



Office of Student Life & Cultural Centers
**The Impact of Student Leader Training in the
Office of Student Life & Cultural Centers**
Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: August 2018

Date of Report: July 2019

Purpose of Assessment

The purpose of this ongoing assessment study is to explain the impact of the 2018-2019 summer student leader training in the Office of Student Life & Cultural Centers. In this assessment, the student leaders employed by the Office of Student Life & Cultural Centers include student life leaders, social justice leaders, diverse designers, myBAR interns, and Project SUCCESS interns. Using a pre and post-assessment as our primary methodology, student leaders were asked to rate their confidence and learning based on the summer three-day training. While there were limitations, the findings highlighted that student leaders demonstrated growth in their ability: (1) to create inclusive environments, (2) to address differences among students in their work environments, (3) to discuss the importance of their identity, (4) to discuss their understanding of the concept of privilege, and (5) to discuss the importance of OSLCC within the campus community. This assessment provides an outline for recommendations for future student leader training institute and practices within the department and student affairs division.

Division Learning Outcome Practitioners - communication skills

Practitioners- *communication skills*

Practitioners- *interpersonal skills*

Practitioners- *disciplinary learning*

Integrative Thinkers- *critical thinking*

Integrative Thinkers- *problem-solving*

Model Leaders- *ethical understanding*

Model Leaders- *intentional learning*

Targeted Learning Outcome

General Learning Outcomes

Students Leaders will be able to:

- Understand and discuss the importance and history of the Office of Student Life & Cultural Centers and the specific areas in which they are serving

- Explore how their own identities and experience influence their work in the Office of Student Life & Cultural Centers
- Synthesize the topics covered in the entire training and put learning and skills gained through training to practice

Student Learning Outcomes 2018-2019

SWiBAT= Students will be able to

1. Introductions –
 - SWiBAT recall one another's names in their home groups.
 - SWiBAT explain why pronouns are important
2. Teambuilding/Ice Breakers –
 - SWiBAT name at least 5 students outside of their area.
 - SWiBAT list at least one fact about each of these 5 students
3. OSLCC Overview –
 - SWiBAT recall the three pillars of the OSLCC mission statement.
 - SWiBAT discuss the importance of OSLCC
4. Diversity Training –
 - SWiBAT list at least 5 of their own identities
 - SWiBAT explain how their identities intersect
 - SWiBAT explore why their identities are important to the work in OSLCC
5. Lunch BCD Prep –
 - SWiBAT discuss the history & importance of "learn by doing" philosophy.
6. Elevator Speeches –
 - SWiBAT name the major components of an elevator speech must contain.
 - SWiBAT recite their own version of an elevator speech for their area and OSLCC in general
7. Emergency Training –
 - SWiBAT identify emergency preparedness, emergency code, and safety procedures. Know where their meeting space is for their emergency.
8. Paperwork Prep –
 - SWiBAT understand how to complete and submit timesheets and hire paperwork.
9. DOS Tour –
 - SWiBAT locate department and center locations.
 - SWiBAT describe each offices history, resources/services, and signature programs.
10. Title IX –
 - SWiBAT discuss what to do as a mandated reporter for responding to sexual assault, dating violence, or stalking.
11. Behind Closed Doors (Experiential Learning) –
 - SWiBAT synthesize the topics of the entire training and put them to practice.

Assessment Methodology

The Pre and Post Assessment Surveys were administered to the student leaders.

The pre-test assessment was administered the morning of the first day of student leader training program before the formal program began (8/14/2018). The post-test assessment was administered after the last session on the final day of the training program (8/16/2018). Also, the student leaders had to complete an evaluation at the end of the day before they left training so the committee can check-in with the student leader and implement changes to the schedule or provide more information by revisiting information from previous training sessions.

Out of 60 student leaders, 56 students completed the pre-test assessment, and 46 students completed the post-test assessment. Fifty-six students completed the daily evaluations administered at the end of the training day to assess their learning for the day.

