I. Executive Summary: Overview of past Academic Year successes and challenges

**Successes:**
- Attendance increased across the board at events and Element hosted 39 events in its first year
- Launched a day-long experience focused on servant leadership, ILLUMINATE
- Student Government Assembly (SGA) created a yearlong programming series (7 events) on Campus Violence Awareness and Education
- Student Organization Council had its inaugural year and hosted seven meetings
- SGA hosted two Bone Marrow drives in Honor of MSU Denver student, Alex Eldredge
- Fraternity and Sorority Life will welcome Alpha Sigma Alpha and Nu Alpha Kappa in fall 2016
- 125 registered student organizations on campus and over 1,200 new OrgSync users
- Rebranded Roadrunners Give Back and introduced monthly on-campus volunteer opportunities
- Full SGA Ballot (all elected positions were filled) and there was competition for President/Vice President
- Increased event partnerships with campus departments and committees
- Continued to draw an incredibly diverse cohort to ULP far surpassing our colleagues at other Colleges and Universities in Colorado with similar programs
- All scholars in ULP reported growth in their leadership goal and feedback from a group of mentors chosen by the scholars indicated they agreed the scholars practiced key leadership development in self-understanding, understanding of others, and understanding of communities
- 95% of student who used Student Travel feel prepared to meet the expectations of future employers or graduate schools after participating in the program
- 373 students traveled to a conference or convention using Student Travel Program
- 98.5% of the students who participated in Student Travel agreed that they feel more connected to their field of study or chosen career path after participating in the program

**Challenges:**
- For a student to vote is a multi-step process resulting in low voter turnout. A new system will be in place by April 2017.
- Limited funding from the institution available for Student Travel Advisors continues to be a problem
- Faculty Senate was unsupportive of efforts for a special distinction in leadership program
- Element struggled with creating programming for the cold weather months of the year
- Roadrunners Give Back had a significant drop off in volunteer sign ups once the program no longer sent monthly emails to all students
- The Elections Commission did not take the advice and guidance of the advisor and that created poor communication through this election cycle and weak bylaws
- Efforts to utilize the Golda Meir Center and shift to video format proved to be unsustainable in the format they were piloted. Additional hours in the building failed to bring students in
- Due to the decline in enrollment, opportunities to expand and grow ULP were held-off. The program budget remains built for the short-term and doesn’t allow for growth.
- The key academic for the program, Dr. Norman Provizer was out sick. There isn’t a succession plan for Norman’s involvement with the program and once again we are reminded of this.
- Student Travel continues to struggle to sustain and meet the needs of students
- Providing consistent and accurate customer service to student organization members who entered our office
- Providing consistent communication to student organization advisors to keep them educated and informed. Our training sessions offered saw a decrease in attendance.
- A new initiative was launched, providing student organizations with the opportunity to have their own p-card for organization purchasing. Over the course of the year only 2 organizations completed the process. Our efforts did not produce the results we were hoping for.
II. Unit Accomplishments

**Actions to Support Student and Academic Success**

- Students involved in organizations are more likely to graduate. According to a Student Involvement Report completed by Team DELTA in February 2016, 72% of student involved in organizations graduated, while only 30% of student not involved did.
- Additionally, students involved in student organizations are persisting at a higher rate than those not involved.
- Fraternity and Sorority members had an average Cumulative GPA of 2.94 at the end of Spring 2015
- 75% of Urban Leadership Scholars have a cumulative GPA over 3.0
  - 45% First Generation College Students
  - 53% Latino
  - 45% are Pell Grant Eligible
  - 69% Students of Color
  - Scholars in the ULP were 10% more likely to persist toward graduation than a sample of similar students.

Information from the Multi-Institutional Study of Leadership shows several positive results for involved students.

- Consciousness of Self
- Congruence
- Commitment
- Collaboration
- Controversy with Civility
- Citizenship
- Social Responsibility
- Leadership Efficacy
- Complex Cognitive Skills
- Social Perspective-Taking
- Hope Scale-Agency
- Hope Scale-Pathways
- Belonging Climate
- Resiliency
- 85% of students who participated in the Student Travel Program stated they felt participation in the program helped define their career and academic goals.
- 95% of the students who participated in the program stated they feel more connected to MSU Denver after using the program.
- The Student Travel Program is one experience out of many that helps prepare students for the next step in their future. The program assists in preparing students for their chosen career or graduate school by placing them in professional settings with constituents from all over the US.

**Actions to Support Community Engagement and Regional Stewardship**

- Students in fraternities and sororities completed over 1,000 hours of community service.
- Fraternity and Sorority members reported higher levels of citizenship than peers in the Multi-Institutional Study of Leadership.
- Students in the Urban Leadership Program completed service-learning projects to support over 50 unique organizations in Denver and 525 hours of service.
- ULP scholar, Jacqueline Maldonado, was selected to attend the Denver Metro Chamber Leadership Foundation’s Leadership Exchange Trip, one of two students selected from all CLA programs.
- 8 ULP scholars participated in the Undergraduate Showcase in the spring.
ULP participants visited several organizations in Denver to learn about leadership in another context. The programs are extremely well received by students in the program and our community organizations such as Target, Knotty Tie, the Denver Metro Chamber of Commerce, the National Renewable Energy Lab, and Children’s Hospital.

**Actions to Support Institutional Culture**

- Student Activities and Student Government are most proud of the wonderful students that are employed in the offices. These student employees are seen as a part of a team, an intricate part of the team. Undergraduate students gain valuable experiences; being responsible for programs, managing budgets, supervising (SGA students have this opportunity) and making decisions that impact all students. In turn, the students feel valued and trusted.

