### Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:

- Program name and Department
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed and how.
- Description of learning activities to be used to achieve the learning outcomes
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

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<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>Purdue Memorial Union</th>
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<tbody>
<tr>
<td><strong>Title of the Program or Activity being Nominated</strong></td>
<td>Volunteer—Purdue Student Union Board, Board of Directors (PSUB)</td>
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<tr>
<td><strong>Targeted group of students (or is it open to all Purdue Students?)</strong></td>
<td>Active PSUB members, project leaders, and qualifying board members</td>
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<tr>
<td><strong>Participant Capacity</strong></td>
<td>12 Board members per calendar year</td>
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| **Activity offering frequency** | ☒ Fall  
  ☒ Spring  
  ☒ Summer |
| **Embedded learning outcomes addressed in the nominated program/activity** | ☐ Creative Thinking  
  ☐ Critical Thinking  
  ☐ Ethical Reasoning  
  ☐ Global Citizenship and Social Awareness  
  ☐ Intercultural Knowledge  
  ☒ Leadership and Teamwork  
  ☐ Quantitative Reasoning  
  ☐ Integrative Knowledge  
  ☐ Written Communication (levels 2 and/or 3)  
  ☐ Information Literacy (levels 2 and/or 3) |
| **Please describe the specific assessment methods by which it will be determined if the student has completed the program/activity to a level of success that indicates achievement of this outcome.** | Assessment:  
  1. Leadership and Teamwork goals and expectations are set at the beginning of the individual’s term. Their progress of personal and committee goals are monitored each month through self-evaluation and one-on-one meetings |

*(Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)*
with their advisor. During these monthly evaluations and meetings, the student will rate themselves and describe how they have or have not met their expectations or set objectives. Furthermore, there is discussion on ways of improving themselves in areas they need to strengthen. All of the details of these assessments are recorded in documents for them to review. (See Attachment).

2. Students submit Event Reports after each of their committee events that layout how the planning and implementation of that particular event went. The Event Report is a tool the individual can use to help assess what went well and what could have been improved under their leadership. The report is formed and completed by the exec or director and the project leader from their committee for that program. The Report includes all planning details, collaboration contacts, budget information, a marketing report, survey results, and much more. (See Attachment).

3. At the end of each semester, there is an overall assessment of their growth and experience on the board to that point. The student meets with their advisor who asks the students questions pertaining to what the individual has gained, how the experience has been, what skills have been mastered, how the advisor can improve, and more. The end of the semester evaluation serves as a self-reflection for the student leader and a time in which they can further openly discuss with their advisor what they feel about their role, progress, and the dynamic between the advisor and themselves. The spring semester evaluation allows the directors to discuss their goals with the advisor and
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<th>How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections?</th>
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<tbody>
<tr>
<td>A consistent degree of engagement within this program is provided through multiple avenues:</td>
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<tr>
<td>a. Weekly meetings with their advisor to discuss the planning of events, committee meetings, and the progress of the student. The advisor provides guidance and support to the student and acts as a resource the student can look to when needing answers and advice.</td>
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<tr>
<td>b. The board of directors meets weekly to keep each other updated on their committee’s work and event planning. These meetings allow the students to request assistance from fellow board members in event planning, marketing, and brainstorming. The meetings also function as a reminder to the board that while each director and executive member has their own role and responsibilities, the team would not be complete without one another’s input and assistance. The students learn to value the group as a whole.</td>
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<tr>
<td>c. Directors have weekly meetings with their committee to ensure that each member is a part of the brainstorming, marketing, budgeting, and planning process of the programs. The Director is responsible in providing an environment in which his or her team can learn how to work with one another to implement high-quality programs for the campus and community. Along with fulfilling the role of programming, the Director fosters growth of the members through delegating important tasks to project leaders and working alongside them and the rest of the committee.</td>
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</table>
d. Executive members meet weekly to discuss how they are accomplishing their individual goals for PSUB and the rest of the board. Furthermore, a constant discussion includes how to maintain a strong team bond and represent leadership positively to the directors. The meetings are a foundation for implementing motivation, positivity, direction, and support all throughout PSUB.

e. Bi-weekly meetings within the board between execs (mentor) and directors (mentee) incorporating discussion about their PSUB and Purdue experience. These meetings assist in building friendship within the team and learning how to both listen to an individual’s achievements and difficulties and tell another individual about your achievements and difficulties. In both cases of listening and speaking, the students also learn how to give support and motivation to one another.

