1.A.

**Description of Program Services**

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.

This clearly ties in with the Student Affairs and HSU missions. 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.

**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.

**TUTORIAL:** 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.

... 

**Judgment**

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

**Sources**

Youth Educational Services
Recruiting more males became a focus for Spring 2012 which saw a significant increase to 42% male.

To provide ongoing weekly training and supervision for all student leaders, YES will look at strengthening the ties between service and learning in our programs. Specifically, some programs have been facilitating not only networking and professional support across departments but also the development of a range of individuals, communities, and viewpoints.

Critical Thinking:
- Students in making deeper connections about the issues faced by the populations they serve.

Organize & Manage:
- All data was collected through a quantitative survey instrument which was developed by YES Coordinator. The survey design and implementation were intended to capture information about the enrollment, demographics, and participant outcomes.
- The survey included questions about the student's background, experience, and expectations.
- The results of the survey were used to assess the effectiveness of the training and to identify areas for improvement.

Familiarity with local social and educational concerns:
- Lorena was also involved in several other collaborative endeavors this year. This included being an advocate for the Hall Recreation Program. This is in the works and should be resolved by August.

Discussion:
- Lorena reported that the number of tutor sessions in Fall 2011 was 76% higher than the same period in Fall 2010. The increase was attributed to the development of a newsletter that highlighted achievements and upcoming events.
- Lorena also reported that the number of volunteer hours in Fall 2011 was 16% higher than the same period in Fall 2010. The increase was attributed to the development of a newsletter that highlighted achievements and upcoming events.

Evaluation:
- The evaluation of the HRP was conducted by an independent rater.
- The evaluation was based on the meeting facilitation observation sheet.
- The sheet included a checklist of criteria such as meeting facilitation, communication, group dynamics, and session structure.
- The evaluation results showed that Lorena was rated as a competent facilitator in all categories.

Conclusion:
- The evaluation results were positive and indicated that Lorena was well-prepared to lead the HRP.
- The success of the HRP was attributed to the development of a newsletter that highlighted achievements and upcoming events.
- The newsletter was designed to increase student engagement and to provide a platform for sharing success stories.

Targeted learning outcomes:
- Lorena's ability to facilitate meetings and to ensure directors have a complete understanding of what they need to do.
- Lorena's ability to adapt to different situations and to ensure that directors have a complete understanding of what they need to do.
- Lorena's ability to adapt to different situations and to ensure that directors have a complete understanding of what they need to do.

Conclusion:
- Lorena's ability to facilitate meetings and to ensure directors have a complete understanding of what they need to do.
- Lorena's ability to adapt to different situations and to ensure that directors have a complete understanding of what they need to do.
- Lorena's ability to adapt to different situations and to ensure that directors have a complete understanding of what they need to do.

Previous experiences:
- Lorena has been facilitating not only networking and professional support across departments but also the development of a range of individuals, communities, and viewpoints.
1.B.

Description of Program Goals for Year Under Review

Goals: to help students work towards positive social change and to empower the people we serve.

Objectives:

1. To offer fifteen diverse programs with over 30 different service sites for students to choose from.
2. To recruit, screen, train, place and oversee at least 180 volunteers a semester.
3. To provide leadership training for at least 30 students in the positions of Program Director, Program Consultant, and Governing Body Advisory Board Members.
   1. To provide two 3-day long training retreats for Program Directors, facilitated primarily by YES Program Consultants.
   2. To provide ongoing weekly training and supervision for all student leaders

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
1.C.

Enrollment/Participant Data

Please see attached document for demographic profile of student enrollment/participants by semester, class level, ethnicity, gender, and average hours a week of participation. Here is a summary of what the data shows:

