

Assessment Cycle 2021-2022

First Year Experience and Leadership Development

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Northwestern State Mission

Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

The Student Experience Mission

The Student Experience provides the University community with programs and services to support the academic mission of creating, disseminating, and acquiring knowledge through teaching, research and service while empowering a diverse student population to achieve their highest educational potential. The Student Experience creates a stimulating and inclusive educational environment that is conducive to holistic personal growth. The commitment to students initiates prior to entrance, sustains throughout the college experience, and continues beyond graduation. Enrollment Services provides equal access for education to potential students throughout the state and region and promotes economic stability and financial access to citizens. Student Affairs enhances student development and broadens intellectual, social, cultural, ethical, and occupational growth. The Student Experience works closely with faculty, staff, students, and the community to ensure graduates have the capability to promote economic development and improvements in the region.

Student Affairs Mission

The Division of Student Affairs prepares students to be productive members of society and to improve the quality of life of students. Student Affairs provides support services in career development and placement, advocacy and accountability, academic support, mental and physical health, disability accommodations, student activities and organizations, student union life, and opportunities in leadership, community service, and programs for new students. Through hands-on involvement in programs and services, Student Affairs promotes personal development in a student-centered environment, which delivers innovative practices in an environment of respect. Student Affairs encourages integrity, diversity, and collaboration with all members of the university community.

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First Year Experience & Leadership Development Mission

The Office of First Year Experience and Leadership Development, in collaboration with the University community, is committed to engaging, supporting, and empowering first-year students as they take ownership of their college experience. By providing programs, resources, and strategic services that meet the diverse needs of first-year students and families, we facilitate a successful transition to university life and set the tone for academic success, personal growth, and meaningful connections.

Methodology:

1. The First Year Experience and Leadership Development department is both service-oriented and focused on student learning. Therefore, both service and learning outcomes will be utilized. Assessment methods will be qualitative and quantitative, direct, and indirect, and summative.
2. The Director is responsible for the assessment process.
3. The Director will share assessment results with both University and external stakeholders, and community agents.
4. Based on the sharing of data, revisions and recommendations for improvements will be made for the next assessment period.

First Year Experience Service Outcomes

SO 1. First Year Experience programs will create a climate that is inclusive, supportive, and respectful to all.

Measure 1.1. Ninety percent (90%) of students will respond, "Strongly Agree" on the First Year Involvement Challenge assessment that the program met the stated objectives. *DATA: Freshman Connection – Summer 2022*

Finding: Target was not met.

Analysis: In AC 2020-2021 the target was not met. It was determined that the First Year Involvement Challenge does not meet the goal of creating a climate that is inclusive, supportive, and respectful to all. In addition, due to COVID-19 restrictions, it was impossible to facilitate the program as a simulation exercise in the traditional manner and data was not collected.

Based on the analysis of the AC 2020-2021, the staff made the following changes in AC 2021-2022 to drive the cycle of improvement. The director researched and implemented more effective programming and initiatives that more appropriately addressed the service outcomes for creating a climate that is inclusive, supportive, and respectful to all students.

As a result of these changes, in AC 2021-2022 target was not met. Based on the survey results, 83% of students surveyed indicated that the First Year Involvement Challenge met

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the expectations of the program. There were 128 students who completed the FYI challenge survey during the Freshman Connection sessions. This was the first year that it was included during Freshman Connection summer program and the team feels the program needs to remain during the summer programs.

Decision, Action, or Recommendation:

In AC 2021-2022 the target was not met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The First Year Experience team will research and implement more effective programming and initiatives within the FYI Challenge that more appropriately addressed the service outcomes for creating a climate that is inclusive, supportive, and respectful to all students. Furthermore, the team will edit this measure to align with the Freshman Connection evaluation nomenclature but also add a new program to evaluate. The staff will include data from the "To Be A Demon" program. This program meets the goal to create a campus climate that is inclusive, supportive, and respectful.

Measure 1.2 Thirty percent (30%) of on-campus students participate in the Demon Days (42 total) program activities, specifically Freshman Connection, The Inferno, Color Chaos, Convocation, President's Picnic, and First Pep Rally. *DATA: Freshman Connection Registrations Stats 2022; Convocation RSVPs Fall 2021; Inferno T-Shirts at Pep Rally*

Finding: Target was met.

