

Humboldt State University

Enrollment Management and Student Affairs

Dean of Students

Student Engagement Leadership

Student Engagement and Leadership Mission Statement

Mission Statement

The mission of the Student Engagement and Leadership Department is to create and encourage vibrant, inclusive and welcoming campus community, promote the exploration of one's passion, and foster a sense of belonging for HSU students. We do this by providing support to student clubs and student-led programs, intentional programming, leadership training and education, and opportunities for volunteerism and service learning.

Related Items

1: Enhance the learning experience

Description of Goal

To create an enriching environment that enhances a student's learning experience.

1A: Student Learning

Type of Outcome: Student learning outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application

Description of Outcome

SEL will identify and understand which programs and services have a high impact on student learning.

Measurement Strategy: Survey, Existing Data

Assessment Method

SEL will gain baseline data regarding this outcome by using participation information from SEALS programs. SEL will collect participation data from SEALS programs to garner information about programs and services by surveying SEALS programs.

Results of Assessment

We created a preliminary survey that will be reviewed, revised and distributed next year.

-  SEALS Survey

Conclusions

SEALS began by creating questions and identifying areas of interest for the survey. Our intention is to gather information concerning the following areas: participant demographics, professional development for student leaders, funding and outreach/recruitment of student leaders. We found that some of the staff responded to an email prompt with partial demographic information. We didn't receive enough responses due to the time of the year.

In the future, we plan to review, revise and distribute an actual questionnaire that will allow us to garner more information about participants, what they are learning and how they are being supported.

1: To coordinate program site options and volunteer placement opportunities

Description of Goal

To coordinate program site options and volunteer placement opportunities that reinforce experiential learning.

1.1: Challenge

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

At least 85% of Volunteers completing a semester of service through a YES program will indicate that their placements provide opportunities to gain insights and challenge their understandings about themselves, others and/or society

Measurement Strategy: Evaluations

Assessment Method

Volunteers & directors will be given separate evaluations at the end of each semester.

- [YES End of Semester Director Evaluation](#)
- [YES End of Semester Volunteer Evaluation](#)

Results of Assessment

VOLUNTEERS

Based on anonymous end of semester volunteer evaluations, we have exceeded our goal in this area. Over 95% volunteers who completed the survey in both Fall and Spring semesters scored themselves between 6 and 10 on a ten point likert scale thereby indicating agreement with the statement that they had gained insights about themselves and others. 88% indicated their understanding of themselves and others was challenged. In fact, over half of all volunteers surveyed strongly agreed with the statements, by selecting a 9 or 10 on the likert scale. (See attached charts for data.)

Of the 16 responses in Spring 2015 that indicated either a low score in insight or challenge only 3 of them indicated low impact in both areas. There was no clear pattern of program or year in college.

Here are a sample of some of the comments students made on the evaluation:

- *I have held many stereotypes on incarcerated youth. I am more powerful than I thought when it comes to making changes.*
- *I have come to accept people and in turn myself a lot more.*
- *I have learned how to professionally interact with youth and specifically foster youth.*
- *It made me realize I am going to be the perfect elementary ed. teacher*
- *Before Homelessness Network, I had barely thought about the homeless, except for in the stereotypical manner, and I certainly never considered the stark reality of homeless children. Truly life-changing.*
- *That even through simple kindness I have the ability to leave a lasting impression.*
- *I don't really feel as if my understanding of myself has been challenged. I feel very at peace with what I have learned about perspective taking though.*
- *Service has exposed me to many aspects of society outside of my bubble. I have learned so much about how people think.*
- *I got to know myself on a level I never knew existed.*
- *I worked with kids before this a lot, so I didn't learn anything new.*

DIRECTORS

All 23 directors who filled out the End of Semester evaluation indicated at least a 3 on a 5 point likert scale that they had opportunities to gain new insights and challenge their understandings of self/other/society. 17 directors (74%) strongly agreed with a score of 5.

Comments:

- *We learn a lot more about our population when directing and preparing for workshops.*
- *Seeing my volunteers and participants transform during this semester has really made me dive deeper into our program topic and has created immense meaning!*
- *As a volunteer I saw this, but as a director I was basically just concerned more with making*

sure my volunteers got the opportunity to get service.

- *This experience as a director has forever changed me! After this there is no possible way I couldn't continue volunteering in other ways in my community.*
- *Trying to invite community members to take part in my program has showed me the challenges on their end and my failures have showed me the challenges on my end.*

-  [Director End of Semester Evaluation Results Spring 2015](#)
-  [Volunteer Evaluation Results Fall 2014](#)
-  [Volunteer Evaluation Results Spring 2015](#)

Conclusions

It's significant that over half of the volunteers and all of the Spring semester directors who finished the semester and filled out the survey indicated that they had strong experiences of insight and challenge. For volunteers, the combination of reflection in weekly meetings with ongoing experiences in the community, often with populations and or situations that the volunteers have never experienced before, is a solid structure to facilitate this learning.

Directors continue to be challenged at their level of organizing volunteers and service. Clearly YES is a good model for provide students with opportunities to gain insights about themselves and others and challenge their understandings of themselves, others and society.

1: To grow and develop student-centered clubs and organizations

Description of Goal

To create and facilitate opportunities to grow and develop student-centered clubs and organizations.

1A: Identify Resources and Opportunities for Clubs

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

The Clubs and Activities Office will identify the resources and opportunities which help student clubs grow and develop.

Measurement Strategy: Existing Data, Evaluations, Tracking

Assessment Method

State what you are trying to measure.

We are trying to gain baseline data about the resources, support and opportunities we provide students. In particular, we are looking at the number and the demographics of the students.

List the criteria for success and they type of data to needed.

- Criteria for success
 - tracked all students at events
 - tracked all students coming through the clubs and activities office
- type of data needed
 - Number of students attending club events and programming
 - demographic data of students at events
 - number of students utilizing resources and services in clubs office

State your method and your tool for collecting the data.

We will be using the "Office resource assessment" for identifying the resources used and frequency of use in the clubs office. This is tracked by the clubs office student staff during their shifts and then entered into survey monkey for data breakdown.

For events, we will track with a sign in sheet and post event evaluations. Ultimately, we are hoping for a computer and scanner to get better demographic information of the students attending events. Attached we have included the sign in sheet we utilize to track staff, student and community members attending events.

-  [Event SIGN IN boxes](#)
-  [Office resource assessment](#)

Results of Assessment Demographics

We were unable to assess the demographics of the students who utilized our resources since we were not able to purchase a laptop with a scanner to give us access to self identifying demographics.

In regards to the student population breakdown who are in student organizations, you can see that attached in the Pivot Table excel 14-15. This is helpful to understand the demographics of our students and their involvement in clubs.

Office Resources

What the data tell you

Below is a breakdown of the numbers in regards to several different resources we provide. In this section we will talk about different forms that are utilized (food permit, event applications, chalking/staking form and tabling forms), grants (travel and event) and various other resources.