### III. Supporting Metrics:

#### a. Program Metrics:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Traffic</td>
<td>Did not collect</td>
<td>3,320</td>
<td>4,114</td>
<td>2,951</td>
</tr>
<tr>
<td># of Student Organizations</td>
<td>146</td>
<td>166</td>
<td>135</td>
<td>125</td>
</tr>
<tr>
<td># of students who used Student Travel</td>
<td>303</td>
<td>359</td>
<td>385</td>
<td>373</td>
</tr>
<tr>
<td># of approved Campus Event Funding Proposals</td>
<td>40</td>
<td>36</td>
<td>47</td>
<td>30</td>
</tr>
<tr>
<td># of Recruiting and Promotions Proposals</td>
<td>24</td>
<td>26</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td># of students who participated in Roadrunners Give Back</td>
<td>589</td>
<td>604</td>
<td>289 (did not include Project Homeless Connect number this year)</td>
<td>530</td>
</tr>
<tr>
<td>Events (estimates due to nature of outdoor events)</td>
<td>5,000</td>
<td>6,000</td>
<td>8,420 (increase is due to the addition of co-sponsored programs)</td>
<td>9,398</td>
</tr>
<tr>
<td># of students active in fraternities and sororities</td>
<td>80</td>
<td>88</td>
<td>84</td>
<td>104</td>
</tr>
<tr>
<td># of students in the Urban Leadership Program</td>
<td>37</td>
<td>39</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td># of students who participated in campus-wide leadership programs</td>
<td>480</td>
<td>500</td>
<td>800</td>
<td>800</td>
</tr>
</tbody>
</table>
Additional 2015-2016 Participation Highlights

- Over 5,000 OrgSync users
- 1,150 students entered the Office of Student Activities for a student organization related question, concern, or training
- Event Attendance Breakdown: Total estimated attendance: 9398
  - Hot Topics (18): Averaged 44 per event – 792
  - Open Mic Night (8): Averaged 32 per event – 256
  - Distinguished Lecture Series (2): 750
  - Fall Fest and Spring Fling: Estimated 2500 each
  - Collaborations (Food for Finals, 1 Book, HEDS, Roadrunner Rewards, etc.): 2600
- Total number of Events: 109
  - Element Events– 39
  - Tri-Institutional Events – 57
  - Collaborations with other departments- 13
- Number of Graphic Design projects completed: 115

b. Employee Professional Metrics

Professional Development:
- Clifton Strengths Summit- Angela, Director
- Association of Fraternal and Leadership Values (AFLV) West- B.J., Assistant Director
- Association of Fraternity/Sorority Advisors (AFA)- B.J., Assistant Director
- Academic Coursework at CCD and completed Associates degree in May 2016- Oanh, Administrative Assistant
- MSU Denver Professional Development Conference - professional staff all attended
- American College Personnel Association Conference (ACPA)- Stephanie, Assistant Director and Gretta Mincer, Associate Director
- Colorado Leadership Alliance Directors Meetings with the Denver Metro Chamber Leadership Foundation- Gretta, Associate Director
- Student Organization Institute- Dave Bourassa, Assistant Director

Service Activities:
- Sustainable Campus Program ex-officio- B.J., Assistant Director
- Student Advisory Committee to the Auraria Board ex-officio-Angela, Director
- Food Service Advisory Committee- Angela, Director

IV. Measurements of Progress:

General:
- Completed a Student Activities Learning Outcome Assessment with Team DELTA
- Track office traffic and areas through a simple counting process that is facilitated by the front desk staff

Fraternity and Sorority Life:
- Track Student Involvement for demographic and GPA data
- Assess organizations at a programmatic level against the 8 common values of fraternity & sorority life through accreditation process

Campus-Wide Leadership:
- Post-Event Surveys
• Worked with Team Delta to analyze Multi-Institutional Study of Leadership. Examined in more detail our comparison sample of involved students, leadership students, fraternities and sororities and SGA

Urban Leadership Program:
• Pre-program interviews with campus and community allies.
• Track Student Demographics, GPA, and enrollment information.
• One-on-One interviews with participants each semester.
• Utilized goal setting feedback at the beginning of the year and at the end of the year
• Used a mentor evaluation

Events:
• Post Event Survey
• Assessed student learning at Hot Topics
• Assessed student awareness of Student Fees

Student Government:
• One on one meetings between SGA members and advisor (frequency depends on role and need)
• Elections (held two elections one in fall for the Constitution and one in the Spring for positions and fees)

Student Travel:
• Assessed Student Travel participants being able to identify trends in their field as a result of participation
• Student Travel post travel survey

Student Organizations:
• Assessed Student Organization students ability to develop leadership skills as a result of participation
• Worked with Team DELTA to complete Student Involvement Report which compared GPA, persistence and graduation rates of involved and noninvolved students
• Performed a Student Organizations Satisfaction Survey via OrgSync
• Officer Training Evaluation
• Student Organization Satisfaction Evaluation

V. List the strategic priorities (goals) for your unit for the upcoming academic year.
• Finalize Student Activities learning outcomes and develop a five year assessment plan
• Examine professional staff members’ job descriptions. Shift the Administrative Assistant III position to a Program Assistant I due to increased responsibility

Goals by Area

Urban Leadership Program:
• Continue to explore resources available for Golda Meir
• Increase the partnerships with community organizations through our field experience program by 50%
• Campus-Wide Leadership
• Introduce content and programming on emotional intelligence
• Roadrunners Give Back
• Establish relationships with off campus non-profit community partners to establish consistent volunteer opportunities to students

