

Student Learning Outcomes Assessment Report
2006-2007

Bowen-Thompson Student Union
Submitted by Mary G. Edgington
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Student Affairs Department or Unit

The Bowen-Thompson Student Union

Academic Year in Which Assessment was Completed

2006-2007

Director

Mary G. Edgington

Description of Event(s)/Program(s)/Projects(s) being Assessed:

This section of the report includes student learning outcome assessments for the following:

1. Student Employee Orientation/Training
2. Student Union Programs and Marketing Intern Training
3. Student Union Programs for the Campus Community

1. Student Employee Orientation/Training

Student Learning Outcome(s):

Student learning outcomes associated with specific tasks are identified in the rubric below. However, there are general learning outcomes student staff should acquire that are applicable in nearly any job, career or position. Among those transferable skills are:

- Leadership;
- Communication;
- Planning and Organization;
- Event Planning;
- Management and Administration;
- Interpersonal and Human Relations;
- Informational Management;
- Critical Thinking; and
- Valuing skills.

The goals of this year’s assessment efforts have been to measure the effectiveness of our current student employee training, and then to use those results to continuously refine and improve our student employment orientation and training programs to teach the skills necessary to achieve those outcomes.

A basic rubric has been created (see below) to encompass the general student employee orientation program, which is required for each employee regardless of his or her work area within the Student Union. This rubric has its own set of learning outcomes, which is applicable to all student positions in the Student Union, regardless of specific responsibilities. Rubrics that are more specific to each position are under development.

Rubric for General Student Employee at Orientation

TASK	Beginning	Developing	Accomplished	Mastery
Works effectively with professional and student staff of the Bowen-Thompson Student Union.	Familiar with own supervisor and staff members	Familiar with supervisors from other areas, and student staff from other areas.	Working relationships with professional staff and student staff.	Leadership role as part of staff. Contributes to professional and student staff relationships.
Understands the philosophy of the Student Union in general and applies to daily work.	Knows the general mission statement of the Student Union.	Understand the Student Union’s role in shaping out-of-class experience for college students.	Recognizes ties between job duties and mission of the Student Union.	Job performance is tied closely to giving customers a beneficial experience at BGSU.

Rubric for General Student Employee at Orientation

TASK	Beginning	Developing	Accomplished	Mastery
Understands and follows policies and procedures related to student employment, and to working in the Student Union.	Is familiar with Student Employee Handbook and general policies	Understands policies for the Student Union and for specific work area.	Articulates policies to customers and other staff members.	Actively supports policies in daily job duties. Confronts policy violations.
Effectively utilizes eTime system to punch in/out and to review personal records.	Knows location of time-clock, and understands basics of eTime usage.	Can use eTime when working in areas other than primary position.	Uses eTime system without mistakes, missed punches.	Uses eTime effectively. Checks and reviews personal records on the internet.
Knowledgeable about all areas in the building.	Has general understanding of the layout of the facility. Has toured the building.	Recognizes the student organization offices, administrative offices, retail services that exist in the Student Union.	Knows the location and contents of storage areas, utility closets, and other areas necessary for job performance.	Provides customers with options.
Familiar with key university administrators, including Deans, Department heads, and area VP's.	Can recognize the Student Union administration and University President.	Is familiar with administrative staff from offices housed within the Student Union.	Recognizes administrators from the Division of Student Affairs.	Recognizes and interacts with Deans, Department heads, etc.
Aware of all aspects of Welcome Week program.	Understands the purpose of Welcome Week. Familiar with printed information on Welcome Week activities.	Able to quickly reference times, locations for Welcome Week activities. Knows general information about each event.	Articulates Welcome Week activities to co-workers and customers.	Supports Welcome Week activities and recommends them to customers.
Displays key principles of customer service.	Familiar with the basic concepts of customer service.	Practices good customer service in daily work.	Works with a variety of customers, and can troubleshoot a variety of problems for customers.	Skilled in customer service. Can/has performed successful service recovery.

At the conclusion of student employee orientation, students will be at the “beginning” level for each of the listed tasks. As the student’s length of employment increases, it is expected that the student’s knowledge will progress from the “beginning” to the “mastery” level for each task. The post-test results (given to each new employee after their first year of employment) support this expectation, as they (student responses) reflect a movement from “beginning” level to more “accomplished” and “mastery” levels.

The student employee orientation program has been revised to match the general rubric for development of basic knowledge about the Student Union; its philosophy, staff, policies, and basic procedures. The student employee evaluation form was then created to match these rubrics to more precisely measure the effectiveness of the orientation-training program.

Assessments Administered:

Prior to orientation, new student employees are given “pre-tests” to assess their skill sets and level of knowledge as it relates to their new job responsibilities. Students are required to attend general orientation sessions with all new student employees, as well as area/job-specific training sessions within their respective departments. Near the end of the academic year, students are given “post-tests” to assess their perceptions of their individual growth in skills and knowledge, after being employed in the Student Union for one year. The final data collection method involves student employee participation in focus groups to discuss perceptions regarding training sessions, first year of employment, and related items.

A. Fall Semester 2006: Pre-test Administered (See **Appendix A** for test questions and results)

Student employees were pre-tested on the developed learning outcomes rubric at the beginning of the fall semester.

- The pre-test was completed at the beginning of the orientation program for all new employees of the Bowen-Thompson Student Union to measure their levels of knowledge prior to orientation. A total of twenty-eight students were tested.
- Tabulated results for the pre-tests showed varying levels of knowledge among the students, with the highest percentages falling in the “Beginning Skill” category.
- A distribution list of all student participants was created and students were contacted and asked to participate in focus group discussions about orientation and the training they had received up to the date the focus group discussions were to take place.

B. Spring Semester 2007: Post-test Administered (See **Appendix B** for test questions and results)

A post-test was administered to student employees to assess perceptions of growth in knowledge and skill after one year’s time in employment at the Student Union.

- A post-test was given at the beginning of the focus group sessions held in the spring of 2007 for all new employees of the Bowen-Thompson Student Union. The objective was to measure the students’ perceptions of their growth in knowledge and skills after one year of employment in the Student Union. A total of fifteen students completed the post-test and participated in the focus group discussion that followed.
- The questions on the post-test were identical to the original pre-test questions and students were asked to complete them using the same instructions.
- Results tabulated for post-tests show varying levels of knowledge, but the highest percentages were found in the “Accomplished” and “Mastery” categories.
- **There was a significant shift from the results of the pre-tests. The next page shows a comparison between pre-test and post-test responses.**

**Comparative Results
Between Pre-test (Fall 2006) and Post-test (Spring 2007) Responses**

Category	Description	Pre-Test (#) %	Post-Test (#) %	Change %
Work Relationships (Professional and student staff of the Bowen- Thompson Student Union)				
	I am familiar with my own supervisor and staff members.	(18) 64%	(1) 8%	-56%
	I am familiar with supervisors from other areas, and student staff from other areas.	(5) 18%	(0) 0%	-18%
	I have working relationships with professional staff and student staff.	(4) 14%	(6) 50%	+36%
	I feel like I'm a leader as a student employee. I have created relationships with professional and student staff.	(1) 4%	(5) 42%	+38%
Philosophy of the Student Union				
	I know the general mission statement of the Student Union.	(7) 25%	(1) 8%	-17%
	I understand the Student Union's Role in shaping out-of-class experiences for college students.	(9) 32%	(1) 8%	-24%
	I clearly recognize ties between my job duties and mission of the Student Union.	(4) 14%	(1) 8%	-6%
	I understand how my job performance is tied closely to giving customers a beneficial experience at BGSU.	(8) 29%	(9) 75%	+46%
Customer Service				
	I am familiar with the basic concepts of customer service and know what's expected of me on the job.	(7) 25%	(1) 8%	-17%
	I know what's expected of me on the job, and I practice good customer service in daily work.	(16) 57%	(1) 8%	-49%
	I am skilled in customer service, and I role model customer service for other employees.	(5) 18%	(7) 58%	+40%
	I have successfully made an angry customer happy.	(0) 0%	(3) 25%	+25%
Policies and Procedures				
	I am familiar with Student Employee Handbook and general policies.	(11) 39%	(0) 0%	-39%
	I understand policies for the Union and for my specific work area.	(8) 29%	(4) 33%	-4%
	I am comfortable conveying Student Union policies to customers and other staff members.	(3) 11%	(6) 50%	+39%
	I actively support Student Union policies in my daily job duties, and I am comfortable in confronting policy violations.	(6) 21%	(2) 17%	+4%
eTime System				
	I know the location of time clock, and understand basics of eTime usage.	(16) 62%	(1) 8%	-54%
	I can use the eTime system without mistakes, missed punches.	(2) 8%	(3) 25%	+17%
	I can use eTime to clock-in to areas other than my primary position.	(2) 8%	(2) 17%	+9%
	I use eTime effectively, and can check and review my personal records on the Internet.	(6) 23%	(6) 50%	+27%

Category	Description	Pre-Test (#) %	Post-Test (#) %	Change %
Knowledgeable about all areas in the building				
	I have a general understanding of the layout of the facility. I have informally toured the building.	(2) 7%	(0) 0%	-7%
	I know the locations of the Student Organization offices, administrative offices, and retail services that exist in the Student Union.	(19) 69%	(2) 17%	-52%
	I know all the services provided by the various offices in the Student Union, and who to call from each work area when troubleshooting a problem.	(6) 21%	(5) 42%	+21%
	I know the locations and contents of storage areas, utility closets, and other areas necessary for job performance.	(1) 4%	(5) 42%	+38%

C. Focus Groups Spring Semester 2007: (See Appendix C for discussion questions and results)

Immediately following the post-test, focus groups were conducted to assess student perceptions of how well their training throughout the year prepared them for their jobs.

- Meetings were held with two small groups of student employees to discuss their perceptions of the past year, particularly how effective their job training was in preparing them to complete their regular, job-related tasks and responsibilities.
- The results of the focus group discussions were compiled and used to make recommendations regarding revisions to the student employee orientation and, in some cases, area-specific training.
- The results of these meetings have already been used to re-structure communications processes and administration of the student employment program.

Analysis and Interpretation of Data Collected:

The training model utilized by the Bowen-Thompson Student Union is now four years old and has improved steadily each year. The model is intentionally designed to provide learning in both job-related skills and in personal development, and there have been strides made in improving these methods of training and formal assessment. It is the Student Union's hope to continually refine the training and developmental experiences that are provided for the student staff, using more careful assessment, based upon defined learning outcomes. At this point it is recognized that while the program is not perfect, it continues to move in the right direction.

The value of this project's results have already proven beneficial to the student employment program, which is the backbone of the Student Union, in terms of giving direction to the supervisory group of professional staff. Through the focus group research process we have come to the following conclusions listed below:

Area-Specific Training

- In general, students felt their area-specific training prepared them for their first year of job responsibilities, and that when tasks/situations arose that had not been covered in training, they felt supported by their supervisors.
- The greatest part of student employee learning takes place on the job, and happens best through repeated experiences.
- The most effective job-related training and learning happen when a new student is paired with an experienced student, and is the preferred method of most of the respondents.
- More thorough training from area supervisors is required; in particular, the conveyance of specific policies on performance, attendance, and on-the-job behaviors.

- Some students reported that the documentation (area manuals, job aids, etc) in their areas was helpful, which was encouraging because it has been the perception of the supervisory staff that in many cases these materials were being ignored.
- Overall, the student staff expressed that they needed to receive more “cross training” to help them overlap their job responsibilities with some of the other crews’ job responsibilities in the course of their daily tasks.
- Communication, on the whole, was identified as an area that needs further refinement. Some specific areas of communication noted for improvement included student crews’ communication with each other, routing of telephone and radio (Nextel) communications, and communication with customers.
- It was also noteworthy that there was a consistent theme among respondents regarding the need for a master schedule of all student staff who are supposed to be on duty at any given time. This would make it easier for each crew to communicate with another throughout the course of a day/weekend.
- Students recognized the importance of seamless communication between the areas, and stressed that more awareness of each area’s responsibilities must be promoted more effectively to reduce wasted time.
- There was a repeated recommendation for more awareness of the responsibilities of other job areas within the Student Union. Some suggestions were for crew members to swap positions or “shadow” each other in order to build empathy and understanding among the crews.

Perceptions of Professional Staff/Working in the Student Union

- Overwhelmingly, students reported that they felt the Student Union was a good place to work because of the positive experiences with their supervisors and with the rest of the professional staff.
- The majority of the student respondents felt that the Student Union experience has been very positive, and that they are a valued member of the staff.
- There was concern expressed over the relationship between Student Union and Dining Services staff (catering), in particular on the weekends, and the inability for the two areas to communicate quickly and effectively.

Additional Training Needs (not covered in their first year)

- Students reported a need for additional training in dealing with angry customers/difficult customers, as many experienced these situations either on the phone or in person at some point in the year.
- In general, members from different crews wanted to know more about reading job tickets for events taking place in the Student Union throughout the course of each week, to make sure that staff gives better, more efficient service to customers.
- Students from several areas expressed the need for assistance in prioritizing tasks given the multiple demands placed on each crew. They looked for better communication from the supervisory staff in helping them to decide what held top priority.

Action Plan Based on Assessment Results:

This project, which is on-going and will continue to yield useful information, has led to an increased awareness in the Student Union for more thorough and consistent training, policies, and procedures overall, and for more careful administration of the student employment program. From the information gained in the past year, the staff has already identified several areas of improvement, and has begun taking steps toward implementation. Specifically, this means:

- Area-specific training will be further refined – Each supervisory area within the Student Union now conducts area-specific training to provide hands-on training for each position within the Student Union. This training has been, and will continue to be, more standardized and connected to the learning-outcomes rubrics as each is developed. Starting immediately, these sessions will begin to see a more personal emphasis by supervisors on following policies and procedures as they exist in Student Union policy documentation. This information had been previously presented at the overall employee orientation, but will now move to area-specific training.

- Overall training manual refined – This is an ongoing initiative. The Bowen-Thompson Student Union Employee Manual has been further refined to include all policies pertinent to student employees, Student Union operational policies, and customer service principles. This manual is also being revised by the Student Employee Advisory Committee to add the student employee perspective on Student Union policies.
- Continued focus in supervisory meetings – Bi-weekly meetings are held with all professional staff who supervises student employees in order to review policies and procedures related to employee training and supervision, to share best practices related to supervision, and to shape the future of the employee program. The results of the tests and focus group discussions have already been shared with the group, and have affected the way work is conducted with the student staff. The results of the testing and focus group discussions have given the group a plethora of information to consider when creating future orientation programs and area-specific training.
- Hiring process refined – In an effort to accurately convey the Student Union’s commitment to learning and on hiring students who wish to benefit experientially from student employment, the Student Union restructured its recruitment and hiring process to include information sessions that are mandatory for all students seeking to apply for a position in the Student Union. These sessions featured the following:
 - Job descriptions reviewed from each area, listing primary duties, requirements, salaries, and any prerequisites;
 - General expectations and requirements outlined – for any and all potential employees, including attendance at training, dress codes, and behavioral expectations;
 - Emphasis on learning-outcomes stressed – transferable skills were highlighted as an important benefit of employment on campus; and student members of each crew presented briefly on how working in the Student Union has benefited them;
 - More stringent application and submission deadlines – students could only pick up their applications at the information sessions, and had only one day in which to submit them; and
 - This process was successful in that it produced an interested, focused and invested pool of applicants that numbered over 200.

