

Indiana State University

Division of Student Affairs

Administrative Unit Review Report, 2005-06

June 5, 2006

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

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

Table of Contents

Table of Contents	2
Background	3
Administrative Unit Review Committees' Membership	5
Administrative Unit Review Executive Summaries	7
• Career Center	7
• HMSU, Hulman Center and Tilson Auditorium	8
• Intercollegiate Athletics.....	8
• Residential Life	9
• Student Activities, RecSports and AACC.....	9
• Student Counseling Center.....	10
• Student Health Center	11
• Student Publications.....	11
• University Police and Parking/Traffic Services	11
Units' Full Reports.....	13
Appendix A – Career Center Full Report	14
Appendix B – HMSU, Hulman Center and Tilson Auditorium.....	25
Appendix C – Intercollegiate Athletics Full Report.....	27
Appendix D – Residential Life Full Report.....	31
Appendix E – SAO, Recreational Sports, AACC Full Report.....	49
Appendix F – Student Counseling Center Full Report	68
Appendix G – Student Health Services Full Report.....	69
Appendix H – Student Publications Full Report	103
Appendix I – University Police and Traffic and Parking Full Report	109
Supplemental Information	116
Supplement A - Intercollegiate Athletics Supportive Information	117
Supplement B - Residential Life Supportive Information.....	118
Supplement C - Recreational Sports Supportive Information.....	119
Supplement D - Student Health Center Supportive Information.....	120
Supplement E - Student Publications Supportive Information.....	121

Background

In the 2005-06 academic year, units within the Division of Student Affairs at Indiana State University began a two-phase self-assessment and review process. By the end of the first academic semester, units had completed a comprehensive review and were able to determine how their unit operations' contrasted to established standards (i.e., CAS) and further, whether their operations complimented or might require attention in order to meet the published standards chosen.

The second phase of the self-assessment was the assembling of review committees, comprised of representatives from the broader university and local communities. Review committee team members were invited to participate based on their expertise and/or association with a particular unit. The role of the review committees was to determine the relative efficiency and effectiveness of their assigned unit and to make recommendations to the Vice-President for Student Affairs based on their findings. Units were directed to compile data relating to staffing and program budgets from the work of phase one, as well as other similar institutions and other established standards. With that data, the unit review teams could compare "output" (i.e., programs, number of students served) with appropriate financial data to demonstrate productivity and efficiency.

As the University endeavors to define empirical data that demonstrates how individual work units "think" or "know" that they are meeting their mission, they should endeavor to answer the questions, "how does our unit know it is accomplishing its mission," and "how can our unit demonstrate that it is using its resources wisely?" Further, units were asked to discuss how their mission and objectives align with and compliment the University's overall mission and strategic objectives.

This report consists of the units' findings of the Administrative Unit Review Committees and is submitted to the Vice-President for Student Affairs. Individual units tasked with submitting final reports:

- Career Center
- Hulman Memorial Student Union, Hulman Center, and Tilson Auditorium
- Intercollegiate Athletics
- Residential Life
- Student Activities and Organizations, Recreational Sports, and the African-American Cultural Center

- Student Counseling Center
- Student Health Center
- Student Publications
- University Police, Parking and Traffic

The Division's Administrative Unit Review Process (AUR) was part of the current University-wide effort to address effectiveness and efficiency. The AUR sought to;

- Examine the unit's stated mission relative to its alignment with overall University priorities and objectives,
- Evaluate the unit's effectiveness in accomplishing its stated mission, including identification of obstacles as well as opportunities for improvement,
- Determine the relative efficiency with which the unit applies resources to its mission accomplishment and identifying potential means for enhancing resource availability, and
- Identify what resources might be available for reinvestment.

A participative model was incorporated into the review process, with administrative managers working closely with committee members representing broad-based interests. Managers were tasked with providing the committee members the unit's mission and goals and narrative regarding how the unit supports the University's mission and vision statements. In addition, managers provided the committee criteria against which success of the unit's mission could be contrasted as well as a description of available resources to meet their mission.

The committee then provided guidance in the preparation of a written report of findings as well as recommendations as to whether the current level of investment made to the unit is appropriate or if modifications in the unit's mission or responsibilities should be made. The final reports were submitted to the Vice-President for Student Affairs, which in turn, will be forwarded to the University President.

While not limited to the issues below, committee members were asked to consider the following in the course of their investigation:

Efficiency

- Is the unit's application of resources consistent with priorities,
- Are resources used wisely and are expenditures justified,
- Are the unit's resources sufficient to accomplish its mission,
- Has the unit overlooked available resources,
- Should the unit's resources be increased, reduced, or redirected,

- Is the unit duplicating the efforts of other units, and,
- Are there ways for increasing efficiency through cooperative endeavors with other units?

Effectiveness

- Is the unit's mission appropriate,
- Is the unit accomplishing its mission and objectives,
- Is the unit's work aligned with the University's overall mission and values,
- What evidence does the unit offer that it is accomplishing its mission, and,
- What opportunities exist for enhancing unit effectiveness?

Overall

- Did the unit prepare well for the unit review,
- Does unit management appear competent and capable relative to mission accomplishment,
- Does unit staff appear committed to professional development,
- Are there specific areas of professional development in which unit staffs should be engaged in the very near future,
- Is the unit's mission and purpose relevant in the current campus environment,
- Should the unit be strengthened, eliminated, or combined with other unit(s), and,
- What other recommendations does the committee have?

As a result of the findings of the assessment work completed over the 2005-06 academic year, functional units of the Division are now able to develop meaningful and intentional strategic planning.

Administrative Unit Review Committees' Membership

Career Center

Mr. Kent Waggoner, Convener

Ms. Bev Bitzegaio, Tech Prep and School-to-Careers Program

Mr. Ron Hinsenkamp, Terre Haute Chamber of Commerce

Mr. Matthew Markle, Staples Distribution Center

Dr. Bruce McLaren, College of Business

Mr. Paul Stanley, Smith Barney Citigroup

Mr. Ron Dunbar, Languages, Literature and Linguistics Department

Counseling Center

Dr. Michelle Boyer
Dr. Pat Cerra
Dr. Robe Fazekas
Dr. Michael Murphy
Mr. David Wright

Hulman Memorial Student Union, Hulman Center and Tilson Auditorium

Dr. Charlie Potts, Convener
Ms. Diann McKee, Business Affairs
Dr. Todd Sullivan, Music Department
Mr. Greg Goode, External Affairs
Mr. Andrew Conner, Center for Public Service and Community
Engagement
Ms. Cathy Grothe, Athletics
Mr. Kevin Runion, Facilities Management

Intercollegiate Athletics

Mr. Ron Prettyman, Convener
Dr. Joe Sanders, Analytical Department
Mr. Reed Kidder, Residential Life
Dr. Blanche Evans, Physical Education Department
Dr. Kathy Baker, Student Academic Services Center
Mr. Paul Plummer, Athletic Training Services

Residential Life

Ms. Mary Ellen Linn, Convener
Mr. Gregg Floyd, Business Affairs
Ms. Jeanie Klippel, Community & Professional Programs
Ms. Deb Barnhart, Baccalaureate Degree Nursing Programs
Dr. Karen Schmid, Academic Affairs
Dr. Denise Collins, Educational Leadership, Administration and
Foundations
Mr. Bryan Duncan, Facilities Management
Dr. Keith Byerman, University Honors Program

Student Activities, Recreational Sports and African American Cultural Center

Mr. Al Perone, Convener
Dr. Dan McLean, Recreation and Sport Management
Dr. Bob Guell, First-Year Experience Programs
Dr. Will Barratt, Educational Leadership, Administration and Foundations
Ms. LaNeece Williams, Office of Diversity and Affirmative Action

Student Publications

Dr. Charlie Potts, Assistant Vice-President for Student Affairs
Ms. Katie Atkins, Student
Sister Alma Mary Anderson, Graphic Design
Ms. Kelly Aschliman, Student
Dr. Michael Buchholz, Journalism
Mr. George Carey, Publisher, *The Clintonian*, Clinton, IN
Ms. Jessica Dyer, Editor-in-Chief, *iQ Magazine*
Mr. Mark Edwards, ISU Director of Marketing
Ms. Brandy Emily, Editor-in-Chief, *Indiana Statesman*
Mr. Merv Hendricks, Student Publications
Mr. Max Jones, *Terre Haute Tribune-Star*
Ms. Ashley McCallister, Advertising Manager, *Indiana Statesman*, *iQ Magazine*
Mr. A. J. Patton, President, Student Government Association
Ms. Marcy Shonk, Student Publications

University Police and Parking and Traffic Services

Mr. Bill Mercier, Convener
Ms. Sherry O'Neal, Office of Risk Management
Dr. Robert Huckabee, Criminology Department
Mr. Bill Bergerm, Terre Haute Police Department
Dr. Charlie Potts, Hulman Center
Ms. Mary Ellen Linn, Residential Life

Administrative Unit Review Executive Summaries

This report section presents executive summaries of findings for each functional unit. While each summary attempts to present major salient findings, they do not represent an exhaustive review of those findings. Full reports of each unit and their findings following this executive summary section.

Career Center

The Career Center's Unit Review Committee has concluded that attention is required in the two areas of development of a new mission statement, along with specific goals and objectives, and that the

organizational structure of the unit be examined and if necessary, modified to support existing operations more efficiently.

A tentative plan of corrective action has already been developed by the Career Center to address a number of issues revealed through the AUR process. Those action items include; development of a more succinct mission statement along with measurable goals and objectives, re-engineering of the unit's organizational structure, establishment of student-faculty-employer advisory panels, crafting an integrated marketing plan, and the development of an overall assessment plan designed to measure progress toward meeting stated goals and objectives.

Hulman Memorial Student Union, Hulman Center and Tilson Auditorium

Findings of the HMSU, Hulman Center and Tilson Auditorium unit operations have identified a number of priorities for each of the centers. Those priorities include facilities updates, improvement of esthetics, improved programming to bolster student and involvement and to improve physical access to the facilities.

The report highlights the need for the three facilities to support the institution as a whole as they can compliment the overall student and community experience, as well as contribute to meeting the institution's goal of increasing enrollment and retention of students.

Given that current budget constraints have led to deficit operations at Hulman Center and Tilson Auditorium over the past several years, it is the intention of the facilities' manager to engage operations with the express goal of overcoming deficit operations.

Intercollegiate Athletics

The review committee has concluded that the Department of Intercollegiate Athletics is highly effective with regard to complimenting the University's mission through its many policies, procedures and strategic planning, and is complying with the intended spirit of applicable NCAA guidelines. While the unit's current level of funding presents a number of challenges, the unit operates at a level that can

be considered beyond its practical funding level and to that regard, is highly efficient.

In addition to funding challenges, a recurring theme within the findings is the recommendation that the current reporting line through the Vice-President for Student Affairs be reviewed for propriety as the current organizational structure is unique within the NCAA, where the Director of Intercollegiate Athletics typically reports directly to the University President.

Residential Life

The Residential Life Unit Review Committee has concluded that the Unit is operating efficiently and because it offers a singularly unique service to the Institution, there is little if any duplication of its work by other units. Areas that might benefit from further analysis include goal-setting, staff development in the areas of legal and ethical issues, counseling skills, and diversity.

Also noted is the integral role and significant impact residential life has in enrollment and retention and that the unit might benefit from greater emphasis on outreach and marketing.

Student Activities, Recreational Sports and African-American Cultural Center

Student Activities and Organizations

The number of Student Activities and Organizations' (SAO) staff has been greatly reduced in recent years. Some reorganization has resulted in the reassignment of some functions being reassigned to other Student Affairs offices. At present, the SAO's functional philosophy is to provide support to student activities and organizations rather than being the "catalyst" for the actual creation and management of recognized organizations. The unit lacks a comprehensive assessment program and it is the recommendation of the committee that such a plan be constructed and followed.

Recently, there has been a move to form unity within the many Greek-letter organizations which has resulted in greater cooperation between

the groups without violating the often-times unique aspects of their membership in a larger, national organization.

Recreational Sports

It is the conclusion of the Review Committee that the present staffing levels are insufficient to clearly meet the mission, goals, and activities of the Unit. The anticipated construction of a new recreational facility, projected to be completed in the 2007-08 academic year, will most likely improve revenues, which should appropriately address the understaffed status of the Unit.

Additionally, whether a new facility is constructed or not, the need for improved staff training has been identified by the review committee, as well as a recommendation to create and follow a comprehensive assessment plan to check operations for effectiveness and efficiency.

African American Cultural Center

The Review Committee has recommended that the current operations of the AACC be reviewed to determine whether its mission might better serve a wider body of students beyond the specific group it now serves. Expanding operations by adopting a multicultural model might result in serving a broader cross-section of students and the variety of cultures they represent.

The committee has expressed some concern as to the efficiency of the Center, given its relatively large physical size when measured against the student population it currently serves. The committee has recommended that the mission and goals of the AACC be reviewed and made less ambiguous, and in doing so, create an organizational function that can more easily be assessed as to the contributions it makes to student growth, development and learning.

Student Counseling Center

The Counseling Center review committee was formed only recently. A full report of their findings will be provided as an addendum to this report as soon as it becomes available.

Student Health Center

The work of the Student Health Center Administrative Unit Review was conducted in conjunction with a recent visit from a College Health Association Consultation team. While the consultant's report was exhaustive and a number of recommendations made, major findings included the need to explore the possibility of a dedicated student fee to fund the unit's operations, exploration of expanding services in some areas while outsourcing services in others, and the need to focus on improving outreach and collaborative activities with the campus community.

The full consultant's report, along with myriad findings and recommendations, can be found in appendix G to this report.

Student Publications

The Administrative Review Committee for Student Publications found that the three areas of publications, including *The Indiana Statesman* newsroom, the *Indiana Statesman-iQ Magazine* Advertising Department and the *iQ Magazine* Editorial Department, are each exemplary of the experiential learning model, which is consistent with the University's mission statement.

The committee also concluded that attention should be given to the areas of student staff training, recruitment of students from a broader base of related academic areas, and to better plan for staff turnover due to student departure inherent in a higher education culture. Additionally, there is an identified need for increased attention to a number of factors that might impact Student Publications in the future, including lowered enrollment, increased competition for "reader time," uncertainty about the Journalism major at Indiana State University and the potential for administrative content control as a result of a recent federal court ruling.

University Police and Parking/Traffic Services

The University Police and Parking/Traffic Service's Unit Review Committee has concluded that the Unit's mission is relevant to the current campus environment. The Unit appears to be effective in preventing crime and increasing awareness of constituents across campus. Because of its unique nature, the role the unit plays in contributing to the University is

best served through a dedicated department as it now exists. A recent review of internal operations revealed operations deficiencies when contrasted against standards as established by CALEA and the unit's strategic plan now calls for a reduction in identified deficiencies by 10% each year.

It is recommended that Traffic and Parking Services remain a semi-autonomous department working within the University Police department. The recommendation is further supported by CALEA standards. The recommendation further concludes that the Parking and Traffic Service, while remaining under the "umbrella" of the University Police Unit, should become a self-supporting auxiliary unit, and in doing so, would improve the overall condition of campus parking.

Units' Full Reports

Units and Review Committees were tasked to engage their work without the benefit of a prescribed template. As such, the format chosen by each Unit varies. The full reports are presented in the section below, in their entirety, and without editing. Some units submitted additional information that is presented in the supplemental section following the Units' Full Reports section of this report.

Appendix A – Career Center Full Report

INDIANA STATE UNIVERSITY CAREER CENTER ASSESSMENT ADMINISTRATIVE UNIT REVIEW COMMITTEE REPORT

April 25, 2006

Background:

At the direction of the Vice President for Student Affairs, once the unit assessment was complete and the report was published, the Career Center Director nominated six individuals to serve as an Administrative Unit Review (AUR) Committee. The nominees were selected to represent both on- and off-campus constituencies, and the Director served as the convener of the committee. The actual committee members appointed by the Vice President for Student Affairs were as follows:

- a. Ms. Bev Bitzeogaio – Outreach Coordinator for the College of Technology
- b. Mr. Ron Hinsenkamp – Director of Public Policy, TH Chamber of Commerce
- c. Mr. Matt Markle – HR Supervisor at Staples Distribution
- d. Dr. Bruce McLaren – Assoc Dean, College of Business
- e. Mr. Paul Stanley – Senior VP with Smith Barney, Inc in Terre Haute
- f. Dr. Ron Dunbar – Chairperson, Dept of Languages, Literatures, & Linguistics

This committee was charged with (1) validating the finding in the written assessment report, (2) determining the effectiveness of the Career Center in meeting the needs of its various constituencies, (3) determining the efficiency of the Career Center in applying available resources [fiscal, staffing, facilities, and time], and (4) developing recommendations for improvement.

Process:

Each member of the AUR Committee was assigned a mix of CAS Assessment Dimensions to review (Appendix A). This assignment process ensured the entire assessment report would be thoroughly reviewed and discussed. Additionally, the AUR Committee met three times with the Director and the Career Center Assessment Team. The first meeting was organizational, focusing on getting to know the team members and

delivering the “charge”, as previously defined by the Vice President for Student Affairs. A mid-term review meeting permitted committee members to report on their progress at that point and to ask questions and share observations as appropriate. During the final review meeting, individual committee members delivered and discussed their final report inputs. Lastly, this report is essentially a compilation of the individual reports of the committee members. As such, the members “finding” may or may not perfectly reflect the opinion of the Director or the other staff members of the original assessment team. Rather, the focus of this report is to capture the essence of the review and begin to build a structure for process and program improvement.

Results:

Dimension #1, Mission

The review of this dimension fully supported the findings of the initial assessment. The Career Center’s mission statement is “weak and unspecific” and it does not adequately address the CAS-identified, student-focused issues of learning, development, and educational experiences. In fact, the lack of an effective mission statement is perhaps the single most significant objective shortfall throughout the entire assessment process. To quote Dr. Dunbar, “In its present form, the statement certainly provides little help to the unit in prioritizing its efforts or in setting its strategic goals.” He further summarized as follows, “In any case, the unit needs to adopt a workable mission statement as soon as possible, one which sets a succinct vision for the Center and allows for clear and definable goals to guide it in the future.”

Dimension #2, Program

The Program dimension is by far the largest and most daunting portion of the self-assessment. Accordingly, review of this dimension was also challenging. Therefore, a two-person team (Dr. Bruce McLaren & Mr. Ron Hinsenkamp) was formed to review this dimension. This team took an aggregate view, rather than commenting on each detailed component. As in Dimension #1, the review generally supported the findings of the self-assessment. As identified in the self-assessment, the AUR Committee members were particularly troubled by a lack of “specific student learning and development outcomes.” Additionally, they were concerned about a lack of assessment of student satisfaction and student program effectiveness. Consequently, it was difficult to identify valid evidence of the program’s impact on the achievement of student learning and development. Similarly, the effectiveness of

programming directed at faculty constituents was difficult to determine from the information provided in the assessment report. Further, the level of employer involvement in Career Center programming was an expressed concern. They found little or no evidence of employer satisfaction measurement. Additionally, the reviewers shared anecdotal evidence of significantly greater employer involvement in career services activities at competing higher education institutions in Indiana, a most troubling observation. Finally, Bruce and Ron suggested the “entire set of stakeholders needs to be consulted” in developing programming activities and measurable assessment outcomes.

Dimension #3, Leadership

As an integral part of his review, Dr. Dunbar included interviews with seven Career Center staff members. He found the “external review concurs with the internal self-study document.” Additionally, Dr. Dunbar's observations are generally grouped into two areas. First, he found the administrative/organizational structure to be flawed, leading to a number of unnecessary difficulties. Quoting from Dr. Dunbar's report:

“While the internal review makes reference to leaders (plural) the organizational structure is such that the Assistant Directors all report directly to the Director. This seems to be inefficient in that it doesn't allow the Director to delegate as well as he might. It also makes it difficult to provide an assessment of the leadership of the Associate Directors from those below them, and it likely limits the productivity of the Associate Directors themselves”.

Secondly, Dr. Dunbar further pointed out that the Director and other leaders have recognized the roles and duties of the Associate Directors, and to some degree those of the Assistant Directors, need to be further defined and delineated allowing for greater efficiency and improved communication. Lastly, as was detailed in the self-assessment, the first and most necessary step is to establish a solid mission statement and accompanying vision and goals. As Dr. Dunbar mentioned, “Above all, this will allow for a necessary restructuring of the office and the definition of roles and functions for each position.”

