

the CIVSA WELCOMER

Collegiate Information and Visitor Services Association



Beautiful Denver Museum of Art

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Cherishing the CIVSA Experience!

By Stephen Barnett, CIVSA President
University of Kentucky

As the countdown begins for the 2012 Annual Conference in Denver, I can't help but to think back on the extraordinary experiences I have had attending the CIVSA conferences. I recollect these memories because of my anticipation for this year's conference, to remind returning attendees and to encourage new attendees of the value of soaking up the entire experience. This year's conference is chock full of amazing presentations and discussions that will be very educational and will allow for great learning and motivation. Outside of the educational sessions CIVSA has always had a way of making the conference a complete experience that promotes interaction with other members while also appreciating the hospitality of the host city. To this end, I would like to share some of my fondest memories of the CIVSA Annual Conferences I have attended in hopes that it will trigger some of your own memories and encourage you to fully participate and enjoy this year's conference in Denver.

2005 – Provo, UT – BYU – This was my first CIVSA Annual Conference and my experience began on the shuttle from the Salt Lake City airport to Provo. Along with me on the shuttle ride was an outgoing woman with a Southern drawl that warmed my heart and a smiling, friendly gentleman who had to endure the ride with two Southern folks talking about life back in our “neck of the woods.” Janey Wheeler and Bryan Jue were those two individuals and I couldn't have asked for a better welcoming committee. The conference was highlighted by a dynamic keynote speaker who provided a *Who Moved My Cheese* interactive presentation and by soaking in the beautiful Utah landscape riding a ski lift and having dinner at Sundance.

(Continued on next page...)

2006 – Washington, DC – American U. – While I wasn't able to arrive on the first day of the conference in our nation's capital, I quickly caught up with the excitement of the conference on Sunday. I was finishing up serving my first year as Regional Director and had completely fallen in love with everything CIVSA had to offer me both professionally and personally. Having the opportunity to visit campuses like American and GWU in one my favorite cities in the country was amazing. The conference was definitely topped off with a gorgeous closing dinner while taking the Odyssey cruise along the Potomac River.

2007 – South Bend, IN – Notre Dame – From experiencing the Notre Dame Stadium to visiting Amish Acres, this conference provided a little bit of everything. Troy Selk kicked off the conference with an amazing opening session in downtown South Bend and this was the first year I presented at an Annual Conference. I learned so much from the opportunity to lead a session, but also learning from other members and taking in the variety of campuses in the northern Indiana area.

2008 – Pomona, CA – Cal Poly Pomona – The first memory that jumps into my mind about the 2008 Annual Conference was the heat! Southern California was experiencing record temperatures, but it didn't dampen the great conference we were having. I'll never forget learning about the curriculum that Cal Poly used for elementary school groups to walk them through the history of education in the country, their state and their institution prior to their campus visit. Of course, trips to Disneyland and the Queen Mary provided experiences I'll never forget!

2009 – Boston, MA – Boston U. – My first trip to Boston started off with the very entertaining "Hahvahd Tour." I led my first roundtable discussion in Boston about Town & Gown relationships and learned more from those attending the session than I was able to provide which is an easy thing to find when talking with other members – the knowledge and creative ideas seem to go on forever. Of course, I can't forget the chance to watch the Yankees and Red Sox play at Fenway Park – an opportunity many sports lovers only dream of seeing in their lifetime!

2010 – Lexington, KY – U. of Kentucky - As Chair of the Conference Committee and host of the 2010 Annual Conference, this was our opportunity to showcase our campus and community and I couldn't be prouder of the entire experience. I'll always remember everything from watching the amazed expression on faces as we drove through horse farms to Woodford Reserve to hearing the screams as folks cheered on their horses watching the Belmont Stakes as the sun set over Keeneland Race Course at our closing dinner. 2010 was truly an honor for me and our entire staff at UK!

