UCLA Student Affairs Mission Statement

Student Affairs supports the academic success of all UCLA students, fosters their intellectual, personal, social and professional development in preparation for the entirety of their lives, and contributes to enhancing the quality of campus life, the educational environment, and our students' relationship with the broader UCLA family, including alumni.

Instructions: Please complete all applicable fields as part of the Annual Departmental Report. Refer to the attached instructional document (page 8) for more detailed guidance by Report item.

Department

Other

Disneyland

Department Mission/Vision Statement

Disney's Citizenship Mission:
Conduct our business and create our products in an ethical manner and promote the happiness and well-being of kids and families by inspiring them to join us in creating a brighter tomorrow.

**Please note that this report was constructed as a training example based loosely on the Citizenship reports available on the Disney Company website http://thewaltdisneycompany.com/citizenship/reporting/report-archive and is not intended to be a representation of the actual data, planning or outcomes of the Disney Company.

Section I. Service Indicators (Utilization)

Indicate the total number of visits/contacts that took place within your department/program during the 2014-15 academic year.

74.8 million

Please provide any details regarding how visits are defined within the context of your service area (see Instructions section I-A).

Visits were defined by the number of scanned ticket barcodes (inclusive of annual pass, single-day, and multiple-day visit tickets) upon visitor entry into any of the following Disney parks during the 2013 year: Disneyland, California Adventure, Magic Kingdom, EPCOT, Disney's Hollywood Studios, and Disney's Animal Kingdom.

While there were no challenges collecting basic utilization numbers, as we look to attract more Disney guests, we would like to have more information on the geographic areas from which our current guest population is drawn. Thus, we will explore collecting zip code information from all ticket purchasers rather than just annual pass and online ticket sales customers.

Specify any patterns in utilization that suggest areas for change or improvement in your department/program (see Instructions section I-B).

In 2013, there were approximately 74.8 million visits to Disney parks within the United States. This number represents an increase from the previous year when only 68.3 million visits occurred at these same parks.

Total visits per park in 2013 were as follows:

Disneyland: 16.2 million
California Adventure: 8.5 million
Magic Kingdom: 18.6 million
EPCOT: 11.2 million
Disney's Hollywood Studios: 10.1 million
Disney's Animal Kingdom: 10.2 million

In general, these utilization numbers represent a continuing upward-growing trend in visits for all parks. The only park for which total visits dropped from 2012, was EPCOT. While the decline was slight (-.4 million), we will explore existing data further in the upcoming year to determine if the decline was consistent across the year, or localized to particular days or seasons, to help us begin to understand what might be driving the decline at EPCOT.

Section II. Departmental Outcomes and SA Outcome Domains

Please list your department's outcomes and select the **primary** Student Affairs Outcome Domain to which each outcome maps/corresponds. You may indicate an OPTIONAL secondary SA Outcome Domain as needed. Additional department outcomes can be included in an addendum titled "Section II-Additional Outcomes" (See Instructions section II-A for additional information).

Outcome 1

Live Healthier: Make healthy living fun and accessible.

Primary SA Outcome Domain

Healthy Self-Management

(Optional) Secondary SA Outcome Domain

Outcome 2

Strengthen Communities: Bring hope, happiness, and comfort to kids and families.

Primary SA Outcome Domain

Global Citizenship

(Optional) Secondary SA Outcome Domain

Outcome 3

Conserve Nature: Connect kids with nature to build lifelong conservation values.

Primary SA Outcome Domain

Global Citizenship

(Optional) Secondary SA Outcome Domain

Outcome 4

Think Creatively: Nurture creative thinking skills to inspire kids to create the future they imagine.

Primary SA Outcome Domain

Leadership and Team Skills

(Optional) Secondary SA Outcome Domain

Outcome 5

Primary SA Outcome Domain

(Optional) Secondary SA Outcome Domain

Section III. Results from Assessment Activity

Please provide the following information regarding your department's assessment of one outcome.

Outcome #:

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Outcome Description:

Strengthen Communities: Bring hope, happiness, and comfort to kids and families.

Context and Rationale:

Provide context for why this outcome was chosen to be assessed (see Instructions section III-A).

