

# 2019-2020 Assessment Final Report

Department: Student Involvement & Leadership Center

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## Student Organization Training Report

### Introduction

#### Assessment Project Description

Student Organization Training is an opportunity for student leaders within student organizations to attend various training sessions and gain skills to enhance their student organization. This event will be a 3-hour afternoon session covering three core subject areas and includes support from campus partners. Topics covered include: marketing strategies, how to best utilize Rock Chalk Central, making room reservations and space requests, how to order catering through KU Dining, how to register an event with SILC, applying for Pepsi Funding, applying for Student Senate funding, and applying for Diversity, Equity, and Inclusion funding. This event is free and is open to all students and advisors on the KU campus who are in a student organization, would like to start a student organization, or who are looking for ways to become involved.

#### Service/Program Student Learning Outcome(s)

Students participating in the Student Organization Training will be able to...

- Locate and apply the policies and procedures for successful student organization registration, marketing strategies, room and space reservations, and catering requests (SILC Learning Outcome #1, #2, #3)
- Identify how to use Rock Chalk Central to publicize and track attendance at events, manage membership rosters, store shared documents, hold group elections, utilize email and text messaging features, build forms (for group applications, scholarships, surveys and awards), and link to social media (SILC Learning Outcome #1, #2, #3)
- Identify possible funding opportunities available on campus to support student organizations (SILC Learning Outcome #1, #2, #3)
- Develop professional and leadership skills (such as event planning, scheduling, logistics, event programming, implementation, promotion, execution, etc.) that

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can be transferred to their professional experiences beyond KU (SILC Learning Outcome #1, #3, and #4)

- Articulate several campus partners that can assist student organizations (SILC Learning Outcome #1, #2, #3, #4)

## **Population/Sample:**

The 71 students who attended Student Organization Training on Sept, 13<sup>th</sup>. Of the 71 attendees, 51 students completed the post-survey.

## **Assessment Method(s):**

Students completed a post-training survey at the end of the event. It was available online via Qualtrics and in paper form. There were 22 questions broken-down into four sections that asked students to rate their level of agreement with each of the statements using a 5-point scale: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and strongly agree. There was also a space to collect any additional feedback the participants wanted to share. A copy of the survey tool is attached.

## **Summary of Key Findings/Results**

As a result of the training, 88.23% of respondents agreed that they could locate and make Union space reservations, 90.20% agreed that they have a better understanding of how to apply for Pepsi Program funding, and 92% would recommend this training to their organizations incoming officers next year. In conclusion to the survey, 92% believed the Student Organization Training met their expectations and should happen again next year.

However, 10% of respondents disagreed that they could identify KU resources available to assist their organization during the planning process, 10% disagreed to having a better understanding of marketing strategies they can use to advertise for their group and events, and 14% disagreed when asked if they could make catering requests through KU Dining.

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Comparing last year's post-survey to this year, there was a 3.12% increase of respondents' agreeance in general rock chalk central capabilities. Also, there was a slight decrease in agreeance when asked if they have a better understanding of how to obtain Student Senate and DEI funding; 3.13% and 3.72%, respectively.

When students were able to provide additional feedback, one student stated, "Love the event. This event provided me with the resources and knowledge that I will share with my organization to improve the services we provide and also recruit more members. The funding and marketing aspect was especially very insightful for me, especially since I have experience with Rock Chalk Central. Another student stated, "This was great! Literally, everything I wanted to know was covered". A participant mentioned that they would appreciate a list of contact information for various departments that are connected to student organizations.

## Conclusions

### Impact of Assessment

Through this assessment we were able to determine that the training remains useful to student organizations and we were able to identify parts of the training that need vast improvement. This assessment identified that we particularly need to focus on articulating the catering process more efficiently and ensuring all participants understand the content of each presentation before moving on to the next topic. Lastly, results from this assessment indicated that students enjoy having this event at the start of the academic year and don't feel that it needs to happen more than once a year.

### Lessons Learned

Conducting the post-survey online was an effective and successful approach because students could complete the survey on their electronic devices. Students who didn't have access to an electronic device were given a hard copy of the post-survey, therefore, making the survey accessible to all. For future assessment, we recommend conducting both a pre- and post- survey to ensure Learning Outcomes were met and to further improve the effectiveness of the program.

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While using Qualtrics as the post-survey platform was uniform for previous years, we recommend using Rock Chalk Central as the platform. This would allow us to lead by example for students who are attending this training, that creating and using forms and surveys on the Engage platform is standard.

Lastly, based on the qualitative feedback we may want to consider mini facilitated breakout sessions for presentations in place of the three hour long training. We foresee this being a short overview presentation by SILC followed by mini breakout sessions by all presenters present in each time slot, there are 4 to 5 time slots, to ensure that students get the opportunity to gain general knowledge of the topic and ask questions. It's an opportunity to have smaller groups per topic, therefore, students are moving around and the training becomes more interactive. Also, offering multiple training days and various times to accommodate any students that have class, job, or outside commitments or requirements.