1.A. Mission/Brief Description of Services

State your department's mission (statement that outlines the purpose and/or guiding principles of your department) and briefly describe the services/activities provided. Explain the program's impact on student success and how the program supports the broader university's mission.

Narrative

The mission of Youth Educational Services (Y.E.S.) is to support Humboldt State University students in creating and implementing volunteer programs. Our student-run programs provide services to a broad age spectrum ranging from youth to the elderly. Volunteers spend time in the community building friendships and working together to meet community needs. Through our services we attempt to act as allies and resources in an effort to end the cycle of oppression in the community at large.

We enact our mission through the vehicle of service learning, which includes educational and experiential components. In the educational component, students gain leadership skills, learn about issues facing our diverse community, and engage in reflection activities. In the experiential component, students provide direct service, allowing them to address the issues and apply the skills they have learned. Our goal is to help students work towards positive social change and to empower the people we serve.

YES' mission supports the broader University mission in several key ways. Through participating in YES students: enhance their personal development through educationally purposeful activities, engage in a community respectful of diverse ideas and backgrounds, integrate and apply their knowledge to real-life situations, clarify their personal and educational goals, and partner with community members. Additionally, they learn to become active citizens of the community, life-long learners, understand and act for social justice and environmental responsibility, become more critical and creating thinkers, improve their communication skills and expand their world perspectives. Our students find a sense of purpose, a sense of belonging and an experiential component that helps solidify their theoretical and classroom learning.

 __The following is a list of the Programs that are currently administered through Y.E.S.:__
ALTERNATIVE MENTORING PROGRAM (AMP): Volunteers mentor children whose families have been affected by the justice system, helping to raise self-esteem and offering fun and engaging one-on-one and group activities.
ALTERNATIVE SPRING BREAK (ASB): Students interested in spending their spring break participating in a worthwhile out-of-the-area service project are invited to take part in Alternative Spring Break.
ART RECREATION THEATER (ART): Art, Recreation, Theater works with elementary students to provide opportunities for creative projects in after school programs.

ENVIRONMENTAL EDUCATION (EE): Children and community groups gain more awareness of their natural environment through workshops and presentations on topics such as recycling, water usage, native plants, garden education, and environmental issues provided by EE volunteers.

GOLDEN YEARS: Golden Years stimulates friendships between generations.

HAND-IN-HAND: Volunteers provide fun weekend, after school and evening outings for children currently living with Foster families.

HOMELESSNESS NETWORK: Volunteers promote literacy and self-esteem among local homeless children while also providing opportunities for creative and recreational activities.

JUVENILE HALL RECREATION PROGRAM (JHRP): Volunteers meet with youth at Humboldt County Juvenile Hall and through creative and stimulating recreational activities strive to establish caring relationships & promote individual positive growth.

LEADERSHIP EDUCATION ADVENTURE PROGRAM (LEAP): Rock climbing, backpacking, hiking, and challenge course experiences encourage local youth to develop self-confidence, personal growth, and independence in a safe, supportive atmosphere.

NEW GAMES: New Games are alternatives to traditional competitive games and allow elementary school children and adults to play and have fun without having to win.

NORTH COAST MUSIC MENTORS (NCMM): Volunteers provide free, private, one-on-one, music instruction for local youth in the community.

PUENTES: Volunteers are matched with Spanish-speaking individuals to provide English tutoring and a connection to community resources.

STUDY BUDDIES: Students are matched in a one-on-one tutoring relationship, or they can participate in an after school drop-in tutoring program.

VOLUNTEER OPPORTUNITIES PROGRAM (VOP): Students who would like to volunteer but cannot make a semester long commitment are invited to participate through the Volunteer Opportunities Program.

YOUTH MENTORING PROGRAM (YMP): Through individual and group activities, volunteers provide positive role models and help build the self-esteem of the youths they are mentoring. This program requires a commitment for the entire school year.

1.B. Description of Program Goals and Learning Outcomes for Year Under Review

Goals (broad, general statements about what the program intends to accomplish) must include corresponding *objectives* (statements that describe ways to achieve goals) and/or *learning outcomes* (statements that describe ways to achieve desired learning). Discuss how the goals and WASC themes of the university (see University Vision, Mission, and Values-found in the University's Strategic Plan-link in the URL sources below) are integrated into the program. If the program goals have changed since the last self-evaluation, explain how and why they have changed. Goals may have objectives, learning outcomes, or in some cases both goals and objectives.

