Student Services Fee Request for the 2014 - 2015 Academic Year
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“We acknowledge that the Fee Committee does not award actual dollars, but rather a penny fee that earns dollars based upon student enrollment levels. Any differences between anticipated and actual income resulting from changes in enrollment are the responsibility of the student organization, not of the Fee Committee.”

Octavia Cheatom & Matthew Newby

Jenny Collins

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Preparer’s Email
Co-Preparer’s Email

Is your organization an IRS 501 (c)(3) not-for-profit? Yes ___ x ___ No ___

If yes, please provide proof of your organization’s 501(c)(3) status.

Funds are being requested for (check all that apply):

General Operating Support: x
Start-Up Costs: x
Capital:

Project / Program Support: x
Technical Assistance: Other
(List):

Budget

- SSF Dollar Amount Requested
$ 58,350.00
- Total Annual Organization Budget
$ 400,706.00
- Total Program Budget (apart from General Operating)
$ 195,110.00
University YMCA

Student Service Fees Application 2014-2015

01/24/2014
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Section I: Narrative

History: 126 years of Student Leadership

Established in 1887, with a faith-based foundation, the University YMCA (UY) has pioneered essential elements of university life such as advising, orientation, and housing programs. Over 125 years later, the UY continues to thrive as it evolves to mirror the needs of students while sustaining a unique niche within the University of Minnesota and broader community. The UY has upheld its dedication to the University of Minnesota as a Registered Student Organization and remains a groundbreaking, unifying force in student affairs and civic engagement. Through its innovative and responsive programming, the UY continues to meet the evolving needs of the student body.

In 2008, the UY was presented the Tony Diggs Award for Outstanding Undergraduate Registered Student Organization from the Student Unions and Activities office at the University of Minnesota. The UY was also granted the Diversity and Inclusivity Award from the YMCA of the Greater Twin Cities (Y GTC) for the research, development and implementation of the Y Collegiate Achievers Program, serving first generation college students of color.

Today’s UY: Developing Cause-Driven Leaders by Connecting Campus to Community

Today, the UY continues to be a student-led organization that allows University of Minnesota students to create initiatives and programs around Social Responsibility. Students that lead and participate in these opportunities develop leadership and professional skills, which are essential in the transition from college student to young professional. As a registered student group, the UY provides a venue for students to build creative programs focused on student, community, and workforce needs. With the needs of University of Minnesota students and the broader community at the forefront, the UY will continue to be an organization that promotes innovation, diversity and inclusivity.
Mission: The University YMCA is committed to developing cause driven equity leaders and the capacities of each student in the context of: Youth Development, Healthy Living, and Social Responsibility. The University YMCA does this by combining cross-cultural and community-based experiences with reflective learning.

Vision: We develop cause-driven leaders by connecting campus to community. We nurture the full potential of young adults through education, experiential learning, and personal development. We serve relentlessly until all can thrive in each stage of life.

Purpose: The University YMCA aims to develop cause-driven leaders to their full potential while impacting local urban communities, promoting educational achievement, and wellness.

Relationships and Partnerships with Organizations of a Similar Mission:

The UY acknowledges that it is best to fulfill its mission with a unified coalition of organizations with similar missions, visions and goals to provide meaningful experiences to its students. Currently, the UY collaborates with University of Minnesota departments and programs on campus to provide quality referrals to its students, enhance recruitment efforts, share program ideas, promote diversity and inclusion, and encourage student participation in YMCA and campus events.

One of the greatest reciprocal partnerships lies in the long-lasting relationship between the University of Minnesota’s America Reads and the UY. This partnership provides training and preparation for students to become work-study, Literacy Mentors. By providing work-study opportunities, the UY offers students financial incentive to participate while supporting America Reads literacy programming. The University of Minnesota’s Center for Spirituality and Healing provides a holistic “Wellness” model, which the Y Mentors now integrate into the literacy-based curriculum. As young people engage in literacy activities, they also learn about health and wellness. In addition to literacy and wellness, the Y Literacy Mentors proactively deliver developmental assets each time they interact with their
mentees. The top primary assets identified by the Search institute are: being a positive role model, supporting the mentee, and encouraging the mentee to have high expectations for their future, their academics, and themselves.

Another example of a long-lasting and reciprocal partnership lies with the University of Minnesota’s Community Service Learning Center (CSLC) and the UY. CSLC offers UY students opportunities to participate in the Community Engagement Scholars Program (CESP), a 400 hour commitment of service over the span of enrollment in college. Students can also choose to do their capstone projects at the UY, which are later presented prior to completion of the program. CESP has offered the UY opportunities to partner with service learning courses, such as PSTL 1454, a statistics course that needed data projects to analyze during the 2012-2013 school year. Most recently, the UY submitted a proposal to collaborate with the School of Public Health. In a graduate level course, students will be required to seek community partners who serve the public through outreach programs and will use evaluation tools to measure program outcomes.

