Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Mission / Purpose

The Blackburn Institute is a network of engaged student and community leaders committed to improving the State of Alabama and the nation.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Social, Cultural and Global Competence

As a result of participating in programs and activities Blackburn fellows will demonstrate social, cultural, and global competence.

Related Measures

M 1: Post Travel New Perspective and Worldview

Students will indicate agreement with the following statement(s), on a Likert scale: Participating in the travel experience exposed me to a new perspective and expanded my worldview.

Source of Evidence: Evaluations

Target:
Finding (2013-2014) - Target: Not Reported This Cycle
Finding not available at this time

M 3: Different Perspective (Open Ended Question)
Students will provide specific examples while answering the following prompts on an open-ended survey: In what specific way(s) did today’s reflection about the travel experience present a different perspective on an issue, compared to what you thought before attending this reflection event?
Source of Evidence: Evaluations
Target:
No Target Set

M 5: Quality of Student Behavior (Observation)
Administrators and Advisory Board Members will observe student participation noting tone and quality of behavior and dialogue of students in interactions with community members.
Source of Evidence: Administrative measure - other
Target:
No Target Set

Finding (2013-2014) - Target: Met
During the 2013-2014 Assessment Cycle, it was determined that the Blackburn Student Officers served as very qualified role models to their peers in regards to student behavior (e.g., tone of voice, quality of behavior and dialogue) when interacting with board members and members of the community as they did in the previous year. Blackburn students, with very little exception, also utilized professional and respectful behavior while interacting with others both on campus and with our community partners. This behavior has been observed by administrators, Advisory Board members, and alumni. This overall assessment shows a culture of social, cultural and global competence in relating to others from a different age, race, or ethnic group.

Related Action Plans (by Established cycle, then alpha):
Behavior Rubrics
Established in Cycle: 2012-2013
The Blackburn Institute is working towards creating and implementing a rubric system for administrators and advisory board membe...
For full information, see the Details of Action Plans section of this report.

M 6: Level of Engagement with Programming (Attendance)
Monitors the level of engagement of programming through the documentation of programming statistics including attendance.
Source of Evidence: Activity volume
Target:
No Target Set

Finding (2013-2014) - Target: Met
The following list includes Blackburn Institute’s events and attendance for the 2013-2014 academic year: Kick-off Luncheon - 49, Returning Student Dinner- 10, Essential Skills Workshop- 23, Hot Topics Hot Pizza- 17, D. Ray Pate- 103, Daniels Project Meetings - 28, Leadership Evaluations- 24, New Student Dinner-15, Returning Student Dinner- 10, Understanding Deaf and Blind Culture- 16, Understanding Criminal Justice Issues - 11, Leadership Lecture-35, Developing Skills- 19, Student Faculty Reception- 44, Hot Topics Hot Pizza- 26, Talledega Travel Experience - 46, Reflection - 17, Tuscaloosa Travel - 37, Auburn/Opelika, Reflection - 19, Hot Topics Hot Pizza- 23, Essential Skills Workshop- 14, Daniel's Competition - 19, Senior Meeting - 11, Carl Elliot Lecture- 8, Officer Elections/Hot Topics Hot Pizza 25, Senior Nights- 12, New Student Reception- 37, D. Ray Pate - 132, Nix Lecture/Reception- 48, New Student Retreat-30, Montgomery Travel Experience- 61, Montgomery Reflection - 21, Returning Student Dinner-11, End of Year Celebration- 36, Graduation Luncheon- 12

M 7: Level of Engagement with Program (Location)
Monitors the level of engagement of programming through the documentation of programming statistics including location.
Source of Evidence: Activity volume
Target:
No Target Set

Finding (2013-2014) - Target: Met
Program engagement data shows that students are being exposed to a location or area with which they were not previously familiar. 46 students attended travel experience programs in a rural area. 61 students attended a travel experience in a metro area (e.g., Montgomery). 29 students attended a travel experience in a mid-size city (e.g., Auburn/Opelika). By offering three different geographical locations in the travel experiences, students are participating in diverse travel experiences which allow them to cultivate social, cultural and global

M 8: Level of Engagement with Program (Topic)
Monitors the level of engagement of programming through the documentation of programming statistics including topic.
Source of Evidence: Activity volume
Target:
No Target Set

Finding (2013-2014) - Target: Met
This year’s curriculum consisted of 35 on campus events which were directly tied to the Institute’s mission and designed in accordance with the Division of Student Affairs strategic priorities.
OtOtcm 2: Leadership Development
Students will demonstrate the attainment of improved leadership skills as a result of their participation in programs and activities offered through the Blackburn Institute.

Related Measures

M 9: Positive Change (Post-Event Survey)
Students will indicate agreement with the following statement(s), on a Likert scale: I feel empowered to make a positive change after participating in today's reflection about the travel experience.

Source of Evidence: Evaluations

Target:
No Target Set

Finding (2013-2014) - Target: Not Reported This Cycle
Not available at this time

M 10: Get More Involved (Post-Event Survey)
Students will indicate agreement with the following statement(s), on a Likert scale: The discussion and dialogue during this reflection about the travel experience encouraged me to get involved or to become more involved with one of the issues we discussed today.

Source of Evidence: Evaluations

Target:
No Target Set

Finding (2013-2014) - Target: Not Reported This Cycle
Not available at this time

M 13: Level of Engagement with Program - Lead (Topic)
Monitors the level of engagement of programming through the documentation of programming statistics including topic.

Source of Evidence: Activity volume

Target:
No Target Set

Finding (2013-2014) - Target: Met
100% of programs planned for this year comply with the Blackburn Institute mission and curriculum. Each event and meeting was designed to focus on improving the State of Alabama, on cultivating leadership, and building a network through communication among students, fellows, Advisory Board members, and the Institute's administration.

