HAWAI`I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW TEMPLATE

Student Life Program

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July 1, 2012 to June 30, 2013

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college- wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.
N/A

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

On campus, Student Life encompasses student leadership and development and provides opportunties for students to connect with the campus community. There are three avenues through which we connect with students: Student Services, Student Leadership, and Student Engagement.

1. SERVICES

* Administrative and operational procedures for the entire program, including student organizations and requesting organizations, are completed by one faculty member. This includes hiring and training of student workers, training of student council members, keeping abreast of campus updates, updating program processes, facility management, programming, fiscal processing, and record keeping.

* The Kau Wa‘a Student Center is accessible to students daily, with regular hours Monday through Thursday. The Center is staffed by student workers, who require ongoing supervision and training. Complimentary refreshments are provided during regular hours, which requires contant attention and maintenance. The Center also provides a vending copy machine, games, t.v., wi-fi, appliances (refrigerator, microwave), and other miscellaneous student necessitities (pens, paper, spoons, etc.).

2. STUDENT LEADERSHIP

* The Student Life Program advises the Chartered Student Organizations (CSO) and provides fiscal and operational oversight, training, ongoing support, team building and counseling. CSOs include: Student Council, Student Government, and Student Activities.

* The Registered Independent Student Organizations (RISO) program is coordinated by Student Life, including registration and guidance.

3. STUDENT ENGAGEMENT

* Students are engaged through a variety of student leadership development and student success workshops.

* Ongoing programming, such as weekly Coffee Talk sessions with a counselor or club, gets planned and implemented by the Student Life Program.

* Involvement in the First Year Experience Program connects students to the Student Life Program early in their student journey.

* Hawaii CC Student Life continues to engage in inter-campus communication with UH Hilo Campus Center.

Within the UH System, the Student Life Program represents campus interests on a variety of stystem-wide committees and organizations. For example, the Student Life Coordinator sits on the UH Systewide ID Card Task Force, the Hawaii Association of Student Life Advisors, and the UH Systemwide Advisor

Summit. The Student Life Coordinator also facilitates students participation at the system level, including the two UH Student Caucus delegates from the Hawaiʻi CC campus, student travel to the Sustainability Summit and Planning Meeting, and participation in state-wide student leadership conferences and regional student leadership conferences.

Part I: Quantitative Indicators
NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:
Hawai`i Community College (Hawai`iCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.

Unit Mission:
Student Life Program Mission:
The Student Life Program empowers students to achieve academic success, develop leadership skills, and demonstrate social responsibility through positive, culturally-relevant co-curricular activities and learning opportunities.

Describe how this unit supports the College's mission.
Student Life supports the Collegeʻs mission by providing culturally relevant advising, training, and counseling in the areas of student leadership and development. Every year, we raise the bar, pushing our students to E ʻImi Pono and strive for excellence . Academics are the priority, and we strive to supplement that with co-curricular offerings and collaborations that provide students with experiential learning opportunities rooted in our Hawaiʻi Island culture. This year has been particularly successful in serving all segments of our community, as we have had increased interest from West Hawaiʻi (WHI) students and have begun to provide the WHI campus with more student programming.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.
Describe how the Unit supports ILO1:

Through meetings, social gatherings, student engagement activities, and workshops, Student Life provides a variety of opportunities for students to communicate effectively. The student workers and student council members receive specific training and guidance on communication.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
Describe how the Unit supports ILO 2:
With student programming, students are challenged to plan and implement their events. Once complete, the students will evaluate the success of that event, looking at the budget, the attendance, the survey data, and other factors that influence success. They also determine what was successful and what areas need more attention the next time they plan that event.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.
Describe how the Unit supports ILO 3:
Student Life provides students with activities that help to give back to the community, serve the community, and improve the students' connection to their communities.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.
Overall Health-- Healthy

Demand -- Healthy
No ARPD data.

