|  |  |
| --- | --- |
|  | **Thayne Center for Student Life, Leadership, & Community Engagement**  |
|  2021-2022 ANNUAL ASSESSMENT SUMMARY OF RESULTS  |

**Project (Assessment) Title:** Student Learning Outcome Data for Select Thayne Center Student Leadership Programs

**College-Wide Strategic Goal:** Mature processes to improve productivity and data-informed decision-making

*Eliminate inconsistent or contradictory business processes and implement efficiencies that allow people to spend their time where they contribute the most. Improve the use of*

*data-informed decision making.*

**Assessment Overview**

Thayne Center has multiple internally developed programs and external partnerships to develop student leadership. Managing multiple programs with similar programmatic offerings creates redundancies and confusion for students about the value and distinctions. This assessment plan compares select student leadership programming in the Thayne Center for their impact on SLCC (Salt Lake Community College) learning outcomes. As a result of this comparison, Thayne Center can use the Utah System of Higher Education Equity Lens Framework to prioritize, refine, and streamline student leadership programming. If one or more student leadership programs are not emphasized or eliminated within the Thayne Center, increased efforts can be placed on recruitment and support for students within the most effective student leadership programs. Furthermore, disaggregating student learning outcome data in context of historically marginalized identities will help make thoughtful decisions that serve our increasingly diverse student body. This plan expands data-informed decisions beyond program participation alone and prioritizes student learning outcomes data in decision-making processes for program continuation and realignment.

* 1. **Timeline**
* October 2021: Identify Learning Outcomes, identify programs
* November 2021: Develop assessment tools and integration plan for each program
* December 2021 – March 2022: Data collection strategies implemented in each of the selected programs & data management
* April 2022: Data analysis
* May –June 2022: Equity Lens Framework decision-making model or proposals

**Methodology**

1. Identification of college learning outcomes as primary aims of student leadership programming:
	1. Students think critically
	2. Students identify the knowledge and skills to work with others in a professional and constructive manner
	3. Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners
2. Development of assessment tools to collect student learning outcome data across multiple programs:
	1. As a result of participation in Thayne Center leadership development activities students will be able to…
		1. Draw connections between their academic experiences and engagement beyond the classroom
			1. Classroom Assessment Technique: Prompted journal
			2. Prompt: “As a result of participation in [select program] thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.”
		2. Describe strategies for stamina/longevity and self-care as a leader
			1. Classroom Assessment Technique: List-making exercise
			2. Prompt: “As a result of what you have learned during [select program], please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.”
3. Selection of specific programs for review based on perceived redundancies or learning outcome overlap
	1. Winter Leadership Retreat, January 2022
	2. Alternative Spring Break, March 2022
		1. San Diego-general student trip
		2. Affinity group-specific experience in partnership with Summer Bridge Program

**Outcome Selection & Integration of Assessment Tools**

From the eight institutional [general education learning outcomes](https://www.slcc.edu/gened/learning-outcomes.aspx), three were selected based on their perceived relevance to Thayne Center aims and values, as well as perceived benefit to students through the improvement of these outcomes through assessment.

Classroom Assessment Techniques (CATs) were integrated into student leadership programming events as assessment tools. CATs are simple, non-graded assignments designed to offer useful feedback on the teaching-learning process as it is happening. Used as tools to assess student learning outcomes, two CATs were selected to compare select student leadership programming in the Thayne Center for their impact on SLCC learning outcomes.

Below are the selected institutional learning outcomes with their intuitional definitions, as well as reasoning for selection and connection to the assessment tool:

**Students think critically:** *This includes reasoning effectively from available evidence; taking imaginative and complex positions in their work; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; problem solving; and applying interdisciplinary and scientific methods to the inquiry process.*

This learning outcome was selected because we have identified critical thinking as an essential component to student leadership as it applies to critical problem solving, as well as in drawing connections between academic experiences and engagement beyond the classroom.

Based on this identification, we utilized a prompted journal classroom technique that is designed to measure student attitudes, values, and self-awareness. We used the following prompt:

“As a result of participation in [select program] thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.”

This prompt focuses on connection between student perceived experience in and out of the classroom because it aligns with the institutional outcome as defined by *engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation*.