OtOtcm 3: Curriculum
The Blackburn Institute will create and implement a curriculum based on the mission of the Institute including regular assessments to measure the desired student learning outcomes.

Related Measures

M 16: Alignment with Goals
Number of programs/experiences that align with desired curricular goals/outcomes.

Source of Evidence: Document Analysis

Target:
No Target Set

Finding (2013-2014) - Target: Met
The Blackburn Institute increased the amount of event hosted for its students this year to 35 on campus events and 9 off campus events including 4 travel experiences. 100% of the events coincided with the Blackburn Mission and Curriculum and the Division of Student Affairs' Strategic Priorities.

M 17: Development of Leadership Skills
Number of programs/experiences that address development of leadership skills.

Source of Evidence: Document Analysis

Target:
No Target Set

Finding (2013-2014) - Target: Met
For the 2013-2014 academic year, the Blackburn Institute promoted the development of leadership skills through the following events: The following list includes Returning Student Dinner- 10, Essential Skills Workshop- 23, Hot Topics Hot Pizza- 17, D. Ray Pate- 103, Daniels Project Meetings- 28, Leadership Evaluations- 24, New Student Dinner-15, Returning Student Dinner- 10, Leadership Lecture-35, Developing Skills- 19, Student Faculty Reception- 44, Hot Topics Hot Pizza- 26, Hot Topics Hot Pizza- 23, Essential Skills Workshop- 14, Daniel's Competition- 19, Senior Meeting- 11, Carl Elliot Lecture- 8, Officer Elections/HQ

M 18: Addressing Improving of the State of Alabama
Number of programs/experiences that address improving the state.

Source of Evidence: Document Analysis

Target:
No Target Set

Finding (2013-2014) - Target: Met
During the 2013-2014 academic year, the Blackburn Institute held the following events with the goal of building a historical and cultural understanding of the State of Alabama: Understanding Criminal Justice Issues in Alabama, Talledega Travel Experience, Talledega Reflection, Tuscaloosa Travel Experience, Montgomery Reflection, Montgomery Travel Experience, Auburn/Opelika Travel Experience, Auburn/Opelika Reflection, and the Carl Elliot Lecture Series. By gaining a historical and cultural understanding, students will be more prepared to address improving the State of Alabama as they move forward.

**M 19: Address Improving the Nation**

Number of programs/experiences that address improving the nation.

Source of Evidence: Document Analysis

**Target:**
No Target Set

**Finding (2013-2014) - Target: Met**
This academic year, the Blackburn Institute hosted Michele Norris, NPR, on campus for a community lecture regarding the impact of race in society. The Institute also held two networking dinners in Washington D.C. during this assessment cycle, where students, fellows, and board members gathered together to meet and discuss issues impacting the nation. Blackburn also hosted the D. Ray Pate networking dinner where students, fellows, and Advisory Board members representing more than 10 states, gathered for a time of civil discourse and relationship building.

**OthOtcm 4: Assessments**

The Blackburn Institute will create and implement an assessment plan which will measure desired student learning outcomes.

**Related Measures**

**M 14: Programs with Assessments**

Number of programs/experiences with survey assessments.

Source of Evidence: Activity volume

**Target:**
No Target Set

**Finding (2013-2014) - Target: Partially Met**

This year the Institute conducted qualitative assessments each semester. The assessment was designed to gauge what the student learned through the curriculum, how he/she was going to apply what was learned, and how they related to the Blackburn mission.

**Related Action Plans (by Established cycle, then alpha):**

**Pre/Post Assessments**

*Established in Cycle: 2012-2013*

The Institute is working towards the creation and implementation of a pre/post assessment of students' experiences and development. The assessments would occur upon selection into the institute and at the end of each semester of involvement.

For full information, see the Details of Action Plans section of this report.

**M 15: Programs with Rubric Assessments**

Number of programs/experiences with rubric assessments.

Source of Evidence: Activity volume

**Target:**
No Target Set

**Finding (2013-2014) - Target: Partially Met**

In the 2013-2014 Assessment Cycle, the Blackburn Institute continued to utilize rubrics for the essay-scoring of new student applicants and Daniel Scholar applicants. The Institute is continuing to develop new rubrics which focus on student development/curriculum progression throughout their time as a Blackburn student.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Behavior Rubrics**

The Blackburn Institute is working towards creating and implementing a rubric system for administrators and advisory board members to use while observing student behaviors.

*Established in Cycle: 2012-2013*

*Implementation Status: Planned*

*Priority: High*

*Relationships (Measure | Outcome/Objective):*

  *Measure: Quality of Student Behavior (Observation) | Outcome/Objective: Social, Cultural and Global Competence*

*Projected Completion Date: 05/2014*

*Responsible Person/Group: Director and Coordinator of the Institute*

*Additional Resources: N/A*

**Pre/Post Assessments**

The Institute is working towards the creation and implementation of a pre/post assessment of students' experiences and development. This would include both quantitative and qualitative measures. The assessments would occur upon selection into the institute and at the end of each semester of involvement.

*Established in Cycle: 2012-2013*

*Implementation Status: Planned*

*Priority: High*

*Relationships (Measure | Outcome/Objective):*

  *Measure: Programs with Assessments | Outcome/Objective: Assessments*
Projected Completion Date: 05/2014
Responsible Person/Group: Director and Coordinator
Mission / Purpose

The Blackburn Institute is a network of engaged student and community leaders committed to improving the State of Alabama and the nation.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Social, Cultural and Global Competence

As a result of participating in programs and activities Blackburn fellows will demonstrate social, cultural, and global competence.

Related Measures

M 1: Post Travel New Perspective and Worldview
Students will indicate agreement with the following statement(s), on a Likert scale: Participating in the travel experience exposed me to a new perspective and expanded my worldview.