Dimension #4, Organization & Management

Mr. Matt Markle of Staples Distribution reviewed this dimension. He generally found the self-assessment to be valid with ratings that were appropriate. Some of his more pertinent observations include:

“Structured purposefully and managed effectively; invalid mission statement leads to no specific goals, no plan for structure or management.”

“Need clear objectives to be used daily and focused on valid mission.”

“Lack of SOP’s or training materials, but temporary or incremental materials can be installed until the finished product... a pilot or temporary incentive program can be planned and rolled-out and modified with change.”

“Career Center must show a return on net assets to university in order to generate “fulltime” or “real” support from teaching faculty and university leadership that leads to support of student learning and career path.”

“Organizational chart is too flat. Too many direct reports to the director lead to leadership being spread too thin.”

Dimension #5, Human Resources

Most of the individual criterion measures in this dimension were rated correctly in the self assessment. However, there were a few areas where the initial ratings were not validated by the reviewer. For example, the first criterion in the CAS assessment instrument in this dimension states the following: “The program is staffed adequately with personnel qualified to accomplish its mission.” Mr. Markle felt this area was rated too high. He commented:

“Although individuals are highly educated and devoted to whatever they’ve been tasked, the mission is invalid or underdeveloped so there is no way to know for sure if you have correct staff/talent in place.”

Other general comments in this dimension include:

“Job descriptions may be irrelevant due to lack of valid mission.”

“Must find a method to measure, track, and create incentives for production.”

“Pay rate is at least 25% lower than local private sector similar positions and reportedly lower than other departments at University.”

“[employee] evaluations are regular and process is in place but evaluations reportedly not tied to pay increase or other incentives.”

Dimension #6, Financial Resources

The reviewer found, “Underdeveloped mission creates difficulty in determining effectiveness of funding. Greater funding may be supported if return on net assets is measured and reported to leadership and teaching staff is drawn into a plan that supports both the learning path and career path of university students.” Specifically, in the area of funding priorities, Mr. Markle found the rating in the self-assessment to be too high. He commented, “Although support for students is very evident, a lack of organizational goals and objectives creates obstacles to financial decision making.”

Dimension #7, Facilities, Technology, and Equipment

Ms. Bitzegaio's review of this dimension is in complete agreement with the responses provided by the Career Center Assessment Team. She confirmed the need for updated technology to record practice interviews and the importance of resolving ADA compliance issues previously and formally identified to ISU Facilities Management. Ms. Bitzegaio further felt there was a CRITICAL need to enhance “.... signage on the outside and inside lobby of the building.” She also recommended the Career Center use “Strategic signage around campus to promote career services to all stakeholders.”

Dimension #8, Legal Responsibilities

In Mr. Stanley's review of this dimension, he frequently took issue with the structure and nature of the CAS assessment template and, therefore, thought the ratings in the self-assessment were too low. Specifically, he felt there were a number of criterion measures detailing responsibilities of the career services area which should, in fact, be the responsibility of either the University Human Resources office, or possibly the University Attorney. For example, in the CAS document one area of assessment reads, “Staff members use informed practice to limit the liability exposure of the institution and its personnel.” Another states, “Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.” In both cases, Paul thought these were not valid requirements of the Career Center. Rather,

he indicated they should be covered with in-service training provided by the University Attorney.

Dimension #9, Equity and Access

Mr. Stanley, in his review of this dimension, took issue with some of the wording in the self-assessment report. He indicated during one of our review meetings the necessity to be more specific in our responses. For example, one criterion measure states, "All programs and services are provided on a fair and equitable basis." The response verbiage for this criterion measure included, in part, the statement, "There have been no complaints of unfair or inequitable practices." Mr. Stanley would have preferred to see the response statement read, "There have been no complaints **to our knowledge** of unfair or inequitable practices." This is a more accurate response.

A similar situation exists in the criterion measure, "Program policies and practices do not discriminate against any potential users." The response in the assessment report states, "There is no evidence or history of discriminatory practices. Additionally, there have been no complaints." A more appropriate response, as recommended by Mr. Stanley would read, "There is no evidence or history of discriminatory practices. Additionally, there have been no **official** complaints." This amended response more clearly identifies the separate nature of official and unofficial complaints and more accurately responds to the intended spirit of this criterion measure.

Lastly, one of the criterion measures in this dimension focuses on the requirement to, "... remedy imbalances in student participation and staffing." The assessment report response to this item included the sentence, "Most importantly, we have recently been very intentional in reaching out to first-year students, a historically greatly underserved population." Mr. Stanley felt the spirit and substance of our approach to this dimension indicated an emphasis on Freshmen and Seniors perhaps at the expense of programming for Sophomores. He thought our response should include a commitment to staying engaged with students after the first year, all through the students' entire college career.

Dimension #10, Campus and External Relations

Bev Bitzegaio reviewed this dimension. Generally, Ms. Bitzegaio agreed the Career Center was, "... involved in a variety of activities designed to enhance campus and external relations." She further states, "However

there does not seem to be strategic goals for developing relationships with specific stakeholders.” As with the discussions of many of the previous dimensions, Ms. Bitzegaio indicated, “Identifying a strong mission with related goals will assist in developing a plan to address those goals related to strategic relationships. Her summary of specific recommendations for improvement in this dimension are:

- Establish an advisory board of stakeholders to assist Career Center staff in identifying and addressing specific goals
- Develop a marketing plan including, among other things, strategic goals for campus and external relationships and campus signage
- Identify quantifiable desired results of strategic relationship development efforts
- Work toward unit integration of career services to promote career/professional development for holistic student growth

Dimension #11, Diversity

Quoting from Ms. Bitzegaio's response in her review of this dimension:

“The Career Center needs to establish specific learning goals and student outcomes for career services. Without having those goals established at this time, the (Career Center) assessment team has addressed the diversity section appropriately. Diversity issues will need to be incorporated into the learning goals and student outcomes as they are developed. At that time, the Career Center can determine if specific diversity programming is required to meet the goals.”

She further indicated the requirement for a stronger, more intentional effort to research, find, and help develop appropriate internship opportunities for international students.

Dimension #12, Ethics

The first criterion measure in this area reads as follows, “All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.” The self-assessment response to this criterion measure states, “All staff members have read and signed the approved NACE Principles for Professional Conduct indicating they read and understand. Additionally, there have been no violations.” When Mr. Paul Stanley reviewed this dimension he reported our response should be amended to say, “All staff

members have read and signed the approved NACE Principles for Professional Conduct indicating they read and understand. Additionally, there have been no **reported or known** violations.” The addition of this phrase results in a more accurate report since it is impossible to know for sure there have been no violations.

In a subsequent criterion measure the report contained inconsistencies between the definitions of appropriate employer behaviors. At some times these behaviors were identified as something employers were “supposed to do”; others were identified as “requirements”. Mr. Stanley felt this inconsistent wording weakened the report and did not clearly show the Career Center’s commitment to supporting ethical behavior among our employer partners. More consistent language would have resulted in a more reliable report.

One of the Ethics Dimension Overview Questions asked, “How are ethical dilemmas and conflicts of interest managed?” The Career Center assessment team response to this overview question is:

“There have been no ethical dilemmas or conflicts of interest identified in the recent past. However, if they were to occur, they would be handled at the level of the supervisor – with third party mediation, if necessary. As with many policy issues, these too will be included in our policy and procedures manual, when completed.”

Mr. Stanley was concerned that mediation alone might not be a sufficiently aggressive intervention to resolve a significant ethical issue or particularly troubling conflict of interest. Consequently, he recommended we amend our response to include arbitration as follows:

“There have been no ethical dilemmas or conflicts of interest identified in the recent past. However, if they were to occur, they would be handled at the level of the supervisor – with third party mediation **or arbitration**, if necessary. As with many policy issues, these too will be included in our policy and procedures manual, when completed.”

The Career Center did previously encounter a situation with one employer which merits discussion. There was some evidence that this particular employer might be deceiving students as to the nature of the positions for which they were being recruited. Upon learning of this possibility, the Career Center felt ethically obligated to fully disclose to students the intent of our career events and the approach used to invite

employers to participate. The following disclaimer statement was developed to meet that ethical requirement:

“The Indiana State University Career Center does not specifically support or recommend any particular business or organization as a potential employer of our students or graduates. We do make every attempt to invite to our career events legitimate, successful employers who are genuinely interested in recruiting ISU students and graduates. However, students and graduates are strongly encouraged to personally and thoroughly research any employers with which they wish to pursue career possibilities, including any and all particular positions being advertised or offered.”

Dimension #13, Assessment and Evaluation

Dr. Dunbar’s review of this dimension includes the following:

“As the Center has indicated in its own self-assessment document, an assessment plan clearly needs to be put in place, although the CAS self-assessment instrument will provide only partial guidance in this, since at times that instrument seemed ill fit to the nature of our own Career Center. It is obvious in any event that the mission and goals need to be firmly established.”

Dr. Dunbar further identified the Career Center as being, “... open, candid and objective in the evaluation of its own strengths and weaknesses, which bodes well for future assessment.”

As a final recommendation, Dr. Dunbar shared the following:

“*Note:* In order to adequately assess the performance of the Director and the Associate Directors, a clear outline of duties and responsibilities for each would be helpful and would likely lead to enhanced productivity and personal satisfaction.”

Final Thoughts & Summary:

The Administrative Unit Review process has been enlightening and practical. First, the review committee found very few areas of disagreement between the results and findings of the original assessment and their individual reviews. Also, every member of the committee was quite complimentary of the Career Center and its value to ISU students and potential employers. That’s not to say there are no areas for improvement, but the comments were generally very positive. Secondly,

the value of an objective committee cannot be over-emphasized, particularly one comprised of on- and off-campus members. Thirdly, the committee took its task seriously, in spite of the individual members being very busy professionals. Each of the individual dimension reviews was logical, insightful, and focused on genuine improvement. Additionally, the individual recommendations for improvement will serve as an excellent catalyst for two critical areas of concern requiring immediate attention: (1) development of a mission statement, goals, and objectives (2) essential organizational structure modifications within the Career Center.

Lastly, the initial self-assessment, coupled with the Administrative Unit Review, has: (1) helped clarify specific areas of concern; (2) identified the need for a more strategic approach to providing career services; and (3) served as a template for identifying courses of action. The amount of work to be done is daunting, but the direction is clear. The following is a **tentative** priority of strategic actions to be finalized with my supervisor:

Short-term (summer 2006):

1. Develop and publish a clear and succinct mission statement
2. Develop and publish a set of specific, measurable, and strategic goals to support the mission
3. Develop and publish individual objectives to support each of the identified goals
4. Re-engineer the Career Center organizational structure, position descriptions, and program offerings to support the above initiatives within a limited budget environment
5. Establish a faculty/student advisory council

Mid-term (2006-2007 academic year):

1. Develop and publish a Career Center integrated marketing plan
2. Develop and implement a system of reports and measurements to track progress toward objective and goal accomplishment and to serve as a basis for future assessment
3. Re-accomplish the CAS Self-Assessment, focusing on those dimensions where performance fell short of the standard
4. Establish an employer advisory council

“Out” Years (2007-2008 academic year and later):

1. Using the CAS Self-Assessment Guide as a starting point, develop and implement a system of integrated on-going assessment to continually evaluate program effectiveness and efficiency

Respectfully submitted,

KENT R. WAGGONER
Director, ISU Career Center

Appendix B – HMSU, Hulman Center and Tilson Auditorium

TO: Tom Ramey
Vice President for Student Affairs

FROM: Charlie Potts
Student Auxiliary Services

RE: Unit reviews Hulman Center, Tirey Hall, and HMSU

DATE: May 13, 2006

The purpose of this document is to summarize the unit review process and succinctly describe the review committee's recommendations for each area.

Committee membership:

Andrew Conner, Downtown Terre Haute, Inc.
Greg Goode, Legislative Affairs
Cathy Grothe, Intercollegiate Athletics
Diann McKee, Business Affairs
Kevin Runion, Facilities Management
Todd Sullivan, Music Department

Methodology and participation:

We held four 60-90 minute meetings over a two month period. The first meeting was an overview of the task and the process. Then we conducted a SWOT analysis of each facility during each of the following meetings. The comments were recorded on the white board and then transcribed for preparation of this document. Some members made all of the meetings, some missed one or two, and then one was unable to effectively participate at all. Most absences were made up with written submittals on the topic. It is fair to say, however, that not all members engaged in the analysis for all of the areas. Nonetheless, there was active participation and substantive review that is usable for future planning.

Priorities for Hulman Center:

Fix the budget (clarify budget format and ensure HC operates in the black)
Update the facility (enliven and "de-sterilize" the place from outside/in)
Improve programming appealing to students (develop marketing plan)
Enhance fan experience (create sensory "upbeats" w/music, banners, food)

Re-connect with the campus and community (create relationships)

Priorities for Tirey Hall:

Articulate a mission statement separate and distinct from Hulman Center
Correct serious safety deficiencies in Tilson auditorium backstage area
Continue support academic and administrative activities
Improve programming appealing to students (see Hulman Center)
Improve access to facilities to campus and community

Priorities for HMSU:

Maintain and advance strong operating, service, maintenance systems
Prepare for larger scale maintenance projects given building's age (15 yrs)
Maintain building aesthetics and campus art
Redesign north entry and parking lots to support new student rec center
Prepare for "Dede IV" and integration of Sandison into HMSU/Commons

Conclusions:

The priorities stated above "boil down" the SWOT analyses to their essence. They represent usable targets for the near term in each area. Many of these priorities are already being worked on. Some, in fact, such as the Hulman Center budget format, are already completed.

It should be noted that the number one threat considered in all discussions was enrollment. In that regard, it was easy to say that everything we had in mind for any of these areas would ultimately in some way have to positively impact enrollment and the quality of the student experience on campus. Otherwise, we would have problems that hardly any of these realized priorities would solve.

I would like to thank the members of the committee for their participation and support.

Appendix C – Intercollegiate Athletics Full Report

Indiana State University
Athletics Department Unit Review
May 15, 2006

Introduction:

During the month of April 2006, a committee consisting of community, faculty and staff worked with the Department of Intercollegiate Athletics to review the department's efficiency and effectiveness according to guidelines agreed to by the Director of Intercollegiate Athletics and the Vice President for Student Affairs.

The basis for the review was the NCAA Self Study, a sixteen-topic evaluation form provided by the NCAA to its membership that outlines a program review based on over 50 points. The Unit Review consisted of a systematic examination of that document by the Director of Intercollegiate Athletics, and responses by the committee as topics were discussed.

Findings:

Mission Statement:

The mission statement of intercollegiate athletics is very thorough, and meets all of the requirements of the university and the NCAA.

Institutional Control, Presidential Authority, and Shared Responsibility:

Because the chief executive officer of the university is assigned ultimate control for the operation and personnel of the each school's athletics program, the committee found that while ISU meets the requirements of the NCAA, the CEO at Indiana State University does not interact directly with the athletics director as much as might be expected at similar institutions. The committee recommended that the reporting line for the Director of Intercollegiate Athletics be reviewed annually.

Rules Compliance:

The committee found that the athletics department meets the provisions of this requirement with respect to mission, oversight, and external review.

Academic Standards:

The university meets or exceeds the academic standards set forth by the MVC and the NCAA and Indiana State University. ISU student athletes

graduate at a rate higher than other ISU students, and the evaluation of academic performance is processed outside the athletics department.

Academic Support:

ISU excels in the area of academic support for its student athletes through the services provided by the university's Academic Support Services Center. Many of our athletic teams are at the academic top in the nation for their respective sports.

Financial Practices:

The Department of Intercollegiate Athletics was found by the committee to be well-managed considering that it is seriously under staffed and under funded compared to other schools in the Missouri Valley Conference. The department appears to be operating a mid-major Division I athletic program on a budget more suited to lesser conference or divisional affiliation. The department's financial practices appear to exceed the expectations of the MVC, NCAA and external auditors. A major issue revealed in the process was the recent change to stop automatically supporting the fifth year education of student athletes who do not, or cannot, graduate in four years. The committee observed that this pits success on the field against fair treatment for student athletes, by putting coaches in the position of abandoning an athlete who has played out his/her eligibility vs funding a new athlete's scholarship.

Fiscal Management and Stability:

Budgets are monitored consistently to assure program stability.

Established Fiscal Policies and Procedures:

Considerable education of student athletes, coaches and others is provided to ensure that NCAA rules for recruiting and athlete benefits are not violated.

Gender Issues:

The institution has implemented its gender equity plan from the last study. However, the Office of Civil Rights, in a random process, has vigorously pursued a higher standard of performance over the past several years. ISU continues to try to meet the spirit and the letter of the Title IX requirements. The committee recognizes these efforts and applauds the results to date.

Minority Issues:

The Athletics Department has developed several creative programs under the supervision of the Senior Woman Administrator to implement its minority opportunities plan.

Student – Athlete Welfare:

Indiana State University has one of the finest academic advisement programs in the nation. ISU is in the top 10% and has won the conference's top academic award three out of the four times it has been given. Exceptional steps are taken to evaluate the effectiveness of the programs. Indiana State's Athletic Training program and its relationship with intercollegiate athletics has no peer in the nation.

Sportsmanship and Ethical Conduct:

The Athletics Department complies with expectations of the Department, University, Conference, and NCAA with regard to the behavior, conduct and representation by athletes, coaches and departmental administration. Statistics have shown incidents of unsportsmanlike activities have decreased over the years. Some of these statistics are kept at the conference office.

Three Class Average

The Indiana State University athletics graduation rate is higher than that of the general student population.

Travel:

Considerable attention is devoted to the sixteen pages of travel policies and procedures in the staff handbook.

Exit Interviews:

ISU not only conducts the exit interviews expected by the NCAA, but involves the University Athletics Committee in assisting with these sessions. These interviews are reviewed for signs of unfavorable patterns.

Conclusion:

The Indiana State University Department of Intercollegiate Athletics is run in a very effective manner. It clearly has considerable documentation, as referenced in the addendum to the report, of its policies, procedures and strategic planning.

The efficiency of the Athletics Department is notable given that the evidence clearly supports the committee's finding that athletics program at ISU is asked to perform at, and evaluated at, a level beyond that for which they are funded. This is the single biggest impediment to the

ability of the department to deliver a quality athletics program to the ISU community. In a program such as that at ISU, efficiency cannot be measured by wins on the field. Rather, efficiency must be marked by the department getting the most for the few dollars they have. This has been the case at ISU for some years.

Appendix D – Residential Life Full Report

May 1, 2006

D. Thomas Ramey
Vice President for Student Affairs

Dear Vice President Ramey,

Please accept this document as the final report of the Residential Life Unit Assessment Committee. The committee members are:

Deb Barnhart	Gregg Floyd
Keith Byerman	Jeanie Klippel
Denise Collins	Karen Schmid
Bryan Duncan	

We met with Mary Ellen Linn three times; she presented comprehensive information for the committee to review, responded to our questions, and produced additional evidence when requested. The committee then met once without Ms. Linn to discuss the report and prepare our response.

We have decided to structure our report following the questions provided as central issues for the administrative unit review. Each section—Efficiency, Effectiveness, Overall—will include responses to the questions posed.

Respectfully submitted,

Denise Collins
for the Assessment Committee

cc: Mary Ellen Linn

Residential Life Administrative Unit Review Report of the Assessment Committee

Efficiency:

*Is the unit's application of resources consistent with priorities?
Are resources used wisely? Are expenditures justified?
Are the unit's resources sufficient to accomplish its mission?
Has the unit overlooked resources?
Should the unit's resources be increased? Reduced? Redirected?*

Residential Life provided information on its budget, allocation of resources, and income from room and board fees. Room and board rates are competitive among Indiana institutions; it is important to maintain these competitive rates to support Indiana State University's (ISU's) enrollment and retention goals. Maintaining competitiveness, however, means that resources must be managed carefully and within the established priorities.

The budget information indicates an appropriate allocation to support the unit's mission and goals. As an auxiliary operation, the room and board rates determine what funds are available. Residential Life has demonstrated good stewardship of its funds and reserves. In addition, Mary Ellen Linn, Director of Residential Life, provided evidence in her report and its appendixes of appropriate funding priorities.

External pressures influence the budgeting process and the Residential Life staff is considering current issues and their effects on funding. For example, the broader use of cell phones may lead to a reduction in phone service provided to residence hall rooms. Another external factor is the pressure to install wireless capabilities in residence halls due to ISU's laptop initiative. Ms. Linn has demonstrated a responsiveness to these pressures and flexibility in meeting new demands.

The committee recommends that Residential Life continue to explore alternative funding sources.

