

**Student Learning Outcomes Assessment Report  
2007-2008**

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**

2007-2008

## **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 (New and Returning Student Employees)
2. Student Employee Leadership Building/Strengthening Opportunities
  - a. I-Lead
  - b. Association of College Unions International (ACUI) Regional Conference
  - c. Key positions within Student Union (i.e. Area Coordinators, Building Managers, Employment Advisory Council (EAC) representatives)
3. Student Union Programs for the Campus Community
  - a. How 2 Programs
  - b. 6 O'clock Talk Series
  - c. Community-Building/Engagement Programs.

### **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 the current student employee training, and then to use those results to continuously refine and improve the student employment orientation and training programs to teach the skills necessary to achieve those outcomes.

A basic rubric has been created (see next page) 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

<b>TASK</b>	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Mastery</b>
<b>Works effectively with professional and student staff of the Bowen-Thompson Student Union.</b>	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.
<b>Understands the philosophy of the Student Union in general and applies to daily work.</b>	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.
<b>Understands and follows policies and procedures related to student employment, and to working in the Student Union.</b>	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.
<b>Effectively utilizes eTime system to punch in/out and to review personal records.</b>	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.
<b>Knowledgeable about all areas in the building.</b>	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.
<b>Familiar with key university administrators, including Deans, Department heads, and area VP's.</b>	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.
<b>Aware of all aspects of Welcome Week program.</b>	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.

<b>TASK</b>	<b>Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Mastery</b>
<b>Displays key principles of customer service.</b>	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 2007: Pre-test Administered (See APPENDIX A for test questions)**

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 thirty 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 2008: Post-test Administered (See APPENDIX A for test questions)**

- 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 2008 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- and Post-Tests  
Student Employees, Spring 2008**

<b>Category</b>	<b>Description</b>	<b>Pre (26 rsp) (#) %</b>	<b>Post (12 rsp) (#) %</b>	<b>Change %</b>
<b>Work Relationships (Professional and student staff of the Bowen-Thompson Student Union)</b>				
	I am familiar with my own supervisor and staff members.	15-58%	0-0%	<b>-58%</b>
	I am familiar with supervisors from other areas, and student staff from other areas.	6-23%	5-41%	<b>18%</b>
	I have working relationships with professional staff and student staff.	2-8%	3-25%	<b>17%</b>
	I feel like I'm a leader as a student employee. I have created relationships with professional and student staff.	3-12%	4-33%	<b>21%</b>
<b>Philosophy of the Student Union</b>				
	I know the general mission statement of the Student Union.	7-27%	0-0%	<b>-27%</b>
	I understand the Student Union's Role in shaping out-of-class experiences for college students.	9-35%	5-41%	<b>6%</b>
	I clearly recognize ties between my job duties and mission of the Student Union.	6-23%	3-25%	<b>2%</b>
	I understand how my job performance is tied closely to giving customers a beneficial experience at BGSU.	4-15%	4-33%	<b>18%</b>
<b>Student Employee Positions</b>				
	I know that there are other student employee positions, but I'm not really sure what they do.	16-62%	0-0%	<b>-62%</b>
	I know about the other positions and have a general idea of what each does.	14-54%	1-8%	<b>-46%</b>
	I know the duties of each position and feel comfortable calling other staff members for help.	3-12%	7-58%	<b>46%</b>
	I fully understand all the student employee positions in the Student Union, and I work with each are effectively to provide full customer service.	3-12%	4-33%	<b>21%</b>
<b>Employee Advisory Committee (EAC)</b>				
	I have heard of the EAC but I'm not sure what they really do.	21-81%	3-25%	<b>-56%</b>
	I know what the EAC is, and who the rep from my area is, I know very little about what they do.	3-12%	0-0%	<b>-12%</b>
	I understand what the EAC is, who my rep is, and I know what they do.	0-0%	6-50%	<b>50%</b>
	I know all about the EAC, and I've made suggestions to my rep on how to improve the student employment program.	2-7%	3-25%	<b>18%</b>
<b>Customer Service</b>				
	I am familiar with the basic concepts of customer service and know what's expected of me on the job.	3-12%	0-0%	<b>-12%</b>
	I know what's expected of me on the job, and I practice good customer service in daily work	13-50%	2-17%	<b>-33%</b>
	I am skilled in customer service, and I role model customer service for other employees.	5-19%	6-50%	<b>31%</b>
	I have successfully made an angry customer happy.	12-46%	4-33%	<b>-13%</b>
<b>Policies and Procedures</b>				
	I am familiar with Student Employee Handbook and general policies.	11-42%	0-0%	<b>-42%</b>
	I understand policies for the Union and for my specific work area.	11-42%	3-25%	<b>-17%</b>
	I am comfortable conveying Student Union policies to customers and other staff members.	1-4%	5-42%	<b>38%</b>
	I actively support Student Union policies in my daily job duties, and I am comfortable in confronting policy violations.	3-12%	4-33%	<b>21%</b>

(rsp) = respondents

### **C. Focus Groups Spring Semester 2008: (See APPENDIX B for discussion questions and responses)**

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.

### **D. Student Employee Mid-Career Assessment Process – (See APPENDIX C for questions & responses)**

A challenge faced by the student employment program in the Student Union has been to make sure that student staff members are continuously assessed from when they enter the program until they leave. Until this semester, it has been the Student Union's practice to assess student staff after their first year (through pre/post-testing, and focus groups) and in their final semester through exit interviews. There has been a gap, however, in assessment for employees in "mid-career", where research has been at best anecdotal. This semester we worked to design evaluation criteria for employees in "mid-career", anywhere from 1-4 years, of employment.

- The first step in this was to create a visual representation of the process for the staff that clearly and accurately shows the process. This simple document (**APPENDIX D**) has gone a long way to clarifying the process for the Student Union supervisory staff, and illustrates the assessment model for others as well.
- We then worked to create evaluation criteria and a set of evaluation questions that were tied to the Student Union's learning outcomes that could be used repeatedly from semester to semester to show development and progression.
- These questions were used this semester by all supervisory staff in conjunction with the Student Employee Evaluation form as the student staff was evaluated.

### **E. Exit Interview Process – (See APPENDIX E for questions and responses)**

This semester the Student Union was more systematic in conducting exit interviews for all graduating seniors. A standardized form was used by each supervisor to solicit the opinions and perceptions of students in 1-on-1 meetings held in the last two weeks of the semester.

- Each student was interviewed and results were compiled from the exit interview data.
- The overall results of the interviews have been shared with supervisory staff from the Student Union and will be shared with the Employee Advisory Committee for their review and feedback.
- The exit interview process and responses will be the topic of discussion during upcoming supervisor meetings. Supervisors will review the information in greater detail and work on improvement and changes, where possible.

#### **F. Student Employee Evaluation Form – (see sample of form in APPENDIX F)**

This semester the Student Union completely re-designed the process by which student employees are evaluated each semester, and created an evaluation form that can be used by all work areas in the Student Union's staff.

- The Student Union first took into account all facets of the student employment program through literature review, supervisor interviews, and student contact through the Employment Advisory Committee.
- The Student Union then aligned those findings with higher education research, learning outcomes benchmarking, and most importantly, BGSU's established learning outcomes to create evaluation criteria that more accurately capture the essence of learning outcomes that should be achieved in the student employment experience.
- The newly created form is well-designed, efficient, and was well received by all supervisory staff.

#### **G. Supervisor Evaluations – (See APPENDIX G for a sample form)**

Each semester student employees are given a chance to evaluate their supervisors using a standardized form. This form was designed with input from the supervisory staff, as well as the Employee Advisory Committee (EAC). It is noteworthy that the EAC has been instrumental in designing the process, first by recommending that evaluations be made anonymous to promote honest feedback, and second in their continued interest in the information yielded. Supervisors receive the compiled data from these evaluations every semester, and copies are also sent to the Student Union Director.

#### **H. Learning Outcomes Rubric for Information Center Staff – (See APPENDIX H for a sample rubric)**

With learning outcomes in place for all employees in general, the Student Union began to work on refining learning outcomes for specific positions in the student staff, starting with the Information Center staff members.

- A learning outcomes rubric was created that details each of the facets of the position and developmental progression toward mastery in each.
- This rubric is tied directly to the new student employee evaluation form, and will be used to refine training efforts for this position.

#### **Analysis and Interpretation of Data Collected:**

The training model utilized by the Bowen-Thompson Student Union is now six 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 the Student Union has come to the following conclusions listed on the next several pages:

### ***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, communication with customers, and with other building constituents such as Catering.
- 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, and to be aware when/if gaps existed in staff coverage.
- 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. In fact, many listed the staff and “atmosphere” of the Student Union as the primary reason that they chose to remain employed.
- 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. Some even went as far as to recognize the assessment efforts of the Student Union as an investment in the student staff and their opinions.

- 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 the employee's 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.
- Students from each area felt that they had gained exposure to diversity in working with colleagues from different cultures and backgrounds to some degree, but it is clear from student feedback that additional experiences to educate about and celebrate diversity should be a part of the program.

#### *Mid-Career Assessment*

- Student staff stated that employment in the Student Union has made significant contributions to their college experience because it helped them feel more connected to the BGSU overall.
- Students reported a wide range of developing transferable skills including time management, organization, teamwork, increased professionalism, and overall increased personal confidence.
- Again, the students expressed a desire to develop more mechanisms for coping with angry and/or difficult customers that they may encounter throughout the course of their work.

#### *Exit Interview Assessment*

- Students reported a very positive experience overall in working in the Student Union, citing the development of a host of transferable skills that would benefit them in their professional careers.
- Student employees found an increased understanding and appreciation for cultural diversity, and developed strategies to work with individual far different from themselves.
- In most cases, students said that they felt challenged working in the Student Union, either through the multiple demands placed on them, the standards of work, or simply by new experiences. It was often said that “you get out of working here what you put into working here.”
- Customer service skills and patience stood out as the most often-mentioned skills.
- The students overwhelmingly stated that working in the Student Union strengthened their commitment to BGSU, citing the personal connections and friendships they made while working, the awareness of

university processes, and in general the ease of finding involvement opportunities that stemmed from their employment experience.

- When asked what kept them coming back to work, the primary response given was related to the personal relationships that they had with fellow employees and professional staff, and the positive atmosphere created in the Student Union's work environment.

### **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 that are being developed for each position. 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 is presented in area-specific training, and its continued emphasis and consistency of enforcement will remain a priority.
- Overall training manual refined – This is an ongoing initiative, although the manual has “stabilized” more in the recent year. The Bowen-Thompson Student Union Employee Manual has been reviewed and further refined to include all policies pertinent to student employees, Student Union operational policies, and customer service principles. This manual will be presented again to 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, focus group discussions, mid-career assessments and exit interviews will be shared with the group, and will continue to provide a range of information to consider when creating future orientation programs and area-specific training.
- Continued contribution from the Employee Advisory Committee– It is clear that the EAC has evolved into an important factor in the direction of the student employment program. Members are invested in the work that they do, and make an effort to provide viable feedback on the program on behalf of the student workforce. Their comments and suggestions show that they are committed to improving the employment experience for student staff, and for the customers that visit the Student Union.
- 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 has again conducted 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;
- Continue with 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 and 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 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.
- Continue with the mid-career assessment process to capture the feedback of the student staff as they grow and develop within the student employment program. This assessment offers the opportunity to 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.
- The Student Union will also continue to collect the results of exit interviews with employees that leave the staff. This initiative 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.

## 2. Student Employee Leadership Building/Strengthening Opportunities

There are several opportunities as a student employee to learn and build leadership skills (i.e. sound decision-making, assertiveness, confidence, idea implementation, organization, communication, etc.). Among them are: I-Lead, the ACUI Regional Conference and by holding key employment positions (i.e. Coordinator, Building Manager, Employment Advisory Council (EAC) representatives) within the Student Union. Additionally, programming and marketing interns have an opportunity to develop and exercise leadership abilities during the course of their employment with the Student Union.