2011 – San Antonio, TX – They say everything's bigger in Texas and so it was only appropriate that San Antonio hosted our biggest conference ever. I loved learning about topics like the counselor visit programs from Kim and Carol from Bucknell and Ashley from the University of Maryland. We also had a very informative discussion about CRM systems being used at different institutions that has led to continued conversations among members throughout the year. Visiting the Tower of the Americas and exploring the River Walk along with the hospitality of the hosts from the area made San Antonio another experience I'll never forget!

The location of this year's conference in downtown Denver will provide something for everyone and memories that will last a lifetime. I'm already looking at which sessions and discussions I will be attending and I look forward to learning what others are successfully doing to see what we can implement at our institution. Get ready for another amazing CIVSA experience – take it all in and enjoy the moments we have together in the Mile High City!

Best,

Stephen Barnett

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A Conference Update from our Local Arrangement Chairs

Greetings from Denver! We cannot believe that conference is a short seven weeks away. The 70-80 degree weather we are experiencing makes the many exciting "spring" events happening around the city of Denver easy to enjoy! This weekend, the Denver Architectural Foundation is hosting the free annual event entitled "Doors Open Denver". This event is designed to create access, awareness and excitement about the city. Many of the landmarks featured in this year's event are located in the heart of Denver and along the 16th street mall where our host hotel, The Westin Denver Downtown, is located. During conference, you will have the opportunity to explore these locations and many more using the iPhone SCVNGR app or self-guided tour map located in your welcome packet. From the brand new Denver Art Museum to Red Rocks Amphitheater, the city of Denver and the surrounding area feature a plethora of attractions to visit around the city as well as the nearby Rocky Mountain foothills.



Red Rocks Amphitheater is the home to a summer concert series, special events and more.



In addition to non-collegiate attractions, Denver and the surrounding area boast numerous institutions of higher education. Whether you choose to arrive early to conference on Monday, or choose to stay until Friday, campus tours featuring public, private, four-year, two-year, large and small institutions will be offered! We hope that you will be able to join us for one or all of the tours. Make sure to check the website for updates to the conference schedule to plan your visit accordingly. We cannot wait to welcome you to our beautiful state to host an amazing CIVSA 2012 National Conference!

Dnyee' Kayl (University of Denver) & Tiffany Kingrey (Colorado State University - Pueblo)

CIVSA Local Arrangement Chairs

The IRS is giving you an extra day...and so is CIVSA!

Conference registration at the \$400 member / \$500 non-member rate will now end on Monday, April 16th at 11:59PM! On Tuesday, April 17th through May 15th, registration rates will increase to \$450 member / \$550 non-member. Don't delay - join us in Denver!

CONGRATULATIONS to

Stephanie Ruybal (Western State College of Colorado)
Jamie Hansard (Texas Tech University)
Steve Amundson (University of Wisconsin – Madison)
and Mariama Bomey (George Mason University)!

They are the winners of the 2011-2012 Membership Drive! They were entered to win free registration for the 2012 CIVSA Conference in Denver along with 35 other members who actively helped CIVSA grow during the 2011-12 membership drive!

The contest kicked off at the beginning of our membership year in July 2011 and ended January 15, 2012. During this time any member who recruited a new CIVSA member earned one entry in a random drawing for one of four free conference registrations available. The membership drive contest is open to all CIVSA members in good standing with the exception of the Executive Board, Regional Directors and our Association Manager.

This is the third year for the membership drive and according to President Stephen Barnett, "The membership drive has been successful in helping grow our membership. The Executive Board is pleased with the participation level and would love to see more members involved with our membership recruitment and continuing to reach out to people at institutions who are not familiar with the great benefits of a CIVSA membership."

In addition to our winners we also congratulate and thank the following members who helped with membership recruitment this year!