Event Applications

332 event applications submitted through our office
September: 35 approved
October: 30 approved
November: 26 approved
December: 22 approved
January: 15 approved
February: 39 approved
March: 42 approved
April: 52 Approved
May: 16 approved
Pending (didnt finish approval provess): about 49
Denied: about 6

Event Grants

28 clubs and activities grants were allocated to student groups
Total grant allocation was about \$20,092

Travel Grants

33 clubs were allocated funding for travel and conferences
The estimated total allocation as \$22,500

Office Staff tracking

This section is where the office resource assessment was utilized. Our student staff were tracking what resources students came in for during their shifts. This data is not completely accurate because when it was really busy, our staff struggled on tracking what resources were being used. We noticed there was a discrepancy between the number of forms we have on file and the number of people who came in for forms that were tracked by our students. Additionally, early on in the first semester, we stopped being responsible for "food certification". Instead, we worked with risk management to have students complete food permits. That is the reason the number is so low. In the future, we will hopefully have an easier process for our students to track so our data is more accurate

Grants (travel/event) questions: 212
Banner Maker: 176
Key Tabling: 735
Key Storage: 186
Copies: 68
Phone Calls: 36
General Questions: 462
Forms (other than grants): 478
Food certification: 12
webspace/email info: 58
to see kayla: 182
to see molly: 489
supplies checkout: 249
Mailbox: 256

Forms Completed

Below are 3 forms that our office processes. The number refers to the number of forms we have on file, not necessarily the number that were distributed or started.

Tabling forms: 182 completed
Chalking/staking forms: 134 completed
Food permits: 110 completes

Were your outcomes achieved and is there anything missing?

For this component of the assessment, I feel like we achieved our outcome. We have identified which resources are heavily utilized, although, I would like to have a more structured way of tracking for next Year. Some data that we are missing is the breakdown of what forms people are coming in for and more exact data of which times of the day are the busiest.

Program Attendance

What the data tell you

We tracked 4 events that were directly related to building student success in the management of a club or organization. This includes the adviser orientation in the Fall, the two (2) large club orientations in the fall (which included title IX and anti-hazing training), the anti-hazing and title IX training for Greek organizations and the Spring Clubs fair.

Adviser Orientation (in person): 41 RSVP

Clubs Orientation: 199 student leaders at 2 orientations beginning of the year

Anti-Hazing and Title IX training: 131

spring Clubs fair: 75 organizations tabling on the quad and over 100 groups registered

Were your outcomes achieved and is there anything missing?

Our outcomes were partly achieved. We are missing data from our fall clubs fair and the makeup orientations. We can assume that any club that is active currently has either attended one of the 2 fall orientations or a makeup orientation, but next year we will track which ones do which.

Additional Programming not related to Club Success

The below information is not directly related to this goal but it is good to have for reference so a full understanding of what the clubs office provides is available.

- Muddy Mic nights each Friday night from 8-11pm.
 - Since hiring a student staff, we have expanded the outreach of the event. We now have clubs coordinating with the event including The Super Smash Brothers video gaming group.
 - Attendance since new student programmer started has been between 15-60 people at Muddy Mic night event
- Homecoming Pep-Rally
 - over 200 people in attendance
- Halloween movie marathon
 - 150+ people in attendance
- HSU Talent Show
 - Over 100 people in attendance and 8 performers
-  [Pivot Tables 14-15](#)

Conclusions

Meaning of results and what have we learned

The purpose of this assessment was to create a baseline understanding of what services/resources we are providing and the overall usage of those services and resources. This assessment has shown that we have a large variety of resources and services we provide students. This data will help us to gauge our overall usage in the future so we can determine where our energy should be focused. In particular, some of the resources that were the most utilized were forms (more breakdown needed), visits with Molly (clubs coordinator), Keys for tabling/storage, General Questions (more breakdown needed) and event applications. It

also has helped us identify some areas that may have room for educating/advertising to students so we can increase the use.

Was the outcome achieved

This outcome has been partially achieved. There are still several areas for which we would like baseline data. We would like a breakdown of the demographics of people using our resources and, in particular, what is being used. Also, we should be tracking what items are being rented so we can identify the need to replenish or purchase more items. For future assessments, we feel that the data has given us a strong starting point.

Implications of results to future changes

This assessment has provided baseline data, That allows us to look at individual data sets related to varying departmental opportunities. For example, we will be assessing what forms people are using and also trying to identify commonly asked questions so we can better train student leaders in the future by developing an easy access resource guide. This baseline data will assist in identifying where our energy and time should be focused. For example, one of the reasons clubs come to our office is for event approval. We need to figure out a way to streamline the event application process so we dedicate more energy to club events.

2: To facilitate opportunities to connect learning and service

Description of Goal

To facilitate opportunities for students to connect learning and service.

2: To provide opportunities for students to explore their leadership potential

Description of Goal

To provide diverse opportunities for students to explore their leadership potential in safe and inclusive environments.

2A: Impact of leadership development through employment

Type of Outcome: Student learning outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application, IC: Interpersonal Competence, ID: Intrapersonal Development, PC: Practical Competence

Description of Outcome

The Clubs and Activities office will identify the impact on leadership development through employment with the Clubs and Activities Office

Measurement Strategy: Observation, Focus Group

Assessment Method

what you are trying to measure

We are trying to measure how employment within our office affects our front desk student staff's leadership development.

List the criteria for success and they type of data to needed

In order to achieve this outcome we will have to determine identify the student staff knowledge of office process and procedures, their comfort level answering questions and their overall involvement with the campus community. If their is an increase in all 3 areas from when they began working in our office to the end of the year, we will have been successful in achieving this outcome.

State your method and your tool for collecting the data

The tools that we are going to use for collecting data will be through focus groups with the student staff and observation of the students in the work space. We may also gain additional insight with one on ones with student staff and an end of year evaluation (see attached). Through these different methods we will hopefully gain a thorough understanding of the impact of employment on the students leadership development.

-  [Student staff Self-Evaluation](#)

Results of Assessment

Knowledge about processes and procedures

what the data tell you

Through staff meetings and professional staff observations, our staff appeared more comfortable with processes and procedures by the end of the academic year than when they first began. When doing the departmental assessment using the CAS standards, the student staff expressed frustration with club leaders and their ability to not understand policies and procedures. They also expressed frustration with the inconsistency with enforcement of policies. For example, a student submits an event application late and the event may get approved by the clubs coordinator. One major struggle we had this year was that processes and policies were in flux. Since a new clubs coordinator came in and a lot of things were changing within the department, the students were having to learn new policies or may not have been informed of the changes at all. An example of this was when certain events needed insurance, the students were not made aware of this as a new component of event approval. One additional thing the students expressed were lack of training on procedures. Veteran staff expressed that they like when they could train with other student staff in addition to the professional staff. The new staff this year did not get an opportunity to train with veteran staff outside of the beginning of the year staff orientation. Certain veteran student staff expressed frustration with how we allocated tasks because we would assign more work to veteran staff because we felt more comfortable with their ability to complete the tasks. Despite the changes, most of the staff had improved on their knowledge of process and procedures.

Were your outcomes achieved and is there anything missing

I do not feel like the outcomes were adequately assessed. We did informal personal

assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Comfort answering questions

What the data tell you

This component was assessed through observation. Several of our students felt more comfortable answering questions at the end of the year than at the beginning of the year. One thing that was expressed during one on ones is that they wish they were given more opportunity to answer questions before professional staff jumped in to answer. A few staff members felt comfortable answering questions, but did not always give the correct response. This could be because there were several process changes this year or due to inadequate training. The students also expressed how they were unable to answer certain questions (ex: questions about travel grants) because there would be only one person in the office who was familiar with it.

Were your outcomes achieved and is there anything missing

I do not feel like the outcomes were adequately assessed. We did informal personal assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Involvement outside of office

What the data tell you

All of our student staff have increased their involvement within their clubs/organizations or other campus departments since they have started working for our office. Several took on leadership roles in their student organization, one applied to be a RAMP mentor and one a peer health educator. They expressed that they were better able to support their student organizations and keep them informed of processes through working with our office.