Events:
• Create Late Afternoon Programming Series and eliminate the Distinguished Lecture Series. A portion of MSU Denver’s budget and event efforts for this will be reallocated to support the efforts of campus and academic departments and committees in bringing in major speakers with more intention and focus.
• Element will create a unique series of movie showings, crafting events, and bucket list events for this winter.
• Create more awareness of Student Fees, particularly Student Affairs Fee
• Create community events that allow students to engage with other students, faculty, staff, and community partners that are a part of their story. Also, engage students of all intentions (commuter, traditional, evening classes, etc) so that they become an active character in the creation and telling of the story

Student Government Assembly:
• Continue efforts from last year regarding Sexual and Interpersonal Violence. This will include passive and active programming
• Increase and educate the campus on the importance of voting by partnering with New Era and hosting several educational event in the fall
• Implement VoteNet a tool which will aid in increasing the student voter turnout for April elections
• Continue Student Organization Council which will encourage networking and collaboration amongst the student organizations
• Effectively manage the Student Organization Funding Program which includes Campus Event Funding and Recruiting & Promotional Funding
• Training, hire and advise a full Election Commission
• Revisit and edit as needed all organization’s documents including the Constitution and bylaws (including Elections)

Fraternity and Sorority Life:
• Introduce and support the two approved organizations to campus, Alpha Sigma Alpha Sorority and Nu Alpha Kappa Fraternity

Student Travel:
• Increase the percentage of departmental representation
• Assess that students who participate in the Student Travel Program will be able to identify new trends within their field of study or chosen career path
• Serve 375 students

Student Organizations:
• Provide consistent, accurate, and timely customer service to student organizations
• Assess current evaluation tools and develop a more well-rounded evaluation tool for officer training, student organization satisfaction, and knowledge of resources.
• Provide consistent, accurate and timely customer service to student organizations
• Explore options for improved Advisor Training

VI. **Resource needs:**
None at this time
Annual Assessment Report
-Student Engagement + Wellness-

Program Name: Student Activities Events
Department Name: Student Activities
Staff member(s) completing report: Stephanie Abell, Assistant Director

Brief program description:
Campus Events aim to provide a social calendar of events that allows students to participate in activities ranging from performing at an Open Mic Night, listening to a distinguished lecturer, throwing a frisbee, or debating a hot topic. We partner tri-institutionally on a regular basis and host MSU Denver-planned events through Element, a campus programming board that is open to all Auraria students. All of these events provide a diverse range of opportunities for students to meet each other, plan events, diversify their knowledge of the campus, city, and world around them, and find a home on campus. The events are also intended to be an appropriate use of student fees and are intentionally chosen with the students’ academic and social interests at the core of planning.

Key program learning outcomes assessed:
A) As a result of participation in Hot Topics, students will learn of various perspectives on a variety of issues

B) As a result of participation at Events, Students will develop an increased awareness of how their student fees are being utilized by the campus and its staff

Brief description of assessment activities:
Students attending Hot Topics events throughout the October 2015-April 2016 academic year were required to sign in at each event. On the sign in sheet (sample included), they were asked questions regarding the learning outcomes above. Learning Outcomes A and B were both asked directly:

1.) Fall: Is this your first Hot Topic event? (answer options: yes or no) / Spring: Including today, how many HT have you attended? (answer options: open ended)
2.) Did you know that your student fees paid for this event? (answer options: yes or no)

We collected data from 7 of 18 total Hot Topics events, and each event saw an average of 44 students in attendance. A total of 79 students signed in and answered our questions in the Fall 2015 semester and a total of 213 students signed in and answered our questions in Spring 2016. Data collection methods and results were analyzed after the fall semester and the decision to continue collecting at more events was made for the Spring 2016 semester. One change was the wording of our question for Learning Outcome A as we hoped to gain more detailed information.

Results of assessment of student learning outcomes:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Fall 2015 (2 surveys)</th>
<th>Spring 2016 (5 surveys)</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome A</td>
<td>65.38% attended more than one (answering “no”)</td>
<td>39.16% attended more than one (answering 2 or more)</td>
<td>50% of students will attend more than one Hot Topics</td>
</tr>
<tr>
<td>Learning Outcome B</td>
<td>60% answered that were aware of student fees paying for event</td>
<td>53% answered that were aware of student fees paying for event</td>
<td>60% of students are aware</td>
</tr>
</tbody>
</table>
Results indicated that there were a higher percentage of students (though a smaller sample) attending Hot Topics more than once (65.38%) and that were aware of their student fees being used to pay for the event (60%) in the Fall 2015 semester. The Spring 2016 results saw a drop in repeat attendees (only 39.16% had attended more than one) and 53% were aware of their student fee spending. Obviously, this means that goals were not met in the second semester.

**Next steps/closing the loop:**
When we implemented the newly worded question for Learning Outcome A in the spring, we knew that we would likely get a more accurate picture of how often students will come back to a Hot Topics event. We were hoping to simply find out if they would return more than once, but in addition to that, we were hoping to find out if they attended because they enjoy the series or because they attended due an interest in a specific topic (possibly for extra credit due to a faculty member’s involvement or encouragement). Given that 21% answered that they had attended two Hot Topics and 17% had attended three or more, we will aim to learn about these choices in more detail next year.

One thing we realized after the fall semester was that simply having the Learning Outcome B/question about the student fee played a major role in making students aware of it. We made a better effort to speak with students as they were signing in and explaining what the fee was. This may encourage further survey questions about what topics and other events they’d like to see, given that a major goal in this learning outcome is to increase their engagement/investment in these campus activities that they are funding.