*Is the unit duplicating the efforts of other units?
Are there ways for increasing efficiency through cooperative endeavors with other units?*

Residential Life serves a unique purpose on campus. Providing housing facilities and staffing residence halls are singular to Residential Life, therefore in most of its work, there is no duplication of effort. Although the department's annual report includes information on collaboration and program planning, there is still some duplication in the area of

programming. The review committee recommends that Residential Life better integrate programming with classes, academic programming, and other campus programs. For example, materials from Residential Life do not mention working with the Center for Public Service and Community Engagement on volunteer opportunities and initiatives. Experiential learning in Residential Life could be aligned with campus-wide initiatives such as Human Rights Day. One way to better connect rather than duplicate would be for Residential Life staff to serve on key committees that are responsible for general campus programs such as the American Democracy Project.

The number of activities available to students often leads to small numbers participating. The review committee recommends fewer, more targeted, collaborative, and central activities.

Through the information provided to the committee by Mary Ellen Linn, committee members gained insight into the wealth of activities and opportunities provided for students in the residence halls. We believe that the larger university community can benefit from such insight. Therefore, the committee recommends further collaboration with and outreach to Academic Affairs. Residential Life plays a key role in the life of the campus and the first-year college experience. Other members of the campus community need to know more about the services and programs in Residential Life and the importance of Residential Life to the mission of the University.

Effectiveness:

Is the unit's mission appropriate?

Is the unit accomplishing its mission/objectives?

Is the unit's work aligned with the university's overall mission and values?

What evidence does the unit offer that it is accomplishing its mission?

What opportunities exist for enhancing unit effectiveness?

The mission is appropriate for the Residential Life program. The committee found ample evidence that the unit is actively involved in providing and maintaining "aesthetically pleasing, safe, clean, and academically-focused residence halls and University Apartments." In addition, evidence that the unit is accomplishing its mission and objectives is provided through assessment measures, including the CAS Standards and Quality of Life surveys.

The unit has clear goals and has provided evidence to support the progress toward accomplishing those goals. The committee would like more information as to the process used to develop goals and the involvement of the unit staff in this process. In addition, we recommend that goals be delineated as long-term or ongoing goals, such as long range planning and assessment projects, short-term goals, such as guest

housing and theme housing contracts, and completed goals, such as the E-Res review and Burford furniture purchases.

Residential Life is well-aligned with the University's overall mission and values. Residential Life provides quality programming throughout the year that "incorporates academic, life skills, diversity and social competencies for residential students." The unit has demonstrated a commitment to experiential learning/community engagement through the formation of an experiential learning committee: LIVE (Learning through Volunteering Experiences).

The unit has provided compelling evidence to support the accomplishment of its mission. Residential Life engages in an on-going assessment at all levels including staff and residents. One such example is the on-line Quality of Life Surveys for students in residence halls and University Apartments and the NSSE Freshman Special Report. In addition, the report submitted by Ms. Linn provides strong justification that Residential Life is attending to all aspects of its mission, including programming, staffing, business operations, and facilities management.

Opportunities for enhancing unit effectiveness are indicated through the CAS assessment results. In particular, ongoing professional development on legal and ethical issues and diversity should be incorporated into the unit's goals. Although the assessments conducted as part of this unit review were comprehensive and insightful, a multi-year assessment plan is indicated to evaluate the appropriateness of goals and effectiveness of operations. One suggestion that the committee has for the focus of a future assessment is Residential Life staff members' ability to help students with interpersonal and mental health issues. This is an area in need of attention on campuses across the nation; Residential Life may be able to provide some primary prevention measures in conjunction with the Counseling Center.

Overall:

Did the unit prepare well for the unit review?

Does unit management appear competent/capable relative to mission accomplishment?

Do unit staff appear committed to professional development?

Are there specific areas of professional development in which unit staff should be engaged in the very near future?

Mary Ellen Linn prepared extremely well for the review. She presented comprehensive and useful information to the committee and was very responsive to committee requests for further information and revisions. Although we are confident that Ms. Linn involved the entire Residential Life staff in the unit review, the committee would have liked further

details on the specific roles played by each of the central office staff beyond the CAS assessment.

The competence and capability of each of the Residential Life managers is apparent. An audit of the staff members' tenure in their positions, previous experience, and educational backgrounds revealed that each is well-qualified and has a sound basis for accomplishing the unit's goals related to his or her area.

Residential Life demonstrates a strong commitment to professional development at all levels, from administrators to Residence Hall Association (RHA) student representatives. Financial assistance is budgeted to allow participation in professional conferences. The Association of College and University Housing Officers-International (ACUHO-I) and the Great Lakes Association of College and University Residence Halls (GLACURH) are two professional organizations with active participation by ISU. Outstanding RHA programs have been recognized at the local, state and national level. During the fall 2005 GLACURH Conference, members of the ISU RHA delegation were honored for their efforts by receiving the all-conference outstanding program award.

Specific areas for professional development were identified in the CAS assessment, as mentioned in the previous section. In addition, the committee recommends that Residential Life maintain its relationships with staff members at Rose-Hulman Institute of Technology and Saint Mary-of-the-Woods College to collaborate on future professional development opportunities. All three institutions are members of GLACURH. Networking during GLACURH conferences fosters on-going communication between ISU and our two neighboring Wabash Valley institutions.

Is the unit's mission/purpose relevant in the current campus environment?

Should the unit be strengthened? Eliminated? Combined with other units?

The committee strongly believes that the mission and purpose of Residential Life are central to the university's mission and values. Residential Life's mission, "to provide and maintain aesthetically pleasing, safe, clean, reasonably priced, and academically focused residence halls and University Apartments," parallels Indiana State University's mission statement: "The University provides quality, affordable academic programs and educational environments to foster holistic student growth and development."

In the current climate of concern over enrollment and retention of students, Residential Life has a significant role to play in student success.

As is clear in research studies conducted by Astin, Tinto, and Kuh, student engagement is a significant predictor of college student retention and persistence to graduation. Living on campus leads to greater engagement in the college experience, both socially and academically. Results from the National Survey on Student Engagement (NSSE) for ISU indicate that resident students have higher involvement in both campus events and academic activities than off-campus students. In addition, resident students are more likely than off-campus students to encounter diversity and engage in reflective activities regarding differences in values. These are important learning opportunities for students that promote their “holistic growth and development.”

For most ISU students, coming to college is the first time they have lived apart from their families. The Residential Life program provides the appropriate balance of challenge and support to help these students make the transition to adulthood. Despite the University's previous reputation as a “suitcase college,” students are increasingly invested in ISU and have forged greater connections to the University, in large part due to their experiences in the residence halls. Fostering students' engagement and involvement in university life has long-term benefits, as it develops loyal alumni who will continue to support ISU.

Residential Life has demonstrated a strong commitment to being responsive to student needs and wishes. Student assessment through the Quality of Life survey, the Life Learning Outcomes, and NSSE reflect overall student satisfaction with the programming and services provided by Residential Life. Responses include areas of improvement desired by residents and the top reasons they would choose to live on- or off-campus. The Residential Life management team studies this input and then determines feasibility of immediate, near future, and long range changes to accommodate student requests.

The review committee recommends against combining or eliminating the Residential Life program. When an upward swing in enrollment (and consequently, residence hall populations) begins to validate forecasted predictions, provisions should be in place to strengthen the unit by increasing the staff size.

What other recommendations does the committee have?

The committee's recommendations are focused on outreach and marketing. We believe that the good work of Residential Life should be shared widely with many constituents, including current students, prospective students and parents, and ISU faculty and administrators.

For current students, Residential Life is encouraged to develop a marketing plan to encourage retention from the first year to the second year. The advantages of on-campus living and the benefits to students

from remaining on campus for a second year need to be made clear to students. Ideally, we would like to see a waiting list for on-campus residency; increasing demand tends to increase desirability in the eyes of students. We also recommend strengthening the connection between Learning Community Peer Advocates (LCPAs) and Academic Peer Advocates (APAs) in the Residential Life staff. We recommend developing both independent and shared goals between these groups, establishing an assessment process to determine effectiveness of both programs, and considering new initiatives for both joint and separate services.

For prospective students and parents, we recommend a comprehensive marketing plan promoting the positive aspects of residence hall living, spotlighting success stories. Cost-effective, “interchangeable” marketing pieces can be developed to target particular audiences, for example, first-year students or transfer students.

We also recommend researching the positive aspects of a unique housing option for the non-traditional student population. If determined to be of value, Residential Life should initiate a pilot program to further study this option on a small scale.

For ISU faculty and administrators, we recommend a marketing program that would inform the university community of the wide range of programs, services, and learning opportunities that are present in the residence halls. For many members of the review committee, this review process provided their first real view of the scope of Residential Life’s activities. There must be a plan to disseminate this information widely to the campus community.

In addition to marketing within the university, outreach to various campus constituents will serve to integrate Residential Life more completely in the university as a whole. For example, Residential Life should be represented on the Honors Program committee, opening the lines of communication regarding honors residence halls as an integral part of the Honors experience for students. A Residential Life liaison could provide information on national trends in honors housing. This would further strengthen the ties between student affairs and academic affairs at ISU.

Conclusion

The members of the review committee would like to commend Mary Ellen Linn and the Residential Life staff on their work. Their commitment to student success and to ISU is clear. They have provided strong evidence for the efficacy of their work and have enabled the committee to work efficiently, for which we are appreciative.

Report of the Office of Residential Life

Residential Life manages 10 coed residence halls with a housing capacity of 3500 beds, and an apartment complex of 383 apartments. We employ, supervise and train 65 housekeepers, 20 maintenance staff, 12 bi-weekly support staff, 8 full-time administrators, and student staff (resident assistants, academic peer advocates, receptionists, night hosts, mail clerks, and office assistants). Residential Life is an auxiliary and is supported by revenue generated from room and board rates, operating with a budget of approximate \$12,000,000. We supplement the University's budget by financially contributing \$300,000 for utilities, and \$50,000 for fire protection. We additionally support the campus cable and the telephone system and assist with recruitment and retention of students.

Residential Life requires all single first year students to live on campus, unless they commute from their parent's home within 60 miles of campus. Students can choose living arrangements from the following options: floors designated as non- smoking, wellness, substance free, non-smoking quiet, or quiet. Honors housing is located in Rhoads Hall where our Presidential, Alumni Scholars, and honors students live. Residence halls have regular quiet hours from 10:00 p.m. - 9:00 a.m. Sunday through Thursday and from 12:00 midnight to 11:00 a.m. on weekends and holidays. Our honors housing is composed of quiet floors that have extended quiet hours.

Theme housing for business, aerospace technology, performing arts, nursing, early, elementary and special education are also special options for students. Students have the opportunity to live with students with the same major. This allows students to continue out of class discussions, and gives them the opportunity to form study groups, hold tutoring sessions and to interact with faculty from their chosen field of study. We also have a first year area which houses first year students, with additional staff called Academic Peer Advocates. These staff members live on the floors and provide additional academic support to first year students. The staff intentionally programs to meet the need of first year students. Programs include topics such as time management, test taking, stress management, how to talk to your professor, how to get involved in campus life, financial management, career development, information about resources and where to go for help.

Resident Assistants also live on the floors to help support policies and ensure that the halls have an environment conducive to academic success. The Area Director is a full time professional who is responsible for overall management of an area. Assistant Hall Directors are graduate students who assist with the overall management and supervision of residence hall staff. Not only does Residential Life staff serve on University Committee's such as the President's Commission for Ethnic Diversity, the Taffy Task force, Student Affairs sub-committee of Faculty Senate, The Bookstore Advisory Board, but also send a representative to Student Activities and Organization's weekly staff meeting. Collaboration with other areas is essential for strong communication across areas in order to avoid duplication of services, and to enhance and support existing programs

Mission Statement:

Residential Life's mission is to provide and maintain aesthetically pleasing, safe, clean, reasonably priced, and academically focused residence halls and University Apartments.

Residential Life must operate as an integral part of the institution's overall mission. As indicated in its mission statement, "the University provides quality, affordable academic programs and educational environments to foster holistic student growth and development." Residential Life supports this mission through the coordination of residence education/programming, business operation, housing facilities management and retention of students. Goals for the department are as follows:

Stated Objectives:

Residential Life goals for the 2005-06 year were to continue to explore long range planning options for Residential Life. This past year we had Snapp and Associates provide us with feasibility study and a cost estimate of various renovation projects needing to be accomplished in Sycamore Towers. We needed this analysis to be able to look at our budget and make sound financial decision concerning renovations.

Attempting to stay current with trends and to be competitive in making our halls more marketable has always been a goal of Residential Life. Burford Hall is currently under construction and will open this fall with new furniture and will have advancements in technology. Burford's front doors will be card access, with individual rooms, floor lounges and first floor activity spaces that are wireless. Loft beds are being placed in individual student rooms in Burford. Technology affects Residential Life as

we continue to upgrade facilities and continue to evaluate how we communicate and provide services to students. This year we made a major step forward in providing on-line housing sign-up for returning students. We plan to continue using technology by looking at e-payment companies so students can make housing payments on line and we are working to develop an on-line roommate matching program.

Goals also include continuing assessment projects and a commitment to continue the unit review project. Our department choose to use the CAS Standards for the Unit Review. Residential Life has always assessed student satisfaction by utilizing our Quality of Life Survey for the Residence Halls and Quality of Life survey for University Apartments. Residential Life assesses the various environments and specialty housing.

Burford Hall will re-open in the fall as theme housing. Our goal is to have signed agreements with the departments involved in theme housing so that there are clear expectations of the goals for theme housing. We will be offering a housing option for second year nursing students at Lincoln Quad. Exploring where we go beyond the first year is in need of future assessment.

Residential Life needs to evaluate Greek Housing and make recommendations for the future. This area needs more attention and discussion before final decisions are made.

Residential Life staff assists in promoting the academic environment and success of students by ensuring that residence hall policies are enforced, as well as referring students in need of assistance to appropriate departments or offices. Promoting academics is evidenced by residence hall programs and by collaborative efforts with various departments across campus. Residential Life co-sponsored global nights, a public safety alcohol awareness program, homecoming activities, international affairs programs, intramurals, politics and pizza program, and many Student Activities and Organizations programs. Additionally, we paid for 17 students to attend the first black leadership conference on campus.

Evidence of the fulfillment of the mission in each of these areas is provided below.

Residence Education/Programming

Residential Life must incorporate student learning and student development in its mission and enhance the overall educational

experience for students. Students have the opportunity to develop mature styles of relating to others and learn skills needed to live cooperatively with others. The educational role of residence halls is supported by staffing, educational programming and academic collaboration including the first-year experience and theme housing programs.

Staffing

A major focus is directed towards a commitment to recruit and hire a diverse and well-qualified staff to provide services that exceed the expectations of our students and parents. Currently of the 119 hall staff members, the staff consists of 67 females (27 women of color and 3 internationals) and 52 males (16 men of color and 2 internationals). A strong commitment to cross-functional training enables a higher standard of performance expectations of all staff.

In addition to traditional residence halls, Residential Life operates 383 apartments. This complex provides an affordable and quiet place to live and study. The apartments provide opportunities for social and recreational activities. Programming efforts are also implemented for dependent children living in the apartments. Occupancy consists of: 60 married students, 17 single parents, 171 single graduate students, 181 single undergraduate students, and 2 visiting scholars. The total above includes 248 International students or 56.49% of the over-all population. This environment helps students learn more about other cultures. There has been a waiting list for students to get into the apartments for the past three years.

Educational programs

Residential Life has continued their commitment to the creation and implementation of a residence hall programming model that incorporates academics, life skills, diversity and social competencies for residential students. Residence hall staff supports the primary mission by implementing academically related programs, enforcement of residence hall policies, assisting students in the development of tolerance and acceptance of other lifestyles and other cultures and by assisting students in the development of total self-actualization. During fall semester 2005, over 225 programs were implemented and over 4,000 students were impacted by these programs.

Residential Life also plays a major role in recruitment and retention of students. Residence hall staff assists Admissions by going out on the road with Admissions, Alumni Office, and with Transfer Central programs. We

assist with presentations during Sycamore Preview Days, Sycamore Advantage, and we coordinate hall tours daily.

Also the department continues to offer experiential learning opportunities and leadership experiences to residential students. We continue to promote community engagement through community service projects.

Academic collaborations

The department places an emphasis on the first year by intentionally structuring the residence hall environment (First Year Experience Program) with additional staff called Academic Peer Advocate (APA). These staff members assist first year students with academic issues. Programming in this area is geared toward the needs of first year students. Le Clubs were intentionally placed in the first year area to place an emphasis on healthy life styles for students during the first year. Theme housing is also an important component to this area. College of Nursing, Special/ Early- Childhood, and Elementary Education; Performing Arts, Aerospace Technology, and the College of Business are all involved in this endeavor. Co-curricular activities and close contact with faculty members are critical components of this program. This program provides additional opportunities for students to interact with faculty and other staff. Residential theme housing allows students to continue curricular discussions outside the classroom in their residential settings. Theme housing results in students forming study groups and planning tutoring sessions in the residence halls. Residential Life is developing a second year program for the College of Nursing. A stairwell at Lincoln Quad is being established for second year students who wish to continue with this living environment.

Housing/ Facilities Management

Residential Life must ensure that the physical environment is conducive to academic success and retention of students. Residential Life employs its own maintenance and housekeeping staff. According to the Quality of Life survey 90% of the students indicated that they were satisfied with the overall appearance and condition of their room at move in. 90 % were satisfied with the response time for maintenance repairs. 83% were satisfied with the cleanliness of the bathrooms. 75% indicated that they study in their rooms. Students indicated that lack of air-conditioning (47%) and lack of close parking spaces (44%) were reasons not to live in a residence hall. Responding to students issues concerning their environment is a high priority for Residential Life. Hines/ Jones and Burford have been renovated in order to provide private bathrooms, individual climate control, and air-conditioning in each room. Students have

indicated that private baths and air-conditioning are very important factors in their decision to live in a residence hall. The department provides up to date, well-maintained computer multi media services. Residence halls rooms are hard wired and wireless technology is being placed in our newly renovated Burford Hall (theme housing). Maintaining facilities, updating safety issues, addressing ADA concerns and renovating facilities are major focuses of our operation. Summer operations include hosting Special Olympics, Boys/Girls State, Summer Honors, special sports camps, and adult conferences as well as summer school students. These groups generate additional income to the budget, but also are important because they are a recruitment tool. For example, we hope that students choose to come to ISU after attending Boys/Girls State or Summer Honors.

Assessment

Residential life regularly assesses its programs and facilities through the Quality of Life Survey, collected every other year. According to the most recent survey, 95% of residents indicated the APA's are helpful in providing academic assistance and 94% would recommend the First Year Experience program to all new first year students. 80% said the floor atmosphere was conducive to study. 94% feel safe in their living area. 94% say there is an acceptance of people from different cultures and countries. 89% say they interact with floor members who are racially different from them. When asked what three things students liked most about living in residence halls the students responded, close to classes, internet access , and to get the total college experience.

Grade comparisons of first year students living in residence halls is higher than off campus students. Resident Assistant and Academic Peer Advocates have a cumulative GPA of 3.18 and Assistant Hall Directors have a cumulative GPA of 3.66. It is important to have positive upper class role models for students to emulate.

The National Survey on Student Engagement (NSSE), Residential Life Quality of Life Survey and programming reports all show evidence of student learning and development in the residence halls.

Results from the 2005 NSSE shows that there is a significant difference between residence hall students and off campus students in the following areas:

Residential students receive more assistance in coping with non-academic responsibilities.

Residential students receive more support to help students survive socially.

Residential students attend more campus events and activities (speakers, performances)

Residential students rate their relationships with other people at the institution as being more supportive, with a higher sense of belonging.

Residential students have worked more with faculty members on activities other than course work.

Residential students have had more involvement in teaching and tutoring other students.

Residential students have had more serious conversations with students of different races.

Residential students have had more serious conversations with students who have different personal values.

These results emphasize the importance of residence hall living on students' overall educational experience. Residential Life continues to be committed to providing a comprehensive residential program that supports the University mission.

Evaluation of CAS Standards

In fall 2005, Residential Life staff engaged in a comprehensive assessment of the department based on the CAS Standards. The assessment revealed the following:

Well Met

Mission
Leadership
Organizational Management
training
Human Resources
Financial Resources
Facilities/Technology
Campus External Relations

Areas for Improvements

Program goals
Safety Issues (sprinklers)
Legal Issues...more

Diversity
Ethics (more training)
Assessment/ Evaluation

Alignment with University Goals

The evidence provided in this report and its appendixes supports that Residential Life's mission is in alignment with University goals and that we assist in the area of retention and recruitment of students. We provide students with an opportunity to learn more about tolerance and diversity. We provide experiential learning opportunities for students.

