

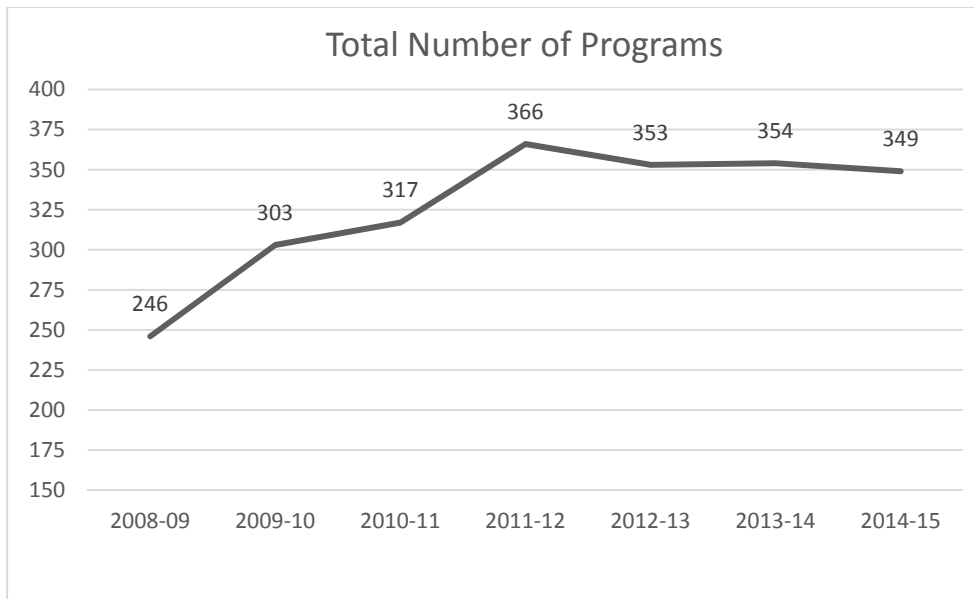


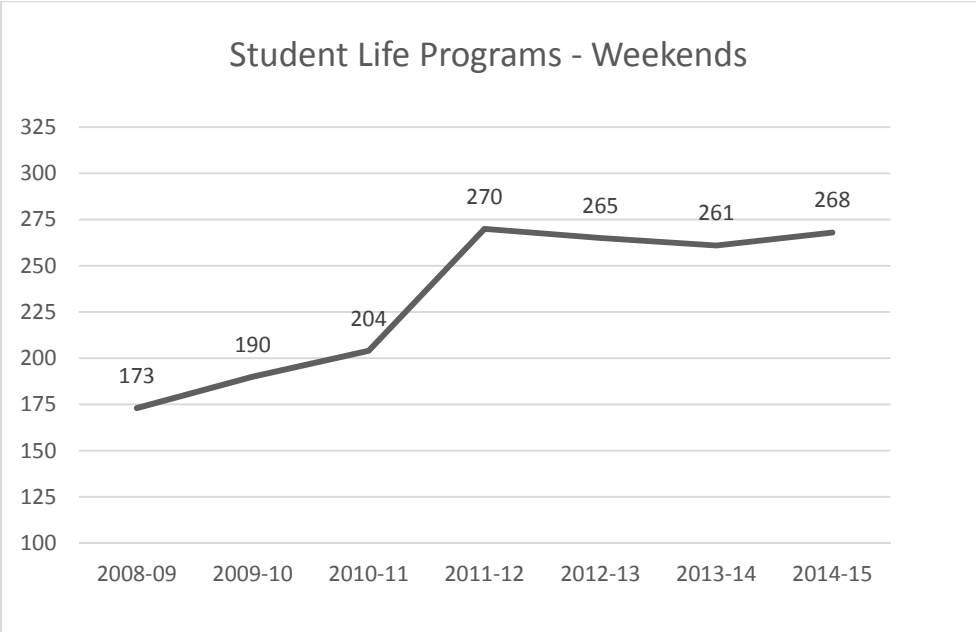
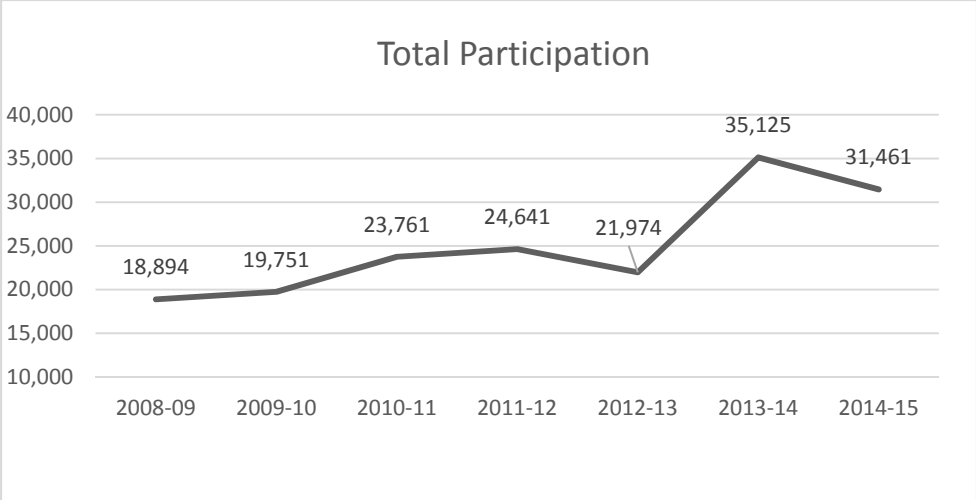
Office of Student Life | Programmatic Assessment 2014-2015

