Center For Student Involvement

Student Fees Advisory Committee (SFAC)
Program Questionnaire for FY 2015 -2016

UNIVERSITY of
HOUSTON
CENTER FOR STUDENT INVOLVEMENT

Question #1
Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

Mission:
The Center for Student Involvement facilitates student development through diverse opportunities to engage in leadership, programming, student organizations, and the university community.

Vision:
The Center for Student Involvement will offer impactful nationally recognized programs and opportunities that support student success and enrich the University community.

The Center for Student Involvement achieves its mission by: coordinating six fee funded organizations that provide campus events and student-led programming initiatives; providing support, guidance and management for the University of Houston's 400+ registered student organizations; campus-wide leadership and civic engagement centered around synergistic partnerships within campus, local and global community.

The Center for Student Involvement supports the University Of Houston initiative to create student success through providing students with a vibrant campus life and community that supports students' academic work. The Center is a part of the Division of Student Affairs and Enrollment Services and seeks to "create new opportunities for student success through learning, engagement, and discovery," (DSAES Strategic Initiative 1) and "foster[ing] the creation of a global learning community that actualizes and embraces inclusion while preparing students to become active citizens"(DSAES Strategic Initiative 3).
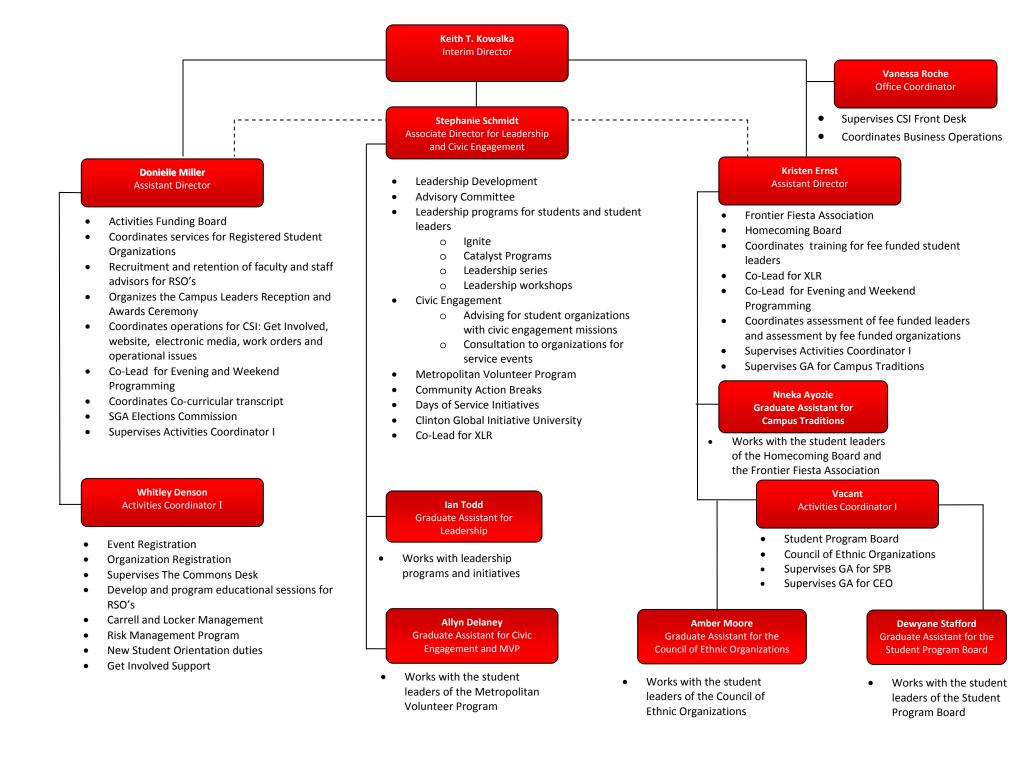
As change has become a constant at our dynamic University, so too has it been a constant in the Center for Student Involvement. The Leadership and Civic Engagement component was added to the Center shortly before the beginning of FY13. In addition to the new staff and programs associated with Leadership and Civic Engagement, other highlights from the year included implementing the State-mandated Risk Management Training for all student organizations, implementing the organization management program Get Involved, and having the opportunity to complete an External Review of the Center by leaders in the student activities/student life profession.