**Students identify the knowledge and skills to work with others in a professional and constructive manner:** *This includes engaging with a diverse set of others to produce professional work, contributing to team meetings and performances, making individual contributions outside of team meetings and performances, fostering a constructive team climate, and creating fair and equitable roles based on team members’ diverse backgrounds and skills.*

This learning outcome was selected because we have identified the ability to work with others in professional settings as an essential component to leadership, specifically as it applies to evaluating and interpreting the need for varied modes of professional communication based on the situation at hand and applying said modes appropriately; identifying and implementing strategies for stamina/longevity and self-care as a leader; and constructing and continuing to investigate their own personal philosophy on leadership. Additionally, we have identified the ability to create an inclusive and equitable team environment as an essential component of student leadership.

Based on this identification, we utilized a focused listing classroom technique that is designed to encourage students to synthesize new concepts as a follow-up to a lecture, lesson, activity, or other informative session. We used the following prompt:

“As a result of what you have learned during [select program], please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.”

This prompt focuses on student perception of the development of their own leadership philosophy through the lens of the activity or talk they have just experienced. This leadership philosophy includes how they envision themselves working with others. This prompt aligns with the institutional outcome as defined by *making individual contributions outside of team meetings and performances, fostering a constructive team climate, and creating fair and equitable roles based on team members’ diverse backgrounds and skills.*

**Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners:** *This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.*

This learning outcome was selected because we have identified the ability to work closely with peers from a broad range of backgrounds, abilities, and cultures; draw connections between their academic experiences and engagement beyond the classroom; and identify knowledge and skills needed to make change in their communities as essential components of student leadership.

Based on this identification, both classroom techniques listed above have been used to assess this outcome.

These prompts combine a focus on leadership development as related to futurity and envisioning change in one’s community, as well as student perception of how their work in the classroom and in leadership development programming connects to their work in their communities. The use of these two prompts aligns with the institutional outcome as defined by *thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.*

**Data Collection**

Data collection for this assessment used face-to-face, open-ended free form survey questions. These survey styles offer more diversity in the data and allow respondents to answer in open text format so that they can respond based on their complete knowledge, feeling, and understanding of their experience.

At the one-day Winter Leadership Retreat, students were provided with their first prompt during the lunch hour (approx. 40 minutes to complete). Students were given a piece of paper which prompted them to respond in an open-text format: “As a result of participation in Alternative Spring Break thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.” At the end of the day during closing remarks (approx. 5 minutes to complete), students were read aloud and shown a prompt on a projector screen and were asked to respond on an index card that was later collected: “As a result of what you have learned during Alternative Spring Break, please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.”

For the Alternative Spring Break experience in San Diego, students were provided with their first prompt mid-way through their week-long break. This break experience focused on the topic of intersectional mental health. Students were given a piece of paper which prompted them to respond in an open-text format: “As a result of participation in Alternative Spring Break thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.” During the final reflection at the end of the weeklong experience, students were read a prompt and were asked to respond on an index card that was later collected: “As a result of what you have learned during Alternative Spring Break, please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.”

For the Alternative Spring Break experience in partnership with the Summer Bridge Program, students were provided with their first prompt at the end of the first of three days. This first day had been dedicated to orientation and education around Latinx access in outdoor recreational spaces and featured guest speakers and several conversations about their own experiences in outdoor spaces. Students were given a piece of paper which prompted them to respond in an open-text format: “As a result of participation in Alternative Spring Break thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.” Prior to the final reflection at the end of the three-day experience, students viewed a prompt written on a whiteboard and were asked to respond on an index card that was later collected: “As a result of what you have learned during Alternative Spring Break, please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.”

Our largest pool of respondents is from the 2022 Winter Leadership Retreat, which comprises student leaders (student employees) from the following offices: Thayne Center (including SLCCSA (SLCC Student Association)), Admissions, Athletics, Office of Diversity and Multicultural Affairs (includes the Gender and Sexuality Student Resource Center), TRiO, Orientation & Student Success, Peer Action Leaders (PALs), and the Chief Diversity/JEDI Office.

**Table 1**

*Number of Respondents*

|  |  |
| --- | --- |
| **Cohort** | **Number of Respondents** |
| Winter Leadership Retreat, January 2022 | 35 |
| ASB (Alternative Spring Break) San Diego, March 2022 | 8 |
| ASB w/ Summer Bridge Program, March 2022 | 7 |
| Total | 50 |

These surveys were not implemented with any other cohorts.

1. **Disaggregation by Race/Ethnicity**
	1.

To determine which students are not represented or underrepresented in the data, we have disaggregated this collected data by race/ethnicity.

