

Student Services Annual Department Report
Department: YES

Humboldt State University

Enrollment Management and Student Affairs

Dean of Students

Student Engagement Leadership

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.

1.2: Context

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

At least 85% of YES community partners for the 2014-15 academic year will indicate a satisfactory or above in terms of YES programs meeting their needs.

Measurement Strategy: Evaluations

Assessment Method

Evaluations will be distributed at the end of Fall and Spring semesters. Follow-up phone conversations will take place if more clarity is desired. Fall feedback will be used to inform programming for the spring. Spring feedback will be reported on here.

-  [YES Adult Participant/Parent Evaluations_F14](#)
-  [YES Community Partner Evaluations_F14](#)

Results of Assessment

YES received feedback from 8 of the 14 programs which is 57%. However, Step Upp does not serve a regular site and so did not distribute the form. Also Golden Years and Hand in Hand distributed the community partner feedback form rather than the form meant for them because they serve parents and individual adults. So the percentages is more accurately 8 out of 11 programs which is 72% response rate.

All community partners indicated at least a satisfactory on their evaluations. This exceeds our goal of 85%. See the following chart for a break down of their responses. (A couple of programs received feedback from more than one site which is why there are 10 total responses.)

YES Community Partner Satisfaction Spring 2015	
Likert scale	Number of responses
exceptionally satisfied	2
very satisfied	6
satisfied	2
somewhat satisfied	0
not at all satisfied	0

Sites were overwhelmingly positive and excited about the impact our programs have. They sited greatest impact in the following:

- **Enrichment (8 of 10 sites)**
- **Social skills (8 sites)**
- **Academic skills (5 sites)**

- **Assistance with Programming/Services (2 sites)**
- **Intervention (1 site)**

Comments for Improvement fell into 3 categories:

Working with Population: 4 sites (getting the group's attention and/or initiating interactions rather than sitting back)

More/different time for service: 3 sites

More organized activities/have a plan B: 2 sites

Better Communication: 2 sites

No Changes Needed: 2 sites

One site in addition to thanking us, said that they learned techniques about getting the group's attention from YES volunteers that they have implemented at their school site.

-  [YES Community Partner Feedback_Spring 2015](#)

Conclusions

YES overall is serving our community partners well. They are satisfied and grateful.

The two most common ways we make an impact is through social support and enrichment. While we have never advertised our programs as promoting social skills, this data points to something that makes sense. Potentially with the exception of Golden Years who serves senior citizens - all of our programs are enhancing social skills. While our students do have some training they biggest gift they have to give is themselves and their interactions with the populations they serve. Along with the enrichment we have already articulated that we provide. It would be good to add to our talking points to potential community partners that our programs enhance social skills.

In terms of improvement, the one theme that seems general is that we could provide more training on how to work well with the populations the programs serve. We have also heard this from the directors and volunteers. This will be discussed more in overall conclusions. The other suggestions are program specific (eg. recruit BEST volunteers who can provide service in the weekday mornings). These suggestions have been passed on to the programs.

2: To facilitate opportunities to connect learning and service

Description of Goal

To facilitate opportunities for students to connect learning and service.

2.1: Continuous & Connected

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

All YES program volunteers will reflect on how their service connects to eight common themes throughout the semester.

The 8 themes are: YES as an Organization, Safety & Risk Management, Communication, Collaborating with the Community, Inequities in Society, Non-violence in Society, Reflection and Closure & Continuity.

Measurement Strategy: Document Analysis, Evaluations

Assessment Method

This outcome will be assessed in several ways:

1. Program Syllabi: Each program's syllabi will indicate the intended dates for each of the core workshops. They will also show how the program intends to connect each theme to their program's mission/service.
2. Volunteer Training Charts will indicate which volunteers attended which of the 8 core trainings (common themes).
3. End of Semester Volunteer Evaluations will ask volunteers to summarize what they learned about each common theme.
4. End-of Semester Director Evaluations, will ask directors to rate and comment on: how well their program engaged volunteers in reflection.

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

Results of Assessment

Program Syllabi were implemented this year. They seem to have been a great communication tool between directors and incoming volunteers to help them understand what to expect. Attached is an example of an excellent program syllabi.

Training charts help directors track which volunteers have participated in which of the required core workshops. They then are expected to provide make-up workshops for any core workshops that were missed. An example of a filled out training chart is attached. In reviewing training charts several have volunteers who missed certain trainings and did not make them up.

