

2017-18 Annual Report Campus Life

I. Mission Test

The Student Experience Center strives to provide student services, leadership development, and collaboration through participation in student organizations, programming experiences, and shared governance. The Student Experience Center connects students to the university community in ways that enhance academic experiences, increase student retention, and provide for lifelong interests and pursuits.

II. Values

Engagement

Responsibility

Inclusiveness

Leadership Development

III. Vision

The Student Experience Center will provide a lasting collegiate experience that will draw students to the university.

IV. Highlights

1) ***Enhance recruitment and retention efforts to increase enrollment***

1. New Student Orientation was redesigned for summer 2017 to include specialized sessions for traditional students and non- traditional/transfer students. Additional sessions were added to allow current students and walk-in registrants to utilize services in one convenient location.
2. Trojan Daze 2017 was a collaborative effort designed to help incoming students become aware of their campus resources, increase opportunities for interaction with their peers, and to foster in them UA Little Rock school spirit a week of activities including .
3. Programs and services targeted towards the specialized needs of each academic classification were added. Freshmen programming included Trojan Daze activities and a redesigned Family & Friends Day. Sophomore programs included information on avoiding the Sophomore slump, and junior/senior programs addressed career readiness with a mock interview and resume workshop.

4. A graduate assistant for Non-Traditional Programs and Services was added to the staff to research and develop programs addressing this target population's needs. A survey was designed based on relevant literature regarding non-traditional student needs. This survey was disseminated to this population in late Spring 2018, and follow up focus groups were held in May and June. Open feedback questions are currently being coded to determine the critical needs area that can be addressed through targeted programs and services.
5. Student Experience Center staff members met with Benton Center staff to begin building a partnership for program delivery at that site. Benton Center staff members recommended students and faculty who could provide helpful feedback on programming needs. Faculty members were interviewed regarding their experience working with this student population. A group of Benton Center students was invited to participate in a focus group to inquire about needs and desired programs.
6. The University Program Council, Student Government Association, and Donaghey Scholars collaborated on a Summer Send-off event designed to help students relax at the end of the year and encourage engagement for the next academic year.
7. This year the Student Experience Center helped facilitate the creation of newly registered student organizations for students in the Pre-Professional Health, Actuarial, Criminal Justice, and Communications fields to support those students in their journey towards a degree.
8. The Student Experience Center and the UA Little Rock College Panhellenic Council continued its partnership with the Greater Little Rock Alumnae Panhellenic to host a sorority recruitment workshop in Ledbetter Hall for high school seniors interested in learning more about sorority life. This workshop saw an increased attendance of 215 students and parents. Additionally, the Student Experience Center Director, Jenny Dodson, was asked to sit on a panel for the Northwest Arkansas Alumnae Panhellenic Recruitment Workshop to address sorority recruitment questions.

2) *Strengthen student-friendly operations and customer service*

1. The Student Experience Center transitioned from an office listserv to a collaborative inbox designed to allow staff members to assign inquiries to certain staff members and to track email responses. This transition allowed the staff to provide more informed answers with a quicker response time by assigning the questions to individual programming experts.
2. The Student Experience Center site was edited and revised to reflect current programs and services. This also increased the efficiency of the university search engine.
3. Student organization forms were redesigned to create a more uniform, understandable process that is in line with recently updated university branding.

4. The Student Experience Center office suite has begun a face lift to refresh the office and create a more lively student- friendly space. Work will be completed in 2018-2019.
5. The Student Experience Center professional staff completed Yes Campaign training.

