Annual Review
1.A.

**Mission/Brief Description of Services**
State your department’s mission (statement that outlines the purpose and/or guiding principles of your department) and briefly describe the services/activities provided. Explain the program’s impact on student success and how the program supports the broader university’s mission.

**Judgment**
☑ Compliant  □ Non-Compliant   □ Not Applicable

**Narrative**

The mission of Youth Educational Services (Y.E.S.) is to support Humboldt State University students in creating and implementing volunteer programs. Our student-run programs provide services to a broad age spectrum ranging from youth to the elderly. Volunteers spend time in the community building friendships and working together to meet community needs. Through our services we attempt to act as allies and resources in an effort to end the cycle of oppression in the community at large.

We enact our mission through the vehicle of service learning, which includes educational and experiential components. In the educational component, students gain leadership skills, learn about issues facing our diverse community, and engage in reflection activities. In the experiential component, students provide direct service, allowing them to address the issues and apply the skills they have learned. Our goal is to help students work towards positive social change and to empower the people we serve.

YES’ mission supports the broader University mission in several key ways. Through participating in YES students: enhance their personal development through educationally purposeful activities, engage in a community respectful of diverse ideas and backgrounds, integrate and apply their knowledge to real-life situations, clarify their personal and educational goals, and partner with community members. Additionally, they learn to become active citizens of the community, life-long learners, understand and act for social justice and environmental responsibility, become more critical and creating thinkers, improve their communication skills and expand their world perspectives. Our students find a sense of purpose, a sense of belonging and an experiential component that helps solidify their theoretical and classroom learning.

**The following is a list of the Programs that are currently administered through Y.E.S.:**

**ALTERNATIVE MENTORING PROGRAM (AMP):** Volunteers mentor children whose families have been affected by the justice system, helping to raise self-esteem and offering fun and engaging one-on-one and group activities.

**ALTERNATIVE SPRING BREAK (ASB):** Students interested in spending their spring break participating in a worthwhile out-of-the-area service project are invited to take part in Alternative Spring Break.

**ART RECREATION THEATER (ART):** Art, Recreation, Theater works with elementary students to provide opportunities for creative projects in after school programs.

**ENVIRONMENTAL EDUCATION (EE):** Children and community groups gain more awareness of their natural environment through workshops and presentations on topics
such as recycling, water usage, native plants, garden education, and environmental issues provided by EE volunteers.

**GOLDEN YEARS:** Golden Years stimulates friendships between generations.

**HAND-IN-HAND:** Volunteers provide fun weekend, after school and evening outings for children currently living with Foster families.

**HOMELESSNESS NETWORK:** Volunteers promote literacy and self-esteem among local homeless children while also providing opportunities for creative and recreational activities.

**JUVENILE HALL RECREATION PROGRAM (JHRP):** Volunteers meet with youth at Humboldt County Juvenile Hall and through creative and stimulating recreational activities strive to establish caring relationships & promote individual positive growth.

**LEADERSHIP EDUCATION ADVENTURE PROGRAM (LEAP):** Rock climbing, backpacking, hiking, and challenge course experiences encourage local youth to develop self-confidence, personal growth, and independence in a safe, supportive atmosphere.

**NEW GAMES:** New Games are alternatives to traditional competitive games and allow elementary school children and adults to play and have fun without having to win.

**NORTH COAST MUSIC MENTORS (NCMM):** Volunteers provide free, private, one-on-one, music instruction for local youth in the community.

**PUENTES:** Volunteers are matched with Spanish-speaking individuals to provide English tutoring and a connection to community resources.

**STUDY BUDDIES:** Students are matched in a one-on-one tutoring relationship, or they can participate in an after school drop-in tutoring program.

**VOLUNTEER OPPORTUNITIES PROGRAM (VOP):** Students who would like to volunteer but cannot make a semester long commitment are invited to participate through the Volunteer Opportunities Program.