f. Monthly meetings with their advisor to discuss their learning outcomes evaluations and progress (detailed in the attachments and assessment portion)

g. Executive members rotate their attendance at each director’s event to ensure that every director is receiving equal support and encouragement in all their endeavors.

h. Each student that fulfills their role as a director or executive member will develop as a leader and achieve their potential through:
   i. Leading a committee in event planning, budgeting, marketing, and event implementation
   ii. Task delegation and conflict resolution with their committee
| iii. | Collaborating with other PSUB committees, student groups on campus, various Departments at Purdue (academic or administrative), or the community |
| iv.  | Attending a leadership conference in Spring by Mortar Board |
| v.   | Learning about member recognition and appreciation |
| vi.  | Understanding how to work and communicate with individuals that have different working styles from their own |
| vii. | Achieving a better understanding of time management, accommodation & adjustment, organization, communication, interpersonal, and verbal skills |
### Leadership & Teamwork: Monthly Progress Assessment

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<tr>
<th>Proficient</th>
<th>Emerging</th>
<th>Developing</th>
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<tbody>
<tr>
<td>- Met with his or her advisor <strong>each</strong> month to reflect on the 12 objectives related to Leadership &amp; Teamwork and <strong>rated him or herself accurately</strong> on their levels of progress to that point.</td>
<td>- Met with his or her advisor <strong>most</strong> months to reflect on the 12 objectives related to Leadership &amp; Teamwork and <strong>rated him or herself somewhat accurately</strong> on their levels of progress to that point.</td>
<td>- Met with his or her advisor <strong>some</strong> months to reflect on the 12 objectives related to Leadership &amp; Teamwork and <strong>rated him or herself</strong> on their levels of progress to that point.</td>
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<tr>
<td>- By the end of their term has shown <strong>improvement in each these objectives.</strong></td>
<td>- By the end of their term has shown <strong>improvement in at least half of these objectives.</strong></td>
<td>- By the end of their term has shown <strong>improvement in some of these objectives.</strong></td>
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<td>- Set <strong>achievable goals</strong> each month in order to guide progress in achieving improvement and was <strong>active in attempting to succeed</strong> with his or her goals.</td>
<td>- Set <strong>realistic goals</strong> each month in order to guide progress in achieving improvement and <strong>tried to be active in attempting to succeed</strong> with his or her goals.</td>
<td>- Set <strong>goals</strong> each month in order to guide progress in achieving improvement and was <strong>sparingly active in attempting to succeed</strong> with his or her goals.</td>
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<td>- When self-reflecting, he or she <strong>provided ample detail</strong> about what level they achieved their goal, how they achieved it, and what affected (positively or negatively) their achievement.</td>
<td>- When self-reflecting, he or she <strong>provided some detail</strong> about what level they achieved their goal, how they achieved it, and what affected (positively or negatively) their achievement.</td>
<td>- When self-reflecting, he or she <strong>provided little detail</strong> about what level they achieved their goal, how they achieved it, and what affected (positively or negatively) their achievement.</td>
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<td>Proficient</td>
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<tr>
<td>- Took <strong>feedback from all</strong> collaborators, event participants, event planning members, advisors, and more to provide constructive criticism in the event report for the future leader of the event.</td>
<td>- Took <strong>feedback from most</strong> collaborators, event participants, event planning members, advisors, and more to provide constructive criticism in the event report for the future leader of the event.</td>
<td>- Took <strong>a little feedback from some</strong> collaborators, event participants, event planning members, advisors, and more to provide constructive criticism in the event report for the future leader of the event.</td>
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<tr>
<td>- <strong>Provided a vast amount key details and information</strong> to ensure understanding of the positives and negatives of the events in all contexts (planning, marketing, budgeting, implementation, etc.)</td>
<td>- <strong>Provided a good amount of key details and information</strong> to ensure understanding of the positives and negatives of the events in all contexts (planning, marketing, budgeting, implementation, etc.)</td>
<td>- <strong>Provided few key details and information</strong> to ensure understanding of the positives and negatives of the events in all contexts (planning, marketing, budgeting, implementation, etc.)</td>
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<tr>
<td>- Took the preparation of event reports seriously and created <strong>high-quality documentation</strong>.</td>
<td>- Took the preparation of event reports seriously and created <strong>good-quality documentation</strong>.</td>
<td>- Prepared the event in a timely fashion and created documentation.</td>
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<tr>
<td>- Used the event reports <strong>to greatly improve</strong> leadership and teamwork skills as needed and work hard for the success of the team and future programs.</td>
<td>- Used the event reports <strong>to improve</strong> leadership and teamwork skills as needed and work hard for the success of the team and future programs.</td>
<td>- Used the event reports <strong>to start improving</strong> leadership and teamwork skills as needed and work hard for the success of the team and future programs.</td>
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### End of Term Evaluations Assessment