The Office of Student Life provides quality programs, services, and leadership opportunities that complement and enrich students' academic endeavors. It facilitates personal growth, civic engagement, an appreciation for the value of differences, and a safe and memorable college experience. Guided by the University's mission, we collaborate across campus for the development of the whole student.

Trends

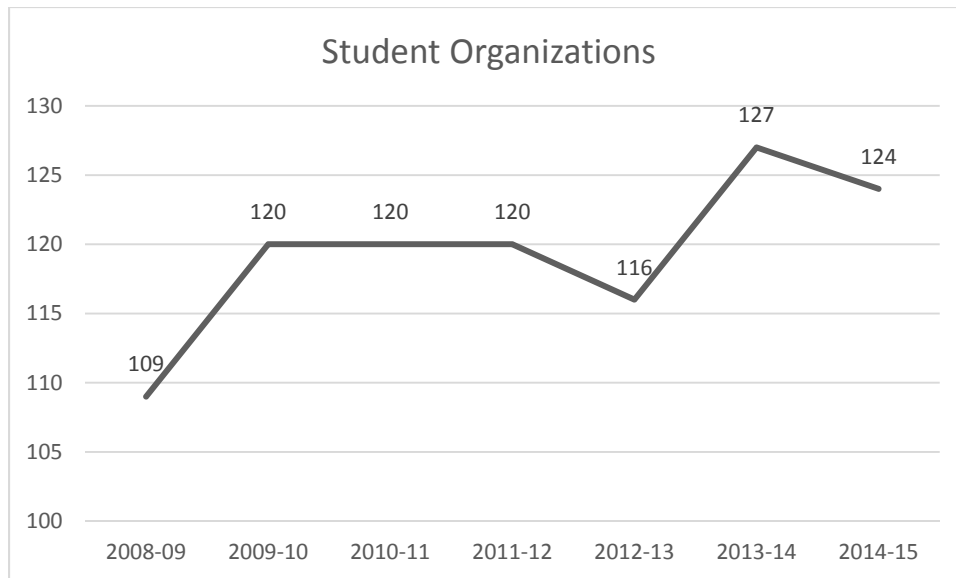
By the numbers, Student Life programs, including total programs and participation, generally trend upward and stabilize. This reflects an on-going effort to maximize the office's reach while working with a relatively stable budget and staffing. Student Life had a staff vacancy in spring 2015, which had only a small impact on the number of programs. Participation spikes are generally the result of an opportunity to host a large concert. It tends to be difficult and expensive to bring big-name acts to a campus of our size and in our location. Based on student interest, weekend programming remains a Student Life emphasis. About 75% of our programs are collaborations.





Outcomes - Leadership Development

One focus of Student Life is leadership development. Programs and services include experiential activities, such as the weekend-long Emerging Leadership Experience for first-year students and the Outdoor Leadership Experience series (rock climbing, kayaking, etc.), as well as individual assessments (the Leadership Practices Inventory and StrengthsQuest). We also work with UWGB’s approximately 120 organizations, where students practice and develop their leadership skills. Nearly half (42%) of UWGB’s students report participating in campus groups (Graduating Senior Survey 2014). Organization involvement is promoted heavily as a way for students to meet people and make friends, which are key to retention.



Among the leadership outcomes we seek are improved confidence and assertiveness; the ability to articulate a personal leadership style; and the ability to speak coherently and effectively (the clear expression of thoughts, emotions, ideas, knowledge, and opinions). We help students learn to work with others to establish a common purpose and shared goals; develop trust and foster collaboration within and among groups; organize and manage multiple tasks and responsibilities; and make decisions and solve problems responsibly and effectively.

We have used a variety of informal and formal methods to gain an understanding of how well we are achieving our outcomes. A few are discussed below.