We have seen some staff transition over the last few years. However, the Center for Student Involvement is positioned to have an even greater impact on the university culture through our programs and services. More importantly CSI impacts the students that we serve by being a catalyst for student development andby fostering a learning environment that empowers students to engage and participate in a diverse array of enriching opportunities.

Finally, FY16 will continue the growth and excitement that is being created by the growth and excitement emanating from the University of Houston. To keep pace with the growth of our student population, we are requesting some additional FY15 One Time and FY16 Base Augmentation Funds to continue to improve and create programs and services that will assist in "creating a greater variety of student involvement initiatives that focus on the development of a vibrant campus life" (DSAES Strategic Initiative 1.4).

Question #2
Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.

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Keith T. Kowalka
Interim Director

Vanessa Roche
Office Coordinator

- Supervises CSI Front Desk
- Coordinates Business Operations

Stephanie Schmidt
Associate Director for Leadership and Civic Engagement

- Leadership Development
- Advisory Committee
- Leadership programs for students and student leaders
  - Ignite
  - Catalyst Programs
  - Leadership series
  - Leadership workshops
- Civic Engagement
  - Advising for student organizations with civic engagement missions
  - Consultation to organizations for service events
- Metropolitan Volunteer Program
- Community Action Breaks
- Days of Service Initiatives
- Clinton Global Initiative University
- Co-Lead for XLR

Donielle Miller
Assistant Director

- Activities Funding Board
- Coordinates services for Registered Student Organizations
- Recruitment and retention of faculty and staff advisors for RSO's
- Organizes the Campus Leaders Reception and Awards Ceremony
- Coordinates operations for CSI: Get Involved, website, electronic media, work orders and operational issues
- Co-Lead for Evening and Weekend Programming
- Coordinates Co-curricular transcript
- SGA Elections Commission
- Supervises Activities Coordinator I

Kristen Ernst
Assistant Director

- Frontier Fiesta Association
- Homecoming Board
- Coordinates training for fee funded student leaders
- Co-Lead for XLR
- Co-Lead for Evening and Weekend Programming
- Coordinates assessment of fee funded leaders and assessment by fee funded organizations
- Supervises Activities Coordinator I
- Supervises GA for Campus Traditions

Nneka Ayozie
Graduate Assistant for Campus Traditions

- Works with the student leaders of the Homecoming Board and the Frontier Fiesta Association

Whitley Denson
Activities Coordinator I

- Event Registration
- Organization Registration
- Supervises The Commons Desk
- Develop and program educational sessions for RSO's
- Carrell and Locker Management
- Risk Management Program
- New Student Orientation duties
- Get Involved Support

Ian Todd
Graduate Assistant for Leadership

- Works with leadership programs and initiatives

Vacant
Activities Coordinator I

- Student Program Board
- Council of Ethnic Organizations
- Supervises GA for SPB
- Supervises GA for CEO

Allyn Delaney
Graduate Assistant for Civic Engagement and MVP

- Works with the student leaders of the Metropolitan Volunteer Program

Amber Moore
Graduate Assistant for the Council of Ethnic Organizations

- Works with the student leaders of the Council of Ethnic Organizations

Dewyane Stafford
Graduate Assistant for the Student Program Board

- Works with the student leaders of the Student Program Board

Question #3
List your unit's strategic initiatives and action steps identified for the 2013-2014 academic year and cite the specific Division of Student Affairs Strategic Initiatives and University of Houston Strategic Goals to which they relate. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items.

DSAES Plan: (http://www.uh.edu/dsa/about_student_affairs/strategic_plan.html)
UH Goals: (http://www.uh.edu/president/vision-priorities/)

