



STUDENT LEADERSHIP AND ENGAGEMENT

INTERNAL SELF-STUDY 2017

Created by the staff of Student Leadership and Engagement at the University of San Francisco in preparation for external review.

TABLE OF CONTENTS

Mission _____	1
History _____	2
Department Goals _____	7
Quality Assurance _____	9
Budget and Expenditures _____	19
Assessment _____	25
Guide for the Future _____	33
Plans for the Future _____	36

MISSION

Student Leadership and Engagement's mission is to support students' leadership development and promote student engagement in co-curricular activities.

We can change the world from here. Student Leadership and Engagement (SLE) offers involvement and leadership opportunities inviting undergraduate and graduate students to “change your self, our campus, and the world.” Our work is guided by student development theories, Jesuit values, and the Social Change Model of Leadership, where leadership begins with the individual and impacts the group and community.

A Jesuit education is a commitment to explore, engage, and improve the world around us. SLE's mission is directly aligned with USF's mission to educate leaders who will fashion a more humane and just world. We support student retention and success by helping students to explore their interests, discern their leadership path, and transform their passion into purpose as they engage and thrive as socially responsible members of the USF and broader community.

GOALS

- Cultivate leadership development through student organizations and programs
- Increase involvement in and provide support for registered student organizations
- Promote engagement in student events and campus life

HISTORY

Student Leadership and Engagement was created in August 2006 through transformation of the former Department of Student Activities.

This will be the first external review undertaken by SLE, however, the department has embraced a process of ongoing evaluation and change.

DEPARTMENT OF STUDENT ACTIVITIES

The Department of Student Activities (DSA) was first formed in 1997 to provide oversight and support for the Associated Students of the University of San Francisco (ASUSF) and undergraduate student organizations. ASUSF previously had two professional staff members who supported the operations and programs of the Association. The Division of Student Affairs added a Director, Assistant Director, and two Graduate Assistants to the newly formed department with the following program areas:

- ASUSF Senate and Student Elections
- Student Programming & Events
- Student Organization Registration, Orientation, Finances & Advising
- Student Leadership
- New Student Orientation and Family Services
- Dons Depot Student Store and External Vendors

The changes brought by the formation of the department were transformative. This was the first time policies and processes to guide student organizations were implemented, including a new budget and financial approval system to centralize all ASUSF and student organization funds, bringing ASUSF out of years-long debt. Different offices had previously been charged with developing leadership programs, but the main programs seen today were initiated during this time. Most significantly, DSA's initial support of ASUSF welcome week evening events and GO Team orientation leaders quickly expanded when DSA was asked to collaborate with Academic Support Services on the creation of a university-wide New Student Orientation program. DSA also created and implemented a new family orientation program, family handbook, and Family Weekend event while serving as an ongoing point of contact for families.

An external review started in 2005 was never completed due to the departure of all staff, except one. The Division instead took the opportunity to change the department to Student

Leadership and Engagement in August 2006, launching a search for a new Director who started in January 2007.

FORMATION OF SLE

The change of DSA to SLE signified an intentional shift from an activities model focused primarily on the needs and development of students involved in organizations to focus more broadly on leadership and engagement. However, the staffing and resources of the department remained unchanged, and in fact the department lost the support of graduate assistants.

In the initial years, the focus of the department was continuing to support established program areas while navigating increased University policies and regulations, particularly around growing concerns with risk/liability of student organizations. The size of the undergraduate student body was quickly growing and the needs in orientation programs and student organizations grew with it.

During this time, the Dons Depot student store was downsized and eliminated, SLE stopped registering and supporting graduate student organizations, and family services were reduced and eventually moved outside of SLE.

CAMPUS ACTIVITIES CHARGE

One of the biggest pushes to expand SLE's program areas came with the "campus activities charge" issued by University President Fr. Stephen Privett, S.J. in 2009. It was aimed at improving student engagement, campus community, and student retention by creating or improving large signature events and effectively promoting them to students.

The presidential charge ensured a high degree of collaboration and support from departments within University Life and across campus. It influenced advance planning, less scheduling conflicts and duplication of efforts, more visibility for campus life, and support of campus traditions. SLE began the Student Events Calendar, The Phoenix E-newsletter, and the Student Rewards Program as part of this effort.

Two university-wide changes that had significant impact on SLE's efforts in this area are the formation of the Events Management & Guest Services (EMGS) office and the Office of Marketing Communications (OMC), both in 2011. EMGS received software and other resources to centralize all space reservations and to provide event support. OMC created stronger University branding and identity while centralizing email, print, social media, web, and other marketing efforts.

LOCATION & FACILITIES

The renovation of the University Center in 2010 had a significant impact on SLE since it was the first time all ASUSF Funded Accounts were co-located with each other and SLE. With the opening of the Intercultural Center and the Gender and Sexuality Center at the same time, the University Center fourth floor quickly became a hub for students.

ADDITION OF GRADUATE STUDENT ENGAGEMENT

Although DSA did register graduate student organizations, there was never a concerted effort to support graduate students. SLE ceased graduate student organization registration and support to focus on the growing needs of undergraduate organizations.

In August 2011, the Director of SLE was promoted to Assistant Vice Provost (AVP) for Student Engagement, yet retained responsibility for New Student Orientation. Meanwhile, SLE changed to a Co-Director model with two sub-units, Student Involvement and Student Advocacy. Each sub-unit had a Director and Assistant Director, with the Student Involvement team focused on student organizations, campus activities, and Greek life while the Student Advocacy team focused on student government, leadership programs, and new student orientation. The newly formed graduate academic program in Higher Education and Student Affairs (HESA) brought four graduate interns to SLE, two on each team.

Among other things, the new Director of Student Advocacy was charged with providing graduate student support and launching the Associated Graduate Students of the University of San Francisco (AGSUSF). The Graduate Activity Fee was proposed and passed by the USF Board of Trustees at \$25/semester to begin in the 2012-13 academic year, forming the treasury of AGSUSF. The Graduate Student Senate (GSS) was launched in that year as the governing body of AGSUSF to represent graduate students in Arts & Sciences, Education, Management, and Nursing & Health Professions. The only graduate students not currently included are students in the School of Law, which is governed by the Student Bar Association.

Outside of AGSUSF, SLE began expansion of its programs and services to include graduate students. This led to the creation of The Graduate Phoenix e-newsletter, creation and collaborative support of the New Graduate Student Welcome, creation of a graduate student services website, and adjudication and student support for graduate students. SLE also included and continued to customize the experience of graduate students in other program areas such as student organization support, student elections, Student Leadership Conference, and graduate student leadership awards.

MIXED REPORTING MODEL

In April and May 2013, for different reasons, both the Director and Assistant Director for Student Advocacy left USF. Through an evaluation of department priorities based on recent program changes, and in consideration of expanding program areas of the AVP for Student Engagement, a decision was made to blend these program areas under SLE. Three Assistant Director positions (Orientation Programs, Campus Engagement, and Leadership Programs) were created to replace the two vacancies, and a fourth and long-awaited Assistant Director for Student Organizations was added. The AVP for Student Engagement became the department head of SLE during this time and the AVP's Program Assistant was included on the department team.

Graduate student services, including adjudication of student conduct cases, were shifted to the Dean of Students office. Meanwhile, by specifically naming a staff position for orientation programs, SLE's role in supporting this university-wide program quickly expanded.

