UNIT MISSION AND OBJECTIVES

The Office of Student Activities is committed to the co-curricular learning, development, and engagement of students by:

- Providing involvement opportunities and resources
- Advising individual students and student organizations
- Promoting active and responsible citizenship
- Developing collaborative community partnerships

We strive to practice and promote...

- **Inclusiveness** - we create a welcoming environment that celebrates individual differences and commonalities within a context of mutual respect
- **Exploration** - we support individuals through the process of discovering knowledge about themselves, others, and the world
- **Responsibility** - we challenge individuals to uphold shared expectations and recognize how their decisions impact others
- **Innovation** - we embrace creativity while honoring tradition
- **Collaboration** - we share information, resources, and ideas in a mutually beneficial way
- **Leadership** - we empower individuals to serve and to inspire others for the betterment of a community
- **Integrity** - we encourage individuals to live in a way that is consistent with their values and beliefs

LEARNING OUTCOMES

Student Activities has identified eight of the University’s cocurricular learning outcomes (see [http://edge.psu.edu/cocurr.shtml](http://edge.psu.edu/cocurr.shtml)) to focus on in our work.

Students will:

1. Develop critical and reflective thinking abilities
2. Exhibit responsible decision-making and personal accountability
3. Appreciate creative expression and aesthetics
4. Exhibit the ability to work effectively with those different from themselves
5. Demonstrate a commitment to social justice
6. Demonstrate an understanding of group dynamics and effective teamwork
7. Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others
8. Develop an understanding of knowledge from a range of areas.

In addition, Student Activities has identified specific learning outcomes for each of its core functional areas that map back to the overarching outcomes. These functional areas are: Leadership Development, Service Programs, Student Organization Support, Center for Arts and Crafts, SPA Student Leaders, and Marketing. For a detailed list of these outcomes, see http://studentaffairs.psu.edu/hub/studentactivities/outcomes.shtml.

RESULTS FROM 2010-11 ASSESSMENT ACTIVITIES

KEY FINDINGS

The following are key findings from assessment activities conducted by Student Activities this past year:

- Leadership and Service programs help students to develop critical and reflective thinking skills (individual event evaluations)
  - 80% of participants in the Summer Day of Service indicated that the reflection activities impacted the experience with the program
  - Thematic analysis of Leaders Emerging Today (L.E.T.) evaluations indicated that self-discovery was one of the most meaningful aspects of the program
  - “My understanding of my personal leadership style has contributed to my ability to work effectively with others by allowing me to know where my strengths and weaknesses are.” – L.E.T. sophomore survey
  - Into The Streets participants indicated that participating in discussion and reflection positively impacted their experiences.

- Leadership and Service programs help students to have a better understanding of social justice issues (individual event evaluations)
  - 100% of student participants in the Alternative Spring Break program agreed or strongly agreed that their participation in the program helped them to develop awareness and understanding of current human and community needs
  - Participants in the Fall Leadership Program agreed that their participation in the program helped them to develop a better understanding of social justice issues (3.5 on a 5.0 scale)
  - BE House residents have a better understanding of what social justice is because of living there (3.8 on a 5.0 scale)

- Leadership programs help students to demonstrate an understanding of group dynamics and effective teamwork (individual event evaluations)
  - L.E.T participants indicate that they have a better understanding of how groups work (3.88 on a 5.0 scale)
  - “L.E.T. contributed to my ability to lead others and work with others. I understand my strengths as a leader and it makes me focus on what I do best when working with people.” – L.E.T sophomore survey
  - Students who took the Student Leadership Practices Inventory indicated that they are able to recognize the impact that different leadership styles have on group dynamics (4.25 on a 5.0 scale)
• Service programs and Student organization support programs help students to develop an understanding of knowledge from a range of areas (individual event evaluations)
  o 77% of students who attended the Involvement Fair in Fall 2010 found a student organization to join
  o Students who participated in the ITS program said they learned about Penn State and the surrounding community (4.26 on a 5 pt. scale)
• 95% of respondents indicated that they were involved at some level in at least one cocurricular activity (Pulse survey)
• Over 90% of students felt that cocurricular involvement had some positive effect on their overall Penn State education (Pulse survey)
• 79% of students are satisfied with the organized out-of-class experiences (Student Satisfaction Survey)
• 86% of students are involved in a club or organization and 87% of those students indicated that their involvement contributed at least moderately to their overall satisfaction with the Penn State experience (Student Satisfaction Survey)
• 41% of students spent at least one hour/week volunteering or participating in a community service activity (Student Satisfaction Survey)

RESULTING EFFORTS

Describe efforts resulting from your previous year’s assessment activities that were made to improve processes, activities, or outcomes.