Example:
GOAL (state the goal and describe how it supports department mission)
  Objective (state the objective and how it supports the goal)
  SLO (state the learning outcome, "As a result of ___, students should be able to ____,"
     and how it supports the goal)

Narrative

A. Provide diverse service site options

    1. Connect students to at least 30 different service sites.

B. Provide placement services for volunteers

    1. Recruit, screen, train, place and oversee at least 180 volunteers a semester.

C. Facilitate leadership training for students involved with program operations.

    1. Provide two 3-day long training retreats for Program Directors, facilitated primarily by YES Program Consultants
    2. Provide ongoing weekly training and supervision for all student leaders.
    3. Provide 5-10 students weekly experience on an advisory board that conducts program reviews and supports students in the creating and improving programs
    4. Student Learning Outcome (Professionalism)
        1. By the end of a year as a program director all students will assess themselves as having improved professionally in at least 80% of the categories. Additionally, 80% of directors after a year in the position will indicate on a scale of 1-10 at least a 2 point increase in at least 80% of the questions.
        2. All community partners worked with this year will be surveyed about students' professionalism. Of these, all who respond will indicate at least a satisfactory experience with students' professional communication and 80% of respondents will indicate a Very Good or higher.

D. Facilitate experiential learning by which students learn about issues facing our diverse community, connect classroom and theoretical learning to real-life situations, clarify values and gain life, career and leadership skills.

    1. See section C.
    2. Support student leaders in providing ongoing weekly training and service opportunities for program volunteers.

1.C. Enrollment/Participant Data

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

Narrative

Volunteer Opportunities Program (monthly service for volunteers):

- Spring 2014: 43 volunteers
- Fall 2013: 331 volunteers
- Served: 19 different sites

Our regular 14 Programs (weekly meetings and service):

-
  o facilitated 434 volunteer placements in the community
    - at 35 different community partner sites
    - served 963 community members
    - logged a total of 20,942 student volunteer hours
  o enrolled 291 individual students in YES volunteer programs
    - 91 of these students (31%) returned to participate in the same program both Fall and Spring semesters.
    - 40 of these students (13%) participated in multiple programs.
    - From a diverse cross section of majors across campus with a heavier concentration in: Social Work (6%), Liberal Studies-Child Development (6%), and Psychology (19%), Sociology (9%) and Biology (5%).
    - 35% freshmen, 22% sophomores, 26% juniors, and 15% seniors.
    - 74% female, 27% male
    - Ethnicity: Latino 56%, White 25%, Black 4%, Asian 4%, International Students 2%, Unknown 4%
    - 62% URM, 68% first generation college student, 56% low income,
      - 55% URM & 1st Gen.
      - 47% first gen and low income,
      - 42% URM and low income,
      - 39% URM, first gen & low income
    - 2% foster youth, 0% veteran
  o See attached documents for charts detailing all of the above.

Discussion:
Clearly YES is a program that consistently attracts and serves diverse students. The high percentage of EOP, Under Represented Minorities, first generation and low income students who find their way to YES is significant. The populations that HSU is challenged to retain are many of the students YES is supporting. It is interesting that the percentage of YES students who are from these populations has increased significantly in the last year. This suggests that there is a network of students who spread the word informally about YES that brings in more of the students who are seeking a sense of community.

In terms of majors, YES' consistently draws from the same five majors more so than others. This year there were more Psychology majors than Sociology majors. This is likely due to strengths of individual students in recruiting within their major. Overall

however, it seems that YES draws more students from the social sciences because of the direct relevance of the program experience to these fields. It is not obvious why a higher percentage of Biology students have found a home at YES. Often students tend to bring in more students that they know, so perhaps a couple of biology students have brought in more.