RETURN TO DEPARTMENT MODEL

By the 2014-15 academic year, it was clear that the demands of the AVP role were a barrier to serving as department head for SLE. This included serving as interim Director of the Intercultural Center then supervising the newly created Co-Directors of the Cultural Centers, launching the USF101 introductory course for freshmen, and changes in the New Student Orientation program. Also in this year, the University moved graduate interns and student organization leaders to hourly paid wages in alignment with the Affordable Care Act (instead of tuition, housing, stipend, and other alternate forms of compensation) and this had significant impact on SLE as well as the Student Affairs Internship Program and GO Team. These changes indirectly resulted in staffing changes which added a Program Assistant to the Cultural Centers and promoted the Student Life Program Assistant to a Program Manager position.

For this reason, the Director for Student Involvement began providing department leadership for staff meetings and retreats, training and development, planning, and team building. In February 2016, the Director for Student Involvement became Director of SLE, with SLE and the Cultural Centers reporting to the AVP. The Assistant Director for Campus Engagement began reporting to the Director in May 2016 with the program areas of student government, student elections, and graduate student engagement. Meanwhile, the Assistant Director for Orientation Programs and the Student Life Program Manager continued to report directly to the AVP, though they were still included as SLE staff.

SEPARATION OF NEW STUDENT ORIENTATION

SLE was already discussing the possible separation of the ADOP position and New Student Orientation from the department's programs when the ADOP and Program Manager both left USF in mid-January 2017. The AVP left USF two weeks later, though staying on board as a consultant for another two months to help with the transition process. An interim ADOP (reporting to the Vice Provost) and a temporary Program Manager (reporting to the Director of SLE) were hired immediately.

Meanwhile, SLE continued a reflective process of structural improvement which resulted in new job titles, descriptions, and responsibilities for SLE staff in June 2017. At the same time, the ADOP and Program Manager were officially separated from SLE.

CURRENT STAFFING STRUCTURE

The new staff structure of SLE became Director, Associate Director, Assistant Director for Leadership Development (ADLD), Assistant Director for Student Government (ADSG), and Assistant Director for Student Organizations (ADSO). There are five graduate intern positions, although one is currently unfilled.

With the planned maternity leave of the ADSG in July-October 2017, SLE decided to hire an interim ADSG to support the two senates through fall semester in place of hiring a Graduate Intern for Student Government. The benefit of this plan proved timely when the ADSO left USF on November 1, 2017. As the ADSG returned from maternity leave, transition and interim duties of the ADSO fell to that staff member while the interim ADSG continued supporting the senates. SLE was able to post an internal position and permanently hire the ADSG to the ADSO position. The interim ADSG position can now be extended while SLE completes the external review and launches a search for the permanent position.

DEPARTMENT GOALS

Based on its mission, SLE's learning goals and outcomes are aimed at promoting a diverse, inclusive, socially responsible learning community where students develop as active participants in their own education and as leaders who will create a more humane and just world.

Changes in divisional learning outcomes over the past ten years and changes within the department have made it difficult to align all programs toward common goals. For the past seven years, SLE allowed each staff member to develop and measure the goals of their own programs. In summer 2017, with the new department focus confirmed, SLE staff decided on the following department goals and outcomes.

OUTCOME GOAL 1: HOLISTIC DEVELOPMENT

Personal growth in mind, body, and spirit that contributes to forming the whole person

Students will:

- Explore and discern personal values and beliefs
- Acknowledge personal strengths and areas for growth
- Use reflective thinking to expand self-knowledge
- Engage in behaviors that promote wellness

OUTCOME GOAL 2: LEADERSHIP FUNDAMENTALS

Skills and behaviors that allow individuals to thrive and work collaboratively with others

Students will:

- Exhibit autonomy through personal responsibility and accountability
- Employ critical thinking in problem solving
- Process theory and experiences to inform practice
- Manage and resolve interpersonal conflicts
- Communicate effectively in writing, speaking, and artistic expression

OUTCOME GOAL 3: SOCIAL JUSTICE

Support understanding of concepts related to diversity, equity, and inclusion

Students will:

- Demonstrate knowledge of root causes of social justice issues
- Articulate insights around socio-cultural identity and biases
- Explore and respect the similarities and differences among cultures
- Appreciate the advantages and challenges of a diverse society

OUTCOME GOAL 4: CIVIC ENGAGEMENT

A commitment to service with and for others

Students will:

- Exhibit social responsibility and advocacy through service and action
- Demonstrate empathy and compassion for those they serve and support
- Engage in dialogue that values diverse perspectives and opinions
- Implement sustainable solutions to address community-identified issues

QUALITY ASSURANCE

SLE programs and services are focused primarily on undergraduate students at the Hilltop campus with a growing focus on graduate students.

USF serves 6,800 undergraduate and 4,000 graduate students in Arts and Sciences, Education, Law, Management, and Nursing and Health Professions. Over 30 percent of students are first-generation, 70 percent are from historically underrepresented backgrounds, and 17 percent are international students from over 60 countries. Majority of students study at the Hilltop, Downtown, and Presidio campuses in San Francisco with the remainder at branch campuses in Sacramento, Santa Rosa, San Jose, and Pleasanton. Online degree programs are available in a growing number of fields.

PROGRAMS & SERVICES

The department offers a variety of programs and services aimed at increasing student involvement, supporting student organizations, developing student leadership, and promoting a vibrant campus life through support of signature student events.

Student Involvement

Transition into the USF community is one of the most important times to aid students in their exploration of involvement opportunities, and that exploration never truly ends. SLE facilitates the exploration of prospective, admitted, new, and continuing students through the following:

- **The Phoenix & The Graduate Phoenix:** weekly e-newsletter sent to all undergraduate and graduate students (customized, respectively) at San Francisco campuses to highlight student events, involvement and leadership opportunities, retreats, outdoor adventures, Athletic home games, and a city event
- **Student Events Calendars:** printed calendar distributed at the start of each semester to new and continuing students, primarily undergraduate
- **Involvement Fairs:** offered on the second Thursday of each semester to provide students, primarily undergraduate, an opportunity to talk with student organization and department representatives about getting involved
- **Create Your USF Story Workshop:** offered twice at each fall New Student Orientation for undergraduate students seeking involvement opportunities

- **OrgFynder:** online survey tool promoted primarily to incoming and new undergraduate students which matches them to specific USF organizations and involvement opportunities to pursue
- **Graduate Student Engagement Brochure:** sent by direct mail to graduate students at all campuses and distributed at graduate student orientations and events to highlight graduate organizations, government/representation, elections, funding, and events

We also partner with a variety of USF departments to develop and provide content for outreach:

- **Varsity Athlete Email:** partnership with Athletics to include weekly student events in the required communications to all varsity athletes
- **USF Events Calendar and Emails:** primary publisher of student events included on the public online calendar and in weekly event emails managed through the Office of Marketing Communications for all students and external audiences
- **Community Group Meetings on Getting Involved:** partnership with Orientation Programs to train and provide content/materials for undergraduate GO Team orientation leaders to facilitate discussions with new undergraduate students at fall New Student Orientation
- **USF Activities Fairs:** partnership with Office of Admission to have student organizations (and SLE) table and provide insight on involvement opportunities at USF for prospective and admitted student visit days
- **Voter Registration & Engagement:** collaboration with McCarthy Center for Public Service and the Common Good, Andrew Goodman Foundation, and TurboVote to increase voter participation of USF undergraduate and graduate students

Student Organizations

Student organizations provide exciting opportunities to develop leadership, network, make new friends, acquire new skills, plan events, give back to the community, and connect to the USF community. SLE supports the growth and development of student organizations while strengthening their capacity to provide these benefits to students through the following:

- **Student Organization Registration, Orientation & Resources:** support for undergraduate and graduate student leaders to understand and navigate the university policies which impact their organizations

- **Student Organization Financial Management & Fundraising:** oversight and services to help student organizations set up, raise, manage, and access funds
- **Student Organization Advisor Program:** support and resources for faculty/staff advisors to understand and be effective in their roles including a handbook, online portal, orientation, and coffee chats
- **Peer Advising Team:** outreach and support for student organizations as well as guidance for students seeking involvement opportunities
- **Out of the Box Workshops:** lunch & learn sessions aimed at providing a space for undergraduate student organization leaders to discuss challenges they face and get resources for planning or development
- **Student Organization Planner:** calendar planner which includes important dates for undergraduate student organizations and organization policies, tips, and resources
- **Monthly Scoop:** monthly e-newsletter for officers of undergraduate student organizations which includes important deadlines, resources, and upcoming events
- **Student Organization Awards:** awards to recognize exemplary undergraduate and graduate student organizations and undergraduate and graduate student organization advisors at the end of the academic year
- **Student Elections:** held in fall and spring to fill representative positions for Residence Hall Councils (fall), ASUSF Senate (fall and spring), and Graduate Student Senate (spring) as well as engage all students through voter participation
- **Student Government:** undergraduate and graduate student representation and advocacy through ASUSF Senate, Graduate Student Senate, and appointments to university committees
- **Greek Life:** social fraternities and sororities for undergraduate students focused on providing opportunities for growth and excellence in academics, service, leadership, friendship, ritual, and social advancement

SLE also provides significant advisory support to student media organizations (particularly the Foghorn student newspaper and USFtv), the Graphics Center, performing arts organizations (particularly College Players and Voices), GO Team, and Culturally Focused Clubs Council.

Leadership Development

SLE focuses on leadership development through ongoing advising, supervising, and mentoring relationships with students. Our structured leadership programs are the following:

- **Student Leadership Conference:** day-long conference which provides students, primarily undergraduate, with the opportunity to enhance their leadership skills and practice, network with others, and expand on their personal and professional development
- **Magis Emerging Leadership Program:** year-long fellowship for first-year undergraduate students rooted in the philosophy of Magis, meaning “more,” which challenges the fellows to be and do more as they engage in workshops, an off-campus weekend retreat, group challenges, and other leadership development opportunities
- **Leadership Development Workshops:** leadership training on a variety of topics offered through a series or by request
- **Foundations Student Leader Training:** joint training for all undergraduate student officers/staff of ASUSF Funded Accounts and SLE covering leadership development topics and team building
- **Greek Leadership Institute:** leadership development program offered during Greek Week for members of social fraternities and sororities

SLE also collaborates on Division of Student Life leadership programs including:

- **Student Leadership Awards:** reception, ceremony, and awards to recognize undergraduate and graduate students for their contributions to the growth, development, and vitality of USF and the broader community
- **Student Leader Launch:** joint training for student leaders throughout the division (Funded Account officers/staff, SLE staff, Cultural Centers interns, Resident Advisors, Community Assistants, GO Team orientation leaders, etc.) focused on values, ethic of care, and community action

Campus Life & Student Events

Although SLE does not directly sponsor many campus events, we collaborate with organizations and departments across campus to promote a vibrant campus life. This includes calendar planning for signature events, promoting school spirit, and supporting events which build campus traditions. We are also frequently called upon to support the planning, implementation, and/or promotion of one-time campus events such as the Presidential Inauguration, visiting dignitaries, celebrity speakers, or events in support of Bay Area professional sports teams winning national championships.

The annual events supported by SLE include:

- **Senior Class Celebration:** receptions held on the last day of classes in fall and spring for graduating seniors to celebrate and receive a gift
- **New Graduate Student Meet & Greet:** reception co-sponsored by Graduate Admission and Orientation Programs to welcome new graduate students and their guests while connecting them to university involvement opportunities
- **New Student Orientation:** SLE provides staff support and advises or leads planning processes for large new student events including New Student Convocation, NSO Kick-Off with GO Team, and New Student Dance

SLE also provides advising and support for student organizations, Fog Squad school spirit organization, ASUSF Greek Council and member chapters, and the Campus Activities Board to produce signature events for the campus community.

NEEDS ASSESSMENT & EVALUATION

SLE evaluates each program area, typically through feedback from student participants and lead staff, and makes changes or improvements based on that feedback. Through this process, other unmet needs may also become known. Other institutional data, theory, or trends in the field also contribute to the decision making process.

Multi-Institutional Study of Leadership

In 2010, SLE led an institutional review team to facilitate USF's participation in the Multi-Institutional Study of Leadership. Unfortunately, without a follow-up study, USF does not have current data to compare with these benchmark findings. However, some of the findings continue to have relevance for SLE:

- Review marketing of campus-based outreach/resources associated with student involvement and community service programs
- Provide necessary resources to support increased involvement in student clubs and organizations
- Consider development of a leadership certificate track as part of the College Success Series and/or as a minor
- Continue and strengthen academic/co-curricular activities reviewed (SLE applied/experience-based program is Magis Emerging Leadership Program)

Senate Forums and Resolutions

In more recent years, SLE's increased advisory support for ASUSF Senate and the Graduate Student Senate has helped them to be more effective with their advocacy efforts. Some of the student needs and concerns expressed through their forums and resolutions include:

- Increased financial support, including financial literacy education and assistance with housing, food insecurity, and transportation
- Convenient and affordable quality dining services available for students, and affordable catering options (including catering exemptions for cultural and ethnic foods) for campus events
- Specific, visible, and "named" support for target populations including transfer students, undocumented students, Native Hawaiian and Pacific Islander students, Black students, international students, military veteran students, transgender and gender non-conforming students, and first generation students
- Greater training and awareness around microaggressions for faculty, staff, and students
- Increased support for engagement opportunities at branch campuses

While the department name has caused confusion about SLE's role with impacting *every* aspect of student engagement and campus life, SLE would like to be better equipped with institutional data and aligned with the campus efforts in these areas. Current needs being explored by SLE include:

- **USF Success Navigator Survey:** This survey administered to first time freshmen within their first six weeks receives an incredibly high response rate, typically over 90%, due to efforts of and incentives provided by the Center for Academic and Student Achievement (CASA). Respondents have provided positive feedback regarding the wide range of student organizations, involvement opportunities, and campus events offered at USF. The associated challenges are difficulty of students navigating those choices, lack of on-campus events on weekends, and lack of school spirit. The survey also highlights stress, mental health, and financial difficulties faced by students as barriers to student engagement. Early results from the fall 2017 survey particularly highlight increased feelings of loneliness and homesickness. Students also indicated that they know it's important to them personally to be involved with campus activities for their personal success at USF.
- **USF Civic Action Plan:** As a member of the Campus Compact consortium, USF was called upon to design an action plan describing institutional priorities and efforts

that reflect a renewed commitment to education for democracy and building institutional partnerships for the common good. The data collected through this process which is most relevant for SLE comes from the National Study of Learning, Voting, and Engagement (NSLVE) and through student focus groups. The NSLVE data, showing that USF students are just slightly higher in their voter registration and participation than the national average for college students, is already informing the collaboration between SLE and the McCarthy Center for voter registration and engagement. One aspect of the student qualitative feedback being considered, particularly for efforts of the student senates, is the desire of students to have more forums to talk with each other, share their stories, and dialogue with administrative leaders on campus with the aim of creating a more inclusive, equitable, and just community on campus. The recommendation from the Civic Action Plan which most impacts SLE is to expand co-curricular activities that engage students with social justice issues on and off-campus.

