

2018-2019 Assessment Final Report

Department: KU Memorial Unions

Assessment of Student Programs Outcome Training (SPOT)

Introduction

Assessment Project Description

The Union Program's Office is a campus-wide clearinghouse for activities in and around the KU Memorial Unions. Students are the motivating force behind Union Programs. The office provides advising and operational support to several student-led organizations.

- KJHK 90.7 FM--As the University of Kansas' student run radio station, KJHK provides KU students with a unique and personal student development experience centered in the communication of culture. The station cultivates a sense of community and belonging on the KU campus. Through the KJHK experience, KU students learn leadership and relational skills that serve them for a lifetime.
 - 16 students leaders, about 150 volunteers
- Student Union Activities— SUA was created by the KU Memorial Unions in 1938 as the Union student programming board. Their main mission statement is to provide a leadership development and entertainment piece for the Unions and University of Kansas campus.
 - 5 Exec leaders, 9 coordinators/assistant coordinators, about 45 committee members
- The Big Event--The Big Event connects the KU campus with the Lawrence community by recruiting thousands of student, faculty and staff volunteers to work at hundreds of local job sites during one annual day of service.
 - 13 student leaders, about 30 committee volunteers

Each of these leaders attended a weekly training workshop. This assessment project aimed to measure the learning occurred during those training workshops. Each learning outcome was taught over the course of a few weeks throughout the year through presentations, interactive activities, guest speakers, and homework assignments.

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Service/Program Student Learning Outcome(s)

Social Justice (Union #5, SA #3)

Students participating in the SPOT program will be able to

- A. Understand their own identities and how those impact their leadership and organizations.
- B. Evaluate their own self identities and how those impact leadership and participation on campus
- C. Analyze socially and culturally constructed identities based on race, ethnicity, gender and gender expression, sexuality, class, age, ability, and religion and evaluate and apply this knowledge to their own personal identities within that construct.

Community Building (SA #5)

Students participating in the SPOT program will be able to

- A. Analyze and Evaluate their own roles in creating community within a campus and student org context
- B. Apply this knowledge to real-world situations in meetings, events, and social gatherings

Marketing (Union #2)

Students participating in the SPOT program will be able to

- A. Create and maintain a brand by
 - a. Identifying current trends in marketing and execution within a target community
 - b. Applying modern marketing strategies on various platforms
 - c. Creating designs, copy, and materials that adhere to best practices

Group/Team Dynamics (Union #4, SA #4)

Students participating in the SPOT program will be able to

- A. Understand and demonstrate an in-depth knowledge of professional communication via emails, reports, conversations, meetings, in an office setting, and informalities.
- B. Demonstrate effective management and engagement of volunteers during and leading up to events

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- C. Evaluate strengths and weaknesses of team members and utilize the information gained to assign groups and tasks that will promote individual and team success
- D. Apply individual goals to achieve broader organizational goals

Critical Thinking and Learning (Union #6, SA #2)

Students participating in the SPOT program will be able to

- A. Apply both prior knowledge and newly gained information to unfamiliar situations requiring synthesis across disciplines
- B. Understand and analyze how their beliefs and values impact personal and professional decisions.
- C. Relate in-class learning with out-of-class programs and activities and vice versa

Leadership Development (Union #3, SA #3)

Students participating in the SPOT program will be able to

- A. Identify and evaluate their own strengths and weaknesses
- B. Discuss, identify and utilize strategies for managing emotions effectively and staying calm under pressure
- C. Demonstrate effective decision-making skills and abilities, including the ability to make independent decisions
- D. Identify and utilize helpful and supportive campus resources
- E. Develop and utilize more effective organizational and time-management skills

Event Management (Union #2)

Students participating in the SPOT program will be able to

- A. Utilize knowledge and skills to work effectively with agents and vendors, writing and negotiate offer letters and contracts
- B. Demonstrate understanding of risk-management strategies and mitigation techniques
- C. Practice effective customer service during campus events and programs
- D. Apply gained knowledge to effectively plan and execute all event elements including catering, décor, entertainment, venue selection, and attendee information awareness

Finances (Union #2, SA #6)

Students participating in the SPOT program will be able to

- A. Create a budget in both a long term and short-term context using acquired knowledge

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- B. Apply acquired knowledge to plan for a budget that includes unexpected expenses and demonstrates an understanding of industry standards
- C. Practice appropriate budget reporting tasks, including recording expenses and end of project reporting

Population/Sample:

42 students who serve as student leaders in SUA, TBE, or KJHK.