The high level of female (and correspondingly low level of male) volunteers has been an issue YES has been aware of. This is not unique to YES, but is a nation-wide challenge of engaging men in community service as well as other co-curricular activities. This year YES changed their marketing materials based on data reported in last year's PREP report. The brochure was re-worked to include more prominent images of males and the language in the brochure and banner was modified to try to appeal more to men. It was hoped that the new recruitment materials would open the door for more men to find their way to Y.E.S. This was not the case but rather our numbers seem to remain consistent at about ¾ women and ¼ men.   Because of the challenges retaining men at HSU and the low numbers of men who join YES relative to women, it seems essential to target men in YES' recruitment efforts.

It is interesting that the number of seniors who volunteered this year at YES dropped 10% from last year. Anecdotally we have heard many more seniors are saying that they need to focus on academics. This may be a result of the new unit cap and emphasis on graduating students in four years. Other seniors have moved on from YES into paid positions in other areas on campus, since YES does not pay our student directors.

Sources

- [PDF] URM. low income. 1st gen
- [PDF] YES 13-14 volunteer numbers
- [PDF] YES Ethnicity.13-14
- [PDF] YES foster & veteran.13-14
- [PDF] YES Gender 13-14
- [PDF] YES volunteer majors.13-14

1.D. Student Retention & Engagement

Reports can include graduation rates, satisfaction surveys, etc. Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level). Compare retention and engagement with HSU retention and engagement data. In your discussion and interpretation, consider how the data supports or conflicts with university retention efforts.

Narrative

Persistence data for the year is not available until Fall census.

1.E. Student Learning Outcomes

Analysis of the SLO's from section 1B. Based on the SLO's from section 1B., describe to what extend the learning outcomes were met. Analysis should also include: interpretation of outcome results, how the program evaluates its effectiveness in meeting the university's institutional mission effectiveness of outcome measurement and what program changes have been made based on the result of the assessed outcomes.

Narrative

Student Learning Outcome (Professionalism)

1. By the end of a year as a program director all students will assess themselves as having improved professionally in at least 80% of the categories. Additionally, 80% of directors after a year in the position will indicate on a scale of 1-10 at least a 2 point increase in at least 80% of the questions.
2. All community partners worked with this year will be surveyed about students' professionalism. Of these, all who respond will indicate at least a satisfactory experience with students' professional communication and 80% of respondents will indicate a Very Good or higher

Results:
1. Self Reported Growth:

- Only 55% of Directors surveyed indicated at least 80% growth. This is significantly less than expected. However, 20% of the directors surveyed had only completed one semester instead of two (Their anonymous surveys were accidentally mixed in with the others and so are impossible to separate out.)
- In using another measurement of who scored themselves as 7-10 in almost all of the categories as an indication of confidence in their own professional abilities, 80% show significant confidence in their ability to be professional (which coincides with the 20% that have only directed for one instead of two semesters.
- 84% of the answers that indicated no growth, students already felt competent, rating themselves either a 7,8, or 9.
- Most students felt that before becoming a director they already knew how to: dress appropriately, listen respectfully and ask questions to gain understanding of other perspectives.
- Students indicated they increased their skills 2 or 3 points on a scale of 1-10 in 103 answers. And 4-9 points in 59 answers.
- A few students noted a decrease in skills in certain areas. These mostly had to do with time management and ability to follow-through in a timely manner.

- The following questions at least 50% of students indicated a growth of two or more points:
    - Speak clearly and effectively about my program
    - Speak and act with confidence.
    - Acknowledge personal strengths and weaknesses.
    - Use good judgment in what information I share and with whom.
    - Effectively talk on the phone with established community partner.
    - Clearly explain my program to a prospective community partner.
    - Confidently interact with my community partner
    - Ask my community partner about logistics
    - Solicit feedback
    - Respond appropriately and in a timely manner to an issue or question that my community partner raises.
    - Reflect and take initiative to improve the program
    - Explain the needs of volunteers/program to my community partner.

Discussion:

- Even though this is a first time use of this measurement tool and there are some improvements to be made, we can clearly see that students learn a lot about being professional through their experience as YES Directors. This is especially true in learning how to have professional communication with community partners. The answers do reflect somewhat of a concern about Director's ability to manage their time, follow-through on commitments and set limits, which indicates perhaps more vigilance needs to be had with coaching students in these areas.