Efficency -- Healthy

Effectiveness -- Healthy

Other Data

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
Improve the usage of the Kau Waʻa Student Center	Usage numbers have increased from prior years. The action has been completed and will continue to be a goal for the upcoming year. Ongoing.
Increase the number of events offered to the campus	Number of events has increased from prior year. The action has been completed and will continue to be a goal for the upcoming year. Ongoing.
Increase the services offered to students through the Kau Waʻa Center	More services are available, including copy machine, T.V., gaming, and mini-events. The action has been completed. Due to limited space, continued increases will inhibit the capacity of the space. Delete.
Utilize evaluations to assess outcomes.	Evaluation was conducted in Spring 2013. Outcomes have since changed, and further evaluations will continue. Ongoing.

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. Summer/Fall 2013: Implementation of Kuali Fiscal System required the program to rework the procedures, which is especially difficult to communicate to the users of the Student Life Program.
2. Spring 2013: Separation of the shared UH Hilo-HawCC CSOs (Publications, Campus Center, Recreation) has required us to create and evaluate a new charter/bylaws for the new organizations.
3.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Provides ongoing student engagement opportunity through the Kau Waʻa Student Center	This is considered a strength because of the increased usage of the center even with decreased "food" services. Center stopped serving daily food (saimin,

	granola bars) and now only serves daily coffee. 2011-2012: 12,325 total visits 2012-2013: 16,843 total visits Increase of 37% (4,518 visits) over the previous year
S2. Provides and supports student-focused programming	Various events are hosted or co-hosted throughout the year. For the 2012-2013 academic year, the Student Life Program was involved with the following events: Event, Date Fall 2012 Orientations, April-August 2012 Summer 2012 Passport sessions, July-August 2012 Welcome Back Week, 08/20/2012 -08/23/2012 International Education Week, 11/14/2012-11/15/2012 Cards of Love, 11/26/2012-12/06/2012 Kipaepae Welina, 01/07/2013 HawCC Career and Job Fair, 03/18/2013 Building Better Bridges, 04/05/2013 Time to Register Fair, 04/16/2013-04/18/2013 Earth Day Fair, 04/19/2013 Student Recognition Ceremony, 04/25/2013 Na Ka ' Eleu, 04/26/2013 Study with a Buddy, 05/01/2013-05/02/2013 Model Home #46, 05/09/2013 Graduation, 05/10/2013 Nursing Pinning Ceremony, 05/10/2013 WHI Graduation, 05/11/2013 RISO (Registered Independent Student Organization) events: Japan Club 2-year Anniversary, 03/10/2013 Auto Body Club Banquet, 05/03/3013 Phi Theta Kappa International Honors Institute, 06/17/2013-06/22/2013
S3. The student leadership component has improved during the reported year	With the adoption of new charters and bylaws in Fall 2012, a new student council took office and has been operating under the new bylaws. The current charters bring together the governence and activity functions to create one collaborative student council. The current student council is more representative of the student body. There are 16 positions: 7 Liberal Arts majors, 7 CTE majors, and 2 WHI students. The student leadership started the academic year without an official body representing the students, and by the end of the year, they had overcome many internal challenges, grew as a team, and provided as many engagement

	opportunities as they could manage. In addition, they concluded the year with elections in which 13 of the 16 positions were filled.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Lack of facilities	On both the Manono and the WHI campuses, we do not have enough room to provide a thriving student life curriculum. The Kau Waʻa Center is approximately 150 square feet, and the Student Lounge in WHI is approximately 75 square feet. We have begun to utilize our outdoor space by putting up a tent at the Manono campus; however, the wind unhinged the tent. We are now working on improving that structure to reintroduce it. In addition, the largest venue on campus is our cafeteria, which can hold up to 180 people at a time. This space, however, is an educational space, utilized for daily lunch service and classes. We utilize outdoor space whenever possible.
W2. Lack of support personnel	The unit is comprised of one (1) g-funded faculty member. I have Federal Work Study funds to pay for one semester of work for one (1) student employee. The unit provides supervision for students at many levels: as student "customers," as student employees, as student leaders, and as student volunteers. Fiscally, student help is cost-effective. However, student help requires a greater time commitment, training, and development than a regularly employed staff person would require. There is also a significant amount of paperwork for the unit, including fiscal processing, travel paperwork, facility use and work orders, and funding request forms. The fiscal processing is particularly laborious, as requirements are quite specific when spending student fees.
W3. Accessibility of information	The unit has been utlizing printed posters, blogs, and email blasts to communicate information to the college community. Through focus groups, we have found that students do not all read the information sent via email, though that is the most reliable way of getting the information to each student. We are looking at other means of communication during this digital age, such