Changes and enhancements will be made to targeted marketing, new survey questions, and involvement of our Hot Topics attendees in choosing future topics.

**Supporting documents (attached in appendix)**

1.) Sample of sign in sheet for Hot Topics
2.) Results can be obtained from Stephanie Abell
3.) Examples of surveyed Hot Topics: Sexual Assault, Religion, Animal Rights, Elections, College Campus Racism, Gun Control, Middle East Update
Annual Assessment Report
-Student Engagement + Wellness-

Program Name: Student Activities
Department Name: Student Activities
Staff member(s) completing report: Angela LeValley

Brief program description:
Student Activities provides a variety of engagement opportunities to students, Student Organization, Leadership Programs, Student Travel, Student Government Assembly, Campus Events, and Roadrunners Give Back. Student Activities is valuable to a campus community because students who are engaged are more likely to stay the course and graduate. A specific example is that based on data analysis done by Team DELTA of involved students completed in Spring of 2016, students involved in Student Organizations are more than two times more likely to graduate. Additionally what is learned through involvement opportunities such as leadership and communication skills directly correlates with skills and attributes that employers are seeking of graduates (Job Outlook 2016: The Attributes Employers Want to See on New College Graduates’ Resumes. Retrieved September 01, 2016, from http://www.nacweb.org/s11182015/employers-look-for-in-new-hires.aspx).

Key program learning outcomes assessed:
A) Prepare and facilitate a meeting
B) Practice professional communication skills
C) Plan events
D) Prepare a budget
E) Effectively manage conflict
F) Gain employable skills

Brief description of assessment activities:
Team DELTA prepared a multilayered survey, which was sent out electronically in April to involved students. Specifically students who have an OrgSync account (which captures most of our student organization, fraternity and sorority and leadership populations), were on student organization rosters that were voluntarily given, attended Hot Topics and/or other Campus Events, had participated in Roadrunners Give Back, are associated with SGA. As an incentive to get students to participate, students who completed the survey were entered into a random drawing to win an Amazon or Starbucks gift card. Team DELTA did all data analysis. The survey was sent to 6,024 email addresses, 191 students started the email and ultimately 165 completed it.

Results of assessment of student learning outcomes:
Student Government Assembly:
- 100% of SGA respondents say SGA improved their meeting facilitation, professional communication, networking, event planning, budgeting and conflict resolution skills
- 86% believe their involvement in SGA will positively impact their ability to gain employment after graduation.

Student Organizations:
• 69% of student organization respondents say their involvement in student orgs improved their meeting facilitation
• 74% of respondents said their time in student organizations has improved their professional communication skills
• 68% of respondents said their networking skills have been improved
• 59% of respondents said their conflict resolution skills have improved
• 75% of respondents said their event planning skills have improved
• 88% of respondents believe their impact on the their community has been positive to very positive
• 78% of respondents said their involvement in a student organization will positively or very positively impact their ability to gain employment

Sorority and Fraternity Life:
• 100% of respondents are networking with professionals outside MSU Denver; 72% said that their networking skills have improved
• 84% of respondents said their meeting facilitation skills have improved as a result of their involvement in their sorority or fraternity
• 71% of respondents said their professional communication skills have improved
• 85% of respondents said their event planning skills have improved
• 67% of respondents said their budgeting skills have improved
• 100% of respondents said their conflict resolution skills have improved
• 75% of respondents believe their involvement will positively to very positively impact their ability to gain employment after graduation

Campus Events:
• 85% of respondents are aware that student fees pay for this type of programming
• 53% of respondents said their involvement in campus events improved their professional communication skills
• 62% of respondents said their conflict resolution skills have improved

Roadrunners Give Back
• 56% of respondents said their involvement has positively impacted their ability to recognize their impact
• 47% of respondents said their involvement has positively impacted their professional communication skills

Student Travel
• 81% of respondents said their involvement will positively impact their ability to gain employment after graduation
• 96% of respondents said their involvement improved their professional communication skills
• 95% of respondents said they engaged with others outside of their organization while participating in Student Travel
• 79% of respondents said their networking skills were improved
• 56% of respondents said their involvement improved their budgeting skills
• 69% of respondents said their presentation skills improved
• 84% of respondents said their ability to identify trends within their industry were improved
• 81% of respondents said their involvement will positively to very positively impact their ability to gain employment

Next steps/closing the loop:
The information gathered in this inaugural assessment is helpful to create a foundation for us to build from. Additionally, it gave us some focus for programming planning for the year. Based on the Student Organizations results we are planning to host workshops on conflict resolution, how to gain networking skills, and event planning. Within Fraternity and Sorority Life, it appears as though more needs to be done in the areas of budgeting and to help those students to gain confidence that they involvement opportunity will lead to employability. We have reexamined events and are determining the best way to assess student learning taking place. It doesn’t seem as though the survey format was most successful. Also
work needs to be focused for Roadrunners Give Back in terms of their learning. It is unlikely that the assessment that was completed this year will be mirrored in the upcoming year. We hope to explore methods beyond surveys.