**Table 2**

*All Respondents Disaggregated by Race/Ethnicity*

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number of Respondents** | **Percentage of Total Respondents** |
| White | 14 | 28 |
| Black or African American | 5 | 10 |
| Hispanic or Latino | 26 | 52 |
| Native Hawaiian or Pacific Islander | 2 | 4 |
| Asian | 1 | 2 |
| American Indian or Alaskan Native | 1 | 2 |
| More Than One | 1 | 2 |
| Prefer Not to Say | 0 | 0 |

**Table 3**

*Winter Leadership Retreat Respondents Disaggregated by Race/Ethnicity*

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number of Respondents** | **Percentage of Cohort Respondents** |
| White | 12 | 34.2 |
| Black or African American | 5 | 14.3 |
| Hispanic or Latino | 15 | 42.9 |
| Native Hawaiian or Pacific Islander | 1 | 2.9 |
| Asian | 1 | 2.9 |
| American Indian or Alaskan Native | 1 | 2.9 |
| Prefer Not to Say | 0 | 0 |

**Table 4**

*ASB-San Diego Respondents Disaggregated by Race/Ethnicity*

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number of Respondents** | **Percentage of Cohort Respondents** |
| White | 2 | 25 |
| Black or African American | 0 | 0 |
| Hispanic or Latino | 5 | 62.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Asian | 0 | 0 |
| American Indian or Alaskan Native | 0 | 0 |
| More Than One | 1 | 12.5 |
| Prefer Not to Say | 0 | 0 |

**Table 5**

*ASB-Summer Bridge Program Respondents Disaggregated by Race/Ethnicity*

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Number of Respondents** | **Percentage of Cohort Respondents** |
| White | 0 | 0 |
| Black or African American | 0 | 0 |
| Hispanic or Latino | 6 | 85.7 |
| Native Hawaiian or Pacific Islander | 1 | 14.2 |
| Asian | 0 | 0 |
| American Indian or Alaskan Native | 0 | 0 |
| Prefer Not to Say | 0 | 0 |

**Results/Findings**

* 1. **Emergent Patterns in CATs Responses**

Emergent Patterns from Winter Leadership Retreat 2022 Learning Outcomes Assessment:

Prompt: As a result of participation in the Winter Leadership Retreat thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.

* Burn out/self-care as it relates to both leadership and schoolwork
* Growth mindset as it can be applied in the classroom/overcoming fixed mindset when it comes to challenging courses or assignments
* Connections between service learning in courses
* Showing up for others/self-care
* Setting an example as a leader and keeping grades up
* Boundary-setting is a selfless act that can help you succeed in the classroom as well

Prompt: As a result of what you have learned during Winter Leadership Retreat, please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.

* Growth (Mindset)
* Learning
* Self-Care
* Authenticity
* Values
* Curiosity
* Respect
1. Emergent Patterns from Alternative Spring Break-San Diego cohort 2022 Learning Outcomes Assessment:

Prompt: As a result of participation in Alternative Spring Break thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.

* A sense of kinship, expanded peer networks
* Empathy and reciprocity in community engagement and service
* Direct connections to coursework or major fields of study
* Vulnerability, learning about the experiences of others, communicating with others

Prompt: As a result of what you have learned during Alternative Spring Break, please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.

* Compassion
* Empathy
* Gratitude
* Humility
* Teamwork/togetherness
	1. Emergent Patterns from Alternative Spring Break-Summer Bridge cohort 2022 Learning Outcomes Assessment:

Prompt: As a result of participation in Alternative Spring Break thus far, please indicate below any connections you have made between your academic or in-class experiences and your engagement and leadership beyond the classroom.

* Connections to service-learning coursework
* Emphasis on the importance of community, contributing to community
* Learning about different perspectives
* Reflection on how to incorporate new knowledge into future community advocacy
* Noted importance of connecting with identity-relevant community partners

Prompt: As a result of what you have learned during Alternative Spring Break, please write three words on this index card that you feel represent your own personal, evolving philosophy on leadership.

* Communication
* Open-mindedness
* Kindness/Compassion

**Emergent Patterns in Participant Post-Activity Surveys**

Emergent Patterns from Winter Leadership Retreat 2022 post-retreat survey (11 respondents):

Prompt: What did you feel you learned from this retreat? How might you use the skills you have learned at the retreat in the coming semester?

