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| SLCC Logo | Student Life & Leadership |
| 2019-2020 ANNUAL ASSESSMENTSUMMARY OF RESULTS |

# Project (Assessment) Title

Student Leadership Needs Assessment

# College-wide Strategic Goal

Strategy #12: Embrace equity mindedness and inclusive practices in workplace and academic culture.

Identify and adopt policies, practices, and cultural habits that contribute to a more welcoming and inclusive environment for all students, faculty, and staff.

# Assessment Overview

One of our department goals has been to expand our leadership development opportunities to the general student body to be more inclusive in our practices. We want to make our office, building, and campus into a more welcoming community, and we hope by opening up these opportunities we can begin that process. We know that the majority of students who engage within our office are apt to complete at the college, and if this works for this group, we have confidence it can work for others. This year we are going to begin that process by reaching out to three different groups of students.

We would like to survey three groups of students to find out what, if any, leadership development they would like to participate in and the level(s) of engagement they would like to have. We aim to provide more students the opportunity to participate in leadership development opportunities, however, we need to know what they need and how they would like that delivered. The hope is the more students we can connect with through leadership development the more we can keep on track for retention and completion.

# Methodology (Plan/Method)

We will use a student survey with quantitative and qualitative questions. The survey will be sent separately to three groups of students including: a group of random students, the student members of the National Society of Leadership and Success, and then last a group SLCCSA student leaders. These groups were decided because the students from each group will provide us a different perspective in wants and needs. These will also assist us in assessing the leadership programs we currently have and what we need to create for students moving forward. Survey Questions in Appendix A.

# Timeline

Original Timeline: We will send the survey out in mid-January 2020, and then set up focus groups for first part of February. We will then review and analyze feedback during March and April.

The initial email was sent to the participant groups on June 4, 2020. Reminder emails were sent on June 15 and June 18, 2020. The survey was closed on June 18, 2020 at 4:30pm.

Analysis of the survey results were initially reviewed on June 19, 2020. The Assessment Results and Finding and Action Plan were written June 19-June 23, 2020.

# Results/Findings

Excel Documents for each set of survey results are found in Appendix. Appendix C- Sample of Students, Appendix D- NSLS Students, and Appendix E- SLCCSA Student Leaders. There are tabs for the full results and separate tabs for the data specific to students of color and white students.

Student Survey Result Graphs

Word Documents containing Survey Results with Graphs are found in Appendix. Appendix F- Sample Student, Appendix G- NSLS Students, and Appendix H- SLCCSA Student Leaders.

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here are also Word Documents for each of the three surveys that shows that data represented in graph from for the data specific to students of color and white students. Appendix J- Sample Student, Appendix K- NSLS Students, and Appendix L- SLCCSA Student Leaders.

Number of Survey Responses vs Number of Survey Requests Sent Out

Sample of Students- 236 of 2,551 (9.3% response rate) 70 Student of Color and 164 White Students

NSLS Student- 31 of 683 (4.5% response rate) 13 Students of Color and 18 White Students

SLCCSA Student Leaders- 9 of 17 (53% response rate) 1 Student of Color and 8 White Students

This survey gave the SLL office some insights into the different student groups that we serve. These insights will inform the work that SLL Staff will be using to inform the work that we are currently doing to meet the recommendations of the recent program review that was completed in December of 2020.

There are also observations for each question that shows the differences between students of color and white students. One thing to note before getting into the question results, only one Student of Color responded to the SLCCSA Student Survey. The percentage of Student of Color to respond to the NSLS and Sample Student Surveys was close to or above the average for the Students of Color we have at SLCC.

**Question 1**

Across the three groups assessed there were similarities in the Leadership Competencies were selected as the groups being most interested in being incorporated in a Student Leadership Programming. Effective Communication was the top choice for all three groups, with Personal and Educational Goals also showed up in the to four for all groups. Looking at the different groups it wasn’t a surprise to see Collaboration in the top four of only the SLCCSA Student Leadership group, given the lens which the interact with leadership at SLCC.

