

Center for Leadership & Community Engagement

S&A Annual Financial Report Questionnaire

- 1. Please provide an explanation of how the program plans to spend the budget in each line item of the Annual Financial Report. Items that are vague, such as "contract services" should be clearly explained. Please include an explanation of increases or decreases from the previous year's expenses.**

Through various programs, workshops and resources, the CLCE provides CWU students with the opportunity to make a positive impact within their communities. From short-term volunteering to intense capstone service programs, individuals are encouraged to use their discipline-specific knowledge in order to address community-based social, political and environmental economic justice issues. Through utilizing an automotive data collecting process and qualitative assessment tool, the CLCE evaluates the various level of student engagement within the program and identify the learning and development outcomes of each program. The highest priority for our office is aligning with the goals of the Division of Student Success and providing administrative support and guidance to the students in which we serve. The expenses decreased from the previous year due to limited staff travel costs to professional development conferences.

- 2. What was your fund balance at the end of the year? If positive or negative, please provide a detail explanation.**

The CLCE fund balance at the end of FY19 was \$12,415. This positive year-end balance reflects an intentional carry forward from revenue regenerated from the Experience Leadership Project (ELP) over the past 10 years. These resources were carried forward to sustain operational costs in anticipation of program related expenses and student minimum wage increases, as well as our base funding allocation.

- 3. Have alternative (non-S&A Fee) funding sources been pursued to the fullest possible extent? If yes, please elaborate. Please list all funding received for this program and the source(s) of the funding.**

Yes. \$2,500 was received from US Bank as a sponsorship for the Cross-Cultural Leadership Program (CCLP). CCLP is a yearlong leadership educational program that promotes students exploring the relationship between culture and leadership and how culture affects leadership. Through this program students have the opportunity to immerse themselves in a different culture during the spring immersion project, where they gain an understanding of different cultures through the experiences and stories of our guest speakers. In addition to the US Bank sponsor, approximately \$3,500 was raised by the students through an apple pie and Krispy Kreme donut fund raiser, as well as a silent auction dinner.

- 4. Are there any long-term obligations or contracts associated with this funding request?**

No.

5. Does your program provide employment opportunities for students? Please explain the nature of student employment within your unit, including total FTE and number of students employed.

Yes. The CLCE provided 16 employment opportunities for student in FY19. The following positions and opportunities were available: Student Office Assistant, Student Graphic Designer, Community Program Leader, Student Writer, and Leadership Program Leader. Each student was allotted up to 19 hours per week throughout the academic year. Furthermore, 10 student team leaders were hired in September for approximately 80 hours over two weeks to help facilitate the Experience Leadership Project (ELP).

6. How many students utilize the services and activities provided by your program? Describe how statistics are obtained and provide demographics as applicable.

During FY19, approximately 2,000 participated in CLCE services, activities, programs, and events. These statistics were obtained through an internal project management software which hosts all student volunteer opportunities; the Wildcat Career Network which collects workshop student participation information; Wildcat Tickets for Leadership Conference student registrations; and onsite sign in sheets present at each event and program.

7. How do you assess the effectiveness of the services and activities you provide to students? Is student input collected and used in this process?

The CLCE conducts surveys, focus groups, SWOT analyses, and self-authorship reflections for students to provide feedback on their experience, which revolve around Student Learning Outcomes. This allows for our office to be able to assess what knowledge, skills, or abilities students attained as a result of participating in our event, activity, or programs. Additionally, the CLCE implements the assessment cycle into our processes prior to our programs to ensure intentionality service and activities are delivered and their alignment with the CWU Division of Student Success' missions, visions, and values. It is imperative that our work – from planning to implementation, from data collection to reporting, all reflect the goals of the institution and division.

8. Does your program have an advisory committee? If so, in what capacity is it involved in your budgeting process?

No.

9. What would be the impact to students if this program's funding were increased by 15-20%?

If the CLCE received a funding increase by 15-20% we would be able to offer additional student employment opportunities and increase service and volunteer opportunities to all CWU students within Washington State, especially CWU students who reside at the Westside Center campus in Lynnwood, Des Moines, and Pierce.

The CLCE currently has over 70 Memorandum of Understandings (MOU's) with organizations, companies, and institutions such as Kittitas Valley Hospital, American Red Cross, Ellensburg Downtown Association, Habitat for Humanity, and the Yakima Humane Society. Every student who volunteers through our office signs a liability waiver, receives training on the responsibilities of volunteering, and has their service hours verified for their leadership transcript and academic requirements. Our desire is

to encourage more of our academic colleagues and departments who participate in civic engagement and service learning activities, to utilize our services.

Majority of the MOU agreements and community partnerships are with Ellensburg and Kittitas County organizations. The ability to establish additional MOU's and develop partnership with organizations across the state will allow for all CWU students that opportunity to gain academic and career relevant experience, as well as support the betterment of their communities.

What would be the impact to students if this program's funding were decreased by 15-20%?

If the CLCE's funding were to decrease by 15-20% programs such as the Experience Leadership Project (ELP) would be in jeopardy of being compromised due to its it costs to the center. ELP (ELP), a three-day leadership retreat in the Cascade Mountains. With over 120 incoming first-year and first-year transfer students participating, the Experience Leadership Project provides new students a chance to develop a support network with CWU students, faculty, and staff; improve leadership skills; and increase awareness of the resources available at CWU. Through team building activities, interactive workshops, the memorable night hike, outdoor activities such as hiking, the challenge course or white-water rafting, participants are prepared to jump into life at Central.

ELP is grounded on three core student development theories: first, Astin's theory of involvement (Astin, 1984); second, Tinto's theory of integration (Tinto, 1987); and lastly, Sanford's theory of challenge and support (Sanford, 1966). Each of these theories suggests a student's experience will be most efficacious and successful when the institution understands, engages, and supports individualized needs and interests. While ELP focuses on leadership learning, it has been proven to effectively serve as a college transition and bridge program. The goal of this program is involve and integrate students into the university and facilitate their personal growth through challenging, yet supportive, learning activities.

10. What are your program goals or learning/operational objectives? How are you assessing the effectiveness of your program in achieving those targets?

The learning and operational objectives for the CLCE are that students 1. Participate in civic and community engagement opportunities to development a sense of belonging and connectedness to the CWU campus and Ellensburg community; 2. Identify their leadership styles and strengths through assessments, workshops, seminars and trainings; 3. Enhance an awareness and commitment toward effective citizenship and social responsibility; 4. Utilize their talents, skills, and critical thinking to have positive impacts throughout the community and work in teams to complete tasks; and 5. Development effective interpersonal communication and professional networking skills. Through employing a specific assessment and evaluation plan for each service and activity is how we determine if our program is achieving these targets.

Also, in collaboration with the CWU Office of Institution Effectiveness, the retention rates, as well as the class and academic standing for student participants will be gathered accordingly, comparing various demographics to measure the program's effectiveness. Our community engagement programming is rooted in theories that suggests that student involvement in community service-learning programs provide powerful experiences that foster students' leadership development (Dugan & Komives, 2010;

Eyler & Giles, 1999; Vogelgesang & Astin, 2000). Additionally, the social change model approaches leadership as a “purposeful”, collaborative, values-based process that results in positive social change” (Komives, Wagner, & Associates, 2009, p. xii).