**YOUTH MENTORING PROGRAM (YMP):** Through individual and group activities, volunteers provide positive role models and help build the self-esteem of the youths they are mentoring. This program requires a commitment for the entire school year.
1.B.

Description of Program Goals and Learning Outcomes for Year Under Review

*Goals* (broad, general statements about what the program intends to accomplish) must include corresponding *objectives* (statements that describe ways to achieve goals) and/or *learning outcomes* (statements that describe ways to achieve desired learning). Discuss how the goals and WASC themes of the university (see University Vision, Mission, and Values—found in the University’s Strategic Plan—link in the URL sources below) are integrated into the program. If the program goals have changed since the last self-evaluation, explain how and why they have changed. Goals may have objectives, learning outcomes, or in some cases both goals and objectives.

**Judgment**

☑ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

A. Provide diverse service site options

1. Connect students to at least 30 different service sites.

B. Provide placement services for volunteers

1. Recruit, screen, train, place and oversee at least 180 volunteers a semester.

C. Facilitate leadership training for students involved with program operations.

1. Provide two 3-day long training retreats for Program Directors, facilitated primarily by YES Program Consultants
2. Provide ongoing weekly training and supervision for all student leaders.
3. Provide 5-10 students weekly experience on an advisory board that conducts program reviews and supports students in the creating and improving programs
4. Student Learning Outcome (Meeting Facilitation)
   1. Within their first month of directing a YES program, all students will demonstrate basic competency in planning and facilitating program meetings as demonstrated by being scored 51 or higher on Level 1 Meeting Facilitation Observation Sheet. 50% will demonstrate above average proficiency on Level 1 with a score of 68 or more.
   2. By the end of a year as a program director all students will demonstrate intermediate proficiency by being scored 78 or higher on a Level 2 Meeting Facilitation Observation Sheet. 50% will demonstrate above average proficiency on Level 2 with a score of 104 or more.

D. Facilitate experiential learning by which students learn about issues facing our diverse community, connect classroom and theoretical learning to real-life situations, clarify values and gain life, career and leadership skills.
1. See section C.
2. Support student leaders in providing ongoing weekly training and service opportunities for program volunteers.
1.C.

**Enrollment/Participant Data**
Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

**Judgment**
☑ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

**Volunteer Opportunities Program (monthly service for volunteers):**

- Spring 2013: 53 volunteers
- Fall 2012: 200 volunteers
- Served: 17 different sites

**Our regular 14 Programs (weekly meetings and service):**

- facilitated 400 volunteer placements in the community
  - at 31 different community partner sites
  - served 1,071 community members
  - logged a total of 25,061 student volunteer hours
- enrolled 272 individual students in YES volunteer programs
  - 83 of these students (30%) returned to participate in the same program both Fall and Spring semesters.
  - 45 of these students (16%) participated in multiple programs.
  - From a diverse cross section of majors across campus with a heavier concentration in: Social Work (11%), Liberal Studies-Child Development (8%), and Psychology (13%), Sociology (6%) and Biology (6%).
  - 31% freshmen, 20% sophomores, 22% juniors, and 25% seniors.
  - 74% female, 27% male
  - Higher percentages than HSU across the board in all individual ethnicities as well as underrepresented minorities. Lower than University average in percentage of Caucasian students.
  - 54% URM, 60% first generation college student, 48% low income,
    - 45% URM & 1st Gen.
    - 40% first gen and low income,
    - 35% URM and low income,
  - 25% EOP, 19% HOP/HOOP, 4% athletics,
  - 0.7% foster youth, 0.4% veteran
- See attached documents for charts detailing all of the above.
**Motivation for Volunteering (by Gender)**

Data from the following chart was gathered during a survey of volunteers in all programs at the beginning of Spring 2013. More about the survey is explained in the Learning Outcome section.