At Disney, we are committed to strengthening communities by providing hope, happiness, and comfort to kids and families who need it most. We do this through contributions, collaborations with local organizations, in-kind gifts, and sheer people power. Many of these efforts consist of activities that only Disney can do, like using our characters to teach kids and families about the importance of disaster preparedness, delivering special care packages to kids in hospitals, or granting Disney Wishes to children with life threatening illnesses.

In particular, we chose to assess our VoluntEARS program. Making dreams come true is something our Disney VoluntEARS have been doing for many years. In 2013, we celebrated the 30th anniversary of our popular Disney VoluntEARS program. By 2020, the goal for this program is to contribute more than 5 million hours of employee community service through the Disney VoluntEARS program. Accordingly, it is important that we assess our progress toward this goal and explore the potential factors related to higher VoluntEARS service hours, so that we can monitor progress and adapt related practices accordingly to ensure we reach our target.

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Assessment Methods:

Describe the steps taken to assess this outcome. Include information about the method of data collection

and analysis, sample, and time-frame (see Instructions section III-B).

In order to assess this outcome, we (a) utilized existing data, and (b) administered a survey among employees who were VoluntEARS during 2013. Existing data was collected from each of the participating non-profit organizations regarding the number of service hours logged and type of service provided. The Disney organization also provided demographic information for each of these VoluntEARS including race/ethnicity, sex, number of years employed full- or part- time by Disney, and job classification.

Disney also administered a survey to all 2013 VoluntEARS. The survey included items related to: the relationship between the nature of their work at Disney and their VoluntEARS placements, satisfaction with their VoluntEARS service work, and an open-ended item asking for suggestions for how to encourage more employees to join the VoluntEARS. The digital survey link was sent to over 6,000 employees worldwide and was left open for a total of four weeks. Of the 6,000 employees who received an invitation to complete the survey, approximately 1,200 (or 20 percent) participated.

In order to determine the total number of service hours performed in 2013, all logged hours data for the 6,000 employees at participating non-profit organizations was combined. This data was also analyzed by disaggregating the total number of service hours by the type of service to paint a picture of how VoluntEARS' hours are distributed across service types. Additionally, all data was merged such that one record of all aforementioned data existed for each VoluntEARs employee. Frequencies and crosstabulations were used to analyze patterns between participants' number of hours logged and responses to the survey questions.

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Narrative of Key Findings

Discuss key finding of the assessment activity (see Instructions section III-C). You may attach any accompanying tables/graphs/etc. in a separate addendum titled "Section III- Key Findings Data."

In 2013, Disney VoluntEARS gave over 667,000 hours of service to nonprofit organizations in communities around the world. Since 2012, this brings our total to more than 1.2 million hours and puts us on track to meet our 2020 target. 64% of VoluntEARS were female and a majority (73%) had worked at Disney for five years or less. The distribution of these hours was as follows: food/supply distribution (18%), clean-up events (35%), and building projects (47%).

Interestingly, data from our survey to Disney employees revealed that there is a connection between the number of hours volunteered and the relevancy of volunteer opportunities to regular job responsibilities. Employees who reported that their volunteer opportunity was "strongly related" or "related" to their job responsibilities at Disney dedicated an average of 4.32 more hours of service per year compared to those who found their volunteer opportunity to be only "somewhat related" or "not related at all" to their Disney job responsibilities.

Related to this finding, results from our survey also suggest that VoluntEARS' levels of satisfaction with their volunteer service were related to the extent to which the required skills matched up with their job responsibilities. Specifically, among those aforementioned employees who reported their volunteer opportunities as "strongly related" or "related" to their job responsibilities at Disney, 76% said they were "extremely satisfied" or "satisfied" with their experience. This compared to only 45% of those employees whose volunteer opportunities were "somewhat related" or "not related at all" to their Disney job responsibilities.

Importantly, these findings were supported by suggestions for increasing participation in the VoluntEARS program. Employees highlighted the need for explicit connections to be drawn between individals' work at Disney and their contributions to participating non-profit organizations. Another prominent theme in the responses to this open-ended survey item was participants' suggestion for Disney to stress the importance of the VoluntEARS program as a means of professional development for upward mobility within the Disney organization.

Resulting Efforts:

Describe how these findings affected your policies or practices. Also, if appropriate, explain how these findings link to your future assessment plans (see Instructions section III-D).

