Learning Goals and Assessment Highlights
2016-2017

I. Name of Department: Associated Students

II. Departmental Staff Information (Number of FTE, Graduate Assistants, Student Workers, Interns, Volunteers):
   Full-Time Professional Staff: 37
   Part-Time Professional Staff: 33
   Graduate Students: 7
   Student Assistants: 188
   Intern: 1
   Volunteers: 1500+

III. Departmental Mission Statement: The mission of Associated Students is to represent the students of San Jose State University and continually improve the quality of their educational opportunities and experiences.

IV. Departmental Learning Outcomes:
   1. Confidence in Leadership
      ● Students will demonstrate their ability to take initiative and be accountable
      ● Students will be able to increase their leadership competencies
   2. Critical Thinking
      ● Students will develop critical thinking skills to solve problems
      ● Students will assess other perspectives and demonstrate sound judgment when making decisions
   3. Effective Communication
      ● Students will increase their level of professionalism
      ● Students will practice effective communication when facilitating meetings and making presentations
   4. Sense of Belonging
      ● Students will work collaboratively with diverse groups and the campus community
      ● Students will identify their level of engagement in activities and events

   a. Which outcome(s) was (were) assessed this year? All
   b. When will the other outcomes be assessed? Ongoing

V. Key Assessment Findings, & Action Plans:

   1. CONFIDENCE IN LEADERSHIP.
      After participating in the 2016 A.S. Board of Directors’ Summer Retreat, 87% of participants (13 of 15) reported that their leadership competencies Significantly or Moderately Increased in the following areas (as indicated on post-retreat self-assessment questions with a 4-part scale):
After participating in the 2017 A.S. Board of Directors’ Winter Retreat, at least 93% of participants (13 of 14) Strongly Agree or Agree to the following statements (as indicated on post-retreat self-assessment questions with 5-part scale):

- I was able to evaluate and modify the progress of my fall goals
- I was able to understand the importance of motivation and recognition on a team
- I am able to plan and execute my projects effectively
- I am able to distinguish the different needs of the departments in the upcoming budget cycle (14 of 14, or 100% of participants reported Strongly Agree)

After participating in the Spartan Legacy Training Academy through the Cesar Chavez Community Action Center, 90% of participants (50), reported improvement in professional development (as indicated by the 2017 CCCAC Programs and Volunteer Assessment Report).

2. CRITICAL THINKING.

Students in the Marketing & Events Department were able to enhance their critical thinking skills by using survey data, timeline planning, and time management in order to make decisions which allowed for them to meet 100% of individual project deadlines. This resulted in the successful promotion and execution of events and programs, which led to an increase in attendance.

After participating in an open-ended self-reflection about learning outcomes, 73% of student staff (8 of 11) in the Marketing & Events Department self-identified Organizational Skills and 64% of student staff (7 of 11) indicated Communication Skills as the specific skills they will need to use in order to successfully complete goals and projects.

3. SENSE OF BELONGING.

After participating in various A.S. events on campus, 93% of students (1,113 of 1,192) Strongly Agree (61%) or Agree (32%) that events on campus make them feel more connected to SJSU and enrich their college experience (as indicated on event surveys collected at 11 events throughout the year).

After participating in the 2016 A.S. Board of Directors’ Summer Retreat, 66% of participants (10 of 15) reported the most valuable part of the retreat was bonding with fellow members during discussions on campus climate and shared personal perspectives (as indicated on a post-retreat self-assessment open-ended question).
71% of A.S. Board of Directors (10 of 14) agreed (43%) or strongly agreed (28%) that the 2017 Winter Retreat improved group morale and promoted team bonding.

100% of parents surveyed (53 of 53) said their child was happy at the A.S. Child Development Center. 100% of parents surveyed (56 of 56) said their child was safe at the Center.

When asked to reflect on how working at Associated Students has helped them grow, 72% of student assistants (8 of 11) in the Marketing & Events Department discussed being part of a team.