Strategic Initiative #1: Implement a multi-year co-curricular leadership experience for students and provide a greater variety of civic engagement opportunities.
> **Action Steps:**
> - Sponsor University of Houston students to attend the annual Clinton Global Initiative University in Spring 2014.
>   - **Achieved:** 8 University of Houston students, representing 5 Commitments to Action attended the 2014 CGI-U conference in Phoenix Arizona and 4 of those Commitments received project funding from the Center for Student Involvement.
> - Provide an Alternative Spring Break experience that is planned and co-lead by volunteer student leaders during Spring Break 2014.
>   - **Changed:** During spring break of 2014 the second Community Action Break (CAB) program was held. CAB provided a different service opportunity for students each day, Monday through Thursday of spring break week and offered an outing to the Houston Rodeo on Friday.
> - Collaborate with campus organizations or departments to provide one campus-wide day of service opportunity in Fall 2013 and Spring 2014.
>   - **Changed / Achieved:** The first Day of Service event was held on January 20th, 2014 in honor of Martin Luther King Jr. Day and 132 students participated at two project sites.
> - Coordinate Catalyst Leadership Lunches highlighting both community and campus leaders.
>   - **Achieved:**
> - Coordinate the Cougar Leadership Institute and update the curriculum based on student feedback and leadership growth measures from past institutes.
>   - **Changed:** The Cougar Leadership Institute was replaced by the Student Organizations Leadership Conference that was held on February 8th, 2014 and attended by 133 participants. The purpose of SOLC is to provide training and resources for Registered Student Organization leaders and members.
> - Grow student participation in collaborative leadership programs designed for students at entry-and-mid-level leadership ability
>   - **Changed / Achieved:** Two sections of the Ignite Leadership Program first-level were held during FY 14. The Fall Sophomore – Senior section graduated 29 and the First all freshmen section was held during the Spring with 40 graduates. A second-level program will be implemented during FY15.

Strategic Initiative #2: Create a greater variety of student involvement opportunities through enhanced services for Registered Student Organizations.

- In conjunction with the University Centers Marketing, Communications, and Retail, establish a work group to explore an online event registration process through the Get Involved website. Work group will report by Dec. 1, 2013.
  - **In Progress:** The Center for Student Involvement began the process to move Event Registration online by working with the University Centers. The University Centers will utilize their online building management system EMS to create a comprehensive and synergistic event registration process. This will allow students to not only register their events but also reserve rooms online. The University Centers is currently operating a pilot program with several Fee-Funded Student Organizations. The projected full implementation is Spring 2015.
- Create, implement, and assess learning for a detailed educational risk management training program.
  - **Deferred:** A benchmark study of peer and system institutions is scheduled for completion in Fall 2014. The Center for Student Involvement will use this data to revamp the current Risk Management Education program.
- Collaborate with the University Centers Marketing, Communications and Retail to fully utilize the Get Involved website for Registered Student Organization operations, student involvement, and department/academic usage.
  - **In Progress:** The Center for Student Involvement utilized the summer to create partnerships with academic departments who work with Registered Student Organizations. From the development of these liaison relationships increased interest in using Get Involved for academic entities has increased. The new RSO team also developed a suite of marketing materials geared towards current RSO student leaders as well as students looking opportunities for involvement.
- Implement annual Student Organization Conference for student officers on organizational development, training, and compliance requirements.
  - **Completed:** The Student Organization Leadership Conference was implemented in February of 2014. The conference had over 130 student leaders in attendance. The students provided thoughtful feedback that will fuel the planning and implementation of future Student Organization Leadership Conferences.
- Provide and assess learning from on-demand, timely, self-paced student officer training and development.
  - **Deferred:** This initiative was not completed. Instead, the center provided training through the Student Organization Leadership Conference and Risk Management Education. Additionally, development opportunities were present at the first Collaboration Kick-Off as well as the Student Organization Leadership Conference.
- Collaborate with University Centers Marketing, Communications and Retail to offer Get Involved Co-Curricular Transcript.
  - **In Progress:** In the summer of 2014 a benchmark study of system and peer institutions was launched to better assess how institutions were developing and implementing co-curricular transcripts. There will be a review of that data and a plan of implementation will be developed.

Strategic Initiative #3: Implement a variety of student involvement initiatives that support the development of a vibrant campus life.
- Expand evening and weekend programming.
  - **Achieved:** The Center collaborated with SPB and CEO to host four Friday night programs in fall 2013. Attendance totaled 697 students with an average cost per

person of $5.00. Of the 15 weekends in the fall 2013 semester, only two were without on-campus events. This translates into 87% of weekends having on-campus activities in the fall 2013 semester. During the spring 2014 semester, CSI provided Friday night programming whenever there were no weekend events scheduled on campus. This resulted in a total of 11 events, and 100% of weekends with on-campus events. CSI collaborated with the Council of Ethnic Organizations, the Student Program Board, and Commuter Services on a variety of film screenings throughout the semester. CSI also offered several showings at 4PM, 7PM and 10PM to provide opportunities for both commuter and residential students to enjoy the films. The programming efforts resulted in a total attendance of 2,934 students.