Additional reflections:

- 2-4 times a semester is the amount of time most students are willing to participate in events for both campus events and volunteer events
- 69% of all respondents are aware that student fees pay for Student Activities programs
- 73% of all respondents say their involvement in Student Activities programs makes them feel more connected to campus
- 85% of all respondents recommend other students get involved on campus
  - 79% in student organizations
  - 64% in campus events
  - 52% in Roadrunners Give Back
Annual Assessment Report  
-Student Engagement + Wellness-

Program Name: Student Organizations  
Department Name: Student Activities  
Staff member(s) completing report: Dave Bourassa

Brief program description:  
The purpose of student organizations at MSU Denver is to provide opportunities for the enhancement of academic, professional, and service aspects of student life through participation in group programs and activities. Student organizations serve both an educational and social function on campus, offering students the opportunity to engage with other students and develop valuable communication, collaboration, and leadership skills. Student organizations allow students to grow professionally, academically, and socially through engagement and networking.

Key program learning outcomes assessed:  
A) As a result of participation in Student Organizations, students will be able to develop leadership skills

Brief description of assessment activities:  
Over the course of the year there were several assessment tools used for student organizations. The assessment tools that were used over the course of the year didn’t cover my learning outcome in enough detail. Those assessment tools focused more on customer service, student satisfaction, program evaluation, and feedback about particular services we offer to student organizations. Overall, I struggled with student organizations assessment this year. My goal is to put together one assessment tool that really focuses on my intended outcome (developing leadership skills). The following are all of the various assessment tools we used for student organizations this year:

1. “Officer Training Evaluation” – The focus of this assessment tool was to evaluate the officer training sessions that we require of all registered student organization officers. Each organization is required to have 4 officers, all of which are required to attend officer training in order for their organization to become “registered”. Over the course of this registration year we had 489 students complete officer training. Out of those 489 students, we had 64 (13%) students complete the Officer Training Evaluation. Officer Training provides student leaders of registered student organizations the tools to be successful leaders within their student organization. The goal of this assessment tool was to get feedback on the training program we provide to student leaders. We asked them to evaluate the various components of the training, evaluate the trainer, and provide feedback on areas they would like more information about in order for them to be successful in their roles. I used Qualtrics for the evaluation and the tool was emailed to students who completed officer training 1 week following completion of the training. Reminders were sent via email over the course of the year. I analyzed this data based off the report Qualtrics puts together. Data was shared with my student staff.

2. “Student Organizations Satisfaction Evaluation” – This assessment was used to get feedback from student organization members on their experience working with our office and their interactions with my staff. The goal of this assessment tool was to receive feedback on customer service, overall satisfaction of services, resources, and programs provided from Student Activities for student organizations, and to receive feedback on areas for improvement. This is an evaluation we have used for the past 3 years and is sent out to student organizations twice a year (fall and spring semesters). Our sample size was all active OrgSync users. We pulled out faculty/staff, since this evaluation is focused solely on student organization members and student OrgSync users. Out of roughly 4,000 active OrgSync users, only 118 (3%) students participated in the evaluation. The evaluation was created using Qualtrics and had 14 questions.

3. “Officer Questionnaire –Spring 2016” – This assessment tool was created by a student employee of mine to evaluate and determine which tasks student organization officers find most important for successfully leading a
student organization and to evaluate the level of difficulty of these tasks. We developed this evaluation tool to help my staff better understand the needs of student organization leaders and how to better support them in being successful leaders. The information gathered from this questionnaire will help my staff determine what leadership workshops are needed for student organization officers in the future. The assessment tool consisted of a paper-based, two question survey asking participants to rank which areas of leadership are most important to them when it comes to running a successful organization. This assessment tool was implemented during Spring Fling 2016 student organization participants (35 different student organizations).

Results of assessment of student learning outcomes:
The focus of the majority of my assessment this year was on preparing student organization members for success. There was much less of a focus on my actual learning outcome of leadership skills. In general, students learned about the various resources available to student organizations on campus through officer trainings and workshops. Students learned specific skills through the monthly workshop series we offered. In general, students are aware of the resources, support services, and programs that are available to student organizations on campus and where to go to take advantage of those services. Overall, satisfaction with these resources, services, and programs is average. Roughly 50% of the students who participated in these evaluations stated they were satisfied with the various services and programs offered to them. This is telling me that the other 50% were either hoping for more information or we failed to meet their expectations. This tells me that we can do a better job in preparing them to become leaders or we can do a better job at helping them develop and fine-tune their leadership skills to a greater degree than what we are currently doing. The one assessment tool that addressed leadership skills was the “Student Activities Learning Outcomes” assessment tool (covered in the Office of Student Activities Assessment report). Below I will highlight some of the data from each of these assessment tools.

1. “Officer Training Evaluation”
   a. 30% of the student organization officers who completed the evaluation stated they were “Very Satisfied” with the training. We asked participants to rank their satisfaction of the training from 0 to 10 (0 = very unsatisfied, 10=very satisfied). 48% of the participants in this evaluation gave a score of 8 or higher. This tells me that officers were pleased with the outcomes of the training and our goals for the training were met. The purpose of the officer training is to provide student organization leaders with tools, leadership skills, and resources to successfully lead their organization.
   b. 80.7% of the students who participated in the evaluation agreed they have a good understanding of all of the resources that are available to student organizations on campus. This data tells me that most organizations are aware of the various resources on campus. Many of these resources help student organizations build leadership skills and develop individuals.

2. “Student Organizations Satisfaction Evaluation”
   a. 81% of the students who participated in this evaluation stated they know where the Office of Student Activities is located. This data tells us that most students know where and how to get help when it comes to student organizations questions. While this may not contribute to my learning outcome directly, it again shows that we are doing a good job in setting student organizations up for success by providing helpful information and training on how to be successful leaders.
   b. 49% of the students who participated in this evaluation agreed or strongly agreed that they know who to contact in the Office of Student Activities if they have a question, comment, or concern. Again, this data may not contribute directly to my learning outcome, but it shows that we are doing a good job in preparing students for being successful leaders within their student organization.