1. Community Partners

- Community Partners were asked 11 questions about our student director communication. Of these 11 questions only
- Received feedback on every program from community partners except for Alternative Spring Break who we did not survey.
- Most Directors were rated primarily as very good or excellent. One school that works with several programs indicated two areas that needed improvement. Two parents of children in the Hand In Hand program indicated that they needed more consistent communication about events. Other than these three comments, all directors were rated as acceptable or better in their communication.
- Here are some comments:
    - "I've loved working with and getting to know the directors. The programs are definitely interesting and I've noticed how they have helped develop the students skills while serving the community. Great job all!"
    - "Some of the student needed assistance setting appropriate boundaries with the students. Elementary age students can be very affectionate, and while we don't have a 100% no touch policy we had to regularly discourage the students from becoming overly affectionate (climbing on) some of the volunteers. We

appreciate how much the students like the volunteers but they could use some tips on how to kindly redirect them away from physical contact."

- o "I loved the hand in hand program. It was very enjoyable for the kids. The students were very friendly and nice. They could have done better on getting all of us on the email and phone lists. There were times when I didn't get called or emailed but my sister did. Other than that it was great. Thank you so much and I hope I stay on the email/call list for next year."
- o "Yes! We have noticed that the YES House services have become better and better over the years. Keep up the good work and thank you for keeping our site on your schedule. We hope to continue partnering with New games and Study Buddies next year and possibly look into some of your other programs."
- o " I would like to be asked before a volunteer gives my child's a gift."

Discussion

- Overall Community Partners are satisfied and very much appreciate the communication and service with the programs they work with. Community Partner responses echo the student self-assessment that overall they are able to conduct themselves effectively and professionally. Based on both the student and community partner surveys, the most consistent issue to support directors with in the future is consistent and prompt communication. This however is not across the board, as most student and community partners indicate at least satisfaction in this regard.

Sources

- [DOC] community partner survey results_S14
- [DOC] YES director comments on professionalism_S14
- [DOC] YES director professionalism assessment_results_S14
- [DOC] YES director professionalism assessment_S14

2.A. Staff Engagement in Institutional Efforts and Activities

Describe how the department engages all members in the discussion, review, assessment and revision of program SLOs and other services.

Narrative
Yes Staff Collaborate on and off campus in several ways.

As the other Service Learning program on campus, we have a close partnership with the Service Learning Center. We share student staff responsibilities for the Volunteer Opportunities Program Coordinators (VOC). While the program is housed at YES the VOCs also work out of the Service Learning Office in that they work more with one-time service opportunities. This structure was implemented with Service Learning and YES was housed together under the same leadership. It makes sense to continue to keep it intact.

YES also collaborates in various ways across campus. We continue to have a close partnership with the Service Learning Center and the Risk Management office to ensure appropriate risk management contracts, policies and procedures are in place. Specifically the Service Learning Center helps put Service Learning Agreements in place for YES service sites. Additionally as an AS funded program and an HSU club, YES works closely with the both the AS and Clubs office on policies, procedures and budgets. We also consult with the risk management office and receive funding from RHA and Clubs for Alternative Spring Break.

Lorena was also involved in several other collaborative endeavors this year. She was the chair of the Outstanding Student Awards for contribution to a club or campus organization and attended meetings as part of: SEALS (including the 1/2 day retreat in December), VPSA Directors, Campus Dialogue on Race collaborative planning meetings, Bias Education Team, Welcome Home to Humboldt, and HSU Safe Space trainings. She also attended the day-long LGBT Strategic Planning session as well as the following professional development trainings on: Needs of Native American Students, LGBT Awareness (Ronnie Schwartz) and Who Owns Community (Larry Roper).
Elizabeth Samaniego became YES' new Office Manager and attended monthly SAAS meetings. She attended the following professional development: Mental Health First Responders, White Privilege (Tracy and Steve Smith), Who Owns Community (Larry Roper), LGBT Awareness (Ronnie Schwartz), and the SEALS 1/2 day retreat in December. Additionally she completed the following trainings: Data Security and Privacy, CSU Conflicts of Interest, HSU Customer Service, Anti-Harassment, Discrimination and Retaliation and Defensive Driving.

Additionally YES staff and student directors collectively presented about YES programming for several groups and events including: Housing staff, EOP students, Welcome Home to Humboldt, Fall and Spring Preview, Clubs and Volunteer Fairs, and Service Learning classes, etc.