- Assess learning for Executive Leadership Retreat and the Executive Leadership Meetings
  - o **Partially Achieved:** XLR was held in May 2014 and included curriculum adjustments made based on the pre/post assessment results, program evaluations, and discussions with advisors from XLR 2013. The 2014 participants rated their knowledge / abilities higher on all 10 pre/post assessment measures of program learning outcomes.
- Track demographic and academic information for student leaders in fee funded organization in order to gauge the impact of involvement as related to student persistence.
  - o **In Progress:** The Center for Student Involvement is working with Institutional Research and the Enrollment Management Production Support team to develop a business process that will utilize the PeopleSoft Extracurricular Activities function to track Student Leader persistence and graduation rates.

New Objectives: Eight (8) additional initiative/action steps were undertaken or completed which were not defined in our 2013-14 program questionnaire.

- There has been significant growth in number of events and student participation levels for the Student Program Board, the Council of Ethnic Organizations and the Metropolitan Volunteer Program.
- Developed a volunteer opportunity directory of 29 non-profit organizations that can be sorted by distance from campus and interest area. Directory is available on the CSI website at http://www.uh.edu/csi/leadership/volunteer_directory/.
- Hosted the First MLK Day of Service with 132 participants.
- Hosted the First Student Organizations Leadership Conference with 131 participants.
- Hosted the first all upper-class Ignite Leadership Program in fall 2013 with 29 program graduates and statistically significant improvement on all 11 learning outcome measures.
- Hosted the first all freshmen section of Ignite in Spring 2014 with 40 participants, a 100% program completion rate and statistically significant improvement on 9 of 11 learning outcome measures.
- In collaboration with many stakeholders (students, alumni, and staff), the Frontier Fiesta Think Tank identified specific and measureable expectations, as well as opportunities for this campus tradition to continue to grow and flourish, while still maintaining the student-driven leadership that has been at the core of Frontier Fiesta since its inception.
- Implemented faculty/staff advisor requirement all Registered Student Organizations have a faculty or staff advisor. Before the requirement went into effect, only 45% of the student organizations had faculty or staff advisors.

Question #4
Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/ or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.

Center for Student Involvement

Activities	FY 10	FY 11	FY12	FY13	FY14
Registered Student Organizations:	486	523	565	486	439
Event Registrations	450	505	548	771	1,138
Organization Orientations	34	New System: 7 sessions in Fall '10 4 sessions in Spring '11	5 December 11/Jan. 12 10 Summer 2012	23 sessions 721 students attended	25 sessions 608 students attended
Organization Fairs	20	16 ART/NSO Average of 20 orgs per ART Average of 52 orgs per NSO Cat's Back 121 Organizations	2011 Cat's Back: 146 January Org Fair: 94 orgs 2012 Orientations: Average of 60 organizations per orientation	2012 Fall Cat's Back:141 August Organizations Fair:82 2013 spring Cat's Back: 89	2013 Fall Cat's Back: 155 2014 spring Cat's Back: 73
Risk Management Training	N/A	N/A	N/A	21 Sessions, 1,354 students attended	49 sessions 1,315 students attended
Revised website • Visits		30,038	36,698	61,856	40.697
• Page views		109,768	177,041	117,750	88,480

Fee Funded Organization Programs & Events

Organization	Events 12-13	Attendance 12-13	Events 13-14	Attendance 13-14
Council of Ethnic Organizations	40	21,805	59	26,915
Student Program Board	76	32,228	87	43,855
Frontier Fiesta	1	Thurs: 2,946 Friday: 5,203 Sat: 6,223 Total: 14,372	1	Thurs: 6,235 Friday: 10,587 Sat: 6,103 Total: 22,925
Metropolitan Volunteer Program	22	844	73	1,883
Cougar Nights/N&W Programming	4	1,015	11	2,934
Homecoming	13	7,556	8	7,424