* Communicating with others
* Inclusion of others; working with others who have divergent viewpoints
* Reflection of individual mindset about self as a leader
* Valuing diverse ways of leading/concepts of leadership
* Maintaining self-care to care for others

Emergent Patterns from Alternative Spring Break-San Diego cohort 2022 post-break survey (7 respondents):

Prompt: What did you feel was the most meaningful part of your Alternative Spring Break experience?

* Significant knowledge gained
* Building peer networks
* Building trust in relationships
* Shared experience and vulnerability

Emergent Patterns from Alternative Spring Break-Summer Bridge cohort 2022 post-break survey (6 respondents):

Prompt: What did you feel was the most meaningful part of your Alternative Spring Break experience?

* Contribution to, and new understanding of, community
* Connecting with peers
* Learning about new resources for themselves and their communities

**Data Analysis through Equity Lens Framework**

Using the [USHE (Utah System of Higher Education)](https://ushe.edu/wp-content/uploads/pdf/edi/20201218_USHE_Equity_Lens_Framework.pdf) Equity Lens Framework as a foundational document for the analysis of this data, we have created the following assessment questions pertinent to Thayne Center values:

* What barriers need to be addressed as pipeline issues for students of color in any programs?
	+ While there was statistically significant participation of students of color in all these programs, students who identify as Native Hawaiian or Pacific Islander, Asian, or American Indian or Alaskan Native made up the smallest percentages of participation based on race/ethnicity, followed closely by students who identify as Black or African American.
		- Efforts can and should be made to create more identity/affinity-specific experiences for these racial/ethnic student populations and marketing efforts should improve to encourage participation in programs available to a larger student population from students holding these identities.
	+ These leadership programs occur during the day, and often over the course of multiple days and away from Salt Lake City. This structure may be a barrier to students who need to work during the day or provide childcare or other caretaking responsibilities.
* Is the program culturally relevant? E.G., how do student learning outcome and satisfaction data compare across disaggregated racial/ethnic identities?
	+ While each of the three cohorts expressed connection to individual communities, the participants in the affinity-group alternative break model (Summer Bridge) were the only cohort to make direct, positive connections to their identities as Latinx/Hispanic individuals working with Latinx/Hispanic organizations.
* What changes could/should be made to a program to increase learning outcome achievement without compromising cultural relevance?
	+ Learning outcome achievement could be increased in the following ways:
		- Offering participating students more detailed information about the goals and expectations of any given program, including how assessment tools will be used.
		- Partnership with organizations and resources from a variety of cultural communities who can provide programming that aligns with institutional learning outcomes.
* What programs should be prioritized moving forward in service to historically minoritized racial and ethnic identities? The implication of this being that a program is less used, but in better service to students of color.
	+ This data shows that affinity group-specific programs are of better service to students of color, both in terms of participation numbers and in the response patterns that have emerged from their surveys.
	+ While alternative breaks may serve a smaller population of students (approximately 10 students per experience) these programs should be prioritized if moved toward an affinity group model.

**Discussion of Perceived Redundancies or Learning Outcome Overlap**

Thayne Center has multiple internally developed programs and external partnerships to develop student leadership. Managing multiple programs with similar programmatic offerings creates redundancies and confusion for students about the value and distinctions. If one or more student leadership programs are not emphasized or eliminated within the Thayne Center, increased efforts can be placed on recruitment and support for students within the most effective student leadership programs.

Two such external partnerships are with LeaderShape and the National Society of Leadership and Success (NSLS).

The learning outcomes of LeaderShape are:

* Self-efficacy; leadership confidence
* Integrity as a core value of leadership
* Ability to contribute to creating equitable and caring communities

The learning outcomes of NSLS are:

* Build professional relationships with peers and colleagues
* Development of a sense of confidence in themselves and their ideas
* Project Management
* Acknowledgement of & exposure to differences, overall diversity (majors, schedules, learning styles etc.
* Seize the opportunity to positively impact your campus and home community
* Partner with local chapters to create a bigger and better impact as well as network

In examining these varied outcomes, we can note that there is significant overlap across internally produced and facilitated SLCC student leadership programming and those produced and facilitated by external partners. Outcomes like *ability to contribute to creating equitable and caring communities* and *seize the opportunity to positively impact your campus and home community* are closely related to the institutional outcome **students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners**.

External partner outcomes that focus on reflection of a student’s developing sense of identity as a leader like *self-efficacy; leadership confidence*, *integrity as a core value of leadership* and *development of a sense of confidence in themselves and their ideas* tie to the institutional outcome **students think critically**.