Future Actions:

The Student Union has set up a process for the operation of the student employment program, but it is necessary to continue to improve efforts to ensure the program is truly providing a meaningful experience for students. The Student Union plans to:

- Continue to pre-test and post-test new employees as orientation continues to be refined. The orientation program will continue to change, as will the training throughout the year. It’s important that the Student Union continue to assess these efforts as the program develops;
- Create rubrics for all student employee areas, and further develop and standardize area-specific training. At this time, supervisors from each area conduct training for their areas separately, but without a standardized curriculum. Additional rubrics will need to be developed for the Building Manager, Audio/Visual, Building Services, and Custodial staff positions (as has already been done for the Information Center, Orientation/Training program, and Office Assistants) and more consistent training must be created. These rubrics will serve as the cornerstone of the training process, and will be the basis by which student employees are evaluated.
- Continue to conduct focus groups with all new student employees. The discussions should be held specifically within each employment area, to receive more area-specific feedback on training. Additionally, evaluation forms, based on the rubrics, should be designed for each area so that each employment position will have its own position-specific evaluation form.
- The Student Union will also continue to collect the results of exit interviews with employees that leave our staff. This is a new initiative that provides an opportunity for staff that are departing (mostly graduating seniors) to reflect on their employment experience and offer feedback on the student employment program.
- Continue to focus on assessment and evaluation of student employees.
- Develop a more longitudinal approach to assessing student staff that tracks students throughout their tenure with the Student Union, beginning with Orientation pre-tests and ending with the final exit interview. Under this approach, students would be assessed at least once yearly during the span of their employment to measure their perceptions throughout the years.

2. Student Union Programs and Marketing Intern Training Assessment

Student Learning Outcome(s):

The Student Union employs a number of students who work as interns for the Union Programs and Marketing area, earning class credit. Student interns are required to attend a training session at the beginning of fall and spring semesters. Interns who complete the training will learn the following:

- Names and basic information about other Student Union interns, staff and supervisors;
- General employment expectations including appropriate dress, language, schedules, and office behavior;
- Student Union policies and procedures; and
- Specific job requirements and skill sets for Student Union programming and marketing.

Assessments Administered:

At the conclusion of each training session (August 26, 2006 and January 20, 2007), student interns were asked to respond (via written survey) to the following questions:

- How was this training most helpful to you?
- What did you learn?
- What was the most helpful portion of the training for you?
- What follow-up would be most beneficial to you?

There is also space allotted for “other comments” and interns are encouraged to provide feedback in that section as well.

Analysis and Interpretation of Data Collected:

Based on the responses obtained on the questionnaires, as well as supervisory observation while interns are on the job, it is apparent that student learning outcomes are being met. On-the-job training, weekly meetings, and hands-on experience reinforce the learning outcomes over the course of the internship.

Specific responses for each survey question are shown below:

2006 – 2007 Student Union Programs and Marketing Intern Training Assessment

➤ How was this training most helpful to you?

August 26, 2006

- It helped to give me a better understanding of what we will be doing throughout the semester. It was also helpful to spend time with the other interns and learn more about them.
- It was a great opportunity to ask questions and get further explanation on the handbook.
- The binder is helpful and I am sure will be used through the semester.
- This training really made me understand more of my position and how it interacts with the other interns and programs.
- I found that many questions I have about the intern manual were cleared up after the meeting. Also it provided a kind of structure so that I would know more about what’s going on. It also helped to be able to be interactive with the other interns.
- It was helpful in learning about the detail work that goes into planning an event; you just can’t start publicizing.
- It was nice to spend some time with the people I will be working/interning with this semester. It was helpful to get to know them better. I also think the binders are very helpful.

January 20, 2007

- It was very helpful to learn all of the steps for distributing information.
- It made things more clear. It was good to see Lindsay and Katie share their experience.
- Because I wasn’t able to stay for most of the training, what I was here for I felt provided me with more insight on evaluating and publicizing events.
- Getting to meet and know the other interns was helpful, as well as going through the publicity steps with Aronda.
- Going through the book with examples to help clarify some things was helpful.
- I think it let everyone know not to get too overwhelmed as long as we take things one step at a time.

- It was helpful because everything overall was explained. I wasn't really sure of many things after our meeting, but after the training, it became clearer.
- It gave me more background about what we will be doing. It also helped me get to know the rest of the staff, which is extremely helpful.

➤ **What did you learn?**

August 26, 2006

- I learned that it is very important to work as a team and communicate well.
- Various policies and guidelines for programming.
- More about fellow interns.
- Everyone as an intern has some duty that ties in with the other interns and that teamwork and communication is vital.
- I learned a lot from hearing former interns. This part was beneficial for me to hear from their point of view.
- How to go about planning an event and what resources are available to use as marketing tools as well as what people to contact in order to get an event rolling.
- I learned what is expected of me this semester as a programming intern. I also learned a little more about my fellow interns.

January 20, 2007

- There is a lot of time involved to get fliers, posters, and handbills out.
- Teamwork is the key to having a successful semester.
- I learned how teamwork is a huge factor in the office and with planning events.
- I learned about the process events require in order to be successful.
- Specifics about posters, events, and planning.
- I learned how to plan all of the small steps that lead up to an event.
- I learned a lot about publicity and different ways to publicize. The sheet with the necessary steps for each form of publicity was helpful.
- I learned more about all the different types of publicity and how to do all the different kinds.

➤ **What was the most helpful portion of the training for you?**

August 26, 2006

- The most helpful part was walking through the manual and learning about what we are expected to do.
- Hearing about past intern's experiences and what they liked and disliked.
- The opinions of past interns, from the summer, Eric and Megan.
- Going over the manual and understanding expectations of me as an intern.
- Using the calendar to plan out an event. It helped to actually be able to see what happens on what day, and this is something I will do for future events.
- Doing the fake event because it got all of us thinking about the different parts of an event.
- Going over the binders was helpful to me. This way I was acquainted with them and I know where to go with questions.

January 20, 2007

- Hearing Lindsay and Katie talk. Also, the activity at the end.
- The most helpful portion of the training was getting to know the other interns because I am familiar with the information given in intern training.
- The most helpful was discussing the publicity and what to do on the day of an event.
- Planning.
- I think when we got into small groups and planned the mock event.
- The sheet with all the forms of publicity!
- Going over the handbook and publicity because I think publicity is very important.

➤ **What follow-up would be most beneficial to you?**

August 26, 2006

- Learning a little more detail about my programs.
- A scheduled time to meet with your supervisor to go over specific instructions for the semester.
- Open forum for questions, concerns, and refreshers in the future.
- Just clearing up any duties that pertain to my specific job.
- Questions about what happens during office hours.
- I think just being open to questions throughout the class as well as in the weeks after is good follow-up itself.
- Follow-up on my own personal program will be most beneficial to me.

January 20, 2007

- Seeing how to make some of the cool hand bills and fliers. Anything showing me the computer programs available.
- I think we will deal with a lot in the office what we talked about so a lot will be followed up there.
- A further explanation of other employees and what they can help you with while interning would be beneficial.
- A follow-up on publicity and preparing for events would probably be most beneficial.
- Timeline of planning an event.
- I think maybe relearning/talking about all of the promotional tools because there are so many.
- A training session on Adobe for the non-VCT majors would be really beneficial to assist us with making fliers and such.
- Maybe a little training with the experienced interns or anyone else about Adobe design.

➤ **Other comments (stated goals met, physical environment, etc):**

August 26, 2006

- I thought the evaluation of the Welcome Back Bash was very helpful. It helped us to know how to evaluate an event.
- I would have liked to have done it during the week before the semester was underway.
- Due to the fact that the binder given to interns is pretty thorough, given a week or so in advance to review the information, training does not need to be overly detailed because it may begin to be repetitious (though it is sad that people need to see, hear or review things 3-5 times before they remember).
- I thought the interactivity was great. Getting to know and work with the other interns was a good step.
- I think getting to know each other through games was helpful so we all didn't feel so out of place. The lunch was great too!
- I liked the evaluation of the "Cruise into BGSU" event we did. It was helpful to talk about what went wrong so that we are prepared for the future. Lunch was good too ☺

January 20, 2007

- Very helpful training! A little early though!
- I thought it was beneficial.
- Although it was early, everyone did a great job at keeping it interesting and trying to keep us awake! I just hope to do well on all my publicity for my events and get people to come to the "How To's."

Action Plan Based on Assessment Results:

The Programs and Marketing areas will continue to:

- Conduct intern training at the beginning of each semester;
- Invite former interns to the training sessions to share information about their experience, as well as suggestions and tips for success;
- Focus on processes, procedures, and specific skill sets needed to complete assigned tasks; and
- Plan "ice breakers" and other energizers to help interns and staff introduce themselves to one another.

3. Student Union Programs Assessment

Student Learning Outcome(s):

One of the primary objectives of Student Union Programs is to implement, sponsor, and offer programs to help build community on campus, engage and entertain, help develop and “grow” students outside the classroom, and provide learning opportunities that complement and enhance classroom learning. Below are several programs offered this academic year, along with the learning outcome for each:

1. **How 2 Golf:** Participants learned the basics of golf, including general rules, etiquette, proper techniques for swinging, putting, and chipping.
2. **How 2 Self-Defense for Women:** Participants learned the basic moves and techniques to defend themselves in threatening situations.
3. **Weight Watchers at Work:** Participants learned tools to help lose and maintain desired weight. Tools included identifying portions and serving sizes, the benefits of healthy eating and exercise, healthy recipes and snacks.
4. **Esteemed Professor Series:** Participants learned the value of service learning and how they might serve upon graduation.
5. **How 2 Dance:** Participants learned a variety of dance moves including ballroom, swing, salsa and hip hop.
6. **BINGO:** Participants engaged in fun and entertaining activity to build community.
7. **BG’s Got Talent:** Participants engaged in fun and entertaining activity to build community.
8. **6 O’clock Talk Series:** During the panel discussions, involving a variety of topics including Gay Marriage, Personal Finance, U.S. Immigration Law, and Global Warming, participants learned more information, data and statistics regarding each topic. They also heard similar and opposing points of view about each topic, as well as expanded their knowledge and awareness of diverse topics.
9. **Beer Tasting:** Participants learned an array of information about beer, including the family tree of beers, tasting techniques and the history and production of beer.

Assessments Administered:

At the conclusion of each program, an evaluation form was distributed to attendees and participants. They were asked to evaluate the program by answering two primary questions:

- Would you participate in or recommend this program if we offer it again?
- What did you learn from this program?

The evaluation responses for the programs are shown in Appendix D.

Analysis and Interpretation of Data Collected:

While not all participants and attendees completed the evaluation form, the majority of those who did indicated they would return to similar and other programs offered by the Student Union. Based on comments, most respondents found the programs to be informative, beneficial, and/or fun.

Action Plan Based on Assessment Results:

The Student Union will continue to offer those programs where participation and attendance meet or exceed goals and where the program evaluations indicate objectives for engagement, entertainment, community building and learning have occurred. The Programs area will continue to ask participants to complete evaluation forms at the conclusion of each program. The results and comments from the forms will be used to guide future program offerings. The Programs area will also continue to look for ways to offer more programs to engage diverse student populations, particularly people of color and males.

Additional Assessment Project(s):

This section of the report includes the results and action steps from five additional assessments which reflect the work of the Bowen-Thompson Student Union this past year. The report, as well as the assessments, cover a wide variety of topics that fit into the mission of the Student Union—traffic patterns, facility use, customer satisfaction, student employment and demographics, and operations. The areas of assessment are:

1. Student Union 2007 Spring Traffic Study
2. Facility Usage Assessment
3. Student Union Customer Comment Card Assessment
4. Student Employee and Intern Demographics
5. Photo ID Assessment

1. Student Union 2007 Spring Traffic Study

Learning Outcome(s):

The goal of the spring traffic study was to determine the numbers of individuals entering the Bowen-Thompson Student Union doors weekly and monthly. The results are to be utilized for benchmark studies. Established traffic patterns have been identified with previous traffic studies; however, a new computerized system is now in place which provides additional information. This new format for the traffic study will assist in identifying likely times that the building can be marketed for rental to outside groups and provide for more detailed and specific numbers associated with times of day and entrances utilized.

Assessments Administered:

Spring 2007 traffic study data was generated from counting equipment purchased and installed during fall semester 2006. The equipment counts two-way traffic (entrance and exit) 24 hours a day, 7 days a week. Testing of the equipment occurred during the late fall semester. Monthly and weekly counts are found in **Appendix E**. Totals across the bottom indicate the number of entrants to the building.

Equipment is battery-operated and relies on breaking an electronic beam to count traffic. Should that beam be blocked somehow or the batteries die, then traffic is not counted. During January, 2007, at the Information Center doors, is such an example where traffic was not counted due to the BG News stand being positioned in front of the beam.

Analysis and Interpretation of Data Collected:

Monthly data supports what staff have always known, that February and April, are the busiest months of the spring semester. With Black History Month in February, and end-of-the-year activities, as well as proms and weddings in April, the operations staff is very busy. Traffic after spring commencement drops off dramatically.

Weekly data shows that the first week of classes produces high traffic. However, major events spaces that week are fairly limited in use. Other than the Multipurpose Room which is used for book distribution, most events that week occurred in other meeting spaces and were fairly typical beginning-of-the-semester activities. The highest traffic week, February 18th, can be attributed primarily to President's Day Open House which utilizes the Student Union as the central point of activity. The second highest week of traffic, that of April 22, shows some major year-end activities such as the RA banquet and the Division of Student Affairs Awards ceremony, supported by other smaller recognition ceremonies and the opening of the University Bookstore's book-buyback program. In addition to these activities, the staff also has anecdotal data that suggests many students are studying and holding group project meetings in the lounges. The lowest weekly traffic counts during the spring semester occurred during spring break week.

Action Plan Based on Assessment Results:

We will continue to market the facilities to outside customers by:

- Attending trade/industry shows;
- Advertising in appropriate media (print and electronic);
- Conducting direct mail and email campaigns;
- Participating in bridal/wedding shows;
- Collaborating with on- and off-campus partners to share resources and generate revenue.

All of these marketing plans will be strengthened by understanding, more specifically, when the facility can be utilized by outside groups.

2. Facility Usage Assessment

Learning Outcome(s):

Monitor usage of meeting and event spaces in the Bowen-Thompson Student Union to:

- maximize space availability and coordinate major institutional event needs;
- ensure proportions of funding are correct based on types of groups using spaces;
- make marketing decisions based on space availability and current funding;
- prepare long-term building expansion recommendations based on space utilization and campus needs; and
- update applicable policies as necessary.