Other assessments which could provide SLE with data and direction for a broader institutional focus on engagement include the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement, and surveys completed by undergraduate students upon graduation.

PLANNING PROCESS

The department holds three retreats per year, focused on both staff development and program planning. May is typically a reflective and evaluative retreat to assess strengths and challenges of the department while solidifying the plan for the coming academic year. August welcomes graduate interns into the department, builds a foundation to understand the purpose behind our work, and an opportunity to explore what we bring to it individually and as a team. January's focus depends on the needs of the team at that time, however, we include review of the spring calendar and early plans for fall.

Planning for individual program areas is led by the staff member or team involved, in consultation with their supervisor. Significant goals for expansion or improvement are reflected in the staff member's performance appraisal as well.

DEPARTMENT MARKETING

Most students do not seek out SLE—they are looking for student organizations, leadership opportunities, and other ways to be involved. For this reason, SLE markets the department

as a resource (name, location, social media, contact information, etc.) in all communications, at events, at leadership programs, and more. In other words, we market what students are looking for then serve as a point of connection for what they need.

Due to ongoing conversations about SLE program areas and structure, SLE stopped publishing an overarching department brochure in 2013, and those conversations took much longer than anticipated to be settled. The brochure was primarily used as a reference tool for external audiences, however, a well-designed, updated brochure can be instrumental in communicating a clearer picture of SLE in the future. Meanwhile, SLE annually updates the following publications:

- Student Organization Flyer (undergraduate organizations only)
- Magis Emerging Leadership Program Flyer (target first-year students)
- Student Elections Flyer (undergraduate only, new in 2017)
- Fall and Spring Student Events Calendars (undergraduate and graduate students)
- Graduate Student Engagement Brochure (graduate students, all campuses by direct mail)

Publications are also shared at introductions to the department, frequently provided with leadership development or other training for different student and faculty/staff audiences, including all of our program audiences. Understanding that referrals are an important part of getting students connected to SLE, we also do presentations to different groups including:

- GO Team Orientation Leaders (40 undergraduate students and 1 graduate student)
- Cultural Centers Interns (8 undergraduate and 2 graduate students)
- Student Affairs Internship Program (29 graduate students)
- SHaRE Resident Advisors (77 undergraduate students)
- Muscat Scholars (70 first generation new undergraduate students)
- Admission Ambassadors (15 undergraduate students)

SLE also markets other leadership and involvement opportunities as described in our programs. In addition, SLE's "Create Your USF Story" involvement campaign provides a theme for messaging concepts and is used for promotional items distributed at Involvement Fairs. SLE also distributes a pen which is useful at leadership programs as well as tabling opportunities through the year.

Lastly, SLE maintains a department website as well as websites for Student Elections and Greek Life. Although a myUSF web presence is not a priority for student organizations, SLE

also maintains websites for the ASUSF Funded Accounts (Senate, Campus Activities Board, College Players, Culturally Focused Clubs Council, Fog Squad, GO Team, and Voices) as well as the Residence Hall Association and Graduate Student Senate. Using the OrgSync platform, SLE maintains an undergraduate student organization website (sle.orgsync.com) and a graduate student organization website (slegraduate.orgsync.com). SLE works closely with Office of Marketing Communications and Strategic Enrollment Management to represent student activities and events through the usfca.edu marketing website as well.

COMPARISON TO PEER INSTITUTIONS

SLE typically looks toward private universities located in urban areas with a similar student population size, particularly Jesuit institutions, for benchmark comparisons. For the purpose of this review, we hope that the external reviewers will bring valuable insight since they were chosen from benchmark institutions.

Comparison of Peer Institutions

Office/Institution	Programs	Staffing
Center for Student Involvement Santa Clara University 5,438 undergraduate 2,258 graduate	Involvement Leadership Activities Student Organizations New Student & Parent Programs	Director Associate Director Assistant Director for Student Organizations Assistant Director for New Student & Parent Programs Assistant Director for Student Leadership Graduate Intern Senior Administrative Assistant CSO advisor (3)
Student Leadership and Development Loyola Marymount University 6,126 undergraduate 2,061 graduate	Fraternity & Sorority Life Student Organizations Student Government Leadership Programs	Director of Student Leadership and Development Director of Leadership Programs and LGBT Student Services Assistant Director for Programming and Co-Advisor of ASLMU

Student Leadership and Development Seattle University 4,780 undergraduate 2,035 graduate	Clubs & Organizations Student Government Student Events & Activities Leadership Student Center	Director Assistant Director for Clubs and Leadership Assistant Director for Governance and Leadership Assistant Director for Events and Traditions
Student Leadership, Involvement and Changemaking University of San Diego 5,711 undergraduate 2,016 graduate	Student Organizations Fraternity and Sorority Life Student Activities Leadership Development Welcome Week	Director, Student Leadership & Engagement Director of Student Activities Assistant Director for Associated Students Assistant Director, Fraternity & Sorority Life Assistant Director of Student Organizations and Involvement (3) Graduate Students (2) Executive Assistants

BUDGET

Student Leadership and Engagement's financial management and oversight includes student funds of ASUSF and AGSUSF.

Although the Associated Students are not incorporated as separate entities at USF, the University has always respected the autonomy of student decision making and the role of the senates in allocating the student activity fee funds. At the same time, there is an expectation that the Associated Students cover some of the direct costs related to carrying out their initiatives, programs, activities, and events. Since SLE is charged with providing support to the Associated Students, some of their funding goes toward the staffing, programs, and services needed to carry out that work.

OVERVIEW OF SLE MANAGED FUNDS

In addition to the SLE department budget funded through the University's operating budget, SLE manages five funds which derive from ASUSF and AGSUSF student activity fees. The bulk comes through Administration funds which are set as a percentage overhead of the respective ASUSF and AGSUSF operating budgets. SLE also works with students to develop and propose three budgets for approval by the respective ASUSF Senate or GSS Finance Committees: ASUSF Support Services, ASUSF Elections, and AGSUSF Support Services.



SLE Department Budget

The SLE department budget is subject to increases and cuts based on the overall University operating budget. In recent years, there have been slight decreases in budget while business expenses are on the rise, particularly for food, transportation, and marketing. To

accommodate these changes, SLE has reduced leadership program costs particularly related to Magis Emerging Leadership Program and Student Leadership Awards.

SLE DEPARTMENT BUDGET 2014-2017

DESCRIPTION	2014-15	2015-16	2016-17
Revenue	\$5,324	\$3,752	\$1,751
Salary & Benefits	\$245,175	\$218,291	\$253,759
Student Staff Salary & Benefits	\$19,026	\$20,568	\$12,191
General Operating	\$45,918	\$37,348	\$39,538

ASUSF & AGSUSF Administration Budgets

In 2010 and earlier, SLE salary and operating expenses directly related to the support of ASUSF were reviewed through the annual budgeting process by the ASUSF Finance Committee. However, the Finance Committee had very little influence on those costs, particularly for professional and student staff salaries. Through discussions with ASUSF Senate, it was determined that the Administration budget would be automatically set as 35% of the overall ASUSF budget each year.

In 2014-15, in their third fiscal year, GSS established a similar method of allocating administrative costs but at a lower rate of 15% to start. In spring 2016, GSS approved a plan to increase by 5% each year until reaching 35% in FY20.