4. EFFECTIVE COMMUNICATION.

After practicing direct over-the-counter customer service for one year, 100% of student employees in the General Services Center were able to complete all tasks requiring clear communication with customers. This was measured by receiving zero customer complaints, and management observation of an increase in customer satisfaction and overall transparency.

The A.S. Child Development Center incorporated an online communication community, known as the Teaching Assistant Google Group, in order to train, develop, and plan curriculums through a new use of technology. Teachers also use online groups to communicate with parents to share what the children are doing and learning in class.

While participating in the 2017 Winter Retreat, 86% of A.S. Board Members (12 of 14) said they agreed (50%) or strongly agreed (36%) that they felt comfortable communicating their ideas to the rest of the group.

a. Given current assessment results, what (if any) changes will the department consider making for the future?

Associated Students would like to be more intentional in their assessment efforts, and will strive to strengthen our application methods in measuring skills such as critical thinking and effective communication.

VI. 2016-2017 Departmental Highlights

Division Learning Goals:

- CRITICAL THINKING SKILLS: Critical thinking skills refer to the ability to independently and accurately evaluate information, data and ideas from multiple perspectives.
- EFFECTIVE COMMUNICATION: Effective communication embodies the ability to receive information, exchange ideas, present information, and convey messages in ways that are effective and appropriate to the situation and audience.
- MULTICULTURAL COMPETENCE AND ACTIVE CITIZENSHIP: Multicultural competence and active citizenship refer to understanding and appreciating human differences as well as positively contributing to the community.
- PRACTICAL COMPETENCE/LIFE SKILLS: These skills refer to the capacity to manage one’s affairs both inside and
outside the university.

- **LEADERSHIP AND INTERPERSONAL COMPETENCE:** These skills refer to the ability to mobilize groups around shared interests as well as demonstrate and sustain meaningful relationships.
- **HEALTHY LIVING:** Healthy living refers to making informed decisions and acting on those decisions to enhance personal and community health.

1. **The A.S. History Project celebrates 120 years of students serving students.** Extensive research was done over the course of one year by a team of students and staff, including a research graduate assistant, which culminated in a comprehensive 120-years historical timeline of key A.S. events and activities. The marketing and events team also participated in planning a large kick-off event, “Way Back Wednesday,” held in the spring, resulting in over 30 graphic design projects completed, several successful marketing and social media campaigns, and estimated 500 event attendees. Survey data highlights include 75% of event attendees were transfer students and 44% found out about the event online. Future plans include a past A.S. presidents’ dinner/ alumni event and deeper research in specific areas.

   1a. Division Learning Goal/Undergraduate Learning Goal Connection: **EFFECTIVE COMMUNICATION**
   1b. Was this accomplishment a goal from 2016-2017? **Yes**

2. **Associated Students developed a 5-year Strategic Plan with a renewed vision for the road ahead** after a year-long collaboration with a strategic-planning consultant, seven-member design team, and a variety of key stakeholders including students, faculty, staff, and current and past board members. Key priorities include...

   - Continually Educate Campus about the Mission and Opportunities of Associated Students
   - Cultivate Campus Culture
   - Strengthen Board Structure and Membership
   - Foster and Strengthen Relationships across Campus
   - Optimize Organizational Efficiency

   2a. Division Learning Goal/Undergraduate Learning Goal Connection: **CRITICAL THINKING SKILLS**
   2b. Was this accomplishment a goal from 2016-2017? **Yes**

3. **This year, student organizations funding was increased and streamlined in an effort to increase efficiency and improved student experience.** Changes included a revised application process, clearer communication with applicants, improved timeliness in funding and reimbursements, and the ability to make travel purchases using an A.S. credit card at the General Services Center. The Division of Student Affairs increased student organization funding allowing A.S. to administer $100,000 to clubs and organizations this year.

