

The Office of Student Leadership and Engaged Learning (OSLEL) Assessment Plan

2022-2023

Department Mission statement:

The Office of Student Leadership and Engaged Learning as a unit **empowers** and **supports** students to become **transformative** and **inclusive leaders** through engagement in **diverse experiential learning opportunities** that foster their **career readiness** and **sense of belonging** in the VCU and Richmond communities.

Department Vision:

The OSLEL unit will be recognized locally and globally as a

1. Premiere model for student leadership development through experiential learning and community engagement
2. Transformative community that demonstrates exemplary peer leadership and mentoring models that support student belonging and career readiness
3. Signature example of high impact learning for students' leadership development in partnership with local and global communities

Functional Areas:

Our unit's functional areas include:

1. The Transform Living-Learning Program
2. The Emerging Leaders Program
3. The VCU Peer Leadership Initiative

Unit Goals:

- *Department Goal 1:* Educate students about leadership and experiential learning
- *Department Goal 2:* Engage students in high-impact practices that encourage their sense of belonging, integrative learning, and career readiness
- *Department Goal 3:* Facilitate a nationally prominent upper-class living and learning program themed around leadership, community engagement, and cultural agility
- *Department Goal 4:* Administer a leadership development program for first-year students to increase their success and sense of belonging at VCU
- *Department Goal 5:* Advance VCU's support of students who serve as peer leaders by providing common learning experiences, supporting peer leader supervisors, and increasing opportunities for networking, recognition, and engagement
- *Department Goal 6:* Provide space for curricular innovation to advance leadership and community engagement

Our Unit Goals Aligned with VCU DSA Strategic Goals and the VCU Strategic Plan:

VCU DSA Strategic Goals

- Goal 2: Encourage students to meaningfully and positively engage with diversity
- Goal 3: Provide dynamic leadership experiences so students can utilize their unique talents to respond to the needs of the global community.

Aligned with VCU's Strategic Plan Quest 2028: Together We Transform:

- Theme I: Diversity Driving Excellence:

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- o 1.1 Nurture an institutional culture and climate that is diverse, inclusive, equitable, and engaged.
- o 1.4 Actively seek community partnerships and opportunities to elevate awareness and collaborative action between VCU and communities
- Theme 2: Student Success:
 - o 2.1 Transform curriculum so that all students engage in inquiry, discovery, innovation, experiential learning, civic engagement and creative expression to prepare them for the future of work
- Theme 4: Thriving Communities for all People
 - o 4.1 Collaborate to build an adaptive infrastructure that meets the evolving needs of VCU and communities
 - o 4.2 Partner with communities to help inspire authentic gains in health, education, and economic prosperity

Our Values:

As a Office of Student Leadership and Engaged Learning staff we commit to embodying the following values and practices:

Values

- *Diversity* -- We value the diverse identities, perspectives, and lived experiences of all Transform students.
- *Equity* -- We believe all students are impacted by systems of power and oppression. We believe that equity is imperative to support and advance social justice to ensure equality in opportunities and outcomes..
- *Inclusion* -- We believe that all students belong and matter. We strive to develop an inclusive learning environment cognizant of power dynamics, oppressive systems, and social barriers and how these systems impact students.
- *Accessibility* -- We work to remove barriers to access for all Transform offerings.
- *Justice* -- We actively seek and develop opportunities for activism and sustainable change towards social justice.
- *Sense of belonging* -- helping every student see they matter and that they have their own identities and experiences that we help them connect to their academic goals and career aspirations.

