

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Student Engagement and Leadership

As of: 11/21/2016 11:47 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

To enhance the college experience by providing welcoming, intellectual and social opportunities that engage students in the life of the university. We do this by offering co-curricular opportunities that facilitate student development, self-governance, leadership, understanding, and citizenship in the community. This office currently consists of Greek Life, Student Organizations, Leadership Programs, the University Program Council, and UL Spirit Squads.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Leadership Retreat

Provide a leadership retreat for student leaders that is driven by set learning outcomes.

Relevant Associations:

This objective supports our mission and the strategic plan of UL by providing an opportunity for students to engage with each other, with staff, and with the university.

Related Measures

M 1: Leadership Retreat Learning Outcomes

Students who participate in the Spring Leadership Retreat (collaboration of UPC, SGA, Greek, SLC, and Residential Life) and who complete a post-retreat evaluation will:

1. Indicate that they are more committed to their respective organization.
2. Express that they feel more connected to the other student leaders also participating in the retreat.
3. Have increased knowledge of leadership styles and skills.
4. Feel a greater connection to their university.
5. Gain additional strategies to improve communication within their organization.

Source of Evidence: Evaluations

Target:

The measures will be successfully reached with at least 50% of participants indicating that they strongly agree or agree that they have achieved the listed outcomes.

Finding (2015-2016) - Target: Met

Retreat participants were asked to submit an evaluation after the retreat. The results of the stated learning outcomes are as follows:

This weekend helped me feel more committed to my organization.

SA- 25 or 69%

A- 11 or 31%

D-0 people

I feel more connected to the people I attended the retreat with.

SA- 15 or 42%

A-20 or 56%

D- 1 or 3%

This retreat increased my knowledge of leadership styles

SA- 13 or 36%

A- 23 or 64%

D- 0 people

This retreat enhanced my communication skills.

SA- 17 people or 47%

A- 18 people or 50%

D- 1 person or 3%

Coming to this retreat made me feel more of a part of the UL community.

SA- 27 people or 75%

A- 9 people or 25%

D- 0 people

Related Action Plans (by Established cycle, then alpha):

Leadership Retreat for January 2017

All staff who advise the organizations that participated in the retreat will assess last year's evaluation results and use this information to plan the next retreat. Possible areas of improvement include: increasing students' sense of connection within their own organization, providing training and education with regards to improved diversity and inclusion, and conduct a focus group after the retreat to provide feedback in addition to the evaluation.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Leadership Retreat Learning Outcomes |

Outcome/Objective: Leadership Retreat

Implementation Description: Build in more time during the retreat for individual organizations to meet with their respective members and advisor. Conduct a focus group of 8-10 participants within 30 days of the end of the retreat. Provide an activity or speaker to challenge the students' thoughts on diversity and inclusion.

Projected Completion Date: 02/2017

Responsible Person/Group: Heidie Lindsey Erica Schwartz Karli Sherman Ruben Henderson Res Life staff SGA Advisor

Additional Resources: Resources to pay for a speaker who specializes in diversity and inclusion training would be beneficial.

Budget Amount Requested: \$5,000.00 (recurring)

SLO 2: University Program Council support

Due to restructuring of the Student Union Department, UPC now falls under this department. UPC currently (beginning of this assessment cycle) is supported by one full time advisor and one advisor who can devote approximately 25% of their time to supporting UPC events. UPC provides hundreds of opportunities annually for students. These opportunities support and enhance the mission of UL, the strategic plan in terms of student engagement, and the mission of the department. Approximately 15 student leaders who plan these events in UPC are advised by the staff described above. Before the area moved under Student Engagement and Leadership, UPC was supported by two full time staff, one staff who devoted approximately 50% to UPC, and an administrative assistant. Additional support for this area is crucial to ensure student learning, retention, and engagement. Additional support is also imperative to retaining the staff who currently support UPC.

Related Measures

M 2: University Program Council Support

1. A national search will be conducted to recruit qualified applicants for another staff advising position with UPC.
2. Students, faculty, and staff representatives will be involved in screening and interviewing the finalists for the position.
3. A focus group of UPC Exec members will be conducted to assess their satisfaction with the additional advisor support.

Source of Evidence: Service Quality

Target:

Position vacancy will be advertised in at least one national publication/online job listing.