Assessments Administered:

Database programs are used to track events. Pre-determined reports produce quantitative data regarding utilization, including numbers of events in each space, as well as types of groups using those spaces. These reports are run on a monthly basis and summarized in an excel spreadsheet. Other reports are produced on an as needed basis. Additional analysis can be conducted according to factors such as event type, room used, and setup count.

Analysis and Interpretation of Data Collected:

The following charts illustrate the number of events that occurred in certain spaces during specific months. Highest usages are routinely seen in October (due to Homecoming and Family Weekend) and April (due to end-of-the-year banquets). The charts indicate that Event Planning and Reservations processed 18,619 events in the 2006-2007 Fiscal Year and 17,317 events in the 2005-2006 Fiscal Year (an 8% increase). Although the charts are not listed here, Event Planning and Reservations processed 16,023 in the 2004-2005 Fiscal Year and 15,454 events in the 2003-2004 Fiscal Year.

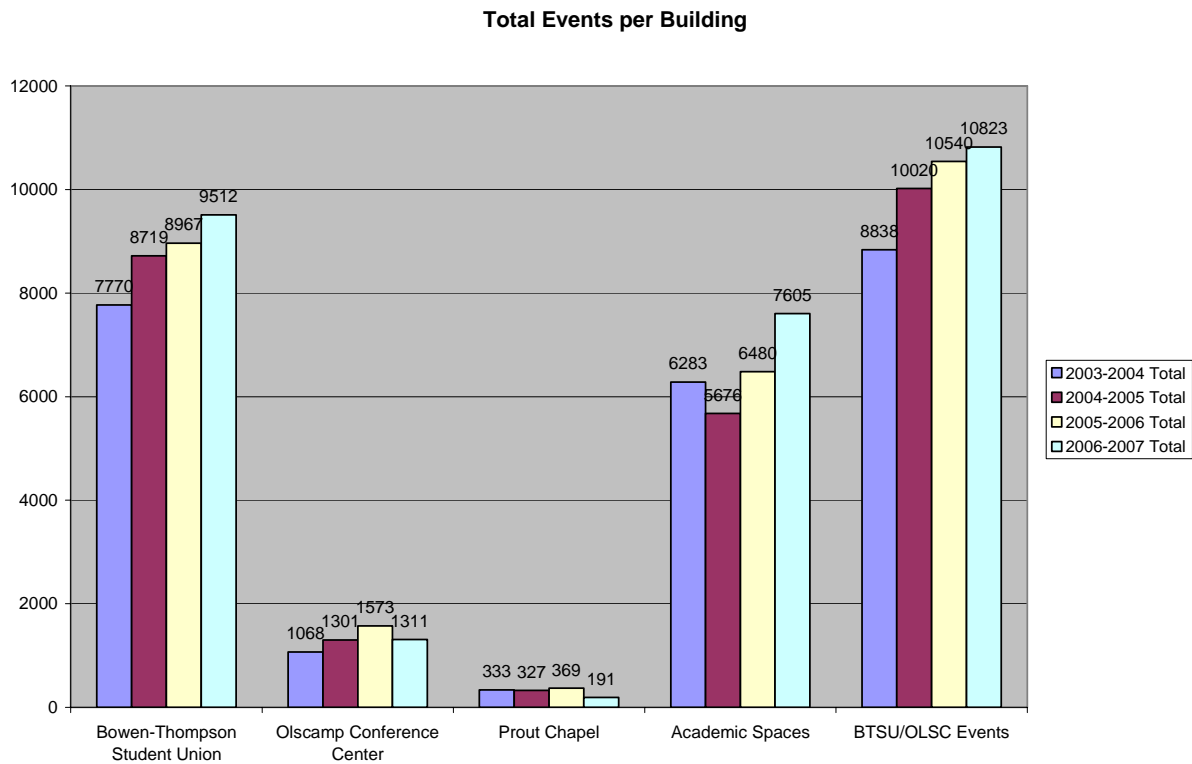
2006-2007 Fiscal Year

	Bowen- Thompson Student Union	Olscamp	Prout Chapel	Academic Spaces	Bowen-Thompson Student Union/ Olscamp	Total
Jul 2006	560	135	12	265	680	1006
Aug 2006	533	112	10	338	686	997
Sept 2006	856	133	21	857	985	1736
Oct 2006	1038	156	26	985	1121	2010
Nov 2006	1006	149	24	936	1030	1932
Dec 2006	457	104	11	334	561	931
Jan 2007	951	129	13	623	881	1349
Feb 2007	1049	86	27	1021	1167	2035
Mar 2007	1032	84	14	819	1065	1817
Apr 2007	1076	100	23	1049	1234	2101
May 2007	362	67	6	95	474	568
Jun 2007	592	56	4	283	656	835
Total	9,512	1,311	191	7,605	10,823	18,619

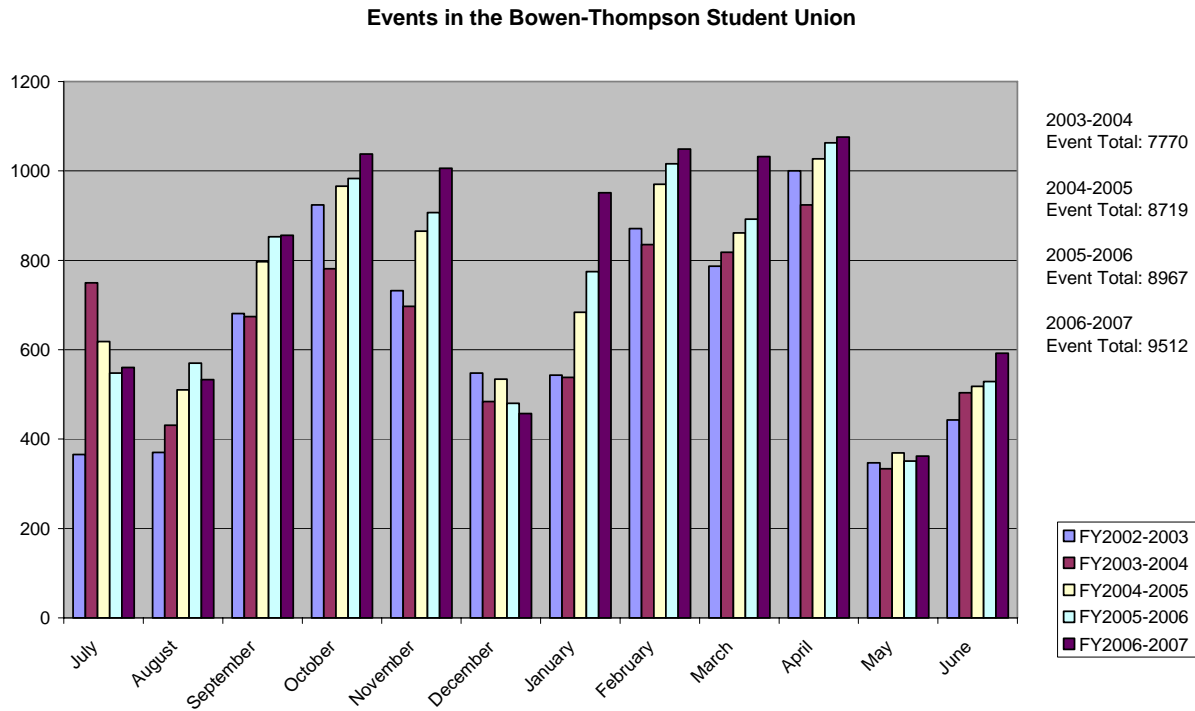
2005-2006 Fiscal Year

	Bowen-Thompson Student Union	Olscamp	Prout Chapel	Academic Spaces	Bowen-Thompson Student Union/Olscamp	Total
Jul 2005	548	132	13	313	680	1006
Aug 2005	570	116	22	289	686	997
Sept 2005	853	132	35	716	985	1736
Oct 2005	983	138	47	842	1121	2010
Nov 2005	907	123	48	854	1030	1932
Dec 2005	480	81	30	340	561	931
Jan 2006	775	106	25	443	881	1349
Feb 2006	1016	151	37	831	1167	2035
Mar 2006	892	173	45	707	1065	1817
Apr 2006	1063	171	50	817	1234	2101
May 2006	351	123	9	85	474	568
Jun 2006	529	127	8	171	656	835
Total	8,967	1,573	369	6,408	10,540	17,317

The following bar chart illustrates the statistics from the previous four fiscal years by building total.

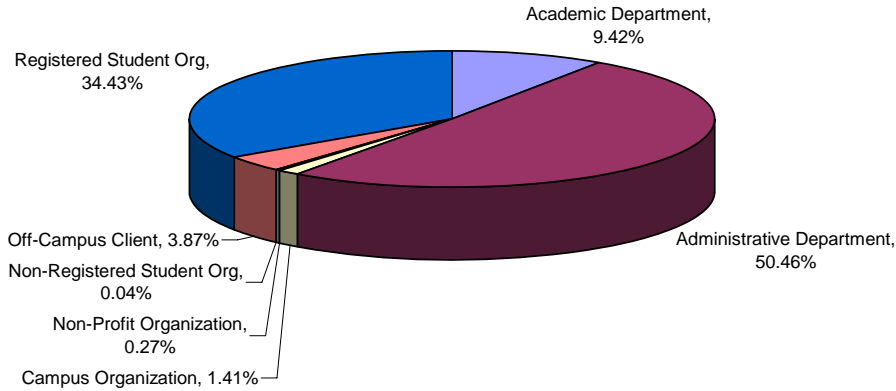


The following bar chart illustrates the monthly trends of events in the Bowen-Thompson Student Union.



The following pie chart shows the percentage of events in the Bowen-Thompson Student Union sponsored by different organization types in the 2006-2007 Fiscal Year. Cumulative results show that administrative departments make up 50.46% of events in the Bowen-Thompson Student Union. It should be noted that Orientation and First Year Programs, which sponsors Orientation and Registration, and the Bowen-Thompson Student Union, are considered administrative departments. Registered student organizations (34.43%) and academic departments (9.42%) are the next most frequent users. Campus Organizations are groups, such as Administrative and Classified Staff Council, which do not fit the category of either administrative or academic department. Non-registered student organizations are those that have not completed the registration process with the Office of Campus Involvement, or choose not to register.

Facility Use by Organization Type:



The data below shows the same information as the pie chart above, but in numerical form. It also shows the corresponding data from 2005-2006 and 2004-2005.

Bowen-Thompson Student Union	2006-2007	2005-2006	2004-2005
Academic Department	9.42%	10.01%	11.68%
Administrative Department	50.46%	54.08%	57.58%
Campus Organization	1.41%	2.01%	1.30%
Non-Profit Organization	0.27%	0.18%	0.24%
Non-Registered Student Org	0.04%	0.42%	0.58%
Off-Campus Client	3.87%	2.29%	2.30%
Registered Student Org	34.43%	30.98%	26.28%

Events held in the Bowen-Thompson Student Union, as well as total events processed by Event Planning and Reservations, continues to increase. During this fiscal year, total events in the Bowen-Thompson Student Union exceeded 1,000 in October, November, February, March and April. Total events in the Bowen-Thompson Student Union increased 6% from last fiscal year. This number increased 3% from FY'04-'05 to FY'05-'06 and 12% from FY '03-'04 to FY'04-'05. Total events processed by Event Planning and Reservations increased 5% from the previous fiscal year. Previous increases were 8% from FY'04-'05 to FY'05-'06 and 4% from FY'03-'04 to FY'04-'05.

In terms of organization types utilizing the Bowen-Thompson Student Union, the percentage of events sponsored by registered student organizations has increased. The increase in the total number of events held in the Bowen-Thompson Student Union can almost exclusively be attributed to the increase in events sponsored by registered student organizations. Registered student organizations sponsored 1,000 more events in FY'06-'07 than in FY'05-'06 and increased 500 events in FY'05-'06 than in FY'04-'05. They continue to be the second most frequent users of space in the Bowen-Thompson Student Union, after administrative departments.

The percentage of off-campus client events has increased from 2.29% in FY'05-'06 to 3.87% in FY'06-'07. The number of events more than doubled compared to last year.

What is significant in this assessment this year is that the Event Planning Staff now has four years of data collected using the same database system. This history allows the staff to make more accurate and detailed analyses. 66,007 individual events have been entered into the database system since August 4, 2003. This includes spaces in the Bowen-Thompson Student Union, Olscomp, Prout Chapel, Table Space, Outdoor Space, etc. (all spaces that the Student Union reserves using EMS), and could include events that eventually cancel.

Action Plan Based on Assessment Results:

The Bowen-Thompson Student Union continues to use this information to streamline the Master Calendaring process, which gives student organizations preference during the academic year, as well as “filling in” availability with revenue generating events. The result of this Master Calendaring process is that more organizations and departments are planning ahead, allowing the Student Union to accommodate more events without the pronounced “rush” to submit events at the beginning of each semester. The staff is also able to respond to non-University requests in a more timely manner by anticipating future University needs. Marketing strategies will continue to be developed to generate external revenue based on space availability. Increased number of annual events processed will continue with more efficient scheduling for set-up and take-down of audio/visual equipment and room set.

This yearly review is also taken into consideration when updating the policy manual.

Ultimately, the hope is to identify the types of rooms that should be included in a building expansion plan. This data allows the Bowen-Thompson Student Union to identify the most popular sized rooms, and the type of audience that utilizes these spaces.

3. Student Union Customer Comment Card Assessment

Learning Outcome(s):

The goals of the customer comment card assessment are to:

- receive feedback from customer at the time of an event or meeting, and
- identify aspects of satisfaction as well as problems or concerns about the facilities and services of the Bowen-Thompson Student Union.

Assessment Administered:

- Blank customer comment cards are left in each meeting room to allow customers to provide feedback on:
 1. Room set-up
 2. Cleanliness
 3. Equipment operation
 4. Catering service
 5. Staff helpfulness
 6. Comments
- Customers are asked to rate items 1-5 on a 5 point scale, with 5 being ‘excellent’ and 1 being ‘needs improvement.’
- Customers can also provide the date, time and place of the event, and the name of the sponsor and contact person.
- Completed cards can be brought to the Information Center, or left in the meeting room so the staff can collect them.
- Completed cards are reviewed by the event planning and operations staffs.
- Results are tabulated through the course of the year so overall numbers or comments can also be assessed.

A total of 135 comments cards were received between July 2006 and May 2007. (For ratings data and comments, see **Appendix F**).