Source of Evidence: Evaluations

Target: No Target Set

Finding (2012-2013) - Target: Met

100% of students reported in agreement with the statement that the travel experiences exposed them to a new perspective and that it helped them gain cultural and historical understanding of communities. These findings suggest that the travel experiences indeed expose students to a new perspective and foster a sense of social, cultural and global competence.

M 3: Different Perspective (Open Ended Question)
Students will provide specific examples while answering the following prompts on an open-ended survey: In what specific way(s) did today's reflection about the travel experience present a different perspective on an issue, compared to what you thought before attending this reflection event?

Source of Evidence: Evaluations

Target: No Target Set

Finding (2012-2013) - Target: Met

87% of students were able to provide a specific example of how the travel experience presented them with a better understanding of issues and the mission of Blackburn, compared to what they thought before attending the travel experience. These findings suggest that the travel experiences indeed expose students to different perspectives and thus foster a sense of social, cultural and global competence.

M 5: Quality of Student Behavior (Observation)
Administrators and Advisory Board Members will observe student participation noting tone and quality of behavior and dialogue of students in interactions with community members.

Source of Evidence: Administrative measure - other

Target: No Target Set

Finding (2012-2013) - Target: Partially Met

During the 2012-2013 Assessment Cycle, it was determined that the student officers served as very qualified role models of student behavior (e.g., tone of voice, quality of behavior and dialogue) when interacting with board members and members of the community as they did in the previous year. Blackburn students also exemplified professional and respectful behavior while interacting with others both on campus and with our community partners. This behavior has been observed by administrators as well as Advisory Board members. This overall assessment shows a culture of social, cultural and global competence in relating to others from a different age, race, or ethnic group.

Related Action Plans (by Established cycle, then alpha):

Behavior Rubrics
Established in Cycle: 2012-2013
The Blackburn Institute is working towards creating and implementing a rubric system for administrators and advisory board members...

For full information, see the Details of Action Plans section of this report.

M 6: Level of Engagement with Programming (Attendance)
Monitors the level of engagement of programming through the documentation of programming statistics including attendance.

Source of Evidence: Activity volume

Target:
The following list includes Blackburn Institute curriculum events for the 2012-2013 academic year and the number in attendance:

- 2012 Student Retreat Day 1 = 30, 2012 Student Retreat Day 2 = 30
- Kick-Off Event = 51
- AL 101: Dr. Hoover = 11
- NS Professional Development Dinner = 17
- Dr. Ray Pate = 86
- Hardman Lecture = 32
- Leadership Lunch: Mike House = 17
- Fayette Travel Experience = 29
- Dr. Hardman Lecture = 32
- Kick-Off Event = 51
- Fayette Reflection = 16
- Hot Topics, Hot Pizza = 17
- Essential Skills Workshop = 16
- Discourse Dinner: Dr. Adams = 13
- Hot Topics, Hot Pizza = 13
- Leadership Lunch: Mike House = 17
- Fayette Travel Experience = 29
- Dr. Hardman Lecture = 32
- Kick-Off Event = 51
- Fayette Reflection = 16
- Hot Topics, Hot Pizza = 13
- Shoals Travel Experience = 29
- Hot Topics, Hot Pizza & Reflection = 21
- Birmingham Travel Experience = 32
- Hot Topics, Hot Pizza = 13
- Alabama Forever = 12
- Winter Symposium = 145
- Senior Night and Officer Elections = 17
- Hot Topics, Hot Pizza = 16
- New Student Reception = 44
- Montgomery Travel Experience = 66
- Montgomery Reflection = 35
- Returning Students Dinner = 22
- Graduation Luncheon = 16
- End of Semester Event = 49

M 7: Level of Engagement with Program (Location)
Monitors the level of engagement of programming through the documentation of programming statistics including location.

Source of Evidence: Activity volume

Finding (2012-2013) - Target: Met
Program engagement data shows that students are being exposed to a location or area with which they were not previously familiar. 33 students attended travel experience programs in a rural area. 66 students attended a travel experience in a metro area (e.g., Montgomery, Birmingham). 29 students attended a travel experience in a mid-size city (e.g., Florence). By offering three different geographical locations in the travel experiences, students are participating in diverse travel experiences which allow them to cultivate social, cultural and global competence.

M 8: Level of Engagement with Program (Topic)
Monitors the level of engagement of programming through the documentation of programming statistics including topic.

Source of Evidence: Activity volume

Finding (2012-2013) - Target: Met
This year's curriculum consisted of approximately 28 events, which were directly related to building social, cultural and global competence.

OthOtm 2: Leadership Development
Students will demonstrate the attainment of improved leadership skills as a result of their participation in programs and activities offered through the Blackburn Institute.

Related Measures

M 9: Positive Change (Post-Event Survey)
Students will indicate agreement with the following statement(s), on a Likert scale: I feel empowered to make a positive change after participating in today's reflection about the travel experience.

Source of Evidence: Evaluations

Finding (2012-2013) - Target: Met
89% of students reported above a 4.0 out of 5.0 in agreement with the statement that they feel empowered to make a positive change after participating in the travel experience. This finding suggests that students may already have been involved in positive change, or that other Institute events are more empowering to them with regard to making positive change. While over half of the students reported wanting to make a positive change, others may not know where to begin.

During the 2012-2013 Assessment Cycle, there was a significant increase with regards to this measure. This can attributed to an increase in staff attention to designing opportunities that allowed for student reflection. As well as the adoption of the Social Change Model of Leadership as part of the Blackburn Institute's curriculum.

M 10: Get More Involved (Post-Event Survey)
Students will indicate agreement with the following statement(s), on a Likert scale: The discussion and dialogue during this reflection about the travel experience encouraged me to get involved or to become more involved with one of the issues we discussed today.