### Student Learning Outcome(s):

- **I-Lead:** During this week long leadership training on the campus of Indiana University in Bloomington, Indiana, participants learn about general leadership styles, learn about their specific leadership style, practice leadership skills, and focus on the importance of volunteerism as a leader.
- **ACUI Regional Conference:** Attendance at this conference enables students to learn more about working as a team while completing case studies, to learn various aspects of student union work by attending and presenting educational sessions, and to learn to network and share with other students from a wide variety of institutions across the states of Ohio and Michigan. They also learn additional information about the organization (Association of College Unions International) and various other Student Union and Student Activities topics and profession during specific workshops/sessions.
- **Key Positions within the Student Union:** By occupying the area coordinator, building manager, and EAC representative positions, students learn to better interact and communicate with full-time professional staff, as well as other student staff employed by the Student Union. Students learn to effectively apply leadership skills throughout their daily roles, as they occupy and practice these leadership roles within the Student Union.
- **Programming and Marketing Interns:** The students who occupy the positions of programming or marketing interns receive academic credit for their contributions to the Student Union. These employees serve in leadership positions as members of the EAC, as well as serve as valuable resources for other employees and interns, particularly in the area of layout, design, and print work. During their initial area training, and while they are training on-the-job, students learn to become effective leaders and resources for others. (Individual assessment information for this bullet point is provided at the bottom of the next page)

### Assessments Administered:

Observation, roundtable feedback, and self-reporting were the primary methods used to assess whether student employees were learning and building leadership skills as a result of the various programs, positions and opportunities available through their employment at the Student Union.

### Analysis and Interpretation of Data Collected:

Through observation, supervisors were able to conclude that leadership skills were being utilized. It was obvious that after attending I-Lead program students demonstrated the ability to make sound decisions, became more vocal and assertive as it related to their job responsibilities, and took initiative to “get their jobs done.” Participants of the I-Lead program were asked to write a summary article about their experience and what they learned. In the articles, participants self-reported that the I-Lead experience was life-changing and that through I-Lead they became more aware of their own leadership style and skills and they are more confident in their abilities to lead others. They reported building lasting, transferable leadership skills.

Student employees who work in key positions within the Student Union have been hired and/or promoted into those positions because supervisors have observed the leadership qualities they possess and demonstrate. On-the-job training further develops the leadership skills within these individuals, as they participate in various activities, including student employee training and orientation. Often they are given specific responsibilities within the training that gives them an opportunity to demonstrate their leadership capabilities.

For the purpose of assessing the ACUI learning outcomes, those who attended the ACUI Region 7 conference in November were invited to participate in a round table discussion which allowed them to share their experience and self-report what they learned during the conference. Students reported learning the value of networking and sharing best practices by spending time with other student employees within the region who worked in similar positions at other institutions. During the round table discussion, student attendees were able to share specific ideas they learned at the conference, which might benefit the students in their jobs. One student spoke about learning of the value of getting students vested in Union programs during the planning process, so they are more likely to attend the programs when they happen.

Students reported learning what the acronym (ACUI) stands for, as well as learning about the mission and function of the organization. Students shared specific learning outcomes from their participation in case studies and education sessions during the conference. Several students reported that they gained valuable knowledge and leadership skills (i.e. proper dining etiquette, proper presentation skills, etc.) during the education sessions that might be transferable and useful during their “real” jobs after college.

#### **Action Plan Based on Assessment Results:**

Based on the feedback obtained during the round table discussions, as well as observations made by my supervisors and self-reported information by participants, it is concluded that involvement in programs like I-Lead and in the ACUI Regional Conference, as well as occupying key student employment positions within the Student Union, results in learning and building leadership skills. Because such lasting and positive results are yielded from the aforementioned items, the Student Union will continue to encourage students to apply for scholarship funds to attend “I-Lead” annually. The Student Union will also try to continue to take student delegates to the ACUI Regional Conference (budget permitting). Finally, Student Union supervisors will continue to look for student leaders among the staff to promote to key positions.

#### **Programming & Marketing Interns: (Learning and building leadership skills- See APPENDIX I)**

##### **Student Learning Outcome(s):**

The Student Union employs a number of students who work as interns for the Union Programs and Marketing areas, earning class credit. Student interns are required to attend a training session at the beginning of Fall and Spring semesters. As an intern, students will learn a variety of leadership skills which will be demonstrated and utilized during the course of their employment with the Student Union.

##### **Assessments Administered:**

Prior to significant training at the beginning of each semester, interns are given a questionnaire to complete. They are asked to rank their abilities in the following categories:

- I know the mission and philosophy of a college or university student union, specifically as it relates to BGSU’s Bowen-Thompson Student Union.
- I am able to research program and publicity ideas in the early development phase.
- I am able to create timelines for programming and publicity.
- I am able to design effective publicity materials.

- I am comfortable using computer graphic design software to create materials for program publicity.
- I know how to utilize the strengths of members of a team.
- I am able to negotiate and work with team members to reach goals.
- I am able to behave appropriately in a professional office setting.
- I am able to effectively use elements of professional communication.

These categories are directly related to the Student Union's stated goals for the internship. The same assessment tool is administered at the conclusion of the semester. Interns are once again asked to rank their abilities in each of the given categories. Please refer to the APPENDIX I for results for Fall semester interns, Spring semester interns and a summary of the results for the academic year.

### **Analysis and Interpretation of Data Collected:**

Based on the responses obtained on the surveys, interns feel that they improve in most categories each semester. The number of interns who report they need work on a particular skill decreases dramatically over the course of the semester. Given that there is training at the beginning of each semester as well as on-going training at staff meetings and supervisory sessions during the semester, then it is not at all surprising that interns self-report feeling improvement in most skills. In a couple of categories there are self-reported decreases in abilities. This decrease might be attributed to the fact that after training and acquiring more full knowledge of a given area, interns felt inadequate prior to their understanding at the beginning of the semester. As noted in the summary of the academic year, the average change per intern was an increase of almost three (3) points.

### **Action Plan Based on Assessment Results:**

The Programs and Marketing areas will continue to:

- Conduct a pre- and post-test of interns;
- Conduct a training session at the beginning of each semester; and
- Focus on processes, procedures, and specific skill sets needed to complete assigned tasks and provide training at an individual and/or team level as appropriate.

## **3. Student Union Programs Assessment**

### **Student Learning Outcome(s):**

One of the primary objectives of Student Union Programs is to implement 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. **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.
2. **How 2 Yoga:** Participants learned the basics of yoga, including positions and breathing technique.
3. **How 2 Self-Defense for Women:** Participants learned the basic moves and techniques to defend themselves in threatening situations.
4. **How 2 Curling:** Participants learned the techniques and rules of curling along with how a match works.
5. **How 2 Make-up:** Participants learned basic skin care and make-up techniques.
6. **6 O'clock Talk Series:** During the panel discussions, involving a variety of topics including: the realities of credit card debt; affirmative action; health care in America; the history and meaning

behind the noose; and race art and freedom of expression, 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.

**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 the Student Union offer it again?
- What did you learn from this program?

The evaluation responses for the programs are shown in **APPENDIX J** (Fall 2007) and **APPENDIX K** (Spring 2008).

**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 continue to look for ways to offer more programs to engage diverse student populations, particularly people of color and males.

# APPENDICES

- Appendix A:** Student Employee Orientation Questions:  
Pre-Test (Fall 2006) and Post-Test (Spring 2008)
- Appendix B:** Focus Group Questions and Responses  
First Year Employees (Spring 2008)
- Appendix C:** Student Employee Mid-Career Assessment:  
Process, Questions & Responses
- Appendix D:** Student Employment Program:  
Training & Evaluation Process Flow
- Appendix E:** Exit Interview Questions & Responses
- Appendix F:** Student Employee Evaluation Form
- Appendix G:** Supervisor Evaluation Form
- Appendix H:** Learning Outcomes Rubric for Information Center Staff
- Appendix I:** Union Programs and Marketing Interns Learning Outcomes
- Appendix J:** Union Programs Participant Evaluations- Fall 2007
- Appendix K:** Union Programs Participant Evaluations- Spring 2008

## Appendix A - Fall 2007 Pre-test and Spring 2008 Post-test Questions

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
2. I am familiar with supervisors from other areas, and student staff from other areas.
3. I have working relationships with professional staff and student staff.
4. I feel like I'm a leader as a student employee. I have created relationships with professional and student staff.

### Philosophy of the Student Union

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

### Student Employee Positions

1. I know that there are other student employee positions, but I'm not really sure what they do.
2. I know about the other positions and have a general idea what each does.
3. I know the duties of each position and feel comfortable calling other staff members for help.
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.

### Employment Advisory Committee (EAC)

1. I have heard of the EAC but I'm not sure what they really do.
2. I know what the EAC and who the rep from my area is, but I know very little about what they do.
3. I understand what the EAC is, who my rep is, and I know what they do.
4. I know all about the EAC, and I've made suggestions to my rep on how to improve the student employment program.

### Customer Service

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

### Policies and Procedures

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

## **Appendix B - Focus Group Questions and Responses-First Year Employees**

- Thinking about your job here in the Union, in what ways did your “on-the-job” skills increase and grow over the past year? How did your training prepare you to get through your first year?
- Describe the initial training you received in your specific work area, and what training do you receive on an on-going basis?
- How do you interact and communicate with other staffs in the Union? How could that communication improve?
- Describe your relationship with your supervisor...what could that person do to help make your employment experience more satisfying?
- What resume building / transferable skills do you feel like you’ve had a chance to build while working here?
- What experiences did you have that we (our training) didn’t prepare you for?
- What’s your favorite/least favorite part of working here in the Student Union? What have been some of your best/worst experiences?
- What additional help, information, and/or resources would help you in work here at the Union?

### **Focus Group Responses**

#### **Thinking about your job here in the Union, in what ways did your “on-the-job” skills increase and grow over the past year? How did your training prepare you to get through your first year?**

- Customer service how to best service customers, we understand that they’re not always right, but still find a way to make them most happy
- Training didn’t prepare us for tough customers, but learned on the job first-hand...not trained on this....most of what I know I learned from “being there”
- Video showed it, but you didn’t learn it till you did it...
- As far as a/v, I’ve learned how to work out technical difficulties because tech is very confusing at times but we learn new things everyday...new ways to fix things work w/clients
- Dealing with other employees in other departments/using the phones
- Do more than just your job...work with other areas
- Adapting...every day is different, how to deal and handle things professionally
- After graduate, working here helps with that...dress code, and uniform to appear professional
- Our training...showed us how to do stuff, but then learned on-the-job too for real-life situations
- Stress/multitasking-when all phones ringing, students, etc
- Feeling more comfortable at work...knowledge of working with customers, giving right answers, etc

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

- A/v get a book that tells us everything...then work 80 hours then take a test, if we pass then certified to work an event by self...training never stops throughout the year
- In event planning we had a check sheet and each supervisor had a topic to share...every week we have meetings to go over trouble spots
- Info desk...first a tour...then an older person takes you around with a check sheet, at meetings we go over things that maybe your didn’t know to keep us evolving and learning

- Even if you're at work and things are quiet, we can practice, or after staff meetings our supervisor will show us how to do things if we want
- Room-to-room setup different things, to know all the basics before you start
- Services is very hands-on, so orientation program is not very useful
- Better tour of the building-I found a room yesterday and I found a new room...
- I still mix up the rooms...even after being here at year
- Office assistants work w/services...used check sheets, which are beneficial when training...best training we had in our office
- Most of ours is experience at the desk, daily situations, on the job...gain as go....orientation gave basic idea
- Hard to get specific training at info center ...good to over basic topics normal topics ...changes weekly
- We have bi-weekly meetings for updates...what we do wrong ...give reminders
- Our staff meetings are good...go over them together and learn how to do better
- We get reminders at our staff meetings too

**How do you interact and communicate with other staffs in the Union? How could that communication improve?**

- A/v help set up sometimes for services...this comes from the BM, we work with services a lot, call them if we need something
- Phones are beneficial...only way info center gets to communicate w/people because we're stuck down there...wish they would call the desk and ask for help during busy times because they could call us to help when we're quiet...
- Event planning...call a/v when there's a pop-up...or services for pop-ups...usually people come and ask for lots of answers, so we call a lot of people
- We stop to talk with people we know from services or other areas about stuff outside of work too
- Social events help with that too because you get to know others from different areas
- Cross -training would be beneficial to help other areas if they need something and get to know other people
- Steve did picture test of supervisors in the union...where you had to know who the other people were and that helped out a lot
- In event planning we had to work a services shift, so we understood what they go through
- I don't personally know the other staffs when calling...I'd like to...for pop-ups, etc...We should have meetings where everyone's there...I know the staff but not the student staff,...we had the board for full time staff but not students
- Bowling was good because I saw people I've never met before
- Maybe more cross-interaction events, like bowling
- We could work other shifts in other areas (once a month)
- Info/a/v/services ...feel they work together...seeing them when working so we communicate when we work together
- Difficult for event planners/info center because we're behind the desk
- Bowling was good idea...the alphabetical thing I hated at first but it was good...met people there...more social events...we should have a pub night...