In the fall of 2013, the University of Minnesota’s Leadership Minor instructor Katie Selby (Associate Program Director for Carlson School of Management's Career Services office), approached the UY about a course (PA 1961W) that required a community partner. This partnership provided 40 students enrolled in the course with access to UY professionals, resources, and students, as they researched the assigned projects and prepared their presentations. At the time of the presentations, which were held at the UY, a panel of UY student leaders had the opportunity to question the students’ research, findings, and proposals. Students in the course created a Y College Camp and a Healthy Kids mentoring program in a Campus Y setting. The presentations and findings of the students in the course provided the UY with the groundwork for these innovative program ideas to become someday become reality.

Additionally, the UY collaborates with the University of Minnesota’s Multicultural Civic Engagement Program (MCEP) offered by the Multicultural Center for Academic Excellence. MCEP offers students opportunities to receive scholarships to address unmet financial needs, to engage directly with culturally relevant volunteer opportunities, and build leadership skills. In the spring of 2013, MCEP students were invited to UY workshops that
focused on identifying and developing 21st Century Job Skills and preparing for research and graduate school opportunities. UY students enrolled in MCEP may count their UY service hours toward the MCEP community service requirements to receive their scholarships.

The UY also collaborates with a wide variety of non-university partners, specifically to reach out and impact the achievement, education, and access gaps that exist in our local community. In the area of college and career access, the UY has fostered relationships with organizations such as: College Possible, Wilder Foundation Leaders Program, The Page Education Foundation, the Beacons Network, and the YMCA Multicultural Achievers. These organizations work with high school students to provide information and preparation for applying to, funding, and succeeding in college.

College Possible provides intensive coaching and support throughout the process of SAT/ACT preparation, college applications, scholarship search, application processes, and throughout participants’ college career. The UY has provided meeting spaces for College Possible high school and college coaches to meet, in order to facilitate planning and team-building. In addition, College Possible was invited by the UY to participate in the fall 2013 Homecoming Parade. The UY also provided space for their Welcome Workshop.

The Page Education Foundation requires students who receive the Page Scholarship to participate in the Service-To-Children Programs for elementary to middle school age youth. The UY is one of the select few organizations to table and recruit at their pre-fall orientation each year. The UY offers University of Minnesota’s Page Scholars opportunities to perform their required community service through our mentoring programs. The Y of the Greater Twin Cities offers a college and career access pilot program, Multicultural Achievers, at several suburban and city school sites. The Multicultural Achievers program is supported by UY college students leaders involved in Y CAP, called UY Multicultural Ambassadors, who provide outreach to three of these sites.

Serving the community is not unique to the UY. Beyond the Twin Cities community, the UY also maintains regular communications with the 15 Campus YMCA’s nationally. While the Campus Y’s are very diverse in both
their missions and populations served, they are united in their commitment to the ethical leadership development of college students. Through regular emails, telephone calls, and annual service conferences, the Campus Y’s stay informed of current issues, share best practices, and allow student leaders and alumni to make cross-country connections with one another. Campus Y leaders are currently exploring opportunities that would open the door for National Student Exchange internships across Campus Y’s.

The UY also actively engages in University of Minnesota’s events such as, but not limited to: the Equity and Diversity Breakfast, Orientation and First Year Programs, the Homecoming Parade, Multicultural Kick-off, President’s Emerging Scholars conference, and on-campus community service fairs. Through participating in these events, the UY provides a presence showing our commitment to the diverse university programs and community.

The UY continues to create new and innovative partnerships, uphold and strengthen current partnerships, and maintain a positive presence among students, staff, and faculty across the University of Minnesota. The UY continues to offer a clear pathway to support programmatic and leadership development of college students within the context of the Y’s mission and the University of Minnesota’s expectation that Student Development Outcomes be met by graduation.

**Need for the University YMCA within the University Community:**

The UY is one of the oldest student-led organizations at the University of Minnesota. The UY provides participants with meaningful, real-world volunteer and employment experiences within the context of the YMCA’s cause-driven mission, “We’re an inclusive organization of people committed to nurturing the potential of kids, promoting health, and wellness and encouraging social responsibility”. The combination of both our deep historical roots and a strong mission provide students with a unique experiential learning environment.