Analysis:

In AC 2020-2021 the target was met. Some events were not hosted due to COVID-19 pandemic restrictions however, the target was met for events that did occur.

- 78% (1,187 of 1,518) of entering first-year students registered for Freshman Connection 2020.
- 70% (828 of 1,187) of entering first-year students who registered for Freshman Connection 2020 registered for the FC 2.0 orientation program held in August, 77% (636 of 828) attended the FC 2.0 programs. The FC 2.0 program was designed to cover the topics and events that were not presented during the virtual summer 2020 orientation program.
- 66% (1,000 of 1,518) of entering first-year students submitted a RSVP for New Student Convocation and 45% (680 of 1,518) of first-year students attended New Student Convocation.
- 8% (126 of 1,518) of entering first-year students participated in The Inferno Run at the first home football game/homecoming pep rally. More than 300 Infernos t- shirts were distributed on the Natchitoches campus and another 150 Inferno t- shirts were distributed to first-year students at the Alexandria, Leesville, and Shreveport off-campus instructional sites.

Based on the analysis of the AC 2020-2021 results the staff implemented the following changes in AC 2021-2022 to drive the cycle of improvement. The First Year

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Experience team utilized the ID swipers for more accurate data of attendees for survey purposes, worked with student and faculty/staff focus groups to evaluation programming initiatives, increased first-year programming on off-campus instructional sites, and increased marketing strategies such as Mongoose texting.

As a result of these changes, in AC 2021-2022 the target was met.

- Freshman Connection: There were 775 students out of 997 who attended the summer Freshman Connection programs which is 78%.
- The Inferno: 9.6% (120 of 1246) of entering first-year students participated in The Inferno Run at the first home football game/homecoming pep rally.
- Convocation & President's Picnic: 76% (950 of 1246) of first-year students attended New Student Convocation. The picnic was postponed due to weather issues, so the attendee numbers was lower than usual. We had 250 students in attendance.
- Color Chaos: There were a total of 1130 students (91%) at the annual Color Chaos event.
- First Pep Rally – 350 students were in attendance for the first pep rally of the Fall term.

Decision, Action, or Recommendation:

In AC 2021-2022 the target was met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The First Year Experience team will utilize ID swipers for all event, work with student and faculty/staff focus groups to evaluation programming initiatives and increase marketing strategies such as the utilization of Mongoose texting, Presence event creation, and submitting advertisement space in The Gavel Newsletter.

SO 2. Parents participating in the University's First Year Experience will be satisfied with the program and services offered.

Measure 2.1 Ninety percent (90%) of parents will be very satisfied with program and services stating, "Very Satisfied" as measured by a satisfaction survey. *DATA: Parent Connection Evaluations Summer 2022*

Finding: Target was not met.

Analysis:

In AC 2020-2021 the target was not met. Only 70% of parents indicated they were "very satisfied" with the programs and services provided during AC 2020-2021 Freshman Connection.

Based on the analysis of the AC 2020-2021 results the following plan of action was put into place for AC 2021-2022. The Parent Connection program utilized digital surveys, emailed again to all parents after program had concluded, and called registered parents along with sending an email prior to the session they attended. These changes should

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improve communication with the parents prior to them arriving on campus and should facilitate opportunities for more resources and connections for parents and their students.

As a result of these changes, in AC 2021-2022 target was not met. 60% of parents indicated they were “very satisfied” with the programs and services provided during the summer Freshman Connection programs. Areas that were close to the 90% mark included (1) Supporting your Student’s First Year (86%) and (2) the Check-In & University Welcome (83%).

Decision, Action, or Recommendation:

In AC 2021-2022 the target was not met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. There is room for improvement in terms of data collection with this measure. This measure will be edited to include the survey responses to include “satisfied” as well as “very satisfied” as both indicate positive feedback. The survey will also be edited to include a question in terms of overall satisfaction of the programs and services offered during the Freshman Connection program. The staff will continue to collect information regarding the parent’s satisfaction within each category.

SO 3. Training of select students will allow them to coordinate, lead, and facilitate First Year Experience activities.