Source of Evidence: Evaluations

Finding (2012-2013) - Target: Met
89% of students reported a score above 4.0 (out of 5.0) in agreement with the statement that discussion and dialogue about the travel experience encouraged them to get involved or to become more involved with one of the issues the group discussed. This finding indicates that students may already be involved with the issues we discussed or that there could be other Institute events that empower them to get more involved with the issues we encountered on the travel experience.
The positive increase in this measure from the 2011-2012 cycle may be attributed to the changes in student curriculum for the Blackburn Institute and additional staff attention to the content of program offerings.

**M 13: Level of Engagement with Program - Lead (Topic)**
Monitors the level of engagement of programming through the documentation of programming statistics including topic.
Source of Evidence: Activity volume

**Target:**
No Target Set

**Finding (2012-2013) - Target: Met**
100% of programs planned for this year comply with the Blackburn Institute curriculum. Each event and meeting focused on improving the State of Alabama and on cultivating leadership and communication in students, fellows, and Advisory Board members.

**OthOtcm 3: Regular Assessment**
The Blackburn Institute will create and implement a curriculum based on the mission of the Institute including regular assessments to measure the desired student learning outcomes.

**Related Measures**

**M 14: Programs with Assessments**
Number of programs/experiences with survey assessments.
Source of Evidence: Activity volume

**Target:**
No Target Set

**Finding (2012-2013) - Target: Partially Met**
This year, the Institute collected assessments on each of the four travel experiences, and at a travel experience reflection meeting held a week after each travel experience.

**Related Action Plans (by Established cycle, then alpha):**

**Pre/Post Assessments**
*Established in Cycle: 2012-2013*
The Institute is working towards the creation and implementation of a pre/post assessment of students’ experiences and development...

For full information, see the *Details of Action Plans* section of this report.

**M 15: Programs with Rubric Assessments**
Number of programs/experiences with rubric assessments.
Source of Evidence: Activity volume

**Target:**
No Target Set

**Finding (2012-2013) - Target: Met**
In the 2012-2013 Assessment Cycle, the Blackburn Institute continued to utilize rubrics for the essay-scoring of new student applicants and Daniel Scholar applicants. The Institute is continuing to develop student development/curriculum progression rubrics to coincide with the redesigned student curriculum.

**OthOtcm 4: Curriculum**
The Blackburn Institute will create and implement a curriculum based on the mission of the Institute.

**Related Measures**

**M 16: Alignment with Goals**
Number of programs/experiences that align with desired curricular goals/outcomes.
Source of Evidence: Document Analysis

**Target:**
No Target Set

**Finding (2012-2013) - Target: Met**
As the Blackburn Institute continues to evolve and improve its curriculum, the administration has targeted individual development, organizational capacity, and cultural and historical understanding of the State of Alabama as its goals. 100% of the curriculum events are in line with these goals.

**M 17: Addresses individual student development**
Number of programs/experiences that addressed individual student development
Source of Evidence: Document Analysis

**Target:**
No Target Set

**Finding (2012-2013) - Target: Met**
For the 2012-2013 Academic year, the Blackburn Institute held the following events related to individual student development:

- Returning Students Dinner,
- Senior Night and Officer Elections,
- NS Professional Development Dinner,
Leadership Lunch: Mike House,
Discourse Dinner: Dr. Adams,
Dr. Hardman Lecture,
Essential Skills Workshop,
2012 Student Retreat,

**M 18: Addressing building organizational capacity and relationships**
Number of programs/experiences that address building organizational capacity and relationships
Source of Evidence: Document Analysis

**Target:**
No Target Set

**Finding (2012-2013) - Target: Met**
During the 2012-2013 academic year, the Blackburn Institute held the following events with the goal of building the organization’s capacity and the relationships that exist within it:
D. Ray Pate
Graduation Luncheon,
Hot Topics, Hot Pizza (4),
Kick-Off Event,
New Student Reception,
Presidential Debate Party,
Winter Symposium,
End of Semester Event

**M 19: Addresses building a historical and cultural understanding of the State of Alabama**
Number of programs/experiences that address building a cultural and historical understanding of the State of Alabama
Source of Evidence: Document Analysis

**Target:**
No Target Set

**Finding (2012-2013) - Target: Met**
During the 2012-2013 academic year, the Blackburn Institute held the following events with the goal of building a historical and cultural understanding of the State of Alabama:
AL 101: Dr. Hoover,
Alabama Forever,
Birmingham Travel Experience,
Fayette Reflection,
Fayette Travel Experience,
Montgomery Reflection,
Montgomery Travel Experience,
Shoals Reflection,
Shoals Travel Experience

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Behavior Rubrics**
The Blackburn Institute is working towards creating and implementing a rubric system for administrators and advisory board members to use while observing student behaviors.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Quality of Student Behavior (Observation) | Outcome/Objective: Social, Cultural and Global Competence

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Director and Coordinator of the Institute
**Additional Resources:** N/A

**Pre/Post Assessments**
The Institute is working towards the creation and implementation of a pre/post assessment of students’ experiences and development. This would include both quantitative and qualitative measures. The assessments would occur upon
selection into the institute and at the end of each semester of involvement.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Programs with Assessments  
- **Outcome/Objective:** Regular Assessment

**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Director and Coordinator
Mission / Purpose

The Blackburn Institute is a network of engaged student and community leaders committed to improving the State of Alabama and the nation.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Social, Cultural and Global Competence
As a result of participating in programs and activities Blackburn fellows will demonstrate social, cultural, and global competence.

Related Measures

M 1: Post Travel New Perspective and Worldview
Students will indicate agreement with the following statement(s), on a Likert scale: Participating in the travel experience exposed me to a new perspective and expanded my worldview.

