

UNC Asheville Division of Student Affairs Departmental Annual Report

Department Name: Student Activities & Integrative Learning (SAIL)
Year: 2008-2009

Department Mission: The Office of Student Activities and Integrative Learning, through campus and community partnerships and collaborative efforts, provides educational programming that enhances the knowledge, understanding and skills necessary for personal development.

Executive Summary: The Office of Student Activities and Integrative Learning experienced an exciting year that included the unveiling of new orientation programs entitled Embark, Pre-Rendezblue and Rendezblue, the launching of a new student leadership program called U-LEAD, training for members of the Student Organization Council (SOC) on the Campus Commission process, and an increase in student staff positions to cover the responsibility of set-ups within Highsmith University Union. In addition, the SAIL staff sought to assess student connectivity within the campus community, the empowerment of students, and the level of inclusion that exists within SAIL programming and services. The knowledge gained through the SAIL assessment efforts was mixed, but much was learned by all in terms of the assessment process. There is still so much to learn, but we now have a better idea of what we need to be asking (or not asking) and how to go about obtaining that information.

Goals & Assessment

1. **Departmental Goal #1:** Establish a greater sense of continued student connectivity within the campus community
2. Linkage to Foundation Documents
 - a. Division Goals - *Goal #2* - Students communicate effectively, *Goal #3* - Students appreciate and respect diversity, *Goal #5* - Students solve problems creatively, and *Goal #8* - Students live life with passion and compassion
 - b. UNCA Strategic Action Plan – *Action Plan #2* - Increase student engagement, retention, diversity, and graduation rates while maintaining or improving selectivity and *Action Plan #18* - Increase graduation rate and actual number of graduates serving North Carolina
 - c. UNCA Strategic Plan Learning Goals – *Goal #2* - Students demonstrate a responsibility to individuals, community, and humanity, *Goal #11* - Students develop the inspiration, skills, and discipline to identify individual community and global needs, *Goal #12* - Students develop critical thinking and problem solving skills, *Goal #14* - Students identify their unique University experience as something to cherish and support throughout their lives
 - d. UNC Tomorrow Priorities – *4.1.1* - UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.
 - e. Community Principals – Open, Just, Disciplined, Caring, Celebrative

- f. CAS Standards – Campus Activities Programs Part 3. Leadership and Campus Activities Programs Part 10. Campus & External Relations
3. Measured Outcome – 90% of participants in SAIL programs report a score of 4 or better on a 5 point satisfaction/connectivity scale
- a. Action Plan – The utilization of a multi-faceted marketing plan to intentionally target on-campus students, off-campus students, faculty and staff in order to increase campus awareness of the SAIL mission and programs. This includes special monthly marketing (treat days), the eBarker, and the unveiling of new web pages
 - b. Assessment Method – Utilized results of specific questions from the 2009 EBI/ACUI Student Union Survey), specific SAIL programming assessment efforts (Likered Scale and open-ended) that targeted programs in each of the following areas: movies, comedians, bands, Lawn Party, as well as questionnaires (Likered Scale) for the U-LEAD workshops.
 - c. Summary of Findings –
 - 67% (102) of the students who were surveyed regarding movies noted they would watch their film again
 - 54% (13) said they “would likely attend” a comedian in the Highsmith Union again, and the other 46% (11) said they were “looking forward” to another comedy performance
 - 49% (18) said they “would likely attend” a band in the Highsmith Union again, and another
 - 41% (15) said they were “looking forward” to another music performance.
 - 75% (6) said they were “looking forward” to another joint open mic/karaoke event.
 - The 5 U-LEAD workshops had an average satisfaction rate of 95.6%
 - d. Decisions – The satisfaction/connectivity that students feel towards programs and events is important to the SAIL staff. However, we must find a more uniform approach to assessing this outcome in order to collect consistent information.
 - e. Timeframe to reassess – SAIL staff will reassess this outcome in summer 2009 to prepare for the 2009-2010 academic year.
4. Measured Outcome – 1500 student will attend 10 or more SAIL events per year
- a. Action Plan – The utilization of a multi-faceted marketing plan to intentionally target on-campus students, off-campus students, faculty and staff in order to increase campus awareness of the SAIL mission and programs. This includes special monthly marketing (treat days), the eBarker, and the unveiling of new web pages
 - b. Assessment Method - Utilized results of specific questions from the 2009 EBI/ACUI Student Union Survey (that measured events attended per month instead of per year), specific SAIL programming assessment efforts (Likered Scale and open-ended) that targeted programs in each of the following areas: movies, comedians, bands, Lawn Party, as well as questionnaires (Likered Scale) for the U-LEAD workshops.
 - c. Summary of Findings – Utilizing the responses from question D008 from the 2009 EBI/ACUI College Union Survey, 34.2% or approximately 1162 of the survey respondents indicated they had attended 1-3 college union sponsored events (SAIL) per month.
 - Participation statistics for weekend movies indicated an average of 19.5 (fall semester) and 18.3 (spring semester) attendees on Fridays and 13.3 (fall semester) and 13.5 (spring semester) attendees on Saturday nights.