Success will mean that at least 70% of the 2015-2016 Exec Board of UPC are satisfied with the additional advisor support.

Student leaders will be identified and invited to serve on a student interview panel during the campus visits of the finalists for the position.

Finding (2015-2016) - Target: Met

Position was posted in higheredjobs.com. Over 75 applications were reviewed. Evaluations of each candidate were collected and the top candidate was offered the position and hired. This candidate scored 4.26/5.0 as the highest scored candidate.

Students were invited to have lunch with each finalist, meet with each finalist in a group interview setting, and to submit evaluations via survey monkey.

Related Action Plans (by Established cycle, then alpha):

University Program Council Support

Continue to assess the needs of student leaders and staff in our UPC area by holding a focus group with the exec board members and with an online, anonymous satisfaction survey.

Explore further the need for additional administrative support for this area.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: University Program Council Support |

Outcome/Objective: University Program Council support

Projected Completion Date: 11/2016

University Program Council Support

Moving forward, we will continue to assess the need for additional support in this area. UPC provides programming and entertainment for over 18,000 students. Currently there is no administrative support for the two

staff in this area. With increased process and procedures for purchasing, travel, and record keeping, we already see a need for additional administrative support.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: University Program Council Support |

Outcome/Objective: University Program Council support

Implementation Description: Submit a proposal for an administrative assistant position and/or restructure the current admin position that supports Student Engagement and Leadership.

Projected Completion Date: 10/2016

Responsible Person/Group: Heidie Lindsey

Budget Amount Requested: \$20,000.00 (recurring)

SLO 3: Greek Council Officers

Work to enhance the individual development of our exec members of IFC, Panhellenic, and NPHC. We want to invest in their leadership development. Currently NPHC officers have not ever attended a regional or national conference. IFC does not find value in their regional conference and so we want to explore alternatives. Panhellenic will continue to attend SEPC.

Related Measures

M 3: Greek Council Officers

1. We will pay for each council president to attend the Undergraduate Interfraternity Institute (UIFI) in Indianapolis, IN.
2. NPHC officers will attend the Black Greek Leadership Conference at Texas A&M
3. Panhellenic will continue to attend the Southeastern Panhellenic Conference.
4. Each IFC officer (in addition to the president) will attend UIFI since their regional conference is not an option this year.

Source of Evidence: Discussions / Coffee Talk

Target:

1. Each IFC officer will attend a session of UIFI.
2. NPHC Exec will attend the BGSL in College Station, TX. Staff advisors will accompany.
3. Panhellenic President or the VP Membership will attend a session of UIFI.

Finding (2015-2016) - Target: Met

Each IFC officer attended a session of UIFI with the exception of the president who attended in 2015. At the end of the summer, we received thank you letters and short reflection papers from each participant explaining how they benefited from their UIFI experience.

Our staff took the NPHC Exec to the Black Greek Student Leadership Conference in College Station, TX. This was the first time an NPHC Exec traveled to a conference together. Since they've been back, they have implemented at least three initiatives they learned from the conference - PWI Problems, Soul of a Nation, and implemented changes to enhance their annual Meet the Greeks program. The Panhellenic VP Membership attended UIFI as well.

Related Action Plans (by Established cycle, then alpha):

Greek Council Officers

Our plan is to continue to participate in the BGSLC with our NPHC officers. In addition, we will continue to fund students to attend UIFI each summer. Since IFC has done UIFI two years now, in the upcoming assessment year, we will engage some other types of training and support for IFC through LaunchPoint. Since this assessment period

began, we lost a staff member in the Greek life area and so it will be imperative for us to seek outside assistance in terms of training our male, Greek leaders.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Greek Council Officers | **Outcome/Objective:**
Greek Council Officers

Projected Completion Date: 10/2017

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Retreat assessment results were shared amongst all of the staff who advise and support the various organizations that attended the retreat.

Evaluations of all candidates for the UPC position were shared with all involved. Student input as well as that of staff were considered in making the decision of who to hire.

Assessment results for the Greek Council Officers leadership development opportunities were shared with our department staff.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

The 2016 retreat was completely different from past years and so there is no past data to compare yet.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

Staff from these various areas working together to produce the leadership retreat worked extremely well. Students from such diverse backgrounds all came together for this one experience. We are missing the time we used to have with our individual organizations at the retreat. To rectify this, we are going to build in additional time for this.