3) *Improve diversity and inclusion efforts to provide a safe and inclusive environment for students*

1. A student diversity committee was established with representation from student organizations, programming areas, and staff members from the Student Experience Center. This committee was initially established to coordinate programming calendars, and began conversations about collaborating on a larger scale program to be held during Diversity Week. They created WorldFest, a two-day program that highlighted various international food, music, and artists.
2. The Student Experience Center continues to be a partner in sponsoring International Celebration Week each fall semester, and hosts one of the cornerstone annual events International Thanksgiving Dinner.
3. One of the Student Experience Center staff members, Erinn Forbes, was asked to serve as a representative on the newly formed Student Wellness Committee.
4. The UA Little Rock Homecoming Committee continued to promote the 2016 initiative of an inclusive title of Homecoming Royal.
5. In late Spring 2018, the Student Experience Center helped facilitate cultural competency forums, which provided students an avenue to discuss racism and the student experience. Participants were provided the opportunity to brainstorm and collaborate on ways the university can better reach all aspects of the student body.

4) *Align financial and human resources to operate more effectively and efficiently*

1. Provided professional development opportunities to new professional staff members and administrative specialist with the intent to provide a deeper understanding of functional areas. Additional on-campus professional development opportunities were provided through staff training sessions, webinars, and in-service training.
2. An onboarding experience was designed for new staff members which focused on information and process across campus. This included various aspects such as requisitions, WordPress, student conduct and behavioral intervention. Staff onboarding was assessed through a brief questionnaire, which was then examined to determine areas for future training. Training new staff members in budgeting and requisition processes allowed for programming purchasing to be shifted away from the Administrative Specialist III to professional staff members directly responsible for those purchases. This allowed for cleaner tracking of programming budgets, as well as more timely requisitions. It also allowed the

Administrative Specialist to refocus her energy on the big picture budget reconciliation process.

3. The Registered Student Organization budget allocation process was redesigned at the end of the 2017 academic year and implemented during the 2017-2018 academic year. This process allowed for student organizations to request spending for each semester, as opposed to the academic year. This allowed staff to reconcile what organizations utilized their funding and reallocate any unused funding from the prior semester.
4. Registered Student Organization files were moved from a paper to an electronic filing process. This allows all staff members to be able to access student organization files to quickly answer questions.

5) *Promote student development, engagement, and leadership*

1. The Student Experience Center hosted a Fraternity & Sorority Chapter Officers' Retreat to set up leaders of the community with the knowledge to succeed.
2. Fraternity and Sorority Governing Council Officer Retreats were hosted in order to train students on expectations for their role and plan for the upcoming year.
3. A required seminar was sponsored for Fraternity & Sorority Life, with over 200 students present, to discuss hazing, substance abuse, sexual assault, and suicide prevention.
4. A delegation of student leaders attended the Association of Fraternal Leadership & Values Conference in Indianapolis to gain information and leadership skill.
5. Student leadership development programs were created for the spring 2018 semester. This included the Leadership Intensive Training workshop series and NASPA Certified Peer Educator Training.
6. Registered Student Organizations were provided with additional training on university processes (room reservations, ordering food, budget allocations) through the RSO 101 workshops held in spring 2018.
7. Trojan Refresh, a day of service, was sponsored in April 2018. This was designed for students, faculty, and staff to collaboratively serve their campus community.
8. The University Program Council sponsored a family movie night, which provided an involvement opportunity for our non- traditional students without worrying about childcare.
9. The Student Experience Center hosted the Student Leader Awards Ceremony for the second year. This year, new awards categories were created to increase involvement beyond specific sub- populations. These categories were: Program of the Year; Adviser of the Year; Outstanding Commitment to Diversity, Community Service, and Civic Engagement; Student Leader of the Year; and Unsung Hero.

6) Other

1. Instituted a new Registered Student Organization funding process to more effectively allocate funding to organizations.
2. Assisted with the planning for the inaugural university memorial service

V. Assessment

Type of assessment:

Operational

Describe assessment method and implementation

A survey was created for new staff members and graduate assistants to evaluate their onboarding experience. Each staff member was asked to submit their responses by the first of each month until the conclusion of the first year of employment.

Data collected

Survey questions were qualitative in nature and included open-response and Likert scale questions based on the staff member's perception.