Katie O'Brien
Seattle University

Anna Logan
DePauw University

Ed Parker
Liberty University

Adriana Ramirez-Kubo
Stanford University

Bernadette Lis
University of Michigan

Jessica Erb
Southern New Hampshire University

LaDawn Duvall
University of California, Berkeley

Carol Richmond
Miami University

Evelyn Betancourt-Martinez
University of Texas at San Antonio

Lorena Calderon
University of California, Merced

Dennis McKay
Morehead State University

Jennifer Shoemaker
University of South Carolina - Charlotte

Michael Crook
Colorado State University

Drew Steding
University of Michigan

Katherine Louthan
Maryville University of St. Louis

Angela Taylor
University of South Carolina - Aiken

Jennifer Machacek
Marquette University

Lori Lopez
University of Houston – Clear Lake

Clint Lockwood
Sam Houston State University

Jill Byers
University of Cincinnati

Meghan Westbury
Belmont University

Denise Wellman
University of South Carolina

Kate Steinbach
University of Wisconsin - Madison

Melissa O'Neal
Texas A&M - Commerce

Eloise Alexis
Spelman College

Shirley McCauley
Illinois State University

Nick Missler
Oxford College of Emory University

Penny Brooks
Clayton State University

Tamika Bynum
Earlham College

Matt Weismantel
Rutgers University

Sheryl Cooper
Florida A&M University

Barbara Loftus
Rutgers University

Rahsaan Burroughs
George Washington University

Tedgie Morgan
Southern Illinois University Carbondale

Nancy Franco
Yale University

FUN FACTS FROM CIVSA

In an effort to gain a better understanding of the CIVSA Community, our Research & Assessment Committee conducted a survey earlier this year about members and their institutions. We had responses from 172 individual institutions! If you have not had a chance to complete the survey for your institution, email R&A Chair Beau Benson at bbenson@poly.edu for more information!

And the fun facts:

61% of CIVSA members institutions are public schools

13% of CIVSA members institutions have over 50,000 visitors per years

Did you know that 57% of CIVSA members institutions are in the NCAA Division I?

CIVSA's most popular college sports mascot? It's a tie! Take your pick: the bulldog and the eagle

12% of CIVSA members have tour guide programs with over 100 members

14% of CIVSA member institutions pay their tour guides over \$10 per hour

59% of CIVSA member institutions offer free guest parking

Three preferred enterprise information systems by CIVSA member institutions: 1) PeopleSoft, 2) Banner, 3) In House/Homegrown

Preferred scheduling/calendar software by CIVSA member institutions: 1) Outlook, 2) In House/Homegrown, 3) Google

Sorry single ladies, you may have some difficulty at conference: men only make up 17% of CIVSA.

38% of CIVSA members are under the age of 30!

52% of CIVSA members have been in the field less than 5 years!

WHERE IS CIVY?

**CIVY was last seen at the Illinois Institute of Technology.
Where will CIVY travel next?....**

CIVY is a civet and he is traveling the country to meet CIVSA members. If you find CIVY in your mailbox, continue his adventures by sending him to another member of CIVSA within ten days. Before you drop him in the mail, make sure to take a creative photo of him on your campus. You may also choose to teach him something unique that your office does. E-mail your photo and lesson to web@civsa.org!



CIVSA and THE NCAA TOURNAMENT

CONGRATULATIONS to all our member institutions that made

Special CONGRATULATIONS to Benjamin Toll, The George Washington University, for winning our annual CIVSA March Madness Bracket for the SECOND year in a row! Ben won free registration for our annual conference in Denver for his on-point team selection.



Pictured left: Ben visits New Orleans to celebrate the win with the University of Kentucky Wildcats! Can Ben THREE-peat next year?!

Show Us What You've Got!