3. “Officer Questionnaire –Spring 2016”
   a. Officers of Student Organizations, regardless of duration of office or position held, were asked to complete a questionnaire about what is important to the function of their organization and the level of difficulty enacting each of these tasks. Fifty-three questionnaires total were completed and returned. Each
survey had three questions. The first asked “How important are each of the following for how your student organization functions?” The second asked “How challenging are each the following to do successfully in your organization?” Under each of these two questions were six tasks (advertising to/recruiting new members, advertising for/hosting events/activities, brainstorming activities/events, fundraising, communicating with the university/Office of Student Activities, and acquiring resources) and an optional, write-in, ‘other’ section. For the first question, officers were asked to rate each task’s importance on a scale of 1-5 with 1 indicating the least importance and 5 indicating the most importance. For the second question officers were asked to rate the difficulty of each task on a scale of 1-5 with 1 being the least challenging and 5 being the most challenging. The third question asked officers to write in a response for the question “How has your organization been most successful in reaching other students on campus?” For the first two questions the number circled on each survey in each unique task category was added together. The total number of each number circled was also recorded. Any write in important functions and challenges were listed to see if any were reoccurring. For the last question the items listed as most successful reaching students were listed and any repeating answers were tallied.

b. Participants indicated the advertising and hosting events is the most important organization function. Acquiring resources was the next most important function to student organizations. This data shows us which areas are important to student organization leaders when it comes to successfully leading their student organization. This data is important to my learning outcome of leadership skill development because it tells me that developing marketing skills, event planning skills, and communication skills (acquiring resources) are the top 3 leadership skills that officers view as important to running their organization. This data allows us to focus more on those skills through workshops and trainings for officers.

c. The most challenging areas for officers were marketing events, hosting events, communicating with University personnel, and fundraising. Again, this provides us with valuable insight as to which leadership skills student organization officers are looking to learn in order to be successful.

Next steps/closing the loop:
In summary, I’ve found that our office can do a better job in preparing students to be successful leaders of their respective organization(s). Now that we have a better understanding of what skills are important to student organization members and the types of tasks that are most challenging to them, it will allow us to develop trainings, services, and resources that focus on those needs. The data also tells me that student organization members want more support and resources pertaining to skill development than what is currently provided for them. Overall, the customer service, programs, services we provide for student organizations is pretty good. I believe students have the basics down when it comes to navigating around campus and knowing where to go. It’s the next step where we really need to better serve students and help them build and develop those leadership skills. Based of all of the results from the various evaluations and assessment this year, I want to focus more on skill development workshops and trainings for student organization leaders.

I also realized over the course of this past year that all of my assessment tools didn’t focus directly on my actual learning outcome. This has been a great learning experience for me in understanding assessment and developing learning outcomes. I’ve come away from this experience with a much better understanding of the direction I want to take for assessment going forward.

The goal going forward is to increase the user response so we can continue to collect more data pertaining to my learning outcome for student organizations. This may involve more creative methods of collecting data that supports my learning outcome for student organizations. I need to develop an assessment tool that directly addresses my learning outcome. I feel that my learning outcome for this past year closely resembled some of the learning outcomes in the Office of Student Activities plan and report for assessment. For this next year I would like to develop a new learning outcome that focuses on the skills learned from officer training. Officer training is such an important part of educating student organization leaders about the various resources, services, and programs that are available to them.

Additional reflections:
I actually learned a lot through this project. I’ve learned that my learning outcome may not be applicable for ALL student organization members. Some students don’t join a student organization to gain leadership skills. Some students simply join to have fun, make friends, or to engage with other students with similar interests. This project will help me fine-tune my learning outcome for next year. I will most likely add a second learning outcome that is applicable to all student organization members. I have realized that my assessment methods for student organizations need a lot of work in order to address my learning outcome(s). The focus up until now has been on performance of my staff and the resources and services we provide. The focus of our assessment methods has not been on what students are learning from participating in a student organization. For next year, my focus will definitely shift to what students are taking away from their experience with student organizations. I feel that I’ve gained enough feedback on our customer service, resources, and services over the year(s) and now I’m ready to shift that to my actual learning outcome. This project has also helped me think of ways in which I can develop new learning outcomes for student organizations. There are so many tangible skills that students can take away from their experience with student organizations, and this project has helped me realize what some of those are.

While most of the data I collected over this year was focused on customer service, student satisfaction, and program/services evaluation, I still feel that I’ve come away with some valuable information on how to enhance the student experience for student organizations.
Annual Assessment Report
-Student Engagement + Wellness-

Program Name: Student Travel
Department Name: Student Activities
Staff member(s) completing report: Dave Bourassa

Brief program description:
The overall mission of the program is to provide opportunity and experiences for students to apply knowledge and skills learned in the classroom to nationally recognized professional development events through dialogue, presentation, research, networking, and scholarly inquiry. The program aims to provide students with the chance to learn and interact with professionals in their chosen career path outside of the classroom. The MSU Denver Student Travel Program provides student travel grants to help fund the cost of transportation/airfare, registration and lodging for qualified individuals or student groups wishing to attend regional and national educational conferences.

Key program learning outcomes assessed:
A) As a result of participation in Student Travel, students will be able to identify trends within their field of study or chosen career.