For both the NSLS and SLCCSA student groups the response for the Students of Color and White Students were similar to the overall results for their group. The Sample Student group was the only group surveyed who identified Career Choices in their top choices, with Students of Color having this preference slightly higher than the White Students in this category.

**Sample of Students**

The competencies that were selected most by this group of students were:

Effective Communication- 54.2%

Healthy Behavior and Satisfying Lifestyles- 52.5%

Personal and Educational Goals- 49.2%

Career Choices- 46.2%

**Students of Color**

Healthy Behavior and Satisfying Lifestyles

Effective Communication

Career Choices

**White Students**

Effective Communication

Healthy Behavior and Satisfying Lifestyles

Personal and Educational Goals

**NSLS Students**

The competencies that were selected most by this group of students were

Effective Communication- 74.2%

Intellectual Growth- 71%

Meaningful Interpersonal Relationships- 54.8%

Personal and Educational Goals- 54.8%

**Students of Color**

Personal and Educational Goals

Intellectual Growth

Effective Communication

Meaningful Interpersonal Relationships

**White Students**

Effective Communication

Intellectual Growth

Meaningful Interpersonal Relationships

Enhanced Self-Esteem

**SLCCSA Student Leaders**

The competencies that were selected most by this group of students were:

Effective Communication- 77.8%

Personal and Educational Goals- 66.7%

Collaboration-66.7%

Meaningful Interpersonal Relationships- 66.7%

**Student of Color**

Event Management

Collaboration

Effective Communication

Realistic Self-Appraisal

Awareness and Appreciation of Beliefs and Values of Self and Others

Personal and Educational Goals

**White Students**

Effective Communication

Meaningful Interpersonal Relationships

Collaboration

Intellectual Growth

Personal and Educational Goals

Event Management

**Question 3**

When this assessment was sent out there was an assumption that the option for an On Demand or Streaming option would be popular for students, as it would afford them the opportunity to consume the content of a Student Leadership Program on their own timeframe. It was surprising that two of the three groups had 0% and only 7.6% of the Sample Student group. It was not surprising that all three groups of students identified that an In-Person experience were preferred. The high percentages of the All of the Above response in both the NSLS Student and Sample Student Groups will be considered as SLL works to great new Student Leadership Programming moving forward.

For the all student groups the option to do trainings in person was preferred more often by Students of Color than White Students. While all groups had percentages, who preferred the All of the Above training option that was similar to their overall survey results, with the exception of the SLCCSA Student of Color group who only had one result.

**Sample of Students**

Which modes of conducting trainings or workshops would you be more likely to attend?

In Person- 39%

Virtual/On-line- 19.1%

On Demand or Streaming- 7.6%

All of the Above- 33.1%

Newsletter- 0.4%

All of the above and news articles- - 0.4%

I think COVID changes what my answers would normally be. I enjoy in person trainings for the social and learning aspects. Currently though I would prefer online or streaming- - 0.4%

**Students of Color**

In Person- 36%

Virtual/On-line- 18%

On Demand or Streaming- 6%

All of the Above- 40%

**White Students**

In Person- 41%

Virtual/On-line- 20%

On Demand or Streaming- 8%

All of the Above- 31%

**NSLS Students**

Which modes of conducting trainings or workshops would you be more likely to attend?

In Person- 38.7%

Virtual/On-line- 25.8%

On Demand or Streaming- 0%

All of the Above- 35.5%

**Students of Color**

In Person- 54%

Virtual/On-line- 8%

On Demand or Streaming- 0%

All of the Above- 38%

**White Students**

In Person- 42%

Virtual/On-line- 26%

On Demand or Streaming- 0%

All of the Above- 32%

**SLCCSA Student Leaders**

Which modes of conducting trainings or workshops would you be more likely to attend?

In Person- 66.7%

Virtual/On-line- 11.1%

On Demand or Streaming- 0%

All of the Above- 22.2%

**Students of Color**

In Person- 100%

Virtual/On-line- 0%

On Demand or Streaming- 0%

All of the Above-0%

**White Students**

In Person- 75%

Virtual/On-line- 12%

On Demand or Streaming- 0%

All of the Above- 13%

**Question 4**

Having the Small Group Trainings was not surprising to show up as the top for all three student groups. It seems that students are still looking for ways to connect with peers but given the current social distancing regulations and the restrictions that virtual platforms have presented, having a smaller group seems safer to be a part of rather than larger groups.