![Motivation for Volunteering Graph](image)

**Discussion:**

Clearly YES is a program that attracts and serves diverse students. The high percentage of EOP, URM, first generation and low income students who find their way to YES is significant. The populations that HSU is challenged to retain are many of the students YES is supporting.
In terms of majors, most likely YES draws more students from the social sciences because of the direct relevance of the program experience to these fields. It is not obvious why a higher percentage of Biology students have found a home at YES. Often students tend to bring in more students that they know, so perhaps a couple of biology students have brought in more.

The high level of female (and correspondingly low level of male) volunteers has been an issue YES has been aware of. This is not unique to YES, but is a nation-wide challenge of engaging men in community service as well as other co-curricular activities. Last semester we had an influx of male student leaders. However, this incoming Fall we are back down to 26% of our student leadership is male. Because of the challenges retaining men at HSU and the low numbers of men who join YES relative to women, it seems essential to target men in YES’ recruitment efforts.

The survey about volunteers’ motivations for joining YES offers insight into developing recruitment strategies targeting males. Specifically, it seems their first semester at YES less men know that they love volunteering (20% men vs. 55% women). All of YES’ recruitment strategies that target the love of volunteering (ie. “Say YES to volunteering”) is more likely appealing more to women than men. Overall, more men join because of course requirements than women; more women join to gain experience in their field. Men are not so interested in exploring career paths when they arrive at YES, but discover that YES is a good way to do so and is a motivation for those who return for another semester. The biggest motivations for Men to join YES are to make new friends, have something to do and to get involved. The survey shows in fact that the highest motivation for both men and women is to “get involved.” This seems like good language to use in future recruitment strategies.

Sources

- YES Class_Gender_Major_12-13
- YES Ethnicity-urm etc_12-13
- YES Volunteer Numbers 2012/13
1.D.

Student Retention & Engagement
Reports can include graduation rates, satisfaction surveys, etc. Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level). Compare retention and engagement with HSU retention and engagement data. In your discussion and interpretation, consider how the data supports or conflicts with university retention efforts.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

YES shows much higher retention rates by class than the average for HSU students as a whole:

<table>
<thead>
<tr>
<th>Persisted?</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES Spring 12 to Fall 12</td>
<td>85%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>HSU Average</td>
<td>73%</td>
<td>61%</td>
<td>42%</td>
</tr>
</tbody>
</table>

(Source: Cultivating Diversity @ HSU 2013)

The persistence rate is for students who after having been a volunteer at YES in the Spring 2012 returned to study @ HSU in the fall.

RETENTION
The numbers make a strong case for the importance of YES experience in retaining students. It seems to be in line with research about retention that states the more involved students are in their campus and local community the more likely they are to return each year. Service-Learning research also states that students who participate in Service Learning are more likely to succeed academically. It is interesting to note that the YES retention rates actually increase slightly by class level, while HSU numbers decrease significantly. YES seems to have a stabilizing effect.

LEADERSHIP
Additionally interesting is the data from the SEALS student leadership focus group that was conducted in December 2012. All SEALS departments were asked to send 2 student leaders to the focus group. This resulted in a group of 32 leaders sent from across campus. What was interesting is that 7 of the 32 or 21% stated that their first leadership experience on campus was through YES. It seems that YES is not only an organization that retains
students, but it also it is one of the first places students come and grow into leaders for other campus organizations.

Also worth noting is the drop in institutional support for YES student directors over several years. This year was the first year in over 15 that YES students directors received no compensation (units and/or financial incentives). Specifically we have had all of the following cut in the past six years: stipends, 3 units of credit, AmeriCorps funding ($1,200-$1500 per director. Because they no longer receive credit, their course loads are higher than they used to be. Because they no longer receive payment, many of them have jobs as well.

These losses have placed a larger stress on our student leaders. Program directors still participated, however the level of energy and time they had to commit to the program was impacted. YES needs to look seriously at how to reduce the stress by altering expectations and/or finding sources of funding. One first step that is planned for Fall 2013 is to shift the burden of tracking all of the screening paperwork from the directors to the paid staff and work study receptionists.
1.E.