The YMCA’s ethical leadership development model emphasizes the importance of civic engagement, allowing UY students to quickly become active, engaged leaders in their communities. Through UY programs, students learn about pressing social issues and the many ways to
successfully approach solutions to these issues in their own communities. A variety of leadership and participant opportunities, such as internships, academic-year part-time positions, and summer employment, increase the opportunities to develop the work-force readiness skills needed to enter into positions post-graduation. The UY experiential-based learning and reflection model allows participants to build on academic curriculum as it applies to real-world situations. At the UY, students grow and further develop 21st Century Job Skills across majors, positions, and programs, allowing them to better compete in the job market during the completion of their degree program.

Experiences become useful tools to students as they graduate and enter the job market, significantly increasing their potential for employment. With increasing costs, college education can create barriers to developing skills that are applicable to a host of career paths. With students looking for various ways to avoid substantial debt as they pay their tuition, the UY addressed this concern by seeking to aid students with their financial obligations. The UY today and moving forward, is an important resource for students to not only strengthen their professional skills, but to also earn an income to help pay for school. By offering work-study and stipend positions, the UY provides opportunities for students to make money while positively impacting their surrounding community. This alleviates some of the financial pressures faced and eliminates the need for students to work another job while pursuing an education at the University of Minnesota.

University YMCA Programs & Student Involvement

The UY is expanding and creating new opportunities to develop University of Minnesota students as cause-driven equity leaders by connecting campus to community. The chart below (Table 1) illustrates this growth by comparing our key 2012-2013 programs, current 2013-2014 programs, and projected 2014-2015 programs.
<table>
<thead>
<tr>
<th>UY Programs/Teams</th>
<th>2012-2013 Participants</th>
<th>2013-2014 Participants</th>
<th>2014-2015 Projected Participants</th>
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<tbody>
<tr>
<td>Y Collegiate Achievers Program</td>
<td>51</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>Y Mentors Literacy and Healthy Matters</td>
<td>72</td>
<td>83</td>
<td>90</td>
</tr>
<tr>
<td>Y Healthy Kids Matter</td>
<td>N/A</td>
<td>8</td>
<td>40</td>
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<td>Mentoring – UY Relates and Y Multicultural Achiever Ambassadors (college and career)</td>
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<td>30</td>
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<td>UY Interns</td>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Y Communications and Fundraising</td>
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<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Y Community Affairs and Vol.</td>
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<td>6</td>
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<tr>
<td>Student Leadership Training Conferences</td>
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<td>90</td>
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<td>Y Communications and Fundraising Team Events</td>
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<td>50</td>
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<tr>
<td>Y Community Affairs and Volunteerism Team Events</td>
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<td>UY Workforce Development Job Fair</td>
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<td>UY Workforce Devel. Workshop 4</td>
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<tr>
<td>Cause-Driven Immersion (3 projects)</td>
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<tr>
<td>Social Innovation (3 projects)</td>
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<td>N/A</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 1: Number of program participants
Current University YMCA Programs:

**Y Mentors Literacy & Healthy Matters:** The Y Mentors Literacy and Healthy Matters program began in fall 2012 and serves young people in after school community sites within the Twin Cities. The Y Mentors program is a collaboration between the University of Minnesota America Reads program, the Multicultural Center for Academic Excellence Family Literacy Program, and the UY. The Y Mentors program has strong connections to its community partners in Minneapolis Public Schools Community Education department, Eastside Neighborhood Services, West Metro Education Partnership, and Trinity Lutheran Safe Center. The Y Mentors program provides an opportunity for college students to serve as positive role models to youth. As these relationships solidify, Y Mentors engage with their mentees to develop positive attitudes toward reading, as well as to build a positive view of the young person’s personal future. At the UY, site leaders engage the mentors from their sites in literacy curriculum planning nights, discussions about experiences with their mentees, problem solving, attending seminars, and participating in trainings.

**Y Collegiate Achievers Program (Y CAP):** Y CAP serves first-generation, and recently added, second-generation college students of color enrolled at the University of Minnesota. Y CAP offers participants the opportunity to be part of a peer-driven diverse, inclusive and nurturing community while cultivating knowledge, resources and relationships. Students are recruited to join at events such as the MCAE Kick-off, Presidential Emerging Scholars conference, and University of Minnesota activities fairs, or by advisor and faculty referral. Many Y CAP students have connections to culture-based groups as well as hold other positions in the UY and the greater University community. When Y CAP students choose to join the UY community, they have access to seminars, workshops, community team building activities, and career networking events. Y CAP students learn to navigate their way through college and prepare for careers or graduate/professional schools through peer mentoring and student support staff at the University of Minnesota. In Y CAP, we duplicate an extended family model where each generation of Y CAP teaches each other through the sharing of information via their own personal experiences. Students may enter as early as their first year in college, but have access each semester to join the community. Leadership positions with stipends and/or work-study are offered to students.
looking to develop their strengths as cause-driven leaders within the context of mentoring.