For the NSLS and SLCCSA student groups the preference of the Students of Color and White Students were similar to the results of the overall groups. With the Sample Student group there was a slightly higher preference of White Student for both the Individual and Large Group Trainings than the Students of Color.

**Sample of Students**

Which learning group would you prefer to participate in?

Individual training- 16.1%

Small Group Training (<20)- 73.7%

Large Group Trainings (>20)- 10.2%

**Students of Color**

Individual Training- 11%

Small Group Training (<20)- 86%

Large Group Training (>20)- 3%

**White Students**

Individual Training- 22%

Small Group Training (<20)- 65%

Large Group Training (>20)- 13%

**NSLS Students**

Which learning group would you prefer to participate in?

Individual training- 16.1%

Small Group Training (<20)- 67.7%

Large Group Trainings (>20)- 16.1%

**Students of Color**

Individual Training- 23%

Small Group Training (<20)- 69%

Large Group Training (>20)- 8%

**White Students**

Individual Training- 11%

Small Group Training (<20)- 67%

Large Group Training (>20)- 22%

**SLCCSA Student Leaders**

Which learning group would you prefer to participate in?

Individual training- 0%

Small Group Training (<20)- 77.8%

Large Group Trainings (>20)- 22.2%

**Students of Color**

Individual Training- 0%

Small Group Training (<20)- 100%

Large Group Training (>20)- 0%

**White Students**

Individual Training- 0%

Small Group Training (<20)- 75%

Large Group Training (>20)- 25%

**Question 5**

These results will be used to inform the set up the length of trainings for the workshops or trainings that are part of the student leadership programing. Learning more about “Zoom Fatigue” and seeing the results that are in the comment questions of time being a big factor preventing students from participating in longer times.

For the all student groups there is a clear preference for trainings that are 45 minutes. This is also true of the White Students of SLCCSA, while the White Student in the NSLS group the preference is for the 60 minute trainings. With the Sample Student group it shows that there was a slightly higher preference for both the 30 and 60 minute for White Students than Student of Color.

**Sample of Students**

How much time would an ideal workshop or training last?

20 Minutes- 11%

30 Minutes- 32.2%

45 Minutes- 33.9%

60 Minutes- 33.9%

90 Minutes- 7.6%

120 Minutes- 4.2%

**Students of Color**

20 Minutes- 6

30 Minutes- 19

45 Minutes- 34

60 Minutes- 25

90 Minutes- 8

120 Minutes- 6

**White Students**

20 Minutes- 20

30 Minutes- 56

45 Minutes- 46

60 Minutes- 54

90 Minutes- 10

120 Minutes- 4

**NSLS Students**

How much time would an ideal workshop or training last?

20 Minutes- 6.5%

30 Minutes- 25.8%

45 Minutes- 22.6%

60 Minutes- 41.9%

90 Minutes- 3.2%

120 Minutes- 0%

**Students of Color**

20 Minutes- 16.6%

30 Minutes- 25%

45 Minutes- 33.3%

60 Minutes- 16.6%

90 Minutes- 0.8%

120 Minutes- 0%

**White Students**

20 Minutes- 0%

30 Minutes- 27.7%

45 Minutes- 16.7%

60 Minutes- 55.5%

90 Minutes- 0%

120 Minutes- 0%

**SLCCSA Student Leaders**

How much time would an ideal workshop or training last?

20 Minutes- 11.1%

30 Minutes- 22.2%

45 Minutes- 55.6%

60 Minutes- 22.2%

90 Minutes- 22.2%

120 Minutes- 0%

**Students of Color**

20 Minutes- 0

30 Minutes- 0

45 Minutes- 1

60 Minutes- 0

90 Minutes- 0

120 Minutes- 0

**White Students**

20 Minutes- 1

30 Minutes- 1

45 Minutes- 5

60 Minutes- 2

90 Minutes- 2

120 Minutes- 0

**Question 6**

The results of the campus locations were not surprising from any of the student leaders who were surveyed. It was insightful to see how many different campuses students have taken course. This information reinforces the need to offer programming of some sort on all our campuses, so all students have the opportunity to access programming on campuses they have classes.