Residential Life has an Experiential Learning Committee. This committee has changed its name to Live (Learning through volunteering experiences). Presently the committee is working with RHA, a sorority, and Special Olympics, in planning fund raising events, helping with the March, Special Olympics basketball program and the summer Special Olympics program. The committee will also be organizing our Sycamores for the Community program. We encourage students to donate clothes/belongings at the end of the year to assist the greater Terre Haute community. We are also working at selecting a community service project for the fall.

Residential life offers a leadership stairwell for students to learn leadership skills. This program is offered to upper class students and a few first year students. Next year will be the third year for the program. Students are engaged in community service projects and participate in a seminar program. A goal of the program is to get students more connected to the university and involved in campus life and, in turn, help retention. Residence halls have hall governments and Residence Hall Association provides excellent leadership training for students. Residence Hall Association sends students to leadership conferences. Leadership training is an important component to students because it is essential in developing skills necessary for employment.

Our graduate staff has an outstanding opportunity for experiential learning on the job. They receive on the job training and have an opportunity to put into practice what they learn in the classroom. The Student Affairs/Higher Education Program has been accepted as a Program of Promise and the University and graduate staff should benefit tremendously from this decision.

Unit's effectiveness in accomplishing its stated mission, including obstacles as well as opportunities for improvement.

Residential Life has accomplished its stated mission, but has room for improvements in the CAS standards stated above. We will continue to state learning outcomes for programs and to continue to assess our department. Staff training on legal issues will be incorporated into our

training program. We will develop a plan to address areas of improvement and will start work on these for the fall of 2006. Staff manuals and the Residence Hall Handbook are updated every year. We need to update our master plan as changes have been made and we need to consult with the campus master planning committee. There is a committee meeting to discuss advancements to the Honors program as well as Honors housing. I feel that Residential Life should be a part of this discussion since we have much knowledge and experience in working with the past program and with honors housing.

Being a residential campus has a major impact on retention of students as indicated by results of NSSE, Quality of Life Survey and grade point statistics. The mix of students is important for role modeling and overall campus environment. Enrollment has a major effect on future planning for Residential Life because it has a major impact on our budget. The budget affects our ability to do renovations. Residential Life maintains a level of reserves to handle emergencies of enrollment drops or moderately priced repairs. It does not have the funds in reserve to finance an extensive rehabilitation and construction program. Residential Life has debt remaining for the remodeling of Hines/Jones and Burford. We will pay back this debt at \$ 1.5 million annually. Because of the changing expectations of students, housing in the future may be more apartment or suite style and may need to be provided by outside developers. Residential Life is committed to being a residential campus and needs to continue to renovate current facilities. We do not currently plan to explore building new structures.

Many infrastructure upgrades will still be needed in existing facilities. These systems of improvements include fire sprinkling in all halls and University Apartments, electrical upgrades, window replacements, floor tile replacements, roof replacements and HVAC fan coil replacements. These improvements are not all of the projects that need to be completed but total over \$40 million dollars. A new chilled water plant is required before an energy efficient expansion of residence halls could be undertaken.

The lap top initiative may compound financial demands on making Residence Halls wireless. Presently rooms are hard wired but with the new program this may cause students to want wireless in the residence halls. The phone system needs to be further investigated. Students are coming to campus with their own cell phones and are using our phones very little. Residential Life pays approximately \$500,000 dollars for a maintenance service. This money could be used by the department for other renovations. The issue of 911 calls would need to be addressed.

The University has signed a 5 year maintenance contract for our current system and there are several years left on this contract. Information Technology Department is aware of this issue and is exploring options for the future. Residence halls students pay for the campus cable system. A centralized mail processing and distribution center would assist with security issues associated with handling mail.

Determine the relative efficiency with which the unit applies resources to mission accomplishment and identify potential means for enhancing resource availability.

Residential Life manages its budget by adjusting occupancy accordingly, closing halls, marketing singles, cutting capital and realigning staff positions. Residential Life has cut many central office positions in the last 10 years. Collaboration with other areas and faculty is always an important consideration in utilizing resources and reducing duplication of services. We have to prioritize life safety issues/ codes with other imposing demands. We need to be competitive in pricing and accommodations; however we need to help keep the cost down for our students. Our goal is to keep costs at a competitive market price while not pricing our students out of the market. We need to make sure that the rest of campus sees the value of being a residential campus as indicated by the results of NSSE.

Our statistics show that being a residential campus is important to the overall character of our university. Residential students feel a higher sense of belonging. This is likely to lead to higher retention and greater likelihood of graduation. We are concerned about a trend to move students toward privatization through construction of off-campus apartments by outside developers. While this trend is driven by goals to conserve university funds, it comes at a cost to the residential benefits of college for students. Since residential students have a stronger sense of belonging, higher levels of involvement in academic and educational programming and have more significant interactions with other members of the university community, moving to a privatized model will compromise the institution's educational mission.

Identify what resources might be available for reinvestment. Resources available for reinvestment relate to capital projects, staff positions, and building closings. Residential Life will cut cost by \$100,000 by closing Sandison Hall. Residential Life remains committed to self-sufficiency as an auxiliary operation and will use its resources to operate, maintain, and improve its residential facilities. Selling additional single rooms will increase room and board revenue. Managing occupancy is

important to balancing our budget and to responding to fluctuations in enrollment.

Appendix E – SAO, Recreational Sports, AACC Full Report

May 5, 2006
Indiana State University
Memorandum

Date: Monday, June 19, 2006

To: Thomas Ramey, Ph.D.

From: Will Barratt, Ph.D., Robert Guell, Ph.D., Daniel, McLean, Ph.D.

Re: Program review of Student Activities and Organizations, African American Cultural Center, and Recreational Sports

Attached please find our report on each of the areas we were asked to review. We have tried to keep our findings within the context of what we read or observed, but have occasionally sought additional information. Each of the offices prepared a report that we reviewed and that will be forwarded to you from Al Perone. It was our intention to use those reports as a starting point in our review.

One important thing to note is that all staff members are very dedicated to their work and to students. We hope that this is taken into consideration as you read our findings and recommendations. Our findings are based on what we, on the academic side, know and believe about accurate data being used for planning and decisions. Consequently we advocate for a comprehensive assessment and evaluation plan for each office. However, even a basic evaluation activity for Student Activities and Organizations as simple as reviewing the 'groups' that ISU students have created in thefacebook.com will help to identify areas to target for organizational development. A comprehensive assessment and evaluation program will take time to grow and should begin small with clearly defined and measurable learning outcomes.

Please feel free to call on us should you have any questions.

Student Activities and Organizations (SAO)

Based on the material submitted to this committee and visits to their facilities the committee makes the following conclusions:

1. SAO staff members are truly dedicated to their work and are very active in developing activities and in working with student organizations. Their dedication to ISU and to the ISU student is unquestioned and exemplary. The activities they work with are of the highest quality and are typically well attended. Student satisfaction is assessed and indicates that students are satisfied with the activities and organizations.
2. The office is understaffed relative to its recent history. The appropriate number of the staff will depend on identifying the appropriate kind and level of activities and organizations to be supported.
3. The SAO does not appear to have a comprehensive assessment or evaluation plan. Student needs, student learning, and student outcomes are not the subject of a planned evaluation program, nor are office goals the core of an evaluation effort. Consequently an appropriate level of activities, organizations, and staffing is impossible to gauge.
4. The list of student organizations does not seem to reflect the ISU student body. While many students have not sought to have organizations, it does not appear that SAO has solicited students to form organizations that may meet student needs. For example, while there is a Democrats organization there is not a Republicans organization, not a Green Party organization, nor a group of Libertarians. It appears that many students and student groups are not identified or recruited by the SAO staff.
5. The gender, ethnicity, political, and social diversity of the activities conducted and organizations being served does not reflect the ISU population or our commitment to diversity. Predominantly European-American full time undergraduates who participate in fraternities and sororities seem to receive a disproportionate amount of SAO and staff time resources. These resources are both direct, for example staff time, and indirect, for example events like the Trike race that are dominated by European-American fraternities and sororities. Groups like the GLBTQ organization seem to continually struggle without many resources or support from the SAO staff.

6. The physical space is more than adequate to what currently goes on and actually contributes to the separation of groups. Each group (Union Board, the Fraternity and Sorority councils, SGA, etc.) has more than enough space to accomplish their tasks. Each group has their own set of computers for their students to work on. Most startling, there are at least five separate places on the fifth and sixth floors for students to “hang, and they appear to do so as separate groups.
7. The creation of a single student group to oversee fraternities and sororities is consistent with ISU values that avoid ‘separate but equal’ treatment of groups and we hope that this entails the discontinuation of meeting with groups that only represent one gender or ethnicity.

Recommendations

1. Clarify and articulate SAO goals as student learning outcomes based on assessed student need. This activity would be an initial step toward the development of a comprehensive evaluation program.
2. Design and actively pursue a comprehensive assessment and evaluation program for student activities, student organizations, student leadership, and student learning. As an access institution ISU has a commitment to helping first generation students who may not have the needed leadership, organizational, membership, or social skills to become effectively involved. An evaluation plan would help identify these students, their organizations, and their needs.
3. Reorganize the physical space of the groups, combining areas of work, rest, and conversation. The current use of space reinforces the current emphasis on certain organizations and types of students.
4. Target certain student groups based on measured and perceived need to create or develop student organizations. For a start use facebook groups to identify areas of student interest. Target certain student organizations for leadership training that may be struggling.
5. Create a commonly accessible calendar of student and campus activities. Work with the Office of Public Affairs and Information Technology to organize and distribute that calendar among students, make it available on the web and a regular part of a campus events e-mail. This may serve as the core of a campus wide activities calendar.

6. Tie staffing levels and activities to assessed level of need and tie position performance goals and evaluation to articulated learning goals, activities, and outcomes.
7. Use current academically oriented student organizations to enhance ties with the academic side of campus.

Recreational Sports (RS)

Based on the written material submitted to this committee and a tour of the Recreational Sports facilities and offices the committee makes the following conclusions:

1. It is clear that RS is understaffed given their current mission, goals, activities, and demonstrated need.
2. RS collects a great deal of data on student use and puts this data to use in programming and activity efforts. There is no evidence that the RS has a comprehensive assessment and evaluation plan beyond this important level of data collection. Student needs, student learning, and student outcomes are not the subject of a planned evaluation program, nor are office goals the core of an evaluation effort. Consequently an appropriate level of activities, organizations, and staffing is impossible to gauge.
3. RS staff may not be fully prepared for taking on the challenges and opportunities presented by a new recreational facility. A larger facility may require a different 'skill set' than is required for current operations and moving away from the current interpersonal model of work to a more structural organization model will require planning. It is likely that the addition of a new facility may result in staff duties spread over two buildings. It will probably be the case that moving to the new facility will require additional funding and staff, and these plans should begin now.
4. The current facility cannot be appropriately monitored and controlled. The lack of video monitoring in the basement weight room may constitute a security hazard. Doors in the building are regularly propped open when the building is supposedly locked up.
5. The program is particularly cost effective costing \$6.84 per participant. This is the lowest amount expended on recreational sports when compared with peer institutions. The Ball State University is an

interesting comparison since they too do not have a student recreation center, yet spend \$19.79 per student. Based on Ball State's funding the ISU Recreation Sports program is under funded.

Recommendations:

1. Creative and non-traditional funding models should be explored as a planned transition to the new facility in light of expressed activity levels and learning outcomes.
2. As soon as construction begins on the new Student Recreation Center (SRC) a new staff person should be hired who will have primary responsibility for the day-to-day operations of the SRC.
3. The absence of a capital funding program focused on building renovation or equipment replacement needs to be remedied either through University dollars or through a special fee attached to students.
4. The Recreational Sports staff needs to implement a training program that will prepare it for the increased responsibilities of the new SRC.

African American Cultural Center (AACC)

Based on the written material submitted to this committee and a tour of the African American Cultural Center the committee makes the following conclusions:

1. The number of activities conducted by the AACC seem appropriate. It is clear that the AACC maintains an important role on campus and in the community. Mr. Brown's personal relationships on campus and in the community are important to ISU.
2. There is no evidence that the AACC has a comprehensive assessment or evaluation plan. Student needs, student learning, and student outcomes are not the subject of a planned evaluation program, nor are office goals the core of an evaluation effort. Consequently an appropriate level of activities, organizations, and staffing is impossible to gauge.
3. It appears that the ISU overall emphasis on diversity has shifted from when the AACC was developed and that the activities of the AACC, while essential to ISU, may not meet the overall diversity goals of ISU.

4. AACC mission and goals seem vague and do not lend themselves to evaluation. The relatively large resources in physical space and staff time dedicated to the relatively narrow AACC mission appears to be a mismatch.
5. The physical location of the AACC limits its ability to attract students in both the day and evening. The Center should be as physically central to campus as its mission is central to the campus.

Recommendations

1. Mr. Brown's contributions to ISU should continue and may best focus on his campus and community relationships foregoing his work with AACC activities.
2. AACC activities should be maintained in the context of updated AACC goals, articulate program outcomes, and student learning outcomes.
3. Revisit the underlying values that created the AACC in light of current ISU values on diversity. Discussion of a Student Multicultural Center that would serve everyone in the ISU community may be appropriate. This may incorporate some of the AACC activities, add some of the activities of the previous ISU Women's Resource Center, and focus on extant and emerging multicultural groups including international students. It will be essential to provide programming and organizations to European-American students, and the emerging literature, programming, and theories on 'whiteness' can serve as a focus for these activities.

To: Tom Ramey, Vice President of Student Affairs

From: Al Perone, Director, Student Activities and Organizations

Date: May 11, 2006

Re: SAO Unit Review - Response to the committee report

These are responses to the conclusions drawn by the Unit Review committee for Student Activities and Organizations. Each of these responses coincides with the committees conclusions.

1. The staff is truly committed to their responsibilities and work long hours to meet the needs of the students.
2. Our staff has been drastically reduced and in some instances responsibilities have been moved with the person. Volunteerism and Leadership development have both been removed from SAO along with a full-time staff member and a graduate assistant position. Both were moved to the Dean of Students Area. In 2000, we were a staff of a director, three associate directors, three assistant directors, three support staff members and five graduate assistants. In the fall of 2006 we will consist of a director, an associate director an assistant director, two support staff members and five graduate assistants.
3. Small assessments and evaluations are done, but there is no comprehensive plan.
4. It has been the philosophy of Student Activities and Organizations to support students and their interests. As students show interest in the creation of, or ask for support of, an organization, the SAO staff responds. It has not been our practice to create groups without student interest. It has also been our experience that students will initially join a group where they have some comfort and then will expand and create other groups as they become more comfortable with campus. We encourage students to find their "nitch" on campus and will support any student or student group with whom we come in contact.
5. Student Activities and Organizations is committed to the development of programs that serve all students. We support and promote activities that allow students to experience diversity through participation in our events. We are constantly making

adjustments in our programming efforts to accommodate those that are under represented in particular programs. For example, we are currently exploring the opportunity to purchase tricycles and tandems through our ISU Foundation accounts, so that we can make these events more affordable for other organizations. The Homecoming Steering Committee is continually making efforts to expand the scope of interest in the Homecoming activities. Currently, the Blue and White Parade at Homecoming gives great exposure to the diversity of the organizations on campus, and we need to find ways to carry that into the other Homecoming events. Although staff resources are limited, there is a commitment from the staff to work with and develop diverse organizations and support their programming efforts. Our biggest challenge has been to draw those groups to our staff. With our current work load, the staff has difficulty giving appropriate time to the events we currently host. Through the variety of organizations our staff advises, we encourage and expect those groups to create programs that reach all students. It is the philosophy of this department to let student groups take the lead in the programming and then support their efforts. Student Activities and Organizations is not the primary sponsor for events on campus, but rather the catalyst that supports and advises the desires of students and student groups.

6. The space on the 5th and 6th floors was created so that groups would have an opportunity to work together within their own offices. Ideally we would like to re-structure the office space; however, since this was just done in 2004 and since funds are low, I would recommend that we continue to support the work that we have been doing with our student leaders for the past year. In the late fall, and again in the spring semester, we have brought together leaders from 10 of ISU's leading student groups to begin the discussion of programming together and pooling our resources to plan and promote bigger events. The ten groups involved in these meetings include: Student Government Association, Hulman Memorial Union Board, Black Student Union, Residence Hall Association, International Student Organization, Interfraternity Council, Panhellenic Council, Pan-Hellenic Council, Student Athletic Advisory Council and the Student Alumni Association. These two meetings have helped our student leaders meet and connect with other leaders on campus. The student office spaces on 5th and 6th floors do have computers stations that have primarily been funded by their organizations (i.e., Union Board and Student Government Association); the other student offices have

computers that have been the result of trickle-down from the offices or from surplus in Information Technology; in either case they were provided at no cost.

7. Greek letter groups have a long and distinguished history on our campus as well as throughout the United States of America. Many of our chapters have great ties to the community. Our philosophy has been to support the goals of those organizations. The focus and needs of our Greek letter groups are very different. The councils under which each of our organizations fall help them to be better at what they strive to be. The councils are particularly effective in helping meet the needs specific to their organizations relating to recruitment/intake, community service and social events. Our historically African American groups are also connected to the community through their alumni chapters in Terre Haute. Serving their community has always been a cornerstone of these organizations. Since all of our chapters belong to a National or International organization which requires them to work within their councils, a dissolving of the councils would result in all of our chapters being "local" organizations. Local groups are difficult to manage due to the fact that they have no one to hold them accountable to their unique set of values. In an effort to bring all our chapters together, Student Activities and Organizations has made several changes. In 2001 all Greek Organizations were housed under one staff member with two graduate assistants, all working out of the same office for the first time ever. In addition, we have created a fourth council called the Tri-Council, which consists of representation from each of the chapters and each of the councils. This Organization meets once a month during the academic year to discuss programming, initiatives and other office related information. This new structure has been in place for five years and we are beginning to see results. We now have several programs in which all three councils participate including: The 9/11 Candlelight Vigil (approximately 800 attendees), Greek Awards (approximately 800 attendees) and the faculty/staff breakfasts (approximately 75 attendees). In addition, the following events were jointly planned by our Historically African American chapters and our traditionally Caucasian chapters: Dry Night Out (AOP and SGR), Three on Three Basketball Tournament (AFA and TKE) and the Delta Sigma Theta's Ebony and Ivory Step Show that pairs African American Greeks with traditional Caucasian Greeks to put on a traditional step show.

The following is a response to the recommendations for Student Activities and Organizations.

In item #2 there is reference to "student leadership." As long as the comments are to student leadership in the general sense and not referring to the "student leadership" programming area that was part of SAO and then moved to the Dean of Students and now housed in ELAF. The second comment is in regard to item # 5. I truly believe that a commonly accessible calendar of student and campus activities is necessary. One does exist in Communications and Marketing (or Public Affairs); it just has not been adapted as "The" University Calendar, but is accessible to students. SAO submits programs and events to that calendar all year.

Office of Recreational Sports Unit Review

The following conclusions and recommendations were provided to the Office of Recreational Sports by the program review committee comprised of Dr. Dan McLean, Dr. Will Barratt, Dr. Robert Guell and LaNeece Williams. These items were gleaned from a written report by the director of recreational sports, John Lentz, a tour of the recreational sports facilities and an interview session with the director. Included in the document below are responses by the director to each item. In some manner nearly all areas reported in the director's initial report were addressed. The director's responses are shown in bold print.

It is clear that RS is understaffed given their current mission, goals, activities, and demonstrated need.

1. RS collects a great deal of data on student use and puts this data to use in programming and activity efforts. There is no evidence that the RS has a comprehensive assessment and evaluation plan beyond this important level of data collection. Student needs, student learning, and student outcomes are not the subject of a planned evaluation program, nor are office goals the core of an evaluation effort. Consequently an appropriate level of activities, organizations, and staffing is impossible to gauge.

The processes alluded to above were tackled this past year during the Student Affairs assessment projects. The recreational sports program approached assessment through the CAS assessment

instrument in a completed Fall 2006. The committee's assessment is accurate that we have yet to take those results and build programs based upon those results. It is still a work in progress and one that will be influenced by the new recreation center project.