   3a. Division Learning Goal/Undergraduate Learning Goal Connection: **EFFECTIVE COMMUNICATION**
   3b. Was this accomplishment a goal from 2016-2017? **Yes**

4. **The new A.S. Print & Technology Center was established in fall 2016 by merging the A.S. Print Shop with the A.S. Computer Services Center in order to meet changing needs for services and to maximize student fees.** Improvements included expanding current services, purchasing new equipment, lowering fees, offering new services such as cell phone screen replacements, increasing free diagnostics and consultation, and improving operational efficiency.
4a. Division Learning Goal/Undergraduate Learning Goal Connection: CRITICAL THINKING SKILLS
4b. Was this accomplishment a goal from 2016-2017? Yes

5. The Student Leader Experience has become more intentional. Full time staff are now involved in determining learning outcomes for students in their department each year. Board members identify what they want to learn at the beginning of their term, and training and retreats are focused on developing leadership competencies. Individual and committee leadership advising has moved from Student Involvement to A.S. and includes a Board Boot Camp, monthly trainings and bi-yearly retreats. The training is also designed to strengthen connections between A.S. staff and campus departments and support student leaders in achieving their goals.
5a. Division Learning Goal/Undergraduate Learning Goal Connection: LEADERSHIP AND INTERPERSONAL COMPETENCE
5b. Was this accomplishment a goal from 2016-2017? Yes

6. Associated Students’ Board of Directors made significant improvements to the A.S. Bylaws and Elections Regulation Manual in order to strengthen candidate participation in elections events and clarify election process and campaigning rules.
6a. Division Learning Goal/Undergraduate Learning Goal Connection: EFFECTIVE COMMUNICATION
6b. Was this accomplishment a goal from 2016-2017? Yes/No

7. A total of 125 students participated as volunteers in 8 service-learning programs offered through the Cesar Chavez Community Action Center and contributed over 1135 hours of service on campus and in the community.
7a. Division Learning Goal/Undergraduate Learning Goal Connection: MULTICULTURAL COMPETENCE AND ACTIVE CITIZENSHIP
7b. Was this accomplishment a goal from 2016-2017? Yes

VII. 2017-2018 Department Goals:

Engagement and the Student Experience
Increase the number and frequency of students’ interactions with A.S. by increasing the exposure of the organization to students, and to take steps toward heightening the student experience through improvements made to A.S. programs and services.

Engagement and the Student Experience
Redesign the Student Leader Experience for our Board and students-at- large on committees to include a comprehensive, 12-month development plan beginning with a Boot Camp, targeted committee recruitment and training, monthly trainings and bi-yearly retreats. The training is also designed to strengthen connections between A.S. staff and campus departments, and support student leaders in achieving their goals.

Assessment
Implement a full assessment cycle in the 17-18 AY, given the new training and structure provided by the Division of Student Affairs. A.S. will invest in staff training and development to build an Associated Students assessment team that is more intentional about planning, measuring, and analyzing outcomes, and will work to streamline
data collection strategies and information application across all A.S. departments.

**Professional Development**
Increase the number and frequencies of professional development trainings and workshops throughout Associated Students, and to continue to provide students with the resources they need in order to be successful after they graduate.

VIII. **Messages from Students:**

Quotes from the Learning Outcomes Self-Reflection by students in the Marketing & Events Department:

“I am able to collaborate with coworkers of different backgrounds. I am able to analyze content, conduct comprehensive research, create multiple iterations of designs, and receive feedback.”

“Seeing my role as a support role is really cool and reminds me of my purpose as a designer...and that’s really rewarding for me.”

“[Working for A.S.] helped show me that everyone comes from such different backgrounds and to see a perspective from someone with different views.”

Quotes from the Summer 2016 Board Retreat:

“I enjoyed determining the strategic priorities for the organization, because it helps me learn how to facilitate a workshop, be a confident leader, collaborate with others, and plan for the future.”

“This weekend helped me feel like I definitely belong on the Board. Personally, it was challenging and took a lot of digging for confidence to run for my position. However, this weekend I felt empowered and are of everyone’s perspectives. I feel like my goals align with the organization, and I enjoy feeling part of the team.”

“I feel a sense of belonging now. I have tried with other orgs and this is the first time in college where I feel not only like a leader, but a part of something that actually makes a difference.”

