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](http://studentaffairs.psu.edu/hub/studentactivities/outcomes.shtml).

### RESULTS FROM 2011-12 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)
  - 92% of participants in the Fresh START program indicated that the reflection activities impacted their experience with the program
  - Thematic analysis of Urban Service Experience participants indicated that learning about themselves and their strengths and weaknesses were significant outcomes of the program
  - “The most meaningful part of LET was being able to gain a greater understanding of myself and the type of leadership style that I can expand upon” – LET participant
  - 50% of sophomores that participated in LET said that they learned about their likes/dislikes and have used that knowledge since participating in the program
  - “These reflections (activities) forced me to think critically and evaluate myself. Without that, this trip would mean nothing.” – Alternative Spring Break participant
  - Into The Streets participants reported engaging in meaningful conversations about themselves and their communities (4.0 on 5.0 scale)
- Leadership and Service Programs help students to exhibit the ability to work effectively with those different from themselves (individual event evaluations)
  - BE House participants have a general knowledge and appreciation of human diversity as a result of their involvement with the program (4.0 on a 5.0 scale)
  - BE House participants have had serious conversations with someone who possesses different beliefs, opinions, and/or values (4.0 on a 5.0 scale)
  - “The most meaningful part was communicating with people different than me.” – LET participant
  - Students who participated in the Fall Leadership Program indicated that they understand that human differences have an impact on individual leadership styles (3.47 on a 5.0 scale)
  - “In order to lead, you need to be able to form relationships with everyone.” – Fall Leadership Program participant
“It is an essential program to creating a campus which accepts cultural diversity by help bridging the gap between domestic and international students.” – Global Engagement and Leadership Experience participant

Most participants in the Global Engagement and Leadership Experience reported an increase in confidence in their ability to communicate with people from different countries and cultures

- 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 hope to engage in purposeful volunteerism, community service, service learning, and/or civic work in the future.
  - 90% of student participants in the Urban Service Experience program hope to engage in purposeful volunteerism, community service, service learning, and/or civic work in the future
  - “Also, in the future, I plan on getting more involved with community service, such as starting a charity for an issue that is affecting urban areas.” – Urban Service Experience participant
  - “I really enjoyed learning more about the homeless population. I have never really had a chance to interact with homeless people and never realized how serious the problem is. It really inspired me to do more in the future.” – Urban Service Experience participant

- 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 (4.31 on a 5.0 scale)
  - “…helped me to recognize how I worked with others.” – LET 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 (4.35 on a 5.0 scale).
  - “Styles of leadership can impact the groups’ productivity completely. Leaders need to be able to work together cohesively.” – Student Leadership Practices Inventory participant

- Service programs and Student organization support programs help students to develop an understanding of knowledge from a range of areas (individual event evaluations)
  - 85% of students who attended the Involvement Fair in Fall 2011 found a student organization to join
  - Students that attended a Student Organization Success workshop learned about the resources available to them for their student organizations
  - 100% of Alternative Spring Break participants indicated that their participation in the program helped them to develop an awareness and understanding of current human and community needs in the Penn State and surrounding communities
  - All service programs help students to learn about future service opportunities

- Classes offered through the Center for Arts and Crafts help students appreciate creative expression and aesthetics.
  - 97% of participants strongly agreed that they will continue to find ways to express themselves creatively
  - 96% of participants strongly agreed that the class they took inspired them to continue learning about this (or another) art subject.

The following are relevant findings from assessment activities conducted by Penn State Pulse in 2011-12:

- Participation in and support of student organizations, leadership and service programs
  - 77% of students indicated that they belonged to a student club or organization (Activity Fee Pulse survey)
  - 65% of students participated in community service activities during the academic year (Civic Engagement Pulse Survey)
- 66% of students who volunteer report that their service activities were mostly through Penn State-sponsored activities (Civic Engagement Pulse Survey)
- The most common ways that students participated in community service are service-related student organizations and the Fresh START Day of Service (Civic Engagement Pulse Survey)
- 65% of students spend between one and ten hours per month participating in a community service activity (Civic Engagement Pulse Survey)
- 60.5% of students support the use of the Student Activity Fee for leadership and service learning activities (Activity Fee Pulse survey)

Volunteerism and civic engagement
- Students who volunteer in community service were significantly more likely to agree that it is important to be politically involved (Civic Engagement Pulse Survey)
- Students who volunteer in community service were significantly more likely to participate in political activities, community events or organizations, and vote in local/state/national elections (Civic Engagement Pulse Survey)

RESULTING EFFORTS

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

The results of our assessments were utilized to guide our work. Reflection has been found to be an important part of service programs, we hope to enhance reflection experiences for all participants. Team Leader Training was implemented for the MLK Day of Service and modeled after the Fresh START program. Significant changes were made to the Team Leader Training sessions for Fresh START 2012 which will hopefully increase the team leader’s ability to facilitate effective reflection activities.

Based on the level of interest for the Urban Service Experience and Alternative Spring Break Programs, we will offer 1 Urban Service Experience in Fall 2012 and 2 Alternative Spring Breaks in Spring 2013 rather than 2 Urban Service Experiences and 1 Alternative Spring Break. We will try to better meet the needs of students interested in these programs.

In 2011, we significantly changed the format of the Fall Leadership Program from a 5-6 hour program on a Saturday to a 2-3 hour program during the week. The number of participants increased by 600% and we received very positive feedback. We will continue with this model in the future.

As the number of student organizations increase, there is a need for additional space at the Involvement Fair in the Fall. Space in the HUB is limited, so we surveyed students about other locations. Overwhelmingly, students felt it should be kept in the HUB. Rather than moving the location, we will add an additional day for general student organizations and assess how it goes.

The HUB ACUI survey results were shared with staff in the summer, 2011. The results indicated that the HUB is not seen as a place of leadership and learning by the students who use the building. This finding significantly impacted the program and resulting plans for the HUB Expansion which is set to begin in the summer, 2013. Student organizations and leadership will have a significant presence in the expanded HUB.
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 work 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.

### Overarching Learning Outcomes

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<thead>
<tr>
<th></th>
<th>Activity Fee Pulse Survey (FA11)</th>
<th>Civic Engagement Pulse Survey (SP12)</th>
<th>Individual event evaluations (SU11-SP12)</th>
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<tbody>
<tr>
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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 AND OTHER PULSE SURVEYS

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.

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.

Student Activities will focus on the following in 2012-13:

- 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.