For the NSLS group there are far more White Students who have classes at Jordan Campus and Online than our Student of Color. The SLCCSA Student Group has similar campus representation from the Student of Color and the White Students who took the survey.

**Question 6- Sample of Students**

Which campus location would you prefer to host workshops or trainings in?

Jordan- 37.7%

Library Square- 6.4%

Miller- 9.3%

Online- 36.4%

South City- 39.4%

Taylorsville/Redwood- 80.5%

West Pointe- 7.2%

West Valley- 11.4%

**Students of Color**

Jordan- 23

Library Square- 2

Miller- 3

Online- 26

South City- 30

Taylorsville/Redwood- 58

West Pointe- 7

West Valley-10

**White Students**

Jordan- 64

Library Square- 13

Miller- 18

Online- 59

South City- 62

Taylorsville/Redwood- 129

West Pointe- 10

West Valley-17

**Question 6-** **NSLS Students**

Which campus location would you prefer to host workshops or trainings in?

Jordan- 41.9%

Library Square- 9.7%

Miller- 6.5%

Online- 38.7%

South City- 35.5%

Taylorsville/Redwood- 87.1%

West Pointe- 3.2%

West Valley- 6.5%

**Students of Color**

Jordan- 3

Library Square- 1

Miller- 2

Online- 4

South City- 7

Taylorsville/Redwood- 12

West Pointe- 1

West Valley-1

**White Students**

Jordan- 10

Library Square- 2

Miller- 0

Online- 8

South City- 4

Taylorsville/Redwood- 15

West Pointe- 0

West Valley- 1

**SLCCSA Student Leaders**

Which campus location would you prefer to host workshops or trainings in?

Jordan- 44.4%

Library Square- 0%

Miller- 11.1%

Online- 11.1%

South City- 44.4%

Taylorsville/Redwood-100%

West Pointe- 0%

West Valley- 11.1%

**Students of Color**

Jordan-1

Library Square- 0

Miller- 1

Online- 0

South City- 1

Taylorsville/Redwood- 1

West Pointe- 0

West Valley-1

**White Students**

Jordan -4

Library Square- 0

Miller- 2

Online- 2

South City- 3

Taylorsville/Redwood- 7

West Pointe- 0

West Valley-1

**Question 7**

The variety of learning formats that the students surveyed was interesting to see. It was not surprising to see that workshops were the top learning formats for all groups, this is a format that our students are familiar with while some of the items on the list may not have been ones that they were familiar. The SLCCSA Student Leader students have had the opportunity to attend retreats as a part of their leadership experience on campus, it is not surprising that this was one of the top choices for that group.

For the NSLS Student group the Students of Color and White Student both chose Workshops and Lectures in their top choices for trainings. However, Students of Color identified Mentor Programs much higher than the White Students. While White Students had Films much higher than Students of Color. The numbers for the Sample Student group were similar to the overall results.

**Sample of Students**

What is your preferred learning format(s)?

Workshop- 75.4%

Lecture- 58.1%

Retreats- 36%

Conferences- 35.6%

Mentor Programs- 36.4%

Case Studies- 22.9%

Panel Discussions- 26.3%

Films- 33.1%

Multisession Trainings- 23.3%

**Students of Color**

Workshop- 58

Lecture- 39

Retreats- 32

Conferences- 27

Mentor Programs- 25

Case Studies- 13

Panel Discussions- 18

Films- 26

Multisession Trainings- 16

**White Students**

Workshop- 118

Lecture- 97

Retreats- 52

Conferences- 57

Mentor Programs- 60

Case Studies- 41

Panel Discussions- 25

Films- 51

Multisession Trainings- 39

**NSLS Students**

What is your preferred learning format(s)?

