UNIVERSITY STUDENT UNION, INC.
2011-2012 STRATEGIC PRIORITIES REPORT

- **SA Priority 1: -** Business, Operational Practices, and Facilities: Grounded in the philosophy of continuous quality improvement and guided by assessment data Student Affairs units will offer programs, services, and facilities that are student/client centered, effective and efficient, collaborative in nature, and responsive to organizational and legal constraints.
  - **Dept. Goal 1.1: -** Support the design, development and construction of the Student Recreation Center project that will promote wellness and enhance student life on campus.
    - **Strategy 1.1.1: -** Oversee the construction of the Student Recreation Center and keep project on schedule.
      - **Outcome 1.1.1: -** The Student Recreation Center will be open for campus use by January 2012.
        - **Assessment 1.1.1: -** Review the construction project schedule on a monthly basis and compare the critical path dates against the contractor's project schedule dates.
          - *Projects*
            - Construction Project Comparison (2011-2012)
              - **Methodology**
                USU staff met weekly for the duration of the project to track progress.
              - **Results/Findings**
                Project is substantially complete and was opened to the campus on January 26, 2012.
              - **Actions Taken**
                Some punch list items remain outstanding but are scheduled for completion in a reasonable timeframe.
    - **Strategy 1.1.2: -** Oversee construction of the Student Recreation Center and manage expenses and change orders in order to operate within projected costs.
      - **Outcome 1.1.2: -** The Student Recreation Center project will operate within the approved projected budget.

- **Assessment 1.1.2: -** Review construction expenses (including contingency) on a monthly basis against the projected cash flow and overall project budget.
  - *Projects*
    - Construction Expense Review (2011-2012)
      - **Methodology**
        The USU staff met monthly with Facilities Planning Design & Construction (FPDC) staff to review expenditures in the context of the existing budget.
      - **Results/Findings**
        Project is complete within allocated budget.
      - **Actions Taken**
        Construction expenditures are 99% complete. Some Group II expenditures are still in progress, however the dollar amount in the context of the entire construction project is negligible. Approximately $2 million will be returned to the USU's revenue fund.

- **Dept. Goal 1.2: -** Provide and continually review student union programs, services and retail offerings in order to meet the needs of the student campus community and identify potential changes and enhancements.
  - **Strategy 1.2.1: -** Create the design and construction documents and bid package for the development of the Student Recreation Center artificial turf field.
    - **Outcome 1.2.1: -** Bids for the Student Recreation Center artificial turf field will be received by June 30, 2012.
      - **Assessment 1.2.1: -** Review the design development, construction document and bid schedule against projected critical path and completion dates.
        - *Projects*
          - Turf Field Review (2011-2012)
            - **Methodology**
              USU staff met with LPA (field architect) and Facilities Planning Design & Construction (FPDC) staff

as needed to ensure project design stayed on schedule.

- **Results/Findings**
  Field project is on schedule.

- **Actions Taken**
  Field project was put to public bid in June 2012 with a projected completion date in February 2013.

- **SA Priority 2 -** Enrollment Management, Retention, and Advocacy: Affirming our belief that each student admitted to Cal State Northridge has the potential and the full opportunity to succeed and guided by assessment data Student Affairs units will offer programs, services, and facilities that build a relationship between the student and the university, enhance student capacity for academic and personal achievement, and assert student needs and expectations to others who contribute to student persistence to graduation.

  o **Dept. Goal 2.1: -** Provide opportunities for students to participate in wellness, fitness and recreation programs.

    - **Strategy 2.1.1: -** Develop and provide fitness, wellness, open gym and an intramural program for the students of the campus through the Student Recreation Center.

      - **Outcome 2.1.1: -** Students will have access and opportunity to participate in a variety of recreation programs that are offered under by auspices of Student Recreation Center.

        - **Assessment 2.1.1: -** Student opinions and level of satisfaction will be assessed utilizing Student Voice and participation rates will be maintained to establish a baseline for future assessment.

          - *Projects*

            - Student Recreation Center Survey-Spring 2012

              - **Methodology**
                An e-mail newsletter was sent to 18,641 Student Recreation Center (SRC) members on June 26, inviting them to take an SRC satisfaction survey by 11 p.m. on June 29. A $100 Matador Bookstore gift card drawing was advertised as an incentive. As of noon on June 29, the survey was completed by 638 members (response rate 3%).