A new photo book is being created for the CIVSA Lending Library showcasing the Visitor Centers, Welcome Centers and Workspaces of our member institutions. A similar book created in 2010 is the most requested resource in our library. To be included you just need several high resolution photos of the best aspects of where you work - the inside, the outside, the details that make your space unique. We would also love a photo of your students in their uniforms. The book will be available for viewing at the conference and then will be available to borrow from the Lending Library. **The deadline to submit photos to spengler@umd.edu is Friday, April 27.**



Developing Campus Information and Visitor Services Learning Outcomes Based on the CAS Learning Domains and Dimensions

By Matthew Weismantel, Rutgers University, Senior Director, Campus Information Services
CIVSA CAS Director and Chair of CIVSA Standards Committee

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In recent years discussions within higher education have focused increasingly on the need to assess student learning within campus programs and services (Bresciani, Zelna, & Anderson, 2004; Keeling, 2004; Upcraft, 2003) so that all of our institutional resources are being used in the education of the student. As higher education has become increasingly concerned with assessment of learning outcomes, so should those who administer campus information and visitor services programs. Measuring learning outcomes can help demonstrate that campus information and visitor services programs are in sync with an institution's goals and mission, support the development of the whole student, and can be significant contributors to the broader goals of higher education (Bresciani et al., 2004; Council for the Advancement of Standards, 2009). In an effort to assist members within his professional organization on this important topic, Dr. Dan Bureau, CAS Director for the Association of Fraternity Advisors (AFA), put together an informative article for the Summer 2011 edition of their publication *Perspectives* entitled "Why Reinvent the Wheel?" I have used his work as a "road map" for this article, but with a focus on the specific issues and concerns of the campus information and visitor services field.

Making conference presentations on self assessment over the years, I have often been faced with the question "what should students who are involved with campus information and visitor services programs learn?" It is important to note that there are two ways in which students are impacted by campus information and visitor services programs:

- students, both current and prospective, use the programs
- students are employed by or volunteer as part of the program

Within our reporting units and across our institutional organizations, we often work in silos and it is always important to remember that the campus information and visitor services experience is only one area in which our students experience the institution. As stated by Dan Bureau in his article, and reflected in the arguments of a number of experts, higher education has a collective responsibility to promote learning across all areas of students' experiences (Kuh, G., J. Schuh, E. Whitt and Associates 1991; Keeling, 2004; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005) and to provide programs and services that encourage the achievement of these outcomes. To demonstrate how specific functional areas across higher education can accomplish shared learning outcomes, the Council for the Advancement of Standards (CAS) has developed six learning domains. These domains consist of dimensions that provide opportunities to further demonstrate important aspects of student learning, growth, and development. CAS (2009) calls on each program and service to provide evidence of its impact on the achievement of student learning outcomes. I hope through this short article to provide a review of these domains and dimensions from the perspective of campus information and visitor services programs and operations. I also hope to present ways that the CAS domains and dimensions can be used to develop and write useful learning outcomes.

Knowledge Acquisition, Integration, Construction, and Application

The first domain presented by CAS places emphasis on students gaining, understanding, and using knowledge, all of which have been the key focus of education since the time of Aristotle. Dimensions of this domain are "understanding knowledge from a range of disciplines, connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life" (CAS, 2009, p 26.).

The very nature and mission of campus information and visitor services programs encourage knowledge acquisition, integration, construction, and application. This is true whether an inquirer is investigating the school as a possible educational choice, requesting information or referral on an academic or student life matter, or through a student receiving training and providing services as an employee or volunteer.

It is vital for those who work in campus information and visitor services to consider in the development of their specific services how knowledge acquisition, integration, construction, and application might occur and can be enhanced and encouraged. An example of a campus information and visitor services initiative that reflects the connection between program participation and cognitive development is the interaction between a well trained and highly engaged student campus tour guide with a prospective student and family in search of information and "best fit" educational opportunities.

Cognitive Complexity

The second CAS domain focuses on students exploring diverse perspectives and reasoning. Cognitive complexity emerges when students are forced to examine various perspectives and determine an opinion or stance on an issue (Evans, Forney, DeBrito, Renn, & Patton, 2010). Successful learning is indicated by students acknowledging and perceiving nuances and subtle differences in thoughts and opinions. Dimensions of this domain include, "critical thinking, reflective thinking, effective reasoning, and creativity" (CAS, 2009 p 26).