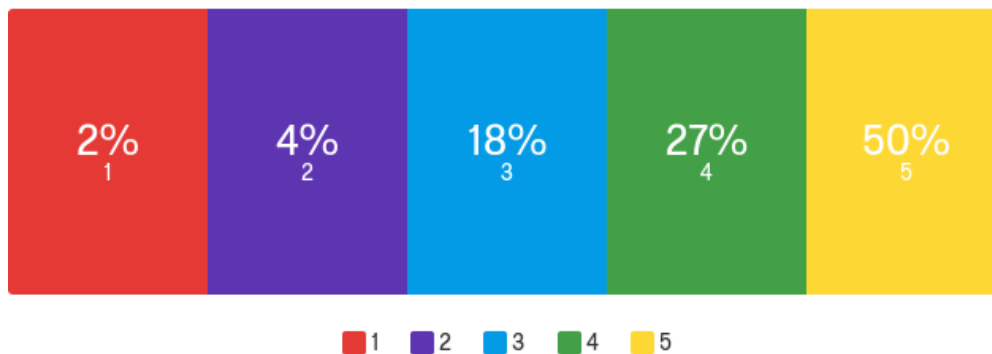
Results

The findings highlighted student leaders demonstrated growth in their ability: (1) to create inclusive environments, (2) to address differences among students in their work environments, (3) to discuss the importance of their identity, (4) to discuss their understanding of the concept of privilege, and (5) to discuss the importance of OSLCC within the campus community. Student leaders also demonstrated slight growth in other areas, including their abilities to recite their elevator speech and knowledge of department policies and procedures.

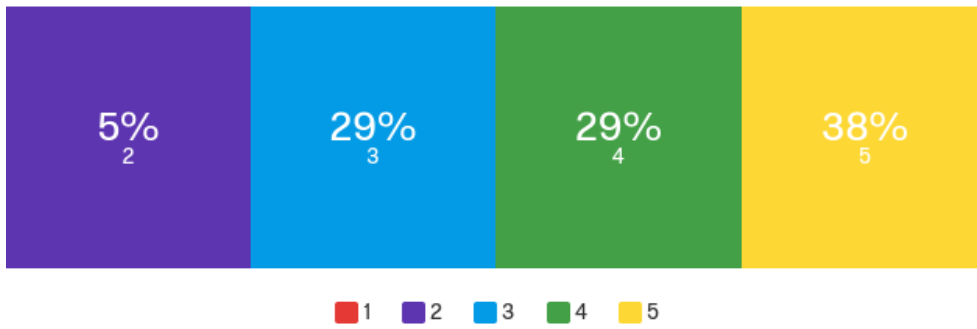
Student leaders were asked to indicate their confidence in their abilities in various areas, including job knowledge and awareness of their own social identities on a Likert scale from 1 to 5 with 5 being the highest in confidence level and 1 being the lowest. The following charts show the difference in the growth of the student leaders who participated in the student leader training program:

Pre-Test Results

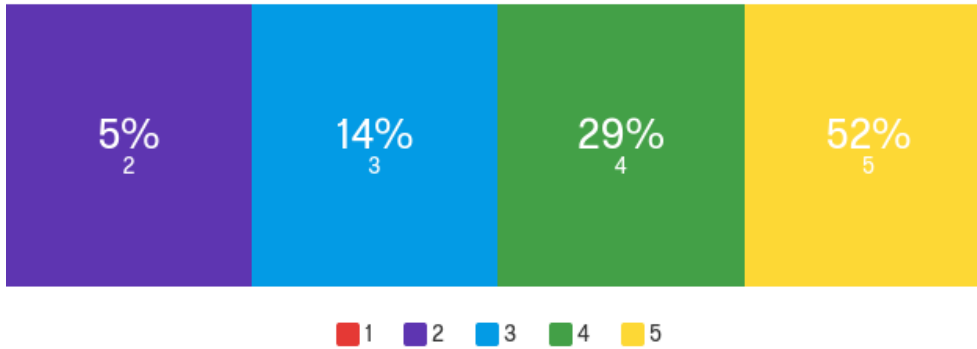
Q2_7 - My ability to create an inclusive environment is:



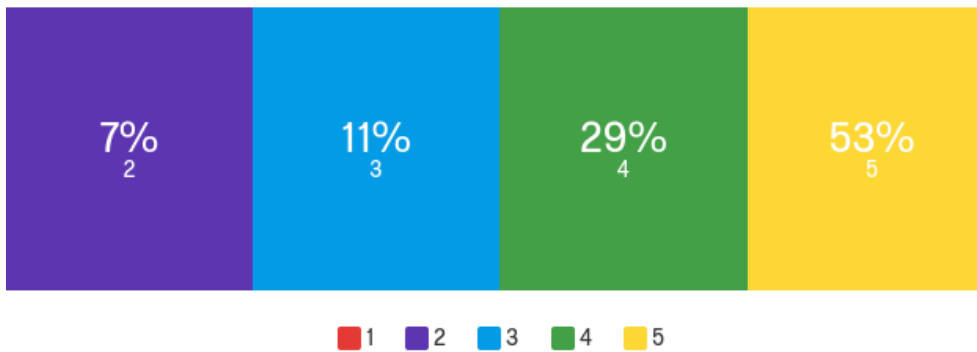
Q2_8 - My ability to address difference among students in the workplace is:



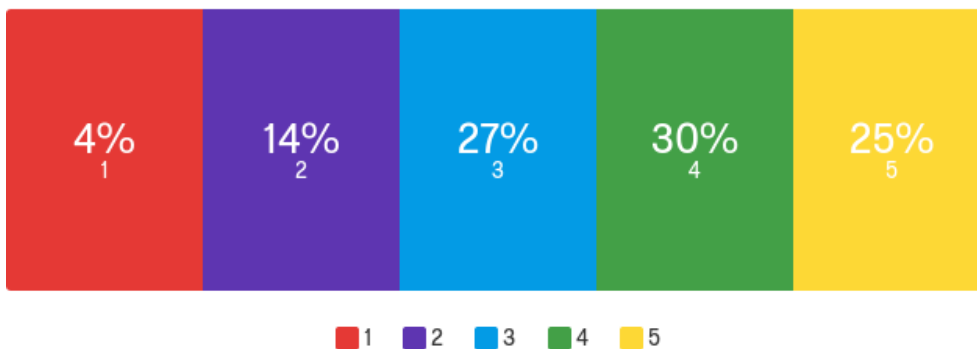
Q2_14 - I can discuss why my identity is important



Q2_13 - I totally understand the concept of privilege

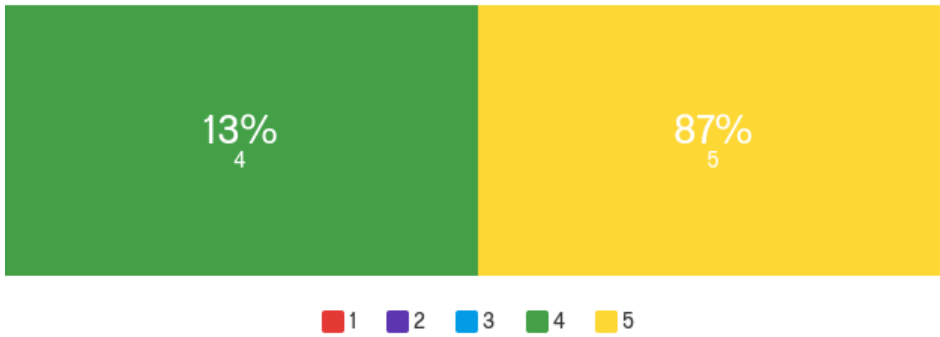


Q2_6 - My ability to discuss the importance of OSLCC to others within the campus c...