	as cell phone texts, however all means of communication require manpower.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

The most recent Community College Survey of Student Engagement (CCSSE) data, from 2012, indicates that Support for Learners is one of the highest aspects of student engagement, particularly "Providing the support you need to thrive socially," where Hawaiʻi CC received a 45.2% frequency compared to the cohort score of 34.5% frequency. Another area of Support for Learners that scored high was "Encouraging contact among students from different economic, social, and racial or thnic backgrounds," which scored a mean score of 2.83 out of a possible 4.

Additionally, the students reported on frequency, satisfaction, and importance of student organizations. Students indicated that their frequency of use was rarely (1.42/3.0), they were somewhat satisfied (2.05/3.0), and that student organizations are somewhat important (2.13/3.0). This survey was conducted during a period of time when the Chartered Student Organizations were suspended from conducting business and were working on reorganizing the structure of their organizations.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	**AMP Priorities** (disregard if NA)	**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)	**UH System Collaboration**

			Performance Measure	Action Strategy	
Develop ongoing activity calendar to facilitate student engagement, support Unit Outcome 1, including collaborations with other units and programs.	Graduation	ILO 2	A2.4	f.	
	None	None	B.1	j.	
	None	None	None	None	

Link to Hawaii Community College Institutional Learning Outcomes
Link to Hawaiʻi Community College Strategic Plan
Link to Hawaii Community College Academic Master Plan

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

AMP: Graduation: Having a reliable schedule of activities will allow students to plan accordingly when they want to get involved in co-curricular activities. Studies show that students that are involved in a reasonable number of co-curricular activities are more likely to succeed and persist in college, leading to improved graduation rates. ILO: Aligns with ILO 2 - Graduates will gather, evaluate, and analyze information to solve problems and make decisions. Surveys and evaluations conducted at these activities will give students the opportunity to evaluate their participation. Strategic Plan: A.2.4.f. Providing these activities will provide students with support services, social support, and a sense of belonging to our Hawaii CC ohana. B.1.j. Working with other units and programs on campus will allow for cross-cultural interaction.

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Using the calendar of current activities, plan for the upcoming academic year.	Spring 2014
Infuse the schedule of upcoming events into the academic planner, orientations, and outreach activities.	Summer 2014
Further promote activities through flyers, emails, and announcements.	Fall 2014

Assess success by surveying participants - how did you hear about this event? Satisfaction surveys.	Fall 2014
Use successes to update calendar for the next year.	Spring 2015

Unit Action 2	**AMP Priorities** (disregard if NA)	**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	**Action Strategy**	
Strengthen assessment methods and data collection.	Graduation	ILO 1	E.4	c.	
	None	ILO 2	None	None	
	None	ILO 3	None	None	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