**Describe your relationship with your supervisor...what could that person do to help make your employment experience more satisfying?**

- Overall you can go to him for anything, but if he's not in the student supervisors play an important role
- Our supervisor is great, makes it so it's not intimidating to ask questions, tries his best to keep us up to date on things with sign-ups, he take our suggestions and listens to what we have to say..
- Keeps you up to date, sign-up sheet, puts you in the best possible position to know things...info desk is always something different...
- Wants you to call him...gives you different numbers to call him for help, also is not afraid to call you out on something...he'll say "hey you should know this..." and then show you how to do something...
- You don't take it personal if he calls you out it's not personal, only done to make the desk better, not scary ...you can call him at home, and I don't feel bad doing it...he's like one of us and boss at same time
- The office I work in is a little different...stand-offish at times, you feel like you're the kid and they're the adult...
- Stricter on some things, not necessarily yell, but make people do their job better when they slack off
- Needs to be more consistency...staff meetings sometimes the same people don't go, or miss shifts and you don't hear about anything happening
- Seems like sometimes trying to be a friend rather than a boss, has to a line drawn more often
- Be more understanding that this isn't our career...not a 40yr old colleague ,...we're students taking 16 credit hours...have an open mind...be willing to get to know the person rather than giving them a task and walking away
- Full time staff very helpful...Karen and Alice helpful...always invited questions...our meetings she checks to see if we need any help
- Blunt and honest w/staff
- Karyn understands need for time off if you're sick, etc...event planning is good about that too...
- Keeps it less stressful ....but sets expectations...keeps control enforcing policy...Karin's good at those things too...can be serious but also funny
- Still treat you like mature adults

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

- Customer service-not everyone you deal with is going to be happy, but getting upset about it doesn't help the situation takes a lot of patience when working with people
- Dealing w/difficult people
- Patience
- Communicating with lots of different people so they understand, if you have a problem with your boss/co-worker
- Multi-tasking...how to deal with lots of things happening...not to freak-out...
- How to access resources more ...learning what they are and how to use them better
- Using your resources, asking someone else to help you especially if you're going above and beyond your job
- Customer service-that's the biggest one...it's what you deal with all day long...very much a real-world thing
- Cooperative staff relations-because I don't deal with outside customers as much
- Communication w/needs of customers-I've referenced this interviews
- Learning new technology-new computer programs and technology...
- Knowing your own skills and responsibilities
- Organization/timeliness-blocking your time to get things done effectively

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

- Sometimes tech stuff just doesn't work...forced to figure stuff out for myself quickly or wait and that makes a client unhappy, so you have to figure things out quickly or just try to compromise w/client
- Sometimes things aren't on job tickets/or don't get a pop-up in time and client's upset with us...example of client wanting an event video-taped...we didn't know anything about it
- Client contacted boss, boss was gone, and we never knew...client changed time/etc...changes not communicated so we had to do best we could with time we had...
- Not prepared for creepy customers...recently had someone hanging around, not prepared for unique customer, not taught how to deal with it
- Paciolan system selling...no one ever learned how to use it and it doesn't work anyway...can't we tell them we're not going to do it? When it doesn't work it makes us look bad to tell customers it doesn't work...
- Adult customers/clients telling us they're allowed to bend rules, make exceptions, etc ...and how to say "NO or "you're wrong" to a client
- Multitasking – phones ringing, people, computer stuff all at the same time...how to prioritize those times...training doesn't prepare you for that...
- Knowing Everything – at the desk...knowing where every building is...numbers...everything about this campus
- Training other employees when you're just learning as well – inconsistent
- Learning what kinds of sets work in rooms, handling Olscamp
- Handling grumpy customers
- Answer questions when there's something that you don't know when an event planner isn't there and we don't know the details....(event planning) and we're NOT supposed to change someone else's event
- Late shifts on Sat/Sun nights...or shift when you come in very late for quick setups...

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

### **FAVORITE**

- In a/v it's my co-workers, the people I work with
- The place is so big, but it's like a family, not just the students but the staff too...we can go a mud hens game and the supervisors will be there
- You get a personalized name tag...the union cares enough to give something that's permanent, the windbreaker
- The nest treats you like a number, here they go out of the way to help you, see how you're doing
- Even this...this is so professional...they have exit interviews...this is stuff like my mom's work does at her job....all these little things let you know they care about developing the student employment program
- Not only do they do this, but you know it's actually going to make changes...lot of other jobs ask you opinions but you know they're not going to do anything, but here you know they actually might take a suggestion, so I like that
- Sometime it can be fun...you see people that you know and you can socialize...a relaxed environment yet professional
- Union used to be overwhelming...now I feel comfortable...I'll eat by myself in the nest now because I'm comfortable

- Union's flexible, with scheduling and class/other jobs ...Support of co-workers in taking shifts
- Relationships in general w/co-workers
- Relaxed atmosphere of my job while having a professional experience...knowing what's going on all the time
- Perks of the building
- Feel more connected to the University than before I worked here...I'm part of the university now
- Opened other doors – practicum-I got my practicum through working here...
- Short/flexible shifts-something to do w/my time between classes...

## **LEAST**

- Angry clients – stuck in their ways and won't work with us
- Hands-down Factline – ask you most ridiculous questions that they could find...it was good in the old days but now it's not so much so important....sometimes they call with homework questions that we can't answer...
- Closing and then opening at 7:15/late nights
- Don't like crayon-box feel...colors...can we repaint?
- Called by different names every time I work...answer to whatever they call me...
- Frequency of cancelled shifts in my area-I get cheated out of some of my hours if shifts are cancelled
- Beginning experience-Overwhelmed up-front-but I never felt pressured or in-trouble, so it wasn't that bad, it's reasonable the time you get to learn...
- Learning all the new info...forced to learn campus and buildings, etc...was pretty hard
- Maybe Factline can get annoying...little kids call in and ask repeated questions, etc

## **What additional help, information, and/or resources would help you in work here at the Union?**

- A/v needs more equipment we have clients here and Olscamp and we don't have enough...can look bad on the staff
- Understaffed between here and Olscamp with not enough people
- New desktop for Factline...very slow
- catering should have a phone ...it's constant, we all have to call them and can never get anyone at night, weekend...union should buy them one and have them use it so we can reach them
- Automatic gates all through the union
- Info desk – better laptops, even though we just got them, they still don't work very well
- Better copy machine
- Fees for no-shows-lots of times people just don't come
- Stricter about ending times-groups stay too long and we have to wait...for long after the event was supposed to end...
- Possibly have event planning student staff on weekends to confirm events
- Sitting in on shifts in other areas
- Knowing the Director...and other staff, it's intimidating sometimes when you have to work with them
- Social w/all employees-
- Do orientation intros again
- New equipment/nicer equipment in services and a/v areas

## **Appendix C – Student Employee Mid-Career Assessment: Process, Questions and Responses**

### Required Questions – Ask these of all your staff.

- What role has your employment in the Student Union played in your college experience?
- What challenges have you encountered this year? What do you need from me (your supervisor) that I'm not providing? How can I (your supervisor) help you?

### “Pick Two” Questions – please pick two from the list below and ask of ALL your staff.

- Thinking about your job this semester, in what ways did your “on-the-job” skills increase and grow over the past year? How did your training prepare you to get through your first year?
- Describe the types of training receive on an on-going basis? What additional training would be beneficial?
- How do you interact and communicate with other staffs in the Union? How could that communication improve?
- What's your favorite/least favorite part of working here in the Student Union? What have been some of your best/worst experiences?
- What additional help, information, and/or resources would help you in work here at the Union?
- What's something you wish you would have known, or known better, during the past semester?

### **Required Questions – All student staff**

#### **What role has your employment in the Student Union played in your college experience?**

- Has inspired me to become more outgoing.
- Has improved my problem solving skills.
- My professionalism has increased.
- Helped me grow as a person through interactions with people.
- Have grown to become a leader.
- I have become much more organized.
- Has improved my work ethic.
- Kept me connected and informed about all events.
- Has helped me prepare for the real world.
- I have learned the importance of working as a team.
- Made me well aware of numerous cultures.
- Added to my stress level however, it broadened my horizons.
- Helped my financial troubles.

#### **What challenges have you encountered this year? What do you need from me (your supervisor) that I'm not providing? How can I (your supervisor) help you?**

- The AV weekend rotation schedule.
- Info Desk weekend rotation schedule
- Handling difficult situations with clients
- Dealing with the different staff.
- Selling tickets. I need more instruction in that area.
- Consistency of Policies. (Staff Meetings)
- Learn about the different staff departments in the union.
- Academic Problems and money problems.

*“Pick Two” Questions – please pick two from the list below and ask of ALL your staff.*

**Thinking about your job this semester, in what ways did your “on-the-job” skills increase and grow over the past year? How did your training prepare you to get through your first year?**

- I became more outgoing.
- Knowledge of campus.
- Working with different people (Ethnicities)
- I am more vigilant and aware of my surroundings.
- To get trained in extra areas. Allowing me to work in various places.

**How do you interact and communicate with other staffs in the Union? How could that communication improve?**

- To Communicate with AV better.
- Check in with all staff.
- Catering has called multiple times. They make it difficult to solve their problems.
- Spend time with services.

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

- Low pay
- Great Staff
- Attitude and Support
- Plunging Toilets
- Working late with little compensation

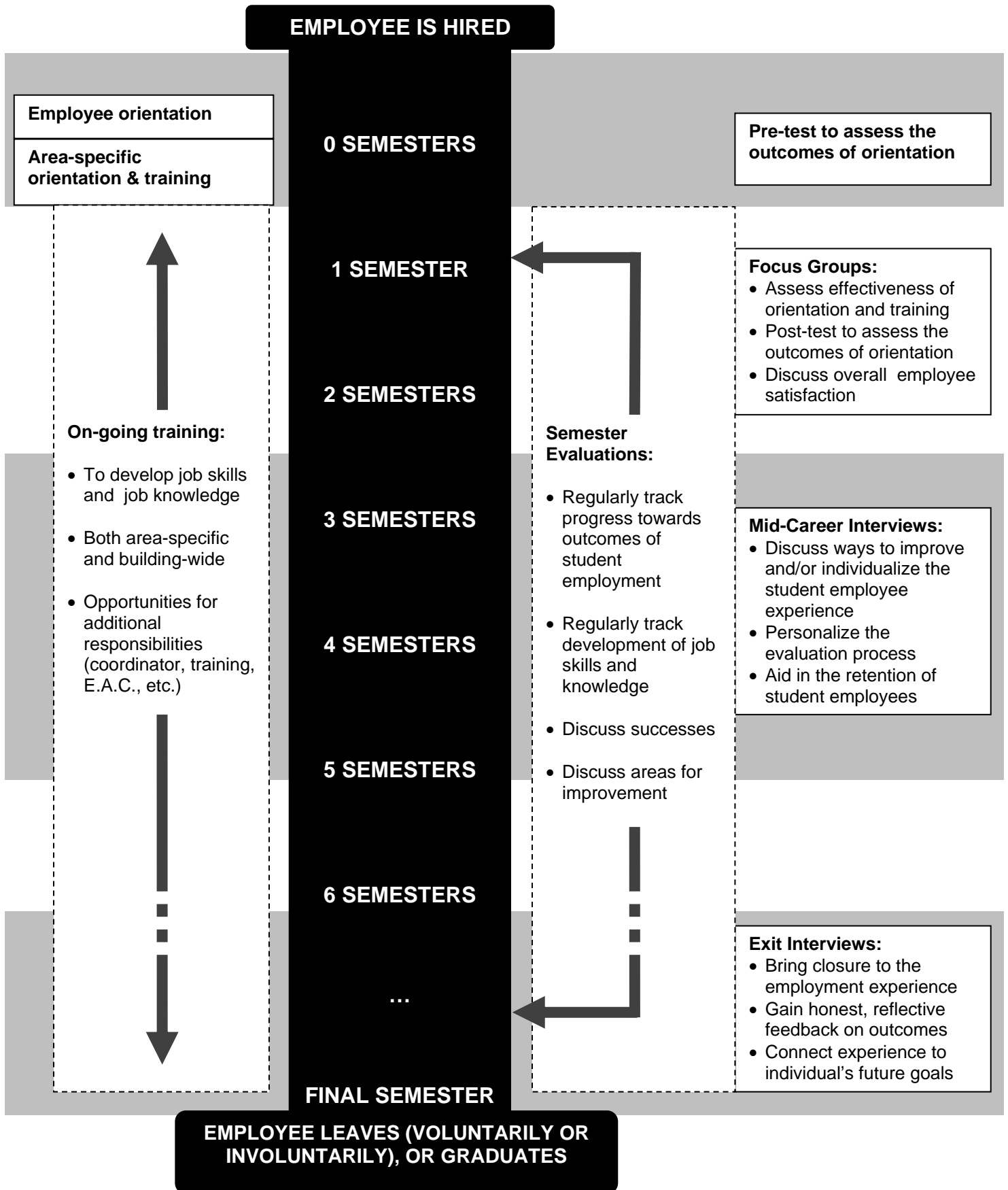
**What additional help, information, and/or resources would help you in work here at the Union?**

- Additional training on cleaning machinery
- Love

**What’s something you wish you would have known, or known better, during the past semester?**

- Dealing with upset people.
- Time Management.
- To speak up more at meetings.
- The Olscamp closets.
- Communication with clients (be clearer with them).
- Services expect help way too often.
- Policies dealing with the vault, credit card, etc.
- How UAO runs.
- To work with two people giving me the chance to acquire more knowledge.
- Experience is the best tool for learning the job.