Measure 3.1. At least 100 students will volunteer to participate in the selection process for orientation leaders understanding only 30 are selected. *DATA: Fall 2021 Freshman Connector Informational Meetings/Applications/Interviews*

Finding: Target was not met.

Analysis:

In AC 2020-2021 the target was not met. A total of 82 students attended at least one of the informational sessions on becoming a Freshman Connector and 67 completed the application. The changes that were implemented did not reach as many students as the changes that were made in AC 2019-2020.

Based on the analysis of the AC 2020-2021 results the following plan of action was put into place for AC 2021-2022. First Year Experience staff expanded the outreach to students through different platforms of social media, created marketing resources, and began outreach processes earlier in the fall semester. These changes should improve the recruitment strategy for recruiting and identifying students to serve as Freshman Connectors and in other First Year Experience leadership positions.

As a result of these changes, in AC 2021-2022 target was not met. There were 50 Freshman Connection applications and attendees for this academic year. Twenty-three connectors were selected to serve in this leadership role.

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Decision, Action, or Recommendation:

In AC 2021-2022 the target was not met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. First Year Experience staff outreach to students through social media, the Gavel Newsletter, use of the Mongoose texting service and begin the outreach and promotion at the FYE Demon Days events during the Fall term. These changes should improve the recruitment strategy for recruiting and identifying students to serve as Freshman Connectors and in other First Year Experience leadership positions.

Measure 3.2. Ninety-five percent (95%) of volunteers will attend the required activity training. *DATA: Orientation Leader Training (OR 1100), Retreat Evaluations, and Orientation Leader Outcomes Pres and Post Test.*

Finding: Target was met.

Analysis: In AC 2020-2021 the target was met. All orientation leaders (25), student coordinators (2), and Demon Volunteers (33) attended training prior to the Freshman Connection orientation programs.

Based on the analysis of the AC 2020-2021 results the following plan of action was put into place for AC 2021-2022. The First Year Experience staff reviewed all existing programs and services for new students and implemented revised training and development programs for all volunteers and staff. These changes should improve competence in student leaders when working with other students, faculty, staff, and parents. Revised training will facilitate a working and communicative relationship between all students that make up the volunteer teams and provided them with the resources and information needed to form decisions on their own.

As a result of these changes, in AC 2021-2022 target was met. All orientation leaders (23), the First Year Experience student coordinator (1), and Demon Volunteers (49) attended training workshops prior to the Freshman Connection orientation programs. This included sessions for Freshman Connection but also an event planning workshop to begin the training for the Fall Demon Days events.

Decision, Action, or Recommendation:

In AC 2021-2022 the target was met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The First Year Experience team will review all existing programs and services for new students and implement revised training and development programs for all volunteers and staff. The volunteers will begin to utilize a customized event planning guide to successfully host freshman connection, parent connection, kid konnection, and Demon Days events from a volunteer perspective.

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First Year Experience Student Learning Outcomes

SLO 1. Students who participate in the President's Leadership Program will be able to apply foundational leadership concepts, develop a personal leadership philosophy, become self-aware, understand the dynamics of decision-making, become involved in the community, and engage in a positive - inclusive learning experience.

Measure 1.1. Ninety-five percent (95%) of students will respond they "Strongly Agree" that their expectation of the President's Leadership Program was met. *DATA: Spring 2022 President's Leadership Program Evaluations*

Finding: Target was not met.

Analysis:

In AC 2020-2021 the target was not met. We found that while 98 – 100% of program participants strongly agreed or agreed that their expectations of the program were met in every component of the program, however, there were categories where only 87% of participants indicated that they strongly agreed. Surveys were completed by all 56 program participants. This number is down from 87 participants in 2019-2020, due to the smaller number of students that could be accommodated.

Based on the analysis of the AC 2020-2021 results the following plan of action was put into place for AC 2021-2022. The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. The director worked with the PLP Mentors to implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. They also developed learning outcomes for the PLP Mentors.