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Emerging</th>
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<tr>
<td>- Scheduled an evaluation meeting with their advisor and utilized the</td>
<td>- Scheduled an evaluation meeting with their advisor and utilized the</td>
<td>- Scheduled an evaluation meeting with their advisor and utilized the</td>
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<td>meeting positively to reflect on their semester or term in their position</td>
<td>meeting positively to reflect on their semester or term in their position</td>
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<td>- <strong>Discussed</strong> their experience, challenges, achievements, high points,</td>
<td>- <strong>Discussed</strong> their experience, challenges, achievements, high points,</td>
<td>- <strong>Discussed</strong> their experience, challenges, achievements, high points,</td>
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<td>future improvements, etc. <strong>thoroughly</strong> with their advisor.</td>
<td>future improvements, etc. <strong>somewhat thoroughly</strong> with their advisor.</td>
<td>future improvements, etc. with their advisor.</td>
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<tr>
<td>- Have a <strong>clear understanding</strong> of where they now stand as a leader and</td>
<td>- Have an <strong>understanding</strong> of where they now stand as a leader and team</td>
<td>- <strong>Are beginning to understand</strong> where they now stand as a leader and</td>
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<td>team player along with having a <strong>good grasp</strong> of what their strengths and</td>
<td>player along with having <strong>a base line</strong> of what their strengths and</td>
<td>team player along with <strong>starting to recognize</strong> what their strengths and</td>
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# RATING B.O.D. CONTRIBUTIONS

Please rate yourself and the actions you have contributed to creating an effective team.
In each cell, assign a person a rating (1-5) for each of the 12 actions, based on these definitions:

- **5** Models ideal professional responsibility; consistently exceeds expectations
- **4** Faithfully meets expectations; does not fail without compelling excuse
- **3** Usually meets expectations; occasionally allows failure to occur
- **2** Occasionally meets expectations; too frequently fails to perform as expected
- **1** Rarely meets expectations; consistently is unreliable or performs inadequately

<table>
<thead>
<tr>
<th>Action</th>
<th>Month: _________________________</th>
<th>Name:</th>
<th>Advisor:</th>
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<tbody>
<tr>
<td>1. Attends Meetings</td>
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<td>2. Meets Deadlines</td>
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<td>3. Follows through on commitments</td>
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<tr>
<td>4. Is open to ideas of others</td>
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<td>5. Treats others with respect</td>
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<td>6. Discusses ideas with others</td>
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<td>7. Does fair share of work</td>
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<td>8. Supports others</td>
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<td>9. Stays focused on goals</td>
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<td>10. Displays a positive attitude</td>
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<td>11. Meets professional work standards</td>
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<td>12. Helps improve teamwork</td>
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**Other Comments:**

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GOALS & UPDATES:

<table>
<thead>
<tr>
<th>Goals for Next Month</th>
<th>Monitoring My Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did I achieve it? On what level (moderate, high, etc.)</td>
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<td>How did I achieve it?</td>
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<td>What affected (positively or negatively) me in reaching my goal?</td>
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<td>2.</td>
<td>Did I achieve it? On what level (moderate, high, etc.)</td>
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<td>What affected (positively or negatively) me in reaching my goal?</td>
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## RATING MEMBER CONTRIBUTIONS

Please rate members of your team (including yourself) on their actions contributing to an effective team. In each cell, assign a person a rating (1-5) for each of the 12 actions, based on these definitions:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
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<th>Action</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
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<tbody>
<tr>
<td>1. Attends Meetings</td>
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<td>2. Meets Deadlines</td>
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<td>Month</td>
<td>GOAL Description</td>
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<td>Team Member Initials</td>
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End of Semester (spring and summer semesters) Evaluations

1. How do you feel about your experience with PSUB over the last semester?

2. Has your experience been what you expected it to be? If not how was it different?

3. Looking back at the semester is there a particular topic(s) that you wish would have been discussed more in depth or added to the agenda at the retreat?