Analysis and Interpretation of Data Collected:

In general, the results of the comment cards showed a very high level of satisfaction with the facilities and services of the Bowen-Thompson Student Union. The average scores were as follows:

1. Room set-up	4.83
2. Cleanliness	4.92
3. Equipment operation	4.81
4. Catering service	4.86
5. Staff helpfulness	4.92

- The results showed Cleanliness and Staff helpfulness were the mostly highly rated items, each with an average rating of 4.92 on a scale where 5 was Excellent. There were also numerous comments expressing satisfaction with staff helpfulness, and many ‘thank you’ comments.
- The lowest rated item was Equipment operation, although that item was still very highly rated at 4.81. It should also be noted that the average rating for this item improved from 4.79 last year.
- All the ratings averaged over 4.80 for the first time.
- In all, there were 61 comments. Forty-eight of these comments were very positive, expressing a high level of satisfaction with the building and arrangements, and generally thanking the staff for their help. One comment stated: “I love the BTSU, when can I move in?”
- Twelve comments expressed some level of dissatisfaction with the event arrangements. The comments included feedback about room set-up change requests (6 responses), catering requests or feedback (4 responses), equipment problems (2 responses), room temperature (2 responses), and noise from another event (1 response).
- In comparing the 2006-07 results to the 2005-06 and 2004-05 (below), it should be noted that the average rating for equipment operation have improved each year. Four of the five ratings went up this year as compared with last year. Room set-up was down slightly this year.

	2006-07	2005-06	2004-05
1. Room set-up	4.83	4.90	4.86
2. Cleanliness	4.92	4.87	4.92
3. Equipment operation	4.81	4.79	4.58
4. Catering service	4.86	4.70	4.70
5. Staff helpfulness	4.92	4.77	4.90

Action Plan Based on Assessment Results:

- If a problem at an event or meeting was indicated on a comment card, a staff member followed up on that problem to request more information and see if there was some resolution step needed. For instance, clients were contacted when they requested a change for a repeating event, and the room arrangements were revised. Catering feedback was passed on to that staff.
- Comments have been shared with staff, both student and professional, to reinforce good service and provide feedback on areas which could be improved.

4. Student Employee and Intern Demographics

Learning Outcome(s):

During the fall and spring semesters, when student employment is highest, the Student Union obtains demographic information on the student employees and interns to:

- have a census of student employees and interns within each supervisory area in the Student Union (includes areas which are organizationally a part of the Student Union; does not include the Bookstore, Dining Services, etc.), and
- use the census information to determine student employee retention rates.

Assessments Administered:

- A form was developed for data collection, including information suggested by Student Union staff members. Information requested included name, gender, ethnicity, date hired, numbers of semesters worked in the Student Union, academic major, class standing, and expected date of graduation.
- Each semester, each supervisor was given a partially completed form for their student employees based on the previous semester’s information, and was asked to have their student employees update or complete the information as appropriate. Thus, the information was self-reported.
- Supervisors turned their forms in to the Senior Associate Director, who compiled the report.
- Data was collected approximately 10 weeks into each semester.

Analysis and Interpretation of Data Collected:
Student Employee Information

- Overall numbers - employees:
 - The Student Union employed 128 students in fall 2006; this number includes 11 students who worked in two areas, and one student who worked in three areas. Thus, the actual number of student employees for fall was 117.
 - The Student Union employed 126 students in spring 2007; this number includes 9 students who worked in two areas. Thus, the actual number of student employees for spring was 117.
 - There are 8 work areas overall. The Event Planning and Office staffs were merged this year.
 - The largest staff was in Custodial: 44 students fall, 45 students spring.
 - The smallest staff was Maintenance, with two students. The next smallest was Building Managers, with 8 each semester. The average staff size was 16.0 in the fall, and 15.8 in the spring.
- Gender - employees:
 - The total number of employees by gender was more heavily female in the fall (74 female and 54 male, or 57.8% female and 42.2% male), but the proportion of males increased in the spring (67 female and 529 male, or 53.2% female and 46.8% male).
 - In both fall and spring, the Photo ID staff was all female, while the Maintenance staff was all male.
- Ethnicity – employees:
 - Overall, the student employees represented 5 categories of ethnicities in the fall and 6 categories in the spring, as shown below. The highest percentage of students identified themselves as Caucasian, followed by international students, then African-American. No student employees identified themselves as Native American.

Ethnicity	Fall #	Fall %	Spring #	Spring %
Caucasian	78	60.9%	74	58.7%
African-American	12	9.4%	8	6.4%
Asian-American	0	0.0%	1	0.8%
Latino	2	1.6%	1	0.9%
Native American	0	0.0%	0	0.0%
Mixed	1	0.8%	1	0.8%
International	35	27.4%	41	32.5%
Other	0	0.0%	0	0.0%
Unsure	0	0.0%	0	0.0%

- The most ethnically homogeneous staffs were Photo ID (all Caucasian, both fall and spring), Building Managers (all Caucasian in the fall), and Maintenance (all international in the spring).
- The most ethnically diverse staffs were Custodial and Audio-Visual.
 - In the fall, the Custodial staff was 67.4% International, 28.3% Caucasian, and 11.4% African American. In the spring, the Custodial staff was 77.1% International, 22.2% Caucasian, and 6.7% African American.
 - The Audio-Visual staff in the fall included 25.0% International, 20.8% each Caucasian and African American, 8.3% Latino and 4.2% Mixed Ethnicity. In the spring, the Audio-Visual staff was 42.1% Caucasian, 36.8% International, 10.5% African-American, and 5.3% each Latino and Mixed Ethnicity.
- Semester Hired - employees:
 - Among the fall staff members, the highest proportion of employees (43.2%) was hired in fall 2006. The next largest group (25.0%) was hired in fall 2005.
 - Among the spring employees, the highest proportion of employees (37.8%) was hired in fall 2006. The next largest group (20.0%) was hired in spring 2007, followed by employees hired in fall 2005 (17.8%).
- Number of Semesters - employees:
 - As a measure of the students' employment tenure, they were asked to report the number of semesters they had worked for the Student Union. The number reported included the current semester. Fall, spring, and summer each counted as one semester.
 - The average Student Union employee has worked in the department for 3.6 semesters as of fall 2006, and 3.9 semesters as of spring 2007. This is an increase over 2005-06, when the average numbers of semesters was 3.4 and 3.8 for fall and spring, respectively, and 2004-05, when the average numbers of semesters was 2.8 and 3.4 for fall and spring, respectively.

- In the fall, the largest proportion of students had worked for the Student Union 1 semester (29.7%), followed by 4 semesters (21.9%).
- In the spring, the highest proportion of students had worked for the Student Union 2 semesters (26.2%), followed by 5 semesters (16.7%) and 1 semester (15.1%).
- The area with the most experienced students was the Building Managers, who reported having worked for the Student Union an average of 7.1 semesters as of fall, and an average of 6.3 semesters as of spring.
- The area with the least experienced students was Custodial. Both fall and spring semesters, just over one-half of the student employees were in their first or second semester of employment in that area.
- Major by College - employees:
 - Approximately one-third of the Student Union's student employees were enrolled in the College of Arts and Sciences in the fall, while this proportion rose in the spring (34.4% fall, 40.5% spring). Education and Human Development was the next most frequently reported college (27.3% fall, 27.8% spring), followed by Business Administration (18.1% fall, 19.1% spring).
 - Overall, student employees reported enrollment in 57 different majors in the fall, and 59 different majors in the spring.
- Class Standing - employees:
 - In the fall, the most frequently reported class standing was senior, followed by junior (34.4% and 27.3% respectively). In the spring, junior was the most frequently reported, followed by senior (33.3% and 30.2% respectively). The least frequently reported class standing was graduate student (5.5% fall, 4.0% spring).
 - The Building Managers had the highest class standing, overall. In the fall, 75.0% were seniors, and 12.5% each were graduate students and sophomores; in the spring, 75.0% were seniors, and 25.0% were juniors. This result is consistent with the information that the Building Managers had the highest tenure of all student employees, as noted above.
 - Both fall and spring, Custodial had the highest proportion of freshmen (20.5% and 26.7%, respectively)
- Expected Graduation Date - employees:
 - May was the most commonly reported graduation time. In the fall, 27.3% of the students reported a May 2008 expected graduation date, while 18.0% expected to graduate in May 2007, and 10.9% expected to graduate in May 2009. 8.6% of the fall employees graduated in December 2006. In the spring, 24.6% of the students expected to graduate in May 2008, followed by 19.1% expecting a May 2009 graduation, and 15.1% reporting a May 2007 graduation date.

Student Intern Information

- Overall report – interns:
 - The Student Union staff included interns in the Program and Marketing areas. Event Planning added interns in spring semester. Most students in the program and event planning areas hold a one semester internship for academic credit, while marketing interns often hold a two semester internship. There were 5 interns in the Program area in the fall, and 6 in the spring, while Marketing included 2 interns in the fall and 3 in the spring, and there were 2 spring interns in Event Planning. In other words, the Student Union had 7 interns in the fall and 11 in the spring.
 - The demographics information for the interns is not included in the student employee section of this report.
- Gender - interns:
 - All the interns were female, both fall and spring.
- Ethnicity – interns:
 - In the fall, all interns reported themselves as Caucasian in both intern areas. In the spring, 1 Marketing intern reported herself as Latino, while the remaining interns were Caucasian.
- Semester Hired - interns:
 - Among the fall Marketing interns, one joined the Student Union staff in summer 2006 and one in fall 2006. Both of these interns continued in spring 2007. One additional intern joined the Marketing area in spring 2007.
 - Among the Program interns, all 5 were new to the area in fall 2006. In spring 2007, 5 students were new, and one rejoined the staff after having held an internship in spring 2006.
 - One of the Event Planning interns was new in spring 2007, while the second had joined the Office staff in fall 2006, and added an internship for spring 2007.
- Number of Semesters - interns:
 - Of the 16 students to hold an internship with the Student Union this year, 13 were interns for one semester, while 2 held two-semester internships, and one was an intern for 3 semesters.

- Major - interns:
 - In the fall, the seven Program interns represented three different majors: IPC and Tourism (one student each), and Journalism (3 students). In the spring, there were three different majors: IPC and Event Planning (one student each), Tourism (2 students), and Journalism (3 students). Note that one student held a double major.
 - One marketing intern reported IPC as a major, both fall and spring, while there was one fall and two spring VCT majors.
 - In Event Planning, both spring student interns were Tourism majors.
- Class Standing - interns:
 - In both fall and spring, all the Marketing interns were seniors.
 - Among the Program interns 4 were seniors both semesters, while the others were juniors (1 fall, 2 spring).
 - Both Event Planning interns were juniors.
- Expected Graduation Date - interns:
 - Of the fall Program interns, 1 each planned to graduate December 2006 and December 2007, and 3 expected to graduate in May 2007. Among the spring interns, two expected to graduate in May 2007, one in August 2007, and three in May 2008.
 - One of the full-year marketing interns expected to graduate in May 2007, and the other in August 2007. The new spring intern expected a December 2007 graduation date.
 - Both of the Event Planning interns expected to graduate in 2008: one in May and one in August.
 - The expected graduation dates for the interns support the observation that internships are generally an academic requirement for upper class students.

Student Employee Retention Information

- The student employee demographic report was used to prepare information on student employment retention. A student was considered eligible to continue employment if s/he were a continuing student. The student was not considered eligible if s/he graduated, was on an internship, or if they left the University.
- Beginning this year, supervisors were asked to provide the reason a student was no longer on his/her staff. Reasons included: graduated; resigned; terminated; internship or student teaching; no longer at BGSU; or other, which was then explained. This information helped determine the eligibility of students to return, and thus refine the retention information.
- Based on this report and historical Student Union data, retention statistics were determined for:
 - Spring 2006 to Fall 2006 retention;
 - Fall 2006 to Spring 2007 retention;
 - One year retention rates, from Fall 2005 to Fall 2006; and
 - Two year retention rates, from Fall 2004 to Fall 2006.
- Overall, 77.7% of the student employees were retained from spring 2006 to fall 2006.
- Overall, 93.6% of the student employees were retained from fall 2006 to spring 2007. This percentage is higher than the student employee retention rate from fall 2004 to spring 2005, and fall 2005 to spring 2006. Each of these retention rates was 85.5%.
- Several areas had 100% retention from spring 2006 to fall 2006, including Building Managers, Maintenance, and Building Services. From fall 2006 to spring 2007, the following areas had 100% retention: Building Manager, Information Center, Maintenance, Photo ID and Building Services.
- From fall 2005 to fall 2006, the Student Union retained 68.9% of its eligible student employees. This percentage is higher than that reported in last year's report (59.8%). All of the Building Managers and Office staff had been retained for at least one year. The next highest one-year retention rates were in Building Services (85.7%), then Photo ID (83.3%). The lowest one-year retention rates were in Custodial (52.5%).
- From fall 2004 to fall 2006, the Student Union retained 54.2 of its eligible student employees. This is a decline from last year's report, when 62.8 of the eligible employees were retained two or more years. Two areas had 100% retention: Building Managers and Office Assistant staff. Building Services retained 60% of its eligible employees. Custodial had the lowest retention rate, with 30% of the eligible students continuing employment for at least two years.

Action Plan Based on Assessment Results:

The Student Union student employee demographics report is used in a number of ways:

- Supervisors are able to compare the demographics characteristics of their student employees to gauge if their employees are generally representative of the BGSU student population. This knowledge often influences later hiring decisions.

- Supervisors use the report to project staff retention and turnover, and thus again influence hiring decisions.
- Training strategies may be affected by the projected level of staff retention. A supervisor of a staff with a high level of retention and tenure may begin to look for creative ways to tap into the high level of experience and knowledge in the staff. On the other hand, if a supervisor has a high level of turnover due to graduation, for instance, s/he may adapt training strategies to give new staff more extensive training to compensate for losing people with more experience.
- The demographic information is used for budget purposes. Students with certain levels of tenure at the Student Union are eligible for specific incentives.
- Some supervisors may seek employees majoring in specific areas because of the close relationship between a student's academic work and Student Union job responsibilities. This has been particularly true in the Audio-Visual area, and with the Marketing area, both of which use different levels of VCT majors.
- Retention information allows the Student Union staff to have one measure of student satisfaction with their employment in the Student Union. Correspondingly, if one or more areas begin to have low student employment retention rates, it may be an indicator of a problem within that area. Additional questions may need to be asked about reasons for students' satisfaction or dissatisfaction with their employment experience. For instance, the Custodial area has had the lowest retention rates over the last three years. A large factor in this is attributed to the nature of the job itself, which many students find unappealing.
- Retention information also allows the Student Union to compare student employment retention with overall student retention at BGSU. Research has shown that involvement on campus, such as through an on-campus job, can be a positive retention factor for students. The Student Union can use these retention figures to support the importance of on-campus employment.

5. Other Assessment Results and Statistics

Statistics are available for the following three services/areas by the Student Union:

- Factline
- Parents' Helpline
- Photo ID.

Specific data for each of the above services or areas is available in Appendix G and Appendix H.

APPENDICES

- Appendix A:** Student Employee Orientation Pre-Test Results:
Fall 2006
- Appendix B:** Student Employee Orientation Post-Test Results:
Spring 2007
- Appendix C:** Student Employee Focus Group Questions and Results
Spring 2007
- Appendix D:** Student Union Programs Learning Outcomes
- Appendix E:** Bowen-Thompson Student Union
Spring 2007 Traffic Count
- Appendix F:** Customer Comment Card Results
July 2006 – May 2007
- Appendix G:** Information Center Factline and Parents' Help Line
Statistics
- Appendix H:** Photo ID Statistics

APPENDIX A

Student Employee Orientation Pre-Test – Fall 2006

Please circle the statement that best matches your level of comfort/skill with each area. Please choose only one answer per question. Thanks for your feedback!!