Brief description of assessment activities:
A post-participation evaluation/survey is required of all participants (lead student and student(s)). The evaluation is sent out to all participants at the beginning of the month after they travel. For instance, if a student traveled to a conference on March 22nd-25th, then they would receive the evaluation the first week of April. Participants are emailed a link to the evaluation. The evaluation is delivered via Qualtrics. There are 22 questions on the evaluation, which is broken up into 3 parts:

1. Series of questions asking the participant about their experience with the program
2. Series of questions asking the participant about their experience with the conference (goals, outcomes, objectives, connectedness with major and MSUD before and after participation, etc.)
3. Series of questions asking about who they are as a student (major, gender, how long they've been at MSUD, race, etc.)

Results of assessment of student learning outcomes:
75% of the lead students who participated in the program completed the evaluation/survey. I’m happy with this number. In contrast, only 26% of the additional students who participated (non-lead students) completed the evaluation. I was a little disappointed with this as it is a requirement of the program. However, we really don’t have a way of holding the students accountable for not completing the survey. In total, 164 lead students completed the evaluation/survey.

I feel that my evaluation tool didn’t address my learning outcome directly or specifically. Instead, it provided information that supports my learning outcome, but doesn’t specifically address it. 98% of the lead students and 92% of non-lead students feel more prepared and/or confident to meet the expectations of businesses/employers/graduate schools after participating in the Student Travel Program. This tells me students who traveled to a conference return to campus with a stronger knowledge-base of their field of study. If they are stating they feel more prepared and/or confident to meet the needs of employers/graduate schools/businesses after participating in the program then the data is telling me they are learning new information (trends, data, information about field of study, research, etc.). While it may not address the learning outcome directly, it does indicate that students are learning more about their field of study, which in turn is making them feel more confident and prepared to meet the expectations of future employers or graduate schools. 98.5% of the students stated they feel more connected to their field of study or chosen career path after participating in the program. To go along with that statistic, 96% of the students stated they felt more connected to MSU Denver after participating in the program. This data tells me that students feel a stronger connection to both the school and major, as well as feels more confident about their knowledge regarding their desired career path. Students are coming away from their experiences with a better understanding of what is happening within their chosen...
industry and feel a stronger sense of belonging both within their department and within the campus community. Finally, 85% of the students stated that they felt like participation in the Student Travel Program helped define their career and academic goals. This data further shows that students who participate in the program are learning more about their area of interest, developing a greater base of knowledge about expectations and skill-set, and shaping their future plan for their chosen career path. It’s safe to conclude that students feel more prepared and have a broader sense of knowledge for their chosen field after participating in the Student Travel Program. I’ve included some qualitative data as Appendix B to support my findings.

**Next steps/closing the loop:**
I struggled with developing specific questions that address my learning outcome on the Student Travel Program evaluation (my assessment tool). A lot of the questions that were asked compliment my learning outcome, but don’t directly address my outcome. One of my goals for this year is to develop more in-depth questions that directly touch upon my learning outcome. It’s clear that students who use the program come back feeling more connected, prepared, and confident with their knowledge, but the evaluation tool did not cover whether or not they are able to identify trends within their field of study. I’m hoping to dig into that a bit deeper this coming year and completely address that learning outcome.

I will use the assessment results to continue to make improvements to the program as well as continue to use the results for my SAB presentation each spring semester. While there are many learning outcomes within the program, I’ve found that identifying trends within the field and networking with professionals is most important to participants. Students want to know what is happening within their chosen career field and participating in these professional development events gives them the necessary tools to be successful and confident upon graduating MSU Denver. While I don’t foresee major changes to the program and the delivery of the program, I do see some changes to how we market and promote the program to prospective participants and faculty and staff. A lot of students are unaware or don’t know the benefits of the program, and so the results of my assessment will help bring these learning outcomes to the forefront of my marketing and promotional efforts. Students are making connections in their field, building a network, learning about current trends, and applying the knowledge that is learned in the classroom by participating in the program.

**Additional reflections:**
There was nothing that was really surprising to me. The data has been consistent from year-to-year and in general students are coming back to campus feeling more connected to their major, to the University, and feel more comfortable with their choice of major/career. It was interesting comparing the data between lead students and non-lead students. That is something I will continue to pursue in the future. While the data between the two group sets were similar, I found that non-lead students felt slightly more connected to the school and their major than lead students upon completion of the program.

The assessment data I’ve been collecting for the past 4 years has helped me understand why students are participating in the program and what they are taking away from their experience at the conference. In the evaluation students were asked why they decided to attend the conference. The top 3 responses were: “Networking”, “Present research at the conference”, and “To learn more about their field of study”. I feel the evaluation tool does a great job in telling me why students attend and their satisfaction level of the Student Travel Program, but is weak when it comes to my actual learning outcome. I plan to make modifications to my evaluation tool for this year so it more clearly defines whether or not students are able to identify trends within their field of study after attending their conference. I also want students to actually identify the trends they learned from the conference within the evaluation so it gives us a better understanding of exactly what students are learning from their experiences.