- 50% (12) of the students surveyed at the comedian on February 27, 2009 indicated they had been to 1-3 other SAIL events that month. An additional 21% (5) reported attending 4 or more events that month.
 - 32% (12) of the students surveyed at the band performance on March 20, 2009 indicated they had been to 1-3 other SAIL events that month. An additional 49% (18) reported this was their first SAIL event in the last 30 days.
 - 50% (4) of the students surveyed at Open Mic/Karaoke Night on April 15, 2009 indicated they had been to 1-3 other SAIL events in the last 30 days. An additional 25% (2) reported attending 4 or more events that month.
 - The 5 U-LEAD workshops had a student participation average of 9.8 with an average satisfaction rate of 95.6%
- d. Decisions – SAIL staff greatly values assessing student participation and needs to explore other methods of collecting the needed information that can give a more succinct overall picture of student participation.
 - e. Timeframe to reassess – SAIL staff will reassess this outcome summer 2009 to prepare for the 2009-2010 academic year.
5. Measured Outcome – 300 students will be actively involved in leadership roles in SAIL
- a. Action Plan – Include more students in program planning and implementation
 - b. Assessment Method – Utilized SAIL student staff rosters to collect data on Highsmith Union building, Underdog Productions and orientation leaders. In addition, the number of student organizations was multiplied by 2 to represent a conservative estimate of student organization leaders (some organizations will have more and some will have less).
 - c. Summary of Findings – Utilizing the aforementioned data, it was estimated that approximately 249 students were involved in SAIL leadership roles in 2008-2009.
 - d. Decisions – SAIL staff defined what actively involved meant, however it was extremely difficult to assess. We will meet and discuss as a staff to determine if knowing a particular number of actively involved students is what we need to know – or if something else is more important.
 - e. Timeframe to reassess – summer of 2009 as goals and the assessment processes are planned for the 2009-2010 academic year.

1. **Departmental Goal #2:** Empower students to be leaders in life

2. Linkage to Foundation Documents

- a. Division Goals - *Goal #1* - Persistence and academic achievement, *Goal #2* - Communicating effectively, and *Goal #5* - Solving problems creatively
- b. UNCA Strategic Action Plan - *Action Plan #2* - Increase student engagement, retention, diversity, and graduation rates while maintaining or improving selectivity, *Action Plan #12* - Increase options for meaningful on-campus engagement for resident and commuter students, including on-campus employment and internships, and *Action Plan #18* - Increase graduation rate and actual number of graduates serving North Carolina
- c. UNCA Strategic Plan Learning Goals – *Goal #5* - Students develop a respect for differences, *Goal #6* - Students discover the joys of entrepreneurship, enlightened risk-taking,

and responsible activism, *Goal #7* - Students understand the interconnectedness of all disciplines, ideas, actions, and individuals, and *Goal #8* - Students practice lively engagement with others and the world.