As a result of these changes, in AC 2021-2022 target was not met. We found that only 92% of program participants strongly agreed that their expectations of the program and services were met in total. Two categories did meet the 95% of strongly agree and they were (1) understanding and applying foundational leadership concepts related to individual and (2) group dynamics and engagement in a positive, inclusive learning experience where all students are challenged and supported. Five categories were close to the 95% goal. They were (1) personal philosophy of leadership-91%, (2) involvement opportunities-93%, (3) community connection-93%, (4) engagement in campus activities-91%, (5) relationship building-93%. The final three categories were 88% met which included (1) self-awareness, (2) group dynamics, (3) and networking.

Decision, Action, or Recommendation:

In AC 2021-2022 the target was not met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The First Year Experience team will make improvements in the recruitment and interview process for first-year students interested in the program. Past PLP members will help implement new initiatives, opportunities for engagement, and develop new programming to

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address all areas of the expected outcomes. The survey will also be edited to include a line regarding the overall expectation of the program but will continue to collect information regarding their satisfaction within each category. This measure will also be edited to include the survey responses to include “agree” as well as “strongly agree” as both indicate positive feedback.

Measure 1.2. Sixty percent (60%) are engaged in campus activities in a leadership role by the end of their first year. *DATA: Fall 2021 and Spring 2022 President’s Leadership Program Evaluations*

Finding: Target was met.

Analysis:

In AC 2020-2021 the target was met. 98% of students (55) reported engagement in campus life programs and student organizations, and 80% (45 participants) had assumed a leadership role in at least one student organization, or program by the end of the spring semester.

Based on the analysis of the AC 2020-2021 results the following plan of action was put into place for AC 2021-2022. The program director recruited a diverse group of peer mentors who were engaged in a variety of campus programs. Mentors provided timely information on opportunities for engagement in student organizations, activities, and events. Additional information on service opportunities, recruitment, and organizational browse events was provided to all participants.

As a result of these changes, in AC 2021-2022 target was met. 98% of students (42) reported engagement in campus life programs and student organizations. Students indicated that they also assumed leadership roles in at least one student organization, or program by the end of the spring semester. Some leadership roles included members of student organization executive councils, becoming a Freshman Connector, SGA senators, ambassador for the catholic student organization, etc.

Decision, Action, or Recommendation:

In AC 2021-2022 the Target was met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The program director will recruit a diverse group of peer mentors who are currently engaged in a variety of campus programs, organizations, and committees. Additional information on service opportunities, recruitment initiatives, and organizational browse events will be promoted to the members of the Presidents Leadership Program each term.

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SLO 2. Each student will complete a Community Impact Project incorporating the lessons learned in the program.

Measure 2.1. Students will attain a minimum score of 80% on their Community Impact Project per a multi-component grading scale. *DATA: Spring 2022 President's Leadership Program student reflections, course grades, class presentations, and mentor reflections on the Community Impact Projects*

Finding: Target was met.

Analysis:

In AC 2020-2021 the target was met. The Community Impact Projects were introduced earlier in the curriculum, allowing more time for students to collaborate on sustainable projects. Although there were numerous challenges in working with community agencies, several were identified for spring 2021 projects. In one area of the multi-component scale used for students assessing their project, Community Partnerships, only 73% of students indicated that collaboration between the community partner and student group was excellent. However, 98% indicated that there was excellent/very good collaboration and interaction.

Based on the analysis of the AC 2020-2021 results the following plan of action was put into place for AC 2021-2022. The program director met with community leaders to identify potential new partners. Additional information on effective committee planning was presented earlier in the program. Alumni and community representatives were invited to speak on the importance of community service and servant leadership. Elevated the weekly meetings with peer mentors with more intentional dialogue.

As a result of these changes, in AC 2021-2022 target was met. The Community Impact Projects were introduced earlier in the curriculum, allowing more time for students to collaborate on sustainable projects. All 43 students earned a 100% on their Community Impact Projects. The multi-component scale used for students assessing their project indicated that the evaluation topic percentage average was 89% in areas of meeting community needs (91%), partnerships (86%), learning (88%), insights and understanding (88%), and leadership development (93%).

Decision, Action, or Recommendation:

In AC 2021-2022 the Target was met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The program director will meet with previous and new community leaders to identify potential partnerships based on current community needs. The Community Impact Projects will be introduced earlier in the term, allowing more time for students to collaborate on sustainable projects sooner.