**UY Interns:** UY Interns work on a one to two semester basis to provide additional support to the UY based on identified needs of the UY and the interests of the student. Internships support college students in their personal and professional development as well as support their capacity to create within the UY. Many UY students earn college credit from their departments that meet the requirements of majors, providing a framework where learning goals can be implemented and achieved. Some students choose to be Social Change Interns, and apply their internship to deepening their understanding of social issues such as “Hunger” or “Wellness”. Other students design their internship based on their majors and careers paths. Students in their junior and/or senior year, who want to strengthen their personal and professional experiences and their resumes, choose this route. The flexibility and the opportunities offered by working at the UY make it a popular option for social entrepreneurial students.

**UY Community Affairs & Volunteerism Team:** The UY Community Affairs and Volunteerism Team connects the UY with the Y of the Greater Twin Cities, University of Minnesota, and neighboring youth serving organizations (i.e. University of MN Extension 4H program). Team members contribute to the diverse and inclusive community within the UY by supporting recruitment of student participants and volunteers at activities fairs, chalking on sidewalks, hosting open houses, and connecting to other student groups for sharing opportunities (i.e. Sororities and/or Fraternities looking for philanthropy opportunities through the UY). Team members also have an active presence in the Welcome Week Paint the Bridge event and the Homecoming Parade. The Community Affairs and Volunteerism team strives to create and sustain a welcoming community by addressing student needs and reaching out to recruit internally and externally for UY civic engagement and philanthropic opportunities. The team also manages an electronic monthly newsletter for the UY student community to receive updates.

**UY Communications & Fundraising Team:** Team members are responsible for the University of Minnesota Student Service Fee application and presentation process and the management of the UY’s Facebook page, Twitter account, website and other social media outlets. Additionally, the team creates and
implements student-led fundraising opportunities such as Fall Clean-up and spring Dodgeball Tournament. The Communications and Fundraising team recruits internally and externally for the spring Dodgeball Tournament and encourages participation from both the University of Minnesota’s community and the Y of the Greater Twin Cities’ community.

**UY Intern/Coordinator:** The UY Intern/Coordinator is a position open to University of Minnesota Graduate students. The Intern/Coordinator holds the responsibility of assisting in supervising programs, administrative duties, and UY related tasks.

**New Programs and Initiatives:**

**Y Healthy Kids Matter Pilot Program:** The Y Healthy Kids Matter pilot program serves 3rd-5th graders at Sheridan Elementary School in the Twin Cities and is a collaboration between the Beacons Network and the UY. At Sheridan, college student mentors (Y Mentors) act as positive role models for young people to build meaningful and positive relationships with both youth and their families. The Y Healthy Kids Matter pilot program is in its first year and serves approximately 20 youth. College student mentors work with youth in small and large groups, engaging in health, wellness, and physical fitness from a holistic approach. Y Healthy Kids Matter strives to address and reduce childhood obesity, improve community health, and encourage participants to lead healthy and balanced lifestyles.

**Career and College Readiness Mentoring and Outreach:** Two pilot programs, UY Relates and Multicultural Achiever Ambassadors, engage college students as mentors and coaches for middle and high school age youth regarding career and college readiness. The goal of these initiatives is to provide young people with a positive view of their personal future by engaging in activities that help them think about themselves as “future” college students. These youth travel to the UY and meet with the college students, engage in activities, and foster meaningful relationships. College students share their stories and encourage the young people to visualize their future. College students RELATE to young people from different college and career access programs such as 4-H and the Y of the Greater Twin Cities’ leadership youth groups.
Workforce Development Initiative: The UY continues to expand its role on campus as an important link for students to engage in opportunities that better support them in their transition from high school to college, retention during college, and preparation for the workforce. Key strategies include building relationships with college and career access programs in the Twin Cities (i.e. The Page Education Foundation, College Possible, Multicultural Achievers, the Beacons Network, Minneapolis Achieve, and Wilder Foundation Leaders Program), that engage students in progressive peer and youth mentoring models and allows students to participate in programs for department credit internships.

The UY is a “non-profit learning lab” with operational and programmatic opportunities for participants across all teams and programs. Students will deepen personal and professional experiences, which allow them to identify, develop and grow their skills, strengths, and talents through participating at the UY. Philanthropic alumni and community professionals reach back to mentor, provide guidance and connect students to internship and employment opportunities.