- Gender of YES Volunteers
  - Fall 2011 70% female and 30% male.
  - Recruiting more males became a focus for Spring 2012 which saw a significant increase to 42% male volunteers.
- Class level of YES Volunteers
  - Fall 2011 saw quite even participation by class level (F 24%, S 24%, J 29%, S 23%).
  - Spring participation by Juniors was 33% while the other three class levels averaged 21%.
  - Often anecdotally we see students volunteer at YES as freshmen, explore and learn leadership here and then sometimes move on either to other leadership positions on campus or to focus on senior year projects, core courses and/or internships.
- Ethnicity
  - Fall 2011:39% Caucasian, 25% Latino, 6% API, 2%African American, 1% Native American, and 27% unknown
  - Spring 2012: 39% Caucasian, 32% Latino, 4%API, 2% African American, 1% Native American, and 22% unknown
  - HSU for 2011: 54.7% Caucasian, 17.2% Latino, 3.2% API, 2.9 API, 1.4% Native American, 16% unknown
  - Compared to HSU, YES has shown a significantly higher percentage of Latinos and of unknown ethnicity and a significantly lower number of Caucasian students.
  - Overall YES is successfully ethnically diverse.
  - Anecdotally we also have a large percentage of EOP and first generation students.
  - While overall statistics show YES as diverse, as can be seen in the data, the diversity of individual programs varies. As is clearly evident by the pie charts, Fall semester 2011 some of our programs were very ethnically diverse (e.g. Golden Years, Juvenile Hall Recreation Program) while others were not at all (e.g. Tutorial, LEAP). At the beginning of Spring 2012 student directors were asked to reflect on this data for their individual programs and challenged (with support) to focus on recruiting and retaining a diverse group.

YES is not yet completely digital with information gathering. We will have more accurate and complete data to report in the near future.

Judgment

☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Sources

- YES Fall 2011 stats
- YES stats 2011-12
1.D.

**Student Retention & Engagement**
2011 is the first year YES has been able to code information into Peoplesoft. Therefore, student participation data will not be available for reporting until the 2012/13 annual review.

**Judgment**
- Compliant
- Non-Compliant
- Not Applicable

**Narrative**
1.E.

Student Learning Outcomes
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 student leaders' 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.
2. Meeting Facilitation Learning Outcome & Criteria: 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.
   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.

Judgment
☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Targeted learning outcomes

Pre & Post Survey
Student Director of YES programs will improve their ability to:

- Organize and manage
- Communicate in multiple situations
- work as part of a team and to lead a team
- think critically
- work with diverse groups
- work towards social justice

Method of Assessment:
All data was collected through a quantitative survey instrument which was developed by YES Coordinator. The survey was divided into six parts for which student directors were asked to rate their confidence levels: Working for Social Justice, Teamwork, Communication, Organize and Manage, Critical Thinking, Working with Diversity. All incoming directors were surveyed in April 2011 after they interviewed for the positions. Post surveys were administered during the last training of the year in April 2012.

YES Director’s Self Confidence
Fall 2011 saw quite even participation by class level (F 24%, S 24%, J 29%, S 23%).

Class Level of YES Volunteers

Think critically

To provide two 3

Pre & Post Survey

To recruit, screen, train, place and oversee at least 180 volunteers a semester.

Through service experiences, workshops, and reflections, students will demonstrate:

- Greater than 80% of the students passed on. To mitigate this potential problem, every Fall the YES coordinator has consulted with individual directors and operations managers on this issue.

YES is taking steps towards an online registration process and moving towards digital record keeping and reporting.

Service Learning Agreements in place with all of our current community partners. Hopefully this can be completed.

As a newly designated Service Learning course, YES is working closely with the Service Learning Center to put.

Recommendations, Goals and Student Learning Outcomes for Next Year

Sources

Judgment

Leadership. It makes sense to continue to keep it intact. We held 4 joint trainings with our student leadership teams, opportunities. This structure was implemented with Service Learning and YES was housed together under the same.

Students who have

Judgment

and Governing Body Advisory Board Members.

NEW GAMES:

and through creative and stimulating recreational activities strive to establish caring relationships & promote.

HOMELESSNESS NETWORK:

environment through workshops and presentations on topics such as recycling, water usage, native plants, garden.

ENVIRONMENTAL EDUCATION (EE):

opportunities for creative projects in after school programs.

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

1. Art, Recreation, Theater works with elementary students to provide.

positive social change and to empower the people we serve.

components. In the educational component, students gain leadership skills, learn about issues facing our diverse

youth to the elderly. Volunteers spend time in the community building friendships and working together to meet.

students will demonstrate basic competency in planning and facilitating program meetings as demonstrated by

manage, communicate, work for social justice, and work as a team. These growth areas are strengths of YES.

conceivable that students decided to become a director because they already had a fairly good grasp of the issues

the lack of perceived growth is in being able to identify issues of oppression that impact the people they serve. It is

manage, communicate, work for social justice, and work as a team. These growth areas are strengths of YES.

