

Associated Students, California State University, Chico

STUDENT LEARNING OUTCOMES

Activity Fee (this is a large umbrella which includes all councils, committees, and offices of Student Government as well as CAVE, CLIC, The Women's Center, KCSC, EARC, and the Children's Center).

What are the learning objectives that your program has (explicit or implicit) for students using your services?

Beyond the obvious familiarity with whatever service the student has interaction, the Activity Fee funded programs hope that student participation will lead to a fostering of their intellectual, cultural, and personal development. Specifically:

- making better connections between the classroom and real life experiences; students becoming more involved in their own learning.
- opportunities for training, for learning new skills, and for improving upon existing skills (i.e., time management, communication skills, conflict resolution); increased confidence, self-awareness, competence, and satisfaction with their college experience.
- learning the importance of addressing social and community needs through programming and service.
- learning to appreciate the richness of participating in diverse activities and interacting with diverse populations.

What are the indicators by which you estimate the extent to which students are learning each of those things your program intends for them to learn?

- surveys, program evaluations, exit interviews, personal interactions, and statistics of program participation.
- anecdotal data such as discussions with alumni who participated in our programs as undergrads.
- the number of co-curricular experiences some of CSU Chico's finest students list on their resumes. If you look, almost every single one of them will have had some experience with CAVE, CLIC, the Women's Center, student government, or some other aspect of the Activity Fee or Associated Students.

AS Computer Lab

We are designing the 3rd floor BMU computer lab to be a mirror image of the first floor library computer lab so that students can move seamlessly between the labs to address all their computing needs. To that end we offer 45 computers, a scanner, both black & white and color printers, zip disks, CD writers, DVDs, and AOL & MSN Instant Messaging. Our software includes Microsoft Office and we hope to install WinZip and Photoshop this summer.

We are pursuing installing a web cam which will have a live feed in the library computer lab so that students can see the machine availability in our lab at any given time.

We employ 5-6 computer science students as lab assistants who cover the lab for the approximate 80 hours/wk the lab is open.

What are the learning objectives that your program has (explicit or implicit) for students using your services?

In addition to familiarizing students with campus-wide lab policies/procedures/protocol, we specifically provide students with technical assistance in:

- learning unfamiliar software
- increasing skill level in familiar software applications
- navigating the internet, the university's portal, Wildcat Email, etc.
- learning & applying a variety of peripherals
- troubleshooting document corruption

What are the indicators by which you estimate the extent to which students are learning each of those things your program intends for them to learn?

We have no formal means of assessment for our lab users, so most of our “indicators” are anecdotal. The only data we collect is half hour headcounts to determine usage. Our usage has steadily increased as we have expanded our marketing efforts. Heavier usage has prompted us to extend our regular weekday lab hours to include weekend hours. Our assumption is that increased usage indicates that more students are becoming aware of our lab, are comfortable with the environment, and are having their computing needs met.

There has been no instance of a student being dismissed from the lab for unacceptable behavior or inappropriate use of lab resources which indicates that students are aware of lab policies and the expectations & responsibilities of all lab users.

On a regular basis we informally solicit feedback from lab users: what additional software would you like to have access to, are lab hours convenient and sufficient, what other services could the lab provide, etc.

AS Presents

What are the learning objectives that your program has (explicit or implicit) for students using your services?

The services provided by AS. Presents can be broken down into two categories.

The first would be the service and employment opportunities AS. Presents provides to students working in the AS. Presents office and support staff areas (Event Coordinators, Hospitality Coordinators, Publicity Coordinators, poster persons, security staff, ticket takers and ushers).

Understanding industry protocol, developing professionalism, and learning to navigate the AS and University bureaucracy are primary learning objectives for student staff. Specifically, Student Coordinators gain experience in:

- researching potential talent; creating event budgets; negotiating contracts; reserving venues; preparing check requests; learning state and federal income tax laws; writing press releases; marketing/promoting a diversity of events, etc.

The second area of service provided by AS Presents is the entertainment value that students receive by attending shows sponsored by AS. Presents. We receive good publicity from the local papers (*Synthesis, Orion and Chico News and Review*) who do previews and reviews of AS Presents events. We provide a quality show for a reasonable admission price in a safe environment that does not promote the use of drugs and alcohol in order for patrons to have a good time.

What are the indicators by which you estimate the extent to which students are learning each of those things your program intends for them to learn?

- Evaluations. We conduct student staff evaluations twice a year at which time we discuss each student's progress and areas that might need improvement.
- Monthly meetings with each student to assess their comfort level with their job.
- Regular staff meetings which offer students the opportunity to brainstorm and problem-solve.
- Repeat applications for employment; students who want to work for a second third and even sometimes a fourth year.
- The quality and number of shows booked by individual student coordinators.
- The number of attendees at any given event

Information Center

What are the learning objectives that your program has (explicit or implicit) for students using your services?

The basic learning objective of the Information Center is to provide students with any information they need which enables them to comfortably navigate our campus physically, academically, socially, and co-curricularly. We do this by providing answers to questions related to:

- campus resources/services available to all students
- physical location of all campus facilities and services (names, addresses, phone numbers, maps, brochures/flyers, etc).
- co-curricular and extra-curricular activities available to students and how they can get involved.
- the purpose and relationship of various University and Associated Students departments
- specific services provided by the Info Center: how to access the Ride Board, Student Services Board, marquee reservations, banner reservations, mall table reservations, and equipment reservations for the free speech area

What are the indicators by which you estimate the extent to which students are learning each of those things your program intends for them to learn?