The UY has and will continue to be a leader in providing participants and University of Minnesota students’ opportunities to attend cause-driven seminars, trainings and events. Beginning in 2013 and moving into 2014, the following opportunities were and will be offered to students:

- 21st Century Job Skills Workshop - spring 2013
- Connecting Strengths to Purpose Workshop - fall 2013
- Research and Graduate School Options Workshop - spring 2013
- Networking Preparation and Resume Critiques - spring 2013, spring 2014
- Careers with a Cause Networking and Summer Job Fair - spring 2013, spring 2014
- LinkedIn Workshops - fall 2013, spring 2014
- Annual Y CAP Career Networking Event - spring 2013, spring 2014
- Networking with a Cause, (event for student leaders and community professionals) - spring 2014
- Intentional linking of students with community board and alumni for professional coaching and mentoring - all semesters
- Training and Seminars - all semesters
Cause-Driven Immersion (immersive events): The UY will expand its outreach with other student organizations on campus and with key community partners by hosting events around key social issues that are important to our students. The Fall Leadership Training will be open to all students involved with the UY and will include a participatory planning process that identifies key “causes” that will guide the focus of the immersive events for the year.

A “Cause-Driven Immersive Event” led by UY students this past fall identified hunger as a key issue of concern. The UY students researched and reached out to other student organizations that shared a similar mission or vision. To host the first annual Hunger Banquet, they began connecting to those organizations of shared interest at Food Day, an event held in Coffman Union, and tabled to share and recruit students to attend the Hunger Banquet.

Hosted at Coffman, the Hunger Banquet was open to students, faculty, and the community. This experiential activity challenged participants to learn more about the disparities in access to quality food here in Minnesota. This event partnered closely with UMN student groups including; Circle of Giving, Gardens for Humanity, Meals for Minneapolis, and Cooking Matters, a UMN Extension Program. Additionally, the Second Harvest Food Bank participated in the Hunger Banquet.

Social Innovation Initiative: The UY is interested in becoming a hub for social innovation on campus. A new initiative would invite any student or group of students on campus to apply to be a social innovation partner with the UY. UY student leaders would review and select cause-driven social innovation projects to be supported by the UY each year. As a project partner, the student(s) would receive training, technical assistance/consulting, and financial support for their project designed to address a social issue or problem on campus or in the community. This could lead to the launching of new programs at the UY or a separate project in the community that would seek to impact key issues such as hunger, literacy, poverty, or the environment. Social Innovation Partners would also be connected to UY alumni who are working professionals in fields connected to their issue or project, tying the project to workforce development and networking for the
student(s). We would seek to create three projects, working with up to 30 students the first year. University of Minnesota students would be invited to engage with the projects. All events would be shared publicly on campus.

Participants College of Enrollment

![Pie chart showing the distribution of participants across different college enrollments. CLA has the largest share at 41.4%, followed by CBH and CBS with 35.9% and 6.2% respectively.]

Figure 1: Participants College of Enrollment

The UY serves as a welcoming environment that fosters a sense of community on the Twin Cities campus. In participating in their programs, students develop meaningful friendships with students across academic departments (Figure 1) and networks that can be drawn upon for support and knowledge in the future.
Additionally, the UY prides itself on the diversity of its participants (Figure 2), drawing from a wide variety of ethnic backgrounds with an assortment of experiences.
Section II: Organizational Chart

Figure 3: University YMCA Organizational Structure
Figure 4: University YMCA Organizational Structure
Annual Student Impact Survey

In 2007, the University of Minnesota instituted the Student and Learning Development Outcomes to help students frame their experience as undergraduates and to define a common vision across campus regarding the types of skills and characteristics expected of University graduates. In the summer of 2012, UY student leaders worked collaboratively with staff to develop a Student Impact Survey to portray how the experiences at the UY were impacting students in alignment with the University of Minnesota’s Office of Student Affairs Student Development Outcomes. “The successful University of Minnesota student engages in activities which develop and demonstrate achievement in several areas.” (http://www.sdo.umn.edu/)

After the survey was created and reviewed, it was implemented for the first time during the spring of 2012 at the UY. The data was then analyzed through CEHD/PSTL 1454 statistic course as part of a service learning commitment from the UY to CEHD. Undergraduates in the course took the raw data, analyzed and reported on it for their class project and shared the results back to the UY with their feedback for suggestions and strengths of the instrument. Once reviewed, the self-report results were communicated back to UY student leaders for review. UY students determined areas of improvement and several structural changes were made: strengthening team development, refining program structures and increasing student peer-to-peer reflection opportunities.