This project also helped me look at the program from a more critical lens, to make sure all aspects of the program are contributing to the goals and outcomes of the program. While I already had a good idea about the benefits of the program, this project helped define those things in a manner in which I wouldn’t have explored otherwise.
Annual Assessment Report
-Student Engagement + Wellness-

Program Name: Student Activities and Urban Leadership Program
Staff member(s) completing report: Gretta Mincer

Brief program description:
The Urban Leadership Program was created to enhance the leadership experience at MSU Denver. Each academic year, we will select a group of students to participate in the program. The program consists of coursework and experiential learning components. Selected students receive a scholarship in addition to training and networking opportunities. The Urban Leadership Program values Development, Social Responsibility, Inclusiveness, and Relevance. These students will explore and examine leadership and how they can better lead our Denver Metro Community through:

- Self-Exploration and Understanding
- Understanding of Groups and Others
- Understanding of our Communities through Mentoring and Service

The Office of Student Activities believes in each individual and the collective power of students to transform their communities. Collaboratively, we design opportunities for engagement and exploration by providing resources, programs, and services at MSU Denver. Vision Statement: Catalyst for Connection

Key program learning outcomes assessed:
A) As a result of participation in the Urban Leadership Program, students will identity growth in an individual, group, or societal leadership goal

B) As a result of participation in Student Activities, students will be able to recognize one’s ability to make a difference and practice citizenship

Brief description of assessment activities:
A. Each scholar in the Urban Leadership Program has identified a goal area to grow as it relates to leadership—Individual, Group, or Society. These come from the Social Change Model of Leadership Development, one of the most widely used models of College Student Leadership in the U.S. Utilizing a standardized assessment based on the Social Change Model, students ranked themselves on these areas at the beginning of the year and reported on their progress. Feedback from an identified advisor was used on most cases as well. Students generally believe they are accomplishing their goals. Advisor and Mentor feedback is fairly consistent showing lots of feedback that the stA narrative that explains what you did to assess the intended student learning (outcomes). Be sure to include an explanation of your data collection methods, your sample (selection, size, etc.), and how you analyzed your evidence. Note that you should include a copy of any instruments (i.e. survey tool, rubric, focus group facilitator’s guide, etc. etc.) as an appendix to this report.

B. We worked with Team DELTA to examine involved students and numerous outcomes utilizing the Multi-Institutional Study of Leadership.

Results of assessment of student learning outcomes:
A. Building Efficacy.

Over 95% of scholars said they accomplished their leadership goal (related to growing their self-knowledge, knowledge of others, or knowledge of community this year.

Scholars selected someone to provide feedback on their leadership development with all participants earning a score at agree to strongly agree in the areas.

- Mentors ranked scholars an average of 4.5/5 when asked about the scholar’s knowledge of self and individual leadership components.
- Mentors ranked scholars an average of 4.45/5 when asked about the scholar’s knowledge of group leadership components.
- Mentors ranked scholars an average of 4.5/5 when asked about the scholar’s knowledge of community leadership components.

Excerpts from End of the Semester Reflections:

For this Spring semester my goal was to step out of my comfort zone and lead a program or activity. This semester I most definitely feel that I accomplished this goal. Through one of my courses at Metro my classes and I worked with individuals with disabilities at La Alma Recreation Center... I stepped up as a leader by developing this program with my partner and playing a major role in conducting the activity. It was a lot of responsibility to provide the participants with a great first day full of fun, learning, and getting to know each other and the Metro students as well. I was very nervous about going first and leading a group activity but it ended up being a really great experience. I also had experience leading a group activity through my volunteer time at Special Olympics swimming. There were days that I worked alongside the participants by swimming with them but there were also days I was asked to lead.

The goal that I had set for myself was to find ways in Denver that I could help within the community... I found Tennyson Center for Children and Children's Center Home to help me perform my goal into action. These activities helped me understand what I want to do in life, and that is to help create safer environments for children in hostile communities. Overall, these experiences help me understand what life is about. It is about caring for one another and making sure we can help each other succeed.

I have grown such much as a leader just by talking to different faculty, advocates, and program directors of various departments. One of my biggest accomplishments is exchanging dialog with the Hispanic Serving Institution (HSI) task force. Serving people of color has been something I grown to be passionate about. Being a voice along with high ranked professionals are truly been an honor. I know that in our second to last ULP meeting we discussed the topic of Advocacy, I now have an idea of what it takes to represent large groups of people. Meeting with the chair of Chicano Studies and Africana studies to discuss the issues that are affecting the students has been an honor. Along with other staff I want to be more active in the political issues that link our communities and the University.

I believe I grew tremendously this year in my leadership. I had a lot of ups and downs with my leadership experience that has made me reflect on the type of leader I aspire to be. My positive mentality helped me get through tough hurdles and I can understand why it is a strength for me. My downfall was putting too much emphasis on my type of leadership style and not much on understanding the value of being a good follower. I feel confident in leaving this University with the knowledge and understanding I need to create a better future for myself and my community. Because of the Urban Leadership Program, I have looked for opportunities within my community and have been appointed Secretary of the Cultural Council and Community Member of
the Quality Community Foundation in Commerce City. I'm happy to start giving back to my community, one step at a time.

B. The comparison sample of OrgSync Users showed statistically significant difference from the random sample of all students in the questions of on citizenship. In addition, involved students showed the following outcomes:

- Higher social change behaviors
- Higher consciousness of self
- Higher congruence
- Higher commitment scale
- Higher collaboration
- Higher controversy with civility
- Higher citizenship
- Higher overall measure of leadership capacity
- Higher hope scale agency
- Higher hope scale pathways
- Higher complex cognitive skills
- Higher leadership efficacy
- Higher resilience
- Higher belonging climate

Next steps/closing the loop:

A. We will promote this as a benefit to the program. The feedback from advisors and mentors is a key piece in our plan to grow allies and leadership educators across campus and into the community. We may look to expand this piece in the future.

B. We will continue to explore the MSL data. 2016-17 is an off year as 2017-18 is the next cycle of administering the program. I believe The MSL team may also produce a significant report we can utilize to share a much more comprehensive (and pretty) view of the study with attention to MSU Denver data specifically. My hope is that we can shift some of the perspectives across campus about what matters in leadership (not skills based one-time sessions—instead service, conversations around difference, mentoring and building efficacy) so that more students feel like they can lead at MSU Denver.