Within their first month of directing a YES program, all

students who have

Judgment

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HOMELESSNESS NETWORK:

environment through workshops and presentations on topics such as recycling, water usage, native plants, garden.

ENVIRONMENTAL EDUCATION (EE):

opportunities for creative projects in after school programs.

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

1. Art, Recreation, Theater works with elementary students to provide.
Discussion
Student Directors reported growth in all areas. The largest areas of growth appear to be in ability to organize and manage, communicate, work for social justice, and work as a team. These growth areas are strengths of YES. While student directors are confident across the board, there is less of a self reported gain in ability to work with diverse groups. Breaking it down into the three prompts that make up the working with diversity category shows that the lack of perceived growth is in being able to identify issues of oppression that impact the people they serve. It is conceivable that students decided to become a director because they already had a fairly good grasp of the issues faced by the population their program serves. However, one would hope that the YES director training would enrich students understanding of issues. This is potentially an area to focus on strengthening for next year.

There is also less of a self reported gain in critical thinking. In looking at the individual prompts in this category, the greatest improvement is in risk management issues. This is a validation of the training we do with YES directors around insuring program safety is tantamount. Understanding how to meet community needs is an area that directors are less confident in. This is a skill that requires deep connections with the community and community partners. YES could potentially look at strengthening this next year.

Targeted learning outcome: Meeting Facilitation
Program meetings are the hub around which the success or failure of a program revolves. If a meeting is run well volunteers are engaged and motivated to return. They successfully process their service experiences and make connections to deeper learning. Given this it is essential that program directors are quickly able to facilitate meetings that are fun, engaging, organized and productive. It is for this reason that YES decided to focus for the past two years on ensuring directors are able to plan and facilitate meetings well. Last year we focused on how well they could write meeting workshop lesson plans. Through this process we realized that ability to write a lesson plan did not correlate well with ability to facilitate a meeting. This year we developed meeting observation sheets to use both as a guideline for helping directors learn these skills and as an assessment tool.

Meeting Facilitation Learning Outcome & Criteria:
Within their first month of directing a YES program, all student Directors of YES programs 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. 50% will demonstrate above average proficiency on Level 2 with a score of 104 or more.

Method of Assessment
All program meetings will be observed at least once a semester by either Program Coordinator or Program Consultant (student staff). Student Directors are 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.

Results for 2011-12
New Directors on Level 1 observations during their 1st month:
15% below, 46% basic and 38% Above Average.

Level 2 by the end of 2nd semester for directors who started in Fall 2011:
40% basic, 60% Above Average

Additionally three prompts in the pre-post survey results illuminates a growth in Directors’ confidence.
**Discussion**

Inter-rater reliability was a bit of an issue. Student staff tended to score their peers higher than the Program Coordinator did. This is a potential area for additional training and coordination next year.

However, the scores still provide us with a basic sense of how well the different program meetings were being facilitated. Student staff did name problem areas and identify patterns of weakness across different programs. We used information gathered through our observations to provide additional one-on-one and group support and training. It is this intervention due to our early assessment that seems to have allowed all of the directors to be successful this year.

While we did not quite meet our goal of having all programs facilitated at a basic proficiency by the end of the first month, we did meet our goal of all directors who started Fall 11 being proficient at Level 2 by the end of their year of service. We exceeded our goal of having 50% of programs facilitated at an above average rating on Level 2. By the time they’ve finished two semesters with us, our directors can minimally facilitate a basic meeting well and some excel in their ability to facilitate. This is confirmed in the pre-post survey questions about self confidence in planning and running meetings.

Beginning semester directors may need more time to grow into their roles as meeting facilitators. There was marked growth over the course of the year. The observation sheets became feedback tools for program directors to reflect on their abilities and gain some constructive ideas about how to improve their skills. This is the first time we’ve focused so carefully on providing direct feedback like this. It seems to be making a positive difference.

This is a valuable teaching and assessment tool and should continue to be used.
2.A.  

**Staff Engagement in Institutional Efforts and Activities**  
Yes Staff Collaborate across 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. We held 4 joint trainings with our student leadership teams, and had 5 professional staff collaborative planning meetings.  

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 Coordinator for the Students in Service AmeriCorps program, Lorena Boswell also facilitated the process for CCAT members Fall semester. This program was unfortunately cut during the Spring semester. 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 coordinates both the monthly SEALS network meetings and the work group. As such she has been facilitating not only networking and professional support across departments but also the development of a co-curricular transcript and portfolio in addition to a leadership certificate. She has also collaborated with the office of Student Affairs in the leadership of creating a website for SEALS programs.  