Source of Evidence: Evaluations

Target: No Target Set

Finding (2011-2012) - Target: Not Reported This Cycle
92% of students reported a score above 4.0 (out of 5.0) in agreement with the statement that the Parrish travel experience exposed them to a new perspective and that it expanded their worldviews. The average score was a 4.2/5.0 in agreement with the statement. These findings suggest that the travel experiences indeed expose students to a new perspective and foster a sense of social, cultural and global competence.

M 2: Differing Values Than My Own
Students will indicate agreement with the following statement(s), on a Likert scale: I was able to make a connection and/or start building a relationship with someone who holds differing values or opinions than me after reflecting on this travel experience.

Source of Evidence: Evaluations

Target: No Target Set

Finding (2011-2012) - Target: Not Reported This Cycle
54% of students reported a score above 4.0 out of 5.0 in agreement with the statement that, after the travel experience, they were able to make a connection and/or start building a relationship with someone who holds differing values or opinions than them. The average score was 3.75 out of 5.0 in agreement with the statement. These findings indicate that only about half of the students perceive that they are able to make a connection or build a relationship with someone different from them after the travel experience. Some of the students may already have had this ability before participating in the travel experience. Because this survey was administered after the first travel experience of the year, students may not have had time for the multiple exposures to different perspectives to sink in. Some students may not have felt that they indeed were any different than those they met on the travel experience and/or those who participated in the travel experience, and thus did not report agreement with the statement.

M 3: Different Perspective (Open Ended Question)
Students will provide specific examples while answering the following prompts on an open-ended survey: In what specific way(s) did today's reflection about the travel experience present a different perspective on an issue, compared to what you thought before attending this reflection event?

Source of Evidence: Evaluations

Target: No Target Set

Finding (2011-2012) - Target: Not Reported This Cycle
92% of students were able to provide a specific example of how the travel experience presented them with a different perspective on an issue, compared to what they thought before attending the travel experience. These findings suggest that the travel experiences indeed expose students to different perspectives and thus foster a sense of social, cultural and global competence.

M 4: New View or Opinion (Open Ended Question)
Students will provide specific examples while answering the following prompts on an open-ended survey: Describe a specific instance(s) during today's reflection about the travel experience that exposed you to a view or opinion different from your own. Share why this was important to you.

Source of Evidence: Evaluations

Target: No Target Set

Finding (2011-2012) - Target: Not Reported This Cycle
69% of students were able to provide a specific example of how the travel experience exposed them to a view
or opinion different from their own and were able to share they this exposure was important to them. One explanation for the fact that less than three-fourths of the students were able to provide a specific example as a response to this question could be that it is so similar to the previous question. The previous question on the survey asks students to provide an example of how they have been exposed to a different perspective on an issue. This question asks them to provide an example of their exposure to a new view or opinion. While more than half of the students were able to analyze and find more depth by providing a second example, not everyone was able to. This inability to complete the question could be the result of deficient critical analysis, or simply feeling that the question was repetitive.

M 5: Quality of Student Behavior (Observation)
Administrators and Advisory Board Members will observe student participation noting tone and quality of behavior and dialogue of students in interactions with community members.

Source of Evidence: Administrative measure - other

Finding (2011-2012) - Target: Not Reported This Cycle

The student officers this year served as very qualified role models of student behavior (e.g., tone of voice, quality of behavior and dialogue) when interacting with board members and members of the community. During travel experiences and during the Winter Symposium, board members observed the consistent professional behavior of the student officers. As for students in the Blackburn Institute, many of them followed the same patterns of professional behavior modeled by the student officers. With some exceptions, observations revealed that students maintain a professional manner while representing the Blackburn Institute both on and off campus. This overall assessment shows a culture of social, cultural and global competence in relating to others from a different age, race, or ethnic group.

M 6: Level of Engagement with Programming (Attendance)
Monitors the level of engagement of programming through the documentation of programming statistics including attendance.

Source of Evidence: Activity volume

Finding (2011-2012) - Target: Not Reported This Cycle

The Blackburn Institute offered many on-campus and off-campus programs that promote social, cultural and global competence this year. Over 800 people attended the guest presentation by Soledad O'Brien, an event that Blackburn co-hosted with Campus Conversations and other student organizations. Over 200 people attended the Winter Symposium, at which Civil Rights Attorney Doug Jones described the 16th Street Baptist Church bombings in Birmingham. Over 20 students attended each of the three on-campus diversity and cultural understanding events that we hosted.

M 7: Level of Engagement with Program (Location)
Monitors the level of engagement of programming through the documentation of programming statistics including location.

Source of Evidence: Activity volume

Finding (2011-2012) - Target: Not Reported This Cycle

Program engagement data shows that students are being exposed to a location or area with which they were not previously familiar. 30 students attended travel experience programs in a rural area. 30 students attended a travel experience in a metro area (e.g., Montgomery). 30 students attended a travel experience in a mid-size city (e.g., Troy). By offering three different geographical locations in the travel experiences, students are participating in diverse travel experiences which allow them to cultivate social, cultural and global competence.

M 8: Level of Engagement with Program (Topic)
Monitors the level of engagement of programming through the documentation of programming statistics including topic.

Source of Evidence: Activity volume

Finding (2011-2012) - Target: Not Reported This Cycle

This year's curriculum consisted of approximately 12 events which were directly related to building social, cultural and global competence.

OthOtcm 2: Leadership Development

Students will demonstrate the attainment of improved leadership skills as a result of their participation in programs and activities offered through the Blackburn Institute.

Related Measures

M 9: Positive Change (Post-Event Survey)
Students will indicate agreement with the following statement(s), on a Likert scale: I feel empowered to make a positive change after participating in today's reflection about the travel experience.