- **Results/Findings**
  From among the 638 respondents, 89% reported that they were "satisfied" or "very satisfied" with the SRC. Respondents reported that they participated most often in open recreation (38%) and group exercise classes (34%), and least often in Outdoor Adventures trips (1%), Outdoor Adventures equipment rentals (3%), and swim lessons (3%). Towel check-out (55%), locker rentals (39%), and equipment check-out (37%) were the highest used services, and babysitting services (1%), peer nutrition counseling (2%), and ADA accessible equipment (3%) were the least used services. More than half of the respondents did not know that the least used programs and services were available at the SRC. Cardio equipment and free weights were the most frequently used items in the SRC with 47% of the respondents indicating that they use free weights "frequently" or "very frequently," and 59% indicating that they use cardio equipment "frequently" or "very frequently." Respondents' suggestions for improvement included adding more free weights (9), adding more group exercise classes (51), improving the registration process for group exercise classes (3), and free summer membership (8).

- **Actions Taken**
  This survey will be extended by two weeks in order to garner a significant response rate. Findings will be shared with the Management Team, the Board of Directors, and Student Recreation Center staff. The staff will consider ways to continually improve the current offerings and

develop new ideas to serve and reach the students.

- SRC Participation Rates (Spring 2012)
    - **Methodology**
    Utilizing a facility access report from the SRC InnoSoft Fusion recreation management system, staff collected daily-use participation rate averages from January 26 through May 27, 2012.

    - **Results/Findings**
    Total number of student memberships: 18,313 (a capture rate of 53.61%). Intramurals: Total passes sold: 1,381. Group fitness classes offered: 65. Total number of group fitness participations: 14,373. Number of instructional series offered: 6. Total number of instructional series participants: 10. Personal training packages sold: 76. Personal training sessions sold: 622. Number of open recreation boxing participants: 1,984. Plaza pool participations: 974. SRC pool participations: 8,418. Group swim lessons sold: 16. Private swim lessons sold: 18. Group exercise classes offered: 53. Number of basic group exercise classes added by mid-semester: 12. Number of instructional series classes added by mid-semester: 6. Total number of group classes offered: 71.

    - **Actions Taken**
    Collected data will be used as baseline figures for future assessments.

    - **Other Notes**
    Staff utilizes weekly day-use participation rate average reports to monitor facility/program use and helps drive programming and facility decisions.

- **SA Priority 5: -** Student Learning and Development: Student Affairs departments will establish learning outcomes for their programs and services. These outcomes will, when appropriate, complement the outcomes established for General Education and contribute to student achievement of the University outcomes desired for CSUN graduates. Assessment of learning outcomes will occur and the results used to guide program and service planning and budget decisions.
  - o **Common Learning Theme 2: -** Achieving Capacity for Mutually Supportive Relationships.
    - **Common Learning Outcome 5.2.3: -** The student will appropriately use e-technology in communicating with others.
      - **Department Strategy 5.2.3: -** USU student board members, committee chairs, committee members, and student employees will take an E-mail Etiquette self tutorial online program.
        - **Department Learning Outcome 5.2.3: -** USU student board members, committee chairs, committee members, and student employees will know how to appropriately use e-technology in communicating with others and 90% of participants will score at least 80% on the annual knowledge assessment.
          - **Assessment Plan 5.2.3 (2011-2012): -** USU student board members, committee chairs, committee members, and student employees will take a survey that is linked to the conclusion of the self tutorial online program.
            - *Projects*
              - E-Mail Etiquette Assessment 2012
                - **Methodology**
                  The 2011-12 academic year marked the third year that the University Student Union launched an E-Mail Etiquette training and assessment. The online training was accessible to students from February 29 to March 29, 2012. The module included mini-quizzes infused throughout the instructional presentation and concluded with a link to StudentVoice for an overall quiz and evaluation. With the addition of new Student Recreation Center student

assistant employees, the number of participants increased from 113 to 277. An instructional e-mail was sent to 294 student employees and 277 students completed the assessment (response rate 94.2%).

- **Results/Findings**
  The desired outcome of this training was for 90% of respondents to score 80% or above. This outcome was met and exceeded with 92.9% of students scoring an 80% or above. This is a slight increase of 0.3% over last year. The average score was 84.4% which is an increase of 0.2% as compared to last year. The questions that received the lowest scores regarded the following topics: Appropriate e-mail length (52.7% correct), following up a difficult meeting with an e-mail (52.7% correct), and using the "mark as unread" function (55.6% correct). There was an increase in correct answers in the area of personal vs. professional use of e-mail which was an area that received lower scores last year. Additional information was added to the online training tool this year to clarify the difference and the percent of correct answers rose to 66.8% from 54.6% in 2010-2011.