- d. UNC Tomorrow Priorities – 4.1.1 - UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.
- e. Community Principals – Open, Just, Disciplined, Caring, Celebrative
- f. CAS Standards - ***Campus Activities Programs Part 3. Leadership***

3. Measured Outcome #1 – All SAIL student leaders will demonstrate independence in their student leader positions

a. Action Plan – The implementation of the new university leadership program, continuous training offered for student staff and student leaders, and the use of the rubric designed by the Student Affairs Assessment Committee to assess SAIL student workers.

b. Assessment Method –

- The U-LEAD program utilized intake forms for all new members to assess their current level of leadership knowledge and application and assigned them to the appropriate level of the U-LEAD program for optimal student development.
- Orientation created a training program for Orientation Leaders (OLs) which included bi-weekly training sessions, a spring retreat, and a summer training week.
- SAIL utilized the rubric designed by the Student Affairs Assessment Committee to assess SAIL student workers during the spring 2009 semester.

c. Summary of Findings –

- Students who had leadership experience that placed them into higher levels of the program (level 2 or level 3) indicated satisfaction with their placements and participated fully in the program.
- In a pre- and post- assessment of Orientation Leaders (OLs), 94% of OLs indicated that OL training prepared them to successfully lead their embark groups and 94% of OLs indicated that OL training assisted them in feeling comfortable in leading their groups.
- The rubric will be utilized in 2009-2010 as a pre- and post- instrument. However, SAIL collected baseline data on its student employees this semester (spring 2009) so that we have comparable data for next year. No findings were determined as of yet.

d. Decisions –

- SAIL intends for the U-LEAD program to continue the use of the intake forms for students who begin their participation in the U-LEAD program after the freshman year (freshmen will automatically be placed in level 1).
- As a result of the pre- and post- assessments of the Orientation Leaders, SAIL intends for Orientation to enhance the spring training to include additional group leadership components as well as create more time for leadership development to take place earlier in the training.
- SAIL will utilize the rubric as a pre- and post- instrument with its student workers in 2009-2010.

e. Timeframe to reassess – The intake forms and placement process for U-LEAD will be reassessed at the conclusion of each semester and the Orientation Leader training will be reassessed in one year, immediately following Orientation Leader training.

4. Measured Outcome #2 – All student organizations will utilize peers for training, development and transition

- a. Action Plan –
 - Continuous training offered for student staff and student leaders
 - Student and staff retreats
 - Student organization leadership workshops
 - The use of low ropes and other developmental strategies, programs and services
- b. Assessment Method –
 - Peer trainings with the Student Organization Council (SOC) were offered to student organizations in order to assist with Campus Commission Hearings.
 - Underdog Productions (student programming board) used peer training with the new incoming board members.
 - Orientation enhanced the OL (Orientation Leader) training program to include weekly Orientation staff meetings to plan and implement OL bi-weekly training, spring retreat, and summer training week through the use of Head Orientation Leaders (OLs).
- c. Summary of Findings –
 - Assessment methods were not successful in gathering meaningful data due to continuous changes in the officers of the organizations. SAIL values peer training, but the professional staff will need to address how we can effectively assess peer training in student organizations.
 - Head Orientation Leaders (OLs) indicated they were more confident in their roles as leaders and demonstrated this confidence in leading bi-weekly meetings, training sessions, and participating in program designs.
- d. Decisions –SAIL intends to continue utilizing Head Orientation Leaders (OLs) in the design and implementation of orientation leader training and will determine effective ways of assessing peer training and development in all areas of responsibility.
- e. Timeframe to reassess – SAIL staff will reassess this outcome during the summer of 2009 to be prepared for the 2009-2010 academic year.

1. **Departmental Goal #3:** SAIL programs and services, as well as staff hiring practices, will be more welcoming to African-American, Latino, Asian, and Native American (ALANA) students and gay, lesbian, bisexual, transgender and queer (GLBTQ) students

2. Linkage to Foundation Documents

- a. Division Goals – *Goal #2* - Communicating effectively, *Goal #3* - Appreciating and respecting diversity, *Goal #5* - Solving problems creatively, *Goal #6* - Leading with integrity, and *Goal #7* - Serving the local and global community
- b. UNCA Strategic Action Plan - *Action Plan #2* - Increase student engagement, retention, diversity, and graduation rates while maintaining or improving selectivity, *Action Plan #12* - Increase options for meaningful on-campus engagement for resident and commuter students, including on-campus employment and internships, and *Action Plan #18* - Increase graduation rate and actual number of graduates serving North Carolina
- c. UNCA Strategic Plan Learning Goals – *Goal #2* - Students demonstrate a responsibility to individuals, community, and humanity, *Goal #5* - Students develop a respect for differences, and *Goal #12* - Students develop critical thinking and problem solving skills
- d. UNC Tomorrow Priorities – *4.1.1* - UNC should prepare its students for successful professional and personal lives in the 21st century, equipping them with the tools they will need to adapt to the ever-changing world.