ASUSF ADMINISTRATION BUDGET 2014-2017

DESCRIPTION	2014-15	2015-16	2016-17
Revenue	\$0	\$0	\$136
Salary & Benefits	\$283,809	\$299,561	\$306,410
Student Staff Salary & Benefits	\$98,425	\$113,144	\$110,283
General Operating	\$31,876	\$28,324	\$33,862
CARRY FORWARD BALANCE	\$20,521	\$11,408	\$3,020

AGSUSF ADMINISTRATION BUDGET 2014-2017

DESCRIPTION	2014-15	2015-16	2016-17
Revenue	\$0	\$0	\$0
Salary & Benefits	\$0	\$0	\$0
Student Staff Salary & Benefits	\$15,646	\$1,822	\$7,655
General Operating	\$0	\$0	\$2,150
CARRY FORWARD BALANCE	\$2,812	\$22,856	\$45,060

ASUSF & AGSUSF Support/Election Budgets

The costs in the ASUSF Support and Elections budgets fluctuate from year to year based on funding priorities of ASUSF. The increase in ASUSF Support in FY16 was largely due to moving Senior Class Celebration expenses to this budget, instead of the ASUSF Senate budget. The increase in ASUSF Elections in FY17 was largely due to activities related to the fall 2016 presidential election.

In spring 2016, GSS established a support budget similar to the ASUSF one. It includes the Graduate Student Engagement brochure, five Graduate Student Leadership Awards, Graduate Student Organization Orientation & Presidents' Dinner, and a nominal amount of funding for elections.

ASUSF SUPPORT BUDGET 2014-2017

DESCRIPTION	2014-15	2015-16	2016-17
ASUSF Support	\$24,468	\$35,946	\$34,511
ASUSF Elections	\$2,938	\$4,086	\$9,627
AGSUSF Support	N/A	N/A	\$9,560

ANALYSIS BY EXPENSE TYPE

Though SLE has tried to clarify which budgets cover different programs, most expense types cross budget lines.

Revenue

Although the Vendor Program originally managed by DSA was transitioned out of the department long ago, there remains one contract with Commencement Flowers to provide flowers at all commencement ceremonies. While these funds can then support the SLE operating budget for leadership programs, the fluctuation in revenue from a single source makes it difficult to count on the funding.

In fall 2017, SLE added a nominal \$30 program fee for the Magis Emerging Leadership Program (with partial and full scholarships offered). This was primarily intended to be a commitment fee and it was successful in reducing cancellations, but it also allowed SLE to purchase long sleeve t-shirts and pins to build identity for the program.

Salary & Benefits

Recent changes to structure and funding source are not yet reflected in these budget figures. Fluctuations are related to staff transitions, particularly the ADLP hire after 6 month vacancy in 2015-16, and annual merit increases. The anticipated changes in funding sources for professional staff salaries are intended to better align each position with their responsibilities. Also, the past budgets still reflect the salary for the Assistant Director for Orientation Programs, which will be removed from the SLE budget in FY18.

Professional Staff Funding Breakdown

Position	FY17 Funding Breakdown	FY18 Funding Breakdown
Director	SLE 6.22%, ASUSF 93.78%	SLE 55%, ASUSF 40%, AGSUSF 5%
Associate Director	ASUSF 95.23%, SLE 4.77%	ASUSF 90%, SLE 10%
AD Student Organizations	ASUSF 100%	ASUSF 90%, AGSUSF 10%
AD Leadership Development	SLE 100%	SLE 100%
AD Student Government	SLE 100%	ASUSF 80%, AGSUSF 20%

Student Staff Salary & Benefits

SLE employs undergraduate students as Peer Advisors, Accounting Assistants, Marketing Assistants, Photography Assistants, and Student Assistants. Almost all of these costs are covered through the ASUSF Administration budget, which shows the impact of the increasing minimum wage in San Francisco. Meanwhile, the decrease of student staff cost in other budgets reflect the shift of a graduate intern to the central Student Affairs Internship Program budget outside of SLE in FY17.

Operating Budget

The operating budgets cover supplies, printing, marketing, software/equipment, staff development, and programs.

SLE Program Funding Breakdown

Program	Funding Source	Approximate Budget
Involvement Fairs	ASUSF Admin	\$14,150
Foundations (Student Leader Training)	ASUSF Support	\$5,300
Dons Elections	ASUSF Elections, AGSUSF Support	\$4,150
Student Leadership Conference	ASUSF Admin (changing to ASUSF Support in FY18)	\$8,135
Magis Emerging Leadership Program	SLE	\$8,000
Leadership Development Workshops	SLE	\$2,000
Student Organization Orientation & Workshops (undergraduate)	ASUSF Support	\$2,900
Student Organization Orientation & Presidents Dinner (graduate)	AGSUSF Support	\$1,200
Student Organization Advisor Program	ASUSF Admin	\$775
Student Leadership Awards	SLE	\$3,850
Senior Class Celebrations	ASUSF Support	\$12,490

CHANGES TO ALLOCATION OF RESOURCES

Changes to normal operating costs, including anticipated increases in minimum wage and catering, are already factored into budgets.

Existing Resources

SLE has already planned several changes to re-allocate existing resources in FY18:

- **Professional Staff Salary:** first-time allocation of partial staffing costs to AGSUSF Administration budget
- **Student Leadership Conference:** moved from ASUSF Administration to ASUSF Support
- **Magis Emerging Leadership Program:** expansion to year-long program with reduction in cohort size (from 27 students to 20 students)

This re-allocation and the planned increases to ASUSF and AGSUSF Administration budgets should allow for the following changes as well:

- **Professional Staff Salary:** addition of new Coordinator for Student Involvement
- **Department Marketing:** printing a department brochure intended to be used for at least two years
- **OrgSync:** annual increase in price as we transition to the new Engage software platform

New Resources

The following changes are dependent on finding support and funding:

- **Magis Emerging Leadership Program:** \$6,600 for addition of a cohort for 20 sophomores to enter the Magis community
 - SLE proposes the Division of Student Life take over costs and logistical sponsorship of Student Leadership Awards to strengthen connection as a divisional program (\$3,850) while SLE, through ASUSF Administration funding, provides support for the Student Leader Launch
 - SLE would eliminate funding for leadership development workshops (\$2,000) and instead fund through ASUSF or AGSUSF Administration depending on audience served
- **Leadership Course:** development and implementation, costs unknown
 - Initial development aimed towards undergraduate student leaders in the Foundations program would tie the funding to ASUSF Support, which is subject to approval by ASUSF Finance Committee and Senate
- **Student Engagement App:** estimated \$15,000 for introduction of student engagement mobile app
 - Alternatives are still being explored, such as USF Mobile app or the incoming student class Facebook platform (Schools App), but the current barrier is staff time to monitor

ASSESSMENT

SLE is committed to continuous evaluation and improvement in all programs and services.

In fact, SLE programs change and improve year to year, even as we seek to build campus traditions and signature events. Working closely with active, diverse student leaders committed to social justice who are passionate about student issues and organizations requires SLE to focus on developing inclusive excellence in all that we do. This change process can make it difficult to implement assessments which measure our success, but it has not stopped SLE staff from building programs and services based on leadership development theory, response to student and university needs, and best practices.

PROGRAM EVALUATIONS

As mentioned above, SLE evaluates each program area, typically through feedback from student participants and lead staff, and makes changes or improvements based on that feedback. However, our formal program reports and connections between learning outcomes and assessment are inconsistent. Many of our results as outlined below are based on students served, with just a few programs assessed on intended outcomes.

STUDENTS SERVED

SLE serves students in a wide variety of ways. We strive to reach students broadly with involvement and leadership opportunities and at campus events while engaging them deeply through our leadership programs. Similarly, we provide training, advising, and services for leaders of student organizations who in turn impact their membership.