AMP: Graduation: By evaluating the effectiveness of our programming, we can better determine what students want and need. If students are interested in what's being offered, they are more likely to attend, and then more likely to persist and graduate. ILO: Aligns with ILO 1: Through surveys, students will communicate their wants and needs to the unit. Aligns with ILO 2: Students will assess the value of the experience. Aligns with ILO 3: Students will determine the value of community through surveys. Strategic Plan: E.4.c. For unit assessment purposes, this action would improve data-driven action and provide greater transparency from a student perspective on student fee expenses. UH System collaboration: Working through HASLA, advisors at the other campuses are also reviewing assessment strategies and methods. As a UH System, we are also meeting to discuss our alignment in various areas of Student Life, including student government and ID Cards.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	**When will the activity take place**
Network with other campuses to determine if other strategies have been successful and to evaluate the options.	Fall 2013
Develop evaluation tool for the Student Life Program. Conduct evaluation.	Spring 2014
Research technology available to assist in data	Fall 2014

collection.	
Work with other units and programs on possible strategies.	Fall 2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Develop student employee orientation, handbook, evaluation, and training so they are better trained to provide peer advising. Note: Student employees are the first point of contact for students who participate in Student Life activities. It is, therefore, critical that they provide accurate information and a positive customer experience. They must also be adept at addressing student concerns and issues as the "front line."	Workforce	ILO 1	A2.4	f.	
	None	ILO 2	B.1	b.	
	None	None	None	None	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

AMP: Workforce: Student employees in Student Life are provided with advising and supervision. We discuss academic plans; schedules accommodate classes, tutoring, and study groups; and we focus on developing work-ready skills. ILO: Aligns with ILO 1: Effective communication is a necessary skill for student employees.

Aligns with ILO 2: Student employees are able to assess the situation and determine the best course of action. They are monitoring behavior in the student center, how to properly complete forms and other paperwork, they are monitoring usage of the center, and they determine when supplies are needed.

Strategic Plan: A.2.4.f. Students help to answer general student support questions regarding resources on and off campus. In the student center, many of our visitors are high risk (low SES, homeless, non-traditional, male, Native Hawaiian, etc.), and we provide student support through implementation of programming and referral to other support offices or resources on and off campus. B.1.b. By providing these student support services, the student employees are gaining valuable workplace skills, such as conflict resolution, problem solving, effective communication, responsibility, and accountability. 50% of the student employees are on welfare.

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
Development of student employee handbook for Student Life.	Fall 2013
Orientation of current student employees and feedback.	Fall 2013
Hiring of additional student employees, as funding allows.	Spring 2014
Orientation of new student employees and volunteers.	Spring 2014

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
1.0 FTE APT - Band A (approximate cost)	Personnel	60,000	D.1	b.	Graduation	S1	W2
			None	None	Underserved Populations	S2	W3
			None	None		S3	None

Link to Hawaii Community College Institutional Learning Outcomes
Link to Hawai'i Community College Strategic Plan
Link to Hawaii Community College Academic Master Plan

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

As a one-person unit, there are a multitude of tasks that must be accomplished to provide a successful and diverse Student Life Program for the campus. While I have utilized available resources to hire student employees, they do not have the same access or reliability as permanent employees. Scheduling, training, and turn-over are a few of the challenges we encounter with student employees, and their academic success is always a priority. A staff person would help to provide consistency from year to year, to oversee student employees, to assist with fiscal oversight, and to allow the faculty person to conduct a greater breadth of workshops and trainings. In addition, it would allow the unit to expand activities and provide further support and peer mentorship to underserved populations.

One long-term goal that requires staff is the implementation of student ID Cards on the Hawai'i CC campus. Currently, cards are issued by UH Hilo. Funding for this initiative has been allocated by the student council to purchase equipment, however implementation requires adequate staffing to allow this service to be accessible to students on an ongoing basis. The implementation of ID Cards would foster a greater sense of belonging on campus, encouraging students to persist to graduation.

This staff person would assist with the communication of the unit - updating blogs, posting articles, creating flyers, texts and emails.