Assessment Method(s):

- Monthly, students were given an assessment that included both qualitative and quantitative questions relating to the topics covered in the previous month. The quantitative questions were rated on an agree/disagree scale. Qualitative asked them to share the most impactful lesson of the previous month and will be coded and scored.
 - Primarily these were sent via email and SurveyMonkey. In the month of March we tried paper surveys to see impact on number of responses which resulted in a higher level of response.
- A few more qualitative projects were originally scheduled to occur throughout the year. These included:
 - Meeting review
 - Students were asked to write a one page (250 words, double spaced, size 12 font) reflection paper on a meeting they attended or ran.
 - Out of class assignments including resumes and meeting review were completed by less than 50% of the student leaders (about 10 each) and thus not graded on rubrics. These were discussed individually with the student leaders but removed from overall assessment. Lack of participation had us rework our spring curriculum to instead cover these topics in class.
 - Students will submit their most updated resume and receive feedback.

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- Out of class assignments including resumes and meeting review were completed by less than 50% of the student leaders (about 10 each) and thus not graded on rubrics. These were discussed individually with the student leaders but removed from overall assessment. Lack of participation had us rework our spring curriculum to instead cover these topics in class.

Summary of Key Findings/Results

- Out of class assignments including resumes and meeting review were completed by less than 50% of the student leaders (about 10 each) and thus not graded on rubrics. These were discussed individually with the student leaders but removed from overall assessment. Lack of participation had us rework our spring curriculum to instead cover these topics in class.
- Monthly survey highlights:
 - September:
 - *Completed by 26 student leaders.*
 - 67% strongly agree: “I understand how my own identities and privileges impact my leadership and participation on campus”
 - 58% strongly agree: “I have knowledge to advocate for inclusionary practices and justice in my Programs leadership position.”
 - 59% strongly agree: “I am aware of risk management concerns within my student organization.”
 - 54% strongly agree: “I understand the basics for mitigating risks within the context of my student organization.”
 - 63% strongly agree, but 4% disagree: “I am able to reflect on my tone/voice in written communication and understand when my tone/voice should shift.”
 - Most mentioned topics in open ended responses:
 - Email communication: 11

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- Structuring meetings (includes agendas and running the meeting): 8
- Inclusion (LGBTQ): 7
- Leadership and managing different personality types: 5
- Quotes from open ended responses:
 - “I even talked about the importance of risk management as a leader in my last interview as a result of SPOT, I got the internship too!”
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- October and November
 - *Completed by 24 student leaders.*
 - 79% agree: “I feel that I can related my out-of-class learning to my in-class learning.”
 - 68% agree: “I feel that I can articulate the skills I have learned through my involvement in my student organization.”
 - 54% agree: “I understand the benefit of communicating my needs (ie. Program feedback, organization aids/programs, software, etc.) in a professional manner to advisors/supervisors/etc so that any potential issues or roadblocks may be resolved and improved.”
 - 60% agree: “I understand the steps one should take when researching marketing trends/strategies and applying them to my organization’s efforts.”
 - 85% agree: “I can identify and evaluate my own strengths and weaknesses.”
 - Most mentioned topics in open ended responses:
 - Campus resources: 8
 - Talking about their role: 8
 - Time management: 7
 - Quotes from open ended responses:
 - “The class dedicated to translating skills we've learned in our organization to the real world was very helpful and something that I'll definitely use for interviews.”
- February
 - *Completed by 17 student leaders.*

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- 15% noted disagree with “I have a basic understanding of how to negotiate with agents and vendors.” Showing a need for continued work in this topic.
- 71% agree: “I have a basic understanding of contract execution.”
- 88% agree or strongly agree: “I have an understanding of how to approach confrontations in a positive manner.”
- Most mentioned topics in open ended responses:
 - Risk management: 9
 - Resume: 5
 - Cover letter: 4
- Quotes from open ended responses:
 - “I really found the resume and cover letter SPOT very helpful. I haven't had anyone actually help me with that process. It gave me a better understanding of what should be expected of my own resume and cover letter.”
 - “I think we finally understand risk management on a deeper level not just a definition.”
- March
 - *Completed by 25 student leaders.*
 - “I understand how to confirm event details with appropriate campus offices” had 16% respondents note disagree. This is double the amount of disagrees on other questions throughout the year and should be an area of consideration for next year.
 - 8% strongly agree: “I understand the importance of training volunteers in my organization.”
 - 16% disagree: “I understand how to confirm event details with appropriate campus offices.” Which notes a need to better execute this topic next year.
 - 84% strongly agree: “I understand the importance of training volunteers in my organization.”
 - 65% strongly agree: “I understand the importance of reflecting on when I’m wrong.”
 - Most mentioned topics in open ended responses:
 - Importance of sharing the why of what we do: 11
 - Event planning steps: 4