Leadership and Civic Engagement Events

Event	FY12	FY13	FY14
Cougar Leadership Institute/SO Leadership Conference	46	25	131
RSO Networking Event (Collaboration Kick-Off)	N/A	N/A	31
Catalyst Leadership Lunch 1	25	42	41
Catalyst Leadership Lunch 2	33	37	38
Catalyst Leadership Lunch 3	25	26	46
Catalyst Leadership Lunch 4	39	14	25
Catalyst Leadership Lunch 5	18	N/A	15
Catalyst Leadership Lunch 6	20	N/A	25
Community Action Breaks	N/A	58	68
MLK Day of Service	N/A	N/A	132
Voting Shuttles	0	215	N/A
Ignite Leadership Program – Fall (Upper-Level)	N/A	N/A	29
Ignite Leadership Program – Spring (Freshmen)	N/A	41	40

Assessment Highlights

- **Ignite Leadership Program Sophomores - Seniors (First section of Ignite for Sophomores - Seniors / Second section of Ignite Program)**

  Program Evaluation Results

  In general when asked to rate elements of the Ignite program all results were positive. Students consistently identified the relationships they built in Ignite as a highlight. Other highlights were the overnight retreat, relationship with their Ignite Mentors, and introduction to campus resources. The majority specifically stated that they gained leadership or personal skills through Ignite. Areas with the most room for improvement are the weekly meetings and social/service events held outside of meetings.

  Focus Group Results

  The focus group was attended by 7 participants and was led by a staff member unrelated to Ignite. The results echoed what was stated in the program evaluation results. Participants stated that they expected to attend seminars and learn about leadership, but that building a network of new friends surprised them. They stated that Ignite highlighted a variety of ways to get involved on campus and understood that it was one of Ignite's purposes. The feedback on weekly meetings was mixed. Some would like the meetings to be shorter, or the presentations shorter. Specifically the Career Services workshop was identified as needing improvement. The teambuilding and ice breaking activities during the retreat and first meeting were a highlight and participants thought more physical activities should be included in the meetings in general.

  Post Assessment Results

  Participants self-reported their ability on eleven measures related to Ignite. In a classic pre/post comparison students rated their ability after Ignite higher on ten out of eleven scales, but none of the improvements reached a level of statistical significance. When the self-reported scores on the

post assessment (rate yourself before Ignite, rate yourself after Ignite) were compared improvement is indicated on all eleven measures and statistically significant improvement is seen on nine. When the pre assessment scores and the post assessment – before Ignite scores, are compared participants consistently rated their ability higher on the pre assessment. Participants' perceived ability is higher prior to participating in Ignite. It seems reasonable that being exposed to new skills and information helps students rate their abilities prior to the program more realistically.

Actions:
Based on the combined results of the program evaluation, focus group and pre/post assessment the primary structure of Ignite will not change, but a couple of areas for improvement can be identified.
• Based on post assessment results the curriculum for public speaking and conflict management can be improved. Although participants indicated growth it did not reach the level of statistical significance. Public speaking, in particular is easy to build into multiple Ignite meetings.
• Based on evaluation feedback the resume/career workshop should be revamped to be more interactive and immediately useful to participants
• Service and social activities need to be increased and participants encouraged to take a more active role in their planning.
• Based on positive feedback the relationship with mentors will continue to be built on and one on one mentoring meetings will be included in the curriculum.

- **Stipend Student Leader Learning (First Time Assessment/Annual Program)**
  Methodology & Frequency:
  o Two organizations (out of five total) were chosen to test the pilot program for assessing fee-funded student leaders, the Council of Ethnic Organizations and the Student Program Board. The NACA Student Leader Competency Evaluation tool was utilized to gauge student learning and development. Six competencies were selected by each organization, which included Leadership Development, Assessment and Evaluation, Event Management, Meaningful Interpersonal Relationships, Collaboration, Effective Communication, Multicultural Competency, Intellectual Growth, and Clarified Values. Students received an evaluations three times over the course of an academic year. After each evaluation submission, the organization's advisor provided written feedback on evaluation responses and then met individually with each student for approximately 30 to 60 minutes to discuss the completed document. These evaluations occurred in July 2013, January 2014, and April 2014.