2. RS staff may not be fully prepared for taking on the challenges and opportunities presented by a new recreational facility. A larger facility may require a different 'skill set' than is required for current operations and moving away from the current interpersonal model of work to a more structural organization model will require planning. It is likely that the addition of a new facility may result in staff duties spread over two buildings. It will probably be the case that moving to the new facility will require additional funding and staff, and these plans should begin now.
3. The current facility planning model reflects an operational funding formula for some staffing. It is yet to be determined the extent of staffing that the funding will support.

The current facility cannot be appropriately monitored and controlled. The lack of video monitoring in the basement weight room may constitute a security hazard. Doors in the building are regularly propped open when the building is supposedly locked up.

These are areas that have been of concern for many years. Electronic monitoring systems have been considered for some time however expense has been the limiting factor. Although the new recreation center will eliminate some of the current HHP Building security concerns, the facility will always remain a significant issue regarding security, especially considering its shared nature between three different entities.

4. The program is particularly cost effective costing \$6.84 per participant. This is the lowest amount expended on recreational sports when compared with peer institutions. The Ball State University is an interesting comparison since they too do not have a student recreation center, yet spend \$19.79 per student. Based on Ball State's funding the ISU Recreation Sports program is under funded.
5. The funding statistic noted above is slightly misleading. The figures denote the amount per student relating to student wage allocations not overall recreational sports funding. This was

determined by taking the amount of recreational sports student wage funding and dividing by the fulltime enrollment. Regardless, it still reflects a significant shortcoming of our budget. While it is true that we have done quite a bit for little funding, we are significantly short in terms of recreation facility operational hours when compared with other institutions.

Recommendations:

1. Creative and non-traditional funding models should be explored as a planned transition to the new facility in light of expressed activity levels and learning outcomes.

We accept that there will be a significant change in this area. More than likely funding models may include any number of the following: fitness instruction user fees, personal training fees, aquatics revenue such as learn-to-swim and other certifications, climbing fees, increased intramural entry fees, facility rental fees, auxiliary services such as pro-shop and juice bar operations, non-university memberships, etc.

2. As soon as construction begins on the new Student Recreation Center (SRC) a new staff person should be hired who will have primary responsibility for the day-to-day operations of the SRC.

It is my recommendation that if the construction project remains close to the original schedule we start filling certain positions beginning July 1, 2007. This would allow for searches coinciding with the NIRSA Conference in the spring of 2007. I think it would be prudent to consider the first hires with positions responsible for business manager, marketing, facility operations, guest services, and aquatics director. Whether some of these areas might be consolidated is yet to be determined, however, these areas should be given a head start in terms of moving operations into a new facility. I would imagine that an Associate Director-Facilities might be a logical choice for the operations segment. Beyond the job functions listed above any other programming positions could wait for January 2008 hiring.

3. The absence of a capital funding program focused on building renovation or equipment replacement needs to be remedied either through University dollars or through a special fee attached to students.

This area has been one I have been very concerned with for many years. So much of our programming involves equipment that can be very expensive. Without a reserves fund we cannot replace items as we wish. It would be advantageous for us to be able to keep HHP rental fees for such reserves as our department coordinates all rentals, may assist with event set-ups and staffs building for events. Naturally, as we move into the new recreation center and as we move towards and auxiliary service, creating reserves will be even more necessary. However, this is an area that needs immediate assistance.

4. The Recreational Sports staff needs to implement a training program that will prepare it for the increased responsibilities of the new SRC.

This item is a given. We currently have a fall staff orientation and training program and will definitely need to expand upon this. As for full-time staff, there will be need for further training for the new recreation center.

Additional Comments

It is important to note that recreational sports makes significant contributions to student development, experiential education and career development and guidance. Participants learn life-long physical fitness skills and healthy lifestyle options. Intramural participants learn personal management skills dealing with conflict resolution and team management in an atmosphere of stress experienced through competition. Student employees learn management skills through many different employment opportunities. Due to student ownership, activity supervision and staff supervision students develop skills that are immediately transferable to any type of management profession. Additionally, the department is very proud of the number of student employees who have gone on to work for other universities in the recreational sports field or to explore graduate studies in the recreational sports field.

TO: Dr. Thomas Ramey, Vice President
Office of Student Affairs

FROM: Charles Brown, Director
African American Cultural Center

DATE: May 30, 2006

RE: Responses to the Administrative Unit Review

Recommendation #1

Mr. Brown's contribution to ISU should continue and may best focus on his campus and community relationship foregoing his work with AACC activities.

Response #1

As director of the African American Cultural Center, I am an intricate part of the African American Cultural Center activities. My tenure with the AACC in initiating the activities and following through with inviting guests are direct responsibilities that go with this position, since there has been no increased funding for an assistant director and/or a second graduate assistant. Also, managing a budget that has not increased for the last ten years requires added attention and hinges directly on my relationship with the campus, community and outside contacts.

It is not clearly understood what is meant by "*focus on his campus and community relationships*". I believe I am clearly focused and involved in both areas mentioned.

Recommendation #2

AACC activities should be maintained in the context of updated goals, articulate program outcomes, and student learning outcomes.

Response #2

My goals are presently being updated in response to the recommendation. A draft copy has been attached to this correspondence. For the 2006-2007 academic year, a before and after summary report card will be used to articulate program outcomes. (i.e. Tracking attendance, reviews, options, comments, educational &

entertainment goals, and achievement of those goals.) This card will be developed by selected members of the campus community, the African American Graduate Assistant and myself.

Recommendation #3

Revisit the underlying values that created the AACC in light of current ISU values on diversity. Discussion of a Multicultural Center that would serve everyone in the ISU community may be appropriate. This may incorporate some of the AACC activities, add some of the activities of the previous ISU Women's Resource Center, and focus on extant and emerging multicultural groups including international students. It will be essential to provide programming and organizations to European-American students, and the emerging literature, programming, and theories on 'whiteness' can serve as a focus for these activities.

Response #3

It is unfortunate if your recommendation is taken from the one reviewer that visited the AACC. I believe it would have benefited all interviewers to visit the center and speak to the staff and students who benefit from the center's endeavors and staff to gain a better idea of values from those directly affected.

The African American Cultural Center was established to give balance to the majority of programs already and still focused on the European American students. Theories on "whiteness" have long prevailed, and still prevail with little to no consideration of other nationality focus.

The African American Cultural Center continues through its resources to remain a thriving force to all students. The Center is dedicated to promoting the appreciation and awareness of the historical and contemporary values of the African American & African culture and experience. Promotion and awareness are still just as essential to sustaining a vital and healthy relationship for African American students, faculty, staff, and the community on the ISU Campus as it was when the center and its goals were first created.

More than 900 African American students attend Indiana State University, bringing their diverse culture and talents. Like other students, they find facing common challenges in adjusting to university life and finding friends with shared values and outlets for their energy and convictions. The African American Cultural Center serves the community

by providing a "home away from home", a counseling and nurturing facility for African American students.

Attracting and retaining faculty and students from underrepresented groups is a high priority in the diversity movement. To date, ISU has not attracted and/or employed a substantial number of African American faculty, which students could identify with.

The African American Cultural Center supports alliance building and unity among African and African American students, helping them to recognize the common interests and heritage and acting as a voice for their concerns. The center is committed to listening to the needs of students; building a supportive community that celebrates diversity; and advocating for students' needs and concerns.

The African American Cultural Center, with limited financial resources is fighting furiously to adequately serve the needs of the ISU and Terre Haute community by offering valuable programs and providing useful services on the ISU campus. If we are to broaden our programs and services it is hoped that an agreement could be made to increase the budget also.

TO: Charlie Potts, Associate Vice President
Office of Student Affairs

FROM: Charles Brown, Director
African American Cultural Center

DATE: May 15, 2006

RE: Unit Review Report

The African American Cultural Center had a full and successful 2005-06 academic year.

African American Cultural Center started the fall semester with the Ebony Majestic Choir's 1st Reunion in September. This was a collaborative effort with Paula Meyer in the Office of Communication and Marketing, Charlie Potts, Associate Vice President of Student Affairs, past musicians and the present director of the Ebony Majestic Choir.

The African American Cultural Center sent mailings to over 2500 African American Alumni. The Office of Alumni Affairs was instrumental with getting labels and addresses. The mailing was a definite approach in making sure that all former members of the Ebony Majestic Choir received information concerning the Reunion. Over 160 members, past and present participated in this event.

During the reunion, the Ebony Majestic Reunion Choir created a first ever CD. Making the CD was something completely new for the Cultural Center. Because of copyright issues, we contacted music publishing companies asking their permission to use songs for the CD. We worked with Robin Shanks and Dodd Technologies from Purdue University for production of this CD.

The Ebony Majestic Choir Reunion and the making of the CD was an absolute success. Almost a year later, we are still getting telephone calls and compliments about how structured and planned the Reunion was.

In the midst of working on the Reunion, the African American Cultural Center was preparing for the annual Miss Ebony Pageant which was a success. We had ten contestants to participate in this event which took place in Tilson Music Auditorium and a part of the Homecoming celebration in October. John Newton and the Office of Alumni Affairs along with the African American Cultural Center purchased a float for

the Miss Ebony Pageant contestants for the Homecoming parade. We hope the float will become a tradition for the Miss Ebony Pageant.

In October, the African American Cultural Center participated in Tent City at the ISU Stadium as part of the Homecoming festivities. The Center provided food for Alumni and friends. The Ebony Majestic Choir also performed for 45 minutes outside of the tent. Alumni, staff, students and the community enjoyed listening and singing along with the choir at Tent City.

On Saturday, October 22nd, Dr. Kandace Hinton, Professor in the Department of ELAF invited 40 elementary, middle, and high school students from Evansville, Indiana to participate in a tour of the Indiana State University campus. This was a recruitment effort for Indiana State University. After the tour, the African American Cultural Center provided lunch for the students and staff.

November 11 & 12, the African American Cultural Center sponsored a bus for the Ebony Majestic Choir to perform at the Association of Black Culture Centers Conference in Lexington, KY. The choir is Goodwill Ambassadors and they serve as a recruitment effort for the University.

The Ebony Majestic Choir and the African American Cultural Center sponsored the Ebony Majestic Choir Fall Concert at HMSU, Dede I. During the academic year, there are ISU faculty, staff and students who do not get to attend performances because of scheduling conflicts and location. This program allows the ISU and Terre Haute Community to come and support the choir. This year we had over 200 people in attendance at this program.

In December, the African American Cultural Center sponsored the yearly Kwanzaa Celebration. This program was organized by the graduate assistant of the African American Cultural Center and supported tremendously by student organizations and the Department of African/African American Studies. The African Dance Troup "Spirits of the Most Ancient" from St. Louis, MO along with the Ebony Majestic Choir performed.

Each spring semester, the African American Cultural Center launches the Program Series by hosting the annual Martin Luther King, Jr. Birthday Commemoration Dinner. We begin in November by sending out mailings to the ISU and Terre Haute community, businesses, churches and schools inviting them to participate in this event. The response for this

event is so overwhelming that we had to turn down reservations as there was not room to accommodate everyone.

In the midst of working on programs during the Fall Semester, the African American Cultural Center staff, the Office of Affirmative Action and Diversity, Charlie Potts, and student organization leaders planned and implemented the first Black Leadership Conference that was held the first weekend of February. The conference was well structured and very organized. This student conference offered students a unique opportunity to engage in leadership development, through academic, professional and social success. Students from Kalamazoo Michigan, the University of Indianapolis, Vincennes University, Ball State University and of course Indiana State University participated in this conference. Students from other colleges and universities also applied for admission into Indiana State University during the conference.

In February, the African American Cultural Center sponsored Gospelfest, a yearly event during Black History Month. Groups from Indianapolis, Fort Wayne, South Bend and the Terre Haute community contacted the African American Cultural Center asking to participate in this event. This program is also well received and attended by the ISU and Terre Haute community. Over 700 persons attended this event.

During Black History Month, the African American Cultural Center sponsored the Black History Knowledge Bowl, the African American Film Series and worked closely with the Black Student Union on the Essence of a Man.

On Thursday, April 13th, the African American Cultural Center sponsored a luncheon for the Human Rights Day. The luncheon took place on the 9th floor of the Hulman Memorial Student Union.

April 28th, the African American Cultural Center sponsored a tour for 40 students from Broad Ripple High School in Indianapolis, IN. The tour was given in hopes of recruiting students to come to Indiana State University. The Center provided lunch for students and staff who conducted the tour.

The African American Cultural Center finished the program series in May with a Commencement Dinner for African American graduate students and their families at the African American Cultural Center. The Center actually fed over 200 people. The event was very successful. Parents and family members of the graduates were very grateful and praising to the African American Cultural Center and staff.

Appendix F – Student Counseling Center Full Report

To be added as an addendum to this report as soon as the review committee's work has concluded.

**Consultation Report for
Indiana State University
Student Health Center**

**Prepared by:
American College Health Association Consultants
January, 2006**

Barbare H. Bloomer, PHN, RN
Director of Health Services
St. Norbert College, DePere, WI
Barb.bloomer@snc.edu

Richard Chapman, MBA, MHA
Director of Health Services
Middle Tennessee State University
rchapman@mtsu.edu

Introduction

On December 15th and 16th, 2005, two consultants representing the American College Health Association's (ACHA) Consultation Services Program conducted an on-site evaluation of Indiana State University's Student Health Center (SHC). The survey was performed at the request of Frances M. Drake, R.N., Student Health Center Director and C. Reed Kidder, Asst. Vice-President for Student Affairs. The focus of the consultation was threefold:

- Assess scope and quality of ISU health program; specifically the Student Health Center
- Assess SHC staffing, leadership, and funding issues
- Provide support for long term recommendations related to dedicated fees, fees for service, and mandatory health insurance

Prior to the site-visit, the consultants received and reviewed background materials, including:

- Comprehensive notebook of SHC materials, including: SHC annual utilization reports, sample immunization and medical forms, immunization policies and procedures, information available on SHC website, and Vigo County Health Dept. Information
- The ACHA Pre-Assessment questionnaire, which included background information about the ISU Student Health Center
- SHC Budget Summary, FY 2004 & 2005
- SHC Organizational Chart
- Brochure describing the Student Health Insurance Plan for students
- 2004 RFP for Management of the SHC

Interviews with ISU upper administration, student leaders, and the Health and Counseling Center staffs were conducted during an on-site campus visit by Barbara H. Bloomer, PHN, RN, Director of Health Services, St. Norbert College, and Richard Chapman, MBA, MHA, Director of Health Services, Middle Tennessee State University. The consultants also spoke with Fran Drake prior to site visit to provide further insight into the SHC and relevant current issues.

Institutional Demographics*

- Public Research University in downtown Terre Haute, IN
- 10,095 students; (~82% are undergrads)
- Total FTE enrollment decreased by 3.4% in 2005

- 52% of 2005 freshmen were women
- 84% are Indiana residents
- 59% of 2004 freshman are first in family to attend college
- 4% are international students from 64 countries
- Approximately 3,800 students reside in ISU housing

*taken from the ISU Office of Strategic Planning, Institutional Research and Effectiveness 7/18/2005

Imperatives for Strategic Change

- Reduction in ISU enrolment with increasing demands on institutional budget
- Potential consideration for outsourcing health services
- Future development of comprehensive Recreational Center with designated student fees
- Recent shifts in upper administration and pending retirement in key leadership positions

The report that follows focuses on the findings of the site-review and concentrates on observations, recommendations, and consultative comments, which Indiana State University can consider as it charts new directions for the delivery of comprehensive health services for all students at the university.

ISU is to be commended for its willingness to review its SHC. The consultants thank Fran Drake, SHC Director and Reed Kidder, Asst. Vice President for Student Affairs, for coordinating the consultation process and for their hospitality. The consultants also wish to thank the staff of the SHC, and all those willing to share their views with us during the site-visit.

Interviews with Leadership

The site visit included interview sessions with the ISU President, Vice-President for Student Affairs, and HR Benefits Manager. From these interviews the consultants were asked to evaluate overall awareness and support for the SHC among ISU's executive leadership team. Specifically, the consultants were asked to appraise any plans to outsource the SHC or implement a dedicated student health fee.

ISU leaders expressed unqualified support for both the role of the SHC and their desire to see the services and programming grow even stronger. There was a lack of knowledge of some of the SHC's key programs such as women's health and STD testing services. This lack of knowledge about the wealth of services available to students at the SHC

was commonplace in many of the consultants' interviews and will be addressed in recommendations concerning health promotions programming and staffing.

Below is a listing of other information learned from the interviews that should be considered by the SHC management team:

- SHC should participate in ISU's President's community outreach initiatives. The Lansburg Institute was one center mentioned specifically as a possible point of contact. Other options might include opening up x-ray and lab services to other local colleges.
- Consider offering limited services to staff (i.e., blood pressure checks, injections) to provide an employee wellness benefit and to help raise awareness of SHC
- SHC Medical Director is the main visible representative of the SHC for many on ISU campus. Consider options to get other SCH employees visible to ISU campus community
- At the present time there are no plans to outsource neither the SHC nor are there interested parties seeking to contract with the university
- Despite requests made from several areas for extended SHC hours on nights and weekends, the consultants feel it would be cost prohibitive for the SHC considering the low utilization of services experienced by similar university health centers for these same periods
- Current immunization policies create environment for adversarial confrontations with students. Consider revising policies to make entrance to ISU less cumbersome while still meeting state mandates. Investigate whether Indiana high school diploma can qualify as proof of MMR immunizations. For International Students, consider making immunization and proof of health insurance a condition of admittance to university instead of permission to register for classes
- Implementation of a mandatory health fee will depend on showing SHC value to students, parents, and administration. There was not opposition to considering a health fee provided SHC can show how services to students will be enhanced.

Health Center Scope and Quality of Services

Current assessment of services provided by the ISU Health Center includes, but may not be limited to:

- Acute injuries
- Allergy injections
- Communicable disease outbreak control
- General illness, procedures and treatment modalities
- Health Education within the context of patient visit
- Immunizations and state law compliance tracking of MMR and Td
- IV therapy
- Laboratory services (moderate complexity lab)
- Pharmaceuticals
- Preceptor site for Athletic Training
- Pregnancy Testing
- Sexually transmitted disease testing/treatment
- Triage services for urgent care/walk-in patients
- TB surveillance and documentation for international students
- Sports injuries
- Women's Health Services
- Worker's Compensation assessments
- X-ray diagnostics

Observations

- No needs assessment has been undertaken to determine health needs of ISU students
- No outcomes data to assess quality of services
- Many students and University staff are unaware of services offered by the Health Center
- Limited ability for referral to community agencies as nearly 50% of ISU students are uninsured
- The Moderate Complexity Lab and the X-ray diagnostic capability complement the Health Center's ability to provide valuable medical services to the ISU students

Recommendations

- Conduct a needs assessment survey to determine health needs of ISU students (NCHA)*
- Conduct outcome assessments for services and programs; adjust scope of service to successful outcomes (see references)+
- Design and implement a marketing campaign to inform ISU students and staff about services and programs offered by SHC

- Integrate Health Education Programs into proposed Recreation Center
- Initiate a Student Health Advisory Council
- Consider implementing a mandatory insurance, hard waiver policy
- Consider partnering with smaller local institutions of higher education to provide lab and x-ray services for their students

NCHA National College Health Assessment Survey

The ACHA-NCHA Survey is recognized as a leading data source for assessing the health of college students. www.acha.org/ncha

American College Health Association Standards of Practice for Health Promotion in Higher Education: establishes minimum standards for College Health Programs.

Healthy Campus 2010: Provides guidelines for outcomes development and goal development

US Public Health Service: Department of Health and Human Services:

Healthy People 2010: national outcomes data relevant to the US population

Health Center Utilization

Current Assessment: ISU Health Center patient visits (see annual reports)

- FY2002-03 – 8,702
- FY2003-04 – 9,386
- FY2004-05 – 9,543*

*does not include immunization compliance assessment and reporting

Health Center Full-time Equivalent (FTE) Health Care Providers

	FTE
Health Center Director, RN (admin only)	0
MD, Medical Director	1
Nurse Practitioners	2
Staff Nurses	<u>6.75</u>
TOTAL FTE Professional Staff	9.75

Utilization Benchmark

Current Assessment regarding the number of patient visits per all FTE Health Care Providers*

- 979 patient visits per FTE provider
(Calculated from benchmark; total visits 9,543/9.75 FTE providers)

*Physician, APNP, RN

Benchmark*

- Overall benchmark – 1,627
- Enrollment of 5000 – 11,999 – 1,710
- 25 – 49% on campus residents – 1,595

Number of patient visits per eligible ISU student

- .95 (number of visits/total enrollment)

Benchmark * number of patient visits per eligible ISU student

- Overall – 1.7
- Enrollment 5,000 – 11,999 – 1.6
- 25 – 49% on campus residents – 1.7

ISU Health Center sees .95 visits per eligible student
ISU Health Center had 9,543 patient visits in 2004-05

Observations

- ISU Health Center could expect to see nearly 2 times the number of visits per eligible student
- (range 1.6 – 1.8)
- The annual visit could be 16,000 – 18,000 visits per year based on benchmark visits per eligible student
- Staffing at present time is adequate to accommodate increase in utilization (see staffing)
- ACHA DataShare II Benchmark Survey 1999 – 2000

Recommendations

Collaborate with Residence Life and other Student Affairs offices to encourage utilization.