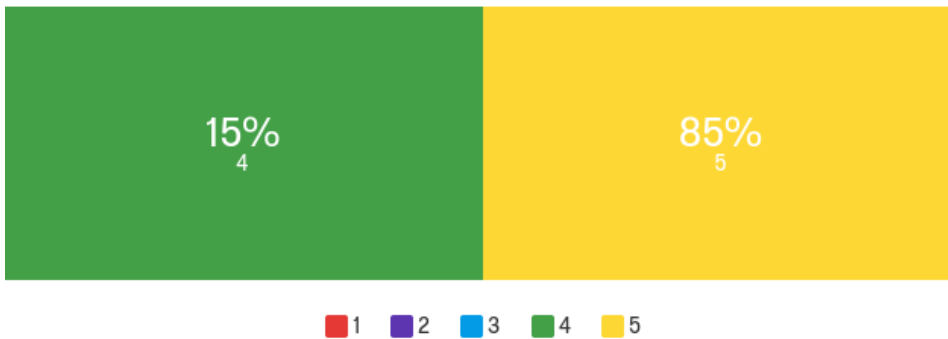


Post-Test Results

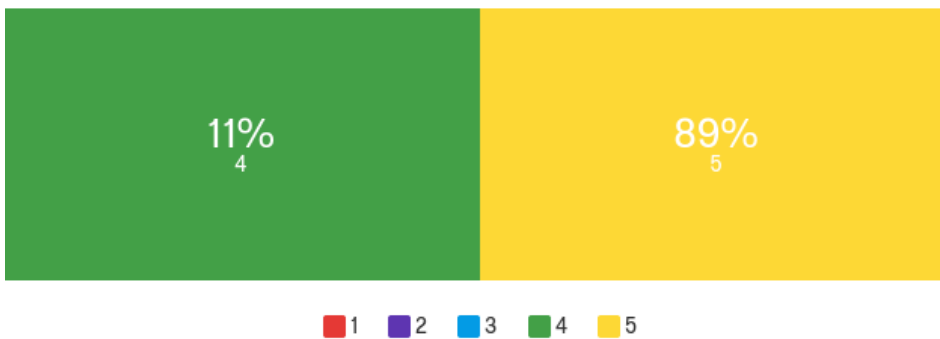
Q2_7 - After completing OSCLCC Student Staff Training, My ability to create an incl...



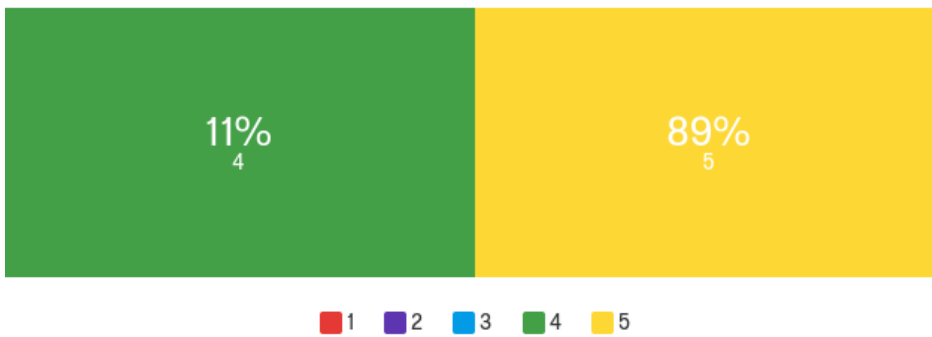
Q2_8 - After completing OSCLCC Student Staff Training, My ability to address differ...



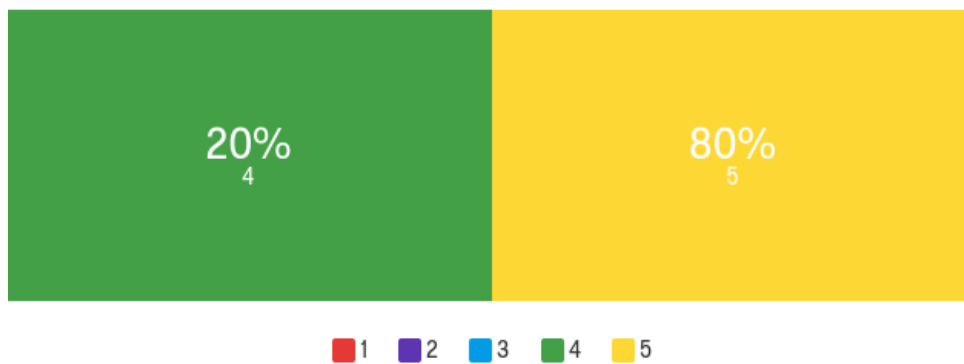
Q2_14 - After completing OSCLCC Student Staff Training, I can discuss why my identit...



Q2_13 - After completing OSCLCC Student Staff Training, I totally understand the con...



Q2_6 - After completing OSLCC Student Staff Training, My ability to discuss the im...



Conclusion

The student leaders who participated in the student leader training in the Office of Student Life & Cultural Centers demonstrated growth through the learning and skills gained from the 2018 summer training program. Ten of the student leaders did not complete the post-assessment, so the committee was not able to track their progress as a result of the training. However, the data collected from the 46 student leaders out of 56 student leaders indicated the training was effective.

Implications for Practice

- Ensure all participants complete both the survey instruments for reliability and validity of the assessment
- Ensure all presenters of training covered the content guide and student learning outcomes outlined for training

Closing the Loop

This assessment will be presented to stakeholders on campus to showcase student learning in the student affairs and to the department head and student leader training committee to improve practice and the development of future summer training curriculum and programs.