TOTAL RESPONDENTS - 28

Work Relationships (Professional and student staff of the Bowen-Thompson Student)

- | | |
|--|-----------------|
| 1. I am familiar with my own supervisor and staff members | 18 (64%) |
| 2. I am familiar with supervisors from other areas, and student staff from other areas. | 5 (18%) |
| 3. I have working relationships with professional staff and student staff. | 4 (14%) |
| 4. I feel like I'm a leader as a student employee. I have created relationships with professional and student staff. | 1 (4%) |

Philosophy of the Student Union

- | | |
|--|----------------|
| 1. I know the general mission statement of the Student Union. | 7 (25%) |
| 2. I understand the Student Union's Role in shaping out-of-class experiences for college students. | 9 (32%) |
| 3. I clearly recognize ties between my job duties and mission of the Student Union. | 4 (14%) |
| 4. My job performance is tied closely to giving customers a beneficial experience at BGSU. | 8 (29%) |

Policies and Procedures

- | | |
|---|-----------------|
| 1. I am familiar with Student Employee Handbook and general policies | 11 (39%) |
| 2. I understand policies for the Union and for my specific work area. | 8 (29%) |
| 3. I am comfortable conveying Student Union policies to customers and other staff members. | 3 (11%) |
| 4. I actively support Student Union policies in my daily job duties, and I am comfortable in confronting policy violations. | 6 (21%) |

eTime System

- | | |
|--|-------------------------|
| 1. I know the location of time clock, and understand basics of eTime usage. | 16 (62%) |
| 2. I understand all policies related to eTime and can use the eTime system without mistakes, missed punches. | 2 (8%) |
| 3. I can use eTime to clock-in to areas other than my primary position. | 2 (8%) |
| 4. I use eTime effectively, and can check and review my personal records on the Internet. | 6 (23%) |
| | * 2 no responses |

Customer Service

- | | |
|--|-----------------|
| 1. I am familiar with the basic concepts of customer service and know what's expected of me on the job. | 7 (25%) |
| 2. I know the concepts of customer service and honestly practice good customer service in daily work. | 16 (57%) |
| 3. I am skilled in customer service, and role model customer service for other employees. | 5 (18%) |
| 4. I provide great customer service, am a role model for others, and have successfully made an angry customer happy. | 0 (0%) |

Student Employee Positions

- | | |
|--|-----------------|
| 1. I know that there are other student employee positions, but I'm not really sure what they do. | 2 (7%) |
| 2. I know about the other positions and have a general idea what each does. | 19 (69%) |
| 3. I know the duties of each position and feel comfortable calling other staff members for help. | 6 (21%) |
| 4. I fully understand all the student employee positions in the Student Union, and I work with each area effectively to provide full customer service. | 1 (4%) |

APPENDIX B

Student Employee Orientation Post-Test – Spring 2007

Please circle the statement that best matches your level of comfort/skill with each area. Please choose only one answer per question. Thanks for your feedback!!

Work Relationships (Professional and student staff of the Bowen-Thompson Student)

- | | |
|--|----------------|
| 1. I am familiar with my own supervisor and staff members | 1 (8%) |
| 2. I am familiar with supervisors from other areas, and student staff from other areas. | 0 (0%) |
| 3. I have working relationships with professional staff and student staff. | 6 (50%) |
| 4. I feel like I'm a leader as a student employee. I have created relationships with professional and student staff. | 5 (42%) |

Philosophy of the Student Union

- | | |
|--|----------------|
| 1. I know the general mission statement of the Student Union. | 1 (8%) |
| 2. I understand the Student Union's Role in shaping out-of-class experiences for college students. | 1 (8%) |
| 3. I clearly recognize ties between my job duties and mission of the Student Union. | 1 (8%) |
| 4. My job performance is tied closely to giving customers a beneficial experience at BGSU. | 9 (75%) |

Policies and Procedures

- | | |
|---|----------------|
| 1. I am familiar with Student Employee Handbook and general policies | 0 (0%) |
| 2. I understand policies for the Union and for my specific work area. | 4 (33%) |
| 3. I am comfortable conveying Student Union policies to customers and other staff members. | 6 (50%) |
| 4. I actively support Student Union policies in my daily job duties, and I am comfortable in confronting policy violations. | 2 (17%) |

eTime System

- | | |
|--|----------------|
| 1. I know the location of time clock, and understand basics of eTime usage. | 1 (8%) |
| 2. I understand all policies related to eTime and can use the eTime system without mistakes, missed punches. | 3 (25%) |
| 3. I can use eTime to clock-in to areas other than my primary position. | 2 (17%) |
| 4. I use eTime effectively, and can check and review my personal records on the Internet. | 6 (50%) |

Customer Service

- | | |
|--|----------------|
| 1. I am familiar with the basic concepts of customer service and know what's expected of me on the job. | 1 (8%) |
| 2. I know the concepts of customer service and honestly practice good customer service in daily work. | 1 (8%) |
| 3. I am skilled in customer service, and role model customer service for other employees. | 7 (58%) |
| 4. I provide great customer service, am a role model for others, and have successfully made an angry customer happy. | 3 (25%) |

Student Employee Positions

- | | |
|--|----------------|
| 5. I know that there are other student employee positions, but I'm not really sure what they do. | 0 (0%) |
| 6. I know about the other positions and have a general idea what each does. | 2 (17%) |
| 7. I know the duties of each position and feel comfortable calling other staff members for help. | 5 (42%) |
| 8. I fully understand all the student employee positions in the Student Union, and I work with each area effectively to provide full customer service. | 5 (42%) |

APPENDIX C

Student Employee Focus Group Results

Focus Group Questions

Thinking about your job description, in what ways did your skills increase and grow over the past year? How did your training prepare you to get through your first year?

- Av –our training helped prepare for technical stuff,...problem solving...we had training sessions and on –the job....I think you learn from the sessions...they're necessary but on the job is most beneficial. got some of each
- Event planning...we learned EMS resource in the beginning ...but everything else, I had to ask as I went...still happening
- Learned more on the job, didn't get specific training....always had new people working with experienced people.....it took a couple weeks to get comfortable...there's a lot to learn...I think more formal training would have been effective in the beginning...I'm still learning though
- I wished we would've had more formal training....people who used to work in my area said they had a Saturday of training on different resources. I think, that would've been helpful in my first month...I feel fine now, but every now and then something comes up that I have to ask
- Training at desk, thrown in at odd time....summer, slow time, but I got to sit down and go slow...as far as training goes I needed to actually DO it to learn it
- In office we rely on each other...find someone for extra assistance....
- A/V-helps to have group leaders. someone w/seniority....to help/answer questions - really helpful
- We have an office asst binder...it's the Bible of event planning. use it every day...setups/capacities...
- As far as desk, EMS is best...daily events schedules don't have everything...EMS has it all...
- a/v manual...I haven't used it, but it'll come in handy w/out Akama
- Photo id ..Used to have procedures, but it all got outdated w/new equipment...Linda's working on new one...giving us new things....new procedures...I have my own notes that I use too
- (What notes/things do you use on your own?)
- Write down info from monthly meetings/ etc....procedural stuff
- We leave notes by desk if someone learns something...leave cheat-sheets for each other...
- Use logs for cross-shift communication....write it in common spot
- I came in and wasn't fully prepared...but training then happens as you work...you learn as you go...
- My first day I just worked at the desk...I had some training at first but then I just came in and worked
- Everyone has their own way of doing things too...other staff do....setting up rooms the way the crews do...persona A may be different than person B....front to back, back to front...getting used to the style of co-workers....
- Worked with a lot of people who knew what they were doing...very helpful....also going right into orientation helped with customer service skills...

- Lot of learning as you go...on the job ...good and bad... if someone showed you the wrong way you would hear about it from the supervisor....sometimes mistakes didn't get caught till much later...if everyone's not on the same page
- I personally think there should have been more....Office assist...more time w/supervisor....I had students train me, but it wasn't always right....then got told later....more with direct supervisor 1-1...even now they say there things we're not doing right...
- Photo id...same problem...learn about billing from someone, and Linda tells us it's not right...you learn the wrong way...keep making mistakes

Describe the initial training you received in your specific work area, and what training do you receive on an on-going basis?

- Photo id...initially learned how to make id, not billing, different scenarios with card types...still learning billing, etc....still working on billing
- Mine was met with Steve went over handbook...then paired w/Kelly Broeg...went around every thing at desk in detail...then she sat back and let me do things and offered guidance....
- We have monthly meetings...receive training there...
- Same w/a/v....meetings to learn stuff...equipment training....learn and sign-off....we could use more on more complex setups ...not as much on basic stuff...
- Not a lot you can do. person will do good job if you want....paciolan example if I try to learn it I can...a lot of people don't mention what they need....I never knew about customer service, so here you need to be better about it....learn more about what other crews do...where everything's at....event planning and union admin....
- Knowing everyone else's role....didn't know where a/v office was yesterday
- Knowing other people too...I don't know who works where...we could do icebreakers!
- Have event where everyone gets together....
- Orientation intros people but we need more....
- Services-weekly meetings to review new processes...also do quizzes....even sitting in the office; we talk things over and ask her
- Assistants – we hired a lot of people, but didn't meet till they were all hired...we probably should have met more earlier on...
- Desk-quizzes
- Photo ID –at staff meetings we get a list of things we're doing well/poorly....the newer people still learn how to do more on –the-job stuff
- It's also up to the person to go to their supervisor to learn how to do things...we should let them know what we need to learn better. You get out of it what you put into it
- How would we get people to social events....SNEAK ATTACKS...INTRO YOURSELF...ETC

How do you interact and communicate with other staffs in the Union?

- We work w/ services most...in a/v...call from desk too...we work w/services most though in setups of rooms and things

- As building mgr, I got to know a lot of other staff, once I moved away from desk I realized how many other staff I didn't know. So except for initial training...end of year party. There should be something informal, but planned so other staffs get to meet
- W/photo id..The only people I see is the desk when they bring an id....maybe BM's if we need something, but don't see others much
- Av/services/if pop-ups, but not much
- MARY – asks about why socials don't work....?
- I think on-campus events are good...pub event after haunted house....close and easy to get to....
- Food is good; don't want to payopen scheduled in evening....maybe more than one per semester...
- a/v..Need to communication better w/event planning...often breakdowns need to work better?
- I think behind desk would be nice to know who is working from each area...schedule to see who's in and when so we know who we can contact when problem-solving
- On weekends...that would be good...
- BM's ...we know where schedules are for each area but we don't have one master...hard because people check in w/me but I don't really know where they're suppose to be....a master schedule would be nice
- As BM I run into needing service for something...they're not schedule for an hour. So I do it or pull custodial...
- Walkie-talkies are good for communications.....
- Catering gets upset with us a lot...maybe we haven't set a roomAnd they want in....we call tables different things...they call info desk....desk beeps us....Catering doesn't have a phone or way to contact
- Catering is hard to get hold of, esp. on the weekends
- Desk-we interact with event planning, etc with customers
- Typically the services crew is comfortable enough with each other that we'll talk to each other...with other crews...
- Sometimes info desk will call...we need a projector...we'll call a/v
- One thing that kind of irks me is that (a/v for example) if they need a chair will call us....something they could do themselves. The joint meeting helped...but we could still work on it...

What transferable skills do you feel like you've had a chance to build while working here?

- Problem solving...thinking on feet...details...taking care of ASAP....customer service
- People skills...problem solvingAlways get angry customers.
- Agree w/all those...lifelong skills.....people will always get impatient
- BM...getting the authoritative thing down...at first I was intimidated, but I learned even in awkward situations how to step up.....
- I can line chairs up in straight lines really well. for my classrooms
- I think communication knowing who to talk to...customer service....can't flip em' off when there are problems

- Learned to tolerate people better...people that you work with....customers, etc
- Deal with problems...people trying to get over on you
- Knowing who to go to for different things....

HOW ABOUT WITH OTHER STAFF

- No problems yet....when I'm here as BM, working w/other staff...they're employees first then a friend...so I don't have a problem addressing my role...

ARE THERE ANY YOU HAVEN'T HAD THAT YOU WISH YOU DID.

- I'd like to be more confident in my actions...have more confidence in how I solve problems. Not always so nervous...esp. weekends...like to have more confidence in decisions for problem solving...it would be good in the training to make sheet of more procedures...etc
- HUGS
- I don't think there's something you could do differently....
- I don't think about that...I don't consider what I'm doing right now as transferable skills....nothing special
- I'm kind of moving in the process to get the skills that I want to have....as BM having to deal with problems right away...I'm kind of moving in the right direction
- I wish there were more special project and stuff (planners)....more things to do that are more challenging
- I don't want more envelopes to stuff, but I would like something else

What experiences did you have that we (our training) didn't prepare you for?

- I think a lot of problems come up that supervisors...nothing they can do...a lot situations...like the "undercover cop" that no one can pinpoint...BM's do "phone a friends"...call supervisors if there's a problem...think on feet think logically....can't be trained for every situation
- With us last semester...October...got so busy...how to prioritize and remember where you last stopped with one thing when you went to another....
- More guidance on how much to "take" from a customer...lots of customers who let us have it when they're not prepared.....clients have taken over our equipment, hard to know how to handle that situation...

DO YOU FEEL SUPPORTED IN UNEXPECTED Situations?

- What I like is when I feel overwhelmed that supervisor stay calm....helps me to stay calm...phone a friend is also helpful...picking someone w/experience is good to offer help too...didn't seem embarrassing
- Orientation-dealing with freshmen and their moms and photo id pictures....when I started, we just did orientation; we needed to know more about what to say in those crazy situations....customer services issues
- On snow day, quick reminder about what we're supposed to do....didn't know a whole lot about what to say....

What's your favorite/least favorite part of working here in the Student Union? What have been some of your best/worst experiences?

- Fav , especially when comparing this to my other part-time job, is the fellowship with the staff, even with ones I don't know as well...everyone is friendly. not nervous to asks questions...next semester I'll choose her because I enjoy the people....it's worth it to me to work here instead of there...fav part is relation ship..
- Least fav is the crazy people you deal with, but you'd get that anywhere....you just laughing the end though....
- Fav is the people...made friends since working here....constantly meeting new people...least is the fact that I Live here.....here all the time....need room with beds for us...!!
- Crazy people....least favorite
- Least ...stressful. things you don't' know how to deal with...etc...but it's not too bad..
- For me, favorite is how many people I've met...have fun at work all times....least fav is the later night shifts with big turnaround...they're necessary, but rough
- My favorite is the people you meet, at the desk....don't have least fav..
- There's people that I really click with, have a good time....lots of comedy....least favorite is huge turnarounds....when it goes from one thing to the complete opposite.
- When one room is the setup you need already and then you switch the room next to it.....frustrating-This could be a problem though if you switch rooms because publicity would be wrong though
- Most favorite-people I work with, and also the full-time staff, I can go to them with things...least favorite where I'm the only one that can work, and everyone brings me projects....too much going on and hard to prioritize...everyone's stuff comes first....
- Enjoy the people....least fav is when people bring you a project where it takes them longer to explain what they need done than it would for them to do it themselves....