End of semester Volunteer evaluations asked volunteers to remark on what they learned in each of the 8 core areas. Their remarks were brief and most likely did not capture the depth of their learning. Here's an sense of the results

Intro to YES: Mostly spoke to the importance of service, student leadership and community. About a fifth of them emphasized fun, friends and bonding.

Safety & Risk Management: Most indicated the importance of being mindful of how to be safe and how to respond in an emergency. Some wrote a specific procedure, which makes it unclear how much they are thinking about the big picture as opposed to following specific rules.

Communication: Over half of the volunteers mentioned the importance of communication. Others gave specific advice or comments.

Collaboration: Most addressed the importance of collaboration. Others gave a definition, which they did not do with other categories. Some gave specific advice

Inequities: Just under half indicated that they have a better understanding of inequities. Some spoke specifically about the impact, while others said that it was important to act and that our programs make a difference. Only a few gave specific advice or comments. One student said they didn't learn anything about inequities at service.

Non-violence: Most students said that it was important. Other themes were teaching it,

recognizing violence and responding to it.

Closure: This topic was not well understood by the majority of volunteers. Some did understand the importance of providing closure with their participants, many did not indicate even a basic understanding of this.

Reflection: Answers were not about the importance of reflection, rather volunteers reflected on their learning. (This question needs to be rewritten.)

End of Semester Director evaluations asked directors to rate themselves on a 5 point likert scale on how well they engaged their volunteers in reflection. Below are the results.

Out of 23 responses

1. I have engaged my volunteers in reflection.

- **Strongly agree (5):** 12 directors
- **Agree (4):** 8 directors
- **(3)** 3 directors
- **Disagree:** = no directors

Comments:

- *I definitely did, but I'm not sure if they all got what they needed out of it.*
- *I feel like I should learn more reflection activities.*
- *They truly grew in their reflection skills as the semester went on.*
- *I have engaged my volunteers but it could be way better.*
- *I struggled with this in meetings. We would verbalize questions & answers, but I never really did it any other way.*

-  [End of Semester Director Eval. Results_Spring 2015](#)
-  [Example Program Syllabi](#)
-  [Example Trainnig Chart](#)
-  [Volunteer Reflection on 8 core workshops](#)

Conclusions

In reading how much the volunteers learn, clearly there is already some strong reflection and connecting service and learning together. On the other hand, the directors are students with beginning facilitation skills. Leading reflections is a difficult skill that takes time to build. Even though directors rated the answer that they engage their volunteers in reflection high, their comments indicate that they feel there is much room to improve. Perhaps the assessment question on the director evaluation could be worded slightly different to emphasize the quality of reflection they lead.

There is always room for more guidance on leading reflections, especially on options other than discussing. The Program Consultants should be sure to model this in every Monday Night Class director training.

Make up meetings need to be stressed and problem solved earlier in the semester.

Volunteer feedback shows that overall they learn about YES as an organization as well as the basics of safety and risk management. They also indicate learning/growth in the area of communication, inequities in society and collaboration. Less clear responses were received for non-violence in society, closure and reflection. I believe the reflection question was poorly written and did not capture volunteers understanding of the role reflection played in their learning. It seems there may be room to put more emphasis on non-violence in society as a value to promote and discuss. It also seems that closure and continuity are not well explained to the volunteers. It seems likely that the directors lead them in discussion about how to close down the programs for the semester in a way that is thoughtful and meaningful for the program participants. it may be that while volunteers participate in this, they are not given the language or the overarching ideas of the importance of closure for participants (and themselves).

2.2: Diverse

Type of Outcome: General Outcome

Learning Domain:

Description of Outcome

YES volunteers will include underrepresented student populations in at least the same percentages that they are part of the entire HSU student body. This year we will focus on males and African American student participation.

Measurement Strategy: Tracking

Assessment Method

All YES volunteers register online. This allows YES to request that their demographics be pulled from PeopleSoft. This data will then be compared to HSU campus statistics.

Results of Assessment

YES continues to meet its goal of serving underrepresented student populations in at least the same populations as they are part of the entire HSU body. In fact the demographics of YES volunteer ethnicity seems to have remained stable for the past two years. YES has slightly higher than HSU percentage of Black students (4.8% YES, 3.8% HSU). A look at the attached chart will show you that YES volunteers are fairly similar in ethnic composition to the HSU campus with the exception of Latino and White students. YES serves a significantly higher percentage (52.7%) of Latino students than HSU (28.8%) and a significantly lower amount of White students (26% vs. 47.9%).