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Measure 2.2. Ninety percent (90%) of projects will be sustainable through infrastructure and community commitment as judged by a focus group of faculty members, peer mentors, and community representatives. *DATA: Spring 2022 President's Leadership Program Experience Community Impact Projects and Class Presentation and evaluation.*

Finding: Target was met.

Analysis:

In AC 2020-2021 the target was met. 75% of the participants engaged in the [1 of 7] service kickoff in the fall, leading up to the community service component of the program. In the spring 2021, seven (7) Community Impact Projects were implemented, and all were identified as sustainable to the Natchitoches community:

- Literacy
- Mental Health
- Veterans/Military
- Youth Programs – The Little Demons
- Sexual Assault Awareness
- Citizens with Special Needs – A Very Exceptional Festival
- Senior Citizens

Participant surveys indicated that 80% indicated significant growth or personal development. It was determined through class and small group discussions that while some projects may have a greater impact, all were worthwhile and sustainable. Another observation was the early struggles the groups had with community partners, as many agencies were not open to outside visitors. Several groups had to abandon the initial project and start over with a new project and partner.

Based on the analysis of the AC 2020-2021 results the following plan of action was put into place for AC 2021-2022. The program director introduced the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications were revised to incorporate major components of the program. In addition, discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities.

As a result of these changes, in AC 2021-2022 target was met. For the Fall 2021 term, 91% of students enrolled in the PLP program participated in the [1 of 7] Kickoff event (52/57). Community impact projects included topics such as (1). Citizens with Special Needs – Special Olympics, (2) Senior Citizens, (3) At Risk Youth, (4) Literacy Programs, (5) Food Insecurity, and (6) Environmental Issues. All six of the Community Impact Projects were identified as sustainable! Mentors agreed that the projects, although they took many turns throughout the course of the semester, provided added value to the community. Feedback from the site representatives, collaborative community partners, and staff members assisting with the various programs agreed! Last year, one of the programs was too big of a challenge and it was decided that the program was not sustainable.

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Decision, Action, or Recommendation:

Utilizing the data from the community impact project evaluation, 93% (40/43) indicated significant growth or personal development and increased sensitivity or change of attitude due to their involvement with these projects. It was determined through class and small group discussions that while some projects may have a greater impact, all were worthwhile and sustainable. Another observation was the early struggles the groups had with community partners, as many agencies were not open to outside visitors. Several groups had to abandon the initial project and start over with a new project and partner.

In AC 2021-2022 the target was met.

Based on the analysis of AC 2021-2022 results, the staff will implement the following changes in AC 2022-2023 to drive the cycle of improvement. The program director will introduce the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications will be revised to incorporate major components of the program including community commitment. In addition, discussions with community leaders and agency representatives will take place earlier in the program to identify new partners and opportunities.

Comprehensive summary of key evidence of improvements based on analysis of results.

SO or SLO	Measure	Key Evidence
SO 1	1.1	The director researched and implemented more effective programming and initiatives that more appropriately addressed the service outcomes for creating a climate that is inclusive, supportive, and respectful to all students.
SO 1	1.2	The First Year Experience team utilized the ID swipers for more accurate data of attendees for survey purposes, worked with student and faculty/staff focus groups to evaluation programming initiatives, increased first-year programming on off-campus instructional sites, and increased marketing strategies such as Mongoose texting.
SO 2	2.1	The Parent Connection program utilized digital surveys, emailed again to all parents after program had concluded, and called registered parents along with sending an email prior to the session they attended. These changes should improve communication with the parents prior to them arriving on campus and should facilitate opportunities for more resources and connections for parents and their students.