Thanks to the efforts of our employees, we have brought lasting, positive change around the world. It appears we are on track as an organization to meet our goal of 5 million hours of employee community service by 2020. However, we will endeavor to increase participation in this program among male Disney employees, given that they represent 52% of all employees, but only 36% among the VoluntEARS. Similarly, efforts will be dedicated to increasing participation among employees who have spent more than five years in the company. This subset of Disney employees constitutes 34% of all employees. However, the 2013 VoluntEARS consisted of only 27% of such employees.

As part of the continued evolution of the Disney VoluntEARS program, we will also pilot a skills-based volunteer initiative to help match the skills of our employees with the specific needs of nonprofit organizations. Given that VoluntEARs who felt there was a connection between their work and service tended to dedicate more time to the VoluntEARs and were more satisfied, our goal will be to increase the level of relatedness between employees' job responsibilities and service tasks. Skills-based volunteerism is also an innovative way that Disney might leverage our unique resources to build nonprofit capacity and strengthen communities.

Finally, based on difficulties with collecting service hour data this year, we will also launch a new U.S.-based tracking system in the near future, which requires both employees and nonprofit organizations to adapt to a new process of recording and verifying hours. We believe the transition to a new tracking system will increase participation and reporting accuracy in the future.

Section IV. Constituent Service Questions

If your department chose to modify the Constituent Service Questions in accordance with the "Allowable Modifications to Questions" provided, please indicate how these questions were reworded in the space provided below (see Instructions section IV-A). If your department did not modify the questions, please indicate "N/A."

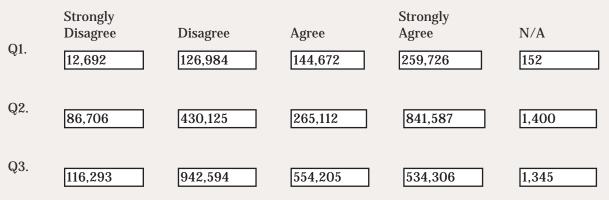1. The individuals I worked with took the time to understand my needs and concerns.

2. The individuals I worked with interacted with me in a respectful manner.

3. The individuals I worked with provided me with clear instructions regarding next steps or resolved my issue.

N/A

Constituent Service Question Responses:

Indicate the number of responses collected for each response option:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Q1.	12,692	126,984	144,672	259,726	152
Q2.	86,706	430,125	265,112	841,587	1,400
Q3.	116,293	942,594	554,205	534,306	1,345

Assessment Methods:

How was your constituent service data collected? Include information about the method of data collection, sample, and time-frame. Please note if different methods were used to assess each question (see Instructions section IV-B).

Constituent service data was collected throughout the 2013-14 year. Customers who visited a Disneyland or Disney World Resort Help Center during park hours were given an optional satisfaction card at the end of their interaction with a Help Center employee. Those customers who chose to fill out the card were welcomed to drop their responses into a Help Center customer feedback container. Responses were collected and recorded on a daily basis at each of the Disney Resorts, and were then compiled into aggregated totals (as reflected above).

Narrative of Key Findings and Resulting Efforts:

What did you learn about your department's level of service from the Constituent Service Questions? What changes does your department plan to make in the future based on these findings? (see Instructions section IV-C)

Responses to the Help Center constituent service questions indicate that customers were generally satisfied with their interactions with Help Center employees. However, the data does suggest there are still areas for growth in this aspect of our business.

With respect to constituent service question 1, there were 544,226 total responses. Only 152 (~0%) of these responses were "N/A." Of the remaining responses, 25% were either "Strongly disagree" or "Disagree," 27% (144672) were "Agree," and 48% (259726) were "Strongly agree." Thus, customer satisfaction was relatively high when it came to the extent to which Help Center employees took time to understand the concerns and needs of its constituents.

Constituent service question 2, which was related to respectful interactions, also indicated relatively high levels of satisfaction among customers. However, there was a higher percentage of "Strongly disagree" and "Disagree" responses to this item compared the constituent question 1 (31% versus 25%).

Finally, constituent question 3 yielded considerably lower reports of satisfaction. Only 25% of respondents indicated "Strongly agree" (compared to 48% and 52% for questions 1 and 2, respectively). Moreover, 49% of respondents either "Strongly disagree" or "Disagree" (compared to just 25% and 31% for questions 1 and 2, respectively). These responses suggest that Disney's Help Centers' greatest area for growth in customer service lies in providing clear instructions regarding next steps or resolving customers' issues.