**Appendix D- Student Employment Program –  
Training & Evaluation Process Flow**



## **Appendix E - Exit Interview Questions & Responses-Graduating Employees**

- How did working at the Student Union challenge you?
- What did you learn about yourself through working here?
- What transferable skills have you acquired?
- Did working at the Student Union help you feel connected through BGSU? If so, how?
- What kept you coming back to work?
- What was your favorite thing about working at the Student Union? Least favorite?
- When you think of the Student Union, what will you always remember?
- What is this area/Student Union doing right? Wrong?
- If you knew then what you know now what advice would you give to a new employee?

### **Exit Interview Data**

#### **1. How did working at the Student Union challenge you?**

- I had to be more assertive, outgoing, and take charge in regards to customers.
- Working at the Student Union made me go outside my comfort zone to learn how to communicate and work with a very diverse range of people. I was challenged when I had to deal with angry customers and I had to gain more problem-solving skills to soothe the situation.
- Getting projects with little direction forced me to figure stuff out on my own and use my creativity.
- Working with difficult clients who think they know, but really don't.
- International students, register, other job
- You are only challenged if you accept it. Karyn's first maternity leave...came in to do highlighting, Room Viewer.
- Working third shift while having early classes. Working for 20 hours a week while having uncompleted homework and sometimes exams.
- It challenged me to work with others who were very different from me. Also, it requires me to learn new skills.
- Balancing school, work, and late night shift.
- Having to work 3rd shift and still have early morning classes.
- I did find it challenging initially especially cleaning restrooms, something I never thought I would do in my life. But let me say that working here inspired me and changed me to appreciate everybody in the society. After a while, I did not find it challenging.
- Time management, working with cultures that I am unfamiliar with and cleaning things, which is something that I was uncomfortable with in the beginning.

#### **2. What did you learn about yourself through working here?**

- I enjoy working with people and working in a fast-paced work environment.
- I learned that I really like working with people and that I want to continue working in a position that centers around interpersonal communication.
- I learned that I am not a person who should have a desk job.
- Learned that people don't often care about the environment, can work with people, good team member and able to work with diverse clients
- Do things independently, time management, working with personalities that are different
- Enjoyed the challenges, trying something new, reflective of this generation, need to try new things to do
- I learned that I can work and maintain good grades. It is good to maintain a good relationship with co-workers. I can work without necessarily being supervised. I can make good decisions that lead to an excellent job.

- I learned that I can work well with others even in stressful situations.
- Very flexible.
- That I can cooperate well with people.
- I can conform and do any type of work. I can be a good team player. I can keep one job for a long time. Before coming to work here I never used to really appreciate those who did this job, but now I am a completely changed person with a completely changed attitude toward any job in this world.
- I learned that I work well with diverse cultures and how to manage my time well.

### **3. What transferable skills have you acquired?**

- Assertiveness, customer service skills, phone etiquette
- I have learned how to be a better communicator. I have acquired customer service skills. I pay more attention to details, which is essential in event planning.
- I have learned how to understand people from other cultures and backgrounds and how to go about addressing their problems when they hardly speak English.
- More customer service, working with people, timing, and scheduling.
- Patience, understanding other cultures, doing things in timely manner, more detailed-oriented, promptness
- Always been interested in the business world--combined with BTSU--helped him build up the skills he will need. Good to know you can use resources here. Ability to handle responsibility, communication, teamwork, and initiative, need to step up, communicate well.
- Time management, relating well with people regardless of differences, hard work, decision making.
- The skills of being organized and discussing plans with others to accomplish a goal.
- Communication, teamwork
- Time management
- Leadership skills, team work spirit, being tolerant and patient, keeping time, interpersonal communication, self-control, boss-employee relationship, work values
- Customer service, the ability to multitask, working well with people of different backgrounds and how to plunge a toilet!

### **4. Did working at the Student Union help you feel connected through BGSU? If so, how?**

- Yes, I learned about all of the different student organizations and events available to students. It also gave me an opportunity to pick up the BG News more than I have if I didn't work in the union.
- Most definitely! By working in event planning, I was much more aware of large events at BGSU that I might not have otherwise been informed of. I also learned to recognize a lot of faces. Some students actually come up to me on campus outside of the workplace and say hello because they recognize me from event planning.
- YES! I have worked with so many different organizations and departments. I have learned a lot about these campus groups and met a lot of people.
- Yes- Represented campus.
- Karyn's interpretation! -Learned more about what's going on campus. (Participate in more activities)
- I found out what the union had to offer, events and call.
- BGSU directory website.
- Met a lot of people here, made friends, saw people out at parties I knew, saw events I didn't know existed.
- Yes, I was able to encounter and interact with many students and staff.
- Yes, working at the Union helped me to feel more involved and learn some of the inner workings of BGSU
- Yes! The Union is the center of the school and is always having events. Through this I felt connected with BGSU.
- Yes, I got to learn so many things about the campus that I otherwise would not have known.

- So much. The Union made me meet many people. Learn a lot about American culture and norms and behaviors. It made me to make money and meet new friends.
- Yes, because I was able to find out about upcoming events, meet influential people and attend meetings that were important to the success of Bowling Green.

#### **5. What kept you coming back to work?**

- I enjoy the people I work with and my increasing build up of debt
- I really liked the people I worked with I also like most aspects of my job such as problem solving and communication with so many people.
- Getting paid and knowing my experience would be helpful in the future.
- My coworkers.
- The people are why I don't want to leave.
- People, the friendly environment, hours vs. working an off campus job.
- People. (it would have been hard if I didn't like them)
- Enjoyed the challenges, I liked taking on more, and learned limits.
- Coworkers
- Availability of time
- Financial need
- The nature of work assigned
- Excellent work schedule that did not contradict my class schedule.
- Flexibility of schedule
- The job was strenuous but the staff and management was always very helpful and supportive.
- My supervisor and all workers in my shift, (it was always fun working with them)
- Money.
- Friendly working environment, my good and nice supervisors, easy work schedule and also considered the people I meet while working as a part of those who give me company while working.
- The commitment that I felt towards my coworkers as well as my superiors. Not to mention the paychecks☺.

#### **6. What was your favorite thing about working at the Student Union? Least favorite?**

- I could check on the room availability for my student organizations and no weekend shifts!
- My favorite thing was the people. All of us got along really well. My least favorite could have been that sometimes my job could get repetitive. Or it would have been nice to have had a higher wage.
- The staff and students I worked with. Running errands walking all the way across campus in below 0 degree weather.
- Least- The Nest gets old when you work here a lot.
- Favorite- Interacting with different people, and different activities (hypnotists, speakers)
- Least- only two working, other days nothing/bad day.
- Favorite- Support group, encouragement, advice etc.
- Least- Late night dances, always same kind of problems.
- Favorite- getting hit with a chicken nugget.
- Favorite: the kinds of jobs I was assigned.
- Least- Working late hours and sometimes getting late to class, mostly in the winter.
- Favorite- Satisfaction when everything was clean.
- Least- Getting everything clean.
- Favorite- Interacting with my co-workers. Making sure all duties are completed and working together.

- Least- (nothing)
- Meeting a lot of people was my favorite thing.
- It is an easy job and less stressful and workable.
- Least- Low hourly payment and no significant increase in spite of the long duration of time I worked here.
- Favorite- Being in a social and fast paced environment, and feeling connected to the school.
- Least- Unclogging toilets! EW!

### **7. When you think of the Student Union, what will you always remember?**

- That it truly feels like the center of campus and you can never walk through the building without seeing a familiar face. The union makes a university of 20,000 students feel like a university with 2,000 students.
- When I think about working at the Student Union, I will always remember the people. Not only working with other staff members, but I got the chance to meet other interesting students on campus.
- The people I worked with.
- I fell of the stage at Olscamp.
- I knocked over a stack of chairs into a wall.
- The people.
- That you can always find everything in the building, activities, people and all the good stuff.
- How you go from first working (uncomfortable) to stopping by for fun.
- All of the above.
- My supervisor, classified staff and the nest.
- I will always remember a well organized institute that reached out to the students.
- The people (co-workers)
- Cleaning tables full of trash especially at night shift weekends.
- Cleaning the floor weekend, these are things I perfected while working during my time here.
- Cleaning toilets and restrooms, an experience I will take with me.
- The diverse people I met and the friends I have made! I will never forget the things I have learned from them.

### **8. What is this area/Student Union doing right? Wrong?**

- I often feel like the union should be larger or that student groups should have greater priority in event space. I hate having to turn student groups away because there is no room availability for the rooms they want in the next 8 months. As a student leader, it can be difficult to know what a student organization's calendar will look like 12 months out; yet scheduling rooms requires planning that far ahead.
- I think the Student Union is doing a great job of being a premier building on campus. Everything is almost always clean and the staff is friendly. As for event planning goes, I think some things could be better organized or communication could improve because we get quite a few complaints.
- Lots of free events/movies etc. This is a place where people go!
- Stop buying artwork if the budget is tight.
- Sometimes people don't get yelled at enough.
- Good to have managers who can be a resource.
- People who can be called for assistance.
- Supervisors (all of them) appreciate that you are also a student and willing to help you get a sub if needed.
- People (coworkers) who are willing to help out and cover.
- I think everything is right but third shift employees should be considered in a special way other than other shifts.
- The customer service is right but more rules need to be applied to the students while they are in the Union.
- Making sure the building is clean and extremely and overly up to standard.

- That fact that they close up the 2nd, 3rd, and 4th floor at midnight is the right thing because it allows for proper cleaning of the facility.
- Flexibility of duties (shifts) is something cool for students.
- I think custodial employees and supervisors are friendlier.
- Wrong: Less pay and no recognition for those who work night shift and weekends because there is no supervisor at this time to see what I do.
- Right- involving students in every area of the campus!
- Wrong- Food prices are crazy but other than that I can't think of anything.

**9. If you knew then what you know now what advice would you give to a new employee?**

- Spend time with your co-workers outside of work. Invest yourself in the mission and it will give you greater motivation to go to work each day.
- Don't ever take it for granted that you have one of the best jobs on campus
- Have patience with patrons. You will undoubtedly work with disgruntled people who want to take out their frustrations on you. The smile on your face and the empathetic approach will be the only thing to change their attitude.
- Speak to everyone as though they are the president of the university, because often times they are important people that the university must take care of in a special way. (If a room in the union is named after them, they are probably important!)
- I don't really have any cautionary advice. I would just tell a new employee to get ready to talk to a lot of different people and be prepared for some hectic times.
- Get involved! It's so much fun to be an EAC member of attend work gatherings.
- Be nice to catering-love them and they will love you back.
- Don't make Karyn angry.
- It can show you 5000 different things.
- Leave me alone when in a bad mood.
- Work hard right away- show you have the ability so people know you can cover.
- It is easier to get help when you need it.
- Do NOT consider quitting work at the union.
- Work hard, it gives you the best feeling at the end of the day.
- Do what you're supposed to do; it makes work easier for everyone.
- Listen to your bosses and accept positive criticism.
- To make sure they take training seriously to be able to do well by themselves. Also if not sure of anything they should feel free to ask.
- Student union is the best place to work if you're a student who wants to work on campus. This is mainly because of friendly environment and easy work schedule with class schedules.
- This made me work here for the entire time I have been as student at BGSU.
- Go into everything with an open mind and don't get fake nails!