Student Learning Outcomes
Analysis of the SLO’s from section 1B. Based on the SLO’s from section 1B., describe to what extent the learning outcomes were met. Analysis should also include: interpretation of outcome results, how the program evaluates its effectiveness in meeting the university’s institutional mission effectiveness of outcome measurement and what program changes have been made based on the result of the assessed outcomes.

Judgment
☐ Compliant  □ Non-Compliant  □ Not Applicable

Narrative
YES addresses the following HSU student learning outcomes. Students will demonstrate:

1. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints
2. Pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.

Programmatic Learning Outcomes

1. Through service experiences, workshops, and reflections, students will demonstrate:
   1. Awareness of self and the broader community.
   2. Awareness of different communication styles and needs.
   3. Familiarity with local social and educational concerns.
   4. Teambuilding and leadership skills within their director trainings, weekly meetings and/or service sites.
   5. A clear connection between direct service and learning objectives
   6. A lifelong commitment to service and civic engagement.

This year YES focused on two methods of assessment targeting specific learning outcomes.

1. Pre & Post Survey targeting program volunteer’s ability to: organize and manage, communicate in multiple situations, work as part of a team, lead a team, think critically, work with diverse groups, work towards social justice. (2011-12 YES gave the same pre & post to the program directors.)
2. Meeting Facilitation Learning Outcome & Criteria: Within their first month of directing a YES program, all student leaders will demonstrate basic competency in planning and facilitating program meetings as demonstrated by being scored 51 or higher on Level 1 Meeting Facilitation Observation Sheet. 50% will demonstrate above average proficiency on Level 1 with a score of 68 or more.

By the end of a year as a program director all students will demonstrate intermediate proficiency by being scored 78 or higher on a Level 2 Meeting Facilitation Observation Sheet.
Sheet. 50% will demonstrate above average proficiency on Level 2 with a score of 104 or more.

#1: Pre/Post Survey of Program Volunteers

Method of Assessment

All data was collected through a quantitative survey instrument which was developed by YES Coordinator. The survey was divided into two parts. The first part asked them to rate their sense of belonging at different levels: YES environment, YES friendships, HSU, Arcata/Humboldt County and life experiences in relation to career goals. The second asks volunteers to rate their confidence levels with the following:

- Collaborate with a group of people.
- Lead a game, activity or discussion with my peers.
- Understand my own relationship to power and privilege
- Listen carefully to other people’s opinions.
- Work cooperatively with a diverse group.
- Reflect on the relationship between my academic path and my experiences with different communities.
- Reflect on the relationship between my academic path and my experiences with different communities.
- Express my opinion about important community issues.
- Apply my knowledge to solve “real-life” problems.

All program directors were asked to distribute the surveys during the third week of the Spring semester and then again during the 12th week. Of the 192 students enrolled in YES programs Spring semester 133 (69%) turned in the pre-survey and 112 (58%) turned in the post survey.

Results

**Sense of Belonging**

![Bar chart showing sense of belonging](chart.png)

**NOTE:** 1st time = 1st time they volunteered @ YES.
I have made good friends... through YES
I am part of the HSU... community
I am part of the local ... Arcata/Humboldt County community
Life experiences that... = I have had real life experiences that help me connect to my course work/career path

**Self Assessed Confidence Levels:** I can...

![Graph](image)

**NOTE:** 1st time = 1st time they volunteered @ YES.
relationship to power and... = understand my own relationship to power and privilege.
listen carefully to other opinions
work cooperatively... with a diverse group
reflect on the relationship between my academic path nad my experiences with different communities
express my opinion about important community issues
apply my knowledge to solve "real-life" problems.

**Discussion**

**Self Confidence**
YES volunteer experiences clearly help students gain self confidence in a variety of areas. The growth is even more significant for first time YES students. They gain confidence in their leadership ability, understanding of power and privilege and ability to work with diversity. They also gain in their confidence in their ability to applying their academic knowledge to real life contexts.
What is interesting to ponder is the drop in confidence in their ability to listen to other opinions. Perhaps through their semester at YES they discover that it is not as simple as they thought. This is a potential area that YES could explore how to provide more support to students.

