</tbody>
</table>

>Jim, Cindi, Jan 1, 2014

**In Progress**
### 4.3 Environment Sustainability

Commitment plan for SA; educate students/staff/faculty about environmental issues and what can to do, assess.

| $ = Low | Plan published and shared | Directors’ commitment to plan published and shared | Mike Peckham? REH? | Aug 1, 2010 |
| $ = Medium | |

### 4.4 – Res Halls

Seek funding to renovate residential areas for today’s students.

| $ = High | Plan in place; $ to support | Have $; Requests made; |
| $ = High | |

### Area 5

#### Action Items

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Resource Impact</th>
<th>Target / Metric</th>
<th>Method of Measurement</th>
<th>Responsible Party</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
</table>
| 5.1 – Service Learning
Develop, organize, & implement serv learning
| | | | | Nancy, LSE, REH, CCSL | May ’11 |
| 5.2 – Creation/ building upon strong, sustainable community partnerships | | Service Coordinator Forms | | Nancy, LSE, REH | May ’11 |
| 5.3 – PARE: Utilize the PARE model in s-l activities for students | | One project per month | Collect from Hall staff | Nancy, LSE, REH | May ’11 |
### 5.4 – Best Practices
Establish, execute, evaluate best practices in academic and co-curricular service-learning

<table>
<thead>
<tr>
<th>$ = $Low</th>
<th>HR = Medium</th>
<th>Nancy, LSE, REH</th>
<th>May ‘11</th>
</tr>
</thead>
</table>

### 5.5 – Enhance s-l and reflection

<table>
<thead>
<tr>
<th>Nancy, LSE, REH</th>
<th>May ‘11</th>
</tr>
</thead>
</table>

### 5.6 – Strengthen new and existing service opportunities for students

<table>
<thead>
<tr>
<th>Nancy, LSE, REH</th>
<th>May ‘11</th>
</tr>
</thead>
</table>
### St. Norbert College

**Student Affairs Change Model**

<table>
<thead>
<tr>
<th>Change Yourself</th>
<th>Change Your Community</th>
<th>Change Your World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal development, Spirituality, Communication, Health</td>
<td>Human differences, Relationships, Values</td>
<td>Integrity, Citizenship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Goals</th>
<th>Personal Success</th>
<th>Spirituality</th>
<th>Respect and civility</th>
<th>Listening</th>
<th>Determine health</th>
<th>Balance</th>
<th>Cultural self awareness</th>
<th>Appreciate Differences</th>
<th>Respect</th>
<th>Confront &quot;isms&quot;</th>
<th>Manage Conflicts</th>
<th>Collaborate</th>
<th>Broaden perspectives</th>
<th>Responsibility</th>
<th>Practice Inclusion</th>
<th>Personal Values</th>
<th>Moral Convictions</th>
<th>Community Values</th>
<th>Engaged citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects of personal choices</td>
<td>Ethical Principles</td>
<td>Act with integrity</td>
<td>world events and civic engagement</td>
<td></td>
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</tbody>
</table>