## Appendix F-Student Employee Evaluation Form

**Employment Position:** \_\_\_\_\_  
**Semester & Year of Evaluation:** \_\_\_\_\_  
**Total # of Semesters in Position:** \_\_\_\_\_  
**Student's Class Standing:** \_\_\_\_\_

### Appraisal Values

- 1 – Insufficient Performance – Performance is below expectations
- 2 – Basic Performance – Meets minimum standards with need for improvement
- 3 – Good Performance – Often performs above standard expectations
- 4 – Exceptional Performance – Consistently achieves/models performance above expectations
- N/A – Does not apply / no way to evaluate

	1	2	3	4	N/A
<b>EMPLOYEE GROWTH &amp; DEVELOPMENT</b>					
Understands all aspects of the assigned job					
Completes all aspects of the assigned job as expected					
Manages time effectively to increase productivity					
Follows directions and building procedures					
Understands the role of the assigned position in the mission of the Student Union					
<b><u>Comment on what is outstanding:</u></b>	<b><u>Comment on what needs improvement:</u></b>				
<b>INTERPERSONAL SKILLS</b>					
Demonstrates high quality interactions with peers, colleagues, and supervisors					
Works well as a member of a staff team					
Appreciates and works well with a diverse population					
<b><u>Comment on what is outstanding:</u></b>	<b><u>Comment on what needs improvement:</u></b>				
<b>COMMUNICATION SKILLS</b>					
Demonstrates professional behavior in all communication					
Communicates clearly and appropriately when speaking					
Communicates clearly and appropriately when writing reports, emails, logs, etc.					
Communicates effectively with other staff in the building as appropriate					
<b><u>Comment on what is outstanding:</u></b>	<b><u>Comment on what needs improvement:</u></b>				

<b>PROBLEM SOLVING</b>					
Makes appropriate decisions according to job duties					
Exercises good judgment when setting priorities or dealing with critical issues					
Deals with and recovers well from difficult or complex situations					
Is able to be flexible and deal with ambiguity					
<b><u>Comment on what is outstanding:</u></b>	<b><u>Comment on what needs improvement:</u></b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<b>LEADERSHIP &amp; RESPONSIBILITY</b>					
Is consistently reliable and dependable as an employee					
Takes initiative and starts projects without being directed					
Assumes responsibility when others are unavailable, as appropriate					
Serves as a resource for other members of the staff					
Trains other staff on basic job duties					
Seeks out tasks, projects, etc.					
Takes responsibility for own actions					
Accepts feedback in a positive manner					
Offers feedback toward the improvement of the work experiences					
<b><u>Comment on what is outstanding:</u></b>	<b><u>Comment on what needs improvement:</u></b>				
<b>ABILITY TO SERVE CUSTOMERS</b>					
Professional and pleasant attitude when working with customers					
Demonstrates job knowledge when working with customers					
Makes appropriate recommendations to customers, considering alternative solutions					
Works well with internal customers, such as the Bookstore, Stampers, OCA, etc.					
<b><u>Comment on what is outstanding:</u></b>	<b><u>Comment on what needs improvement:</u></b>				
<b>CITIZENSHIP AND PARTICIPATION</b>					
Works all schedule shifts					
Reports to work on time					
Attends and participates in all staff meetings and necessary trainings					
Attends and participates in staff development and social activities					
Supports other staff members and other staff teams					
<b><u>Comment on what is outstanding:</u></b>	<b><u>Comment on what needs improvement:</u></b>				





## APPENDIX H: STUDENT EMPLOYEE EVALUATION RUBRIC

### Information Center

#### Appraisal Values

- 1 – Insufficient Performance – Performance is below expectations
- 2 – Basic Performance – Meets minimum standards with need for improvement
- 3 – Good Performance – Often performs above standard expectations
- 4 – Exceptional Performance – Consistently achieves/models performance above expectations

	1	2	3	4
<b>EMPLOYEE GROWTH &amp; DEVELOPMENT</b>				
Understands all aspects of the assigned job	Completed orientation and area-specific training; understands basic job tasks and procedures, including how to sell tickets, answer phones, and locate information sources	With supervision, has a basic knowledge of all job tasks and procedures, including how to sell tickets, answer phones, send faxes, rent keys and laptops, approve posters, and make information referrals	With little or no supervision, has a proficient knowledge of all job tasks and procedures, including how to solve problems, access multiple information sources, and provide good customer service	Consistently functions independently; has an exceptional knowledge of all aspects of all job tasks and procedures; regularly shares knowledge with other staff members; improves job operations through suggestions
Completes all aspects of the assigned job as expected	Completed all elements of job training check-sheet; demonstrates ability to perform some basic job tasks and procedures, including selling tickets and locating information sources	With supervision, demonstrates ability to perform all basic job tasks and procedures, including selling tickets, sending faxes, renting keys and laptops, approving posters, and making information referrals	With little or no supervision, demonstrates ability to perform all job tasks and procedures, including solving problems, accessing multiple information sources, and providing good customer service	Consistently demonstrates full competence in all aspects of job tasks and procedures without supervision; serves as a model of performance to other staff members; improves job operations through actions
Manages time effectively to increase productivity	Can focus and complete one task at a time; shows a low level of motivation to complete job tasks; regularly works on non-job-related tasks while on the clock	Can focus and complete more than one task at a time; shows motivation to being productive and efficient when completing job tasks; completes all job tasks before working on any non-job-related tasks	Is proficient in multi-tasking; shows commitment to being productive and efficient when completing job tasks; rarely works on non-job-related tasks while on the clock	Consistently provides high customer service while completing multiple tasks at one time; consistently models high levels of productivity and efficiency when completing job tasks; uses work time to complete or initiate job-related tasks
Follows directions and building procedures	Listens to directions from supervisor and co-workers; is familiar with Student Employee Handbook and general Information Center policies; is familiar with Student Union safety and emergency response procedures; understands where to obtain information about Student Union policies	Responds to directions from supervisor and co-workers; understands policies for working at the Information Center; trained in safety and emergency response procedures; is familiar with general Student Union policies without using references	Clearly acts upon directions from supervisor and co-workers; follows policies for working at the Information Center; leads customers and other staff members in safety and emergency response situations; articulates and supports Student Union policies to customers and other staff members	Consistently listens to and acts upon all directions; confronts inappropriate or unsafe behaviors; actively supports Student Union policies in daily job duties; confronts policy violations; provides rationale as to why these policies exist
Understands the role of the assigned position in the mission of the Student Union	Knows and recognizes the general mission statement of the Student Union; has general understanding of building	Knows the Student Union's role in shaping the out-of-class experience for college students; knows all offices, retail	Can articulate how the mission of the Student Union is reflected in job tasks and procedures of the Information Center	Job performance is closely tied to the mission of the Student Union; understands the impact of the Student Union on their

	services and layout	services, building services, and lounge spaces of the building		own development
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>INTERPERSONAL SKILLS</b>				
Demonstrates high quality interactions with peers, colleagues, and supervisors	Is timid when interacting socially with others; shows little motivation to relate to peers	Is respectful and courteous when interacting socially with others; has developed work relationships with several peers and supervisor	Is genuine and pleasant when interacting socially with others; has developed work relationships with many peers and several student and professional staff members from other areas	Is compassionate and encouraging when interacting socially with others; consistently initiates interactions to build relationships with other staff members
Works well as a member of a staff team	Completes most tasks independently; recognizes the team-orientation of work at the Information Center	Supports other staff members when completing tasks; shares information with other staff members and supervisor when necessary	Actively shares responsibility and distributes tasks fairly; understands the importance of continuity of information and services between staff members and shifts	Consistently models effective teamwork; serves as a leader on shift to ensure continuity of information and services between staff members and shifts
Appreciates and works well with a diverse population	Interactions are of a clearly different quality when working with co-workers and/or customers who have characteristics unlike their own	Demonstrates effort to interact at a consistent quality with all co-workers and/or customers, regardless of differences; demonstrates appreciation for diverse perspectives	Interactions are of consistent quality when working with all co-workers and/or customers; recognizes the needs of diverse populations	Actively seeks opportunities to learn from and interact with people different from self; advocates for services and procedures necessary to meet the needs of a diverse population
<b>COMMUNICATION SKILLS</b>				
Demonstrates professional behavior in all communication	A. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used. B. Topic selection does not relate to audience needs and interests. C. The delivery style may not match the particular audience or occasion—the presenter’s tone of voice or other mannerisms may create alienation from the audience; clothing choices may also convey disrespect for the audience.	A. Language used is not disrespectful or offensive. B. Topic selection and examples are not inappropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident. C. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience.  Does not give out confidential information	A. Transfers calls appropriately B. Uses verbal communication and body language that are appropriate and respectful to a variety of client types. C. Presents information and solutions to problem solving in a way that is acceptable and pleasant.	A. Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch” (use a different language form) when appropriate. B. Topic selection and examples are interesting and relevant for the audience and occasion. C. Delivery style and clothing choices suggest an awareness of expectations and norms. D. Shows skill in customer interactions and problem-solving with customers of all types. E. Consistently role-models good communication for other staff members.
Communicates clearly and appropriately when speaking	Can speak to others in person and on the phone with some reservations; communication is often not clear or focused; language used is limited,	Can speak to others in person and on the phone with basic confidence; communication is clear but does not always flow smoothly; language used is	Demonstrated and consistent confidence when speaking to others in person and on the phone; communication is clear, appropriate, accurate, relevant,	Actively invites and engages others in relevant, appropriate, and purposeful communication when speaking in person and on the phone

	inaccurate, or includes slang or jargon	accurate and free of slang but not always relevant	and well-organized	
Communicates clearly and appropriately when writing reports, emails, logs, etc.	Understands how to do basic call logging, information logging, and e-mail and listproc communications	Performs basic communications such as logging and e-mails with some supervision and revisions from supervisor.	Logs statistics of telephone traffic and ticket sales correctly. Can accurately document basic customer service situations, responding to questions or concerns.	Handles all forms of written communication well. Can accurately document complex situations with appropriate sensitivity.
Communicates effectively with other staff in the building as appropriate	Can identify appropriate building personnel for assistance	Can operate hand-held radios to contact appropriate building personnel; can provide basic information when contacting other staff	Can clearly articulate customer needs to other staffs based on knowledge of building services; can anticipate customer needs and contact appropriate staff	Consistently models effective communication with other staff; provides direction for other building personnel when making contact
<b>PROBLEM SOLVING</b>				
Makes appropriate decisions according to job duties	Has some familiarity with information sources such as campus maps, event schedules, and internet resources.  Has basic understanding of services provided, and equipment utilized by the position.	Answers basic customer queries with assistance from co-workers and supervisor; makes appropriate referrals for event locations and times.  Can provide basic services such as key checkout and ticket sales with assistance from co-workers or supervisor.	Is proficient in multi-tasking customer interactions on the telephone and in person;  Can respond confidently to complex customer requests and interactions.	Full ownership of problem and situation; accepts responsibility for problem-solving and outcome; suggests alternate solutions to problems  Locates information without assistance; Problem-solves to find information and provide alternative solutions; synthesizes experience and information to provide information
Exercises good judgment when setting priorities or dealing with critical issues	Is aware of basic support network (co-workers, supervisor) when dealing with critical issues requiring judgment.  Can use resources to locate basic information, but needs assistance in synthesizing concepts.  Is reluctant to make independent decisions, referral, or to take independent action.	Can make recommendations based upon basic information sources and limited experience.  Can determine basic priorities when working through critical issues.  Requires assistance from supervisory personnel to resolve issues.	Maintains composure and problem-solves with little or no supervisory assistance.  Sets priorities in tasks and process steps.  Initiates action in problem-solving, seeks alternative solutions.  Knows when to seek additional help from co-workers or supervisor.	Prioritizes information, concepts effectively when responding to complex issues.  Works independently in problem solving. May assist other less confident/experienced co-workers.
Deals with and recovers well from difficult or complex situations	Is aware of basic support network (co-workers, supervisor) when dealing with critical issues requiring judgment.  Can use resources to locate basic information, but needs assistance in synthesizing concepts.	Can make recommendations based upon basic information sources and limited experience.  Can determine basic priorities when working through critical issues.  Requires assistance from supervisory personnel to resolve issues.	Maintains composure and problem-solves with little or no supervisory assistance.  Sets priorities in tasks and process steps.  Initiates action in problem-solving, seeks alternative solutions.	Prioritizes information, concepts effectively when responding to complex issues.  Works independently in problem solving. May assist other less confident/experienced co-workers.