Student Leader Alumni Survey

Several years ago, we set out to answer the following questions: What skills do former student leaders attribute to their leadership positions/experiences at UW-Green Bay? Do they see themselves using these skills in their current work or other group situations? If so, how? We sent an informal, anonymous, open-ended questionnaire to former Ambassadors, Good Times Programming Executive Board (activities board) members, and Office of Student Life student employees (Program Development Assistants-PDAs). The 43 survey respondents identified a total of 45 skills that they developed through these leadership experiences. The skills included assertiveness, computer proficiency, negotiating, professionalism, quick thinking, and writing.

Some of the specific results included:

- 1) Sixty-three percent of the respondents indicated that in their current jobs they use ALL of the skills that they attributed to their respective student leadership experiences.
- 2) Public speaking was the most commonly mentioned acquired skill across all three groups. Public speaking for the Ambassadors is a big part of their job: tours, panels, etc. The Student Life Program Development Assistants (PDAs) participate in Campus Preview Day presentations. Both PDAs and Good Times Programming officers regularly introduce guest speakers/entertainers.
- 3) Good Times Programming alumni and PDA alumni both reported learning organization (11), event planning (11), and communication (9) skills. Because both groups' primary responsibility is program planning, these responses were not a surprise.
- 4) Most respondents connected this learning to hands-on, repetitive, trial-and-error experiences. One alum said, "I learned these skills by doing them." Another former student leader reported: "I learned these skills by hands-on experience in an environment where it was okay to learn from my mistakes and there was a support system in place to help me learn. I did a lot of trial and error that sometimes worked out great and sometimes was a disaster, but I always took something away from the experience."

This survey suggests that at least some UW-Green Bay student leaders are learning a wide variety of valuable skills. The University can use this information to recruit prospective students, and the Office of Student Life can use this information to promote involvement and to market these positions. A former Ambassador wrote: "Being an Ambassador improved my public-speaking skills, as well as my ability to 'think on the fly.' This has helped me in my first year as a teacher.... Each day in class, there are moments where I don't have everything planned, but I figure out how to make the class period a success."

Multi-Institutional Study of Leadership

In 2010, Student Life sponsored UW-Green Bay's involvement in the Multi-Institutional Study of Leadership (MSL), an international research program focused on understanding the influences of higher education in a variety of leadership-related outcomes. To date MSL has partnered with hundreds of institutions in the U.S., Canada, Mexico, and Jamaica, with hundreds of thousands of student respondents.

Among other things, this extensive study asks first-year students and seniors to comment on their level of confidence in several skill areas. The growth reported by our students was impressive: Leading others, from 9% (first-year students) to 75% (seniors); organizing group tasks, from 9% to 80%; taking initiative to improve something, from 13% to 80%; and working with a team on a project, from 17% to 89%. This information was presented in the Office of Admissions Viewbook for prospective students.

This study also revealed useful information about other items of interest to Student Life, including the demographics of students involved in campus organizations:

- 1) 55% of all students who live off campus have some involvement in student organizations
- 2) 73% of all students who live on campus have some involvement in student organizations
- 3) Of the students both on and off campus who report high involvement, 49% live off campus and 51% live on campus.

Prior to this study it was commonly assumed that only on-campus students participated in student organizations, and, as such, we had been considering how to better influence off-campus students to participate. As a result of this study, this became a much lower priority for us.

Emerging Leadership Experience Past Participant Survey

In spring 2012, Student Life sent an informal, anonymous questionnaire to past participants of the 2009, 2010, and 2011 Emerging Leadership Experience (ELE) program, and the results helped to determine whether we should continue to offer this program.

Research indicates that students who are involved on campus are more likely to be retained and to graduate. ELE is targeted to first-year students who appear to be on the cusp of getting involved but just haven't made the move yet. Faculty, staff, and student leaders are asked to identify and nominate candidates for this program. Nominees complete an application, and participants are selected by a committee.

An overnight, off-campus program, ELE is designed to help students develop confidence, discover their interests and skills, and access the many campus experiences available to them. The students participate in discussions about choosing involvements that will complement their academic experiences and about preparing for even greater levels of responsibility and leadership.

More than 50% of ELE participants completed the survey, and all respondents—whether one, two, or three years out—indicated that they had learned something at this event. Tied for the most frequently mentioned learning outcomes were working in teams and speaking up/speaking one's mind. Next, students said they learned to trust those they work with, to communicate in groups, and to have more confidence in themselves. They also learned that there are many different ways to lead. Students shared that they have used the skills they learned at ELE in many different environments since then, particularly in their employment, in student organizations, and in group projects in their classes.