  Outline of Findings:
  o Each competency asks for students to respond to four questions, assessing their self-perceived skill level using a Likert scale (strongly agree, agree, disagree, strongly disagree). In order to better track responses, each response was assigned a number value (from strongly agree = 4, to strongly disagree = 1). For example, the averaged responses over the three evaluation periods for the Assessment and Evaluation Competency rose consistently from 2.79 in July, to 3.45 in January, and finally 3.75 in May. For the Collaboration Competency, the responses increased from 3.12 in July, to 3.29 in January, and 3.79 in May. The Effective Communication Competency also had a similar progression from 3.12 in July, to 3.50 in January, and 3.75 in May.
  o In 100% of the competencies, respondents' averages increased from July 2013 to April 2014.

  Is learning or program outcome achieved?
  o ACHIEVED: The act of completing these evaluations and engaging is discussions regarding individual progress demonstrated critical thinking and reflective reasoning skills.

o NOT ACHIEVED: Innovative problem solving and decision making was not directly addressed in the NACA Student Leader Competency Evaluation.
o ACHIEVED: The average response for the Clarified Values competency in April 2014 was 3.95, up from 3.54 in July 2013. This demonstrates that students involved in fee-funded organizations learn how to express personal values and demonstrate behaviors congruent with those values.

Actions:
Several changes will occur during the 2014-2015 academic year. Instead of having both SPB and CEO select their own competencies, three competencies will be chosen for both groups so that the same areas of student learning will be assessed throughout the year. The timeline of when the competency evaluations are administered will also be changed slightly. Instead of providing the second evaluation in January, students will receive the evaluation in December. Feedback on the written responses and one-on-one meetings with each student will then occur in January after winter break.

- **Executive Leadership Retreat (continuing annual program)**
  Results:
  This assessment was a pre/post assessment taken by XLR participants on paper. The pre-assessment was taken by 56 participants after arriving at camp on May 11th. The post-assessment was taken during the closing of the retreat. Results were then entered into Campus Labs. Participants were asked to rate themselves on a five-point scale measuring their self-reported ability or knowledge on ten pre/post items.
  The program outcomes were achieved. Participants rated their ability after the retreat higher than their ability before the retreat on all ten measures. More importantly the improvement was statistically significant on all measures. In addition participants were asked to complete an evaluation of the program and rating the institute's logistics and content segments on a five-point scale from poor to excellent.

  Actions:
  The XLR assessment and evaluations indicate a successful retreat. The assessment items with the greatest level of improvement were 1) knowledge of the other fee-funded organizations and there leaders, and 2) having meaningful relationships with fellow student leaders. This reinforces the importance of XLR as a time for student leaders to bond and create relationships that can lead to both collaborative projects and a stronger support network for the upcoming year. Both the assessment and evaluation results also support the incorporation of the DISC Leadership Inventory as an effective tool for understanding personal leadership style, strengths and weaknesses. Based on these findings the format and core curriculum for XLR next year will not change drastically, but feedback about facilities, suggestions for new curriculum topics and comments about specific activities will be taken into consideration to update and improve the curriculum for next year.

Question #5
Please discuss any budget or organizational changes experienced since your last (FY2015) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections. In addition, if your unit concluded FY2014 with a Fund 3 addition to Fund Equity, please describe the conditions which caused the addition.

The Center for Student Involvement returned $0 to fund equity. The Center for Student Involvement adjusted the FY 2014 budget as follows:

CSI funded security services at Frontier Fiesta	*($22,917)*
CSI funded a small renovation	*($20,680)*
CSI funded student staff needed for new UC North	*($35,726)*
CSI funded three staff searches, new supplies for the UC North office,	
new evening and weekend programming initiatives and other programmatic	
activities to begin to address the External Review Report Recommendations	
	($58,056)
CSI lapse full-time lapse salary	*$71,617*
CSI Graduate Assistant lapse stipend	*$24,374*
CSI negative balance was covered by the University Centers	*$41,388*
Total Adjustment	*$0*

Question #6

Please list your 2015-2016 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs Strategic Initiatives and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

CSI Strategic Initiative #1: Capitalize on resources, strategic partnerships and a culture of innovation that enhances the student experience