- **Actions Taken**
  Additional information will be added to next year's training tool to address the

problem areas indicated above.

- Common Learning Theme 5: - Applying Knowledge and Practical Competence
  - Common Learning Outcome 5.5.4: - The student will work effectively in teams.
    - Department Strategy 5.5.4: - Refine and present one (1) workshop on goal development (S.M.A.R.T. Goals), decision making, and effective teamwork. Committees will develop, evaluate, and implement annual goals. Committee chairs and board/committee members will be mentored by executive secretaries and advisors.
      - Department Learning Outcome 5.5.4: - USU BOD committee members will learn the principles of goal development, decision making, and effective teamwork with 80% of them scoring 80% or higher on 60% of the knowledge survey.
        - Assessment Plan 5.5.4 (2011-2012): - Student participants will take a spring 2012 survey to measure their understanding of the topics presented. Committee executive secretaries and advisors will complete a rubric to rate the performance of team members based on their observation of each student's involvement with the topic areas presented. One student from each committee will journal about their team experience.
          - *Projects*
            - Goal Setting/Decision-Making Survey (2011-2012)
              - Methodology USU BOD committee members took a spring 2012 survey to measure their understanding of goal development, decision making, and effective teamwork. Committee executive secretaries and advisors completed a rubric to rate the performance of team members based on their observation of each student's involvement with the topic areas presented. Committee

chairs were invited to summarize achievement in these areas. One student from each committee was to journal about their team experience.

- **Results/Findings**
SURVEY: Goal: 80% of USU BOD committee members would score 80% or higher on 60% of the knowledge survey. Survey result: The goal was partly met with 56% of committee members scoring greater-than-expected averages of 90% on 82% of the survey. A total of 25 committee members were asked to complete the survey and 14 (56%) did so. Ninety percent of respondents surpassed the goal. EXECUTIVE SECRETARY OBSERVATIONS: Each year, the Executive Secretaries of each committee rates the overall performance of student members according to eight (8) indicators of an observation rubric that relate to goal development and decision making. The indices include: self-awareness, priority setting, process development, status quo (the desire to change a situation), problem identification, exploring alternatives, risk assessment, and results. The mean score for the Facilities and Commercial Services Committee rose 12% as compared to 2010-2011 averages. The mean score for

the Finance Committee rose 90% as compared to the previous year, and the mean score for the Personnel Committee rose 33% as compared to 2010-2011. JOURNAL: The journal assessment did not take place this year.

- **Actions Taken**
Based on these findings, the Learning Outcomes Committee will do the following in 2012-2013: a) continue its half-day training in the fall for BOD student representatives and committee members, b) have committee chairs and executive secretaries actively use the language and processes of goal development, decision making, and effective teamwork during committee meetings, and c) eliminate the journaling project.

- **Common Learning Theme 1: -** Becoming One's Own Person
  - **Common Learning Outcome 5.1.2: -** The student will make life choices that are congruent with their abilities, values, and beliefs.
    - **Department Strategy 5.1.2: -** USU Board of Directors student representatives, committee members, and USU/SSU/SRC students who are employed by or volunteer for the USU will identify and demonstrate skills and abilities.
      - **Department Learning Outcome 5.1.2: -** Utilizing StrengthsQuest® - the Gallup organization's groundbreaking program that launches students on a quest to discover and strengthen their natural talents – 50% of USU student employees will be able to identify their top 5 talent themes. At least 10% of student employees will be able to recount (in writing) one (1) instance of putting one of their talent themes into practice.
        - **Assessment Plan 5.1.2 (2011-2012): -** USU Board of Directors student representatives, committee

members, and USU/SSU/SRC students who are employed by or volunteer for the USU will take a StrengthsQuest ®-based survey following a day-long related workshop in August. The students will be surveyed in January 2012 about their recollection of their 5 talent themes. Students will take a follow-up survey in April 2012 that again will ask them to recall their 5 talent themes and to provide a brief written recollection of their practice of a talent theme during the academic year.

- *Projects*

  - 2011 Summer Student Retreat Evaluation

    - **Methodology**
      The 2011 Summer Student Retreat introduced student employees to the StrengthsQuest personal assessment tool and their top five strength themes. The day concluded with an evaluation in which students were asked to recall their five talent themes.

    - **Results/Findings**
      A total of 129 student employees took and completed the survey (response rate 100%). Of that number, 127 (98.4%) were able to recall all five of their top talent themes. Of the remaining two students, one (0.8%) listed two themes and the other (0.8%) did not answer the question.