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SO 3	3.1	First Year Experience staff expanded the outreach to students through different platforms of social media, created marketing resources, and began outreach processes earlier in the fall semester. These changes should improve the recruitment strategy for recruiting and identifying students to serve as Freshman Connectors and in other First Year Experience leadership positions.
SO 3	3.2	The First Year Experience staff reviewed all existing programs and services for new students and implemented revised training and development programs for all volunteers and staff. Revised training will facilitate a working and communicative relationship between all students that make up the volunteer teams and provided them with the resources and information needed to form decisions on their own.
*SLO 1	*1.1	The First Year Experience team made improvements in the recruitment and interview process for first-year students interested in the program. The director worked with the PLP Mentors to implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. They also developed learning outcomes for the PLP Mentors.
*SLO 1	*1.2	The program director recruited a diverse group of peer mentors who were engaged in a variety of campus programs. Mentors provided timely information on opportunities for engagement in student organizations, activities, and events. Additional information on service opportunities, recruitment, and organizational browse events was provided to all participants.
*SLO 2	*2.1	The program director met with community leaders to identify potential new partners. Additional information on effective committee planning was presented earlier in the program. Alumni and community representatives were invited to speak on the importance of community service and servant leadership. Elevated the weekly meetings with peer mentors with more intentional dialogue.
*SLO 2	*2.2	The program director introduced the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President's Leadership Program website and publications were revised to incorporate major components of the program. In addition, discussions with community leaders and agency representatives took place earlier in the program to identify new partners and opportunities.

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Plan of Action Moving Forward:

SO or SLO	Measure	Plan
SO	1.1	The First Year Experience team will research and implement more effective programming and initiatives within the FYI Challenge that more appropriately addressed the service outcomes for creating a climate that is inclusive, supportive, and respectful to all students. Furthermore, the team will edit this measure to align with the Freshman Connection evaluation nomenclature but also add a new program to evaluate. The staff will include data from the “To Be A Demon” program. This program meets the goal to create a campus climate that is inclusive, supportive, and respectful.
SO 1	1.2	The First Year Experience team will utilize ID swipers for all event, work with student and faculty/staff focus groups to evaluation programming initiatives and increase marketing strategies such as the utilization of Mongoose texting, Presence event creation, and submitting advertisement space in The Gavel Newsletter.
SO 2	2.1	This measure will be edited to include the survey responses to include “satisfied” as well as “very satisfied” as both indicate positive feedback. The survey will also be edited to include a question in terms of overall satisfaction of the programs and services offered during the Freshman Connection program. The staff will continue to collect information regarding the parent’s satisfaction within each category.
SO 3	3.1	First Year Experience staff outreach to students through social media, the Gavel Newsletter, use of the Mongoose texting service and begin the outreach and promotion at the FYE Demon Days events during the Fall term. These changes should improve the recruitment strategy for recruiting and identifying students to serve as Freshman Connectors and in other First Year Experience leadership positions.
SO 3	3.2	The First Year Experience team will review all existing programs and services for new students and implement revised training and development programs for all volunteers and staff. The volunteers will begin to utilize a customized event planning guide to successfully host freshman connection, parent connection, kid konnection, and Demon Days events from a volunteer perspective.

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*SLO 1	*1.1	The First Year Experience team will make improvements in the recruitment and interview process for first-year students interested in the program. Past PLP members will help implement new initiatives, opportunities for engagement, and develop new programming to address all areas of the expected outcomes. The survey will also be edited to include a line regarding the overall expectation of the program but will continue to collect information regarding their satisfaction within each category. This measure will also be edited to include the survey responses to include “agree” as well as “strongly agree”.
*SLO 1	*1.2	The program director will recruit a diverse group of peer mentors who are currently engaged in a variety of campus programs, organizations, and committees. Additional information on service opportunities, recruitment initiatives, and organizational browse events will be promoted to the members of the Presidents Leadership Program each term.
*SLO 2	*2.1	The program director will meet with previous and new community leaders to identify potential partnerships based on current community needs. The Community Impact Projects will be introduced earlier in the term, allowing more time for students to collaborate on sustainable projects sooner.
*SLO 2	*2.2	The program director will introduce the topic of servant leadership at the PLP Emerging Leaders Day programs for prospective students. The President’s Leadership Program website and publications will be revised to incorporate major components of the program including community commitment. In addition, discussions with community leaders and agency representatives will take place earlier in the program to identify new partners and opportunities.

**Note: Service-learning outcomes marked with an “*” will migrate to the Vice President for the Student Experience/Director of the Presidents Leadership Program for the 2022-2023 assessment cycle.*