DEPARTMENT MISSION STATEMENT:
Volunteer Service Programs purpose is to provide quality volunteer service to the community and to design and implement social justice programming in collaboration with campus and community partners. Volunteer Service Programs seeks to broaden the knowledge and experiences of Cal State Fullerton students through volunteerism, civic responsibility, justice, and advocacy.

PROGRAM/SERVICE OVERVIEW:
Project Director Position as a High Impact Practice for entry-mid level Professional Skill Development
Project Directors serve in the Volunteer Service Programs office as volunteer student staff leading community service projects and working as front office clerical staff. Their responsibilities allow them to glean valuable professional skills necessary to secure future internships and employment. To assess how effective this student leadership role is in providing professional skill development Project Directors participated in a full day training that focused on public speaking, customer service, learning outcome development and use for intentional planning, and role responsibilities and expectations. The goals of the training and assessment were two-fold: 1. measure the effectiveness of the Project Director position as a High Impact Practice for professional skill development, and 2. explore how the current program can be restructured to provide this leadership opportunity to a greater number of students. Each Project Director completed pre- and post-surveys related to new knowledge acquisition, skill development, and ability to self-assess and correlate volunteer position skills to profession future. Additional data was gathered by VSP Coordinator and Graduate Assistants during observation of office staffing hours, service site peer supervision, and project planning meetings, as well as ongoing interviews throughout the semester.

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)
- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:
22

DATA COLLECTION TIMEFRAME:
January 2014 – May 2014

DATA COLLECTION METHODS:
Qualitative survey, observations, and interviews.

LIMITATIONS:
- Long transitional period without full-time staff prior to hiring of new Coordinator.
- Limited access to comparative data due to new staffing.
- At the time of pre-test some respondents did not recognize what professional skills they already possessed and had the ability to do, this realization came during training.
SUMMARY OF RESULTS:
Data shows strong correlation between clear foundational training and the perceptions students have of their skill level and ability. Pre-test results strongly suggests that students were not confident in their ability to give a public address, but after being trained on basic do’s and don’ts student responses showed greater confidence in their ability, and subsequent observations showed their ability to apply skills from the training. Observation data showed that Project Directors who regularly developed and used learning outcomes experienced greater success when engaging their respective populations served. This finding was especially true for youth focused projects. Lastly, when responsibilities and expectations were clearly articulated, verbally and in writing, students were able to make strong correlations between their current volunteer work and professional skills. During year end one–on–one meetings Project Directors were able to clearly articulate the ways in which their project responsibilities and tasks as professionally beneficial in addition to being charitable.

KEY FINDINGS:
- 100% of respondents were confident in their ability to deliver a public address after public speaking workshop.
- 53% of Project Directors regularly created and used learning outcomes during project planning after being trained.
- Pre- to post-test all respondents expressed a favorable understanding of the correlation between current role responsibilities and professional skill development.
- 100% of Project Directors found the training to be informative and useful for intentional planning project events.
APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. As a result of respondent feedback the training will occur twice per semester. Once when the semester begins for foundational skill development, and secondly, mid-semester to focus on information review/update and reflection on skill application.

2. Findings show that work through Volunteer Service Programs has a very high impact on the professional skill development of students engaged in service through VSP. These findings warrant further development of the program to support a greater number of student leaders who connect with campus through volunteerism.

3. Currently the number of student leaders that VSP is able to support per semester is extremely limited. An increased number of CSUF students could see immediate improvement in their entry to mid-level skill development through the Project Director position if increased staffing and resources were made available.

4. Each service project has a staff Advisor (VSP Coordinator or Graduate Assistant). The Advisor role needs to be reengineered to allow for the amount of time necessary to train, observe, and evaluate students in order to meet desired outcomes.

5. Further assessment and evaluation is needed to establish if the VSP needs restructuring, increased staffing, or both, to increase scale.

6. Will seek collaborative opportunities with Career Services and other campus partners to increase scale.