    - **Actions Taken**
      StrengthsQuest will continue to be an assessment, developmental, and mentoring tool for USU Student Assistant Employees. Future retreats will include Strengths components for

students who are both new to and experienced with the program.

- StrengthsQuest Year-End Survey 2012

  - **Methodology**
    USU Board of Directors student representatives, committee members, and USU/SSU/SRC students who are employed by or volunteer for the USU took a StrengthsQuest Â®-based survey following a day-long related workshop in August. The students then took a follow-up, online survey in April 2012 that asked them to provide a brief written recollection about their practice of a talent theme during the academic year.

  - **Results/Findings**
    The goal was that 50% of USU student employees would be able to identify their top 5 talent themes. At least 10% of student employees would be able to recount (in writing) one (1) instance of putting one of their talent themes into practice. The result: 164 students were invited to take the survey. Sixty-three students responded (response rate 38.41%). Of the 63 respondents, 44 completed the survey (completion rate of 69.84%). The intended goal was surpassed with 59% of all respondents and 84% of those who completed the survey identifying their top 5 talent themes. Twenty-nine of

the respondents who completed the talent-theme question attended the August workshop and12 were hired after the workshop was held. Regarding the brief written recollections about the use of a talent theme, 37 students (59%) wrote about their use of a talent theme during the academic year. They included 27 students who attended the fall Strengths workshop and 10 who did not. Among those who attended the fall workshop, 6 (22%) wrote descriptions that demonstrated a more developed knowledge about a talent theme versus 0 students who did not attend; 11 (41%) of the workshop students wrote a description that demonstrated moderate knowledge about a talent theme versus 2 (20%) who did not attend the workshop; and 8 (30%) of those who attended the workshop wrote descriptions that demonstrated a basic knowledge about a theme versus 5 (50%) of whom did not attend the workshop. The findings indicate the necessity of providing student employees with workshop trainings in Strengths in order to foster in them a deeper understanding and use of the tools.

- **Actions Taken**
  The collected data will serve as a baseline for future comparisons. Strengths as a developmental, mentoring

and advisement tool will continue to be used with student employees and Board volunteers in 2012-2013.

- **Other Notes**
  A Strengths component will return to the fall Student Retreat for employees. In addition, strategies will be devised this summer to move participants from the basic identification of their talent themes to having them become intentional in routinely applying their talents. It is the routine and successful use of talent that turns them into strengths. Gallup's StrengthsQuest® website contains a number of application/training tools that may be utilized for this development.

- **SA Priority 6: -** Technology Advancement: Student Affairs will utilize technology to improve access to information, facilitate access to business processes from anywhere at any time, create opportunities for program and service delivery, and to engage students in learning opportunities.
  - **Dept. Goal 6.1: -** Enhance technology offerings in the USU that would assist students in achieving their educational and personal goals
    - **Strategy 6.1.1 (Alexander, Joe, Technology Work Team): -** Create the design layout and procurement plan of all equipment needed for the computer lab in Building E of the USU.
      - **Outcome 6.1.1: -** All equipment for the computer lab will be procured by June 30, 2012 in accordance with design plan
        - **Assessment 6.1.1: -** Review acquisition of equipment against lay out plan for compliance and completeness.
          - *Projects*
            - Equipment Acquisition Review (2011-2012)
              - **Methodology**
                The computer lab layout was designed to maximize the number of computer workstations available for students. In addition, space

allocation for each computer workstation was taken into consideration so that chairs will not bump into each other when a student leaves from the computer workstation. "Printing only" computer workstations were also considered into the layout. ADA computer workstations locations were distributed evenly throughout the computer lab.

- **Results/Findings**
  The goal was to accommodate 128 computer workstations in the new computer lab as requested from the Campus Quality Fee Proposal. The computer lab layout was completed in March 2012 with 130 computer workstations available for students. This is an increase of 88% in comparison to the current computer lab. The layout distributed workstations in the following manner: Main Lab: 85 plus 3 (ADA) = 88 total. Training Lab: 23 plus 1 (ADA) =24 total. Print-Only Stations: 16 plus 2 (ADA) = 18 total. Total computer workstations = 130. The layout also was able to accommodate seven (7) printers. This is an increase of 133% in comparison to the current computer lab.

- **Actions Taken**
  Purchase orders for the equipment needed have been submitted accordingly based on the completed computer lab layout. It is expected that all procured equipment will arrive by June 30, 2012.