	<p>Is reluctant to make independent decisions, referral, or to take independent action.</p> <p>Has difficulty keeping composure in the face of difficult situations.</p>		<p>Knows when to seek additional help from co-workers or supervisor.</p> <p>Deals with inappropriate customer calls and makes emergency referrals</p>	
<b>LEADERSHIP &amp; RESPONSIBILITY</b>				
Is consistently reliable and dependable as an employee	<p>Has had 2 or more documented incidences of lateness or missed shifts within the period of one calendar year.</p> <p>Has had a repeated pattern of receiving the maximum allowable number of write-ups within each calendar year.</p> <p>Personal behavior while on duty requires constant monitoring to avoid policy violations.</p>	<p>Has been documented at least once within the period of a calendar year for lateness or missed shift.</p> <p>Seeks substitutions for work shifts correctly, but may not always follow-through correctly on substitution process.</p> <p>Often asks for supervisor help in resolving scheduling conflicts.</p>	<p>Has no documented missed shifts or lateness.</p> <p>Seeks substitutions according to policy.</p> <p>May still ask for supervisor help in scheduling conflicts.</p> <p>Personal behavior is consistent with information center policy.</p>	<p>Takes independent responsibility for work schedule</p> <p>No lateness or missed shifts, and is proactive in resolving any potential scheduling conflicts.</p> <p>Serves as a role-model for other staff in terms of personal behavior and work ethic.</p>
Takes initiative and starts projects without being directed		<p>Does satisfactory work on projects at the direction of area supervisor</p>	<p>Takes role in re-organizing work area, and making suggestions toward continuous improvement.</p> <p>Discusses ways to improve the Information Center with other staff in the absence of supervisor.</p>	<p>Comes to supervisor with suggestions for improvement without being asked.</p> <p>Provides constructive criticism in appropriate manner.</p> <p>Serves as a leader for other staff members in daily work and on special projects.</p>
<b>ABILITY TO SERVE CUSTOMERS</b>				
Professional and pleasant attitude when working with customers	<p>Demonstrates a pleasant attitude in interactions with customers. Smiles and makes eye contact</p> <p>Serve as the building host; welcomes persons approaching or passing by the Information Center</p>	<p>Shows enthusiasm and works well with staff in the Student Union</p>	<p>Takes initiative in speaking with customers; provides leadership for other staff and role models customer service behaviors</p> <p>Displays courtesy and customer service skills to all customers</p>	<p>Serves as a University representative and reflects the University image through customer service</p>
Demonstrates job knowledge when working with customers	<p>Familiarity with daily schedule of events; ability to look up simple numbers in BGSU and local phonebooks</p>	<p>Ability to utilize available resources to find information with assistance from co-workers or professional staff; identifies appropriate sources of information and staff to solve problems</p>	<p>Actively reviews daily schedule of events and cross-shift communication to enhance service</p> <p>Proficient in problem-solving with a variety of customers and situations; knowledgeable about all available resources; looks up information in advance to be better informed</p>	<p>Experience and knowledge of how to locate a variety of information</p>

			Anticipate additional customer needs based on the type of questions received or event type and take appropriate action	
Makes appropriate recommendations to customers, considering alternative solutions				Anticipates questions based on upcoming events; researches and posts information for other staff
Works well with internal customers, such as the Bookstore, Stampers, OCA, etc.				
<b>CITIZENSHIP AND PARTICIPATION</b>				
Works all schedule shifts	Understands Information Center absence policy; has had two or more missed shifts during this evaluation period; does not make an effort to follow appropriate procedures for absences and/or shift replacements	Has had one missed shift during this evaluation period; follows appropriate procedures for absences and/or shift replacements; regularly requests shifts off	Has had no missed shifts during this evaluation period; follows appropriate procedures for absences and/or shift replacements; makes effort to fill shifts for co-workers	Has had no missed shifts during this evaluation period; communicates appropriate procedures for absences and/or shift replacements with others; regularly fills shifts for co-workers
Reports to work on time	Understands Information Center late arrival policy; has had two or more significant late arrivals during this evaluation period; does not make an effort to appropriately communicate late arrival in advance	Has had one significant late arrival during this evaluation period; regularly arrives to work just a few minutes late; makes an effort to appropriately communicate late arrival in advance	Has had no significant late arrivals during this evaluation period; appropriately communicates with supervisor and co-workers in advance when running just a few minutes late; often arrives early	Has had no significant late arrivals during this evaluation period; consistently arrives early in order to start shift on time; often willing to stay extra time to cover for co-workers who are late
Attends and participates in all staff meetings and necessary trainings	Present at all staff meetings; listens attentively	Engaged at staff meetings, takes notes, participates in discussion	Provides suggestions for agenda items for future staff meetings	Facilitates a portion of staff meeting; leads a discussion or activity
Attends and participates in staff development and social activities	Knows that social events for student employees exist, but has never attended one.	Has attended an employee social event at least once.	Has attended and actively participated in an employee social event.	Assists in the planning and execution of a social event through involvement in the Employee Advisory Committee.
Supports other staff members and other staff teams	<p>Has familiarity with staff members sharing the same work shift, but does not know other staff members from the Information Center.</p> <p>Has no or limited knowledge of the personnel and job functions of other crews in the Student Union.</p> <p>Does not know any of the student Building Managers</p>	<p>Knows staff from the Information Center and works as part of the team, providing support and assistance where possible.</p> <p>Understands the job functions of other crews in the Student Union, but rarely interacts with those students.</p> <p>Knows who Student Building Managers are, but does not utilize them as a resource.</p>	<p>Works effectively with Information Center staff and staff from other crews.</p> <p>Makes appropriate calls for help based on understanding the job functions of each student employee position.</p>	<p>Is fully aware of the functions of all staff areas in the Student Union, and is comfortable working with students from each.</p> <p>Effectively utilizes the skills of every crew area to provide seamless customer service.</p> <p>Has developed a good rapport with student Building Managers and utilizes them as a resource.</p> <p>Works as a resource for other crews, providing information and resources on a consistent basis.</p>

## APPENDIX I: Union Programs and Marketing Interns

### *Learning Outcomes- Skills Assessment for Programming & Marketing Interns (FALL 2007)*

	Pre-Test			Post-Test		
	Needs Work	Sufficient	Exemplary	Needs Work	Sufficient	Exemplary
1 - I know the mission and philosophy of a college or university student union, specifically as it relates to BGSU's Bowen-Thompson Student Union.	1 12.5%	6 75%	1 12.5%	1 12.5%	3 37.5%	4 50%
2 - I am able to research program and publicity ideas in the early development phase.	1 12.5%	4 50%	3 37.5%	0 0%	1 12.5%	7 87.5%
3 - I am able to create timelines for programming and publicity.	0 0%	6 75%	2 25%	0 0%	2 25%	6 75%
4 - I am able to design effective publicity materials.	1 12.5%	3 37.5%	4 50%	0 0%	3 37.5%	5 62.5%
5 - I am comfortable using computer graphic design software to create materials for program publicity.	0 0%	5 62.5%	3 37.5%	0 0%	3 37.5%	5 62.5%
6 - I know how to utilize the strengths of members of a team.	0 0%	6 75%	2 25%	0 0%	0 0%	8 100%
7 - I am able negotiate and work with team members to reach goals.	0 0%	3 37.5%	5 62.5%	0 0%	2 25%	6 75%
8 - I am able to behave appropriately in a professional office setting.	0 0%	2 25%	6 75%	0 0%	1 12.5%	7 87.5%
9 - I am able to effectively use elements of professional communication.	0 0%	1 12.5%	7 87.5%	0 0%	0 0%	8 100%

***Learning Outcomes- Skills Assessment for Programming & Marketing Interns (SPRING 2007)***

	<b>Pre-Test</b>			<b>Post-Test</b>		
	Needs Work	Sufficient	Exemplary	Needs Work	Sufficient	Exemplary
1 - I know the mission and philosophy of a college or university student union, specifically as it relates to BGSU's Bowen-Thompson Student Union.	3 42.9%	3 42.9	1 14.2%	1 14.2%	4 57.2%	2 28.6%
2 - I am able to research program and publicity ideas in the early development phase.	1 14.2%	4 57.2%	2 28.6%	0 0%	1 14.2%	6 85.8%
3 - I am able to create timelines for programming and publicity.	0 0%	5 71.4%	2 28.6%	0 0%	3 42.8%	4 57.2%
4 - I am able to design effective publicity materials.	0 0%	4 57.2%	3 42.8%	0 0%	5 72.4%	2 28.6%
5 - I am comfortable using computer graphic design software to create materials for program publicity.	2 28.6%	3 42.8%	2 28.6%	1 14.2%	3 42.9%	3 42.9%
6 - I know how to utilize the strengths of members of a team.	0 0%	4 57.2%	3 42.8%	0 0%	2 28.6%	5 72.4%
7 - I am able negotiate and work with team members to reach goals.	0 0%	4 57.2%	3 42.8%	0 0%	3 42.8%	4 57.2%
8 - I am able to behave appropriately in a professional office setting.	0 0%	0 0%	7 100%	0 0%	1 14.2%	6 85.8%
9 - I am able to effectively use elements of professional communication.	0 0%	3 42.8%	4 57.2%	0 0%	3 42.8%	4 57.2%

**Bowen-Thompson Student Union: Skills Assessment for Programming & Marketing Interns**

*2007-2008 Academic Year Summary*

	Pre-Test			Post-Test			Extent of Change				
	Needs Work	Sufficient	Exemplary	Needs Work	Sufficient	Exemplary	Increase of Two	Increase of One	No Change	Decrease of One	Sum of Changes
1 - I know the mission and philosophy of a college or university student union, specifically as it relates to BGSU's Bowen-Thompson Student Union.	4 31%	8 61%	1 8%	2 15%	7 54%	4 31%	0 +0	6 +6	6 +0	1 -1	<b>+5</b>
2 - I am able to research program and publicity ideas in the early development phase.	2 15%	8 62%	3 23%	0 0%	2 15%	11 85%	1 +2	9 +9	2 +0	1 -1	<b>+10</b>
3 - I am able to create timelines for programming and publicity.	0 0%	11 85%	2 15%	0 0%	5 38%	8 62%	0 +0	8 +8	2 +0	3 -3	<b>+5</b>
4 - I am able to design effective publicity materials.	1 8%	7 54%	5 38%	0 0%	8 62%	5 38%	0 +0	3 +3	8 +0	2 -2	<b>+1</b>
5 - I am comfortable using computer graphic design software to create materials for program publicity.	2 15%	8 62%	3 23%	1 8%	6 46%	6 46%	0 +0	4 +4	9 +0	0 -0	<b>+4</b>
6 - I know how to utilize the strengths of members of a team.	0 0%	10 77%	3 23%	0 0%	2 15%	11 85%	0 +0	9 +9	3 +0	1 -1	<b>+8</b>
7 - I am able negotiate and work with team members to reach goals.	0 0%	6 46%	7 54%	0 0%	4 31%	9 69%	0 +0	4 +4	6 +0	2 -2	<b>+2</b>
8 - I am able to behave appropriately in a professional office setting.	0 0%	2 15%	11 85%	0 0%	2 15%	11 85%	0 +0	1 +1	11 +0	1 -1	<b>(0)</b>
9 - I am able to effectively use elements of professional communication.	0 0%	3 23%	10 77%	0 0%	3 23%	10 77%	0 +0	1 +1	11 +0	1 -1	<b>(0)</b>

***Total Change per Individual Interns***

Sarah	+5
Megan	+5
Abby	+5
Erika	+5
Ashlee	+4
Brandon	+4
Rachel	+3
Matt	+3
Brian	+2
Jenna	+2
Allison	+1
Pam	(0)
Ciara	(-2)

*Average change per intern:*

+2.85

## **APPENDIX J: Union Programs Participant Evaluations- Fall 2007**

### **Beer Tasting: East Coast Beers**

- Please share something that you learned from this beer tasting.
  - Facts about the U.S. Constitution (4)
  - The tastes of new beers from the east coast (3)
  - History of IPAs (3)
  - I like hops (3)
  - About the different types of beers (2)
  - Excellent learning experience
  - History behind hops
  - I don't like lots of hops
  - Maine has some great craft breweries
  - I learned that Ringwood Old Thumper Extra Special Ale is awesome
  - Got to taste Ringwood yeast strain for the first time
  - Excellent variation
  - How they make beer
  - How hops can be balanced by malt to yield a great beer
  - A beer's taste depends on subtle amounts of basic ingredients AND location where it is served
  - I learned more about Student Union events
  - Beer + Friends = Fun

### **Beer Tasting: Scary Beers**

- Please share something that you learned from this beer tasting.
  - Chili beer is bad/scary (5)
  - Differences between different types of beers (3)
  - I learned that I do not like hoppy beers (2)
  - Some new beers to buy/try (2)
  - Beer is good (2)
  - Hops are fine
  - Description of beers
  - To order Great Lakes Nosferatu early
  - How to enjoy beer for flavors
  - How different some beers are
  - What a good pour is
  - I do not like Nosferatu at all
  - Different scary beers
  - Odd-named beers can taste very good

### **Beer Tasting: Hops Beers**

- Please share something you learned about different hops from this beer tasting.
- International bitterness units. (3)
- Differences between Noble, North American and European hops. (3)
- Alpha acid units. (2)
- Good information on background, type, etc. (2)
- That California common is a hybrid beer. (2)
- I prefer malty beers. (2)
- I like hops. (2)
- That I like bittering hops (Harpoon) better than aroma hopped beers (Sierra Nevada).