Student Involvement

The broad outreach to all students regarding involvement and leadership opportunities is focused on visibility and awareness.

- **The Phoenix E-newsletter:** 6441 undergraduate students + 449 opt-in faculty/staff, 6890 total recipients with an average open rate of approximately 50% (compared to USF average email open rate of 33%)
- **The Graduate Phoenix E-newsletter:** 3193 graduate students + 449 opt-in faculty/staff, 3642 total recipients with an average open rate of approximately 50% (compared to USF average email open rate of 33%)

- **Social Media:** Facebook (1913 likes), Twitter (778 followers), Instagram (1050 followers), Snapchat (683 followers)
- **OrgFynder:** 195 new undergraduate students completed an online survey
- **SLE Involvement Fairs:** approximately 115 student organizations and 20 campus departments participate at each fair, drawing 1300+ students in fall and 550+ students in spring
- **Create Your USF Story Workshops:** 58 new undergraduate students participated at two workshop sessions on involvement held during NSO in August 2017
- **Graduate Student Engagement Brochure:** 2648 mailed directly to graduate students and 800+ distributed at graduate student orientations and events (total 3750 print)
- **Voter Registration Drive:** through a new collaboration with McCarthy Center, we registered 529 new students during NSO in August 2017

Student Organizations

In 2016-17, SLE registered 130 undergraduate student organizations (compared to 120 the year before) with a total involvement of 2886 unique student members. We typically work with about 20 student groups who go through a petitioning and recognition process during the year, allowing for new organizations to be formed based on student interest, and there are typically 5-10 organizations which do not renew. There are currently 123 registered undergraduate and 26 graduate organizations as of November 2017.

In 2015-16, there were 1720 students who performed 28,351 community service hours with their organizations and we anticipate the numbers to be similar for 2016-17. Overall, the membership numbers, community service hours, and attendance at student events (see Campus Life & Student Events section) can be difficult to capture, but even a conservative estimate of involvement shows significant impact through organizations.

- **Student Organization Registration, Orientation & Resources:** two top officers of each registered student organization; 200 students attend the main undergraduate orientation and 44 students attend the main graduate orientation, the rest are scheduled as make-up sessions
- **Student Organization Financial Management & Fundraising:** treasurer and/or fundraising chair plus two top officers and advisor of each organization; SLE manages financial accounts for 25 Funded and 86 other student organizations, 29 online payment portals, 4 declining balance card accounts, and approves 235+ fundraising proposals annually

- **Student Organization Advisor Program:** 25 faculty/staff attend the orientation, the rest are reached through email
- **Out of the Box Workshops:** average of 10 undergraduate student organization leaders
- **Student Organization Planner:** 119 undergraduate student organization presidents receive it at orientation
- **Monthly Scoop:** 425 undergraduate student organization officers and advisors receive, 55% open rate
- **Dons Elections:** 60 candidates ran for Resident Hall Council or Freshmen Class Representative positions in Fall 2017, drawing 1009 voters to participate in Fall Elections (eligible voter participation of 35%); the Spring 2017 Election drew 33 candidates for ASUSF Senate and 13 for GSS with 2059 voters (24.87% for undergraduate students and 16.17% for graduate students)
- **Student Government:** ASUSF Senate with 5 executives and 12 representatives passed 12 resolutions and Graduate Student Senate with 5 executives and 9 representatives passed 3 resolutions in 2016-17
- **Greek New Member Recruitment:** 150 women received bids through Panhellenic Primary Recruitment, and 29 men were also recruited to Greek organizations in Fall 2017
- **Greek Life:** 566 undergraduate students (96 men, 470 women) participated in spring 2017; 524 undergraduate students (69 men, 455 women) are active in fall 2017

Leadership Development

SLE serves the following students through structured leadership programs:

- **Student Leadership Conference:** 367 total attendees including 132 undergraduate student organization leaders, 157 Greek new members, and 39 program presenters (who presented 22 sessions)
- **Magis Emerging Leadership Program:** 20 undergraduate freshmen selected from 46 applicants with 4 undergraduate mentors
- **Leading Out Loud Workshop Series:** 55 undergraduate student participants over 9 week series, average of 6 students at each workshop
- **7 Habits of Highly Successful Leaders Workshop Series:** 50 undergraduate student participants over 9 week series, average of 6 students at each workshop
- **Foundations Student Leader Training:** 75 officers/staff of ASUSF Funded Accounts and SLE for three day training in August, one day in January, and half day

in May; January 2017 morning session was opened to the campus community with 148 students attending and approximately 25 faculty/staff

- **Greek Leadership Institute:** 300 undergraduate Greek members
- **Student Leadership Awards:** 200 nominations and 170 applications received for 30 undergraduate and graduate awards, with 150 attendees at the reception and ceremony

Campus Life & Student Events

SLE has previously partnered with Athletics to track attendance at games and a variety of campus events, using prize incentives to encourage attendance; however, this Student Rewards Program has been on hold for the past two years due to technical and other difficulties. We still have cardswipe data from key student events, usually implemented only when verification of current student status is needed.

The annual events supported by SLE include:

- **Senior Class Celebration:** 200 graduating undergraduate students in December and 600 in May
- **New Graduate Student Meet & Greet:** 201 new graduate students and 82 guests, total 283 attendees in August 2017
- **New Student Orientation:** approximately 1500 new students and their families at New Student Convocation and 1000 new students at NSO Kick-Off with GO Team and New Student Dance

SLE also provides support to student organizations planning large campus events, particularly those which receive ASUSF or AGSUSF funding. This advisory support gives an opportunity for SLE to positively impact the experience of student event planners as well as the students who attend, helping to maintain a vibrant campus life at USF. The signature events include:

- CAB Dons Night Out (1000 undergraduate students)
- CAB Kick Off Week (450 undergraduate students)
- CAB Late Nights (50-70 at bi-monthly programs)
- Greek Council Meet the Greeks (350+ undergraduate students)
- CAB Fright Night (600 undergraduate students)
- ASUSF Fall & Spring Summits (200 undergraduate student organization leaders)
- College Players Rocky Horror Picture Show (450 students)
- Greek Council Greeksgiving (200 undergraduate Greek members)

- USFtv Campus MovieFest (380 participants, 220 audience)
- International Student Association Culturescape (80 performers, 300 audience)
- CAB Donaroo DJ Competition (150 undergraduate students)
- Latinas Unidas Las Nohecitas (100 people)
- Black Student Union Black Cultural Dinner (400+ people)
- Hawaiian Ensemble Ho'ike (250 people)
- College Players Spring Musical (700 people)
- CAB Donaroo Concert (1000 undergraduate students, 60 volunteers)
- Latinas Unidas Dia de la Mujer (130 people)
- Kasamahan Barrio Fiesta (900 people)
- Hui O Hawai'i Lu'au (220+ people)
- Tri Gamma Fashion Show (325+ people)
- CAB USF's Got Talent (60 people)
- Psi Chi Human Behavioral Research Conference (60+ people)
- Relay For Life (29 teams, 350 people)
- Greek Week (500+ people, mostly Greek members)
- Voices Aca-West A Cappella Festival (60 people)
- CAB Carnival (500 students)
- Graduate Student Summit (60 graduate students)
- MASTERing the Job Search (66 graduate students)
- Graduate Student Academic Showcase (80+ graduate students)
- African Student Association Culture Show (250+ people)

ACHIEVEMENT OF GOALS AND OUTCOMES

As shared earlier, SLE did not use departmental learning goals and outcomes for several years. The areas which reported on achievement of outcomes include the Foundations Student Employment Program, Student Leadership Conference, Magis Emerging Leadership Program, and Greek Life.