Workshop- 87.1%

Lecture- 67.7%

Retreats- 41.9%

Conferences- 41.9%

Mentor Programs- 54.8%

Case Studies- 25.8%

Panel Discussions- 12.9%

Films- 48.4%

Multisession Trainings- 29%

**Students of Color**

Workshop- 11

Lecture- 7

Retreats- 5

Conferences- 4

Mentor Programs- 8

Case Studies- 2

Panel Discussions- 1

Films- 3

Multisession Trainings- 2

**White Students**

Workshop- 16

Lecture- 13

Retreats- 8

Conferences- 9

Mentor Programs- 10

Case Studies- 4

Panel Discussions- 3

Films- 11

Multisession Trainings- 6

**SLCCSA Student Leaders**

What is your preferred learning format(s)?

Workshop- 100%

Lecture- 22.2%

Retreats- 77.8%

Conferences- 44.4%

Mentor Programs- 11.1%

Case Studies- 11.1%

Panel Discussions- 22.2%

Films- 55.6%

Multisession Trainings- 22.2%

**Students of Color**

Workshop- 1

Lecture- 1

Retreats- 1

Conferences- 0

Mentor Programs- 0

Case Studies- 0

Panel Discussions- 0

Films- 1

Multisession Trainings- 0

**White Students**

Workshop- 7

Lecture- 1

Retreats- 6

Conferences- 3

Mentor Programs- 1

Case Studies- 1

Panel Discussions- 1

Films- 3

Multisession Trainings- 2

**Question 8**

This result will be informative when we are able to host more conference for our student groups in person. It appears from the data from all groups that having an experience that is a full day or less is preferred to having overnight experiences when it comes to Student Leadership Programming.

For the NSLS Students surveyed the Students of Color showed a higher preference to the Full Day and 2-Day experience, while White Students showed the strongest preference to the ½ Day experience. The results for the sample student group were almost identical to the overall results for that group, with a clear preference for this student group to be a ½ day experience with the other two students groups have a preference to the full day or 2 day experience.

**Sample of Students**

What would be your ideal student leadership conference length?

½ Day- 48.7%

Full Day- 25.8%

2- Day with One Overnight- 20.3%

3- Day with One Overnight- 5.1%

**Students of Color**

½ Day- 47%

Full Day- 28%

2- Day with One Overnight- 19%

3- Day with One Overnight- 6%

**White Students**

½ Day- 49%

Full Day- 25%

2- Day with One Overnight- 21%

3- Day with One Overnight- 5%

**NSLS Students**

What would be your ideal student leadership conference length?

½ Day- 35.5%

Full Day- 29%

2- Day with One Overnight- 25.8%

3- Day with One Overnight- 9.7%

**Students of Color**

½ Day- 23%

Full Day- 31%

2- Day with One Overnight- 31%

3- Day with One Overnight- 15%

**White Students**

½ Day- 44%

Full Day- 28%

2- Day with One Overnight- 22%

3- Day with One Overnight- 6%

**SLCCSA Student Leaders**

What would be your ideal student leadership conference length?

½ Day- 22.2%

Full Day- 44.4%

2- Day with One Overnight- 22.2%

3- Day with One Overnight- 11.1%

**Students of Color**

½ Day- 100%

Full Day- 0%

2- Day with One Overnight- 0%

3- Day with One Overnight- 0%

**White Students**

½ Day- 25%

Full Day- 37%

2- Day with One Overnight- 25%

3- Day with One Overnight- 13%

**Question 9**

For the Sample of Students and the NSLS group the preference is for Student Leadership Programs to have be offered in a for credit or certificate-based format. When analyzing the comments in the results it was said a few times in the Sample Student group that they didn’t know that SLCC had Student Leadership Programs, so it makes sense to have those results high in Credit Bearing, Certificate Bases, and Dependent on subject matter. The NSLS Student group are members of a Certificate Based program already which can be inferred as to why the Certificate Based program was the top in their results.

The NSLS Student group had similar results in both the Students of Color and White Students on this question with preferencing the Certificate or Credit Based programs. The SLCCSA White Students showed their preference depended on the subject matter. The Sample Student group of students has similar results in both the Students of Color and White Students. In all Students of Color there appears to be a higher preference to Certificate programs than the White Student Groups.