Were your outcomes achieved and is there anything missing

I do not feel like the outcomes were adequately assessed. We did informal personal assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Additional Data that is not directly related to outcome

This year we hired 3 student programmers. These staff were not taken into consideration with this outcome since they were not the initial target population. The population we were assessing were our front desk staff, but these 3 individuals have taken on a leadership role in the programming that our office provides. Below are some ways that their employment has impacted their leadership role.

- Increased attendance at Muddy Mic Nights through club collaborations
- Created a gaming night for students who like super smash brother video game
- Introduced Monday night trivia night
- Held an HSU Talent show and had over 100 people in attendance and 8 different performers
- Provided support and entertainment for Spring preview plus event. Invited 6 groups to perform for spring preview plus (facilitated 3 hours of programming for over 140 people)

Conclusions

Meaning of the results and what you have learned from your assessment

This outcome was not adequately assessed because we did not do both a formal and informal assessment of the student staff as a whole and individuals. Although, we can still redeem meaning from the one on ones and group assessments. I have learned that the students want more autonomy in their role and want to be able to learn from each other in addition to the training they receive from the professional staff. They also want to be informed of when processes and procedures change. They also want to have a better understanding of both the clubs coordinator's role and the Administrative support coordinator so they can refer people to them for the questions they are unable to answer.

Was the outcome was achieved

I do not feel like the outcomes were adequately assessed. We did informal personal assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Implications of your results as it related to future changes

In the future, we should do more cross training of our student staff so they can learn from each other. This may also assist with their comfort level answering questions in regards to certain staff specialties. We also need to work on our transparency of changes within the department and keep them informed of things they should expect. We should also do more leadership and team building activities so they feel comfortable with each other.

2B: Impact on leadership development through leadership Series

Type of Outcome: Student learning outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application, HCE: Humanitarianism & Civic Engagement, PC: Practical Competence

Description of Outcome

The clubs and Activities Office will identify the impact on leadership development through involvement in the leadership series events

Measurement Strategy: Survey, Focus Group, Evaluations

Assessment Method

State what we are trying to measure

We are trying to assess a few different aspects of our leadership series and it's affect on our student's leadership development. We want to measure the number of students who attend the programs, the student's satisfaction with the programs and the demographics of the student's who attend the programs.

Criteria for success and they type of data to needed

In order to be successful we need to track attendance at all our programs. Ideally this tracking will be done utilizing laptops and swipers so we can determine the demographics of the students who attend and the number who attend. We will also need a post event evaluation to determine the students satisfaction with the event and the knowledge gained.

Method and tool for collecting the data.

Our method for collecting data will be post event evaluations (see Andrea Gibson Assessment and Nina G assessment below), tracking sheets (see event SIGN in boxes) and/or a laptop with swiper. We will track people as they enter the program and have them fill out an evaluation once they leave the event.

Nina G assessment (google form): https://docs.google.com/a/humboldt.edu/forms/d/111KbHwTLUpILTAU4_-oRjTxIGzlp6xWohhrp0H0SXfo/viewform?usp=send_form

- [Assessment for Andrea Gibson](#)
- [Event SIGN IN boxes](#)

Results of Assessment

What the data tell you

- 1) How to be a good committee member- 1 woman
- 2) Future of Social Justice- 23 people- 19 women/4 men
- 3) Nina G- 35 people: 24 women/11 men (3 staff members)
- See attached for event satisfaction assessment

4) Andrea Gibson Writing Workshop:

-See attached for event satisfaction assessment

Students: 41
Staff: 2
Faculty: 2
Community Member: 16
Unidentified: 2
Total: 63

5) Andrea Gibson performance:

-See attached for event satisfaction assessment

Students: 244
Staff: 13
Faculty: 2
Community Members: 103
Other/Unidentified: 4
Total: 366 people

Were your outcomes achieved and is there anything missing

I do not feel like we achieved our outcome in full. Since we were not able to purchase a laptop and scanner we were not able to effectively assess the student demographics. The first 3 events were tracked visually using a binary assessment (male/female) to determine the "demographics". This is not an effective way to assess the student population demographics because not all students identify by male or female. Additionally, this assessment was done by through the programmers assumptions of student identity instead of the actual student identity. Additionally, we were not able to assess the many different aspects of the students identity to determine the demographics. Therefore the demographic data for the first 3 events is null because it cannot be verified. For events 4 and 5 (Andrea Gibson performance and workshop) we assessed the demographics of the audience using a breakdown of Students, Staff, Faculty or community. This also did not touch on the demographic data that we were hoping to acquire. Since we are missing a major component of the the outcome, this outcome was not achieved.

We were also not able to effectively assess the student satisfaction. Of the 5 events, only three had a formal post assessment (3,4 and 5) and only two (4 and 5) had a significant enough responses to be a valid assessment of the student satisfaction. What we were able to assess was the attendance numbers at each event. for this particular outcome assessment, we were able to effectively assess 1/3 of the outcome and therefore our outcome was not achieved.

- [Andrea Gibson performance Assessment](#)
- [Andrea Gibson Workshop Assessment](#)
- [Nina G assessment](#)
- [Nina G Event sign-in](#)

Conclusions

Meaning of the results and what you have learned from your assessment

These results are inconclusive in regards to demographics, but what can be determined is the majority of the programs lacked student buy in as judged by the attendance. The one program that we had good attendance at was one that was cosponsored by a student clubs and the YES house (the Andrea Gibson Event). This event also cost more financially, but it was by far the most successful. The other events were done in collaboration with different departments (1- Associated Students, 2- College of Professional Studies and True North, 3- Disability services). Events appear to be more successful when students are directly involved with the programming.

Was the outcome was achieved

The outcome was not achieved in full. We were able to assess the numbers in attendance but not the student demographic. The attendance numbers can provide us some insight into the events success but not the demographics of the event. The assessment of student satisfaction was also not completed at all the events and only two of the events (4 and 5) had a significant enough number of responses to be valid. Therefore, this particular outcome does provide us insight but not was not achieved.

implications of your results as it related to future changes

We have already taken some action as a result of our assessment. We have brought on 3 student programmers to help us develop future programming. We have also restructured the leadership series so we can do programming beyond leadership development. Some programming we are looking at in the future is late night programming to provide an alternative

to drinking/partying. we also hope to do more club collaborations so we have more student buy in. We also did get some feed back about some ideas for future leadership programming below:

Ideas for future

- more hispanic/latino/latina speakers
- More LGBTQA focus
- Art focus
- Hand out flyers in Art Quad and over by the Science building
- Talk to CA's and see if they can assist in bringing students to programs
- Do a leadership series focused on majors and not just generalized

We are hoping that by getting more student input and a laptop with Scanner we will be able to provide more student programming to support our diverse student body.

2: To provide programs and services for self discovery

Description of Goal

To provide programs and services that help students with self discovery and exploration.

2A: Explore Values

Type of Outcome: Student learning outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application, CC: Cognitive Complexity, IC: Interpersonal Competence, ID: Intrapersonal Development, HCE: Humanitarianism & Civic Engagement

Description of Outcome

SEL will determine the programs and services that help students explore their personal values.

Measurement Strategy: Survey, Existing Data

Assessment Method

SEL will survey each SEALS department regarding their programming and services that encourage students to explore their personal values.

Results of Assessment



- [Programs that Support Exploration of Values](#)

Conclusions

Student Engagement and Leadership Unit sponsored and/or co-sponsored approximately 9 workshops and events that assisted students with the exploration of their personal and leadership values during the 2014-2015 academic year. SEL sponsored a meet and greet for existing student leaders and co-sponsored the first annual Celebrating Student Leadership Week. Both events were immensely successful but not without hurdles and challenges. We were able to recognize a few trends that were both an advantage and disadvantage to the programming efforts.