**Feeling Connected**
While most students who were involved in a YES program at the beginning of the semester already felt at home at YES, this is perhaps because if they did not feel at home, they would not have chosen to join a program. Therefore the first question perhaps does not inform us of how many students do not feel at home at YES. It does inform us that YES does a good job of helping the several hundred students who participate in our program in feeling a sense of belonging at our organization.

For those students who do join a program, it seems clear that the YES volunteer experience helps students feel more connected in all areas of their life from friendships to feeling a part...
of HSU and of the larger community. All of this is consistent with research that shows a students’ feeling of belonging is deeply tied to retention. It is also supports the results reported in the retention section.

Especially significant is the greater level of growth for first time YES students (no matter their class level). It seems that YES quickly helps students feel connected. Then for those who stay they maintain a high level of sense of belonging. Also significant is that the experiences help them connect more deeply to their academic learning.

#2: Meeting Facilitation
Method of Assessment
All program meetings were observed at least once a semester by either the YES Program Coordinator or a YES Program Consultant (student staff). Student Directors were scored check plus, check or check minus in several skills grouped into four broad categories (Environment, Session Structure, Facilitator Communication and Group Dynamics.) Scores are converted to numbers: 5 points for every check plus, 3 points for every check and 3 bonus points for any additional pluses in the category of other on the observation sheet. A basic competency in each level is the equivalent of the number of categories times 3. Above average competency is determined by 80% of a perfect score.

There were some slight problems with logistics. This year we had two programs that were mistakenly assessed at Level 1 during Spring semester. Consequently we have no data on growth for the four directors of these programs. Additionally, LEAP had unexpected major leadership turnover this year and so is not included in this summary report. While they were observed and supported in their growth as meeting facilitators, their growth is not included in this aggregate data. Also, several programs were only observed in February and not in April. All of these programs demonstrated Intermediate competency in February.

Results for 2012-13

Discussion
This year we made a point of observing new Directors the second or third meeting they facilitated (Sept scores). As is evident by the graph, 58% of them needed improvement to run an effective meeting. We utilized the observation sheets as an invaluable tool to provide student Directors with one-on-one feedback, as well as to address common areas for improvement at our weekly trainings.
The Directors’ growth in ability to facilitate meetings is evident. While we did not quite reach our goal of having everyone attain basic competency within their first month, they were certainly competent by their second semester. 42% of those observed reached Above average competency by the end of their year with us. Given that we inadvertently did not gather April data on 3 programs (21% of our Directors who had already demonstrated intermediate competency) this number may actually be higher, in that we did not capture any of their growth for the last two months of their time with us.

It was valuable to give directors feedback at the very beginning of their experience facilitating meetings. The better they can facilitate meetings, the more comfortable the volunteers are and the more likely they will be to stay and be part of the program. Focusing on this skill helps with our overall program retention and effectiveness. In these ways, this is a valuable teaching and assessment tool and continue to be used.
2.A.

**Staff Engagement in Institutional Efforts and Activities**

Describe how the department engages all members in the discussion, review, assessment and revision of program SLOs and other services.

**Judgment**

☑ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

Yes Staff Collaborate on and off campus in several ways.

As the other Service Learning program on campus, we have a close partnership with the Service Learning Center. We share student staff responsibilities for the Volunteer Opportunities Program Coordinators (VOC). While the program is housed at YES the VOCs also work out of the Service Learning Office in that they work more with one-time service opportunities. This structure was implemented with Service Learning and YES was housed together under the same leadership. It makes sense to continue to keep it intact. Because Service Learning Center was moved to the academic side and is focused more on risk management it no longer made sense to have collaborative trainings with our student staff.

YES also collaborates in various ways across campus. We have a close partnership with the Service Learning Center and the Risk Management office to ensure appropriate risk management contracts, policies and procedures are in place. Specifically the Service Learning Center helps put Service Learning Agreements in place for YES service sites. Additionally as an AS funded program and an HSU club, YES works closely with the both the AS and Clubs office on policies, procedures and budgets. We also consult with the risk management office and receive funding from RHA and Clubs for Alternative Spring Break.