- The names of the different types of hops.
- Some are stronger.
- Some taste better than others.
- The existence of pellets and liquid additives.
- More hops doesn't always mean bad taste.
- When hops can be added to the beer during brewing.
- Cascade hops are preferred.
- Hops are in the thistle family.
- I have been a home brewer for a long time and have used these hops.
- A variety of hops in varying quantities makes for an interesting beer.
- Different varieties have different flavors.
- How real hops look and smell.
- I learned that Anchor Steam is the only true American style beer.
- The higher the hop count, the more bitter the beer.

### **6 O'clock Talk: Realities of Credit Card Debt**

- Please share something that you learned about credit card use from this program.
  - Small purchases add up quickly and credit card companies do not want people to pay off their bills in full.
  - The dangers of imprudent credit card use.
  - Be responsible—don't buy it unless you need it.
  - Don't get so stressed you can't deal with it.
  - Be careful about credit card loans and pay off the money early.
  - Credit card companies attract high risk consumers intentionally.
  - Planning your expenditures.
  - It is easy to get into trouble and very hard to get out of it.
  - The more you spend on credit, the more you interest you have to pay back.
  - Credit cards only make the poor poorer.
  
- Please share how you might behave or spend differently after what you learned at this program.
  - Start a savings account and pay regularly on cards.
  - Defining my needs and wants better.
  - I will watch what and how I spend my money (needs-vs-wants)
  - I will assess the items I need rather than buying things I want.
  - I will utilize the financial aid office as a primary resource when deciding on educational loans.
  - I will have a more careful plan about my future financial life.
  - I won't over-extend my spending.
  - I'm not going to drink as much coffee from Starbucks. Hello Mr. Coffee at home!

### **6 O' Clock Talk: Affirmative Action**

- Please share something you learned about the history of affirmative action.
  - Richard Nixon supported / made an executive order on affirmative action. (3)
  - Nixon was a proponent of affirmative action, but possibly only as a political tactic.
  - Affirmative action mostly affects white women.
  - It doesn't just impact people of minority.

- Affirmative action affects directly disability, women, veterans, and minorities
  - In 1961, affirmative action was used in governmental terms for the first time.
  - Common misunderstanding is that affirmative action is done all by the government.
  - That most African Americans in colleges and universities were in HBCUs before.
  - The depth of how many people are covered by it.
  - Affirmative action is not a new thing—it began a long time ago, and I thought it was new.
- Please share something you learned about the current legal situation related to affirmative action.
    - Affirmative action programs in higher education are aimed at eliminating discrimination of the past and barring discrimination in the future. (3)
    - Affirmative action is not just about race.
    - Supreme court states that the burden for past discrimination must be shared.
    - People view it negatively.
    - Just exactly how it does work within higher education institutions.
    - It is a current topic.
    - Universities that are suspected of violating the law in terms of admission have been taken to court.
    - Affirmative action applies only to federal contractors, and universities and colleges set their own policies.
- Please share something you learned about the policies related to affirmative action.
    - I learned more about how affirmative action works as a whole.
    - The government addresses what happened in the past and avoids discrimination for the future.
    - All the steps that were taken to get where we are today.
    - 14<sup>th</sup> Amendment.
    - Without Title #9, women’s athletics would not be available on the level that it is today.
    - Minorities do not benefit the most from affirmative action.
    - Everyone has to follow orders and affirmative action is powerful.
    - More than just race qualify for affirmative action.
    - Only federal contractors have to follow affirmative action.
    - Because of veterans and people with disability, affirmative action policies actually benefit White people the most.
- Please share something you learned about the political perspectives related to affirmative action.
    - Democrats support affirmative action (4)
    - Democrats believe in the creation of an equal playing field and are therefore supportive.
- Please share how you think affirmative action policies might affect you personally.
    - When applying for a job (3)
    - When applying for schools (2)
    - It already has—lost financial aid to minority students.
    - As a woman, I will not be discriminated against in hiring practices (although I probably will be in promotions).

- I might not be in college without it (being a biological female).
- As an African American woman, I appreciate and support affirmative action as a whole.
- I am Latina, so it affects me in school and in occupations.
- It will affect my life more after graduation.
- I might not get a job/interview because minorities are needed.
- I believe it affects me personally by allowing me to go to a school where diversity exists and is praised.
- I might have more opportunities through sports or jobs.

### **6 O'clock Talk: Health Care in America**

- Please share something you learned about the health care system in America.
  - \$1.7 trillion goes into health care in a year (11)
  - 40-80 million Americans have no or little health insurance coverage (5)
  - Medicare covers 45-50% of patients who are covered (3)
  - Health care rates are increasing a lot (2)
  - It is in bad shape (2)
  - It costs a lot
  - The health care system is built on discount and convenience rather than need
  - 34% of employers don't offer health care
  - Specific stats related to American health care
  - Focus on preventative health
  - Improvements need to be made
  - Healthy people set up programs to assist the sick
  - HMOs started during WWII
  
- Please share a political perspective regarding health care that you learned.
  - Current health care system is unacceptable (5)
  - America ranks 31<sup>st</sup> in life expectancy (5)
  - America ranks 10<sup>th</sup> in infant fatality (4)
  - Democrats want universal/socialized health care (4)
  - Republicans believe we need a privatized health care system (3)
  - Democrats believe in protecting the weak/vulnerable (2)
  - Democrats do not agree on one plan (2)
  - Republicans do not believe in a universal system (2)
  - Republicans say that prices stay low because of competition (2)
  - Many other countries have socialized medicine already (2)
  - Health insurance is not a priority to all people (2)
  - America ranks 12<sup>th</sup> in human development
  - The industry is the main problem
  - All health care is paid by healthy people in a pool and money gets pulled out when they get sick
  - Democrats believe that by putting health care money into government systems, it would better our country
  - I agree with the Democrats
  - I believe a socialized system needs to be enacted
  - The Democrat's plan would need to raise taxes
  - Republicans say quality will go down with government control
  - Boo Democrats!
  - There is a tax deductible system of health care in MA
  - A combination of "socialized" and "privatized" medical care is possible

- Change is needed
- Many uninsured families make over \$50,000 a year
- Please share something you learned about practicing health care.
  - Insurance companies have to charge customers more, reduce coverage, and/or pay doctors less to make money (4)
  - A lot of money goes towards administrative costs (3)
  - Doctors are losing money from insurance companies (2)
  - Issues working with in-network/out-of-network providers can limit who patients are able to see for health problems (2)
  - Medicare pays less and less each year
  - Payment from insurance companies is based on Medicare
  - It costs a lot
  - Long hours with little pay incentives
  - There is no perfect system
  - Privatized health care may cost more now, socialized health care would cost money for everyone with lower quality
  - Medicare & Medicaid aren't working America
  - That some doctors perform unethically to make money to get more money from insurance companies
  - Doctors are part of the problem and part of the solution
  - Doctors work way too many hours for their pay
  - Experimental treatments usually are not covered by insurance companies
  - Insurance and pharmaceutical companies are out to make money
  - Patients have to wait a long time to see some specialists
  - Doctors don't actually make as much money as you think
  - HMOs are about protective not corrective

### **How 2: Yoga**

- What did you learn from this program?
  - Yoga
  - To do yoga
  - Nothing, sorry I thought it was the real class
  - Introductory poses, breathing
  - How to relax & ways to breathe effectively
  - Some new relaxation techniques
  - Basics of yoga and relaxation tips
  - Relaxing tips
- What did you wish to learn from the program that was not taught, if anything?
  - No
  - Nothing
  - More yoga poses
  - More stretching poses

### **How 2: Curling**

- What did you learn from this program?
  - How to curl

- Curling techniques

## **APPENDIX K: Union Programs Participant Evaluations- Spring 2008**

### **Beer Tasting: Belgians and Chocolates**

- Please share something you learned from this beer tasting.
  - About pairing beers with flavors of chocolates (4)
  - Beer + chocolate = good (3)
  - I love beer (and chocolate!) (3)
  - I don't like / shouldn't buy Belgian beers (3)
  - I like Belgian beers (3)
  - The styles / flavors / characteristics of Belgian beers (2)
  - Many beers are made in monasteries (2)
  - I learned about chocolate / cocoa
  - Belgian beers are the epitome of the craft
  - Fermentation process
  - Elephants can be pink
  - Beer and chocolate do not go well together. Try cheese
  - Belgian beers are more bitter than I expected.
  - Don't buy Belgian beers
  - Belgium ain't so bad
  - I got to try new beers
  - I've never thought of eating chocolate with beer
  - To appreciate beers I would not normally purchase
  - This tasting made me appreciate the Belgian culture
  - Orange chocolate is excellent. Chimay was excellent. But don't put them together.
  - Chocolate was very good, but sometimes not so good with beer

### **Beer Tasting: Stouts and Porters**

- Please share something you learned from this beer tasting.
  - Porters were made originally for porters
  - St. Ambroise Stout is very good
  - Tried beer I'd never tasted / heard of (2)
  - The difference between porters & stouts (5)
  - Everything about stouts
  - Not all stouts are the same
  - Origin / history of porters (2)
  - I love Great Lakes!
  - Salsa dancing can be dangerous
  - Family tree of beers
  - Dark beer is yum
  - London Porter is tasty
  - Why porters are called porters
  - To click wheat beer glasses at the bottom when tasting
  - Porters have low hops
  - Good info on stouts
  - Where these types of beer come from
  - Other information about the individual beers
  - Something other than Guinness

- I like porters more than stouts
- I love beer!
- Imperials have more alcohol so they last longer

### **Beer tasting: Animal Beers**

- Please share something you learned from this beer tasting.
  - I do not like stouts
  - It confirmed my love for porters!
  - Animal beers – some are tasty & some are not
  - I do not like IPAs
  - A beer with high bitter rating may not necessarily taste bitter
  - Ohio breweries rank well amongst the world of beers
  - Lots of chocolate stout
  - I love beer
  - Justin rocks – we will miss you!
  - Going by themes such as “animals” is not necessarily the best idea. However, no matter, I always enjoy the beer tasting (Belgians is the best – have one of those every year!)
  - I enjoyed beers of a wide variety of styles. I will buy a broad selection.
  - For the love of hops, man...
  - Nice oatmeal stout
  - I really do not like tasting hops, although I do like smelling them
  - Not all oatmeal stouts are horrible
  - Large variety of great flavors
  - Hops grow on you!
  - Bitters can be flavorful
  - International Bitter Units
  - IPAs are the best beers
  - I like beer
  - High hops can be fine if the hops are not cascade hops
  - Tried new beers
  - Black Swamp Pub should sell Dogfish Head
  - Imperial/Oatmeal stout is great. I have had them both separately but never together.
  - Hoppin’ Frog should be sold in Bloomington, IN
  - No stouts are equal. Love live Guinness!
  - Beer is my friend and I am beer’s friend
  - This time it was “animal beers.” Another possibility is “girlie” beers (e.g., St. Pauli, Stella)

## 6 O'clock Talk – The Noose

- Please share something you learned about the history of what the noose represents.
  - It has always been the symbol of covert racism with lynchings
  - About lynching in the deep south
  - It represents part of our dark and horrible past in race relations. The African Americans would be dehumanized.
  - I was aware of the meanings of the noose that were presented.
  - Slavery, death, bad events in history
  - It represents Black History but with negative context
  - It represents control over Black population
  - It represents group hate and spectacle
  - A bill or law was created to stop lynchings but was ignored
  - It represents racism, ignorance, and a means of intimidation
  - An absolutely terrible hate crime
  - It represented marking one's (White) territory
  - It represented fun, hangings, carnival-esque activity, mass gatherings, human-hunting, dehumanization
  - I was not aware of the amount of torture that happened before a lynching
  - Whites and blacks were both hung
  - White supremacy
  - Basically the noose symbolized hatred and instilled fear in African Americans before laws were passed to make lynchings illegal
  - Souvenirs
  - I guess I knew but I had never really seen it as a strictly White-vs.-Black symbol
  - To maintain social control over the Black population through terrorism to scare them so they would not be a problem in the future
  - It represented lynching and White power, as well as Black subordination
  - That lynchings were entertainment put on postcards
  - They used postcards to send to those who could not make it to the event. They took parts of the victim's body as a souvenir
  - The context makes a major difference
  - It's not value-free
  - All of the characteristics of a lynching were very surprising to me, especially the part of giving parts of the body as souvenirs
  - That it was to imply terrorism to slaves
  - No Blacks allowed
  - Dehumanize another human
  - I did not know post cards were created or that lynchings were publicized
  - It represented hatred and control of power
  - The characteristics of a lynching, along with the rituals
  - It represents intimidation and race-hatred
  