Foundations Student Employment Program

For the 2016-17 academic year, hourly paid officers/staff of ASUSF Funded Accounts and SLE completed self-appraisals to help them reflect upon the competencies they developed through work in their positions. Advisors/supervisors also conducted performance appraisal evaluations of each student, however, the self-appraisal is better aligned towards outcomes.

Outcome 1: Customer Service

- 77% reported being advanced or accomplished in customer engagement
- 77% reported being advanced or accomplished in customer satisfaction

Outcome 2: Responsibility

- 80% reported being advanced or accomplished in accountability
- 71% reported being advanced or accomplished in accuracy
- 86% reported being advanced or accomplished in job knowledge

Outcome 3: Autonomy

- 79% reported being advanced or accomplished in decision making and problem solving skills
- 67% reported being advanced or accomplished in personal management

Outcome 4: Collaboration

- 77% reported being advanced or accomplished in communication
- 74% reported being advanced or accomplished in participation
- 91% reported being advanced or accomplished in valuing difference

Outcome 5: Leadership Development

- 86% reported being advanced or accomplished in self-confidence
- 71% reported being advanced or accomplished in risk taking
- 71% reported being advanced or accomplished in goal setting

Student Leadership Conference

The theme of the 2016 Student Leadership Conference was “The Lens of Leadership” which could be broken down into three concepts: Lenses, Filters, and Focus. These three concepts served as the foundation for the workshops and sessions that were offered between the keynote speaker and student speaker panel. Participants were surveyed after the conference with the following results:

Outcome 1: Participants will examine and reconsider their understanding of leadership

- 92% Agreed or Strongly Agreed: “I have a better understanding of how lenses, filters, and focus influence my own and others’ understanding of leadership”

Outcome 2: Participants will meet and engage with people they were not familiar or acquainted with prior to the conference experience

- 76% Agreed or Strongly Agreed: “I met new people at this conference that I hope to work/collaborate with in the future”

Outcome 3: Participants will have a better understanding of themselves and their capacities to be leaders

- 88% Agreed or Strongly Agreed: “I have a better understanding of myself and my capacity to be a leader”

Outcome 4: Participants will be more confident in their ability to lead themselves and others

- 87% Agreed or Strongly Agreed: “I am more confident in my ability to lead myself and others”

Outcome 5: Participants will feel more motivated to be engaged and active

- 91% Agreed or Strongly Agreed: “I feel more motivated to be engaged and active”

Outcome 6: Participants will see greater value in other leadership styles

- 96% Agreed or Strongly Agreed: “I see greater value in other leadership styles”

Magis Emerging Leadership Program

Through qualitative assessment, it is abundantly clear that the majority of participants readily identified multiple areas of growth in their understanding of leadership and their own styles of leadership. This is most readily attributed to the following workshops and simulations (as identified by participants): True Colors, Social Justice and Leadership, and Life Mapping.

Participants overwhelmingly responded to their understanding of leadership as far more complex than their conception of it prior to engaging in the program. Participants shared that they see a variety of leadership styles, personality styles, and recognized that their own narrative plays an important role in how they lead today.

When asked to share their understanding of the Social Change Model and of the Jesuit Values, participants were able to share core elements to each, but struggled with articulating the correct words that are associated to each. This is an area of improvement for the program.

Greek Life

The only student population tracked beyond their direct involvement in an SLE program is Greek Life students. SLE collaborated with the Center for Institutional Planning and Effectiveness (CIPE) to pilot a process of tagging Greek members to track retention and GPA.

Outcome 1: Through the fraternity and sorority experience, students will realize a greater understanding of their responsibility to serve others

- Annually, through a variety of philanthropic and community service events, the groups raise thousands of dollars for charity and complete over 15,000 hours of direct service to the city and its residents

Outcome 2: Through relationship building in single-sex organizations, students will gain a healthy understanding and affirmation of their identity.

- Although the community was not assessed regarding individual identity development, the diversity of the community speaks toward how individuals impact the Greek experience at USF including 154 first generation students (27%) and 338 students of color (60%)

Beyond the outcomes listed above, it is expected that the overall student development will be fostered by fraternity/sorority involvement through self-authorship, cognitive development, moral development, affiliation and retention, and student satisfaction.

GUIDE FOR THE FUTURE

Plans for the future start with reflection and analysis of SLE's current strengths, challenges, opportunities, and threats.

The analysis offered below is based primarily on feedback and observations of SLE staff. SLE has implemented significant changes in the past year, and we look forward to seeing whether the external review process uncovers new or changed perspectives.

DEPARTMENT STRENGTHS

Overall, one of the greatest strengths of SLE is our student-centered approach to the work that we do. This is reflective of an intentional process to hire and support highly qualified staff who share a commitment to our institutional and department values and goals. Staff have identified these strengths related to our programs and services:

- **Leadership development** is offered and supported through many different types of opportunities
- **Involvement opportunities** are marketed widely and have had positive impact particularly for student organizations and student events
- Outreach to and **support for graduate students** is quickly growing and has been integrated into SLE staff responsibilities and program areas
- SLE models and creates intentional opportunities for **team building and collaboration**
- SLE is seen as a **resource** for departments, organizations, and individuals particularly around issues related to student organizations and student events
- SLE staff (professional, graduate intern, and undergraduate student) create and maintain strong **interpersonal relationships** with each other, with colleagues in other areas, and with students served

DEPARTMENT CHALLENGES

Through past retreats, SLE staff have identified the following challenges:

- SLE connection to New Student Orientation and impact on department structure and goals (addressed through 2017 re-structure)
- SLE department branding, including differentiation between ASUSF, AGSUSF, Student Engagement, and Division of Student Life

- SLE department image, including perceptions of SLE as policy-driven and transactional, even as staff advocate for student groups and help them to navigate policies
- Strategic planning process which deepens the interconnectivity of all program areas and focuses on long term goals, with consistent follow up on progress toward those goals
- Mapping of learning goals/outcomes to programs and services, including a stronger visualization of SLE impact on student success
- Recruitment and retention of diverse, highly qualified staff at current salary levels, given the rising cost of living in the San Francisco Bay Area
- Consistent and effective on-boarding, training, development, supervision, and mentoring of SLE graduate interns
- Functionality of open workspace environment, particularly with lack of private meeting spaces available

The separation of New Student Orientation from SLE in 2017, along with discussions related to the internal self-study, helped SLE to clarify mission, vision, goals, and outcomes.

OPPORTUNITIES & THREATS FOR FUTURE GROWTH

Broader environmental changes outside of SLE help to shape the opportunities and threats for the department's future direction and growth.

University Leadership

Changes in leadership in recent years, including a new University President (October 2014), Provost (February 2016), Vice Provost of Student Life (July 2016), and Assistant Vice Provost for Student Engagement (November 2017) present both opportunities and challenges for the future direction of SLE. After a hiatus from divisional learning outcomes (seven years) and program reviews (five years), Student Life has re-structured and hired new leadership for several key areas. While there are still questions about how the division will move forward with a unified approach to supporting student success, SLE is well-positioned to contribute.

Student Engagement Unit

Student Engagement is one of those areas ripe with possibility as we welcome a new AVP, re-structure and add staff, and consider our shared commitment to developing and supporting an increasingly diverse student community with complex needs. Our location

on the University Center fourth floor helps to bring this area together, and yet there are still many areas where we can improve collaboration.