SEL partnered with Student Engagement and Leadership Support (SEALS), Student SEALS, RAMP, Career and Academic Advising, Clubs and Activities Office, Youth Educational Services, Learning Center, Associated Students and the Humboldt Orientation Program. Our intention was to collaborate in order to have access to a larger audience and to reach new populations of the student body. We found, however, that there was low attendance to many of the traditional workshops as students preferred activities that were non-traditional (drop-in). We had a much larger attendance at drop-in events and fairs where students were not obligated to stay for a specific amount of time.

We also found that we will need to pay more attention to marketing in the future. SEL is a relatively unknown department here at HSU and will need to work on building a brand in order to attract students. We relied heavily on posters, fliers and emails to advertise events this past year. The campus is inundated with paper advertisements, so we found that this method does not work for our department.

SEL plans to work with campus partners to work on building a critical dialogue around student leader development with the hopes that the conversation will lead to stronger partnerships and participation in campus-wide events and activities.

3: To act as liaison for recognized clubs and organizations

Description of Goal

To act as liaison for recognized clubs and organizations in the on and off campus community.

3A: Satisfaction with office processes and procedures

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

The Clubs and Activities Office will measure the student leader satisfaction with current office processes and procedures

Measurement Strategy: Survey, Focus Group

Assessment Method

State what you are trying to measure

We are trying to measure the student leader satisfaction with our club office processes and procedures for clubs. In particular we want to measure the satisfaction level with the below processes:

- Event Reservation Process
- Food Permitting Process
- Event Grant Application Process
- Travel Grant Application process
- club reactivation/activation process
- travel request process
- club account process
- Student Leader Orientation

List the criteria for success and they type of data to needed

In order to identify this outcome successful we will have at least 100 responses from club executive members about their satisfaction of the club processes and procedure. We also hope to hold an open forum so we can receive verbal feedback and recommendations.

State your method and your tool for collecting the data.

Our method for club leader satisfaction will be through a survey and a focus group. We want to collaborate with the different departments involved with the processes and see if there are any specific questions they have about satisfaction. We only work with one component of the processes, so we want to get a holistic view of the processes and the students satisfaction. We will predetermine the questions we will ask based on the different elements of the process.

Results of Assessment

We were unable to do an assessment because of changing priorities and ever changing policies and procedures. The below information has been gathered based on conversations with student leaders and one on ones with Student staff.

Club accounting

- Students don't like having to pay for event costs out of pocket to get reimbursed
- clubs want to be able to access money up front to pay for things

Overall Processes

- processes and procedures keep changing, so it is hard to know what is correct
- We require too much paperwork

Event Process

- Student staff are frustrated that other departments have new expectations on clubs in particular, the insurance requirement (risk and facilities)
- Students are frustrated with running around campus and amount of time we require for approval of event

We did do an office assessment with our student staff and a component of that was talking about our office mission and processes. You can find data about that attached. Since this outcome was supposed to be an assessment of our student leaders satisfaction on the process, this data does not directly respond to that, but it does provide some insight into the processes

-  [Office Services Assessment- SURVEY](#)
-  [Staff discussion: Clubs Office Assessment](#)
-  [STAFF DISCUSSION:Mission Assessment- CAS](#)

Conclusions

Meaning of the results and what you have learned from your assessment

At this time we cannot come to any conclusion since we were unable to assess the outcome. One thing that has been determined is students are frustrated with our processes and the time it takes to complete them. Clubs office is attempting to create a one stop shop for clubs, but we still require clubs to go around campus and get approval from other departments as well.

Implications of your results as it related to future changes

At the very least, campus needs to move toward a more centralized reservation process that could potentially be done electronically. The clubs office is going to work towards turning all the paperwork electronic so students can access it even when the office is closed. The clubs office also needs to work on increasing conversation between departments so that we can stay informed of potential policy changes or departmental needs. We also need to be more transparent with clubs so they are prepared for policy changes. Additionally, if we need to change a process we need to make a change that works for all parties involved and stay with it for as long as possible. This constant changing is frustrating for students and departments.

3: To encourage advocacy, positive social change and empowerment

Description of Goal

To encourage advocacy, positive social change and empowerment among our student leaders and those they serve.

3: To facilitate co-curricular leadership opportunities

Description of Goal

To facilitate co-curricular leadership opportunities that prepare students for success in and out of the classroom.

3A: Education and Training

Type of Outcome: Student learning outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application, IC: Interpersonal Competence, ID: Intrapersonal Development

Description of Outcome

SEL will design education and training opportunities to support student leader needs.

Measurement Strategy: Pre and Post Survey, Existing Data, Evaluations

Assessment Method

Create programs and educational opportunities.

Determine which surveys to use.

Create evaluations.

-  [Survey Student SEALS](#)

Results of Assessment

Student SEALS Feedback

Training and Development

Identifying Program Commonalities and Intersections (Training)

- Meeting facilitation
- Event planning
- Civic engagement
- Reporting
- Peer on Peer mentoring
- Tutoring/mentoring/advising
- Reflection
- Lead reflections
- Promote and market programs
- Make presentations
- Navigate through complex systems
- Conflict management
- Risk management
- Crises intervention
- Academic policies/rules/regulations
- Group dynamics/team building
- Fun, food, friends and freedom
- Student run classes
- Interviews

Campus-wide Training Opportunities

- Communication
- Professional skills
- Reflection
- Resources and funding

Values (Development)

- Self Efficacy and Empowerment
- Critical Thinking and Reflection
- Ability to Support and Engage Peers
- Deep Understanding of Self and Others

-  [Results of Student SEALS survey](#)

Conclusions

SEALS co-sponsored workshops and events aimed at assisting students with their learning in and out of the classroom. We specifically surveyed student SEALS members about their needs regarding training and development so that we were able to make informed decisions in the future.

Staffing and Budget Snapshot

Investments

-  Budget snapshot
-  Staffing

Related Items

There are no related items.

End of Year Summary

Summary and Conclusions

2014-2015 was a successful year for Student Engagement and Leadership (SEL). We were able to work collaboratively on several projects, while maintaining the integrity of our individual identifies (YES, Clubs and SEALS).

We planned and implemented the first annual Celebrating Student Leadership Week, Student Leader Meet and Greet and the Graduate Student Engagement Days. These events had great goals attached to them and were well received by the student body. Although we had students attend events in great numbers our workshops suffered from lack of attendance. We hope to implement the use of incentives to further entice students to attend developmental skill building workshops for student leaders. Our research showed that students felt they needed these types of workshops, it wasn't reflected through attendance. We will need to pay close attention to when they are offered and the long term benefit to the student (from the student perspective).

We found, however, that our continued success will depend greatly on our ability to build SEL and become an established unit on campus. We have begun taking steps toward this end by hosting monthly meetings that include all of our areas (YES, Clubs and SEALS), as well as discussing common values and opportunities to train and develop student leaders.

Next Steps and Plans for Improvement

Plans for Improvement

Complete CAS assessment in Fall 2015

Create advisory group for SEL that will assist with building the department

Establish core programs that support the goals of the department

Create learning objectives associated with each goal

Create and implement a strong marketing plan for SEL

Hire and train a Coordinator for Youth Educational Services

As I have stated previously, there is a need to work on branding Student Engagement and Leadership and the Student Engagement and Leadership Support team. Although SEALS did not start as a programming body, we have co-sponsored several events this year that were successful. We will need to determine if that is one of the goals of SEALS or if we need to recommit to another track (co-curricular transcript, portfolio and certificate program).

Related Items

There are no related items.