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- Quotes from open ended responses:
 - “The biggest thing I learned in SPOT was what to learn when you are wrong. How to take what you did wrong and apply to the next task.”
 - “Learning that people aren’t so into what and how but WHY you do things. I even used this in my Big Event Executive Director interviews and carried it to my position in ADP.”
- April
 - *Completed by 17 student leaders.*
 - 100% agree or strongly agree: “I have a basic understanding of how to assess the risk of an event when planning.”
 - 100% agree or strongly agree: “I understand how organizational structure can impact crisis/risk response.”
 - “Debriefing national events with risk management scenarios helped me to understand risk management as it relates to my position,” received a 25% disagree, noting a needed change in this activity.
 - 100% agree or strongly agree: “I feel more confident in outlining my cover letter.”
 - Most mentioned topics in open ended responses:
 - Contracts: 7
 - Confrontations: 7
 - Student Money Management: 6
 - Quotes from open ended responses:
 - “Doing the role-play for contracting an artist example was very eye-opening. It was harder than I expected and I think we were able to acquire good techniques for deal negotiation.”
- Overall stats:
 - Fall:
 - 42 total leaders
 - Average attendance of 29 leaders, 70%
 - Decrease at end of semester.
 - 8 weeks of classes
 - Spring:

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- 42 total leaders
- Average attendance of 26 leaders, 62%
- Lowest attendance was in September.
- 10 weeks of classes
- Total
 - 42 total leaders
 - Total attendance of 499, of a 756 possible, 66%
- Overall we found the program to be very successful. The students showed a good level of learning and positive feedback. Some of the topics took a slightly different direction than we anticipated. Some structure needs to be modified in the future. Our method of assessment worked well but needs to be changed to be completed all by paper, in class, rather than online follow up for increase in responses.
- We weren't able to cover all learning outcomes. We were overly ambitious about how many we could cover and some took three to four weeks to really go over.
- Make up assignments and planned out of class assignments were not successful.
- Classes in which there was a hands-on, one hour project they could finish in class were the most impactful.
- Learning outcomes which the students indicated the highest level of understanding:
 - Social Justice (Union #5, SA #3) Students participating in the SPOT program will be able to
 - A. Understand their own identities and how those impact their leadership and organizations.
 - B. Evaluate their own self identities and how those impact leadership and participation on campus
 - C. Analyze socially and culturally constructed identities based on race, ethnicity, gender and gender expression, sexuality, class,

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- age, ability, and religion and evaluate and apply this knowledge to their own personal identities within that construct.
 - Group/Team Dynamics (Union #4, SA #4) Students participating in the SPOT program will be able to
 - A. Understand and demonstrate an in-depth knowledge of professional communication via emails, reports, conversations, meetings, in an office setting, and informalities.
 - Leadership Development (Union #3, SA #3) Students participating in the SPOT program will be able to
 - A. Identify and evaluate their own strengths and weaknesses
 - B. Discuss, identify and utilize strategies for managing emotions effectively and staying calm under pressure
 - C. Demonstrate effective decision-making skills and abilities, including the ability to make independent decisions
 - D. Identify and utilize helpful and supportive campus resources
 - Event Management (Union #2) Students participating in the SPOT program will be able to
 - A. Utilize knowledge and skills to work effectively with agents and vendors, writing and negotiate offer letters and contracts
 - B. Demonstrate understanding of risk-management strategies and mitigation techniques
- Learning outcomes which the students indicated the lowest level of understanding:
 - Group/Team Dynamics (Union #4, SA #4) Students participating in the SPOT program will be able to
 - C. Evaluate strengths and weaknesses of team members and utilize the information gained to assign groups and tasks that will promote individual and team success
 - D. Apply individual goals to achieve broader organizational goals
 - Event Management (Union #2)
 - Students participating in the SPOT program will be able to
 - C. Practice effective customer service during campus events and programs

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- D. Apply gained knowledge to effectively plan and execute all event elements including catering, décor, entertainment, venue selection, and attendee information awareness
- Finances (Union #2, SA #6) Students participating in the SPOT program will be able to
 - A. Create a budget in both a long term and short-term context using acquired knowledge
 - B. Apply acquired knowledge to plan for a budget that includes unexpected expenses and demonstrates an understanding of industry standards
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Conclusions

Impact of Assessment

- Thanks to this assessment project we have worked to secure funding for the program again next year. We plan to make a few modifications going into the second year based on the above results.
- Changes planned:
 - Need to lessen the number of learning outcomes, while making sure the following topics are included in next year's learning outcomes (some were included this year and need to be reworded, some are fine as is, and some are new concepts):
 - Email communication, structuring meetings, inclusion, identities, privileges, personality types and how to work with them, risk management, campus resources, talking about their role and lessons learned, time management, goal setting, resumes, cover letters, confirming event details with appropriate campus offices, importance of sharing why we do what we do, event planning steps, contracts, positive confrontations.
 - All sessions need to include an in-class worksheet or activity.

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- Some topics need to be taught over the course of more than one session for full understanding.

Lessons Learned About Assessment Method

- Need to add “did not attend this class” to the assessment in case a student is filling out the month’s assessment but did not attend one of the sessions.
- Need to do all assessment on paper to increase number of responses and front load them in each semester, limiting questions at the end of the semester.
- Need to figure out what to do about open ended responses that reference a topic from prior to that month.