With improvements and updates made, the Student Impact Survey was repeated again in spring of 2013. The survey questions allowed students to reflect and self-report the value and impact of their UY experience using a Likert scale. The Student Development Outcomes measured included Responsibility and Accountability, Independence and Interdependence, Goal Orientation, Self-Awareness, Resilience, Appreciation of Differences, and Tolerance of Ambiguity. The seven Student Development Outcomes helped to quantify the UY’s ability to contribute meaningful experiences to students’ liberal education. In addition to Student Learning & Development Outcomes, the survey also measured Workforce Readiness, which refers to the
transition from college student to professional. Workforce readiness criterion include Critical Thinking/Problem Solving, Oral Communications, Written Communications, Teamwork/Collaboration, Diversity, Information Technology Application, Leadership, Creativity/Innovation, Lifelong Learning/Self Direction, Professionalism/Work Ethic, and Ethics/Social Responsibility.

Student Development Outcomes Results

For over 125 years, the UY has provided a community where college students could learn, grow, and give back. It’s critical the UY remain relevant to the times as well as the needs of the college students and community it serves. The opportunity to measure student outcomes has given the students a chance to self-report their experiences each year. The results have created dialogue and positive changes in perception as well as a renewal of energy to bring forward new ideas, programs, and projects.

When students are taken through the process of reflection at the UY, they can begin to reach conclusions based on their experiences and can also begin to clearly see that there is great value in experiential-based learning. During this learning process, personal and professional goals are met, talents emerge, and strengths get to be more deeply identified. Grit or persistence of goals requires time, trust, support, and a foundation or community where students can work through individually and/or collectively to overcome challenges. At the UY, when this happens, students emerge with new understanding, skills and confidence.

When the survey was originally distributed, a pre and a post survey were given. There was no significant difference found in the pre/post score averages (High Impact reported across the board). Data shared in the summary chart and following 7 graphs reflects from the post survey only, N=60.
The following is a summary of the results which indicate that across all outcomes “High to Very High Impact” was consistently selected.

<table>
<thead>
<tr>
<th>Student Development Outcomes</th>
<th>Percent Summary Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility and Accountability</td>
<td>74% reported High to Very High Impact</td>
</tr>
<tr>
<td>Independence and Interdependence</td>
<td>62% reported High to Very High Impact</td>
</tr>
<tr>
<td>Goal Orientation</td>
<td>58% reported High to Very High Impact</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>74% reported High to Very High Impact</td>
</tr>
<tr>
<td>Resilience</td>
<td>56% reported High to Very High Impact</td>
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<td>Appreciation of Difference</td>
<td>76% reported High to Very High Impact</td>
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<tr>
<td>Tolerance of Ambiguity</td>
<td>63% reported High to Very High Impact</td>
</tr>
</tbody>
</table>

The graphs below share the percentage of participants reporting a response, not the actual number of responses.

The graphs below share the percentage of participants reporting a response, not the actual number of responses.

```
Responsibility and Accountability
My experience with the UY has had _______ on my responsibility and accountability.
```

No=0%  Some=10%  Medium=16%  High=42%  Very High=32%
74% reported High to Very High Impact
**Independence and Interdependence**

My experience with the UY has had _______ on my independence and interdependence.

- No = 0%
- Some = 8%
- Medium = 30%
- High = 42%
- Very High = 20%

62% reported High to Very High Impact

**Goal Orientation**

My experience with the UY has had _______ on my goal orientation.

- No = 2%
- Some = 5%
- Medium = 35%
- High = 40%
- Very High = 18%

58% reported High to Very High Impact
**Self-Awareness**

My experience with the UY has had ______ on my self-awareness.

<table>
<thead>
<tr>
<th>Impact Level</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Impact</td>
<td>0%</td>
</tr>
<tr>
<td>Some Impact</td>
<td>6%</td>
</tr>
<tr>
<td>Medium Impact</td>
<td>20%</td>
</tr>
<tr>
<td>High Impact</td>
<td>47%</td>
</tr>
<tr>
<td>Very High Impact</td>
<td>27%</td>
</tr>
</tbody>
</table>

74% reported High to Very High Impact

---

**Resilience**

My experience with the UY has had ______ on my resilience.

<table>
<thead>
<tr>
<th>Impact Level</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Impact</td>
<td>2%</td>
</tr>
<tr>
<td>Some Impact</td>
<td>13%</td>
</tr>
<tr>
<td>Medium Impact</td>
<td>28%</td>
</tr>
<tr>
<td>High Impact</td>
<td>38%</td>
</tr>
<tr>
<td>Very High Impact</td>
<td>18%</td>
</tr>
</tbody>
</table>

56% reported High to Very High Impact
**Appreciation of Differences**

My experience with the UY has had ________ on my appreciation of differences.

- No Impact: 0%
- Some Impact: 7%
- Medium Impact: 17%
- High Impact: 23%
- Very High Impact: 53%

76% reported High to Very High Impact

**Tolerance of Ambiguity**

My experience with the UY has had ________ on my tolerance of ambiguity.