If you could change 1 thing about working in the Student Union, other than pay, what would it be?

- I struggle with (especially after merger) prioritizing what to do...sitting at front as office person, event planers want something, Diana wants something..hard to know who to take care of first...
- I think when I started the union, we took a tour....we saw everything...very helpful, we should have that tour for everyone....where to find things in the building, etc
- a/v...how to GET IN to the building....tour would have been good....for that
- too much at orientation...but in place of staff meeting....good refresher....etc..
- go over where are fire alarms, tornado stuff...etc.....
- how to get BIG things into the building....
- Tour good..event planners would need....for capacities of rooms to get visual in our head...should be thorough
- With a/v...more knowledge about room setups so we know where to place our equipment....
- a/v doesn't have room setups on the clipboards...maybe should have ...
- one thing I enjoyed was shadowing other staff...getting to see setup.....maybe good to do to shadowing of other crews....for a shift or so...would help us see setups, equipment, etc and build understanding...

- I wish we could cross-train on everyone's positions..it would be neat to know what they all do....
- If we shadowed each position, one shift for everyone, to understand what each crew does....
- I think (as BM) we do a shadow shift, and that's good so I agree
- Change training, hard for supervisors to know what we're supposed to know...need a set list of what everyone is trained on...planners.....example you should be checking the e-mail
- We should have a check-sheet for every person...
- When you first come in..supervisor could say ...”maybe watch so-and-so to see how things are done well here...”

What additional resources would help you in work here at the Union?

- Av to work with maintenance....electrical issues have happened...need some clarity as to what to do if there are problems...
- Better organizing of info desk materials.....need updated.....KELSEY got volunteered!!!
- Desk need to do better job with key checkout....SIDE DISCUSSION INSUES....
- Steel-toed boots...
- Bigger office – photo id
- A manual that had all codes, etc (photo id) when we started...reference for when we started..
- I wish we had better laptops to give out.....also better computers behind the desk..they run very slow sometimes....
- List of who works here...each department.....or a schedule of who's working where at what time....could it be put on EMS?
- More software licenses....limited number sometimes for blackboard/ems/resource

APPENDIX D

Student Union Programs Learning Outcomes (2006 – 2007)

Fall Semester 2006

How 2 Golf: Part 1

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes, informative for beginners
- Yes, it's a good way to learn the game
- Yes, seems interesting hands on is good
- Yes to a friend, he was funny and it was informative
- If it was a bit more advanced then yes
- Instructor knowledgeable and willing to answer all questions
- Yes, at a higher level since I have already taken this class

What did you learn from this program?

- What golf is all about
- About golf. Basics
- How to golf
- Lots of rules
- Things about golf.

How 2 Golf: Part 2

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes, very interesting and I enjoyed it.
- Yes, fun and informative.
- Yes, as a student it is affordable.
- Yes, I learned a lot especially with my stance.
- Yes, it was very helpful.

What did you learn from this program?

- How to improve my swing.
- Everything!
- I am not a good golfer.
- A lot of details on golf, more then I thought we'd learn so soon.
- To hit the ball better.

How 2 Self Defense For Women

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes because I think it's important for women to be able to defend themselves
- Very beneficial-please offer more
- Yes because it was hands on and I learned a lot
- Yes very helpful
- Of course, this is something I can always use

What did you learn from this program?

- I learned what kind of moves work best in a given situation
- How to defend myself – I feel capable
- I learned how to use some moves to defend myself
- How to defend myself in a lot of ways
- More than I can write

Weight Watchers @ Work: Fall, 2005

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes! It's an excellent opportunity.
- Yes, to keep up with the program.
- Yes. It really helps me keep on track on what I eat. I need to be accountable.
- Yes. Kaye is a great leader, inspiring and makes you think.
- Yes.
- Yes. WW is healthy and permanent.
- I would be happy to recommend the program, and in fact many people have asked how I lost so much weight – I told them Weight Watchers.
- Yes – I have been successful and found it worked.
- Yes. I plan to enroll again.

What did you learn from this program?

- New lifestyle
- Importance of the group
- Portion sizes, food control, good foods & how to read labels.
- Watch out for bites, licks, and tastes!
- Quitting is not an option! This is for life!
- Control
- It is OK to step back a moment as long as you continue on the forward path.
- How to effectively curb my eating, improve nutrition, and get more healthy.
- About weight loss and how to do it safely.

Spring Semester 2007

Esteemed Professor Series: Dr. Brett Holden

Do you plan on attending the next speaker in the Esteemed Professor Series? Why or why not?

- Don't know
- If I know of the date and time/ Time and location permitting
- No, it's not Brett Holden/Only if Brett speaks again
- Yes, I learned a lot and it was enjoyable
- No, this was an extra credit opportunity for class, but it was enjoyable
- Nope
- Yes, I enjoyed hearing about BGSU programs and how to get involved
- Yes, speech was moving and interesting
- I don't know when they are

What did you learn from this program?

- About Chapman Community
- To go out and change the world/ travel is the best way to learn
- Not much, I was in Chapman program
- A lot about learning communities
- One on one interaction is important in higher education
- Passion for making a difference
- Work hard to make a difference even if you feel it is insignificant at the time
- His motivations for being a professor
- More about different classes that are taught
- Post-graduation service is important
- What he wants to do/lives to do

Ballroom Dance

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes
- Yes, I liked it.
- Yes, really fun!
- Good basics for beginners.
- Yes, it is something everyone needs to know.
- I would because I had fun and feel like I did learn some.
- If new steps were offered, I learned the ones taught this time.
- Lots of fun and useful.
- Fun, exercise fun and for all ages.
- It was a lot of fun and it's always good to get more practice.

What did you learn from this program?

- I stink.
- Everything.
- How to dance.
- Lead a dance and basic steps.
- Watch out for your steps.
- I learned the foxtrot, waltz, swing and salsa.
- Foxtrot, box step, rock step and salsa.
- 4 different dances.
- Many different dance steps.
- New dance steps.
- I didn't know how to dance before, so I learned a lot.
- Some basic steps.

Self- Defense for Women

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes, good information.
- Yes, because I have been to a self-defense class before and learned things.
- Yes.
- Yes, because I thought it was very helpful.
- Yes, it taught me a lot.
- Yes, I learned a lot and it was very educational.
- No, I would in a more advanced class though.
- Yes, I think it's good to know that stuff especially because you're a woman.

What did you learn from this program?

- Some good techniques, simple.
- How to break a leg.
- Some moves that I can use.
- Many defense moves.
- How to respond to a situation when it's dangerous.
- Many self-defense moves and the rights that I have to defend myself.
- How to stay alive.
- More than I expected.
- A lot about self-defense.
- Know your neighbors.

Saturday's in the Swamp BINGO

Would you attend this event if we offer it again?

Why or why not?

- Yes, but make sure people don't give their friends their cards, so people can only win once, so it's fair
- Yes, to win more prizes and have more fun
- Yes, it was something to do
- Yes, especially if there were more prizes
- Yes, it was entertaining and I would love to do it again
- Yes, my girlfriend will make me and it's fun
- Yes, it's fun
- Maybe, it claimed to be 6-8pm, but it is ending and it's only 7pm! Have more prizes
- Maybe, free prizes

Please list any comments that you think would make this program more successful.

- Donna was very nice
- If the person knew more about Bingo and had more prizes
- More advertising and more prizes
- Bingo evaluation- are you kidding? It's Bingo
- More exciting, more prizes, longer time
- Don't let people win twice
- Candles aren't good prizes for on-campus residents

Swing Dance

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes, fun-fun-fun
- Yes
- Yes, any ballroom instruction is good for a while
- Definitely, it was fun and challenging but not too tough and I liked being able to do what we wanted.
- Yes, a lot of fun

What did you learn from this program?

- A new dance
- Triple step and new turns
- New moves
- Basic swing steps plus some athletic moves
- Spins and steps
- Different swing dance steps
- Swing dance
- Many dance steps
- How to swing

Latin Dance

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes, it was fun and I enjoyed it.
- Yes
- Probably not, it would be fun if you wanted to learn- I was dragged to this.
- Yes, it was fun and educational
- Yes, very informative
- Yes, good exercise!

What did you learn from this program?

- I learned some of the origins of Latin dance as well as the Latin dance
- Salsa
- That I really have no coordination
- New beats and how to move
- Cha cha, mamba and much more

BG's Got Talent

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes, good show, very enjoyable
- I'd come to see it yes, because it was funny
- Yes, it was fun
- I might come watch, but I would be in it
- No
- Yes, it was enjoyable

What did you learn from this program?

- The musicians really played well
- I enjoyed making fun of the judges
- The artists
- The music in combination with the comedy
- Variety of performers all pretty good
- The talent range
- The singers and good energy

6 O'Clock Talk: U.S. Immigration Laws

Would you participate in or recommend this program if we offer it again? Why or why not?

- No, oriented for those without knowledge
- Time spent providing a background in order to have discussion
- Maybe
- Yes this is an interesting topic
- Yes it helps promote social awareness
- Yes the information is very relevant
- I would recommend this but not attend it again
- Yes, it was a good program but I would not attend again
- No I could attend b/c I would not want to hear the same info
- No, Factual and to the point,
- Maybe
- Maybe it was extra credit
- Yes but in a larger room
- Yes
- Yes very interesting
- Yes very informative
- Yes because it was great history
- Yes it is important to understand how the U.S. is changing.

What did you learn about U.S. Immigration Laws?

- Good summary
- There are more than I thought
- Different categories of immigrants
- They are very one sided
- The general history and ramifications of immigration laws
- Numerous immigration laws
- The laws of America
- How the laws were used to control the white class
- They fail
- How many more immigrants come in each year than I thought
- I had Vibha Bhalla for class so it was repetitive
- A lot
- That there are many immigration policies enacted in the U.S., discrimination as official policy
- Several acts keep immigrants out of the U.S.
- That they can't really stop people from coming
- They change a lot
- I learned about the trouble people went through
- They are many laws that were prejudice.

6 O'clock Talk: Personal Finance

What did you learn about loan consolidations? Debt? Credit scores?

- A lot about good and bad debt
- About loan consolidations and credit scores
- Good debt and bad debt

Is this information useful for students? Why or why not?

- Yes, we don't know about it
- Yes because students are just becoming financially independent and are in an awkward financial situation
- Most definitely

6 O'Clock Talk: Gay Marriages

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes
- Yes. I like seeing various sides on many issues.
- Yes. I would because opening people's minds is of utmost importance.
- Yes. It is vital for knowledge to be spread out.
- Yes, it was interesting to know what other people felt.
- I would like to participate.
- Yes.
- Probably.
- Yes, it's very interesting.
- Yes, it was interesting to hear the different points.
- Yes.
- Yes

Was each side of Gay Marriage equally represented?

- Yes.
- Yes, although there could be a religious perspective that is pro-gay marriage.
- I felt it was slightly sided to "anti" but the "pro" side was strong too.
- I felt Eric was on his own.
- Yes
- NO. 3 against 2 is NOT equal!
- The Jewish perspective could have been represented.
- No, unequal number of panelists. Also, why a Republican, but not a Democrat?
- No, vs. had more—more pro that area ally
- No
- Yes, they were given adequate voices.
- No not enough for

6 O'Clock Talk: Global Warming

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes, it creates awareness and provides information some people may not have access to otherwise.
- Yes because it was informative
- Recommend to friends because it was a good program and movie
- Yes because it was very interactive and interesting
- Yes, it was informational
- Yes, it was very thought provoking
- Yes because it's a very important issues that deals with out lives
- Yes.
- Yes, because of the importance of the issue
- Yes, I thought it was very informative and entertaining.
- It was very enlightening.
- I would participate and recommend this again. It really made me realize how serious it is.
- No. I am not really into this kind of stuff to be honest.
- Yes, to gather more info about the atmosphere.
- Yes because people need to see it.
- Yes, it was a great way to teach people about global warming and their

environmental impact

- I would recommend it to others
- Yes, the movie was interesting.
- Yes, it was interesting
- Yes because I think all people should at least have an idea about this subject
- Yes, its an important issue that should be publicized as much as possible.
- Yes, I think this is one of the most important issues facing Americans, as well as the world.
- No, I don't have the time.
- Yes, it was educational.
- Yes, because it is very informative about climate change and global warming, which affects us all.
- Yes, it was alarmingly, informative, and enlightening.
- I found it informative and helpful.
- Yes, because it was very informative.
- Yes, it was very interesting and enlightening.
- Personally, I would not, but is very helpful to students who have not heard the informative yet.
- No, mostly since there will not be any new information.
- Recommend, important information.
- Yes, people need to understand the problem at hand.
- Yes, highly informational
- Yes, I would like to know more.

What did you learn about Global Warming?

- More about the science behind it.
- There are many things to change to help
- It's becoming an exponentially larger problem
- It's a problem.
- That its caused by the trapping of CO2 and other things
- Most of all, it reinforced my "research" and what I have been taught. The movie didn't go into depth but just stayed to the major issues, which I thought was fantastic.
- I've seen the movie before and have studied in-depth.
- How politics affect the way people hear and what they think of Global Warming.
- More/less rates and statistics about rapid rate.
- Global warming is increasing at a fast pace. It is affecting humans, nature, and the ethical process we use to strive for in the world.
- More than I could fit here.
- I learned how politicians are causing confusion where scientists are unanimous.
- Global warming is a serious problem and can cause a shift in the way we view the world.
- I learned a lot I didn't know.
- It is a much bigger problem than I thought.
- I learned about the economic, social, and environmental aspects.
- I learned more about history of it.
- It is a problem and if something is not done, the outcome could be disastrous.
- It is a big crisis today, should not be taken lightly.
- It is a problem that my generation is going to have to fix.
- A lot. I consider myself much more knowledgeable about global warming.
- It was interesting because of the amount of data that supports the programs conclusions.
- Caused by humans that are great amount of data that show correlation between CO2 omissions and temperature.
- I didn't know about all the melting of the ice caps and how much of an impact it had.
- The incredible rate at which it is occurring.
- How much it will affect the land and the atmosphere overall.
- 1000 years of temperature is almost the same as 1000 years of CO2
- That we as people have some effect on it.
- That I can do something

Beer Tasting: Oktoberfest beers

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes (31)
- It was informative/educational (5)
- It is a great social activity (5)
- I liked trying new kinds of beer (3)
- I met new people (2)
- I plan on attending again (2)
- It was relaxing and entertaining
- Knowledgeable presenters
- I will bring my friends next time
- I might invite my seniors as a “final stretch” prize

What did you learn from this program?

- The different types and flavors of beer (10)
- The beer family tree (4)
- Beer tasting techniques (4)
- I learned about beers from foreign cultures (4)
- About how beer is made
- I forgot because I got drunk
- That my brother had a lot of questions
- \$6 goes a long way
- Bill was great!
- Pacing!