The Office of Student Activities has revised the learning outcomes for our service trips. We realized we could not effectively measure some of the previous learning outcomes. We have simplified our outcomes and will be modifying the assessment tools to better assess the new learning outcomes for our Day Service Trips, Urban Service Experience, and Alternative Spring Break. In addition, we will be exploring ways to incorporate reflective writing for members of the Service Trips Planning Team.

We received valuable feedback from last year’s participants in the Leading Emerging Today program and have modified the curriculum of the program based on this feedback. Several guest speakers are participating during the 10 week program and each week has a designated theme with activities and presenters that has extensive knowledge of the topic. Students asked for a more formal program. We have accommodated this request while building a curriculum that meets the program’s learning outcomes.
**ASSESSMENT MATRIX**

**Instructions:** Use this matrix to map your assessment activities to your learning outcomes. If you are using this template to create an annual assessment plan, then the matrix should focus on data collected in the previous year that you are still working on and on data you anticipate collecting in the coming year. Add as many rows and columns as necessary. If you are establishing a multi-year plan, you can either add as many columns as you can keep legible or do one matrix for each year.

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**EVIDENCE FROM:**

<table>
<thead>
<tr>
<th></th>
<th>NSSE (SP11)</th>
<th>Student Satisfaction Survey (SP10)</th>
<th>Student Activities Pulse Survey (SP11)</th>
<th>HUB ACUI Survey (SP11)</th>
<th>Individual event evaluations (SU11-SP12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Learning Outcomes</strong></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>1</td>
<td>Students will develop critical and reflective thinking abilities.</td>
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<td>3</td>
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<td>4</td>
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NSSE

The National Survey of Student Engagement (NSSE) is conducted by the Indiana University Center for Postsecondary Research and collects data at hundreds of colleges and universities about student participating in educationally meaningful programs and activities. NSSE is administered at Penn State by the SARA office. Darcy Rameker is responsible for coordinating with SARA to determine which findings are relevant to Student Activities and for determining if customized analyses may be desirable to further the goals of Student Activities. Darcy Rameker is responsible for disseminating relevant NSSE findings to Student Activities staff and it is the responsibility of Darcy Rameker to see that relevant findings are utilized to improve processes and outcomes. NSSE data was collected in the spring of 2011 and reports and data will be available in August 2011. It is anticipated that any changes resulting from NSSE findings will be implemented over the 2011-12 academic year.

STUDENT SATISFACTION SURVEY

The Student Satisfaction Survey is administered at Penn State by the SARA office. It documents student engagement in educationally meaningful activities and student satisfaction with a variety of University services. Darcy Rameker is responsible for coordinating with SARA to determine which findings are relevant to Student Activities and for determining if customized analyses may be desirable to further the goals of Student Activities. Darcy Rameker is responsible for disseminating relevant Satisfaction findings to Student Activities staff and it is the responsibility of Darcy Rameker to see that relevant findings are utilized to improve processes and outcomes. Satisfaction data was collected in the spring of 2010. Satisfaction data was reviewed in 2010, and continues to be used to document student engagement and inform ongoing activities.

STUDENT ACTIVITIES PULSE SURVEY

The Student Activities Pulse Survey was conducted by SARA in spring, 2011. The survey collected data on student participation in a limited set of cocurricular activities and students’ perceptions of the influence of those activities on a Student Activities identified learning outcomes. Barry Bram and Darcy Rameker worked with SARA to develop the survey instrument and will be responsible for disseminating relevant findings to Student Activities staff and for seeing that relevant findings are utilized to improve processes and outcomes in 2011-12.