4. This past semester what has been the most valuable things you’ve learned?

5. What have you learned about yourself through your work with PSUB?

6. What are you most proud of from this semester?

7. Over the semester what has been your biggest challenge?

8. Within your PSUB position do you believe you challenged yourself? If so, how?

9. What did you advisor do well (refer to advisor evaluations)?

10. What could your advisor do to improve (refer to advisor evaluations)?

11. What do you wish you could have done differently in your position?

12. What are 2 goals you want to work on for the fall semester?

13. Comments from committee evaluations:

Other Suggestions / Comments:
Guidelines for Monthly Progress Meetings

Ultimate goal is to enhance leadership & teamwork skills through the factors listed below.

1. **Attends Meetings**
   - Does he or she attend each meeting?
   - When attending meetings, does he or she participate actively whether it is through talking or listening?
   - Does he or she participate in discussion and provide their valuable opinion?
   - Does he or she communicate his or her thoughts well?
   - Does he or she appropriately update his or her team members on work he or she has completed for the team or for the organization?

2. **Meets Deadlines**
   - Does he or she complete assignments in a timely manner?
   - When assignments are completed, are they completed to the level of quality expected?
   - Does he or she value others’ time and ensure deadlines are met when others’ work may be affected?

3. **Follows through on commitments**
   - When asked to do something for the team, do they follow through on performing the task/duty (i.e. attending events, showing up when a volunteer, etc.)?
   - Is he or she a reliable?
   - Do team members identify him or her as an individual that is consistent in their commitments?

4. **Is open to ideas of others**
   - How well do they listen to other team members? Does he or she allow others to speak or does he or she only do the talking?
   - How does he or she take constructive criticism? Is he or she active in using this feedback?
   - How willing is he or she in understanding other ideas?

5. **Treats others with respect**
   - What is his or her mannerism towards other team members?
   - What is his or her level of cooperation? Does he or she argue often with his or her team members?
   - Does he or she use his or her authority level positively and appropriately?
6. Discusses ideas with others
   - Does he or she properly relay information to his or her team members in a timely fashion and presents the information clearly?
   - Is the information that is discussed mainly relevant to the topics at hand?
   - How well does he or she discuss topics in which he or she may disagree with another team member?
   - Does he or she keep an open mind?

7. Does fair share of work
   - Can he or she give a measure of the quantity and quality of his or her contributions to the team?
   - Does he or she take responsibility of his or her work? Does he or she mostly complete his or her own work independently or does he or she rely on others for completion?

8. Supports others
   - Does he or she give positive feedback to team members whether verbally, through emails, text, or notes?
   - Does he or she provide constructive criticism to help team members grow?
   - Does he or she follow up with team members by asking questions about how team member projects, events, or even academics are being managed?
   - Does he or she offer help when a team member seems stressed or under pressure?
   - Does he or she make his or herself accessible to others as necessary?
   - Does he or she provide encouragement?
   - Does he or she give credit and recognition when due?
   - Does he or she positively motivate team members?

9. Stays focused on goals
   - Does he or she prioritize his or her goals effectively?
   - Is he or she organized in achieving his or her goals by using means that are useful to them (timeline, tracker, etc.)?
   - Does he or she keep the organization’s mission and purpose in mind when setting and achieving goals?

10. Displays a positive attitude
    - Is he or she approachable?
    - How does he or she handle stressful situations?
    - What is his or her outlook on obstacles?
    - Does he or she project a level of self-confidence that can be spread to others?
11. Meets professional work standards

- Is he or she dressing appropriately for an office setting?
- Is he or she fulfilling his or her responsibilities and assignments without reminders?
- Does he or she meet his or her capacity to succeed? Or even go above and beyond what is expected?
- Does he or she set a good example of work habits?
- Does he or she use his or resources well (handbooks, experienced team members, etc.)
- Does he or she effectively inform his or her advisor on their work? Does he or she keep them informed in a timely manner and does he or she communicate in a clear and concise way?
- Does he or she accept his or her responsibility?

12. Helps improve teamwork

- How much effort is he or she placing into team tasks?
- When making decisions, does he or she consider all views to reach a fair decision for the team or rather do what he or she prefers?
- Does he or she help address conflicts within the team positively and work to solve these problems in a timely manner?
End of Term (fall semester) Evaluations

1. How do you feel about your overall experience with PSUB?

2. Was your experience what you expected it to be? How was it different?

3. What are the most valuable things you've learned from your PSUB experience?

4. What have you learned about yourself through your work with PSUB?

5. What are you most proud of from this year?

6. Over your term what has been your biggest challenge?

7. Within your PSUB position do you believe you challenged yourself?

8. What could your advisor do to improve next semester? Provide specific examples.

9. What did your advisor do well?

10. What do wish you could have done differently with your position?

11. Do you have any suggestions about the overall structure of PSUB or your position specifically?

12. Overall, what do you feel are some changes that need to be made in order to give the BOD on PSUB the best experience?