    <u>Action Steps 2015-2016:</u>

- Fully implement a professional competency-based training program for CSI staff based on the competency areas of advising and helping; law, policy and governance; leadership; personal foundations; student learning and development, and ethical professional practice.
- Enhance/expand the CSI/Academic College liaison program
- Implement usage of PeopleSoft Extracurricular Activities Function to track Student Leader persistence and graduation rates
- Fully launch the CSI marketing plan based around new brand and based on the concepts of discovery, connection and engagement
- Develop a street team to add additional excitement on campus about programs and services available in the Center for Student Involvement
- Support changes to social media connections with former student leaders
- Support collaboration with Advancement to create alumni affinity groups for Fee-Funded Student Organizations

<u>UH Goal</u>: *Student Success*
<u>DSAES Strategic Initiative 2</u>: *Actualize and leverage the fiscal, human, technological, and facility resources that enhance the student experience.*
<u>DSAES Strategic Initiative 4</u>: *Develop a culture of innovation and accountability in the redesign of Division policies, processes and procedures.*
<u>DSAES Strategic Initiative 6</u>: *Create and engage in strategic partnerships.*

CSI Strategic Initiative #2: Implement a multi-year co-curricular leadership experience for students and provide a greater variety of civic engagement opportunities.

    <u>Action Steps 2015-2016:</u>

- Benchmark and propose a Capstone Leadership Program
- Benchmark and propose a Leadership Ambassador Program; peer trainers able to provide workshops to students and organizations on leadership
- Implement a Leadership and Civic Engagement Learning Community for freshmen and sophomores
- Research/Recommend Volunteer Opportunity/Hour Tracking System
- Implement the Cougar Service Council
- Benchmark stand-alone leadership/civic engagement departments

<u>UH Goal</u>: *Student Success*
<u>DSAES Strategic Initiative 1</u>: *Create New Opportunities for student success through learning, engagement and discovery.*

CSI Strategic Initiative #3: Create a greater variety of student involvement opportunities through enhanced services for Registered Student Organizations.

    <u>Action Steps 2015-2016:</u>

- Enhance the programs and service for RSOs, including the Student Organization Leadership Conferences, Networking and educational opportunities and resources and programs for Advisors

- Implement a student organization outreach program
- Implement changes to the Organizations Policies in the <u>Student Handbook</u>
- Possibly Implement Co-Curricular Transcript through Get Involved or another automated platform
- Implement changes to Risk Management Education program.
- Implement a Student Organization Advisory Board

<u>*UH Goal*</u>*: Student Success*
<u>*DSAES Strategic Initiative 1*</u>*: Create New Opportunities for student success through learning, engagement and discovery.*

CSI Strategic Initiative #4: Implement a variety of student involvement initiatives that support the development of a vibrant campus life.
<u>Action Steps 2015-2016:</u>
- Expand/enhance the series of large scale Friday night programs utilizing the new Student Center facilities.
- Fully implement a professional competency-based training program for all Stipend Student Leaders.
- Play a more structured and significant role with Fee-Funded Student Leaders and Organizations advised by the Center for Student Involvement.
- Refine stakeholder involvement in Frontier Fiesta (alumni, campus departments, etc.)
- In conjunction with CEO and CDI, expand collaborative diversity programming with faculty and departments

<u>*UH Goal*</u>*: Student Success*
<u>*DSAES Strategic Initiative 1*</u>*: Create New Opportunities for student success through learning, engagement and discovery.*

Question #7
What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.

Currently the Center for Student Involvement receives its funding from the Student Fee Advisory Committee from student activity fee dollars. The Center is working with the Division of Student Affairs and Enrollment Services to identify development funding sources for Leadership and Civic Engagement opportunities and to support campus traditions including Homecoming and Frontier Fiesta.

Question #8
Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

There is some overlap between the services that the Center for Student Involvement offers to registered student organizations and the work that the Bauer College of Business Leadership Initiatives department provides for business-oriented organizations. There is overlap in coordinating fee funded organizations as the new Center for Student Media coordinates The Cougar, Student Video Network, and Coog Radio. However, no other department on campus provides leadership and civic engagement opportunities for all students, programming, coordinating fee funded organizations, and a suite of services for registered student organizations.