- No Impact: 2%
- Some Impact: 5%
- Medium Impact: 30%
- High Impact: 40%
- Very High Impact: 23%

63% reported High to Very High Impact
Workforce Readiness Results

The 2013 UY’s Student Impact Survey was expanded to include workforce readiness questions. Work readiness is defined as work-related skills that people need in order to be successful as entry-level workers in any formal sector business or industry. Typically these skills are generally thought of as life skills which include health and safety, work conduct, leadership, communicating, teamwork and collaboration, rights and responsibilities of workers and employers, and customer service.

The following is a summary of the results which indicate “Medium to High Exposure” was consistently selected.

<table>
<thead>
<tr>
<th>Workforce Readiness Skill</th>
<th>Percentage Medium to High Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problems Solving</td>
<td>97% reported Medium to High exposure</td>
</tr>
<tr>
<td>Develop Oral Communication</td>
<td>100% reported Medium to High exposure</td>
</tr>
<tr>
<td>Written Communication</td>
<td>81% reported Medium to High exposure</td>
</tr>
<tr>
<td>Teamwork/Collaboration</td>
<td>100% reported Medium to High exposure</td>
</tr>
<tr>
<td>Diversity</td>
<td>98% reported Medium to High exposure</td>
</tr>
<tr>
<td>Information/Technology</td>
<td>52% reported Medium to High</td>
</tr>
<tr>
<td>Leadership</td>
<td>100% reported Medium to High exposure</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>95% reported Medium to High exposure</td>
</tr>
</tbody>
</table>
Data in these graphs is taken solely from the post surveys, N=60. The graphs below show the percentage of participants reporting a response, not the actual number of responses.

**Critical Thinking/ Problem Solving**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop critical thinking/problem solving skills?

<table>
<thead>
<tr>
<th>Exposure Level</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3%</td>
</tr>
<tr>
<td>Medium</td>
<td>38%</td>
</tr>
<tr>
<td>High</td>
<td>59%</td>
</tr>
</tbody>
</table>

97% reported Medium to High exposure

**Oral Communications**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop oral communication skills?

<table>
<thead>
<tr>
<th>Exposure Level</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>Medium</td>
<td>15%</td>
</tr>
<tr>
<td>High</td>
<td>85%</td>
</tr>
</tbody>
</table>

No=0%  Medium=15%  High=85%
100% reported Medium to High exposure

**Written Communications**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop written communication skills?

- No = 19%
- Medium = 48%
- High = 33%

81% reported Medium to High exposure

**Teamwork/Collaboration**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop teamwork/collaboration skills?

- No = 0%
- Medium = 10%
- High = 90%

100% reported Medium to High exposure
**Diversity**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop diversity skills?

- No = 2%
- Medium = 13%
- High = 85%

98% reported Medium to High exposure

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**Information Technology Application**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop information technology application skills?

- No = 48%
- Medium = 44%
- High = 8%

52% reported Medium to High exposure
Leadership
Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop leadership skills?

No = 0%  Medium = 30%  High = 70%
100% reported Medium to High exposure

Creativity/Innovation
Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop creativity/innovation skills?

No = 5%  Medium = 36%  High = 59%
95% reported Medium to High exposure
**Lifelong Learning/ Self Direction**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop lifelong learning/self direction skills?

<table>
<thead>
<tr>
<th>Percentage of Responses</th>
<th>No Exposure</th>
<th>Medium Exposure</th>
<th>High Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3%</td>
<td>30%</td>
<td>67%</td>
</tr>
</tbody>
</table>

97% reported Medium to High exposure

---

**Professionalism/ Work Ethic**

Based on your experience at the UY, have you had the opportunity to engage in activities that have allowed you to develop lifelong professionalism/work ethic skills?

<table>
<thead>
<tr>
<th>Percentage of Responses</th>
<th>No Exposure</th>
<th>Medium Exposure</th>
<th>High Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1%</td>
<td>43%</td>
<td>57%</td>
</tr>
</tbody>
</table>

99% reported Medium to High exposure
Section IV: Reserve Account(s)

The UY does not maintain reserve accounts at this time. However, the fiscal agent, the Y of the Greater Twin Cities, allows the UY to carry over funds as needed.
Section V: Fees Request

The UY, in light of our expanding programs, high student impact, and strong partnerships with community organizations, registered student groups, and many of the departments of the university itself, requests a student service fees grant of $50,350.00.

While this amount is an increase from previous years, it can be justified in light of the goal to significantly increase student participation rates and provide new initiatives that serve and are open to the entire campus community. We would expect increases in expenditures on a variety of community oriented events such as job fairs, social justice awareness events (such as this year’s Hunger Banquet), as well as plans to begin exploring social innovation and entrepreneurship programs similar to those implemented by our sister Campus Y at the University of North Carolina at Chapel Hill. Our core of student leaders is working hard to innovate new ways to engage an increasingly broad range of students on campus.