Coordinator Lorena Boswell coordinated both the monthly SEALS network meetings and the work group at the beginning of the year. The monthly SEALS meeting facilitation was transitioned in October to Tay Triggs who was newly hired as the Associate Dean of Student Engagement and Leadership. Fall semester, Lorena continued facilitating the SEALS work group and spear-headed a focus group of student leaders across Student Affairs departments.

Lorena was also involved in several other collaborative endeavors this year. She was the chair of the Outstanding Student Awards for contribution to a club or campus organization and attended meetings as part of: VPSA Directors, Campus Dialogue on Race collaborative planning meetings, and Welcome Home to Humboldt. Additionally she presented at a RAMP mentor training, for Housing staff, EOP students, and in several service learning classes about the opportunity to fulfill their class Service Learning requirement through YES.

Off campus partnerships are also part of YES’ function. As such Lorena conducted a staff training for the Boys and Girls Club of the Redwood in addition to coordinating student leadership relationships with over thirty off campus sites.

Operations manager was the campus coordinator for the United Way campaign, served on the AS service scholarship selection committee and attended SAAS meetings.
These collaborations meet the mission and goals for YES in that they strengthen our student leadership, risk management and quality of student service learning experiences. Collaboration with SEALS helps strengthen services across Student Affairs. While much of the collaboration remains the same from year to year there were a few changes. The Students in Service AmeriCorps Program was shut down in Spring 2012, consequently this year we are no longer working with and supporting CCAT student workers. Lorena decided that Staff Council membership was not the most effective use of Coordinator time and ended her term early. The work group efforts dissipated after the focus group research project with the transition in leadership. consequently the data collected has not yet been put to use towards creating a student engagement transcript and portfolio.
3.A.

Investments
Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

STAFFING:
YES employs 2 full time (10/12) professional staff: an SSP2 Coordinator and an ASC2 Office Manager. Both are Caucasian women.

Additionally YES hired 12 student employees: 4 program consultants, 4 Volunteer Opportunity Coordinators, 2 receptionists, 1 house maintenance worker and 1 newsletter intern. All 12 were part-time totaling 3 FTE positions. 6 were Latina female, one Latino male, 5 white female.

Please see attached for more details.

FUNDING:
See attached actuals for the year.

Sources

- 12-13 YES PREP Funding A6615 rpt
- 12-13 YES PREP Funding HM500 SW100 rpt
- 12-13 YES PREP Staffing rpt April 2013
- 12-13 YES PREP Staffing rpt Nov 2012
3.B.

Efficiency
Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

Judgment
☐ Compliant ☑ Non-Compliant ☐ Not Applicable

Narrative
4.A.

General Conclusions about Past Year Performance
Through analysis and personal observation, summarize your conclusions about the past year. Discuss to what extent your department has or has not met stated goals and any challenges faced in achieving goals? What activities has your program engaged in to improve the student success and the HSU environment? Describe notable achievements since your last self-evaluation.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

GOALS
YES achieved all of the program and learning goals identified for the year. The following is a summary of what has been reported in previous sections:

GOAL A. Provide diverse service site option. A1. Connect students to at least 30 different service sites.
- YES placed students in 31 different local service sites.

GOAL B. Provide placement services for volunteers. B1. Recruit, screen, train, place and oversee at least 180 volunteers a semester.
- YES made over 400 volunteer placements for the year which averages out to 200 per semester, which is more than our goal.

GOAL C. Facilitate leadership training for students involved with program operations.
C1. Provide two 3-day long training retreats for Program Directors, facilitated primarily by YES Program Consultants.
C2. Provide ongoing weekly training and supervision for all student leaders.
C3. Provide 5-10 students weekly experience on an advisory board that conducts program reviews and supports students in the creating and improving programs.
- All of the above were achieved, as they are an integral part of YES' annual programming.