Quote from A.S. Transportation Solutions student employee:

“Working with TS has definitely helped my confidence in leadership. Whether it be through outreach programs where we are required to take initiatives in tailoring our programs based on events or addressing queries from groups of people along the way. Working here has helped us approach each issue with a different mind set while keeping in mind the customers, our mission and values as an organization as a whole. [Working at A.S.] has helped us immensely in being effective communicators both professionally and in personal lives. One of the best aspect of being part of the A.S. is the level of collaboration it offers. [Transportation Solutions] often works closely with the A.S. Marketing & Events department and we have developed a rapport with other departments as well, which is always a great environment to be in. It’s this sense of belonging that helps us stay positive in our workplace.”
Quotes from A.S. Print & Technology Center student employees:

“I’m proud of working for an organization/department where I can openly contribute ideas to improve both staff and student experiences. From personal experience, I know there is an extensive amount of room for students to grow professionally, thus prone to take upon leadership roles both in and out of work.”

“I feel like my work experience this year has helped me enhance my communication skills by developing my customer service skills every day I come to work. I was able to demonstrate my ability to take initiative and be accountable for my work, while being able to lead my co-workers by providing guidance and help.”

“I was able to work with diverse groups and campus community such as the AS staffs and co-workers. It gave a sense of belonging since everyone was friendly, kind, and willing to help. My communication skills have improved such as making decision, and problems with a friendly tone.”

“We always get to practice critical thinking when customer bring in their laptop and we try to understand why and how their laptop got to this current state. Similar to reverse engineering, to have a better understanding of the laptop’s problem.”

Quotes from A.S. General Services Center student employees:

“This year, there has been a major fluctuation in the makeup of the Associated Students General Services Center. With the constant departures of our fellow team members due to promotions, graduation, and other opportunities (of which we are certainly proud) we have lost many essential pieces to our unique family; however, we have also gained new ones. Although it was and is challenging not having those who have been with us for years and years around to help train our new teammates, this has been extremely beneficial to me. I am able to bring all that I have learned from past leaders to new co-workers and help preserve the work of our former ones.”

“I think that working in the ASGSC has allowed me to understand other people’s perspectives more effectively. Every individual on campus has their own busy lives and you need to take that into account when providing services and making decisions from the beginning of your shift until the end.”

“Working for ASGSC has demonstrated a higher standard of professionalism. Therefore, my experiences in the offices has aided in my personal development in communication as it has heighten my decorum among my peers, supervisors, and customers.

“Associated Students is like a family at SJSU. Being a part of Associated Students made my campus experience a much more inclusive one as an employee and a student. Associated Students is always hosting events for different departments to network and comeingle. On top of that, servicing student organizations allowed me a lot of face time with SJSU’s student leaders. Due to this I was able to meet a lot of people around campus and learn a lot about the opportunities provided by extracurricular activities.”

IX. Did You Know:
1. Associated Students hired a Library Science Intern to research A.S. history for the 120th Anniversary, providing a unique and fulfilling experience for a student in an academic and community-building setting.
2. After one year of having their children enrolled in the Child Development Center, **100% of parents/guardians** (55 of 55) reported they were **Very Satisfied (91%) or Satisfied (9%)** with the quality of care provided at the center.

X. Resource Needs:

Associated Students is planning to create a detailed plan and timeline for their own internal assessment efforts. We will aim to **incorporate the Office of Student Affairs’ assessment schedule**, and therefore, would need assistance in looking ahead to the 2017-2018 cycle and beyond.

XI. Campus Partners (Individuals):

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<tr>
<th>Last, First Name</th>
<th>Office/Department</th>
<th>Title</th>
<th>Email</th>
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<tbody>
<tr>
<td>Kathleen Roe</td>
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XII. Campus Partners (Offices/Departments):

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<thead>
<tr>
<th>Office/Department/Agency</th>
<th>Contact Person</th>
<th>Email</th>
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<tbody>
<tr>
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</tr>
</tbody>
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XIII. Departmental Student Photos: Emailed to Romando Nash