Summer Internships, Employment, and Community Service Opportunities:

The UY will be open in the summer, serving students at approximately 50% capacity. Our building on University Avenue will be open all summer and available to both students taking summer classes and those who seek internship and employment opportunities. Services in the summer emphasize one on one support for internships, employment, volunteer work, and career planning with students. This will be an extension of our Workforce Readiness Initiative and provide continued support to students working for the Y of the Greater Twin Cities and partner agencies in the community.

Summer is also a time when a core group of student interns and leaders continue the coordination and administrative efforts that keeps programs strong and high quality year round. Students work on evaluation and data collection from the prior year, and do curriculum and partnership planning for the upcoming fall. Students continue to lead fundraising efforts including partnering with a golf tournament fundraising event through the Y of the Greater Twin Cities.
Community service efforts led by UY students extend into the summer as well. Key projects led by students include:

- Summer History Immersion Program collaborative with the University of Minnesota and the MN Historical Society
- Volunteer opportunities to support summer learning loss programs offered through the Y North Teen Enrichment Center and Minneapolis Beacons Network
- UY Relates campus workshops for community partners serving youth (planning a youth “Camp Campus” at the UY for summer of 2015)

Compensation:

A core team of student leaders that run key programs of the Y are compensated through work-study and/or a stipend. Additionally, a portion of professional staff dedicated exclusively to student development and student programs are included in the overall project budget. Student service fees cover a portion of the work-study cost for key student program leaders only.

Compensated positions include:

- 10 students on work-study at $12/hour x 32 hours per week x 32 weeks. Key UY Leadership Roles including Team Leads and Program Coordinators that design, recruit, and implement student development programs.
- 20 students receiving a $500 stipend including UY Interns and program mentors who are ineligible for work-study.
- Y Intern graduate student at $15/hour x 20 hours per week x 32 weeks. Lead a key program with a significant expansion or quality improvement focus, including assessing, designing, and implementing that process.
- 2 AmeriCorps positions at $5000 that provide capacity building, volunteer recruitment, sustainability, and program coordination.
- 30% of a Program Coordinator position (40 hours per week total, $15/hour) shared with other Y programs. The 30% time focuses on expanding college student participation and linking to key community partner programs.
- 50% of the Director of Educational Efficacy for efforts focused explicitly on providing professional support for student development including leadership development, management of team leads, and partnership building with key University and community partners.
Section VI: External Funding

The UY has a diverse set of fundraising strategies led by students, staff, and an engaged group of UY alumni. The Y’s Annual Campaign, Endowment, and support from the Y of the Greater Twin Cities provide general operating support, cover capital expenses, and subsidize some programming and staffing expenses.

Student Led Fundraising Efforts

The student Communications and Fundraising Team is responsible for organizing University of Minnesota students in philanthropic activities. Student led fundraising events include a Fall Clean-Up event and a Spring Dodgeball Tournament. Students also lead the general campaign and student campaigns for the Annual Campaign, organizing and leading Phone-A-Thon Call Nights and alumni outreach.

YMCA Annual Campaign and Endowment

The Y Annual Campaign engages volunteers from campus and the surrounding community to tell the UY story and raise contributions to support the operations and programming of the UY. Staff and volunteers also continue to cultivate new contributions to the Endowment fund. These sources leverage the thousands of UY alumni that had transformational experiences at the UY and wish to give back to support today’s students.

Grants

Currently, the Y Mentors program is partially supported through a grant from the Carlson Foundation.

Need for Student Service Fees

While the UY seeks outside sources of funding, the need for student service fees support is critical. Shifts in the funding community have significantly impacted the UY’s budget for student development programs, with previous
funders such as United Way moving their funding to more targeted populations and away from the college student development work they had supported for years.

The UY’s overall budget, as compared to the program budget, is unique to many student organizations in that it supports a building and staff infrastructure in addition to student programming costs. Student Service Fees proposed would constitute approximately 14.5% of the current year’s budget, but are a critical support to enable us to sustain and expand our student development programming. Alumni and the Y of the Greater Twin Cities’ support covers critical infrastructure such as the UY building, some staffing, and some program support, but student led innovation and programming at the UY cannot grow without the support and partnership of the University of Minnesota. Our alumni and donors also expect the UY to continue to be a partner supported by the Y, the students, and the university. Without Student Service Fees support it may become more difficult to convince alumni that the university is actively supporting our work on campus.

The UY is confident that together with the University of Minnesota we will provide unique and transformational experiences and help University of Minnesota students develop as cause-driven leaders well into the future.