C4. Student Learning Outcome (Meeting Facilitation)

1. Within their first month of directing a YES program, all students will demonstrate basic competency in planning and facilitating program meetings as demonstrated by being scored 51 or higher on Level 1 Meeting Facilitation Observation Sheet. 50% will demonstrate above average proficiency on Level 1 with a score of 68 or more.
   - While we did not quite reach our goal of having everyone attain basic competency within their first month, they demonstrated well above basic
competency by their second semester. This was true last year as well. It seems directors need a bit more time to gain basic skills than we have anticipated.

1. By the end of a year as a program director all students will demonstrate intermediate proficiency by being scored 78 or higher on a Level 2 Meeting Facilitation Observation Sheet. 50% will demonstrate above average proficiency on Level 2 with a score of 104 or more.

- While on paper only 42% demonstrated above average facilitation skills (8% short of our goal), because of timing and measurement inconsistencies, we believe that in reality over 50% did achieve above average skills.

GOAL D. Facilitate experiential learning by which students learn about issues facing our diverse community, connect classroom and theoretical learning to real-life situations, clarify values and gain life, career and leadership skills.
D1. Support student leaders in providing ongoing weekly training and service opportunities for program volunteers.

- All of the above were achieved, as they are an integral part of YES’ annual programming.

LEADERSHIP
There has been significant shifts in YES leadership over the past several years. Not only have the numbers increased from an average of 19 directors to an average of 28, but also there is a much larger percentage leaders who are URM, first generation, and/or low income. The larger number and the different background strains the program a bit. The larger number has changed the group dynamics to create more of a challenge keeping in touch with each of them and creating a sense of a larger team. Supporting students from underprivileged backgrounds is a more intensive endeavor that requires different curriculum than that for a group of students predominately from more privileged backgrounds. YES has been and should continue adapting curriculum and support to continue meeting the needs of this group of leaders.

The added stress on YES directors due to the drop in institutional support (See section 1D) means that YES needs to look seriously at how alter expectations and/or find alternate sources of funding. One first step that is planned for Fall 2013 is to shift the burden of tracking all of the screening paperwork from the directors to the paid staff and work study receptionists.

OVERALL
Overall, YES continues to be a strong program. Students learn valuable skills and knowledge through their participation in YES’ programs and leadership opportunities. YES directors clearly gain leadership skills. They learn to: organize and manage, communicate in multiple situations, work as part of a team, lead a team, think critically, work with diverse groups, and work towards social justice. Clearly based on retention numbers and pre/post survey results volunteers feel more connected to campus and the larger community through
volunteering at YES. Retention rates are also much higher than cross campus averages. This is even more significant given our higher than average number of URM, first generation and low income students. YES should continue running this highly successful program while exploring ways to replace some of the lost institutional support for the student directors.
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year
Summarize program modifications or changes to be made as a result of assessment. Show how the changes responded to changing demographics, technologies, external requirements, or other relevant factors. Goals may be carried over from year to year but changes must be informed by your data analysis and conclusions in 4.A.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Overall, YES is a highly effective and successful program that is on track with its programming and operations. The largest challenge is to explore ways to replace some of the lost institutional support for the student directors (i.e. financial compensation and receiving units for the experience). Goals and learning outcomes will be the same as last year with the following changes:

- The screening process will be centralized removing some of the burden of screening volunteers to the office staff (including work study receptionists.)
- Recruitment language will be modified based on the assessment of differences between male and female volunteer motivation. New brochures will be designed and printed.
- Additional funding sources and alternative methods of compensating Directors will be explored.
- Next year will be the third year in a three year cycle of assessment:
  - Year 1 (2011-12) pre/post survey of directors
  - Year 2 (2012-13) pre/post survey of volunteers
  - Year 3 (2013-14) assessment of how YES is meeting the needs of community partners. The targeted student learning outcome to correlate with this by focusing on how well student directors learn professional communication skills.