**Sample of Students**

I would prefer my student leadership programs, workshops, and trainings to be…

Credit-Bearing- 53%

Certificate Based- 45.3%

Non-Credit-Bearing- 11.4%

Dependent on Subject Matter- 56.8%

**Students of Color**

Credit-Bearing- 33

Certificate Based- 38

Non-Credit-Bearing- 10

Dependent on Subject Matter- 39

**White Students**

Credit-Bearing- 92

Certificate Based- 69

Non-Credit-Bearing- 16

Dependent on Subject Matter- 94

**NSLS Students**

I would prefer my student leadership programs, workshops, and trainings to be…

Credit-Bearing- 64.5%

Certificate Based- 71%

Non-Credit-Bearing- 12.9%

Dependent on Subject Matter- 41.9%

**Students of Color**

Credit-Bearing- 7

Certificate Based- 8

Non-Credit-Bearing- 3

Dependent on Subject Matter- 7

**White Students**

Credit-Bearing- 13

Certificate Based- 13

Non-Credit-Bearing- 1

Dependent on Subject Matter- 6

**SLCCSA Student Leaders**

I would prefer my student leadership programs, workshops, and trainings to be…

Credit-Bearing- 11.1%

Certificate Based- 33.3%

Non-Credit-Bearing- 11.1%

Dependent on Subject Matter- 77.8%

**Students of Color**

Credit-Bearing- 0

Certificate Based- 1

Non-Credit-Bearing- 0

Dependent on Subject Matter- 0

**White Students**

Credit-Bearing- 1

Certificate Based- 2

Non-Credit-Bearing- 1

Dependent on Subject Matter- 6

**Age Range**

The age range for all groups surveyed showed less than 1% of students under the age of 18 where the SLCC 2019-20 student population shows 22.8% of students in that age range. This is not surprising due to the majority of student surveyed have been at SLCC for at least one semester and presumably not enrolled in concurrent enrollment courses.

The SLCCSA Student Leader group had a larger than average group of student in the 18-19 range over the other two groups surveyed and the 2019-20 student population, by 40.8- 37.2%.

**2019-20 SLCC Fact Book**

**(**[**http://performance.slcc.edu/Factbook/2019-20/B\_student\_demographics/B\_04.html**](http://performance.slcc.edu/Factbook/2019-20/B_student_demographics/B_04.html)**)**

Under 18- 22.8%

18-19- 18.8%

20-21- 14%

22-24- 14.4%

25-29- 12.9%

30-34- 6.2%

35-39- 4%

39 and older- 6.4%

**Sample of Students- 234**

Under 18- 0.9%

18-19- 15.8%

20-21- 18.8%

22-24- 20.5%

25-29- 19.7%

30-34- 7.3%

35-39- 6.4%

39 and older- 10.7%

**NSLS Students- 31**

Under 18- 0%

18-19- 19.4%

20-21- 12.9%

22-24- 19.4%

25-29- 19.4%

30-34- 9.7%

35-39- 9.7%

39 and older- 9.7%

**SLCCSA Student Leaders- 9**

Under 18- 0%

18-19- 56.6%

20-21- 22.2%

22-24- 11.1%

25-29- 0%

30-34- 11.1%

35-39- 0%

39 and older- 0%

**Gender Identity**

For the survey to be more inclusive of the student population we added the categories of Non-binary and Transgendered. In the Sample Student and SLCCSA Student Leader groups there were students who identified in these categories.

In all three groups surveyed the percentages of male respondents was far below the average of male SLCC students during 2019-20.

**2019-20 SLCC Fact Book**

**(**[**http://performance.slcc.edu/Factbook/2019-20/B\_student\_demographics/B\_08.html**](http://performance.slcc.edu/Factbook/2019-20/B_student_demographics/B_08.html) **)**

Female- 53.5%

Male- 46.5%

**Sample of Students**

Female- 62%

Male- 35%

Non-binary- 1.7%

Transgendered- 0.9%

Irrelevant – 0.4%

**NSLS Students**

Female- 67.7%

Male- 32.3%

Non-binary- 0%

Transgendered- 0%

**SLCCSA Student Leaders**

Female- 66.7%

Male- 22.2%

Non-binary- 11.1%

Transgendered- 0%

**Race/Ethnicity**

The data from the student group surveyed shows that there is a disparity in the Race/Ethnicity of the SLCCSA Student Leaders who responded to the survey and the 2019-20 students. This is in part due to the low number of students who completed the survey and not having selected more SLCCSA Student Leaders for positions other than Executive Council at the time this survey was disseminated.