Implement scheduling and staffing changes to accommodate increased utilization (see staffing recommendations)

Partner with Ambucare Urgent Care and Union Hospital to provide after hours services for ISU students at a discount rate+

Long Term

Consider expanding acute care services to employees as a fee for service

Administration and Staffing

Current Assessment indicates that ISU Health Center provides daily walk-in clinic, triage and scheduled appointments for health assessments. It also supports a Moderate Complexity Lab and X-ray capabilities, resulting in a very comprehensive health service. The MD is providing services for other departments on campus, which is increasing visibility and value of the SHC, but decreasing the availability for medical needs of ISU students.

A. Health Center Operations Staff Full Time Equivalent

Health Center Director, RN	1
MD, Medical Director	1
Nurse Practitioners	2
Staff Nurses	6.75
Lab Tech	1
X-Ray Tech	1
Office Staff/Coders	4
Nurses Aids	<u>1</u>
Total Staff	17.75

+supports consideration for mandatory insurance, hard waiver

B. Health Care Assessments by Specified Providers

Registered nurses triage and treatment services	2,645
Nurse Practitioners health assessments	4,429
Medical Doctor health Assessments	1,231
Pharmacy	606
Lab (moderate complexity)	561*
X-Ray	86*
Total health assessments at the Health	

Center

C. Staffing

The number of ISU students enrolled FTE health care provider (Enrolled students 10,095/9.75 FTE) = **1,035**

Actual assessments by total healthcare providers at ISU (total visits 9,543/9.75 providers) = 979

***Benchmark: 1154**

The number of enrolled students per FTE Registered Nurse at ISU (10,095/6.75 FTE) = 1,496

Actual Registered Nurse assessments (2645 nurse assessments/6.75 FTE RN) = 392

*** Benchmark: 5,003**

The number of enrolled students per mid-level APNP providers at ISU (10,095/2 FTE) = **5048**

Actual APNP assessments (4,429 APNP assessments/2 FTE APNP) = **2,215**

*** Benchmark: 5,003**

The number of ISU students enrolled per FTE Physician at ISU (10,095/1 FTE) = **10,095**

Actual Physician assessments (1,231 Physician assessments/1 FTE) = **1,231**

• **Benchmark: 7,421**

D. Support Staff

* The number of ISU enrolled students per FTE support staff (10,095/5) = 2,019

Benchmark *: 2,796

Ratio of support staff to provider staff at ISU (17.75/5) = **3.5**

Benchmark*: 2.6

Observations

- The staffing levels for all of the health care providers are over benchmark, however, the providers most notably underutilized are the Registered Nurses and Physician
- Confusion exists about the actual clinic time vs. preceptor/supervisory/occupational health time designated for the physician; Health Center Director indicates a 90/10 split, but physician functions on a nearly 50/50 split. This needs to be

addressed to assure that appropriate time is allocated for medical services.

- Support staff levels are over benchmark

*(ACHA DataShare II Benchmark Survey, 1999-2000)

Recommendations

Short Term:

- Increase MD clinical time to accommodate medical needs of students at peak times of year
- MD currently provides OSHA compliance, Hepatitis B, and Worker's Compensation services for ISU; delegate and train RN to accommodate these services (see Federal Register below)
- Increase standing order protocols for RNs within parameters of Indiana Nurse Practice Act and under MD supervision
- Streamline nurse triage function within appointment system
- Consider scheduling appointments all day 8 AM – 4 PM and providing same day accommodations for the most urgent needs (see EMR recommendations)
- Reduce appointments to 15 min. routine needs, and 30 min. comprehensive needs
- Streamline Women's Health Services to 1-2 days per week; schedule at off-peak times
- Streamline immunizations to specific days and times and coincide with allergy injections
- Commence systematic cross training and skill development for all nurses in treatment room, triage, lab specimen collection, and MD-NP interface
- Batch lab testing procedures and encourage RN specimen collection (cultures, blood, etc.)
- Cross train RN to cover CLIA waived testing when lab tech is not available
- Provide competency upgrade for nursing skill development; partner with School of Nursing
- Re-assess health education support (see EMR recommendation)
- Transfer immunization record assessment and TB surveillance to support staff with specific parameters for RN intervention
- Consider staggered start and end times of staff to accommodate increased utilization
- Realign position function for support staff, coding, filing, x-ray, to provide broader/administrative/IT/health education support

Federal Register Department of Labor
Occupational Safety and Health Administration 29 CFR Part 1910.1030.
Occupational Exposure to Bloodborne Pathogens; Final Rule Dec. 6, 1991

Long Term:

- As attrition in positions occur, consider reclassifying to Health Education designation
- Work closely with Counseling Center to provide comprehensive Health Education Program
- Develop a Peer Education program; train the trainers for healthy lifestyles
- Web based health assessments and electronic communication with students and SHC staff

Financing and Insurance

Mandatory Health Fee

The SHC is currently funded from a combination of student fee dollars and self-generated revenues for supplies and services. This funding model subjects the SHC to fluctuations in university finances and limits the extent to which long term goals can be developed.

The predictable funding that comes from a mandatory health fee is much preferred to the current system. Mandatory health fee is the preferred model nationwide at 85% of university health centers and two thirds of the Missouri Valley Conference schools. A mandatory health fee plus the current charges for services would provide a stable revenue stream and allow the SHC to focus solely on providing cost effective acute and preventative medicine to ISU students.

The consultants would strongly endorse the mandatory health proposal (\$50/semester) previously submitted by the SHC Director. The SHC's current complement of services (lab, radiology, primary care visits) presents a real value for the fees being paid. The benefits to be derived from this proposal are:

- Stable funding source for SHC
- Funds for health education and promotion
- Funds for screening labs (STD testing)
- Fee raises awareness of SHC

- Easy sell to parents because they perceive fee as real value (unlimited access to primary care for \$50/semester)

Outsourcing

The consultants were asked if outsourcing is a viable option for the SHC. An RFP to outsource the SHC was drafted in 2004 but never put out for bid. Interviews with senior leadership did not reveal that outsourcing was being considered at the present time.

In the consultants' opinion, outsourcing should only be considered as a last resort. Interviews with SHC staff and ISU students revealed that a high percentage of ISU students (as many as 50%) do not have health insurance. This fact alone would not make the SHC a viable profitable option for a private clinic contractor.

University Health Centers which file insurance often see on par a decreased number of student visits due to the high number of confidential visits which students do not want their parents to know about (i.e., pregnancy testing, STD testing, family planning). These "confidential issues" provide excellent teaching opportunities for SHC clinicians to help educate students as they mature from adolescence into adulthood.

Another reason outsourcing is not preferred is the loss of control the university has over clinic operations. Private contractors will be focused on the profitability of the clinic not how the SHC supports the overall University and Division of Student Affairs' Mission. A prime example would be the case of meningitis that was diagnosed in the Fall of 2005 semester. The swift reactions by the SHC to inform, educate, and provide prophylaxis to any student who feared exposure most likely would not have been replicated by a contract operator. The SHC has too many positive elements in its favor to build upon than having to resort to outsourcing at the present time.

Health Insurance

Health insurance for all students is a goal worth achieving, meeting health care needs that cannot be handled within Health Services. Currently only international students are required to have health insurance under a mandatory hard waiver program. The international students are currently posing the greatest problem for ISU because they may have policies domiciled outside the US and they often let the policies lapse after a month or two. Without health insurance, students

may have to withdraw from their studies when illness or injury occurs, and they often forego needed services that will maximize their educational experience or pose a public health risk to the campus community.

As a start, consideration should be given to streamlining the international students' insurance program to better protect these students. The consultants recommend that a defined list of acceptable insurance companies (and in some cases countries) be developed, with emphasis on the ISU sponsored Student Health Insurance Plan (SHIP), which has been specifically developed for ISU students. The criteria for non ISU plans should include such items as: benefits are adequate for management of illness and injury that is beyond the scope of the Health Services, the insurance company must be domiciled in the United States, and no monthly policies should be accepted. Another alternative to consider is to require all international students purchase the university's sponsored SHIP. Mandatory health insurance for all ISU students does not seem like a realistic goal at the present time. However, ISU should continue to strive toward this goal to minimize health risks to their student body, to encourage their students to be fiscally responsible adults, and to support the institution's overall risk management plan.

<p><i>ACHA Standards for Student Health Insurance/Benefits Programs</i> recommends that universities require students to provide evidence that they have health insurance coverage as a condition of enrollment.</p>
--

Administrative and Information Systems

Modern university health centers are converting to medical management information systems with electronic records (EMR's) designed specifically for college health. College students are the perfect patient base for this software because they are highly computer literate. The software is designed for importing large student demographic files at the start of each semester. The systems are designed to work with college SIS systems to determine patient eligibility based on immunization holds, payment of the health fee, number of credit hours taken, or payment holds on patient's accounts. These modern EMR's have their own built-in insurance billing systems and can interface with the university's bursar's office to transfer charges to students' accounts. Students' ID photos can also be imported into the software to decrease medical errors and improve patient/clinician recognition.

The current SHC uses an outdated physician practice software package that was not designed for college health. The current system is not integrated with campus information systems and offers limited practice management information. The health Center Director has proposed converting over to a new EMR product which would offer vast tools for transformational improvements within the health center.

The consultants believe that a modern college health focused EMR software package can be just the spark needed to transform the SHC into a modern university health center. The applications can be implemented as needed so the SHC can prioritize implantation of the systems that would benefit the SHC most. Below are listed features of a modern medical management information system:

- Electronic medical record. Replaces paper charts and allows approved staff to have access to all charts from any secure computer. Eliminates the search for missing charts. Improves legibility of medical chart.
- Template driven medical charts allow for less free text entry by staff and standardized placement of patient information.
- Prescription writing software with built-in safeguards for drug interactions and patient allergies.
- Wireless laptops allow providers to have access to all medical records from any SHC location. Student perceptions of SHC and providers are enhanced when students see the SHC using current technology. Patient signature capture can be obtained by today's touch screen laptops.
- Interfaces with reference labs, outpatient radiology centers, can create a truly paperless medical chart.
- Secure email allows a provider to email a student lab or other test results thus eliminating a clinic visit for normal test results. Email messages can be automatically generated for appointment reminders.
- Web access applications allow students to schedule or cancel their own appointment 24 hours a day online, submit pre-matriculation health history and immunization forms, and fill out diagnosis-based patient templates prior to health center visit.
- Self check in kiosks can be used to allow students to check in for both scheduled appointments and walk-in visits. Privacy notices and other disclaimers can be listed for electronic signature.
- Immunization tracking applications can efficiently organized student's immunization records and also find patient records should there be problems with an infectious disease breakout, a

specific lot# of vaccine, or a case of active tuberculosis on campus.

- EMR packages also offer extensive management reports to track utilization of services, staff productivity, and patient wait times. Supervising physicians can quickly review mid-level practitioner charts for quality assurance.

A successful implementation depends on a number of factors which are listed below:

- Develop staff acceptance to new software from the earliest stages. Have staff participate in software vendor presentations and site visits to other universities using the chosen software. Honestly answer staff questions regarding how their duties will change after implementation. Keep emphasizing how the new software will positively improve SHC functions and benefit students.
- Before vendor is selected, check references with other university health centers using software and if possible go on site visit to validate successful installation at a like institution.
- Leadership from ISU IT department will be critical for vendor negotiations, campus interfaces, and outside interfaces (Lab, radiology). Ongoing IT support also crucial for PC, printer, and server reliability.
- Leadership from SHC Medical Director and Director will be key to overcome staff resistance at each step of implementation.
- Implement during slower time of year such as summer term.

The consultants strongly recommend that the SHC pursue implementation of an EMR package both from the operational benefits as well as the transformational benefits. Going through this process will make the SHC evaluate virtually all of its administrative and patient care processes. It is the consultants' hope that change in a supportive environment will be contagious and the end result will be a more modern health center with an enhanced image. The consultants would also like to recommend that employees whose duties are reduced in scope be reassigned to support the expanded health promotions function discussed in another section.

Conclusion

Scope of Service

The ISU Health Center has the infrastructure to become a very important part of the development of the ISU student of the future. Expanding the

health service to include a formal health education component is essential in the health development of the ISU student while at the University, and in future healthy life choices.

In addition, an ever-increasing need for population and environmental health (influenza, meningitis, SARS, TB, etc.) justifies the existence of the Health Center as an integral part of the ISU campus. This type of community health care would not exist if this were an outsourced medical facility; the focus would be on profitability and not accountability to the University. Many of the labor-intensive services provided by the SHC have evolved as a result of Indiana state law requiring immunizations and compliance with record keeping. This has become a cumbersome process and takes valuable health care time that could be directed to the students' needs.

Quality of Service

The quality of service is gauged by how well it meets the standard and best practice benchmarks for that service. Outcome based assessments in the clinical, as well as the educational components of the Health Center will assure that the health program is current in its practice and is a vital contributor to the overall academic success of the ISU student. Health assessments that define the health needs of the ISU student are critical to providing appropriate health care services. Programs should be designed to meet those needs, defining the intended outcomes and making adjustments through a systematic approach. The need for an electronic means of record keeping is essential in improving efficiencies, providing up-to-date methodologies, and meeting the clinical, educational, and legal documentation needs.

Leadership and Funding

Critical decisions regarding the direction of the ISU Health Center are eminent. Providing a stable source of funding to assure that students have direct access to quality health care at a low cost is crucial, especially with the knowledge that nearly 50% of ISU students do not have health insurance.

The consultants have found great support for the Health Center and the overall philosophy of health services on the ISU campus. It is with great enthusiasm that we recommend the continuation of the Health Center as a University supported department. The need for adequate funding for this program is absolute. The segregated health fee of \$50.00 per student per semester will provide the necessary fiscal resources to

improve some of the recommendations in this report and will provide a means to develop a comprehensive strategic plan.

Thank you for the opportunity to work with the staff and leadership of Indiana State University.

Barbara H. Bloomer

Richard L. Chapman

The Committee for the review of the American College Health Association Consultation Report met on April 26, 2006 in the conference room of the Student Health Center @ 3:30 p.m. Committee members were Randy Stevens, M.D., community member, Paul Plummer, Athletic Training, Nathaniel Hopkins, Phd., Student Counseling Department, Deb Barnhart, R.N., M.S. School of Nursing, Cassandra Davis, Graduate Student, Charlie Potts, Assistant Vice President, Student Auxiliary Services, Bridget Gaddis, R.N., Student Health Center and Frances M. Drake, Director Student Health Center.

The committee has been sent the report in advance in order to keep focused on the issues and to allow more time for discussion. The committee was in agreement that most of the recommendations by the ACHA Consultation Group were excellent ideas and noteworthy to consider in the future but presently issues related to a fee for service and updated computer system was a priority before any other suggestions could be addressed.

Individuals with medical backgrounds were amazed that the Student Health Center was able to function with services provided in light of lack of funding and staffing. It was noted that nursing salaries were not competitive within the community. In order to attract experienced professionals Human Resources should look at community offices and account for experience.

The committee supports a dedicated fee and recommends it be initiated quickly in order to keep up with rising health costs. The committee unanimously supports the Student Health Center as an important factor in keeping students in school and with out such a program the University would suffer further enrollment declines.,

A discussion on health insurance brought support from the committee for mandatory health insurance for all students. There was a suggestion that perhaps all of the state schools in Indiana might participate in contracting with the same insurance company in order to get a better rate for students. There was discussion regarding outsourcing insurance billing as a way of drawing on any insurance parents might have on their student.

In response to a recommendation by the ACHA consultants and due to personnel changes at the Student Health Center, clerical and other professionals will be trained to enter immunization information into

banner after the final check by Registered Nurses in the department. This will assist clinical personnel with their duty assignments. .

The committee discussed the possibility of continuing this group in order to develop a Strategic Plan for the Student Health Center as a means to move this program forward in the years to come. We all know Healthcare costs will continue to rise and we must keep abreast with the community in providing excellent medical services.

Several members of the committee stated they were willing to participate in follow up meetings to work on a strategic plan for the Student Health Center.

**Indiana State University
Student Health Center
Response to the American College Health Association
Consultation Report
April 2006**

About the Response Document

At the request of Indiana State University, the American College Health Association sent two consultants to ISU in December 2005 to review the operations of the ISU Student Health Center. In March 2006, ISU received the final report of their findings. This document is the response by the Indiana State University Student Health Center to that report. The response takes each section of the consultants' report and may reply to it by elaborating on the issue, and outlining an action plan to address the recommendation.

The report and the response have been submitted to a group of campus and community professionals who interact regularly with the Student Health Center. The suggestions of the committee have been incorporated throughout the response document.

Section II: Interviews with ISU Leadership

SHC should participate in ISU's President's community outreach initiatives. The Landsbaum Center was one center mentioned specifically as a possible point of contact. Other options might include opening up x-ray and lab services to other local colleges.

The Student Health Center has extensive professional affiliations within the community, and interacts with the following organizations in the city, county and state:

Vigo County Health Department – **TB surveillance; meningitis exposure; STD exposure**

Indiana State Department of Health- **Hepatitis outbreaks on campus, Laboratory Compliance Improvement Amendments; Radiological Compliance**

Terre Haute Medical Laboratory- **Supervises SHC Laboratory and send tests not performed in SHC**

Center for Occupational Health – **referral source for workers compensation cases**

Landsbaum Educational Offering – **participate in educational programs**

ISU School of Nursing -**providing specialized Immunization requirements; providing clinicals for nursing students in the SHC**

Task Force 7: Pandemic Flu planning and Weapons of Mass Destruction Training-**personnel trained in Weapons of Mass Destruction and staff sent to Pandemic Flue planning sessions.**

Interlink Health reviews – **provide immunization review to groups of students every 9 weeks**

St. Ann's Clinic-**work with clinic to provide services to students that cannot be done at the Student Health Center.**

Clara Fairbanks – **referrals for Women's Health testing unavailable to the SHC**

Union Hospital- **referrals to the Emergency Room, Outpatient Surgery, educational programming**

Terre Haute Regional Hospital- **Student Insurance has special hospital rates negotiated with THRH, ACLS Training for Staff**

Hamilton Center-**referrals for Emergency Assessments**

Planned Parenthood- **refer students for procedures not performed in the Student Health Center**

Healthy Connections- refer students for free services and procedure not available in the SHC

Maple Center – referrals for women’s health procedures not available at the SHC

Associated Physicians & Surgeons Clinic –referral to specialists

Indigent Care –refer students who need services and meet poverty level guidelines

Wabash Valley Susan Komen Breast Cancer Foundation – we have had several grants for our students to receive free services.

Wabash Valley Radiology – provides reduced fee radiological services to students.

Opening up X-ray and Lab services to other colleges within the area presents the following issues:

Skilled Personnel: Requires a physician to order the testing and to review the report for the individual. Physicians are not immediately available, in all cases, to other schools.

Billing Issues:

Any business done with students from other universities would have to be cash in advance, because the Student Health Center does not bill insurance, other than the ISU carrier’s plan, and ISU students have the opportunity to bill to the bursar account. Collecting in advance is difficult because lab test results, can lead to additional tests being needed. ISU receives extraordinarily favorable rates for laboratory and X-ray services. To extend our reach beyond our own community could jeopardize that favorable status.

As a result, we do not feel that it is in the best interest of our students for the Student Health Center to provide medical services to students from other colleges at this time. This issue has legal implications that would have to be addressed such as malpractice insurance, assessment, medical responsibility, and staffing.

Consider offering limited services to staff (i.e., blood pressure checks, injections) to provide an employee wellness benefit and to help raise awareness of the SHC.

There are issues with providing these services to employees on an ongoing basis. The discovery of a condition requiring treatment obligates the Student Health Center to follow-up and document. More staff would be needed, insurance would be an issue, and the family physician might not appreciate us being involved in their doctor/patient relationship. Employees have many chronic problems which we do not address in the Student Health Center Clinic.