Students in campus information and visitor services programs experience conditions and interactions that force them to examine diverse perspectives every day. These conditions may be with other members of the program as they seek to provide the most useful and accessible services or through interactions with inquirers and needing to understand their question or concern and get them the best information or make the most successful referral. The increasing demands of a global economy, makes it necessary for students to develop the broadest perspectives possible. Campus information and visitor services can help foster the development of cognitive complexity in our students so as to help them gain insight on the critical issues facing our world. Conversations, training and skill development opportunities that campus information and visitor services professionals have with student employees and volunteers can advance students' thoughts about issues and expand their cognitive complexity. Creating conditions that allow students to reflect and reason, perhaps in the role of overseeing a team of information and referral specialists, are pivotal to ensuring that students leave our institutions understanding how to explore diverse perspectives and use this ability to help others respond effectively to common situations.

Intrapersonal development

Becoming more aware of and integrating personal values and self-identity are critical life skills and a basic condition of leadership. Of course this is often easier said than done, as Benjamin Franklin observed: "There are three things extremely hard, steel, a diamond, and to know one's self." The intrapersonal development domain is particularly important in the development of successful leadership abilities and skills through self-awareness, self regulation and self-motivation. Central to many student development theories is explaining the process of identity development as students move through higher education (Evans et al., 2010, Chickering, & Risser, 1993), which itself is focused on developing intrapersonal competence. Dimensions in this domain are, "realistic self appraisal, self-understanding, self-respect, identity development, commitment to ethics and integrity, and spiritual awareness (CAS, 2009, p 26-27).

Critically important within campus information and visitor services programs is a clear understanding and commitment to ethics and integrity. In our roles as gateways to our institutions and providers of critical information and referral to the campus community, campus information and visitor services must exhibit high ethical standards and integrity and should carefully consider and assess the extent to which student employees

and volunteers develop, refine, and demonstrate these dimensions in line with those espoused by our programs.

Information and referral services programs provide opportunities for employees and volunteers to increase their empathy and altruism along with self-esteem and self-awareness within the helping environment. Campus information and visitor services professionals should consider how they can use student development theory as a foundation for the educational experiences they can create within their programs to promote intrapersonal development both for prospective and current students.

Interpersonal competence

Individuals must be able to interact with other people, be self-aware and build strong, lasting, mutually beneficial relationships (Bilanich, 2007). It is particularly important for students to interact across differences, because as Bureau (2011) pointed out "they will be entering a competitive global economy and students must leave college with the competence to contribute to and lead a team" (as cited in, Komives, Lucas, & McMahon, 2007). To develop and understand this area it is vital that students are able to collaborate in the development of program and service goals. Specific dimensions in the interpersonal competence domain include, "meaningful relationships, interdependence, collaboration, and effective leadership" (CAS, 2009, p. 27).

Campus information and visitor services programs are dependent on strong interpersonal competence for their success; interactions with others are at the core part of our mission as a functional area. Therefore, campus information and visitor services programs are often well positioned to contribute to this learning domain. It is vital for those who lead and oversee these programs to assess how interpersonal skills are strengthened as a result of students interacting with inquirers interested in obtaining information about our communities, or with fellow employees and volunteers. Professionals in campus information and visitor services may want to look at how students' self perceptions of these interpersonal skills, including resolving conflicts in a positive manner and adapting their behavior according to others needs, have increased or have become enhanced as they progress through their organizational structure and graduate from the institution.

Humanitarianism and Civic Engagement

To be an active participant in our global society, individuals must be committed to serving others according to Dan Bureau. He continues by pointing out that "service toward others can bring together diverse individuals committed to a shared cause of improving the world" (as cited in Jacoby, 2009) Assisting students to understand and exhibit humanitarianism and civic engagement has long been an important part of higher education and of obtaining a liberal education. Dimensions of the humanitarianism and civic engagement domain are, "understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility" (CAS, 2009, p. 27).