Beer Tasting: Extreme Beers

What did you learn from this beer tasting?

- I've got to taste / experience new beers. (2)
- I love beer. (2)
- What IPA (India Pale Ale) means. (2)
- The only IPA that I have enjoyed has been here.
- I'm not a hop-head.
- Hops are great.
- What hops taste like.
- More about stouts.
- Barley wine has a great amount of alcohol.
- I enjoyed the history lesson.
- Great Extreme Beer options.
- I love the chocolate-roasted flavor of stouts.
- It is fun!

Beer Tasting: Winter Beers

Would you participate in or recommend this program if we offer it again? Why or why not?

- Yes (27)
- This program was fun (6)
- Unique experience
- Good mix of people / great way to socialize (3)
- If you appreciate good beer, would like to learn about the differences, and enjoy good company, you should come!
- Was way better than I expected!
- Very interesting
- It is fun learning about different types of beer (2)
- This program was informative (2)
- Great way to find a new beer to enjoy (2)
- Mike is extremely knowledgeable
- Good atmosphere
- What a great idea!

Beer Tasting: Winter Beers (continued)

What did you learn from this program?

- The unique differences in beer flavors (6)
- The role of hops & malt in flavor (3)
- That I love beer (3)
- How to rate beers using aroma, color, taste, and after-taste (3)
- Winter beers that I prefer / enjoy (2)
- Classifications of beers (2)
- More specifics about beers
- The difference between stout and a porter is significant
- That I'm dumb for not coming to earlier tastings
- Different areas of brewing companies
- That I actually like porters and stouts
- That I can discern differences in flavors

Beer Tasting: Belgian Beers

What did you learn from this beer tasting?

- About Belgian beers (3)
- History of beers (2)
- How to rate beers (2)
- Belgian beers are okay, but not my favorite (2)
- Belgian beers tend to be sweet (2)
- The different flavors of beers
- Belgian ales share only Belgium in common
- Love Belgian Beers (especially the Gulden Fraug)
- Quebecois beers are the best Canadian beers
- I drink beer for taste now, not for alcohol
- I already knew I liked beer, but I am somewhat insecure in my knowledge and enjoyed having it confirmed
- A cute label does not necessarily mean a good beer
- Yeast is the greatest contributor to flavor
- Belgian beer is good, but not like an IPA
- I want to live in Belgium
- How to taste beer more effectively
- More details about beers
- Tasted new beers
- Have never done a side-by-side comparison of Belgian beers

Beer Tasting: Bock Beers

What did you learn from this beer tasting?

- What bocks are / how they taste (8)
- Different types of beer (3)
- I like bock beers (3)
- About bocks and goats (2)
- I won't be buying bocks (2)
- About beers that I never knew I might like
- More about the brewing process
- New beers that I wouldn't buy
- A lot more than I expected, it was great
- Bocks have an enormous variation
- Leinenkugels was my favorite
- I love Celebrator Doppelbock
- I like beer

APPENDIX E

Bowen-Thompson Student Union Spring Traffic Count Spring Semester 2007

Monthly Traffic Counts

Starting 01/01/07		<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	Total
Bookstore	A	26185	21603	18751	23467	9859	1674	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	101539
	B	72544	65407	58220	72112	23002	3577							294862
Starbucks West	A	20093	18919	19139	23278	8007	1153	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	90589
	B	10383	9803	10394	12403	5426	890							49299
Pub	A	26889	27429	25492	32302	13781	2069	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	127962
	B	31879	31163	29699	38473	17182	2724							151120
Mezzanine	A	41939	32198	26569	27496	9020	909	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	138131
	B	40123	31709	27095	27813	9912	1254							137906
Info Center	A	0	21494	32133	44833	13519	2169	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	114148
	B	0	7474	12909	19582	6866	1010							47841
Starbucks East	A	18418	22701	18859	21443	6265	898	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	88584
	B	35037	36628	34245	42318	10389	1453							160070
Total		133524	144344	140943	172819	60451	8872	0	0	0	0	0	0	

Traffic Counts Per Week

Starting 12/24/06		<u>Week1</u> 12/24	<u>Week2</u> 12/31	<u>Week3</u> 01/07	<u>Week4</u> 01/14	<u>Week5</u> 01/21	<u>Week6</u> 01/28	Total
Bookstore	A	42	1442	9060	5374	6512	5836	28266
	B	23	2308	24966	16172	17823	17662	78954
Starbucks West	A	42	909	6097	4891	5143	4962	22044
	B	15	623	3122	2569	2641	2385	11355
Pub	A	83	1811	7107	6808	6996	7116	29921
	B	76	2602	8866	7716	8012	7988	35260
Mezzanine	A	202	1705	14777	10141	10079	8378	45282
	B	268	1686	13186	10233	9945	8085	43403
Info Center	A	46	2	0	0	0	0	48
	B	14	0	0	0	0	0	14
Starbucks East	A	14	787	4631	4368	5361	5209	20370
	B	25	730	9743	8375	9984	9875	38732
Total		429	6656	41672	31582	34091	31501	

Traffic Counts Per Week

Starting 01/28/07		<u>Week1</u> 01/28	<u>Week2</u> 02/04	<u>Week3</u> 02/11	<u>Week4</u> 02/18	<u>Week5</u> 02/25	Total
Bookstore	A	5836	5633	3679	6588	5471	27207
	B	17662	16528	11093	19925	16350	81558
Starbucks West	A	4962	4676	3566	5478	4720	23402
	B	2385	2329	1957	2839	2479	11989
Pub	A	7116	6996	5995	7035	6576	33718
	B	7988	7883	6733	8241	7425	38270
Mezzanine	A	8378	7578	6422	8176	9514	40068
	B	8085	7397	6726	7937	9386	39531
Info Center	A	0	0	2219	11965	10377	24561
	B	0	0	697	4456	3307	8460
Starbucks East	A	5209	6025	4341	6429	5550	27554
	B	9875	9700	6598	10326	9056	45555
Total		31501	30908	26222	45671	42208	

Traffic Counts Per Week

Starting 02/25/07		<u>Week1</u> 02/25	<u>Week2</u> 03/04	<u>Week3</u> 03/11	<u>Week4</u> 03/18	<u>Week5</u> 03/25	Total
Bookstore	A	5471	587	5397	5452	5508	22415
	B	16350	1144	17248	17272	17684	69698
Starbucks West	A	4720	642	5485	5685	5897	22429
	B	2479	569	2873	2926	3268	12115
Pub	A	6576	1460	7249	7332	7330	29947
	B	7425	1690	8216	8473	8896	34700
Mezzanine	A	9514	551	7843	8520	7023	33451
	B	9386	747	8159	8482	6960	33734
Info Center	A	10377	321	6409	11292	11044	39443
	B	3307	175	2626	4221	4901	15230
Starbucks East	A	5550	551	5326	5936	5465	22828
	B	9056	665	10192	10019	10650	40582
Total		42208	4112	37709	44217	42267	

Traffic Counts Per Week

Starting 04/01/07		<u>Week1</u> 04/01	<u>Week2</u> 04/08	<u>Week3</u> 04/15	<u>Week4</u> 04/22	<u>Week5</u> 04/29	Total
Bookstore	A	5076	5642	5733	5846	5449	27746
	B	15795	17106	17384	18233	15176	83694
Starbucks West	A	4977	5268	5762	5942	4584	26533
	B	2612	2788	3083	3196	2645	14324
Pub	A	6955	7338	7849	8216	7204	37562
	B	8013	8718	9266	10019	8997	45013
Mezzanine	A	2621	7326	6282	9042	7005	32276
	B	2433	7648	6292	9138	7235	32746
Info Center	A	9669	10408	11191	11416	8704	51388
	B	3999	4095	5495	4909	4091	22589
Starbucks East	A	4735	5518	5167	5115	3560	24095
	B	9270	10043	10418	10669	6915	47315
Total		34033	41500	41984	45577	36506	

Traffic Counts Per Week

Starting 04/29/07		<u>Week1</u> 04/29	<u>Week2</u> 05/06	<u>Week3</u> 05/13	<u>Week4</u> 05/20	<u>Week5</u> 05/27	Total
Bookstore	A	5449	986	2303	1399	1077	11214
	B	15176	1964	4536	3000	2272	26948
Starbucks West	A	4584	993	1639	1345	1009	9570
	B	2645	776	1134	1037	729	6321
Pub	A	7204	1925	2831	2431	1738	16129
	B	8997	2364	3620	2999	2220	20200
Mezzanine	A	7005	1044	1868	757	744	11418
	B	7235	1251	1945	1103	871	12405
Info Center	A	8704	1369	2414	1988	1385	15860
	B	4091	880	1276	1096	730	8073
Starbucks East	A	3560	815	1173	1005	755	7308
	B	6915	1078	1787	1563	1147	12490
Total		36506	7132	12228	8925	6708	

Traffic Counts Per Week

Starting 05/27/07		<u>Week1</u> 05/27	<u>Week2</u> 06/03	<u>Week3</u> 06/10	<u>Week4</u> 06/17	<u>Week5</u> 06/24	Total
Bookstore	A	1077	1695	n.a.	n.a.	n.a.	2772
	B	2272	3596				5868
Starbucks West	A	1009	1052	n.a.	n.a.	n.a.	2061
	B	729	779				1508
Pub	A	1738	1871	n.a.	n.a.	n.a.	3609
	B	2220	2379				4599
Mezzanine	A	744	817	n.a.	n.a.	n.a.	1561
	B	871	1123				1994
Info Center	A	1385	2202	n.a.	n.a.	n.a.	3587
	B	730	977				1707
Starbucks East	A	755	872	n.a.	n.a.	n.a.	1627
	B	1147	1387				2534
Total		6708	8509	0	0	0	

APPENDIX F

Customer Service Comment Card July, 2006 – May, 2007

Room	Start Time	Date	Room Setup	Cleanliness	Equipment Operation	Catering Service	Staff helpfulness	Organization/Department	Your Name	Comments
314	6:00pm	9/5/2006	5	5			5			
208	10:00am	9/8/2006	5	5	5		5	Career Center		Initial room setup was not correct but team of people came in immediately and were very responsive. Thank you! Karyn informed Mary of room change for subsequent sessions (similar to setup the last 2 years).
314	9:15pm	9/11/2006	5	5	5					Thank you!
315	7:30pm	9/11/2006	5	5				Kappa Phi		Thank you!
306	2:00pm	9/12/2006	5					Learning Communities Advisory Committee (LCAC)		
207	9:00pm	9/13/2006	5	4	5	5	5			
316	7:30pm	9/14/2006	5	5	5		5	LDSSA		Great
208	10:00am	9/15/2006	5	5	5			Career Center	Annette Badila	
201	7:00pm	9/20/2006	5	5						Thank you!
316	9:00am	9/20/2006	5	5				Classified Staff Council		Thanks!
307	1:00pm	9/22/2006	5	5				Student Life	Christine Cruise	Everything was great.
316	9:00pm	9/25/2006	5	5	5	5	5	Pandora's Box	Melody Moore	Thank you!
318	8:00am	9/26/2006	4	5	4	4	5	American Red Cross HS Workshop		
314	3:30pm	9/26/2006	5	5	4		5	Vision		Please have projector ready by start of meeting. Thanks.
208	6:00pm	9/27/2006	5	5	5	5	5	Greek Affairs	Kevin Lipine	I was upset that I did not know that the battle of the bands was going on. We could barely hear each other speak when the bands played. This was very frustrating. Would have liked this communicated.
208	9:00pm	9/27/2006	5	5	5			Greek Affairs	Kevin Lipine	

**Customer Service Comment Card
July, 2006 – May, 2007**

Room	Start Time	Date	Room Setup	Cleanliness	Equipment Operation	Catering Service	Staff helpfulness	Organization/Department	Your Name	Comments
307	9:00pm	9/27/2006	5	5						
315	9:30am	9/28/2006	5	5	5	5	5	ACEN	Bozigar	
314	12:00pm	10/3/2006	5	5	5	5	5	Weight Watchers	K. Muth	Great as usual.
316	10:30am	10/3/2006	5	5	5				B. Little	
308	10:00am	10/4/2006	5	5	5		5		Mark Davidson	
315	4:00pm	10/4/2006	5	5				First Year Success Series	Allison G. & Andrea K.	
315	7:00pm	10/13/2006	5	5	5			Anime		
316	6:30pm	10/16/2006	5	5	5	5	5	Pulte Homes		
306	10:00am	10/19/2006	5	5	5			TIAA-CREF	Randy Martinez	
308	1:00pm	10/20/2006						Office of UPISA	Sally Click	We thought we had this room reserved all day, after the Saddlemire lecture. But we probably didn't. That didn't stop 60 people from showing up at the appointed hour. We ran into a work crew on the third floor. Katie had the clipboard and we checked for other availability. She identified a room. We bounced the catering crew out of 201B-- as they were using it for staging space. Katie & crew brought enough chairs and we were able to convene our meeting with practically no time lost. Great help from crew-- good problem solving and really understanding and accommodating!
307	9:00pm	10/24/2006	5	5	5		5	Pre-Major Advising	Colleen Mahoney	
316	11:30am	10/24/2006	4	4						
306		10/26/2006	5	5	5	5	5	Panhellenic Council		
315	8:30am	10/26/2006	5	5	5			AG Credit	Neil Jordan	Very nice facility!
316	3:00pm	10/31/2006	5	5	5		5			
314	9:00pm	11/1/2006	5	5	5		5	Outdoor Program	Pat Langendorfer	
315	7:00pm	11/2/2006	5	5	3		4			
318	7:00pm	11/2/2006	5	5	5	5	5	Connexions	Richard Henry	Good job! Thanks for all your help!

**Customer Service Comment Card
July, 2006 – May, 2007**

Room	Start Time	Date	Room Setup	Cleanliness	Equipment Operation	Catering Service	Staff helpfulness	Organization/Department	Your Name	Comments
315	6:00pm	11/6/2006	5	5	5		4	Kappa Phi Club	Hannah Burley	You've been great
306	6:00pm	11/6/2006	5	5	5	5	5		Cathy Pratt	The staff is ALWAYS on top of things when I lead these etiquette dinners. They go above and beyond!
314	3:00pm	11/7/2006	5	5	5	5	5	Residence Life		All good!
208	4:45pm	11/8/2006	5	5		3	4	Chi Sigma Iota		Needed more water.
208	1:30pm	11/8/2006	5	5				A-Dean's		
307	5:00pm	11/9/2006	5	5	5		5	Grand Prix Org.		
307	7:00pm	11/9/2006	5	5						
307	2:00pm	11/10/2006	5	5					Joel Robinson	Thank you very much!
316	6:00pm	11/13/2006	5	5	5	5	5			
307	11:30am	11/14/2006	5	5				Pillar Magazine		
309	8:00am	11/15/2006	5	5		5	5	Public Health Medical Technology	M.L. Baty	
316	6:30pm	11/15/2006	5	5	5		5	Black Student Union		
306	12:00pm	11/16/2006	5	5	3	5	5		Jerry Baker	Coffee didn't pump well.
314	8:30	11/29/2006	5	5		5	5			
314	4:00pm	11/30/2006	4	5				Counseling Center		The room was in great shape. Could have used a few extra chairs. There was a friendly AV representative here to offer us assistance even though we did not need it. Also, there were no dry erase markers.
208	3:30pm	12/6/2006	5	5				BG Perspective	S. Langendorfer	As always, the room was ready to go for us! Thanks!
316	9:00am	12/8/2006	5	5				Athletics	Jim Elsasser	Thanks!
207	1:15pm	12/15/2006	5	5	5		5	Capital Planning	B. Waddle	Thank you for your help.
314	12:00pm	12/17/2006	5	5	5	5	5	Weight Watchers	Kaye Muth	Everything was well done as usual.
315	5:00pm	1/9/2007	5	5	5		4	Conference Programs	Kerby Nelson	
316	9:15pm	1/10/2007	5	5	5	5	5			I love BTSU, when can I move in?