Student Clubs

Clubs and Activities Mission Statement

Mission Statement

The mission of the Clubs and Activities Office is to support safe and inclusive opportunities for student involvement and engagement. We do this by approving and supporting student clubs and organizations, providing opportunities for leadership development, assisting with event management and by fulfilling our role as student club and organization liaisons to other campus departments.

Related Items

1: To grow and develop student-centered clubs and organizations

Description of Goal

To create and facilitate opportunities to grow and develop student-centered clubs and organizations.

1A: Identify Resources and Opportunities for Clubs

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

The Clubs and Activities Office will identify the resources and opportunities which help student clubs grow and develop.

Measurement Strategy: Existing Data, Evaluations, Tracking

Assessment Method

State what you are trying to measure.

We are trying to gain baseline data about the resources, support and opportunities we provide students. In particular, we are looking at the number and the demographics of the students.

List the criteria for success and they type of data to needed.

- Criteria for success
 - tracked all students at events
 - tracked all students coming through the clubs and activities office
- type of data needed
 - Number of students attending club events and programming
 - demographic data of students at events
 - number of students utilizing resources and services in clubs office

State your method and your tool for collecting the data.

We will be using the "Office resource assessment" for identifying the resources used and frequency of use in the clubs office. This is tracked by the clubs office student staff during their shifts and then entered into survey monkey for data breakdown.

For events, we will track with a sign in sheet and post event evaluations. Ultimately, we are hoping for a computer and scanner to get better demographic information of the students attending events. Attached we have included the sign in sheet we utilize to track staff, student and community members attending events.

-  Event SIGN IN boxes
-  Office resource assessment

Results of Assessment Demographics

We were unable to assess the demographics of the students who utilized our resources since we were not able to purchase a laptop with a scanner to give us access to self identifying demographics.

In regards to the student population breakdown who are in student organizations, you can see that attached in the Pivot Table excel 14-15. This is helpful to understand the demographics of our students and their involvement in clubs.

Office Resources

What the data tell you

Below is a breakdown of the numbers in regards to several different resources we provide. In this section we will talk about different forms that are utilized (food permit, event applications, chalking/staking form and tabling forms), grants (travel and event) and various other resources.

Event Applications

332 event applications submitted through our office
September: 35 approved
October: 30 approved
November: 26 approved
December: 22 approved
January: 15 approved
February: 39 approved
March: 42 approved
April: 52 Approved
May: 16 approved
Pending (didnt finish approval proress): about 49
Denied: about 6

Event Grants

28 clubs and activities grants were allocated to student groups
Total grant allocation was about \$20,092

Travel Grants

33 clubs were allocated funding for travel and conferences
The estimated total allocation as \$22,500

Office Staff tracking

This section is where the office resource assessment was utilized. Our student staff were tracking what resources students came in for during their shifts. This data is not completely accurate because when it was really busy, our staff struggled on tracking what resources were being used. We noticed there was a discrepancy between the number of forms we have on file and the number of people who came in for forms that were tracked by our students. Additionally, early on in the first semester, we stopped being responsible for "food certification". Instead, we worked with risk management to have students complete food permits. That is the reason the number is so low. In the future, we will hopefully have an easier process for our students to track so our data is more accurate

Grants (travel/event) questions: 212
Banner Maker: 176
Key Tabling: 735
Key Storage: 186
Copies: 68
Phone Calls: 36
General Questions: 462
Forms (other than grants): 478
Food certification: 12
webspace/email info: 58
to see kayla: 182
to see molly: 489
supplies checkout: 249
Mailbox: 256

Forms Completed

Below are 3 forms that our office processes. The number refers to the number of forms we have on file, not necessarily the number that were distributed or started.

Tabling forms: 182 completed
Chalking/staking forms: 134 completed
Food permits: 110 completes

Were your outcomes achieved and is there anything missing?

For this component of the assessment, I feel like we achieved our outcome. We have identified which resources are heavily utilized, although, I would like to have a more structured way of tracking for next Year. Some data that we are missing is the breakdown of what forms people are coming in for and more exact data of which times of the day are the busiest.

Program Attendance

What the data tell you

We tracked 4 events that were directly related to building student success in the management of a club or organization. This includes the adviser orientation in the Fall, the two (2) large club orientations in the fall (which included title IX and anti-hazing training), the anti-hazing and title IX training for Greek organizations and the Spring Clubs fair.

Adviser Orientation (in person): 41 RSVP

Clubs Orientation: 199 student leaders at 2 orientations beginning of the year

Anti-Hazing and Title IX training: 131

spring Clubs fair: 75 organizations tabling on the quad and over 100 groups registered

Were your outcomes achieved and is there anything missing?

Our outcomes were partly achieved. We are missing data from our fall clubs fair and the makeup orientations. We can assume that any club that is active currently has either attended one of the 2 fall orientations or a makeup orientation, but next year we will track which ones do which.

Additional Programming not related to Club Success

The below information is not directly related to this goal but it is good to have for reference so a full understanding of what the clubs office provides is available.

- Muddy Mic nights each Friday night from 8-11pm.
 - Since hiring a student staff, we have expanded the outreach of the event. We now have clubs coordinating with the event including The Super Smash Brothers video gaming group.
 - Attendance since new student programmer started has been between 15-60 people at Muddy Mic night event
- Homecoming Pep-Rally
 - over 200 people in attendance
- Halloween movie marathon
 - 150+ people in attendance
- HSU Talent Show
 - Over 100 people in attendance and 8 performers
-  [Pivot Tables 14-15](#)

Conclusions

Meaning of results and what have we learned

The purpose of this assessment was to create a baseline understanding of what services/resources we are providing and the overall usage of those services and resources. This assessment has shown that we have a large variety of resources and services we provide students. This data will help us to gauge our overall usage in the future so we can determine where our energy should be focused. In particular, some of the resources that were the most utilized were forms (more breakdown needed), visits with Molly (clubs

coordinator), Keys for tabling/storage, General Questions (more breakdown needed) and event applications. It also has helped us identify some areas that may have room for educating/advertising to students so we can increase the use.

Was the outcome achieved

This outcome has been partially achieved. There are still several areas for which we would like baseline data. We would like a breakdown of the demographics of people using our resources and, in particular, what is being used. Also, we should be tracking what items are being rented so we can identify the need to replenish or purchase more items. For future assessments, we feel that the data has given us a strong starting point.

Implications of results to future changes

This assessment has provided baseline data, That allows us to look at individual data sets related to varying departmental opportunities. For example, we will be assessing what forms people are using and also trying to identify commonly asked questions so we can better train student leaders in the future by developing an easy access resource guide. This baseline data will assist in identifying where our energy and time should be focused. For example, one of the reasons clubs come to our office is for event approval. We need to figure out a way to streamline the event application process so we dedicate more energy to club events.

2: To provide opportunities for students to explore their leadership potential

Description of Goal

To provide diverse opportunities for students to explore their leadership potential in safe and inclusive environments.

2A: Impact of leadership development through employment

Type of Outcome: Student learning outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application, IC: Interpersonal Competence, ID: Intrapersonal Development, PC: Practical Competence

Description of Outcome

The Clubs and Activities office will identify the impact on leadership development through employment with the Clubs and Activities Office

Measurement Strategy: Observation, Focus Group

Assessment Method

what you are trying to measure

We are trying to measure how employment within our office affects our front desk student staff's leadership development.

List the criteria for success and they type of data to needed

In order to achieve this outcome we will have to determine identify the student staff knowledge of office process and procedures, their comfort level answering questions and their overall involvement with the campus community. If their is an increase in all 3 areas from when they began working in our office to the end of the year, we will have been successful in achieving this outcome.