Taken in whole, the responses to the three constituent service questions for the Help Centers make it clear that Disney's Help Center employees are perceived as thoughtful and effective listeners who take the necessary time to understand the needs of their constituents and interact with them in a respectful way. However, the final, resolution-oriented piece of these interactions tends to be less consistent.

The Help Center department will use this information to proceed in two key ways. First, additional assessment efforts will be made to understand the types of Help Center customer needs that are most common and which of these topics tend to yield the lowest feelings of customer resolution at the conclusion of an interaction with Help Center employees. We will also further utilize this existing data by examining the results to this constituent service question by Disney location. This will allow us to identify whether there are locations where responses were more favorable. If this is the case, we will explore how and why these locations may be providing a higher level of resolutions to Help Center customer needs. These best practices may provide insight for future professional development and training approaches.

As an extension of this best practices approach, changes in training and staffing models will be implemented. We will begin to pilot new training programs for all Help Center employees to support them in developing the provision of resolution within each of their customer interactions. A new protocol will also be implemented whereby an additional lead supervisor will be present on the floor to support employees who are presented with customer needs that require additional assistance to be resolved.

Section I. Service Indicators

I-A. The purpose of this reporting measure is to gather data that is most representative of the total number of constituents served or point of service visits fulfilled. Remember to include information about where your data comes from (e.g., card swipes, sign-in sheets, office logs, etc.)

I-B. When analyzing your data, there are various ways to disaggregate this utilization measure so it is of more direct use to your work. Consider examining your data by service type, quarter, student groups served, etc. to identify patterns or themes that may help your department to make informed decisions going forward.

Section II. Departmental Outcomes and SA Outcome Domains

II-A. There is no set number of required outcomes per department, but it suggested that each department specify between 3-6 outcomes.

Your department has the option of classifying an outcome under one primary Student Affairs Outcome Domain or under both a primary and an alternative secondary Outcome Domain.

As a reminder, it is not required that departments' outcomes map/correspond to all of the Student Affairs Outcome Domains (e.g., All 4 of a department's given outcomes may map to the same SA Outcome Domain).

Section III. Results from Assessment Activity

III-A. Context and Rationale: Link this outcome to the broader mission and goals of your department and the Student Affairs Division. Discuss any stakeholders that are important to consider.

Then, consider and answer the following: Why is it important to assess this outcome? Has your department assessed this outcome before? What did your department wish to glean from this assessment?

III-B. Assessment Methods: Describe the process your department took to assess your outcome. Important aspects to highlight include:

-Did you collect new data or use existing data?
-If new data- How did you collect the data?

-Who was included in the sample (students, staff, etc.)?
-How did you analyze the data?

III-C. Narrative of Key Findings: Use this space to connect your findings back to the original purpose of the assessment. What did you learn about the outcome you assessed? If this is a qualitative assessment, you might present your data in "themes" or categories. Consider providing exemplar quotes that represent your findings.

If this is a quantitative assessment, describe numerical findings in your own words. You may also choose to attach tables, graphs, or any other visual representation of your data to the report.

III-D. Resulting Efforts: Explain how the key findings of your assessment inform your future practices as a department. Do your findings inform a particular service area within your department and/or your overall function? How might you use these findings to make decisions about future areas of assessment?

Section IV. Constituent Service Questions

IV-A. As per the allowable modifications to the Constituent Service Questions (CSQs), certain rewording options are available to departments in order to make these particular assessment questions more applicable to your services.

Please reference Constituent Service Questions Guidance Document at http://www.sairo.ucla.edu/ for details.

IV-B. Assessment Methods: Describe the process your department took to administer the Constituent Service Questions. Consider detailing the following:

-Who was the target sample for these questions?
-Did you administer the CSQs at your point of service?
-Did you administer the CSQs in an end of year survey?

IV-C. Narrative of Key Findings and Resulting Efforts What themes and patterns did you find in your data? Did you have higher satisfaction ratings for certain questions? What might differences in responses between the CSQs tell you about your service? What CSQ area will you prioritize moving forward?