The ISU Student Health Center already provides an annual flu clinic, and is willing to partner with the EAP program or other campus and community based entities (such as the Vigo County Board of Health) to provide additional screening clinics as resources allow. The Vigo County Board of Health has the responsibility to follow TB or any health issue which could be contagious.

The SHC Medical Director is the main visible representative of the SHC for many on ISU campus. Consider options to get other SHC employees visible to ISU campus community.

It is difficult for clinical staff that sees clients from 8 a.m. until 5 p.m. to interact on a regular basis with the general university population. However, in the past, we have provided after hours programs to residence hall students, and other campus groups. The main focus of these contacts came from Student Health Promotions, an area that is presently housed in the Student Counseling Center. We will attempt to work with this program to become more visible. Additionally, we will attempt to participate on divisional and university committees that could use the expertise of our personnel. Further, we will continue to be a high profile presence at NSARP by screening immunization forms, and assisting students in meeting their requirements.

At the present time there are no plans to outsource the SHC, nor are there interested parties seeking to contract with the university.

Subsequent to the publication of this report, Landsbaum Center personnel met with university officials to explore a venture to provide a Student Health Center Clinic to our students at their 8th Avenue location. Landsbaum has built a small clinic into their training facility and it is underutilized. The clinic is located about 1 ½ miles north of campus, and is not particularly convenient for ISU students. Additionally, it is smaller than the ISU Student Health Center.

Talks will likely continue regarding this matter. If ISU decides that it is to its advantage to outsource the Student Health Center, that process would likely be bid. Cost and convenience of services will be primary factors in the outsourcing decision and selection process.

Despite requests made from several areas for extended SHC hours on nights and weekends, the consultants feel it would be cost prohibitive for the SHC, considering the low utilization of services experienced by similar university health centers for these same time periods.

In this time of budgetary restraint, we agree it would not be cost effective to extend hours unless the student body identifies this as a need they are willing to finance. In an environment where a student health fee or other funding enhancement prevails, this may be possible. The consultants tell us that schools that have expanded hours into evenings and Saturdays have had little additional traffic and that some have reversed the decision to expand service hours.

Current immunization policies create environment for adversarial confrontations with students. Consider revising policies to make entrance to ISU less cumbersome while still meeting state mandates. Investigate whether an Indiana high school diploma can qualify as proof of MMR immunizations. For international students, consider making immunization and proof of health insurance a condition of admittance to university instead of condition of permission to register for classes.

In speaking with Megan Stigar from the Indiana Department of Health, she reports it is not an option to accept graduation from an Indiana High School as proof of MMR immunization. She reports the law states we must have documentation. See appendix A for information relating to this suggestion.

As a first step, we are pursuing making immunizations for international students as a condition of admittance to the University instead of a condition of permission to register for classes. This needs to be followed-up with a similar policy for the general on-campus domestic population. This was attempted last year, and was only marginally successful. There is currently no interest on the part of Enrollment Management in adding additional admissions conditions. We think that conditions have to be politically favorable for such a policy, and that will require the university to first achieve better financial health.

Implementation of a mandatory health fee will depend on showing SHC value to students, parents, and administration. There was not opposition to considering a health fee, provided the SHC can show how services to students will be enhanced.

In order to show Student Health Center value to students, parents and administration, ISU must install an Electronic Medical Records system

which will capture the real activity of all in the Student Health Center. After that is functioning, the SHC can show how services to students can be enhanced.

The mandatory health fee concept can only be implemented at a time when other "higher profile" dedicated fees are not on the table. We estimate that it would take between \$55 and \$95 per semester for an enrollment of almost 10,000 eligible students (no distance education students) to make a health fee practical. Obviously, the higher the enrollment, the smaller the fee can be. Conversely, if enrollments decline, either fees must increase or services decrease because there are not enough students paying fees to support a full-sized program.

Because tuition and fees are already set for 2006-07, it is highly unlikely that a mandatory health services fee will be established before the fall of 2007.

Section III: Health Center Scope and Quality of Services

Recommendations regarding scope of services:

Conduct a needs assessment survey to determine health needs of ISU students (ACHA-NCHA)*

This has been done in the past and would make a good project for Nursing Students. We will approach the College of Nursing to see if there is interest in such an undertaking. Additionally, the best possible data about our student's needs is obtained from the records kept by the Student Health Center. The acquisition of an electronic medical records system will greatly enhance our knowledge of the facility's use and needs.

Conduct outcome assessments for services and programs; adjust scope of service to successful outcomes

The Student Health Center has more than 10 years of satisfaction surveys of students using the facility. They were very useful and, in 2004, the Student Affairs research coordinator, Tom Rios, suggested we allow the Graduate Students to conduct a study. We will explore administering the American College Health Survey to our clients. This might be accomplished through the School Of Nursing, a Graduate Student Project, or the Student Affairs Assessment Office.

Design and implement a marketing campaign to inform ISU students and staff about services and programs provided by the SHC

This was done in Fall 2004 by a group of Graduate Students on campus and is available for review in the Director, Student Health Center's Office. We will develop a marketing plan for the Student Health Center one semester and implement the next. This could be done as a student marketing class project.

Integrate Health Education Programs into proposed Recreation Center

We will attempt to partner with the Student Health Promotion Department that is currently housed in the Student Counseling Center. The Student Health Center lacks personnel to present educational information other than in one on one consultation at the time of a patient visit to the SHC. The Health Center may be able to work with the Recreational Sports department to do health education programs if revenues can support such a venture.

Initiate a Student Health Advisory Council

This has been attempted on several occasions but the students lack interest in functioning as an advisory council. Student advisory councils have a poor track record on the ISU campus. However, an approach that has been successful involves doing focus groups with different populations. We will conduct focus groups (minimum of one per semester) with segments of the population that might include some of the following: student athletes, residence hall students, Greek organizations, and student government.

Consider implementing a mandatory insurance, hard-waiver policy

We will meet with insurance company representatives, the International Affairs Center, the Student Affairs administrative leadership, Intercollegiate Athletics, Athletic Training and other stakeholders to put together an insurance plan that will work for the university. We continue to support the implementation of hard-waiver policy for international and domestic students. The advantages of this are obvious. Students will be able to afford the care that they need, and the cost of the program to each student will be substantially reduced if we have 3,000 rather than 200 students on insurance. We will seek a plan that can be managed by the insurance company so that the overhead involved in administering the plan does not dilute the student's health care.

Recommendations regarding utilization of services:

Short term Recommendations:

Collaborate with Residence Life and other student affairs offices to encourage utilization.

It would be good to be able to participate in Fall Orientation of RA and other supervisors so we could make them aware of our services. We will contact Residential Life and Student Organizations and Activities to offer our services.

We will continue to consult with other departments as requested.

Implement scheduling and staffing changes to accommodate increased utilization (see staffing recommendations)

This can only be done after the collection of good data requiring an electronic medical records system. We currently do flexible work schedule adjustments in order to cover our 9 hour day (Staff only works 37.5 hours per week).

Partner with Ambucare Urgent Care and Union Hospital to provide after hours services for ISU students at a discount rate+

Union Hospital is approached by our Student Health Insurance every year regarding discounts. They refuse. Terre Haute Regional gives discounts on hospitalization but no other services. We can suggest to Academic Health Plans about speaking to Ambucare regarding discounts for our students.

Long term Recommendation:

Consider expanding acute care services to employees as fee for service

The Student Health Center is stretched just serving the worker's compensation needs of the employee cohort. To expand into acute care for employees would require several alterations to the program, which currently is designed to serve ISU students. The SHC would require different staffing and malpractice coverage, as well as more space and funding sources.

Section IV: Administration and Staffing Recommendations

Short Term Recommendations:

Increase MD clinical time to accommodate medical needs of students at peak times of year.

There is a philosophical discussion that needs to take place about whether the SHC physician is the Student Health Center's medical director, or the campus medical director. If the former is the case, then the position should require about 90% of the physician's time to be spent treating patients in the health center. If, on the other hand, the position is that of campus medical director, as is currently the perception of the SHC incumbent, approximately 50% of the individual's time would be spent working with campus departments such as Athletic Training, School of Nursing, Risk Management etc. and with community health providers. The prevailing attitude that this position is a campus medical director severely limits the physician's ability to see patients in the Student Health Center.

It seems that if the job is for the campus, then additional resources, including an additional medical provider may be necessary. At present, we are asking that the physician be all things to all people, and that shorts the SHC and the students who frequent the clinic.

MD currently provides OSHA compliance, Hepatitis B, and Worker's Comp services for ISU; delegate and train RN to accommodate these services

Hepatitis B, worker's comp and Blood Borne Pathogen training is all provided within the Student Health Center by registered nurses with minimal direct supervision by the physician.

Increase standing order protocols for RNs within parameters of Indiana Nurse Practice Act and under MD supervision

We all agree this is happening to the extent that it can. R.N.'s cannot prescribe medications, only nurse practitioners and the physician may prescribe medications.

Streamline nurse triage function within appointment system

The addition of an electronics medical records (EMR) system will assist us in this triage function.

Consider scheduling appointments all day 8 AM – 4 PM and providing same day accommodations for the most urgent needs (see Electronic Medical Records [EMR] recommendations)

Based on experience with several different scenarios, we feel the morning walk-in and afternoon appointments scheduling system works best for the students at Indiana State University. Many of our students do not plan ahead and still demand service on a walk-in basis. In order to reach the number of clients we have and provide the service that they expect we must be as flexible as possible.

Adjust appointments to 15-minute routine, 30-minute comprehensive to increase utilization of NP and MD

We were doing 15 minute appointments but it made it very difficult to do an emergency walk in during the appointments. We feel we are more efficient, and students receive better service when we treat walk-ins in the a.m. and appointments in the p.m. Emergencies are worked in between patients in the afternoon.

Streamline Women's Health Services to 1-2 days per week; schedule at off-peak times

We feel students need more opportunity to receive services all week for their GYN problems. We have traditionally been sensitive to women's health needs.

Our students receive women's health when they need it, and are not put on the back burner.

Streamline immunizations to specific days and times and coincide with allergy injections

We feel it is difficult enough to get students to the Student Health Center for immunizations. We do not want to turn them away due to specific clinic times.

Allergies are a lot more complicated than immunizations and require more intensive review. We scheduled the administration of allergy extracts in the past. Presently we do not have the skilled staff to provide allergy extract nor do we have enough personnel to consider providing the AE clinic. Because of issues with hiring skilled nursing staff at the current wage level, we are examining whether this is a service that can be continued in the SHC.

Commence systematic cross training and skill development for all nurses in treatment room, triage, lab specimen collection, and MD-NP interface

Batch lab-testing procedures and encourage RN specimen collection (cultures, blood, etc.)

We are in the process of cross-training nursing staff and developing nursing skills. As with all employees, nurses come into their jobs at different levels, and require training that is customized to their needs. The lab already batches testing procedures when appropriate.

Cross train RN to cover CLIA waived testing when lab tech is not available

We have difficulty covering all areas of the clinic at present. We don't know how we would be able to get an RN trained, tested, and have assigned time in lab to meet the CLIA regulations. It costs about \$2,000 per year to perform proficiency testing for each individual.

Provide competency upgrade for nursing skill development; partner with School of Nursing

While we do make competency upgrade training available as time, patient load, and funding permit we need to use outside resources for most of this training.

The ISU School of Nursing does not provide education for upgrading nursing skills. We have contacted them requesting these workshops. As the nursing landscape changes during the next few months, we will again approach them for skill development.

Re-assess health education support (see EMR recommendations)

See comments under long-term recommendations

Transfer immunization record assessment and TB surveillance to support staff with specific parameters for RN intervention

We previously assigned support staff to perform this duty. The medical director was unhappy with this staff member's way of handling this task so she requested we not have the individual continue. At that time we delegated a registered nurse to handle immunization records. Since then we have eliminated clerical positions because of budget retrenchment. Currently, I do not believe we have support staff capable of performing this function. We are, however, willing to attempt this with one of our office staff. We will assess the process as it unfolds.

Consider staggered start and end times of staff to accommodate increased utilization

We already do this.

Realign position function for support staff, coding, filing, x-ray, to provide broader/administrative/ IT/health education support

The x-ray tech already is cross trained in other areas. She can work the front desk and switch board. She does not have access to the computer as the auditor restricts who has access to those functions. She takes dictation for x-ray reports, the Medical Director's records, and will be picking up autoclaving and laundry duties.

Long Term Recommendations:

As attrition in positions occur, consider reclassifying to health education designation.

The Student Health Center requires skilled, professional individuals to perform duties in the clinic. The level of the pathology that we are witnessing in today's students requires significant personnel dedication to treatment of student's medical issues. Each professional provides comprehensive personalized health education to students one on one. At one time, Student Health Promotion was a department of six professional staff plus clerical support under the auspices of the Student Health Center. These two organizations complimented each other, and Student Health Promotion was the face of the SHC in the campus community, and the healthy lifestyle advocate for the campus from the Student Health Center. As budgets were reduced and priorities changed, the department was reduced to one individual and eventually transferred to the Student Counseling Center where the apparent need was greater. If a greater emphasis is to be placed on health education, the Health Center needs to be assigned that role by the administration, and given the resources to fulfill that mission.

Work closely with Counseling Center to provide comprehensive health education program

We are currently available for consultation on programming and assist in some programs. As indicated previously, we provide comprehensive health education by interacting with students on a one on one basis.

Develop a peer education program; train the trainers for healthy lifestyles

In prior years, the Student Health Promotions staff supervised a very thorough cadre of student peer educators. To reinstitute this program, staff would need to be added to Student Health Promotion for this task.

At present, the SHC is a hands-on, direct care facility which has no opportunities for meeting to work on this program. Present organization and funding is probably not available at this time. However, when enrollments increase, and alternative funding sources become available, this program is definitely worth reviving.

Web based health assessments and electronic communication with students and SHC staff

This is a must for interacting with students in the future. We hope to be able to contract with a medical insurance company that offers on-line or telephone health consultations. We find it desirable to communicate with individual students through the myisu portal. However, HIPAA regulations would dictate that these types of communications be very selective, and non-specific.

IV. Financing and Insurance Recommendations:

Mandatory Health Fee Recommendation

“The consultants would strongly endorse the mandatory health proposal (\$50/semester) previously submitted by the SHC Director. The benefits from this plan include:

Stable funding source for SHC

Funds for health education and promotion

Funds for screening labs (STD testing)

Fee raises awareness of SHC

Easy sell to parents because they perceive fee as real value (unlimited access to primary care for \$50 to \$95 per semester.)

Outsourcing Recommendations

“In the consultants’ opinion, outsourcing should only be considered as a last resort. Interviews with SHC staff and ISU students revealed that a high percentage of ISU students (as many as 50%) do not have health insurance. This fact alone would not make the SHC a viable profitable option for a private clinic contractor.”

Health Insurance Recommendations

“As a start, consideration should be given to streamlining the international students’ insurance program to better protect these students. The consultants recommend that a defined list of acceptable insurance companies (and in some cases, countries) be developed, with emphasis on the ISU-sponsored Student Health Insurance Plan (SHIP),

which has been specifically developed for ISU students. The criteria for non-ISU plans should include such items as: benefits that are adequate for management of illness and injury that is beyond the scope of the health services, the insurance company must be domiciled in the United States; and no monthly policies should be accepted. Another alternative to consider is to require all international students to purchase the university's sponsored SHIP."

"Mandatory health insurance for all ISU students does not seem like a realistic goal at the present time. However, ISU should continue to strive toward this goal to minimize health risks to their student body, to encourage their students to be fiscally responsible adults, and to support the institution's overall risk management plan."

Administrative and Information Systems (EMR) Recommendations

"The consultants strongly recommend that the SHC pursue implementation of an EMR (electronic medical records) package both from the operational benefits as well as the transformational benefits. Going through this process will make the SHC evaluate virtually all of its administrative and patient care processes. It is the consultant's hope that change in a supportive environment will be contagious and the end result will be a more modern health center with an enhanced image. The consultants would also like to recommend that employees whose duties are reduced in scope be reassigned to support the expanded health promotion function discussed in another section."

The Student Health Center strongly supports the consultant's recommendations for mandatory health services fees to include psychological services, mandatory health insurance for international students (eventually all on-campus students), and an electronic medical records system.

We agree with the consultant and do not support the concept of outsourcing the Student Health Center at this time. This action would likely cost the students more, and the services would not be conveniently located on the campus.

From: Steiger, Megan
Sent: Friday, March 17, 2006 10:45 AM
To: 'fdrake@isugw.indstate.edu'
Subject: Information on Immunization Requirements at the Postsecondary Level

Hi Fran.

Per our conversation this morning, here is the Indiana Code information related to immunization requirements at the postsecondary level. In Indiana, we do not accept graduation from high school as the factor of a student being fully immunized for college-level education.

As IC 20-12-71-11 states:

A postsecondary institution may not permit a student to matriculate in a residential campus of a postsecondary institution unless the student provides the documentation required by section 12 of this chapter for the following diseases:

- (1) Diphtheria
- (2) Tetanus
- (3) Measles
- (4) Mumps
- (5) Rubella

Also, it is important to note IC 20-12-71-17 which deals with Postsecondary institution records of student immunization status (especially in outbreak situations):

(a) The designated recordkeeping office shall maintain records obtained under section 15 of this chapter containing the required elements of the immunization status of each enrolled student. The information required on the certificates of immunity and the documentation of exemption, whichever applies, constitutes the required elements of each enrolled student's immunization status. The information on the certificates of immunity and the documentation of exemption, whichever applies, is sufficient for accurate compliance with section 19 of this chapter and must be accepted by each postsecondary institution for purposes of this chapter.

(c) The records referred to in subsection (a) are sufficient to enable the postsecondary institution to generate a listing of the students who have filed documentation of exemption forms. The postsecondary institution shall develop sufficient plans for excluding these students from the institution for their protection if an outbreak of any of the vaccine

preventable diseases listed in section 11 of this chapter occurs at or near the campus of the postsecondary institution.

For full access to IC information, you can go to:
<http://www.in.gov/legislative/ic/code/title20/ar12/ch71.html>

Megan Steiger, MPH
Program Operations Manager / Assessment Epidemiologist
ISDH, Immunization Program
Ph: (317) 233-7259; Fax: (317) 233-3719; Pager: (317) 905-2137

American College Health Association 2003-2004 Salary and Staffing
Survey
Mean Salaries based on 1950 hours/year

Mid-American College Health Association (Region III)

Registered Nurses \$38,979 = \$19.99/hour
ISU R.N. = \$32,546 = \$16.69/hour
ISU RN's under \$ 6,433 = \$3.3/hour

Institutional Control
Public

Registered Nurse \$43,008

Campus Location
Urban under 100,000

Registered Nurse \$39,456

Reporting Line for SHS
Student Affairs

Registered Nurse \$42,291

SHS Accreditation
No Accreditation

Registered Nurse \$40,364

Number of Full-time Undergraduate Students
5,000 +

Registered Nurse \$42,018

Mean for Registered Nurses as above \$41, 019 = \$21.05

Appendix H – Student Publications Full Report

Indiana State University Student Publications Administrative Unit Review Report of Committee's Analysis and Recommendations

*By Merv Hendricks, Director of Student Publications
May 25, 2006*

In a series of meetings during spring semester 2006, the Student Publications Board, acting as a committee appointed by Vice President Ramey to perform an administrative unit review of the Office of Student Publications, identified what it considered to be the program's strengths, weaknesses, opportunities and threats. The committee considered each of three areas of the Student Publications operation: the Indiana Statesman Newsroom, the Indiana Statesman-iQ Magazine Advertising Department and the iQ Magazine Editorial Department. A comprehensive list of the strengths, weaknesses, opportunities and threats that were identified by the committee appears in Appendix A of this report, as does a list of the committee members.

In sum, the committee found that it agreed with those (including the Vice President) who have proclaimed Student Publications as an exemplary working model of the experiential learning concept that is one of ISU's overarching goals. At the same time, the committee found that the program needs to do more for and with the student staffs to train and orient them as reporters, editors, photographers, designers and advertising representatives; to more effectively recruit and retain the best and brightest students from related academic programs; and to better plan for the turnover that is inherent to the student publications environment. Further, the committee agreed that the publications' futures are threatened by the effects that lowered enrollment can have on the publications' readership base and advertising appeal; by increasing competition for reader time from the Internet and other electronic media; by uncertainty about the future of the Journalism major at ISU; and by the specter of administrative content control that some media law experts fear could follow a recent federal court ruling.