State your method and your tool for collecting the data

The tools that we are going to use for collecting data will be through focus groups with the student staff and observation of the students in the work space. We may also gain additional insight with one on ones with student staff and an end of year evaluation (see attached). Through these different methods we will hopefully gain a thorough understanding of the impact of employment on the students leadership development.

-  [Student staff Self-Evaluation](#)

Results of Assessment

Knowledge about processes and procedures

what the data tell you

Through staff meetings and professional staff observations, our staff appeared more comfortable with processes and procedures by the end of the academic year than when they first began. When doing the departmental assessment using the CAS standards, the student staff expressed frustration with club leaders and their ability to not understand policies and procedures. They also expressed frustration with the inconsistency with enforcement of policies. For example, a student submits an event application late and the event may get approved by the clubs coordinator. One major struggle we had this year was that processes and policies were in flux. Since a new clubs coordinator came in and a lot of things were changing within the department, the students were having to learn new policies or may not have been informed of the changes at all. An example of this was when certain events needed insurance, the students were not made aware of this as a new component of event approval. One additional thing the students expressed were lack of training on procedures. Veteran staff expressed that they like when they could train with other student staff in addition to the professional staff. The new staff this year did not get an opportunity to train with veteran staff outside of the beginning of the year staff orientation. Certain veteran student staff expressed frustration with how we allocated tasks because we would assign more work to veteran staff because we felt more comfortable with their ability to complete the tasks. Despite the changes, most of the staff had improved on their knowledge of process and procedures.

Were your outcomes achieved and is there anything missing

I do not feel like the outcomes were adequately assessed. We did informal personal assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Comfort answering questions

What the data tell you

This component was assessed through observation. Several of our students felt more comfortable answering questions at the end of the year than at the beginning of the year. One thing that was expressed during one on ones is that they wish they were given more opportunity to answer questions before professional staff jumped in to answer. A few staff members felt comfortable answering questions, but did not always give the correct response. This could be because there were several process changes this year or due to inadequate training. The students also expressed how they were unable to answer certain questions (ex: questions about travel grants) because there would be only one person in the office who was familiar with it.

Were your outcomes achieved and is there anything missing

I do not feel like the outcomes were adequately assessed. We did informal personal assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Involvement outside of office

What the data tell you

All of our student staff have increased their involvement within their clubs/organizations or other campus departments since they have started working for our office. Several took on leadership roles in their student organization, one applied to be a RAMP mentor and one a peer health educator. They expressed that they were better able to support their student organizations and keep them informed of processes through working with our office.

Were your outcomes achieved and is there anything missing

I do not feel like the outcomes were adequately assessed. We did informal personal assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Additional Data that is not directly related to outcome

This year we hired 3 student programmers. These staff were not taken into consideration with this outcome since they were not the initial target population. The population we were assessing were our front desk staff, but these 3 individuals have taken on a leadership role in the programming that our office provides. Below are some ways that their employment has impacted their leadership role.

- Increased attendance at Muddy Mic Nights through club collaborations
- Created a gaming night for students who like super smash brother video game
- Introduced Monday night trivia night
- Held an HSU Talent show and had over 100 people in attendance and 8 different performers
- Provided support and entertainment for Spring preview plus event. Invited 6 groups to perform for spring preview plus (facilitated 3 hours of programming for over 140 people)

Conclusions

Meaning of the results and what you have learned from your assessment

This outcome was not adequately assessed because we did not do both a formal and informal assessment of the student staff as a whole and individuals. Although, we can still redeem meaning from the one on ones and group assessments. I have learned that the students want more autonomy in their role and want to be able to learn from each other in addition to the training they receive from the professional staff. They also want to be informed of when processes and procedures change. They also want to have a better understanding of both the clubs coordinator's role and the Administrative support coordinator so they can refer people to them for the questions they are unable to answer.

Was the outcome was achieved

I do not feel like the outcomes were adequately assessed. We did informal personal assessments but did not have them complete a formal semester self-assessment. This assessment was done through group discussion and observation and not on an individual basis. In order to achieve this outcome, we should have done both formal and informal group and individual assessments.

Implications of your results as it related to future changes

In the future, we should do more cross training of our student staff so they can learn from each other. This may also assist with their comfort level answering questions in regards to certain staff specialties. We also need to work on our transparency of changes within the department and keep them informed of things they should expect. We should also do more leadership and team building activities so they feel comfortable with each other.

2B: Impact on leadership development through leadership Series

Type of Outcome: Student learning outcome

Learning Domain: KA: Knowledge Acquisition, Construction, Integration & Application, HCE: Humanitarianism & Civic Engagement, PC: Practical Competence

Description of Outcome

The clubs and Activities Office will identify the impact on leadership development through involvement in the leadership series events

Measurement Strategy: Survey, Focus Group, Evaluations

Assessment Method

State what we are trying to measure

We are trying to assess a few different aspects of our leadership series and it's affect on our student's leadership development. We want to measure the number of students who attend the programs, the student's satisfaction with the programs and the demographics of the student's who attend the programs.

Criteria for success and they type of data to needed

In order to be successful we need to track attendance at all our programs. Ideally this tracking will be done utilizing laptops and swipers so we can determine the demographics of the students who attend and the number who attend. We will also need a post event evaluation to determine the students **satisfaction** with the event and the knowledge gained.

Method and tool for collecting the data.

Our method for collecting data will be post event evaluations (see Andrea Gibson Assessment and Nina G assessment below), tracking sheets (see event SIGN in boxes) and/or a laptop with swiper. We will track people as they enter the program and have them fill out an evaluation once they leave the event.

Nina G assessment (google form): https://docs.google.com/a/humboldt.edu/forms/d/111KbHwTLUpILTAU4_-oRjTxiGzlp6xWohhrp0H0SXfo/viewform?usp=send_form

- [Assessment for Andrea Gibson](#)
- [Event SIGN IN boxes](#)

Results of Assessment

What the data tell you

- 1) How to be a good committee member- 1 woman
- 2) Future of Social Justice- 23 people- 19 women/4 men
- 3)Nina G- 35 people: 24 women/11 men (3 staff members)
- See attached for event satisfaction assessment

- 4)Andrea Gibson Writing Workshop:
-See attached for event satisfaction assessment

Students: 41
Staff: 2
Faculty: 2
Community Member: 16
Unidentified: 2
Total: 63

- 5)Andrea Gibson performance:
-See attached for event satisfaction assessment

Students: 244
Staff:13
Faculty: 2
Community Members: 103
Other/Unidentified: 4
Total: 366 people

Were your outcomes achieved and is there anything missing

I do not feel like we achieved our outcome in full. Since we were not able to purchase a laptop and scanner we were not able to effectively assess the student demographics. The first 3 events were tracked visually using a binary assessment (male/female) to determine the "demographics". This is not an effective way to assess the student population demographics because not all students identify by male or female. Additionally, this assessment was done by through the programmers assumptions of student identity instead of the actual student identity. Additionally, we were not able to assess the many different aspects of the students identity to determine the demographics. Therefore the demographic data for the first 3 events is null because it cannot be verified. For events 4 and 5 (Andrea Gibson performance and workshop) we assessed the demographics of the audience using a breakdown of Students, Staff, Faculty or community. This also did not touch on the demographic data that we were hoping to acquire. Since we are missing a major component of the the outcome, this outcome was not achieved.

We were also not able to effectively assess the student satisfaction. Of the 5 events, only three had a formal post assessment (3,4 and 5) and only two (4 and 5) had a significant enough responses to be a valid assessment of the student satisfaction. What we were able to assess was the attendance numbers at each event. for this particular outcome assessment, we were able to effectively assess 1/3 of the outcome and therefore our outcome was not achieved.