Off campus partnerships are also part of YES' function. As such Lorena conducted a staff training for the Boys and Girls Club of the Redwood in addition to coordinating student leadership relationships with over thirty off campus sites.

These collaborations meet the mission and goals for YES in that they strengthen our student leadership, risk management and quality of student service learning experiences.

3.A. Investments

Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

Narrative

YES employs 2 full time (10/12) professional staff: an SSP2 Coordinator and an ASC2 Office Manager. Both are Caucasian women.

Additionally YES hired 12 student employees: 4 program consultants, 3 Volunteer Opportunity Coordinators, 3 receptionists, 1 house maintenance worker and 1 newsletter intern. All 12 were part-time totaling 3 FTE positions. 3 were Caucasian male, 1 Caucasian female, 1 Armenian female, 1 mixed-race female, 1 Asian female, 5 Latina female.

Please see attached for more details.

FUNDING:
See attached actuals for the year.

Sources

- [XLS] 13-14 YES D40022 PREP Staffing rpt April 2014
- [XLS] 13-14 YES D40022 PREP Staffing rpt Nov 2013

3.B. Efficiency

Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

4.A. General Conclusions about Past Year Performance
Through analysis and personal observation, summarize your conclusions about the past year. Discuss to what extent your department has or has not met stated goals and any challenges faced in achieving goals? What activities has your program engaged in to improve the student success and the HSU environment? Describe notable achievements since your last self-evaluation.

Narrative

Overall, YES continues to be a strong program. Students learn valuable skills and knowledge through their participation in YES' programs and leadership opportunities. YES directors clearly gain leadership skills and an ability to work in a professional setting. YES Community Partners are more than satisfied about the services YES programs provide. An ongoing struggle is the lack of finances to compensate the YES directors who volunteer 10-15 hours a week. YES should continue running this highly successful program while exploring ways to replace some of the lost institutional support for the student directors.

Because evaluations over the past several years have shown that YES is a strong program in which student directors and volunteers all learn and grow in skills and awareness, YES has been on a rotation of evaluation: volunteers, directors then community partners. This year's evaluation was a focus on professionalism and community partner communication/satisfaction. Because the community partner evaluation was only give at the end of the year feedback was not as useful for the directors. We recommend surveying community partners during every Fall semester to ensure that directors have time to make adjustments to any issues that come up. This will provide a richer learning experience for the directors and a much smoother service experience for the community partners.

It has been a few years since we have evaluated volunteer learning outcomes so will focus next year on ensuring that volunteers experiences at YES provide them with a rich learning environment. YES has 8 core workshop themes that are required to be covered in training for each program over the course of a semester. We have never specifically measured the success/impact of these workshops and so will assess whether or not volunteers are learning about each theme.

As a co-curricular Service-Learning program, YES training emphasizes the Service-Learning framework. Directors are then responsible for applying this framework to how they plan and facilitate their meetings and their services. YES has also never directly assessed how well the framework is understood and applied by directors. In addition to all of the above, YES will look at this question next year.

5.A. Recommendations, Goals and Student Learning Outcomes for Next Year

Summarize program modifications or changes to be made as a result of assessment. Show how the changes responded to changing demographics, technologies, external requirements, or other relevant factors. Goals may be carried over from year to year but changes but must be informed by your data analysis and conclusions in 4.A.

Narrative

GOAL 1: To coordinate program site options and volunteer placement opportunities that reinforce experiential learning.

> **O1 Challenge:** At least 85% of Volunteers placed in service sites will indicate that their placements provide opportunities to gain insights and challenge their understandings about themselves, others and/or society
>
> *Measurements: volunteer evaluation at the end of each semester.*

O2 Context: 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. *Measurements: community partner surveys*

GOAL 2: to facilitate opportunities for students to connect learning and service.

O3 Continuous & Connected: All YES program volunteers will reflect on how their service connects to eight common themes throughout the semester. *Measurements/tracking: Program Syllabus, program training charts, volunteer evals*

GOAL 3: To encourage advocacy, positive social change and empowerment among our student leaders and those they serve.

O4 Coaching: All directors will gain an understanding of how to structure and facilitate meetings within a Service Learning framework.

Measurements: Meeting observations, director evaluations, Monday Night Class discussions & feedback, Program Consultations