Other suggestions:
Event Report

This Event Report should be first completed by the Project Leader(s) for the event, then revised by the director of the committee, reviewed by the Advisor, and finally submitted to the president. Turn a hard copy in, with signatures and all items in the checklist attached, to the president’s mailbox and save this file as “event name.doc” on psub01 under the Event Reports\Semester\Committee folder. Both copies are to be turned in no later than two weeks after the event.

Event:
Event Date & Time
Location:
Committee:
Co-Sponsor(s):
Project Leader(s):

Signature(s): ___________________ Date: ________

Director:

Signature: ___________________ Date: ________

Advisor:

Signature: ___________________ Date: ________

Checklist: Director must initial each to confirm it has been included/turned in

Scrap book page: ___
Planning Calendar: ___
Set-Up Memo: ___
Marketing Checklist: ___
Final Budget: ___
General Summary

Complete the ticket price and attendance sections below. If a certain field doesn’t pertain to this event, it can remain at zero. Also, please thoughtfully answer each of the questions for it will help this event and PSUB succeed in the future.

Ticket Price:
- Students:
- General:

Attendance:

General Questions:

1. Please describe this events timeline as shown on the attached planning calendar. Please be specific so that someone can plan a similar event using just this report.

2. Please describe the actual event from set up to clean up.

3. Was there sufficient time for the planning of this event? What needed more time to plan effectively? What needed less time to plan effectively?

4. How many students did it take to put on the event? List the duties assigned and what tasks were performed by each position.

5. What contacts did you make with any agents, bands, community members, etc. for this event? List any companies used to purchase supplies for the event.

6. Please describe this events set-up as shown on the attached set-up memo. Include any other extraneous information that may be necessary to explain the set-up. (See attached memo)

7. Please list and explain any unanticipated issues that affected this event either positively or negatively.

8. What recommendations would you make for next year or a similar event? Please be specific.
Please Do NOT Staple. Use Paperclips Only.
Evaluation Report

Please tally the audience evaluations for this event and type them in below. Please critically think about and answer the follow-up questions.

Evaluation Information:

1. Please check all that apply:
   - Males: 0
   - Females: 0
   - Fresh.: 0
   - Soph.: 0
   - Junior: 0
   - Senior: 0
   - Faculty/Staff: 0
   - Grad. Stu.: 0

2. How did you hear about this event:
   - Union: 0
   - E-mail: 0
   - Fliers: 0
   - Radio: 0
   - Poster: 0
   - Exponent: 0
   - J & C: 0
   - Residence Hall: 0
   - Facebook: 0
   - Web Page: 0
   - E-Board: 0
   - Get Involved: 0
   - Faculty/Staff: 0
   - PSUB Member: 0
   - Friend: 0

3. Overall, how would you rate this program:
   - 1: 0
   - 2: 0
   - 3: 0
   - 4: 0
   - 5: 0

4. Would you pay to attend a similar event in the future, and if so, what do you think would be a reasonable
   - Yes: 0
   - No: 0
   How much:
Follow-up Questions:

1. What was the goal of this event?

2. Do you feel that this event was successful in achieving the set goal?

3. What was the audience's overall reaction to the event?

4. Was there any portion of the event that was overwhelmingly successful?

5. Were you satisfied with the number of people who attended this event? Why or why not?
Marketing Report

Please complete the required marketing checklist and attach it to the event report. Also, please critically think about and answer the follow-up questions.

Follow-up Questions:

1. Was the marketing done sufficient for this event? Why or Why not?

2. Were there any innovative marketing ideas implemented for this event?

3. How do you feel your level of marketing affected the attendance of the event?

4. Was your marketing done on time according to your timeline?

5. Were there any marketing options that were not completed? Please explain.
Financial Report

Please review the budget for this event and answer the following questions to explain the financial situation of this particular event.

Questions:

1. Please list and explain reasons for any variances between the budgeted numbers and actual numbers.

2. Please list and explain any unforeseen expenditures.