Customer Service Comment Card
July, 2006 – May, 2007

Room	Start Time	Date	Room Setup	Cleanliness	Equipment Operation	Catering Service	Staff helpfulness	Organization/Department	Your Name	Comments
316	10:30am	1/10/2007	5	5	5		5	Conference Programs	Tionna Van Gundy	Everything was wonderful! Staff was friendly and helpful, thank you!
208	5:30pm	1/10/2007	5	5						
208	8:30pm	1/10/2007	5	5				FWCHS		Good set-up, guys and girls!
314	8:30am	1/10/2007								Too cold!
316	8:30am	1/12/2007	5	5	5			Greek Affairs	Danny Miller	
201B	9:00am	1/13/2007	4	5	5					
207	9:00am	1/16/2007	5	5				University Dining Services		
315	3:00pm	1/19/2007	5	5	5		5	Provost/VPAA	Lori W. Ritchie	Thank you so much for making our meeting go smoothly!
208	3:00pm	1/22/2007	5	5				The Obsidian	Robin Bryant	
306	10:30	1/22/2007	5	5					Jeff Miner	
306	4:00pm	1/23/2007	4	5				Office of Campus Involvement		
308	7:30pm	1/26/2007	5	5			5			
207	1:30pm	1/30/2007	5	5	4		5	President's Office/Beyond Bursarables		
316	7:00pm	1/30/2007	4	5	5			Delta Sigma Theta	Ashley Taylor	
315	10:00am	2/1/2007	5	5	4		5			
314	2:00pm	2/1/2007	5	5			5	Beyond Bursarables		
208		2/2/2007	5	5	5	5	5	SBC		The room was perfect with the best staff! Thank you all for a great weekend!
315	8:00	2/6/2007	5	5	5	5	5			
309	9:00	2/6/2007	5	5	5	5	5			Fabulous.
318	11:00am	2/6/2007	5	5				Popular Culture	Angela Nelson	Everything went well.
316	7:00pm	2/8/2007	5	5				BGUSAA	Bob DeBard	
207	2:30pm	2/8/2007	5	5				ICS		
316	12:30pm	2/9/2007	5	5	5			MPASA		Thank you very much for setting up.

**Customer Service Comment Card
July, 2006 – May, 2007**

Room	Start Time	Date	Room Setup	Cleanliness	Equipment Operation	Catering Service	Staff helpfulness	Organization/Department	Your Name	Comments
306	10:00am	2/10/2007	5	5	5		5	Dance Marathon		Thanks!
314	2:00pm	2/10/2007	5	5				Office of Development		
318	10:00pm	2/11/2007	5	5				New Member Greek Council		
318	8:30am	2/20/2007	5	5	5	5	5	Academic Enhancement	Jan Finn	
318	9:00	2/21/2007	4	5	5		5			
308	10:00am	2/21/2007	5	5				Greek Affairs		
314	12:00pm	2/22/2007	5	5	4		5	MPASA	Ramiz	
315		2/26/2007	5	5	5	5	5			
306	7:00pm	2/27/2007	5	5						
318	7:30pm	2/28/2007	5	5	5		5			Very helpful, thank you!
314	10:15am	3/2/2007	5	5	5	5	5	Mercy College		Nice setup, very helpful people.
306	11:00am	3/7/2007	4	5		5	5	Medical Technology Program	Mary Lou Baty	Great as always.
	9:00pm	3/12/2007	5	5	5			FCA	D. Van DeWalle	Great!
307	6:00pm	3/13/2007	5	5	5	5	5	BGSU ACLU	T. Koch	
309	8:45pm	3/14/2007	5	5				Phi Sigma Pi		
	9:00am	3/15/2007	5	5				TIAA-CREF	Randy Martinez	
306	5:30pm	3/19/2007	5	5	5		5	Delta Chi Phi		Phones with local service should be in the rooms. Or just to call campus numbers.
315	12:00pm	3/19/2007	5	5				First Year Success Series	LeeAnn Koenigbauer	
318	9:30	3/20/2007	4	4	4	4	4			Please provide regular tea bags along with herbal ones.
316	9:00pm	3/21/2007	5	5	5	5	5	Classified Staff Council		Thanks!
307	9:00pm	3/21/2007	5	5	5	5	5	PSP		Great Job!
315	10:00	3/27/2007	4	4						

**Customer Service Comment Card
July, 2006 – May, 2007**

Room	Start Time	Date	Room Setup	Cleanliness	Equipment Operation	Catering Service	Staff helpfulness	Organization/Department	Your Name	Comments
314	1:30pm	4/4/2007	4							Always need 5-6 chairs set up under clock- Did not have these this time.
314	8:00pm	4/12/2007	5	5	5			Interfraternity Council	Scott Richter	Everything was perfect.
306	12:30pm	4/13/2007	5	5			5			
201		4/16/2007	5	5		5	5	Conference Programs	Kerby Nelson	
318	9:30am	4/17/2007	5	5	5	4				Hot water was just warm, not hot.
307	7:30pm	4/17/2007	5	5				Water Polo		
208	8:30am	4/18/2007	4	4						Too cold!
309	10:30	4/20/2007	5	5						
207	7:00pm	4/24/2007	5	5	5		5	State Financial Aid	Pam Fletcher	Brandon was a huge help! Very informative. Room and equipment was set up perfectly.
306	7:00pm	4/27/2007	5	5	5				Ryan Riebau	Awesome!
208	3:00pm	4/30/2007	5	5			5	State National Training Service	Peter Calvert	
318	7:30pm	5/17/2007	5	5						
201	10:00am	5/22/2007	5	5	5			Admissions		Thank you!
314		5/22/2007	4	4						Room was cold.
316	10:00am	5/23/2007	5	5	5	5	5	ABLE/LAWO		Great!
318	7:30pm	5/25/2007	5	5						
308	9:15pm	Tuesdays						Panhellenic Council	Kat Fish	We need 3 tables at the front and back of the room.
201A	8:45pm		1	3	3		4	Latino Cultural Arts		
314			5	5	5	5	5	Student Union Programming		
306			5	5	5	5	5			
316	2:15pm		5	5	5	5	5	Career Center	Andrea Gutierrez	Thanks!
316			5	5	5	5	5	Law Society		Excellent setup, everything was great!

Customer Service Comment Card
July, 2006 – May, 2007

Room	Start Time	Date	Room Setup	Cleanliness	Equipment Operation	Catering Service	Staff helpfulness	Organization/Department	Your Name	Comments
208			2	5	3		5	Career Services		Needed online connection, had to call. Would like room set up as rectangle, as we have done for the past 2 years.
			5	5	4		5	Dance Marathon	Katie Crall	For the kids!
			3	5	5		5	OSL-RDC	Anne	Could have had longer tables (more space between) for the amount of people present.
316			5	5	5		5	Vision		
			5	5	5		5			
316	12:30pm		5	5	5		5			
			5	5	5		5	Student Support Services	Ian Lee	Nice job!
314			5	3	5			Phi Sigma Pi		
			5	5	5			Pi Kappa Alpha		Great room.
			5	5				AOT	Erica	
			5	5				Alpha Phi Omega	Elise Lowe	Thanks for being awesome!
314	7:00pm		5	5				Student Support Services	Ian Lee	
			5	5				BG Perspective	Steve Langendorfer	
			4.83	4.92	4.81	4.86	4.92			

APPENDIX G

Information Center Factline and Parents' Helpline Statistics 2006 - 2007

Factline Call Volume – Factline is the one of the most used phone numbers on campus at BGSU. The data below is specific to the period of July 2006 to June 2007 and is as follows:

Campus Factline		
Month Starting	Received Calls	% calls answered
Totals	11,695	80.17
7/1/06	579	82.95
8/1/06	1057	76.48
9/1/06	1184	74.65
10/1/06	1282	84.56
11/1/06	1121	84.16
12/1/06	763	72.67
1/1/07	1143	82.77
2/1/07	1491	81.48
3/1/07	1113	83.68
4/1/07	1245	85.10
5/1/07	717	70.36

Parents' Helpline – Continued successful operation of the Parents' Helpline as a resource for family members of BGSU students. One of biggest challenges experienced by Parents Helpline operators is the tendency of parents to simply “vent” to the operators about their frustrations with BGSU, its departments, or simply with their own students.

Parents' Helpline Call Volume Data

Parent's Help Line		
Month Starting	Received Calls	% calls answered
Totals	1289	89.89
7/1/2006	154	89.02
8/1/2006	258	8.37
9/1/2006	121	95.28
10/1/2006	97	96.04
11/1/2006	111	91.74
12/1/2006	68	98.55
1/1/2007	112	90.32
2/1/2007	126	96.92
3/1/2007	58	95.08
4/1/2007	105	90.52
5/1/2007	79	86.81

APPENDIX H

Photo ID Statistics 2006 – 2007

Month: **June** **2006**
Month Number: **1**

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	2192	43	492.5	5,910	5,943
Lost	41	43	201.8	2,422	2,651
Stolen	2	2	16.2	194	202
Other	83	26	56.5	678	596
Damaged/Faded	9	9	26.7	320	674
Faculty/Staff	45	36	58.7	704	620
Billed To Agency/Org	0	0	37.3	448	490
Totals:	2372	159	889.7	10,676	11,176

Month: **July** **2006**
Month Number: **2**

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	1809	2192	1809.0	1809	2273
Lost	38	41	38.0	38	47
Stolen	8	2	8.0	8	3
Other	55	83	55.0	55	38
Damaged/Faded	11	9	11.0	11	9
Faculty/Staff	52	45	52.0	52	54
Billed To Agency/Org	0	0	0.0	0	105
Totals:	1973	2372	1973.0	1973	2529

Month: August 2006
Month Number: 3

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	896	1809	1352.5	2705	3250
Lost	361	38	199.5	399	463
Stolen	46	8	27.0	54	48
Other	212	55	133.5	267	276
Damaged/Faded	70	11	40.5	81	116
Faculty/Staff	167	52	109.5	219	219
Billed To Agency/Org		0	0.0	0	105
Totals:	1752	1973	1862.5	3725	4477

Month: September 2006
Month Number: 4

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	18	896	907.7	2723	3271
Lost	306	361	235.0	705	801
Stolen	25	46	26.3	79	76
Other	30	212	99.0	297	319
Damaged/Faded	36	70	39.0	117	183
Faculty/Staff	57	167	92.0	276	303
Billed To Agency/Org	0	0	0.0	0	105
Totals:	472	1752	1399.0	4197	5058

Month: October 2006
Month Number: 5

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	8	18	682.8	2731	3279
Lost	295	306	250.0	1000	1144
Stolen	27	25	26.5	106	98
Other	13	30	77.5	310	346
Damaged/Faded	19	36	34.0	136	230
Faculty/Staff	44	57	80.0	320	353
Billed To Agency/Org	27	0	4.5	27	123
Totals:	433	472	1155.3	4630	5573

Month: November 2006
Month Number: 6

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	6	8	547.4	2737	3284
Lost	247	295	249.4	1247	1450
Stolen	18	27	24.8	124	123
Other	11	13	64.2	321	362
Damaged/Faded	29	19	33.0	165	268
Faculty/Staff	25	44	69.0	345	392
Billed To Agency/Org	20	27	9.4	47	123
Totals:	356	433	997.2	4986	6002

Month: December 2006
Month Number: 7

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	15	6	458.7	2752	3,306
Lost	127	247	229.0	1374	1,632
Stolen	9	18	22.2	133	135
Other	7	11	54.7	328	372
Damaged/Faded	14	29	29.8	179	304
Faculty/Staff	25	25	61.7	370	418
Billed To Agency/Org	401	20	74.7	448	123
Totals:	598	356	930.7	5584	6,290

Month: January 2007
Month Number: 8

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
<i>ID's Processed By Type:</i>					
New ID's	896	15	521.1	3648	3674
Lost	361	127	247.9	1735	2000
Stolen	46	9	25.6	179	168
Other	212	7	77.1	540	463
Damaged/Faded	70	14	35.6	249	368
Faculty/Staff	167	25	76.7	537	483
Billed To Agency/Org		401	64.0	448	486
Totals:	1752	598	1048.0	7336	7642

Month: February 2007
Month Number: 9

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
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ID's Processed By Type:

New ID's	8	896	457.0	3656	3685
Lost	223	361	244.8	1958	2276
Stolen	22	46	25.1	201	191
Other	9	212	68.6	549	484
Damaged/Faded	14	70	32.9	263	421
Faculty/Staff	32	167	71.1	569	524
Billed To Agency/Org	0	0	56.0	448	486
Totals:	308	1752	955.5	7644	8067

Month: March 2007
Month Number: 10

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
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ID's Processed By Type:

New ID's	9	8	407.2	3665	3691
Lost	192	223	238.9	2150	2527
Stolen	18	22	24.3	219	210
Other	11	9	62.2	560	497
Damaged/Faded	18	14	31.2	281	449
Faculty/Staff	29	32	66.4	598	554
Billed To Agency/Org	0	0	49.8	448	600
Totals:	277	425	880.1	7921	8528

Month: April 2007
Month Number: 11

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
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ID's Processed By Type:

New ID's	10	9	367.5	3675	3703
Lost	188	192	233.8	2338	2779
Stolen	16	18	19	190	190
Other	9	11	56.9	569	513
Damaged/Faded	21	18	30.2	302	490
Faculty/Staff	25	29	62.3	623	581
Billed To Agency/Org	0	0	44.8	448	622
Totals:	269	277	814.5	8145	8,878

Month: May 2007
Month Number: 12

Activity	Current Month	Previous Month	Monthly Average	Year To Date	Previous Yr To Date
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ID's Processed By Type:

New ID's	43	10	338.0	3,718	3,755
Lost	43	188	216.5	2,381	2,864
Stolen	2	16	17.5	192	199
Other	26	9	54.1	595	554
Damaged/Faded	9	21	28.3	311	503
Faculty/Staff	36	25	59.9	659	626
Billed To Agency/Org	0	0	40.7	448	709
Totals:	159	269	754.9	8,304	9,286