This is very difficult to judge because we cannot track what students do with the information they receive from us. We do have statistics that show that we receive over 500 phone calls requesting information daily. Approximately 160 people make requests at the counter daily. There were 480 Ride Board Requests and 1,920 Student Service board requests for 2002-03. Over 500 equipment reservations were made for the Free Speech Area and over 400 reservations were made for banner space and mall tables for 2002-03.

Adventure Outings

For 18 years Adventure Outings has been a student lead outdoor recreation/education program providing the leadership necessary for the students and staff of the campus community to safely participate in outdoor adventures. Adventure Outings seeks to inspire growth and health through leadership and resources for many adventure related activities.

What are the learning objectives that your program has (explicit or implicit) for students using your services?

Personal Development

Adventure Outings extends student awareness of personal interests, through the use of guided educational and recreational activities. Students benefit by:

- Overcoming initial hesitation and fear when presented with new natural and social environments.
- Recognizing and addressing personal strengths and limits.
- Having fun in the outdoors without using stimulants or intoxicants.
- Developing lifelong recreational skills and habits.
- Improving self-esteem and personal effectiveness.

Interpersonal Skills Development.

Adventure Outings extends student capacity for interacting with others by encouraging open and effective communication, and to construct cooperative relationships around commonly shared objectives. Students benefit by:

- Being willing to help others.
- Deferring personal wishes to the interests of the group.
- Becoming a leader if the need arises.
- Tolerating those with different ideas, beliefs, lifestyles, ethnic, racial or religious backgrounds.

Educational Development

Adventure Outings creates and maintains an environment in which the emphasis is on *active* participation in the learning process. To inculcate an attitude of curiosity and experimentation in the learning process as evidenced by:

- Willingness to ask and respond to questions.
- Willingness to try new activities.
- Developing a consistent and positive attitude toward learning new material and an appreciation of the learning process.
- Mastering new *knowledge* and *skills*.
- Taking classes in First Aid/ CPR, Wilderness First Responder, and Emergency Medical Technician training
- Taking summer courses in collaboration with the History and Anthropology Departments which involve field trips to study historical events (students may receive academic credit for these outings)

What indicators do we use to determine if students are learning what we want them to learn?

- Students complete an evaluation form at the end of each trip reflecting on the overall trip experience, AO staff leadership, and interaction with other trip participants.
- Staff complete an evaluation form for each trip assessing the trip itself and their performance as trip leaders.
- Surveys are conducted each semester to see what students think they learned as a result of participation on our trips.
- Repeat customers who are experienced and share that knowledge with first time participants.

Bell Memorial Union Art Gallery

The art gallery experienced its first full semester of operation during spring 2003. Four exhibits were mounted. The gallery is run by a student coordinator who collaborates closely with the University Art Dept. to solicit student art entries.

What are the learning objectives that your program has (explicit or implicit) for students using your services?

To provide a venue where student artists can:

- display their work and gain exposure for their artistic vision
- enhance their academic training
- hone their professional skills in the art world with practical experience in a gallery setting. These skills include packaging/presentation of their show to a selection committee; installing and de-installing exhibits, assisting in promoting and advertising the exhibit, engaging in social interaction at the exhibit's opening reception, etc.

What indicators do we use to determine if students are learning what we want them to learn?

Because of the newness of the Art Gallery, these kinds of indicators are all anecdotal at this point. Feedback from the artists, from Art Dept. Faculty, and from visitors to the gallery has been overwhelmingly positive. Students are appreciative of the opportunity to display their work, faculty are thrilled to have an additional venue for students to utilize; and the general public (based on comments in the guest book) are enjoying the diverse and provocative nature of the exhibits.

AS Recycling

What are the learning objectives that your program has (explicit or implicit) for students using your services?

The AS Recycling Program provides learning objectives through two programmatic areas, professional and academic development. These areas provide students with the opportunity to take responsibility for the waste flow we generate. By designing and administering programs with an environmental foundation and ethic, students integrate the ideas and practices of waste reduction into unique professional and learning experiences.

Professional Development

Student Recycling Assistants collect recyclables and serve as a source of information to the

campus community, Staff strive to deliver professional, friendly, efficient and reliable services. Specifically, student staff gain experience in:

- Customer service relations, safety awareness, organizational skills, written and oral communication skills, problem solving, and record-keeping.
- Learning and following policy and procedures.
- Increasing their ability to work independently and as a team.
- Professionalism and willingness to assist others and answer questions.
- Attending training sessions and workshops.

Academic Development

Internship opportunities provide students with the opportunity to participate in increasing campus and community awareness about environmental and waste issues through project and event planning and implementation. Students benefit by:

- Gaining personal and professional development by becoming a leader and working with other student leaders.
- Applying skills learned in the classroom.
- Researching current issues and disseminating information.
- Learning time management and organizational skills.
- Assisting with and planning community service learning projects.
- Increasing communication skills by writing, action letters, funding proposals, new releases, etc.
- Developing an understanding of the detailed process of project and event planning.
- Having the opportunity to attend workshops, presentations and conferences.

What indicators do we use to determine if students are learning what we want them to learn?

Professional Development

- Surveys. The campus community is given an annual survey to evaluate the performance of the Recycling program as a whole, which includes questions regarding staff performance.
- Evaluations. A formal evaluation is conducted after one year of service.
- Monthly staff meetings are held to address program changes, improvements, training, safety, and problems.
- Email and written messages are used as a source of constant communication.

Academic Development

- Meetings. Intern meetings are held once a week. Small group and individual meetings are held once a week or as needed.
- Evaluations are conducted at the end of each semester.
- Interns write a reflection paper which indicates what they have learned and the skills they have improved upon.
- Programs are evaluated each semester according to what the intern learned in regards to planning and implementing the program and the number of attendees.