Campus information and visitor services programs are, at their core, "helping" operations, although the influence of this experience on learning for student employees and volunteers has not been well documented. Therefore, this is an area that is primed for further assessment and investigation of student learning. Equally important to providing a helping environment is creating opportunities for students to learn and reflect on their experiences as part of the campus information and visitor services. Talking to students about their daily experiences and interpreting perceptions of what they have seen and learned could be a highly productive assessment priority. Additionally, the engaged and involved students connected with the highly visible services of a campus information and visitor services programs should be encouraged and provided opportunities to conduct service activities and develop partnerships to participate with campus service initiatives with the goal of encouraging and promoting further learning.

Practical Competence

It is of importance that we consider how students learned basic life skills in handling the problems and questions encountered on a daily basis through the programs, services and environments constructed within our campus communities including within the campus information and visitor services functional area. CAS (2009) provides the domain of practical competence to reflect the collective goal of a student developing the wherewithal to be a successful and healthy adult. Specific dimensions of this domain include, "pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life" (CAS, 2009, p. 27)

Operations of a successful campus information and visitor services program require many of these skills but those committed to working with students within our operations must be intentional in helping students learn the skills necessary to be successful. Programs and services should place emphasis on developing practical competence with training opportunities and structured educational experiences. These may include requirements for leadership education involving critical thinking and values clarification before assuming a new organizational position or providing clear connections between a student's campus information and visitor services experience and their longer term career goals, development and work life. Professionals must be concerned with and therefore assess the extent to which our programs have successfully helped students develop practical competence.

Developing Quality Learning Outcomes

With the help of Bloom's Taxonomy (Bloom, 1956),

Knowledge	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state
Comprehension	classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate
Application	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write
Analysis	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test
Synthesis	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write
Evaluation	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value

it is possible for campus information and visitor services professionals to develop workable student learning outcomes and develop direct and indirect methods to assess student success. Developing solid learning outcome requires the use of a simple formula: As a result of (some event), (a student population) will be able to (insert Bloom's Taxonomy verb) (an aspect of the CAS learning domain) (Bureau, 2011).

(Continued on next page...)

Using the practical competence domain and the communicating effectively dimension:

- As a result of the operational training program, student employees and volunteers will be able to explain and summarize clearly or make accurate referrals regarding complicated institutional processes for inquirers.
- As a result of attending a campus tour hosted by the Campus Information and Visitor Services Center, prospective students will be able to articulate introductory information about the institution on one or more issues.
- Students who are employed for one year with Campus Information and Visitor Services will be able to describe one or more leadership communication styles and how they can impact organizational development.

Once learning outcomes have been developed, campus information and visitor services leaders can develop simple methods to assess the extent to which they were accomplished (Erwin, 2001, Strayhorn, Creamer, Miller, Arminio, 2006). For example, after training, the professional can include a final activity that simulates interaction with an inquirer and assesses the student employee or volunteer's ability and success in responding to set of typical questions. Or following a tour experience, randomly selected participants could be asked to complete a short survey instrument assessing what they learned about the institution and how they will use this to compare and contrast with other institutions.

Conclusion

Campus information and visitor services programs, with our high visibility operations and impact on perspective community members and our often large contingent of student employees and volunteers, must try to contribute effectively to the development of the whole student and the broader goals of higher education. As argued in this article, and supported in the work of CAS, campus information and visitor services programs must place a premium on the goal of student learning within our operations. Although some examples have been provided there should be no need to present new student learning concepts specific to the campus information and visitor services experience. Student learning concepts that already exist throughout higher education, and clearly presented within the CAS Standards, should be sufficient for the campus information and visitor services programs. This short article has hopefully provided an overview of the six CAS learning domains, clarifying and further explaining the specific dimensions of these domains that could be areas of focus for students interacting with, employed by, or volunteering with campus information and visitor services programs. Using these domains and assessing the extent to which they are enhanced and or encouraged by the campus information and visitor services experience, those involved in this functional area can feel empowered to consider methods to ensure quality learning experiences and support the overall growth and personal development of the students we serve and interact with on a daily basis.