Cost Item 2	**Type**	**Cost**	**Strategic Plan Alignment** (select best alignment; max 3)		**Academic Master Plan Alignment** (select best alignment; max 3)	**Strength**	**Weakness**
				Action Strategy	**Program Action from AMP (ie 4.3) or write "New Strategy"**	**From Part II above**	**From Part II above**
Office/Conference room for student council/staff on Manono campus	Facility	unknown	E.4	c.	Graduation	S1	W1
			None	None	Underserved Populations	S2	None
			None	None		S3	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

As the student population grows and technology improves, we must adapt to meet the growing and changing needs of a diverse student body. We currently see over 200 visitors per day in the Kau Wa'a Center, which is a space of approximately 150 square feet, half of which is occupied by student offices. We have attempted to utilize outdoor space by erecting a tent; but the windy

weather almost blew the tent away and warped the poles.

Relocating the office space to another room would open up the Kau Wa'a Center to accommodate more students. We could then provide additional and more varied programming as well as student services. In addition, it would provide a space where students could meet with their student council representatives. A dedicated office space would also allow the Kau Wa'a Center to be used as a conference room on Fridays, when it is closed to student traffic and student council meetings are scheduled.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Student employees (x2)	Personnel	26,000	D.1	b.	Graduation	S1	W1
			None	None		S2	W1
			None	None		S3	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

In lieu of having a staff person, funding for 2 student employees would allow for greater delegation of duties. The unit does employ students using other funding sources, but those funding sources are limited as they require student employees to meet financial criteria. Student employees funded by tuition and fees would be less costly than an APT staff person and would allow for a greater applicant pool and potentially better qualified applicants.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	☒	The Student Life Program will provide and support a variety of workshops and activities to promote student engagement and success.
2	☐	The Student Life Program will provide leadership training and opportunities for students to demonstrate their leadership skills.
3	☒	The Student Life Program will support a community-based event to provide students with place-based learning.
4	☐	

5	☐	
6	☐	
7	☐	
8	☐	
9	☐	
10	☐	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity Because we have been working to refine outcomes, we are starting by determining the baseline measurements.

1. Activites:
a. Achievement lies in 2 areas: number of activities and participation.
b. Determining baseline for number of activities. Estimated baseline: 5 events.
c. Determining baseline for participation. Estimated baseline: 50 people.

2. Leadership Training:
a. Achievement is determined by the attainment of leadership skills, number of trainings, and participation.
b. Leadership skills:
Excellent = 85% attain skills
Good = 65% attain skills
Fair = 40% attain skills
Poor = 15% attain skills
c. Determining baseline for number of trainings. Estimated baseline: 5 trainings.
d. Determining baseline for participation. Estimated baseline: 30 total participants.

3. Community-based project:
a. Achievement is determined by 2 areas: having the event and student participation.
b. Having the event:
Excellent = the event happened
Poor = the event did not happen
c. Determining baseline for participation. Estimated baseline:
Excellent = 90 % CSO participation
Good = 75% CSO participation
Fair = 50% CSO participation
Poor = 25% CSO participation

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

1. Activities:
a. Calendar of activities
b. Student sign in sheets at activities
c. Evaluation of the activity, when possible

2. Leadership Training:
a. Calendar of trainings
b. Pre-Post test completed by students
c. Student sign in sheets
d. Evaluation of the training completed by students

3. Community-based project:
a. Scheduling of the event
b. Sign in sheets for CSO members
c. Evaluation of the experience

C) Results of Unit Assessment
1. Activities: Supported 20 activities, some of which had multiple offerings, such as orientation. Some activities did not have sign in sheets; participation ranged from 10 students to 350+ students. Provision of activities was achieved, but evaluation of activies is needed.
2. Did not assess.
3. The Cards of Love event was the community-based project. Students were asked to make holiday cards that were given to Easter Seals. Scheduled for the week after Thanksgiving, a total of 240 cards were collected along with stuffed animals. This event was a collaboration with the Human Services class. CSO members supported this event but were not active participants and, therefore, did not evaluate the experience.

D) Other Comments – Include any information that will clarify the assessment process report.

E) Next Steps – Describe what the unit will do to improve the results.
Consistency with assessment is needed, and the unit is developing an event evaluation form that will provide the necessary data we need to better assess the strategies.