Survey items:

OPEN RESPONSE

Are there areas you feel like you need additional training? If yes, what are those areas?

Describe a learning experience you had last month

Current challenges

Successes

Are there suggestions you have for the office? Position?

LIKERT SCALE

I have the tools needed to do my job well.

I have a clear understanding of my objectives and tasks and what I am expected to accomplish.

I receive useful feedback regarding my performance and progress.

I feel supported in my development and work.

I understand the departmental and divisional goals and how my role contributes to these goals.

Interpretation of data

Data was reviewed monthly to determine if staff members needed additional performance feedback or topical training.

Communication of results

Information gathered was for internal use to evaluate the onboarding experience.

How results will lead to improvement

Data collected has already resulted in improvements made to the onboarding process. In the future, the information will be used to anticipate training needs for new staff members so that a comprehensive process can be outlined upfront for that staff member.

Type of assessment:

SLO #4D- Money Management

Describe assessment method and implementation

Interviews were conducted with students who participated in the RSO budget allocation process. Interviews were conducted informally, as RSOs visited the office to gain access to their funding.

Data collected

Students were asked about their perception of preparation for the process, how the funding application and hearing impacted their planning process, how the financial accountability would impact their money management skills and general feedback on the process itself.

Interpretation of data

Data was looked at individually and collectively. Individual organizational responses helped identify the organizations who may need additional support or were facing internal issues (i.e. communication, delegation). Collectively data was evaluated for process improvement and training needs.

Communication of results

Internal survey will impact process improvements.

How results will lead to improvement

Data was used to update and make changes to the funding request and hearing process. One of the first changes made was to the training model used from fall 2017 to spring 2018. Also, the initial process asked for detailed documentation; however, through the interviews, we learned that many organizations felt uncomfortable asking for this information only to learn that they would be unable to host the event.

Type of assessment:

SLO #4D- Money Management

Describe assessment method and implementation

Student organizations who participated in the RSO allocation application and hearing process were asked to participate in a workshop to develop a student-generated rubric for future funding applications.

Organizational leaders were invited to participate; however, only one organizational representative attended the workshop. A rubric is currently being created by a staff member for distribution in the fall.

Data collected

N/A

Interpretation of data

N/A

Communication of results

N/A

How results will lead to improvement

We learned that while the organizations were interested in a rubric to help set funding expectations, they felt overwhelmed by the idea of creating that tool. The representatives indicated that they wanted to understand how the funding decisions were made by the committee, so the rubric being generated will address this concern. We hope to revisit the idea of a student-generated rubric in the future to create additional student ownership of the allocation process.

VI. Priorities for Next Year

1. Continue to develop and market titled classification programs to promote graduation in four years:
 - a. Foundational First Year
 - b. Successful Second Year
 - c. Thriving Third Year
 - d. Fourth and Final Year
2. Sponsor more presentations on topics that are critical to the Fraternity and Sorority Life community such as hazing, substance abuse, sexual assault, suicide prevention, bystander intervention, and cultural competency
3. Create a detailed written policy for student organization funding allocation process
4. Co-sponsor more events with other departments to enhance relationships across campus
5. Created a marketing plan to implement at the start of the Fall 2018 semester targeted to students interested in Fraternity & Sorority Life
6. Finalize a Late-Night Event Policy for on and off-campus event
7. Implement non-traditional student programs based on the student survey and focus group feedback
8. Host events at the Benton Center targeted to meeting the needs of this population
9. Formalize the Student Diversity Planning committee by creating structure and advertising membership opportunities
10. Implement student leadership learning contracts with all positional leadership roles administratively advised by the Student Experience Center
11. Continue to host peer educator training workshops for interested students, with the intention of adding this training requirement for leadership positions

VII. Appendix: Fast Facts

- 365 students attended Summer Send-Off event
- 9 new Registered Student Organizations were started
- Increased numbers for the Fall 2017 College Panhellenic Council Recruitment and both CPC organizations gained 25 new members