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A copy of the CAS Campus Information and Visitor Services Standards and Guidelines is available on the CIVSA website at <http://www.civsa.org/cas/> .

To obtain personal copies of these other publications you can visit <http://www.josseybass.com>, <http://www.cas.edu> and <http://www.amazon.com> or look on the web for articles or publications that may have been posted by the professional association.

Special thanks to Scott Beesley, College Student Affairs Graduate Intern at Rutgers University Campus Information Services, for his attention to detail in helping me complete the final editing of this article.



Member Profile

Patrick Gabriel Lorenzo, Saint Mary's College (California)

In the CIVSA Communications survey, several members suggested a "get-to-know-other-members" or "get-to-know-the-Board" feature for the Welcomer. This is the ninth; look for more profiles of other members in the future issues.

Job Title: Senior Assistant Director of Admissions for Campus Visits

What are your major job responsibilities? As "Director of Homeland Hospitality", I oversee the day-to-day management of our Visitor Center, 19 student ambassadors (25 next year!) who run our front desk, schedule a variety of appointments, perform campus tours and deliver campus concierge services. I also manage our major prospective visit programs and recruit in a local territory.

How long have you been in the information/visitor services world? Almost five years.

When did you join CIVSA? Unofficially in 2008 when the conference was last hosted in Region One (Pomona, Ca), but formally in June 2009 when I moved to my current role.

How many CIVSA Conferences have you attended? 3 - Pomona, Lexington, and San Antonio. Four by this June!

How many items are on your current to-do list? Wow, which to-do list? I have three at work, three for myself at home and one for my business. I have seven to-do lists so that gives you a sense of my "to-do" list. I am happy to report that one "to-do" list at home will be completed when I finish my graduate program at the end of the month!

What is the most fun thing that your office does? I started the tradition of purchasing music birthday cards for our student ambassadors. I spend a considerable amount of time in the birthday card section finding the "perfect" one. Every time we celebrate it, I think the other staff members may enjoy finding out the music I selected even more so than the birthday person (though they still appreciate and enjoy what I choose). Lots of laughter and smiles in the room. When I can I bake 9 x 13 customized cakes too.

What is a typical day like at your job? Most of my day is like being a General Manager at a four star hotel (we're working on that fifth star at the visitor center) and Starbucks Shift Supervisor (managing a four shift schedule between 8:30 - 4:30 with three students ambassadors on each one is quite the experience). Somewhere in there I am also a College Delegate (as our Dean likes to say "we represent, we don't sell") where I do my admissions piece as well as coordinate programs too.

What is your best piece of advice for other CIVSA members (about student training, customer service, unique traditions, your website, or anything!)? Empower your student workers to be leaders in the visit experience. Student ambassadors are "storymakers" who produce and create personalized experiences for your guests. They don't just tell the story of your college, they live it, perform it and represent it.

What is your favorite part of working in visitor/information services? The opportunity to give the gift of a personalized visit experience. Though difficult at times, I love both the challenge and appreciation I receive from surpassing the expectations of our guests, especially when I have family members who go out of their way to acknowledge something one of my students has done. Nothing beats that in this line of work and it's the reason I love working with students at a college.

Welcome New Members!

Region I

Andrew Garcia

Community College of Denver
Denver, CO

Nancy Martinsen

California State University - East Bay
Hayward, CA

Miranda Niemoth

Santa Clara California
Santa Clara, CA

Region II

Erik Carretero

Maryville University of St. Louis
St. Louis, MI

Marquel Wheeler

Palm Beach Atlantic University
West Palm Beach, FL

Amy Weeks

Palm Beach Atlantic University
West Palm Beach, FL

Region III

Michelle Johnson

Bellarmine University
Louisville, KY

Nate Lech

Clarke University
Dubuque, Iowa

Amanda Alexander

Indiana University
Indianapolis, IN

Richard Holdaway

Indiana University
Indianapolis, IN

Region IV

Robin Parker

Harvard University
Cambridge, MA

Region V

Danielle Vacha

University of Calgary
Calgary, Alberta