Source of Evidence: Evaluations

Finding (2011-2012) - Target: Not Reported This Cycle

69% of students reported above a 4.0 out of 5.0 in agreement with the statement that they feel empowered to make a positive change after participating in the travel experience. The average score was a 3.8 out of 5.0.
This finding suggests that students may already have been involved in positive change, or that other Institute events are more empowering to them with regard to making positive change. While over half of the students reported wanting to make a positive change, others may not know where to begin.

**M 10: Get More Involved (Post-Event Survey)**

Students will indicate agreement with the following statement(s), on a Likert scale: The discussion and dialogue during this reflection about the travel experience encouraged me to get involved or to become more involved with one of the issues we discussed today.

**Source of Evidence:** Evaluations

**Target:**

No Target Set

**Finding (2011-2012) - Target: Not Reported This Cycle**

69% of students reported a score above 4.0 (out of 5.0) in agreement with the statement that discussion and dialogue about the travel experience encouraged them to get involved or to become more involved with one of the issues the group discussed. The average score was a 3.9 out of 5.0. This finding indicates that students may already be involved with the issues we discussed or that there could be other Institute events that empower them to get more involved with the issues we encountered on the travel experience. While over half of the students reported wanting to get involved with some of the issues facing rural Alabama areas, others may not know where to begin or be willing to invest the time necessary to making lasting change in areas which desperately need the assistance.

**M 11: Tone and Quality of Behavior with Community Members (Observation)**

Administrators and Advisory Board Members will observe student participation noting tone and quality of behavior and dialogue of students in interactions with community members.

**Source of Evidence:** Administrative measure - other

**Target:**

No Target Set

**Finding (2011-2012) - Target: Not Reported This Cycle**

Board members observed very high quality professional behavior (e.g., tone of voice, quality of behavior and dialogue) on behalf of student officers this year and shared this information with the Institute staff. Student officers gave a highly professional (e.g., engaging eye contact, vocal volume, inviting facial expressions) presentation at both board meetings. Student officers were also observed to engage in highly professional interviewing behavior during the selection interviews process. Many Blackburn students follow the lead of the student officers, exhibiting excellent professional behavior on travel experiences and while interacting with community members both on and off campus. In particular, we focused this year on professional behavior such as giving and receive appropriate feedback. This year, students for example wrote very prompt and thoughtful thank-you notes, which can be attributed to the training provided. With some exception, most Blackburn students were observed to take the opportunity to learn leadership and communication skills very seriously. Many Blackburn students expressed gratitude for these opportunities.

**M 12: Level of Engagement with Program (Attendance)**

Monitors the level of engagement of programming through the documentation of programming statistics including attendance.

**Source of Evidence:** Activity volume

**Target:**

No Target Set

**Finding (2011-2012) - Target: Not Reported This Cycle**

Average attendance for the leadership development events ranged between 10 and 200 this year. We were able to offer a vast array of quality programming, thanks to a devoted Institute staff and leadership team. Below is a sampling of the leadership events, and their respective attendance.

- **Overcoming Obstacles to Become a Leader** - Frank A. Nix Lecture by Dr. Benjamin Carson, given at Winter Symposium. 200 in attendance.
- **Leadership in Crisis** - presentation by Jefferson County Manager Tony Petelos, given at Winter Symposium. 200 in attendance.
- **Leadership and Communication Assessment Inventory** – workshop and personal consultations by Leigh Covington of Chesapeake Consulting Inc., given on campus. 40 in attendance.
- **Team Building** – presentation led by Blackburn Student Officers, at the New Student Retreat. 26 in attendance.
- **The Impact of Leadership on the Community** - panel presentation by Dr. Kathleen Cramer, Advisory Board members Don and Bobbie Siegal, Ann Jones, and Tom Patterson, and Blackburn Fellow Katie Boyd Britt, at the Blackburn Fall Kick-Off Event. 50 in attendance.
- **Visionary Leadership in Higher Education** – presentation by Dr. Jack Hawkins, Chancellor of Troy University, given during the Wiregrass Travel Experience. 30 in attendance.
- **Leadership in the State House** – presentation by Blackburn Fellow and State Senator Bryan Taylor, during the Wiregrass Travel Experience. 30 in attendance.
- **The Importance of Giving and Receiving Feedback and Constructive Criticism** - presentation by Caroline Fulmer, Assistant Professor in Consumer Sciences, financial management trainer, and former senior banking executive. 10 in attendance.
- **Character Building: Reflecting on the Parrish Travel Experience** – presentation by Institute Director Dr. Philip Westbrook about how the travel experience exposed students to a new view or opinion. Given on campus. 20 in attendance.
- **Communicating with Community Members in Alabama** – workshop by Dr. Cheree Causey which
taught students to reflect on what they have done (today) that will make our state and nation better and how
the Institute will be stronger as a result of their participation and service. Given on campus. 20 in
attendance.

- **Leadership and Communication** – workshop by Dr. Westbrook about the ideals of the Institute:
diversity of opinion, networking across the generations, call to action, and a lifetime commitment.
Challenges of adversity and privilege were discussed. Given on campus. 20 in attendance.

- **Leader Development: Reflecting on the Wiregrass Travel Experience** – presentation by Dr.
Westbrook about how the travel experience exposed students to a new view or opinion. Given on campus.
15 in attendance.

- **Leader Development: Reflecting on the Montgomery Travel Experience** – presentation by Dr.
Westbrook about how the travel experience exposed students to a new view or opinion. Given on campus.
15 in attendance.

- **Public Speaking** – professional development workshop by John Saxon, given at Winter Symposium. 10
in attendance.

- **Marketing Yourself for Graduate School** - professional development workshop by Corrie Harris, given
at Winter Symposium. 10 in attendance.

- **Marketing Yourself for a Job** - professional development workshop by John Covington, given at Winter
Symposium. 10 in attendance.