- [Andrea Gibson performance Assessment](#)
- [Andrea Gibson Workshop Assessment](#)
- [Nina G assessment](#)
- [Nina G Event sign-in](#)

Conclusions

Meaning of the results and what you have learned from your assessment

These results are inconclusive in regards to demographics, but what can be determined is the majority of the programs lacked student buy in as judged by the attendance. The one program that we had good attendance at was one that was cosponsored by a student clubs and the YES house (the Andrea Gibson Event). This event also cost more financially, but it was by far the most successful. The other events were done in collaboration with different departments (1- Associated Students, 2- College of Professional Studies and True North, 3- Disability services). Events appear to be more successful when students are directly involved with the programming.

Was the outcome was achieved

The outcome was not achieved in full. We were able to assess the numbers in attendance but not the student demographic. The attendance numbers can provide us some insight into the events success but not the demographics of the event. The assessment of student satisfaction was also not completed at all the events and only two of the events (4 and 5) had a significant enough number of responses to be valid. Therefore, this particular outcome does provide us insight but not was not achieved.

implications of your results as it related to future changes

We have already taken some action as a result of our assessment. We have brought on 3 student programmers to help us develop future programming. We have also restructured the

leadership series so we can do programming beyond leadership development. Some programming we are looking at in the future is late night programming to provide an alternative to drinking/partying. we also hope to do more club collaborations so we have more student buy in. We also did get some feed back about some ideas for future leadership programming below:

Ideas for future

- more hispanic/latino/latina speakers
- More LGBTQA focus
- Art focus
- Hand out flyers in Art Quad and over by the Science building
- Talk to CA's and see if they can assist in bringing students to programs
- Do a leadership series focused on majors and not just generalized

We are hoping that by getting more student input and a laptop with Scanner we will be able to provide more student programming to support our diverse student body.

3: To act as liaison for recognized clubs and organizations

Description of Goal

To act as liaison for recognized clubs and organizations in the on and off campus community.

3A: Satisfaction with office processes and procedures

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

The Clubs and Activities Office will measure the student leader satisfaction with current office processes and procedures

Measurement Strategy: Survey, Focus Group

Assessment Method

State what you are trying to measure

We are trying to measure the student leader satisfaction with our club office processes and procedures for clubs. In particular we want to measure the satisfaction level with the below processes:

- Event Reservation Process
- Food Permitting Process
- Event Grant Application Process
- Travel Grant Application process
- club reactivation/activation process
- travel request process
- club account process
- Student Leader Orientation

List the criteria for success and they type of data to needed

In order to identify this outcome successful we will have at least 100 responses from club executive members about their satisfaction of the club processes and procedure. We also hope to hold an open forum so we can receive verbal feedback and recommendations.

State your method and your tool for collecting the data.

Our method for club leader satisfaction will be through a survey and a focus group. We want to collaborate with the different departments involved with the processes and see if there are any specific questions they have about satisfaction. We only work with one component of the processes, so we want to get a holistic view of the processes and the students satisfaction. We will predetermine the questions we will ask based on the different elements of the process.

Results of Assessment

We were unable to do an assessment because of changing priorities and ever changing policies and procedures. The below information has been gathered based on conversations with student leaders and one on ones with Student staff.

Club accounting

- Students don't like having to pay for event costs out of pocket to get reimbursed
- clubs want to be able to access money up front to pay for things

Overall Processes

- processes and procedures keep changing, so it is hard to know what is correct
- We require too much paperwork

Event Process

- Student staff are frustrated that other departments have new expectations on clubs in particular, the insurance requirement (risk and facilities)
- Students are frustrated with running around campus and amount of time we require for approval of event

We did do an office assessment with our student staff and a component of that was talking about our office mission and processes. You can find data about that attached. Since this outcome was supposed to be an assessment of our student leaders satisfaction on the process, this data does not directly respond to that, but it does provide some insight into the processes

-  [Office Services Assessment- SURVEY](#)
-  [Staff discussion: Clubs Office Assessment](#)
-  [STAFF DISCUSSION: Mission Assessment- CAS](#)

Conclusions

Meaning of the results and what you have learned from your assessment

At this time we cannot come to any conclusion since we were unable to assess the outcome. One thing that has been determined is students are frustrated with our processes and the time it takes to complete them. Clubs office is attempting to create a one stop shop for clubs, but we still require clubs to go around campus and get approval from other departments as well.

Implications of your results as it related to future changes

At the very least, campus needs to move toward a more centralized reservation process that could potentially be done electronically. The clubs office is going to work towards turning all the paperwork electronic so students can access it even when the office is closed. The clubs office also needs to work on increasing conversation between departments so that we can stay informed of potential policy changes or departmental needs. We also need to be more transparent with clubs so they are prepared for policy changes. Additionally, if we need to change a process we need to make a change that works for all parties involved and stay with it for as long as possible. This constant changing is frustrating for students and departments.

Staffing and Budget Snapshot

Investments

-  [Budget snapshot](#)
-  [Staffing](#)

Related Items

There are no related items.

End of Year Summary

Summary and Conclusions

"So what?"

We were unable to assess as much as we intended because other priorities got in the way. Across the board, we need to determine where our energy should be dedicated. Some areas did not receive as much focus and time as they could have and some processes need to be streamlined so not as much time needs to be dedicated to them. This year helped us to build our baseline data so we are able to assess what affect our future efforts will have on the university community and our office.

What does it all mean for your department or program?

We are going to continue doing additional assessments to determine our effectiveness, but this data will help us to identify more specifics that we should focus on. For example, some areas that are the most utilized are the forms that we provide to students, access to the clubs coordinator, Keys for tabling/storage, student facilitated events, and event applications. Since these are areas that have the highest traffic, we should put more focus on assessing these individual processes to ensure they are the most effective and efficient for achieving our needs.

What have you learned over the past year?

There is a lot of assessments that we need to be doing to ensure that our current processes are where they should be. We encountered a lot of push back from students with our processes and paperwork. They did not see the purpose behind it, and sometimes even our staff did not understand why. We need to be better with transparency and the purpose behind our processes. And, ultimately, we need to really be evaluating if there is a purpose behind our processes. There is a lot of work the clubs, clubs office, and other campus departments have to do in order to achieve our clubs needs. The question we will need to approach next year is "why do we do what we do?" and "Is there a more efficient way to achieve the same outcome?". Having this be my first year, this was a year for learning what role our office and myself play in the university community. Much like the data that we were gathering, I was getting a baseline understanding of what we do. Next year will be for figuring out what we can do differently to improve how our office functions.

To what extent have you achieved your stated goals?

I feel we are continually working towards achieving our goals. Although we did not complete a couple of our outcomes, the data we did garner supports all 3 of our goals. I feel we did achieve our goals from this year, but we still have room for improvement to provide more support, be more student centered, and act as a more effective clubs liaison.

Next Steps and Plans for Improvement "Now what?"

We are going to evaluate our processes and how we can make them more efficient. An example is how we can make the travel paperwork and event paperwork effective so everyone is notified but it is streamlined so not as much running around the campus. We would like to create a generic program assessment that can be used to track satisfaction and we have now purchased a laptop and scanner to track demographics of students at our programs.

One of our major tasks is to create programming that supports underrepresented and diverse students to help create a campus community that makes all students feel welcomed and appreciated. Due to this, we are expanding beyond just leadership programming and hope to introduce a diverse spectrum of programming including late night programs, diversity education programming and various other programs. We are making this change because the events that received the highest attendance were events that our students were passionate about that may not be directly related to leadership development.

