

STUDENT INVOLVEMENT

California State University, Fresno

Student Involvement: 2011-12 Annual Report

- I. **Departmental Accomplishments: Out of classroom learning, diversity, student success**
- Co-Curricular Leadership Certificate:
 - Co-Curricular Leadership Certificate Program (CCLC). The CCLC program continued to be a valued and successful program through the second pilot year, 2011-12. Demand among students produced 115 participants. Thirteen (13) graduating participants were recognized and honored at the poster presentation and Leadership Recognition Celebration in late April. Additionally, 30 faculty and staff have volunteered and been trained to serve as Leadership Coaches, mentoring the CCLC participants as they fulfill the program requirements. Assessment of the program has provided information for continual program adjustment. Future program goals include a foundation of leadership three credit class, interactive learning workshops for students and coaches, collaborative service programs, and a capstone interview process. We are exploring development of a case statement in order to develop new funding sources to support the program which will guide the ability to grow the program beyond the current enrollment and advance additional leadership initiatives.
 - Club Sports Program:
 - The Club Sports program plan, consistent with the Chancellor's Office model, has been developed and will be fully implemented in 2012-13. A shared program/investment model was affirmed and funding provided by Associated Students, Inc., USU Board of Directors, and Student Involvement. The student leadership component of the plan, the Club Sports Council constitution and by-laws are developed and representation from ASI and the USU Board has been secured. Fourteen teams are registered and will be part of the program in 2012-13.
 - Campus Involvement Ambassadors:
 - The Campus Involvement Ambassador (CIA) program will be initiated during the 2012-13 academic year. Six currently involved and experienced students were selected to serve as peer advisors/coaches to assist students in finding the involvement opportunity that best matches new students' academic and career goals. The CIA members will connect with involvement activities across campus and build collaborative relationships to advance the ability to connect students in meaningful ways to Fresno State.

- ASI's Revitalization and Student Involvement's AmeriCorps VIP Program.
 - As a partner site for the AmeriCorps VIP program, ASI and Student Involvement advanced the capacity building of our programs to provide service by students. ASI's Revitalization effort which was student lead, reached across boundaries, engaging Fresno State students, faculty and staff with the community, city government, and other non-profits. The work generated by this program resulted in many significant accomplishments, among them community clean-ups, food and clothing drives, the building of a playground, and safety and security reviews of the area. ASI, recipient of the 2012 Spirit of Service Award, and active students in the program were awarded for their contributions to advancing service and community engagement. The Student Involvement AmeriCorps VIP advanced volunteerism, creating more opportunities for students to provide service and lead service projects, as with the Alternative Spring Break program. The total of over 10,000 hours of service was delivered by Student Involvement (ASI hours are reported separately). This continued our commitment to community engagement that was recognized in 2011 with the Spirit of Service Award.

II. Student Involvement Assessment:

- USU Board of Director's Student Survey: The on-line and paper survey was administered in February of 2012. It was distributed through list serves, face book pages, and in classes across campus. Responses numbered 872, approximately 4% of the total student enrollment. The survey's purpose was to gauge student satisfaction with and opinions of the programs, services and facilities of the USU. Using the information gained from the responses, the USU Board was able to develop USU minor and major capital project plans, budget requests and program implementation goals to demonstrate that the Board heard the students' opinions and, where possible, responded.
- Co-Curricular Leadership Certificate: The CCLC program annually evaluates the pilot programs outcomes by seeking program feedback from participants and coaches. Information from these evaluations has led to the development of the purpose statement, revising of the competencies, and recommendations for a foundations class and capstone experience and interview. Central to the assessment of CCLC is the reflection and portfolio completed at the end of the program by graduates. Through this process the student develop a summative reflection of what they learned, how it impacted their competencies, and the writing of their personal definition of leadership.
- Student Clubs and Organizations Data Project: In collaboration with ITS and IET, Student Involvement has developed a data project for students in clubs and organizations and for leaders of clubs and organizations. The research question is: How is involvement in clubs and organizations correlated to retention, graduation, GPA, and how does it reflect the diversity of the campus? In addition, the question will be asked "Does leadership involvement with the clubs and orgs" have any correlation to higher levels of success as measured by GPA and retention and is leadership representative of the

diversity of the campus. The data and analysis for this assessment will be available in late August for the CSU biennial report.

- Emerging Leaders Retreat: Over 70 students participated in two Emerging Leaders Retreats for 2011-12, one in the fall and one in the spring. Student responses to the survey about their experience and what they learned have generated information for program improvement. As a result, Student Involvement will provide two fall Emerging Leaders Retreats as a gateway experience for students who are seeking leadership training and access to leadership opportunities. In addition, the assessment also provided the impetus to re-consider the role of the former Leadership Council and to develop the new, Campus Involvement Ambassador program.

III. Major challenges and issues in serving students.

- Potential decline in financial resources at the unit and university level. Greater reliance on student fees to support programs and services for involvement. Challenges in enhancing student fee revenue to meet needs.
- Fewer students, fewer classes and fewer opportunities for student involvement.
- With leadership turnover, more pressure for administrative action that may disenfranchise staff and students.
- Leadership changes in the division and throughout campus results in uncertainty. Who will lead us and will the value of student involvement be sustained with new leadership?

IV. Resources needed to overcome challenges and meet goals for year.

- Student Involvement has become much more reliant on the student fee funded University Student Union to support program growth. This year the USU was able to meet the budgetary needs while also addressing program and some facility demands by requesting more student fee revenue, yet not funding a major portion of the Director's salary and benefits. While such integration of programs and facilities is consistent with the integrated model for Student Involvement and may also be similar to other student unions and their programs on other campuses, the resource limitations for the USU loom large for the future. A few points to note:
 - Currently student fees can fund the status quo in operations of the USU. But, the age of the building and needs for major renovation are an every present issue.
 - If future access to resources is restricted and fee revenue is decreased, the leadership of the development and implementation of the programs, services and facilities of the USU are at risk as resources have been redirected.
 - The current USU has significant limitations in terms of space as it was designed for a 10,000 student population. Union expansion strategies, typical on other, competitive campuses, by creating shared partnerships with food service, retail

space, and related campus programs are limited at Fresno State, thus limit the options for the USU.

- A reduction in enrolled students will have a direct impact on involvement programs and funds for the USU.
 - Increased enrollment of out of state students often calls for enhanced facilities for the campus to meet the out of class needs of these students. Resulting impacts of space, food service, weekend programs and services all have implications for Fresno State.
 - Clarify the value of the USU and SSU to the campus as a program and facility that supports student, staff, faculty and community.
 - Staffing for the USU continues to be a challenge in order to maintain current programs and support campus demands. As more programs and shifted to the USU, this puts more demands on the staff. Additionally, staff succession planning is critical as is addressing staff salary inequities.
 - Long term fiscal and facility planning is critical.
- Student Involvement, with the current state budget, has the funds to maintain our current programs for the year. If a mid-year reduction in budgeted funds occurs, then program adjustments will need to be made and/or eliminated.