University Policy and Compliance

In the past few years, the University has created many new policies and procedures around risk/liability, legal review, tax/audit, business services, use of space, branding and communications, fundraising, ticketing, travel, student employment and compensation, and more. The University expects SLE to inform student organizations about new policies and ensure their compliance. It can be difficult to serve this role while also advising students on how to advocate for their needs. At the same time, the University has a commitment to leadership development, engaged learning, global perspective, service, and the San Francisco advantage. As students pursue their passions through organizations and co-curricular activities, they will continue to push the limits of policies which were created without those activities in mind.

Should a student need to sign a waiver before participating in a protest downtown? Should hourly wage be the only form of monetary compensation available to students for leadership roles? Should a cultural organization be required to use Bon Appetit catering when they feel the food does not represent the culture they are trying to share at a campus event? Should a student be blocked from attending an international forum in another country when invited as a representative of a student organization? SLE is challenged with helping students navigate questions like these.

ASUSF and AGSUSF Funding

As stated in the Budget and Expenditures section, SLE manages Administration budgets based on a percentage of the ASUSF and AGSUSF budgets. This area presents the greatest financial opportunity for SLE expansion. Both ASUSF and AGSUSF recently voted for incremental increases to the respective student activity fee, and AGSUSF is simultaneously increasing the percentage rate to match ASUSF. The projected increase will enable SLE to strengthen staffing and other support for ASUSF and AGSUSF.

PROJECTED ACTIVITY FEE & ADMINISTRATION INCREASES 2017-2021

DESCRIPTION	2017-18	2018-19	2019-20	2020-21
ASUSF Student Activity Fee	\$105/sem	\$113/sem	\$121/sem	\$121/sem
ASUSF Administration Budget	\$458,920	\$494,561	\$530,205	\$530,205
AGSUSF Student Activity Fee	\$25/sem	\$30/sem	\$35/sem	\$40/sem
AGSUSF Administration Budget	\$40,000	\$57,600	\$78,400	\$89,600

PLANS FOR THE FUTURE

What are our next steps?

Based on the changing landscape of USF and the needs of our students, SLE has many objectives for the future. We hope the external review process will help us to determine the priority and depth/scope of growth objectives in consideration of our existing staffing, programs and services, and resources.

DEPARTMENT STAFF

Although SLE just re-structured in June 2017, there are three opportunities to consider further improvements to staffing: 1) vacancy of Assistant Director for Student Government position; 2) anticipated funding available to add a new Coordinator position; and 3) anticipated hire of new Student Life Program Assistant serving the UC 4th Floor.

Based on findings of our internal self-study, we intend to:

- Conduct a national search for Assistant Director for Student Government in spring 2017, with no changes to the job description
- Structure a new staff position, Coordinator for Student Involvement, which will report to the Assistant Director for Student Organizations and be focused on marketing outreach and involvement programs named in this area
- Eliminate the Graduate Intern for Marketing position, with duties absorbed into the new Coordinator position
- Reduce the time of the Director's work on student involvement marketing outreach and programs to focus on the strategic collaborations and initiatives named in all areas
- Contribute to a stronger Student Engagement team and increase efficiencies by having the Student Life Program Assistant coordinate all operational functions of the UC 4th Floor

FACILITIES AND RESOURCES

Whether working in collaboration with the broader Student Engagement team or focusing on the areas specific to SLE, these are the priorities to address space needs and the expansion of leadership programs:

- Maximize and find shared work spaces for SLE student staff
- Maximize use of private meeting space

- Increase storage and work space available for student organizations
- Improve security for open desk area on east side of University Center 4th Floor
- Explore possibilities for budget increase, grants, and/or donations to support SLE leadership programs

PROFESSIONAL DEVELOPMENT

Inspiring staff towards continuous improvement goes hand in hand with providing opportunities and resources for their professional development, which are offered through the University as well as professional associations. SLE's current priorities are promoting development opportunities which help staff to:

- Increase knowledge and understanding of needs of target populations including transfer students, undocumented students, international students, military veteran students, transgender and gender non-conforming students, and first generation students
- Improve cultural competency and conscious communications skills
- Increase knowledge of leadership development and student engagement theoretical frameworks, best practices, and trends in the field
- Share professional successes
- Engage in networking opportunities with other student affairs professionals

PROGRAMS AND SERVICES

SLE will continue to build upon the strength of existing programs and services. The objectives for improving or expanding each area are:

Student Involvement

- Clarify SLE's identity and its connection to ASUSF, AGSUSF, Student Engagement, and Division of Student Life
- Clarify SLE's role with supporting branch campus students
- Increase outreach to and engagement of students through social media (and explore possibilities of launching a student engagement app)
- Improve outreach to target student populations including transfer students, international students, and first-year students identified as being at risk of leaving USF due to difficulties making social connections

- Strengthen connection to involvement opportunities offered through other departments including Recreational Sports and University Ministry
- Increase voter registration and participation in student elections and local/national elections

Student Organizations

- Increase education and support for Greek Life and organizations with new member process
- Increase and formalize advisory support for ASUSF Funded Accounts advised outside of Student Engagement: College Players, Foghorn, Graphics Center, USFtv, and Voices
- Update student organization policies to provide clear justification, rationale, and examples
- Transition OrgSync to the new Engage software platform, and/or explore alternate student organization management systems
- Facilitate greater connection between University leadership and students
- Continue/expand collaboration with the Cultural Centers and Dean of Students office to improve support and resources for student activism and advocacy
- Continue/expand collaboration with Career Services Center to strengthen the connection of student organization leadership roles to the benefits of internships and to support student organization career-oriented events
- Collaborate with Recreational Sports to align recognition processes and support for sport clubs with registered student organizations
- Collaborate with Events Management and Guest Services to engage ASUSF Senate and Graduate Student Senate in addressing student concerns regarding affordable dining options and catering for student events
- Collaborate with the Tax/Audit office, Accounting and Business Services, and Development to explore more fundraising options for student organizations

Leadership Development

- Develop and implement a leadership course with academic credit, offered in multiple sections taught by SLE staff, with required enrollment for officers/staff of ASUSF Funded Account (with potential for expansion in student participants and connection to academic certificate or minor in future)
- Expand the Magis Emerging Leadership Program with a cohort for sophomore students and strengthen the continued involvement of program alumni

- Develop a learning assessment tool based on SLE learning goals and outcomes
- Develop stronger and better articulated integration of Jesuit identity, civic engagement, and social justice in leadership trainings and programs
- Integrate tangible recognition and benefits for involvement and leadership experiences
- Continue to build a stronger identity of Student Leadership Awards as a divisional program with support from all Student Life departments
- Continue/strengthen leadership development training for Graduate Student Senate and explore expansion to include other graduate students
- Continue/expand collaboration with Cultural Centers to improve training for student leaders to build a more inclusive community (e.g. cultural competency, dialogue skills, strategic questioning)
- Collaborate with Career Services Center to explicitly map student leadership and co-curricular experiences to post-graduation career skills
- Collaborate with Student Housing and Residential Education to strengthen connection of leadership programs to the residential education curriculum

Campus Life & Student Events

- Create stronger connection of San Francisco to the USF experience
- Strengthen and formalize support of prospective, admitted, and new student outreach and events, in collaboration with Admission and Orientation Programs
- Strengthen cross-promotion of Athletic home games and student events as part of campus life
- Explore a possible collaboration with the Graduation Center in planning and implementation of Commencement ceremonies
- Strengthen collaboration with Alumni Relations for student engagement events, particularly for graduating seniors