In terms of gender YES still consistently engages more female than male students. While HSU campus is composed of 45% male, YES volunteers are only 29% male. This is up slightly from last years 26%. However two years ago 27% of YES volunteers were males, so it seems the numbers may be hovering in the high twenties.

The incoming director pool for Fall 2015 will be 29% male. This is up from this year 17% male directors, which is about typical from year to year.

-  [Ethnicity: YES & HSU](#)
-  [Gender: YES & HSU](#)

Conclusions

The data affirms that YES continues to be a place for underrepresented students to find community and build skills. With the current YES coordinator leaving YES, this data should be analyzed again next year to see if the program is able to sustain its ability to serve these students.

Engaging male students in YES programs in proportion to their numbers on the HSU campus continues to be a challenge. A 15% gap is a good number, however it important to continue to remind directors to recruit with diversity in mind and especially encourage any men who express an interest. Given the increase in male leadership next year, it will be interesting to see if this results in more male volunteers.

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.

3.1: Coaching

Type of Outcome: Student learning outcome

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

Description of Outcome

All directors will gain an understanding of how to structure and facilitate meetings within a Service-Learning framework.

Measurement Strategy: Observation, Evaluations

Assessment Method

The following two methods will be used to assess this outcome:

1. Directors will be observed while they facilitate their program meetings at least twice a year. Observations will be recorded on YES Meeting Observation Sheets.
2. Mid-Semester and End of Semester Director Evaluations

- [YES Mid-Semester Director Evaluation_Fall 2014](#)
- [YES End-of Semester Director Evaluation_Fall 2014](#)
- [YES Meeting Observation Sheets](#)

Results of Assessment

Meeting Observations:

Directors were observed facilitating their meetings by their program consultant, who filled out a meeting observation sheet and provided the directors with feedback. These sheets were quantified and scored as they were in the past two year. First time directors were observed using Level 1 sheets within the first month of their directing. This year Program Consultants on their own initiative, decided to use level 3 assessment for many of the second semester directors.

Meeting observation score summary (Meeting Facilitation Observation scores.)

- *9 out of 14 hit or surpassed the target of scoring at least an 80% on Level 2
- *Of the remaining 5 programs, 4 were assessed using Level 3, which is normally for Program Consultants. These directors scores clustered just under 60%.
- *One program director clearly did not meet the targeted goal. This director was mentored out of the director role for the Spring semester because skill-wise across the board it became apparent that he was not a good fit for YES.

Mid semester evaluation : results were used as feedback. Overall they indicated that directors were satisfied with the level of support and their ability to run their programs.

End of Semester Director evaluations asked directors to rate themselves on a 5 point likert scale.

Out of 22 responses

1. At YES I've learned how to structure and facilitate meetings within a Service Learning framework.

- **Strongly agree (5):** 13 directors
- **Agree (4):** 7 directors
- **(3)** 2 directors
- **Disagree:** = no directors

Comments:

- *Monday Night Class (weekly director training) offered valuable tips and format ideas. The rest was inspiration from the directors before us.*
- *Facilitating is okay. But overall I have learned well on how to structure meetings through the service learning framework.*
- *I have learned this so well that now it's difficult for me to lecture and use the traditional*

paradigm.

- *See End of Semester Director Eval Results for more details.*

-  [End of Semester Director eval. results_Spring 2015](#)
-  [Meeting Facilitation Observation Scores_2014-15](#)
-  [Meeting Observation Narratives_Spring 2015](#)

Conclusions

Level three is usually used for Program consultants, not directors. PCs felt that some of the directors were ready to have a higher level of criteria and feedback. Consequently our scoring is off compared to past years. However, from a narrative perspective with the exception of the one director who was mentored out of the program, all minimally demonstrated solid facilitation skills.

In reflecting on the process, the PCs felt in part there has been a shift in dynamics in meetings that affects the usefulness of the scoring sheets we've been using. They said that because directors are leading less from the front of the room and more successfully encouraging volunteers to be active participants in their meetings, there is not as much opportunity to observe directors demonstrate the skills on the observation sheet.

Consequently a low score on the observation sheet does not necessarily mean that directors do not have the skill. Instead it could mean because of increased volunteer leadership and initiative, that the directors did not have a reason or opportunity to use it. Another PC suggested that the Level 3 observation sheet was more useful for the shifting dynamics in program meetings. If level 3 is used again, the expectations of what level of scoring is proficient, based on this years scores and observations a base-line proficiency might be scoring a 55 on level 3.

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.