- Please share something you learned about current usage of the image of a noose.
  - It is not a joke – used to deliberately offend or intimidate
  - The noose is a replacement of the N-word
  - A majority of noose incidents happen on college campus
  - I have learned that the noose is still used as a racial symbol
  - All of the recent hate crimes it has been used in
  - Please use the noose as a joke, but many may not take it as a joke

- This image is used to place Blacks back in the traditional roles that Whites (southern Whites mostly) want Blacks to play
  - A “post-race” symbol replacing to N-word as the choice of intimidation
  - I didn’t realize so many nooses were being sent to people since Jena 6 started
  - Replaced the N-word if you want to intimidate someone
  - People are being threatened with them
  - I was not aware of the current issues of noose incidents in the workplace
  - Used now to discriminate, people try to say it is a “joke” but it’s not taken as a joke because of history
  - It’s use is on the rise
  - I had wondered what the Tiger Woods deal was about, and that was explained.
  - Today, it is used as a “joke”
  - I didn’t realize that large number of incidents of uses of the noose that have been documented in the past year
  - That it is still a problem and that nooses are still used as a means of intimidation
  - That it is seen as something funny, but is really the replacement of the N-word
  - Has replaced the N-word as the chief derogatory thing towards African Americans
  - Often viewed as a neutral symbol, appearing more frequently in the Northeast and workplace
  - It is still used today as an intimidation factor
  - People think that it is thrown around as a joke
  - It’s being used too much
  - It has been used in sports talk and used as practical jokes in the workplace. My opinion is that any reference used regarding a noose is tasteless
  - How it plays such a negative view in society
  - I did not realize how serious African Americans took the receiving of a noose
  - It is a form of intimidation against whomever it is used. It is sometimes seen as a joke/light-hearted.
  - Used as a warning. A reminder saying “know your place”
  - The image is worse than a death threat, it’s saying I am going to lynch you
  - It is and always will be offensive in my opinion
  - The act or image showing what happened on Halloween in BG brought it closer to home
  - The noose is currently used as a tool of intimidation
  - Increase of its use in racial harassment this year
  - It is not right
  - Many people use it as a joke, and it should not be
  - It used to threaten or intimidate someone
- How did this program change the way you look at the image of a noose?
    - Not much different. I have always been embarrassed that my ancestors could do these things. I have always hated the sight of a noose.
    - I have never and will never enjoy the image of a noose.
    - It confirmed my negative view of noose imagery
    - I realize that this is still a problem in our society today and should not be taken lightly
    - I was interested I how Howard U. students used the noose as a means of protest (I would have like a bit more discussion of the issues that were raised). Also, the picture from the BG of 10/05 was very useful.
    - It’s not a joke
    - Bad history for many people
    - It did not change so much as imprint an image of hate and group animosity
    - Untouchable. Never to be used as a joke

- The program made me take the image, the truth behind the noose, and what it is used for more seriously
- It is and always will be offensive in my opinion
- I realized how terrible and meaningful the words “lynch” and “noose” are
- It is not a joke and it is not something to be overlooked or taken lightly. We are NOT “post-race!” Depending on the vantage point, meanings of symbols and events change. We have to consider everyone’s point-of-view
- We treat the noose casually today as Whites treated the lynch during the period of slavery. We look back on them with disgust and someday others will do the same for our actions.
- How serious the image of a noose is
- Personally I have always viewed the noose as one of the downfalls/embarrassments of American History
- It reminded me of the terrorism in the US
- I still have the same opinion of the noose
- It didn’t – the noose has always in my mind been a negative image whether it relates to race or not
- Never knew this much about a noose before, just what a lynching was
- It is not any sort of joke
- It did not change the way I think of it, it just made me more knowledgeable. I always looked at the noose as ignorant and unfortunate
- I did not realize there was SO much tension behind this. Being in telecommunications, this is a big ethical questions it should be used in the media
- It is a worrying issue
- The photos and everything we talked about makes me realize just how negative this image is, and why it is such a big deal now
- That it is offensive, and I never knew that before
- I view it as dehumanizing and unethical
- This program clarified what I already knew and put things into perspective
- Nooses have a negative representation
- The severity of the symbol
- The program did not change the image, but helped develop my thoughts
- It made me think about it in a more detailed manner
- I still think it’s a negative image as before, but now I understand that it is not race neutral

### **Art Gallery Forum: Art, Race, and Freedom of Expression**

- List one message you took from the gallery exhibit.
  - I agree niggers are dumb and ignorant! Kill them all...
  - The message of what black culture has becomes and the fact that these significant figures in history fought for the preoccupation of money and fashion and what have you and would, quite honestly be ashamed what their culture has become.
  - I agree with Jim’s comment on the importance of language; I agree with Sam on the idea of culture being an intrinsic part of race. I’m happy the University wouldn’t censor this despite its obvious controversy. We need to talk about this.
  - Opinions are valid regardless of race, and should be observed before judged.
  - This world is missing the whole point that mankind exists for one reason. To get saved and glorify God through Jesus Christ. The Bible says there is neither Jew nor Greek (this speaks to race) in Christ race is relevant. And that mankind through a relationship with Christ would show the way to eternal life. When I got saved by the blood of Jesus, I ceased to care about racial issues. Because I now see the bigger picture.
  - I was speechless about the way others think about black people and our culture.

- “Without struggle, there cannot be progress.” –Fredrick Douglas
- Some people have a long way to go...
- I understand the purpose and thought it was pretty brave of the University...However, I did not think it was the best idea to put it in the Union gallery (mainly because students that go in the Union are usually there for a brief time—on their way to class, work, eat, etc. They don't have the time to digest the information and meaning.) I would have much rather the exhibit be part of an event.
- I think this exhibit represented and made interesting strides within issues of race representation. It was eye-opening.
- The artwork, if you would call it that, show the ignorance of the artist. Maybe they are looking for attention.
- It was very thought-provoking.
- The art exhibit was very thoughtful, exotic, and controversial. I liked it and people should see this exhibit.
- I got mad, I felt like it wasn't thought out well enough (the paintings). Free speech is fine.
- The exhibit challenges current societal norms as far as race relations go. It's much bigger than black/white.
- African Americans need to be more vocal about race instead of waiting to be “provoked.”
- Race/gender/ethnic issues need to be faced on campus. They exist! Stop pretending they don't. I loved the art.
- Hate – Stupidity is in this word and exploiting them opened my eyes. Art is very controversial and can cause huge amounts of chaos.
- Anonymity seems to release humans from a number of important restrictions on the behavior that they consider acceptable; the secrecy or insensitivity of the message also seems to remove some of the taboos that publicity seems to instantiate against certain kinds of messages.
- Very deep and somewhat true.
- Racial comments and stereotyping can be extremely offensive and putting it into a public exhibit really brings people's attention to it, more so than usual. I know the artists had good intentions and wanted the public to react, which is expected with their criteria.
- There is a lack of critical discourse in this school, and probably many schools.
- Thought-provoking art. Poses a question that perhaps many are afraid to ask. Beautiful and true. What art is and should be. Artists truly succeed, have bright futures.
- Misunderstanding of the African American history and how far they have come in history as a culture.
- The meaning of art is not always clear, but how its supposed to be understood should be made clear. Art is beauty and meaning is clearly in the eye of the beholder.
- There is truth in the artwork. Some people are so offensive. They don't want to explore other people's insight.
- I couldn't help but be a little offended with the paintings.
- I think this is a huge issue in society, and I saw this as a great idea and eye-opener!
- What I took from the art gallery was bashing and mockery of African American achievements.
- Racism is still alive today...it's just disguised as artwork.
- A message I took from the exhibit includes how cultures can often be misunderstood. Disconnect is created between humans due to misunderstandings and assumptions.
- Wonder what is the purpose of the artist (not really clear at all)?
- I was extremely offended. I didn't see the artistic purpose, or meaning behind putting historical African American leaders in hoodies or “gangster clothes,” nor did I see the point

of all the signs that used the word “nigger,” etc...It was just uncalled for, in my opinion, and disrespectful to African Americans like myself.

- I couldn't believe the stuff that was on the signs. All I could say was that it was crazy.
- It moved me.
- Powerful.
- The artists were commenting on the negative stereotypes about black culture. It think its important to be aware that those stereotypes exist without assuming that the artists are racist.
- Material culture has come to determine race. Americans are ignorant. All perceptions of race have been distorted by media.
- When people can speak anonymously they say what is on their mind, and it's clear that a lot of people still have racist thoughts.
- I felt that the art gallery showed that racism is still existent and that white people still feel threatened by the minority.
- The portraits seemed to contrast modern views of black culture (modern representations) with black history. The signage conveyed this idea that racist mentalities still exist and the images and the signs showed some of these ideas.
- Controversial; I felt it didn't consider or was meant to be disrespectful. Many of us were surprised that the Union allowed this to happen.
- Racism is alive and well in America! Artists need to be extremely knowledgeable when using their works to critique race with specific messages.
- A conversation between African American history and popular hip-hop material culture. It draws too related but very different expressions of African American experience.
- Ridiculous, angry people, no real point, things like that needs to be thought out prior to advertising them.
- Racism still exists today and many people feel strongly about this topic but cannot express it without art.
- Glad they did it.
- This institution has allowed the citizens of this country and prestigious American heroes o be disrespected and mocked in public. To have a racist display in the Student Union is a blatant expression of what the University really thinks of its African American scholars and their ancestry—we're a joke.
- African Americans are being looked down upon on certain things we do in our society.
- Racism in my eyes is still alive and well.
- Degrading historical figures.
- Hatred must be erased!
- The exhibit showed me the reality of race. Although socially constructed, it is something very real.
- There are communities that still hold a great deal of prejudice (makes me feel sad).
- Why didn't the Holocaust art provoke this controversy?
- It was ignorant, rude, and ridiculous.
- Art can be activism.
- To be proud and inspires to do better.
- These words and images are very real, and that we continue to overlook such messages until they are presented in such a manner.
- It was ridiculous.
- Motivation for greater discussion.
- Society is stuck on themselves. Racism is carried on because signs like that, that get posted on websites for “haters” to see. It's ridiculous.
- Why does this exhibit offend when our modern society still only views blacks as entertainers and not as respectable individuals? This clearly shows that our society was not moved from

black face and clearly is holding back blacks from being given any form of respect not from the white authorities holding power in this country. But clearly from the media and history itself by making blacks less than who they are.

- Racism still goes on, out to the public eye it is acceptable and goes unnoticed but once it is brought to the public eye, it brings attention to it. Whether it is in the public eye or alone by yourself it is still wrong.
- Art is up to the creator and anything after creation, such as being seen by the public, rests in the hands and mindsets of the viewer.
- Racism exists in many forms in our society despite the efforts of the civil rights movement, we still have a long way to go.
- Blacks will always be stereotyped as thugs, niggers, and not good enough in the eyes of the dominant culture.
- How sincere people are in their actions, principles, and stupidity (foolishness).
- The message that I took from the gallery was that I found it to be very degrading to blacks. I was not satisfied or happy about the art.

## **How 2: Self-Defense for Women**

- Would you participate in/recommend this program if we offer it again? Why or why not?
  - All 9 responded YES
    - Very informative/helpful (3)
    - Every woman should know this (3)
    - More advanced courses (2)
    - Take it again to reinforce ideas
    - Recommend to my entire sorority
- What did you learn from this program?
  - Basic techniques/things to know in general (2)
  - Moves on how to get away (2)
  - Self-Defense
  - Educate myself and be safe

## **How 2: Self-Defense for Women (Beginning)**

- What did you learn from this program?
  - Sensitive areas
  - Simple “low-key” self-defense
  - Good ways to fend off guys/people
  - How to protect yourself
  - I learned where and how to hit in any situation
  - Different moves and learning how to not hesitate
  - I learned where target areas to hit a male attacker are
  - Very useful self-defense techniques that I may need to use
- Please list any comments that you think would make this program more successful.
  - Gym setting for more physical activity
  - It was good!
  - More publicity, other wise it was great.
  - Slow down! A lot thrown at us at once.
  - Have the advanced levels on Wednesday and Thursday

## **How 2: So You Think You Know Makeup**

- What did you learn from this program?
  - How to do makeup/techniques (3)
  - Better skin care (2)
  - Not much