Lorena was also involved in several other collaborative endeavors this year. This included being an advocate for the new Bias response team. She was the chair of the Outstanding Student Awards for contribution to a club or campus organization. Through the office of diversity and inclusion she both facilitated an LGBT focus group on student success and a book circle on Tyrone Howard’s book Why Race and Culture Matter. She attended meetings as part of: VPSA Directors, Staff Council, Staff Council Governance Committee, 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 Redwoods, consulted with a community partner about writing Service Learning Curriculum and was on the Wells Fargo Stage Coach Legacy Committee to select Humboldt County teacher award recipients.  

Operations manager was the campus coordinator for the United Way campaign, served on the AS service scholarship selection committee and attended SAAS meetings.  

**Judgment**  
☐ Compliant ☐ Non-Compliant ☐ Not Applicable  

**Narrative**
3.A.

**Investments**
Refer to 2011/12 YES Funding and Staffing documents.

Additionally, YES has benefited from CA Campus Compact’s partnership with Students in Service AmeriCorps. Traditionally YES and CCAT students have received over $40,000 annually in educational awards that could be used to pay for future school expenses or to pay off student loans. This year in February the program was closed due to mismanagement issues on other campuses. This year we had 29 students enrolled and an additional six who expected to enroll in January. The total expected award for these 35 students was $45,614. The 29 enrolled students were able to receive partial awards for a total of $27,196. This was a loss of $18,418 in awards for students this year. Additionally it is complete loss of $45,000+ for next year’s students. The program is intending to reapply for funding for the 2013-14 academic year, in which case this may be a temporary loss.

**Judgment**
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

**Sources**

- 11-12 D40022 YES Funding
- 11-12 D40022 YES Funding from AS
- 11-12 D40022 YES Staffing
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**

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. There are no issues that need to be addressed, rather areas that can be investigated and strengthened to make YES an even stronger program.

**Judgment**

☒ Compliant ☐ Non-Compliant ☐ Not Applicable

**Narrative**
5.A.

**Recommendations, Goals and Student Learning Outcomes for Next Year**

YES should continue their strong training and community service programs. Because of the cyclical nature of student programming, the same goals and learning outcomes are relevant annually. Below are additional issues that can be focused on for the upcoming year.

The loss of AmeriCorps funding did not seem to impact recruitment for this year’s directors. It may however impact the amount of time directors commit to the program. Expectations in this regard may need to be adjusted accordingly. Alternative funding sources should also be explored.

As a newly designated Service Learning course, YES is working closely with the Service Learning Center to put Service Learning Agreements in place with all of our current community partners. Hopefully this can be completed before the beginning of the Fall semester. Otherwise this will negatively impact some of our program’s ability to provide service. Most significantly, a contract needs to be in place with the county to be able to continue our Juvenile Hall Recreation Program. This is in the works and should be resolved by August.

YES is taking steps towards an online registration process and moving towards digital record keeping and reporting. This should start in the fall. After working out the inevitable kinks this will streamline the paper flow, lessen the amount of work the Directors are responsible for and provide for more accurate record keeping.

Observing and providing feedback about meeting facilitation this year was clearly helpful and should be continued. With that, Program Consultants will need to receive a more in depth training ahead of time to improve inter-rater reliability and quality of feedback they give to directors.

Given that YES programs are student driven, information about how to run each program has been traditionally been passed down from one student leader to the next. This has occasionally left holes in the quality of information that is passed on. To mitigate this potential problem, every Fall the YES coordinator has consulted with individual directors to ensure directors have a complete understanding of what they need to do. While the Coordinator will continue to need to do so, this year to help streamline this process, YES directors were required to develop Program Manuals for each specific program. These program manuals should be considered incomplete and will need to be refined and added to next year.

Additionally, while YES has strong programming in which students learn about the populations they serve, next year YES will look at strengthening the ties between service and learning in our programs. Specifically some programs such as Homelessness Network could benefit from having a qualified program advisor who understands how to work with the issues in this population. We will work towards creating Program Advisors for the higher need programs. Additionally, the weekly director trainings will be adjusted slightly to allow more room to challenge and support students in making deeper connections about the issues faced by the populations they serve.

**Judgment**

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**