- e. Community Principals – Open, Just, Disciplined, Caring, Celebrative
 - f. CAS Standards – Campus Activities Programs Part 5. Human Resources, Campus Activities Programs Part 9. Equity & Access, Campus Activities Programs Part 11. Diversity, and Campus Activities Programs Part 12. Ethics
3. Measured Outcome #1 – The 1500 students attending 10 or more SAIL events per year (from Goal #1) will mirror or exceed campus demographics in terms of ALANA students and GLBTQ students
- a. Action Plan – SAIL will intentionally partner and collaborate with the Intercultural Center & Multicultural Programs to increase direct communication with ALANA students and GLBTQ students (individuals and groups) concerning job opportunities, programs and services – building a greater rapport.
 - b. Assessment Method – Utilized results of specific questions from the 2009 EBI/ACUI Student Union Survey to look at the participation rates of ALANA students. We were unable to determine an effective method to collect data on GLBTQ students (GLBTQ was not an included demographic on the EBI/ACUI survey).
 - c. Summary of Findings – ALANA students (survey respondents) are better represented in student union program and event participation than on our campus as a whole.

	% of those participating 1-3 times per month or more	% of total student population
Multiracial/Other/Unknown	7.89%	4.08%
African American	3.44%	2.86%
Native American	0.20%	0.23%
Asian American	2.23%	1.42%
Hispanic American	2.83%	2.77%
White American	81.53%	87.37%
Non-U.S. Citizen or Permanent Res.	1.82%	1.27%

- d. Decisions – SAIL will continue to strive to increase the number of ALANA and GLBTQ students attending 10 or more SAIL events per year by intentionally partnering and collaborating with Multicultural Student Programs and the Intercultural Center.
 - e. Timeframe to reassess - This outcome will be reassessed in 2009-2010 academic year.
4. Measured Outcome #2 – The diversity of the SAIL student staff will mirror or exceed that of the UNC Asheville student body
- a. Action Plan – SAIL will intentionally partner and collaborate with the Intercultural Center & Multicultural Programs to increase direct communication with ALANA students and GLBTQ students (individuals and groups) concerning job opportunities, programs and services – building a greater rapport.
 - b. Assessment Method - Utilized data from the 2008-2009 UNC Asheville Fact Book to compare the diversity of the overall SAIL student staff to that of the UNC Asheville student body.
 - c. Summary of Findings – The overall SAIL student staff (comprised of Highsmith Union building staff, office assistants/interns, Underdog Productions – the student programming board, and orientation leaders) is 84% white/Caucasian, 53% female, and 47% male, while the UNC Asheville student population is 87% white/Caucasian, 58% female, and 42% male.
 - d. Decisions – There is a slight difference in the diversity of the overall SAIL staff and that of the UNC Asheville student body (3% fewer white/Caucasian SAIL staff). However, SAIL will continue to be committed to the goal to *exceed* the diversity represented within the UNC Asheville student body through intentional partnerships and collaborations with Multicultural Student Programs and the Intercultural Center.
 - e. Timeframe to reassess – This outcome will be reassessed at the time of any and all SAIL student staff recruitment and hiring efforts in 2009-2010.

5. **Measured Outcome #3** – The diversity of the SAIL professional staff will mirror or exceed that of Buncombe County, North Carolina
- a. **Action Plan** – Increase the diversity of our applicant pools in professional searches through intentional discussions with other College Student Personnel colleagues from other institutions of higher learning across the country and increased regional and national web site postings, as well as personal interviews at regional and national conferences
 - b. **Assessment Method** – Utilized 2007 Buncombe County data from the U. S. Census Bureau to compare the diversity of the current SAIL professional staff to that of the county.
 - c. **Summary of Findings** – The diversity of the SAIL professional staff does not mirror or exceed that of Buncombe County, North Carolina. The SAIL professional staff is 100% White/Caucasian, 67% female, and 33% male while the Buncombe County population is 90.1% White/Caucasian, 52% female, and 48% male.
 - d. **Decisions** – We are unable to hire additional professional staff at this time, but any searches in the future will involve all of the aforementioned strategies to increase the diversity in our applicant pools and staff.
 - e. **Timeframe to reassess** – This outcome will be reassessed at the time of the next SAIL professional staff position search.