- **Personal Goals**
- **Personal Success**
- **Spirituality**
- **Respect and civility**
- **Listening**
- **Determine health**
- **Balance**
- **Cultural self awareness**
- **Appreciate Differences**
- **Respect**
- **Confront "isms"**
- **Manage Conflicts**
- **Collaborate**
- **Broaden perspectives**
- **Responsibility**
- **Practice Inclusion**
- **Personal Values**
- **Moral Convictions**
- **Community Values**
- **Engaged citizen**
<table>
<thead>
<tr>
<th>Department</th>
<th>Change Yourself</th>
<th>Change Your Community</th>
<th>Change Your World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Dean, Campus Life</td>
<td>Self-understanding Role of spirituality</td>
<td>Understand appreciate Human difference</td>
<td>Strengthen moral convictions</td>
</tr>
<tr>
<td></td>
<td>Practice effective Communication</td>
<td>Relationships based on mutual respect</td>
<td>Act with integrity</td>
</tr>
<tr>
<td></td>
<td>Physical, emotional psychological health</td>
<td></td>
<td>Responsible Citizenship</td>
</tr>
<tr>
<td>Assistant Dean, Student Develop-</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ment</td>
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<td></td>
<td></td>
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<tr>
<td>Campus Safety</td>
<td></td>
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</tr>
<tr>
<td>Career Services</td>
<td>Professional Internship Program Survey (student and supervisor) - personal goals to develop self-understanding - Program review to identify weaknesses</td>
<td>Alumn videos document - expresses viewpoint related to career paths as options by majors</td>
<td>Diversity in Workplace Survey - students develop knowledge and understanding of diversity in the workplace</td>
</tr>
<tr>
<td>Department</td>
<td>Change Yourself</td>
<td>Change Your Community</td>
<td>Change Your World</td>
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<td>-----------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Counseling and Testing</td>
<td>Health and Wellness Survey - understand self by setting personal health goals</td>
<td></td>
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</tr>
<tr>
<td>Health and Wellness Services</td>
<td>- make choices that develop a balanced lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-understanding Role of spirituality</td>
<td>Physical, emotional psychological health</td>
<td>Understand appreciate Human difference</td>
</tr>
<tr>
<td></td>
<td>Practice effective Communication</td>
<td></td>
<td>Relationships based on mutual respect</td>
</tr>
<tr>
<td></td>
<td>E-Chug assessment - know how alcohol use compares to peers</td>
<td>Treatment</td>
<td>Strengthen moral convictions</td>
</tr>
<tr>
<td></td>
<td>- use alcohol parameters to determine responsible drinking</td>
<td></td>
<td>Act with integrity</td>
</tr>
<tr>
<td></td>
<td>Health and Wellness Services - Comm Health/H&amp;WS collaboration - develop networks and collaborate - communicate with teammates by developing goals and accountability to team</td>
<td></td>
<td>Responsible Citizenship</td>
</tr>
<tr>
<td></td>
<td>Alcohol risk asmt - determine alcohol risk - learn responsible alcohol use</td>
<td>Step-It-Up assessment survey - learn how to collaborate to reach goals - develop and value relationships</td>
<td>Community Emergency Response Training (CERT) - apply ethical principles to disaster situations - know the impact of personal choices</td>
</tr>
<tr>
<td></td>
<td>Men's Health Program survey - define health parameters</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- participate in healthy activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wellness Activity assessment Survey - students learn how to determine their health - students participate in activities that assist in living healthy lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment Survey for which program? - students will learn how to collaborate to achieve a common purpose</td>
<td>Wellness Activity assessment Survey - students learn how to determine their health - students participate in activities that assist in living healthy lifestyle</td>
<td>Trots, FYE, Orgs surveys - identifies and supports community activities - students engage within the community to create effective change</td>
</tr>
<tr>
<td>Change Yourself</td>
<td>Change Your Community</td>
<td>Change Your World</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td><strong>Department</strong></td>
<td><strong>Self-understanding</strong></td>
<td><strong>Role of spirituality</strong></td>
<td><strong>Practice effective Communication</strong></td>
</tr>
<tr>
<td>Multicultural Student Services</td>
<td>By participating in the &quot;Next Step&quot; retreats, students will learn to understand their own racial identity development.</td>
<td>The Mentor/mentee Program will allow students opportunity to learn how to practice effective and professional cross cultural communication</td>
<td>Attending Multicultural Student Services programs (ie. cultural celebrations), students will learn to respect and appreciate cultures.</td>
</tr>
<tr>
<td>Residential Education and Housing</td>
<td>Michels Hall Service Program Survey - students understand how service is relevant to their lives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upward Bound</td>
<td>Academic Enrichment: a. Learn the skills required to be successful in high school, postsecondary b. Students will develop monthly goals to enhance confidence &amp; self understanding.</td>
<td>Cultural Activities: a. Students will learn to appreciate and understand their own and other cultures.</td>
<td></td>
</tr>
</tbody>
</table>