- **Community Building** - professional development workshop by VJ Graffeo, given at Winter Symposium.
10 in attendance.

- **Daniel Scholars “Baby Beats” Project** - professional development workshop by Ellyn Hamm, given at
Winter Symposium. 10 in attendance.

**M 13: Level of Engagement with Program - Lead (Topic)**

Monitors the level of engagement of programming through the documentation of programming statistics including
topic.

Source of Evidence: Activity volume

**Target:**

**No Target Set**

**Finding (2011-2012) - Target: Not Reported This Cycle**

This year’s leadership development curriculum showcases a vast array of topics, some of which were
generated by students and all of which were generated for students.

- Overcoming Obstacles to Become a Leader - Frank A. Nix Lecture by Dr. Benjamin Carson
- Leadership in Crisis - presentation by Jefferson County Manager Tony Petelos
- Leadership and Communication Assessment Inventory – workshop and personal consultations by Leigh
Covington of Chesapeake Consulting Inc.
- Team Building– presentation led by Blackburn Student Officers
- The Impact of Leadership on the Community - panel presentation by Blackburn Board Members and
Fellows
- Visionary Leadership in Higher Education – presentation by Dr. Jack Hawkins, Chancellor of Troy
University.
- Leadership in the State House – presentation by Blackburn Fellow and State Senator Bryan Taylor
- The Importance of Giving and Receiving Feedback and Constructive Criticism - presentation by Caroline
Fulmer
- Public Speaking – professional development workshop by John Saxon
- Marketing Yourself for Graduate School - professional development workshop by Corrie Harris
- Marketing Yourself for a Job - professional development workshop by John Covington.
- Community Building - professional development workshop by VJ Graffeo
- Daniel Scholars “Baby Beats” Project - professional development workshop by Ellyn Hamm
- Leader Development in Blackburn Parts I and II – workshops by Dr. Westbrook which oriented new
students to the mission and goals of the Institute.
- Character Building: Reflecting on the Parrish Travel Experience – presentation by Institute Director Dr.
Philip Westbrook about how the travel experience exposed students to a new view or opinion.
- Communicating with Community Members in Alabama – workshop by Dr. Cheree Causey which taught
students to reflect on what they have done (today) that will make our state and nation better and how the
Institute will be stronger as a result of their participation and service.

**OthOtcm 3: Curriculum**

The Blackburn Institute will create and implement a curriculum based on the mission of the Institute including regular
assessments to measure the desired student learning outcomes.
**Related Measures**

**M 16: Alignment with Goals**
Number of programs/experiences that align with desired curricular goals/outcomes.

**Source of Evidence:** Document Analysis

**Target:**
No Target Set

**Finding (2011-2012) - Target: Not Reported This Cycle**
100% of programs planned for this year comply with the Blackburn Institute curriculum. Each event and meeting focused on improving the State of Alabama and on cultivating leadership and communication in students, fellows, and Advisory Board members. See detailed list of curricular events and programs in measure 4.2 and 4.3.

**M 17: Development of Leadership Skills**
Number of programs/experiences that address development of leadership skills.

**Source of Evidence:** Document Analysis

**Target:**
No Target Set

**Finding (2011-2012) - Target: Not Reported This Cycle**
This year, Blackburn hosted 20 leadership development events in its curriculum.

- **Leadership and Communication Building**
  - **Overcoming Obstacles to Become a Leader** - Frank A. Nix Lecture by Dr. Benjamin Carson, given at Winter Symposium.
  - **Leadership in Crisis** - presentation by Jefferson County Manager Tony Petelos, given at Winter Symposium.
  - **Leadership and Communication Assessment Inventory** – workshop and personal consultations by Leigh Covington of Chesapeake Consulting Inc., given on campus.
  - **Team Building** – presentation led by Blackburn Student Officers, at the New Student Retreat.
  - **The Impact of Leadership on the Community** - panel presentation by Dr. Kathleen Cramer, Advisory Board members Don and Bobbie Siegal, Ann Jones, and Tom Patterson, and Blackburn Fellow Katie Boyd Brit, at the Blackburn Fall Kick-Off Event.
  - **Visionary Leadership in Higher Education** – presentation by Dr. Jack Hawkins, Chancellor of Troy University, given during the Wiregrass Travel Experience.
  - **Leadership in the State House** – presentation by Blackburn Fellow and State Senator Bryan Taylor, during the Wiregrass Travel Experience.
  - **The Importance of Giving and Receiving Feedback and Constructive Criticism** - presentation by Caroline Fulmer, Assistant Professor in Consumer Sciences, financial management trainer, and former senior banking executive.
  - **Character Building: Reflecting on the Parrish Travel Experience** – presentation by Institute Director Dr. Philip Westbrook about how the travel experience exposed students to a new view or opinion. Given on campus.
  - **Communicating with Community Members in Alabama** – workshop by Dr. Cheree Causey which taught students to reflect on what they have done (today) that will make our state and nation better and how the Institute will be stronger as a result of their participation and service. Given on campus.
  - **Leadership and Communication** – workshop by Dr. Westbrook about the ideals of the Institute: diversity of opinion, networking across the generations, call to action, and a lifetime commitment. Challenges of adversity and privilege were discussed. Given on campus.
  - **Leader Development: Reflecting on the Wiregrass Travel Experience** – presentation by Dr. Westbrook about how the travel experience exposed students to a new view or opinion. Given on campus.
  - **Leader Development: Reflecting on the Montgomery Travel Experience** – presentation by Dr. Westbrook about how the travel experience exposed students to a new view or opinion. Given on campus.
  - **Public Speaking** – professional development workshop by John Saxon, given at Winter Symposium.
  - **Marketing Yourself for Graduate School** - professional development workshop by fellow Corrie Harris, given at Winter Symposium.
  - **Marketing Yourself for a Job** - professional development workshop by John Covington, given at Winter Symposium.
  - **Community Building** - professional development workshop by fellow VJ Graffeo, given at Winter Symposium.
  - **Daniel Scholars “Baby Beats” Project** - professional development workshop by fellow Ellyn Hamm, given at Winter Symposium.
  - **Leader Development in Blackburn (Part I)** – workshop by Dr. Westbrook which oriented new students to the mission and goals of the Institute. Given on campus at the New Student Reception.
  - **Leader Development in Blackburn (Part II)** – workshop by Dr. Westbrook, which further oriented new students to the mission and goals of the Institute. Given during Montgomery Travel Experience.
M 18: Addressing Improving of the State of Alabama
Number of programs/experiences that address improving the state.
Source of Evidence: Document Analysis