Finally, external partner outcomes that are primarily about networking and relationships, like *build professional relationships with peers and colleagues, partner with local chapters to create* *a bigger and better impact as well as network*, and *acknowledgement of & exposure to differences, overall diversity* are accomplished through the institutional outcome **students identify the knowledge and skills to work with others in a professional and constructive manner.**

**Discussion of Results/Findings**

To determine how well the emergent themes from student survey responses demonstrate the learning we sought to deliver in each program we can look at how these responses correlate to the three selected institutional learning outcomes.

**Students think critically**

Students from all three cohorts demonstrated critical thinking using these assessment tools, particularly as they relate to reflection of how program themes connect to their course work (including service-learning courses). Additionally, students demonstrated achievement of this learning outcome through responses that created synthesis between what they learned in these respective programs and how they will utilize those skills in the classroom and their communities.

**Students identify the knowledge and skills to work with others in a professional and constructive manner**

Students from all three cohorts identified ways in which they had learned to communicate with peers, build peer networks, and learn from others who may have divergent viewpoints. Students demonstrated achievement of this outcome using specific terms and phrases in their responses that correlate to concepts of shared experience and vulnerability, building trust, teamwork/togetherness, inclusion of others, and working with and learning from others who have different perspectives.

**Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners**

In survey responses from the two alternative break cohorts' students identified strong connections between their participation in the program and contribution to community, often noting how their participation inspired further interest in community engagement. While students in the winter leadership retreat cohort identified connections between the program and service-learning coursework, there was no evidence to support that this outcome was achieved with this program.

**Action Plan**

* 1. **1. Move Forward with Affinity-Group Specific Alternative Break Experiences**

A significant data differential in which student identities are currently being supported through these leadership development programs indicates that affinity/identity-group specific alternative break experiences should be developed.

The development of these affinity group-specific experiences will include:

* Active outreach to relevant campus partners and student groups
* Co-organized alternative breaks, including ongoing conversation and feedback, that center the needs and experiences of the affinity group
* Collaboration with culturally relevant community partners and organizations who can also provide programming that aligns with institutional learning outcomes
	1. **2. Phase Out Participation in External Leadership Development Programming**

Noting several redundancies in identified learning outcomes between our internal and external leadership development programs, it is suggested that the Thayne Center incrementally phase out use of external programs like National Society of Leadership.

Salt Lake Community College is currently contracted with NSLS through the end of spring 2024, and it would be beneficial to develop a plan that would allow involved students to complete participation within the next two years or gradually move away from participation in the program if they choose to do so.

Within the 2021-2022 academic year, less than 6% of eligible students who were invited to join NSLS committed to join the program. Of those who joined, over 58% have not completed orientation and approximately 14% completed the program. In theory, NSLS could work well for community college students, as much of it is accessible to online students and those working at remote campuses, but overall, data shows that students are not completing the program at significant rates. Additionally, as a national program, the content of NSLS seems to be lacking specificity for a community college student population. In addition to overlap in expected learning outcomes, institutional participation in NSLS presents barriers to student participation, including a $90 sign-up fee for interested students. NSLS also requires an annual institutional membership fee of $3250, which comprises student fees dollars that could be spent in a way that benefits programming for the general student population and not just those who meet the criteria of 24+ credits completed with a 3.5+ cumulative GPA (Grade Point Average).

To provide more inclusive student leadership development programming, the Thayne Center should develop an internally created program that is available to the general student population. In conversation with former Thayne Center staff members, it was indicated that there was a desire to develop and implement an internally created student leadership development program, but that the existing staff (and organizational structure) did not have capacity to do so at that time. With significant restructuring and newly envisioned values and mission, the Thayne Center now has capacity to implement this project.

* 1. **3. Adopt Curricular Approach for Leadership Development Programs**
	2. To best align learning outcomes with program structure, student leadership development programming should fully adopt the curricular approach as a framework to tie more closely to institutional mission, context, and student populations served. This framework includes:
* Development of clear learning outcomes as determined by institutional context, as well as interviews conducted with student affairs division directors whose student leaders participate in Thayne Center-hosted programs (like leadership retreats)
* Learning outcomes will drive the development of a variety of educational strategies to facilitate student learning
	+ These strategies will undergo a cycle of assessment using classroom assessment techniques to determine if learning outcomes are being achieved
* Integration of expert educators and campus and community partners to contribute to design and implementation of these plans