HUB ACUI SURVEY

The College Union/Student Center Assessment is conducted by the Association for College Unions International (ACUI) in partnerships with Educational Benchmarking, Inc. and collects data at colleges and universities across the country about student perceptions of their union experience. The ACUI survey is administered at Penn State by the SARA office. Union and Student Activities director, Mary Edgington, is responsible for disseminating survey findings to staff and it
is her responsibility to see that these findings are utilized to improve HUB services. The data collected in this assessment will be used to inform the planned HUB renovation.

INDIVIDUAL EVENT EVALUATIONS

Leadership Programs

All leadership programs offered by Student Activities are assessed. Gina Hurny, Program Director for Leadership Programs, is responsible for ensuring that the assessments are done, compiled, and shared. The assessments examine both satisfaction with the program and whether learning outcomes were met. Both quantitative and qualitative measures are used on most assessments. A listing of the program and the type of assessment is below:

Fall Leadership Program – A survey is distributed at the end of the program.

Leaders Emerging Today – A survey of current participants is conducted after Week 9 of the program and an online assessment is sent to sophomore participants in October, the fall after the participants completed the program.

LeaderShape – A survey is distributed at the end of the program.

Student Leadership Practice Inventory – A survey is distributed at the end of each workshop.

Service Programs

All service programs offered by Student Activities are assessed. Charli Lehman, Program Director for Service Programs, is responsible for ensuring that the assessments are done, compiled, and shared. The assessments examine both satisfaction with the program and whether the learning outcomes were met. Both quantitative and qualitative measures are used on most assessments. A listing of programs and the type of assessment is below:

Extended Service Trips – Students journal throughout the trip. A survey is distributed at the end of the trip to measure program satisfaction.

Day Trips – A survey is distributed at the end of the program.

Days of Service – A survey is distributed at the end of the program. The team leaders for the program are also assessed. An annual report of the Into the Streets program is developed after the last program.

EdAware – A survey is distributed at the end of each program. An annual assessment is developed at the end of the series.

BE House – Surveys are conducted at the end of both fall and spring semesters, picture projects are conducted at the beginning of the fall and end of the spring semesters and a paper assessment is conducted at the end of the fall retreat.
Volunteer Fair – A survey is conducted.

Student Organization Programs

All student organization programs offered by Student Activities are assessed. Jennifer Grossman Leopard, Program Director for Student Organizations, is responsible for ensuring that the assessments are done, compiled, and shared. The assessments examine both satisfaction with the program and whether the learning outcomes were met. Both quantitative and qualitative measures are used on most assessments. A listing of programs and the type of assessment is below:

Advisor Brown Bags – A paper assessment is distributed at the end of each brown bag. An annual report is developed after the whole series.

Involvement Fairs – an online survey is sent to participants. Those who attend the Fairs to find student organizations to join and representatives of student of student organizations are asked different questions.

Student Organization Success Series – A paper assessment is distributed at the end of each program. An annual report is developed after the whole series.

Center for Arts and Crafts

Art class participants evaluate their experience at the end of each session or workshop. Stephanie Gush, Program Director for the Center for Arts and Crafts is responsible for ensuring that the assessments are done, compiled, and shared. These evaluations primarily examine satisfaction with the class and instructor.

SUMMARY

Student Activities has established a multi-level outcomes assessment approach in which multiple sources of evidence including individual event evaluation feedback, reflective writing, and national survey data, are used to evaluate our efforts and facilitate continuous improvement in our activities. A great deal of survey data was collect in 2011 (NSSE, ACUI Survey, Student Activities Pulse Survey) and much of 2011-12 will be spent reviewing those findings to identify areas of strength and weakness.

Student Activities will focus on the following in 2011-12:

- Learning outcomes will be developed for New Student Programs. These will be used when analyzing the assessments that are already conducted. Additional programs may be assessed as well.
- Art classes assessments will be reviewed and modified to assess learning as well as satisfaction and assessments will be developed for art class instructors
- Student Activities will assess what student leaders within some of its affiliate groups have learned.
- We will explore ways to incorporate more reflective writing into our assessment efforts.