The decision was made in sending this survey to the three student groups to not include the Non-Resident Alien category that is collected by SLCC.

**2019-20 SLCC Fact Book**

**(** [**http://performance.slcc.edu/Factbook/2019-20/B\_student\_demographics/B\_05.html**](http://performance.slcc.edu/Factbook/2019-20/B_student_demographics/B_05.html) **)**

Black Non-Hispanic- 2.19%

American Indian/Alaskan Native- 0.73%

Asian- 3.8%

Pacific Islander- 1.05%

Hispanic- 19.91%

White Non-Hispanic- 65.27%

Unknown-2.68%

**Sample of Students**

Black Non-Hispanic- 1.7%

American Indian/Alaskan Native- 0.4%

Asian- 6%

Pacific Islander- 0.4%

Hispanic- 17.6%

White Non-Hispanic- 70%

Unknown-3.9%

**NSLS Students**

Black Non-Hispanic- 6.5%

American Indian/Alaskan Native- 3.2%

Asian- 3.2%

Pacific Islander- 0%

Hispanic- 25.8%

White Non-Hispanic- 51.8%

Unknown- 3.2%

**SLCCSA Student Leaders**

Black Non-Hispanic- 0%

American Indian/Alaskan Native- 0%

Asian- 0%

Pacific Islander- 11.1%

Hispanic- 0%

White Non-Hispanic- 0%

Unknown- 0%

# Action Plan (Use of Results/Improvements/Call to Action)

The data that has been gathered will inform the work that Student Life & Leadership is doing in conjunction with the recent program review recommendations to create a student leadership program that appeals to and is accessible to all students at SLCC.

The data received from the SLCCSA student leader group will be shared with the SLL staff who advise SLCCSA. This will help to inform the summer trainings, continued trainings, and mid-year onboarding of all SLCCSA leaders. The results will be compared with the current training schedule of the SLCCA Executive Council and SLCCSA Board Members to strengthen areas highlighted by the survey results that area already a part of the SLCCSA training offerings. The results have also showed us the areas that the students are interested in learning more about that we can add to the ongoing training offerings.

The data received from the NSLS student group will be shared with the liaison with the NSLS National Office. This will also be shared with the SLCC Chapter NSLS Executive Board (E-Board) after their selection. This will be used to improve the NSLS experience for SLCC students, in the training of the E-Board members during their semesterly trainings, highlighted in their monthly meetings when they are discussing how they as a board are meeting the needs of the NSLS members.

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| **Goal**  | **Action**  | **Timeline** | **Progress** |
|   |   |   |   |
| Creation of Student Leadership Program (SLP) | Research best practices in (SLP) Incorporate competences identified in survey result into shell of SLP Set up meeting with student leadership advisors for review and collaboration on SLP content | Summer 2020 September 2020 October/November 2020 and ongoing | started |
| Identify one or two leadership theories or models to center leadership training efforts | Coordinated exposure to leadership theories; selection of theories creation of the plan on how to implement in trainings and programs | July September 2020 January 2021- First phase | Started |
| Use SLCCSA Student Survey Data to Inform SLCCSA Summer Leader Training | Share survey results with Coordinators facilitating SLCCSA Summer Leader Training | 24-Jun-20 | Completed |
| Share NSLS Survey Results with NSLS National Office  | Meet with NSLS Liaison and discuss how the results can impact the experience the SLCC NSLS Chapter in the future | Jul-20 | Meeting scheduled |
| Update NSLS Executive Board Positions and Responsibilities | Schedule meeting with outgoing NSLS Executive Board Update NSLS Executive Board position descriptions and post for applications Schedule NSLS Executive Board Retreat and review survey results in addition to NSLS scripted training | July 2020 July 2020 August 2020 | Started  |

Also found in **Appendix - I**

# Other Notes