

2018 -2019 Student Affairs Assessment Plan

Department: KU Memorial Union

Union Programs Student Leaders Learning Outcomes Assessment

Division Mission

To engage the KU community in services and programs that make learning possible.

Department Mission

To be an open, dynamic, environment where the KU community comes together for individual and collective discovery.

Department Student Learning Outcomes

1. **Leadership Development:**
 - Students who provide, utilize or interact with services and programs provided by KU Memorial Unions will obtain the skills, knowledge & behaviors necessary to develop teams that fulfill the mission and goals of the organization.
2. **Practical Competence:**
 - Students who provide, utilize or interact with services and programs provided by KU Memorial Unions will obtain the skills knowledge & behaviors necessary to complete the job. The acquisition of skills that are transferable to real-life scenarios.
3. **Intrapersonal Development:**
 - Students who provide, utilize or interact with services and programs provided by KU Memorial Unions will obtain skills, knowledge, & behaviors necessary to develop a realistic self-appraisal & positive sense of self.
4. **Interpersonal Development:**
 - Students who provide, utilize or interact with services and programs provided by KU Memorial Unions will obtain skills, knowledge, & behaviors necessary to foster effective relationships.
5. **Inclusion, Social Justice & Civic Engagement:**
 - Students who provide, utilize or interact with services and programs provided by KU Memorial Unions will obtain skills, knowledge, & behaviors necessary to understand, appreciate, & interact with a diverse and interdependent world.
6. **Learning & Critical Thinking:**

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- Students who provide, utilize or interact with services and programs provided by KU Memorial Unions will obtain the skills, knowledge & behaviors necessary to synthesize knowledge from a variety of sources and make informed decisions.

Description of Service/Program

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

Union Programs aims to measure the tangible learning occurred during involvement. We are supplementing this learning with Student Programs Outcome Training (SPOT), a twice a week workshop in which all leaders attend. The same class is offered in two sessions throughout the week to account for various schedules.

Each learning outcome will be taught over the course of a few weeks throughout the year through presentation, interactive activities, 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

Divisional Student Learning Outcomes: *Check all that apply*

- Knowledge Acquisition
- Cognitive Complexity
- Intrapersonal Development
- Interpersonal Competence
- Humanitarianism & Civic Engagement
- Practical Competence

Project Specifics

Project Title: Union Programs Student Leaders Learning Outcomes Assessment

Purpose of the project: Our goal is to measure the tangible skills gained through student involvement in SUA, KJHK, and The Big Event and the correlating training course, SPOT. We aim to measure their experiential learning opportunities gained through our office through presentations and hands on activities for processing and articulation.

Assessment method(s):

- Monthly students will be given an assessment that includes both qualitative and quantitative questions relating to the topics covered in the previous month. The quantitative questions will be rated on an agree/disagree scale. Qualitative will ask them to share the most impactful lesson of the previous month and will be coded and scored.
 - Data collected will be used to influence future trainings including SPOT classes and August retreats.
- A few more qualitative projects will occur throughout the year. These include:
 - Communication

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- Students will send two different kinds of emails in response to a specific prompt so as to demonstrate proper tone, structure, and clarity of information.
- These will be scored based on a rubric.
- Meeting review
 - Students will write a one page (250 words, double spaced, size 12 font) reflection paper on a meeting they attended or ran. They are to address the following questions.
 - Was the agenda properly prepared and shared?
 - Was the meeting location appropriate?
 - Did everyone leave the meeting feeling like they knew what to do next?
 - Was there any conflict during the meeting? Was it resolved?
 - Did the person leading the meeting bring everyone to consensus?
 - Did the person leading the meeting seek everyone's input into subject matters at hand? (Or was that not the point of the meeting?)
 - These will be scored based on a rubric.
 - This project will be used to determine if future training is needed within this topic.
- Students will submit their most updated resume and receive feedback.
 - These will be scored based on a rubric.
 - Data collected from rubric will influence future conversations about how to talk about their transferable skills.

Staff contact(s):

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Timeline/frequency:

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- Students attend a weekly workshop every week during the academic year in which there are no days off class (i.e. not during the week of fall break).
- Monthly assessments will be sent.
- Assignments/projects will be due 2-3 times a semester.

Population/Sample:

Union Programs student leaders, 43 total students across all three groups.

Special challenges to this assessment:

- Scheduling issues. If a student misses both opportunities to attend that week's session, it is hard for them to make up the information.
- Motivating the students to fully participate and take this seriously. Currently we have incentivized this process by making the workshops a paid opportunity.
- Each group turns over at different times throughout the year. This should be mitigated in that they will just join and leave at different times while the workshops continue, but does mean that some will hit the information at different times in their terms.
- If large group activities are not making a sizable impact alone, we will need to look at a way to reintroduce individual conversations.
- If one group is particularly struggling with a topic over another, additional time to work on that learning outcome may need to be scheduled.

Use to inform current practice:

- Topics presented in relation to the given learning outcomes can be changed or readdressed. For example, if the presentation on inclusion does not show reflection in the assessment, this topic can be revisited.
- If large group activities are not making a sizable impact alone, we will need to look at a way to reintroduce individual conversations.
- If one group is particularly struggling with a topic over another, additional time to work on that learning outcome may need to be scheduled.

Plans for reporting results:

Share results with Student Affairs to be reported in Annual Report.



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Share results with KUMU Corporation board members, KUMU Management Team,
Union Programs Professional Staff and Students

CampusLabs Used: Yes No