Target:
No Target Set

Finding (2011-2012) - Target: Not Reported This Cycle
This year, the Blackburn Institute delivered 18 curriculum events about improving the quality of life in the State of Alabama. See a detailed list of curricular programming below.

Improving the Quality of Life in the State of Alabama

- Tax Structure in Alabama – presentation by Dr. Gary Hoover of the UA Economics department, given at the New Students Retreat.

- The State of Agriculture in the Wiregrass – panel presentation by ALFA representatives about the peanut, cotton, timber, cattle, and poultry industry, given during Wiregrass Travel Experience.

- The Impact of Military Industry on the Wiregrass – presentations by: Mel Schubert, Plant Manager of Operations at Lockheed Martin; Lt. Col. Christopher Shannon, Commander of Air Force ROTC and Chair of Aerospace Studies at Troy University; and Fort Rucker Army Aviation Museum Director Steve Maxham. Given during Wiregrass Travel Experience.

- Rural Health Care in Alabama - presentation by UA nursing and medicine faculty Dr. Jeanette VanderMeer, RN, Dr. Chelley Alexander, MD, and Dr. Tony Roberson, PhD, PMHNP-BC, given on campus.

- Rural Health Care in Parrish - presentation by UA Capstone Rural Health Center Executive Director Dr. David Jones, during Parrish Travel Experience.

- Community Building in Rural Alabama – presentation by Paul Kennedy, Executive Director of Walker Area Community Foundation, given during Parrish Travel Experience.

- The Role of Community Gardens in Community Building – Local horticulturalist described the benefits of community gardening at the UA Capstone Rural Health Center, given during Parrish Travel Experience.

- Steam Plant Logistics: The Nature of Energy Grids in Power and Energy Production – panel presentation by UA Professor of Electrical and Computer Engineering Dr. Timothy Haskew and Professor of Mechanical Engineering Dr. Clark Midkiff, given on campus.


- Improving Quality of Life in Parrish - panel presentation about the past, present and future of Parris by the mayor, town clerk, and city council members, given during the Parrish Travel Experience.


- The Impact of Information Technology Industry Development in the Wiregrass – presentation and tour by CGI Director George Tarbox, given during Wiregrass Travel Experience.

- Retirement Systems of Alabama: Management and Operations – presentation by the CEO of RSA Dr. David Bronner, given during Montgomery Travel Experience.

- Southern Poverty Law Center: Management and Operations – presentation by the Founder and Chief Trial Attorney for SPLC Morris Dees, given during Montgomery Travel Experience.

- State Treasury of Alabama: Management and Operations – presentation by State Treasurer Young Boozer, given during Montgomery Travel Experience.


- Working in the State House – presentation by Blackburn Fellow Holly Caraway, Chief of Staff to the Alabama Senate Democratic Caucus, given during Montgomery Travel Experience.

- Alabama Legislature Update – presentation by Advisory Board Chair Bill O'Connor and UA Systems Relations Bill Jones, given during Montgomery Travel Experience.

M 19: Address Improving the Nation
The Blackburn Institute provided 8-10 opportunities for Blackburn students, fellows, and Advisory Board members to discuss issues facing the nation. In the fall, over 80 people attended the D. Ray Pate Dinner, which is an opportunity not only to celebrate diversity by awarding the Donald and Barbara Siegal Scholarship, but also allows local students to interact with fellows who live all over the country and are impacting change in the United States. For example, fellow Corey Ealons attended the event and networked with several students about his past work with President Obama and his present consulting work in Washington, D.C. Board members Mike and Gina House attend each board meeting and host students for a Networking in D.C. event each summer. The Frank A. Nix fund affords Blackburn the opportunity to host nationally renowned speakers at Winter Symposium each year. This year, Dr. Benjamin Carson spoke about the health care crisis, along with his overarching message about overcoming obstacles.

**OthOtcm 4: Assessments**

The Blackburn Institute will create and implement a curriculum based on the mission of the Institute.

**Related Measures**

**M 14: Programs with Assessments**
Number of programs/experiences with survey assessments.

Source of Evidence: Activity volume

**Target:**
No Target Set

**Finding (2011-2012) - Target: Not Reported This Cycle**
This year, the Institute collected assessments on each of the three travel experiences, and at a travel experience reflection meeting held a week after each travel experience.

**M 15: Programs with Rubric Assessments**
Number of programs/experiences with rubric assessments.

Source of Evidence: Activity volume

**Target:**
No Target Set

**Finding (2011-2012) - Target: Not Reported This Cycle**
With the help of the Office of Assessment and Planning, the Blackburn Institute is prepared to launch the rubric which accompanies the new, improved curriculum we developed as a team this year. This rubric will be used next year, during each of the pre- and post-interviews conducted with the new cohort at the end of their first year in the Institute. Rubrics that were used this year included the essay-scoring rubric for New Student Selections, and the Daniel Scholars application-scoring rubric.