Here are summaries of the committee's major findings, which are supplemented by the comprehensive listing of points in Appendix A.

- Experiential Learning Model: The committee found that students in all areas

of Student Publications gain demonstrable learning benefits from their work on the publications. Among the experiences gained are peer leadership, content agenda planning, workgroup organization, human resource management, internal direction, external relations, and campus and community engagement. Among practical skills learned are reporting, editing, photography, graphic design, computer software use, advertising sales, client relations and deadline management. One member of the committee called the operation "a model for experiential learning" at ISU. These administrative, journalistic and advertising skills are taught, the committee found, within an environment in which feedback, encouragement, situational advice and logistical support are offered by the full-time professional staff on a consistent, daily basis in ways that communicate effectively and respectfully with the student staffs.

- **News and Advertising Successes:** The committee gave high marks to the publications both in qualitative and quantitative terms. The Statesman, for instance, was complimented by one committee member as being markedly improved over "the Statesman of the past." IQ, specifically its new arts and entertainment orientation, was praised by another committee member as a "great idea going over well." The ad area was praised for a record of escalating success in its sales numbers and for the enthusiasm of its efforts, including widening the range of would-be advertisers being contacted by the student ad sales staff. The committee also noted that all three areas have received external validation of their quality by winning awards for newspaper, magazine and advertising work from the Society of Professional Journalists, the Indiana Collegiate Press Association, the Hoosier State Press Association and the College Newspaper Business and Advertising Managers group.
- **Collaborative Environments:** The committee found evidence of student collaboration and cooperation in each of the three work groups. For example, the committee noted the collaborative working relationship between ad salespersons and ad designers, a relationship that in some environments can, negatively, become Us vs. Them. The advertising office space, in which sales and design staffs work within sight and earshot of each other (a space made possible by the 2003 remodeling of HMSU's Seventh Floor), is a spatial factor that contributes positively to this outcome, the committee found. Evidence also was found of teamwork between and among the three areas, specifically with advertising and the editors of both publications working cooperatively to determine such aspects as ad placement, ad size changes, newsroom space requests and related topics. Such factors were seen by the committee as contributing to an overall cohesiveness within and among the areas.
- **Retention:** In varying degrees, all three areas (Statesman newsroom, iQ editorial and advertising) have enjoyed a considerable level of retention of key

staff over time. The best evidence of that would be the graduation this month of three Statesman editors (Brandy Emily, Kati McQueen and Beth White), all three of whom were with the publications for each semester of their four years at ISU, moving progressively up the ladder. Other examples are Ashley McCallister, who in the fall will begin her fourth semester as student advertising manager, and summer student advertising manager Katie Pearman, who began with Student Publications even before she started her first-year classes. In iQ, where retention may not be as immediately obvious, four straight editors in chief (Sarah Lipps, Jon Hueber, Jessica Dyer and Beth Sutherland) have risen to that position after having served on staff the previous year, three as managing editor (the No. 2 position). A significant number of other staff members (reporters, photographers, ad sales persons, etc.) also stay on staff for the second, third, fourth or fifth semester.

- **Ethics:** In all three areas, students are exposed to ethical choices that are involved in aspects such as content decisions, staff management, and sales and newsgathering strategy. IQ last year established its own ethics code; the other two areas subscribe to model codes of ethics provided by national media organizations. Situational ethics are frequently discussed student-to-student and student-to-adviser as topics arise.
- **Revenue:** The program has been increasingly successful in generating significant advertising revenue to extend the work of the publications much beyond what would be possible were they to rely solely on student fee funding. This fiscal year, the advertising staff will have sold nearly \$220,000 of advertising for the two publications combined. The news and editorial departments contribute to that revenue success by producing publications that advertisers see as appealing, in content and style, to a targeted audience of college students, faculty and staff that they wish to reach with their messages.
- **Training:** The committee found that while considerable training and feedback is being provided to student staff members, considerably more is needed. Two specific situations were cited: the reporter who fails to perform sufficient research before embarking on interviews for a story, and the ad salesperson who pales in comparison with professional ad salespersons with whom the ad client may also be dealing. The committee's suggestion is that Student Publications advisers work with student managers to see that more training and orientation are provided to news and ad staff members before they venture out into the field. The committee also suggested that Statesman and iQ editors and reporters need to exhibit more skepticism and critical thinking as they approach stories, and that such skepticism/critical thinking would produce better researched, more assertive and more informative stories. While there are examples of reporters having prepared well for interviews and examples of ad salespersons providing high-quality service, the committee

suggested that such breakdowns in quality detract from the publications' credibility on campus and within the community. A more comprehensive and ongoing training program was suggested as a way to deal with this deficiency.

- **Turnover:** The frequent change in student staff organization, as often as each semester for the Statesman newsroom and the advertising area, while having the positive effect of providing many students leadership opportunities, also can, the committee suggested, become a negative in terms of changes in philosophy, editorial position, continuity of news coverage and contacts with advertisers that may be puzzling to at least some readers who seek more consistency. While such changes are inherent to the nature of student publications, the committee suggested that efforts by student leaders and advisers need to be increased to limit the effects of such turnover that sometimes leads to reinventing the wheel each semester. By implication, the committee's suggestion also leads to the conclusion that, while as noted above, retention in many respects has been positive, more efforts need to be made to better retain the students who join the staff but who then stray away not long thereafter. What are the factors that lead to those students' lack of continued participation? What are the publications losing without those students' contributions?

- **Focus:** This was a concern primarily directed toward iQ magazine. Some committee members believe that historically iQ has suffered from a lack of focus, with its having no apparent premise of "what the magazine is going to be." Each new editor, one committee member expressed, seems to reinvent the magazine's content without apparent regard for what the magazine was in the past. This year's conversion to an arts and entertainment magazine helps clarify the focus, the committee found. Still, all issues of the magazine from a given school year need a common focus, a committee member said.

- **Recruiting:** While retention of key staff members is a significant achievement in all three areas, more emphasis still needs to be placed on recruiting the best and brightest from academic programs related to the publications. Too often, talented editors or ad salespersons have not found their way to the staffs before their senior years. Their joining the staffs earlier would have been mutually beneficial, both to the student in terms of experiential learning opportunities and to the publications in terms of adding skilled performers. The committee suggested that improved recruiting methods be determined in an attempt to more actively identify students who should join the staffs.

- **Financial Threats:** Because so much of the publications' budget support comes from advertising sales, the university's declining enrollment and an anticipated decline in departmental advertising pose a significant threat to the student ad staff's ability to meet its ad sales goals, no matter the level of

effort, training and strategy. Declining enrollment can send the perception to local advertisers that the student market is crumbling. And while that would be a great exaggeration of the truth of the matter, perception for many is reality. In terms of national ad sales, a fall enrollment of less than 10,000 could drop the Statesman out of consideration for some national media buys. Declining enrollment and depleted university budgets could be serious challenges to the publications' financial stability — and their ability to provide student services such as travel to national college media conventions — in the very near future.

- Readership Threats: The combination of 1) declining readership trends, both nationally and regionally, among college-age students, 2) the increasing effects of the Internet on readership of print publications and 3) the presence on campus of a professional newspaper's campus readership program (and the rumor of another) all may detract from the ability of the Statesman and iQ to attract as much readership as in past years. Declining enrollment also is a factor here. Accordingly, the advisers at Student Publications are suggesting to the fall Statesman editor and student ad manager that the press run be reduced from 6,000 copies per issue to 5,000. Some obvious cost savings also would be involved.

- Promotion: One way to deal with the readership threat identified in the preceding item is to increase promotional efforts on behalf of the publications. Signage, advertising and event sponsorship are some ways suggested for extending the publications' profile to potential readers, infrequent readers and non-readers. IQ has a particular vulnerability here because it has a lower name recognition and is published much less frequently than the Statesman. Cross-promotion, which would include promoting the publications' Web pages, also was mentioned as an avenue to pursue.

- Future of ISU's Journalism Program: The university's current budget situation, coupled with the retirements of two of four previous faculty (with a third planned in 2007), lends some doubt to the future of the Journalism program at ISU. The current reduction by two tenure-track faculty positions probably already has hurt the publications, but any further reduction there (including the reduction to a minor or the elimination of the program) would be a serious matter of concern, especially for the Statesman. It is from the top of the pool of Journalism majors that the newspaper has long drawn its top editors — editor in chief, managing editor, campus editor, photo editor. Those students come to the publications with classroom knowledge and an orientation to take on the roles and responsibilities that the top editing positions require. The same is true in terms of many reporters and photographers, a pool from which future editors are often grown. IQ also draws from the

Journalism program, but not to the same extent as does the Statesman. (Of the four latest iQ editors, three have not been Journalism majors.) Absent a viable Journalism program, both the pool of top students ready to lead and the pool of leaders-in-evolution could be eliminated. Absent those pools of talent, the publications would have to cast about campus much more widely to find students to lead the news operations. Absent a Journalism program, Student Publications also would have to take on an even more comprehensive training program than currently contemplated — essentially J101 and beyond. From a qualitative standpoint, it also is positive to have a strong academic component in journalism both to support the publications and, in some cases, to take issue with their journalistic practices.

- Feared Effects of The “Hosty” Case: ISU has long had a commendable record of recognizing and validating student journalists’ constitutional rights to determine all content of their publications. The Indiana Statesman, iQ magazine and their Web versions, the committee believes, operate as “public forum” publications. As such, the university administration is constitutionally forbidden from taking such actions as prior review, prior restraint, undue limitations on distribution or attempts to control or punish content by funding reductions. A federal district court ruling in a case called *Hosty v. Carter* brings those long-held constitutional protections into some doubt, especially because Indiana is one of the three states within the Seventh District Court’s jurisdiction. To affirm its laudable, unwavering and long-standing dedication to the freedom of the student press, the committee believes the university administration should sign a statement, included in Appendix B of this report, that underlines its support for the rights of student editors in chief and student advertising managers to make all content decisions, unfettered by any interference from the administration.

I would like to thank the members of the Student Publications Board for serving as the committee for this Administrative Unit Review exercise. Many hours were involved in meeting and in thinking about the issues discussed. We in Student Publications very much appreciate that dedication of time and interest. I am sure Vice President Ramey joins in thanking the committee for its efforts.

Appendix I – University Police and Traffic and Parking Full Report



Public Safety Department Police

To: Thomas Ramey, Vice President, Student Affairs

From: University Police and Traffic and Parking Services Unit Review Committee

Date: February 27, 2006

Re: Unit Review Report

The University Police and Traffic and Parking Services Unit Review Committee, consisting of Sherry O'Neal, University Risk Manager, Dr. Robert Huckabee, Associate Professor, Criminology, Bill Bergherm, Assistant Chief, Terre Haute Police Department, Dr. Charlie Potts, Assistant Vice President for Student Auxiliary Services, and Mary Ellen Linn, Director of Residence Life, met on February 3, 2006 and again on February 13, 2006. These meetings were convened by Bill Mercier, Director of Public Safety who presented material relative to the ISU University Police function. Lori Elkins, Traffic and Parking Services Supervisor presented information concerning the Department's parking responsibilities. Joseph Newport, Associate Director of Public Safety also attended both meetings.

Prior to the meetings information was shared with all committee members regarding both Police and Parking operations. The following documentation was provided from the Police Department:

- A. The Department's Mission Statement and Statement of Values
- B. A written statement of the Department's Goals and Objectives as well as an explanation of how they support the University's

Mission and Visions statement.

C. A spreadsheet containing Standards for Law Enforcement agencies published by the Commission on Accreditation for Law Enforcement Agencies (CALEA) showing the standards where the Department is in compliance and where improvement is still needed.

D. A spreadsheet of both Police and Parking budgets showing monthly balances to date.

E. Department training records for the 2005 calendar year.

Traffic and Parking Services provided the following information:

A. The Department's Mission Statement

B. A written statement of the Department's Goals and Objectives as well as an explanation of how they support the University's Mission and Vision Statement.

C. A summary of standards published by Campus Parking Management Associates showing where our Department is in compliance and where improvement is needed.

D. The 2005 Traffic and Parking Services deposit breakdown summary showing total revenue collected by the month.

E. The 2005 Annual Parking Statistical Report.

This information was reviewed during both committee meetings in an effort to evaluate the efficiency and effectiveness of the Department, as well as to draw some conclusions about the appropriateness of its mission and future direction. Those findings are outlined below:

Efficiency

Budgetary information for both Police and Traffic and Parking operations was presented for review. The information presented indication that both units have been utilizing their resources appropriately and that resources have sufficient to accomplish its mission up to now.

On the Police side there was discussion about continued budgetary challenges caused by steady increases in the cost of gasoline

for patrol vehicles, as well as the high cost of police uniform replacement which tax the budget every year. In addition, the ever increasing cost of maintaining and replacing needed technology remains a constant challenge for both Police and Parking. Currently the Police Department is struggling to find funding for its antiquated 911 system that cannot be relied upon to provide dispatchers with accurate address information. Additionally, the campus video camera system which was installed about ten years ago no longer provides clear recordings on its analog VCR system. Ideally this system should be replaced with a digital system at a cost of approximately \$15,000.

A major area of concern is adequate funding for the Community Service Officer (CSO) Program. This program provides students who may be considering careers in law enforcement with the opportunity to work in a police setting. Students work directly with the public providing parking enforcement, campus escorts, motorist assists, crowd control at special events, and other services. In this role students gain valuable experiential learning opportunities and are able to discover if a career in law enforcement is really for them. Since its inception in 1996 the CSO program has graduated students who have gone on to careers in the State Police, Excise Police, municipal police departments, and sheriff departments throughout Indiana.

Currently students starting with the CSO program are paid a starting salary of \$5.25 per hour. This salary increases by 25 cents for every year of service. Considering the type of work these students are asked to perform and the importance of this work to the image of the University, a proposal has been made to increase starting salaries to \$6.00 per hour with 25 cent increases for each year of service. Such an increase would bring this salary scale closer in line with other part-time employment available to students. The estimated annual cost of such an increase would be \$11,780.

On the Parking side additional funding is needed to enable the Department to purchase the equipment required to implement the vehicle immobilization policy approved by the Board of Trustees last year. Utilizing such a process for chronic violators rather than towing their vehicles would enable the University to keep additional service on campus rather than paying it to a tow company. It would also be more convenient to violators who would only have to pay to have the immobilization device removed in order to get their vehicle back. Currently persons who have their vehicle towed must find transportation to the tow company, pay a tow bill, and possible a storage charge which could be sizeable. The estimated cost of setting up this program is

\$25,000 which includes the immobilization devices and a small pickup truck to carry the equipment.

There was also discussion about the need to replace a number of parking meters on campus which have become inoperable and can no longer be repaired. With these meters out of operation a sizable amount of revenue is lost. It is estimated that the cost of replacement is \$8,000.

With regard to funding sources, the Police Department is making a request to the Vigo County E-911 Advisory Board to fund its 911 upgrade. If approved funding would come from the county's 911 fund which is collected monthly as a surcharge on all resident's telephone bills. Since the campus provides a fully functioning 911 center that removes a fair amount of workload from other County centers, it is felt such expenditure would be appropriate.

Funding for the upgrades to the campus video system may ultimately be less than anticipated due to improvements in the technology. When originally proposed it was estimated that a digital video system would cost approximately \$15,000. The Department is now looking into an upgraded system with increased storage capacity. Such a system should result in only having to purchase two recorders rather than three. This could lower the system price to between \$7,000-\$8,000.

The majority of the Committee's discussion regarding funding sources for Traffic and Parking Services centered around establishing this unit as a self-supporting auxiliary. It was explained that currently all funds collected from parking registrations are used to maintain and construct our parking lot system. Funds collected from parking fines are placed in the General Fund and may be used for any purpose. Both accounts are administered out of the office of Business Affairs. Traffic and Parking Services currently receives \$25,000 from these accounts to administer its function.

Effectiveness

The mission of the Department of Public Safety is:

"...to provide competent public safety services to all persons, with the highest regard to human dignity through efficient, professional, and ethical law enforcement and crime prevention practices. We are committed to developing partnerships with our citizens to provide a community, in which we can live, learn, and work safely. We

the men and women of this Department shall perform these duties with honesty and fairness. Through strong leadership and continuous training, we will strive to serve as role models for the community; committed to integrity, sensitivity, and compassion.

It would appear that this mission is appropriate for a campus public safety department and that it is consistent with the University's mission. Specifically, Public Safety's mission seems consistent with that part of the University's mission that emphasizes "holistic student growth and development." The Department recognizes that not all student education occurs in the classroom and has stressed the role as educators outside the classroom. By conducting programs such as "Adopt-A-Hall," "RAD (Rape Aggression Defense training)," and Bicycle Patrols it has attempted to become more proactive and accessible to the public.

As a method for measuring effectiveness both the Police and Parking functions have chosen to conduct self assessments based on standards published by independent organizations. The Police standards used are the "Standards for Law Enforcement Agencies" published by the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA).

CALEA was established as an independent accrediting authority for law enforcement agencies in 1979 by the four major law enforcement membership associations: International Association of Chiefs of Police (IACP); National Organization of Black Law Enforcement Executives (NOBLE); National Sheriff's Association (NSA); and Police Executive Research Forum (PERF). Since that time CALEA has become recognized nationwide as America's premiere law enforcement accreditation institution.

The Police Department reviewed the thirty-eight chapters of CALEA standards. These chapters are made up of 446 individual standards covering virtually all aspects of police administration and operation. Upon review of these standards it was determined that the Department is currently in compliance with 199 CALEA standards, not in compliance with 162 and that 85 standards did not apply. That results in a 60% compliance rate for all standards which apply to this agency.

The Traffic and Parking Services division evaluated their effectiveness using the "Campus Parking Standards and Recommendations" published by Campus Parking Management

Associates. Campus Parking Management Associates (CPMA) was founded in 1974 to specialize in the unique parking problems encountered by colleges and universities. This organization also specializes in campus parking management evaluations and systems development.

Traffic and Parking Services self assessment revealed that they are fully compliant with 19 of CPMA's 41 standards and partially compliant with an additional six standards. The division is not compliant with 15 standards and information regarding one standard was not available for review.

Conclusion

Both the Police and Parking divisions of the Department of Public Safety provided the committee with sufficient information to give a good overview of the unit's operations. These divisions appear to be accomplishing their missions well as evidenced by their compliance with standards set by independent authorities in their fields.

The Police Department has presented a plan to bring their operation in compliance with the CALEA standards over the next several years by achieving compliance with at least 10% of the non-compliant standards each year. Traffic and Parking Services expects to make significant strides in improving their rate of compliance in the upcoming year. Both plans appear to be a reasonable approach to improving services to the campus community.

The Police Department presented its training records for the past year which demonstrated a strong commitment to personal development. Currently the State of Indiana requires all police officers to receive a minimum of 16 hours in-service training each year. ISU Police records show that among officers who were employed for the entire year of 2005 the average number of in-service training hours was 75 with the fewest individual hours being 37.

It would appear that the mission of the ISU Department of Public Safety is relevant to the current campus environment, especially with regard to its efforts to be proactive regarding crime prevention and awareness. Due to the unique nature of this Department's work, it is doubtful that it would be appropriate for this Department to combine with any other campus unit. Additionally, unless the work of this Department was turned over to local police, it would not be possible to eliminate its function. It is not realistic to believe that the local police

department would have the time or the resources to provide the proactive programming and high level of service the campus community has come to expect. As a result, the elimination of this unit would not be appropriate or feasible.

The Committee believes that the size of both the Police Department and Traffic and Parking Services is appropriate for a campus of our size. We are encouraged by the unit's plans to improve their compliance with the industry standards they have used in their review and recommend the University administration support these efforts.

Committee members have been encouraged to file individual reports regarding their impressions of this review. Those reports, if any, are attached as appendixes.

Supplemental Information

CAS Review

In the fall of 2005, each unit within ISU's Division of Student Affairs conducted a comprehensive review of operations contrasted against an established operations standard. In most cases, the standard chosen by individual units was the Council for the Advancement of Standards in Higher Education.

In some cases, CAS standards have not been established for some functional units. In those cases, other professional standards were chosen.

The full ISU Division of Student Affairs CAS reviews are available for review through the Office of the Vice-President for Student Affairs.

**Supplement A - Intercollegiate Athletics Supplemental
Information**

Supplement B - Residential Life Supplemental Information

Supplement C – Recreational Sports Supplemental Information

**Supplement D – Student Health Center Supplemental
Information**

Supplement E – Student Publications Supplemental Information