In regards to staffing and leadership development, we are going to formally implement student staff goal setting and semester evaluations. We also are aiming at having the staff train each other and ensure that all information is shared. This will help them to check each other and develop leadership skills through intradepartmental training.

We are going to continue having the staff track what resources are being used by students. We hope to break down the data even more and figure out which forms are being used the most. By identifying the processes/forms that are most utilized, we can dedicate more time to them. We can continue to benchmark the data we received this year against future years so that we can continue improving our office usage and awareness of resources.

Intended outcomes for next year

Below are the 4 outcomes we are hoping to assess next year

1) Impact of resources and opportunities the clubs office provides.

This outcome is going to be a continuation of the base data that we gathered this year in identifying the resources and opportunities for clubs. We are hoping to benchmark future years against each other to see how our resources are being utilized.

2) Impact of leadership development through employment

This year we were not able to formally introduce leadership development for our staff. Now that I have a year under my belt, we are hoping to help our front desk staff and student programmers grow and achieve goals that they set for themselves.

3) Satisfaction with clubs and activities programming

This is a bit different than this year's outcome since we only focused on the leadership series. This next year we are hoping to expand our programming and see the number of students who attend the events and their satisfaction. We can then use this data to develop future programming.

4) Satisfaction with office procedures and processes

This year we did not get a chance to assess clubs processes and procedures, so we are hoping this next year will not have as many process changes so we can assess the students' satisfaction. Therefore, we are keeping this outcome the same as this year.

Related Items

There are no related items.

YES

YES Mission Statement

Mission Statement

The mission of YES is to support student-initiated, student-led volunteer programs that serve the local community. By creating a collaborative, inclusive and safe environment, students are encouraged to become active creators of their own learning through exploring new ideas, developing values and leadership, connecting deeply with peers and those they serve, and building meaning and understanding through reflection.

Related Items

1: To coordinate program site options and volunteer placement opportunities

Description of Goal

To coordinate program site options and volunteer placement opportunities that reinforce experiential learning.

1.1: Challenge

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

At least 85% of Volunteers completing a semester of service through a YES program will indicate that their placements provide opportunities to gain insights and challenge their understandings about themselves, others and/or society

Measurement Strategy: Evaluations

Assessment Method

Volunteers & directors will be given separate evaluations at the end of each semester.

- [YES End of Semester Director Evaluation](#)
- [YES End of Semester Volunteer Evaluation](#)

Results of Assessment

VOLUNTEERS

Based on anonymous end of semester volunteer evaluations, we have exceeded our goal in this area. Over 95% volunteers who completed the survey in both Fall and Spring semesters scored themselves between 6 and 10 on a ten point likert scale thereby indicating agreement with the statement that they had gained insights about themselves and others. 88% indicated their understanding of themselves and others was challenged. In fact, over half of all volunteers surveyed strongly agreed with the statements, by selecting a 9 or 10 on the likert scale. (See attached charts for data.)

Of the 16 responses in Spring 2015 that indicated either a low score in insight or challenge only 3 of them indicated low impact in both areas. There was no clear pattern of program or year in college.

Here are a sample of some of the comments students made on the evaluation:

- *I have held many stereotypes on incarcerated youth. I am more powerful than I thought when it comes to making changes.*
- *I have come to accept people and in turn myself a lot more.*
- *I have learned how to professionally interact with youth and specifically foster youth.*
- *It made me realize I am going to be the perfect elementary ed. teacher*
- *Before Homelessness Network, I had barely thought about the homeless, except for in the stereotypical manner, and I certainly never considered the stark reality of homeless children. Truly life-changing.*
- *That even through simple kindness I have the ability to leave a lasting impression.*
- *I don't really feel as if my understanding of myself has been challenged. I feel very at peace with what I have learned about perspective taking though.*
- *Service has exposed me to many aspects of society outside of my bubble. I have learned so much about how people think.*
- *I got to know myself on a level I never knew existed.*
- *I worked with kids before this a lot, so I didn't learn anything new.*

DIRECTORS

All 23 directors who filled out the End of Semester evaluation indicated at least a 3 on a 5 point likert scale that they had opportunities to gain new insights and challenge their understandings of self/other/society. 17 directors (74%) strongly agreed with a score of 5.

Comments:

- *We learn a lot more about our population when directing and preparing for workshops.*
- *Seeing my volunteers and participants transform during this semester has really made me dive deeper into our program topic and has created immense meaning!*
- *As a volunteer I saw this, but as a director I was basically just concerned more with*

making sure my volunteers got the opportunity to get service.

- *This experience as a director has forever changed me! After this there is no possible way I couldn't continue volunteering in other ways in my community.*
- *Trying to invite community members to take part in my program has showed me the challenges on their end and my failures have showed me the challenges on my end.*

-  [Director End of Semester Evaluation Results Spring 2015](#)
-  [Volunteer Evaluation Results Fall 2014](#)
-  [Volunteer Evaluation Results Spring 2015](#)

Conclusions

It's significant that over half of the volunteers and all of the Spring semester directors who finished the semester and filled out the survey indicated that they had strong experiences of insight and challenge. For volunteers, the combination of reflection in weekly meetings with ongoing experiences in the community, often with populations and or situations that the volunteers have never experienced before, is a solid structure to facilitate this learning.

Directors continue to be challenged at their level of organizing volunteers and service. Clearly YES is a good model for provide students with opportunities to gain insights about themselves and others and challenge their understandings of themselves, others and society.

2: To facilitate opportunities to connect learning and service

Description of Goal

To facilitate opportunities for students to connect learning and service.

3: To encourage advocacy, positive social change and empowerment

Description of Goal

To encourage advocacy, positive social change and empowerment among our student leaders and those they serve.

Staffing and Budget Snapshot

Investments

-  [Budget snapshot](#)
-  [Staffing](#)

Related Items

There are no related items.

End of Year Summary

Summary and Conclusions

In reflecting on the year, YES staff recognizes that this has been an especially strong year of student leadership. In part, we discussed that YES' attempt over the past several years to institutionalize a shift in leadership paradigms has been finally come to fruition this year.

We have had successful workshops and conversations about how to lead within a Service Learning paradigm that encourages the cycle of exploration and reflection, a curious approach to learning and a non-hierarchical leadership that encourages and empowers all to participate at a level they feel comfortable with. It is also important for them to understand that this same philosophy extends to their program participants, with reciprocity an important element and the philosophy of serving with rather than helping or fixing.

It will be important to continue to have these organization-wide trainings and conversations. In particular, the Fall retreat sets the tone expectations of directors to facilitate their programs in a way that is perhaps different than anything else they've experienced.

An especially important addition to training this year was to incorporate this philosophical shift into all of the program's Intro to YES workshops so that volunteers can become more conscious of their expected participation in a different way than they may be used to. Volunteer End of Semester evaluations suggested that volunteers may not have a good grasp on this shift. End of Semester Director Evaluations suggested that while they are able to demonstrate this shift, they are not necessarily able to clearly articulate it. Helping directors clearly articulate YES's model of community, leadership, participation through the service-learning paradigm would consequently help volunteers more clearly understand their role in their programs. This is a potential area to expand into.

Meeting observations are a key component to coaching directors in how to make further make this shift. Program consultations encourage them to keep YES philosophy of leadership in the forefront of their actions and planning.

While the current YES Coordinator is leaving HSU, next year's directors will have very strong group of returner Directors. Because the directors implement what they learned in Monday Night Class trainings into their meetings, it will also be essential that the reflection cycle is regularly referred to and actively engaged in during Monday Night Director Classes. It will be important to use the returning directors as role models and YES "experts" to help continue this institutional shift.

Next Steps and Plans for Improvement

Related Items

There are no related items.