Practices:

- *Asset-based and reciprocal community engagement* -- We believe in actively partnering with community members & organizations to develop reciprocal relationships.
- *Experiential learning* -- We value hands-on opportunities for students to expand their skills, leadership practice and engage with the community.
- *Reflection* -- We believe that reflection is foundational to learning and is an integral part of connecting students' experiences across diverse contexts.
- *Leadership* -- We believe leadership is a process of mutual influence whereby leaders and followers work together to clarify values and achieve common goals

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Intended Learning Outcomes:

Transform Student Learning Outcomes: As a result of participating in VCU Transform initiatives students will:

- Demonstrate an understanding of leadership and community engagement in diverse contexts with cultural agility
- Integrate their academic knowledge with experiential learning opportunities
- Demonstrate increased self-efficacy
- Demonstrate increased sense of belonging
- Showcase their career readiness

Emerging Leaders Student Learning Outcomes: As a result of participating in the Emerging Leaders Program students will:

- Demonstrate an understanding of leadership theory through diverse frameworks
- Integrate their knowledge of leadership theory within real-world settings, including through project-based learning
- Demonstrate increased leadership efficacy
- Demonstrate increased sense of belonging at VCU
- Demonstrate an increased understanding of cultural agility demonstrated in part through inclusive leadership practices

Peer Leadership Initiative Learning Outcomes:

- As a result of engaging in the Peer Leadership Initiative at VCU, students will be able to:
 - Deliver quality service to peers and other members of the VCU community.
 - Demonstrate an applied understanding of diversity and inclusion to support student success in their leadership role.
 - Demonstrate increased self-efficacy.
 - Apply skills, abilities, theories, or methodologies gained through training and hands-on experience to new situations.
- Staff Professional Development Learning Outcomes: As a result of participating in the Peer Leadership Initiative as a Peer Leader supervisor, University professionals will:
 - Demonstrate high quality service to Peer Leaders and other community members
 - Embody inclusive and equitable leadership practices
 - Implement effective leadership practices, including mentorship, facilitating reflection, and innovation for personal and organizational growth
 - Commit to ongoing professional and personal development to grow as an employee and leader

Office of Student Leadership and Engaged Learning Outcomes Assessment:

Department Goal 1: Educate students about leadership and experiential learning

- Direct Outcome Measures:
 - Document the exam grade averages for students' exams in REAL 300 and 301 which directly connect to the student learning outcomes of the Transform LLP

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- Document the exam grade averages for students' exams in UNIV 270 which directly support the student learning outcomes of the Emerging Leaders Program
- Develop and pilot a program rubric to evaluate students' e-portfolio in Transform
- Develop and pilot a rubric to evaluate Emerging Leaders Students superpod projects
- Develop and pilot a competency evaluation for students serving as peer leaders at VCU
- Indirect Outcome Measures:
 - Measure students' perceptions of their growth as leaders via mid-year and/or end of year survey items for Transform, Emerging Leaders, and Peer leadership
 - Measure students' perceptions of experiential learning via mid-year and/or end of year survey items for Transform, Emerging Leaders, and Peer Leadership
 - Pathway Plunges to provide opportunities for students to dive into pathway opportunities and experience a sampling (how many students attended)
 - Pathway workshops with campus and community partners (how many students attended)
- Operational Outcome Measures:
 - Track the number of students who participated in Transform LLP Pathway experiences and the breakdown of the pathways selected
 - Describe ELP Super-pod projects along with topics, recommendations, and outcomes

Department Goal 2: Engage students in high-impact practices that encourage their sense of belonging, integrative learning, and career readiness

- Direct Outcome Measures:
 - Develop and pilot a program rubric to evaluate transform students' creation of a program e-portfolio that is evaluated by a rubric to measure integrative learning and career readiness
 - Develop and pilot a rubric to evaluate Transform students' creation/update of their Linked-in profile
 - Develop and pilot a rubric to evaluate Emerging Leaders Program Super-pod project presentations
 - Develop and pilot a competency evaluation for students serving as peer leaders at VCU
 - Report Pathway process—how many students complete it, what area their pathway was in, artifact type
 - Community Collaborative - how many students participated, hours completed at community partner sites
 - Alternative Spring Breaks, Study Abroad Participants, and Pathway Plunges—how many offered and with which partners, how many students participated
- Indirect Outcome Measures:
 - Measuring students' perceptions of their integrative learning via mid-year and/or end of year survey items for Transform, Emerging Leaders, and Peer Leadership
 - Measure students' perceptions of their sense of belonging via mid-year and/or end of year survey items for Transform, Emerging Leaders, and Peer leadership
 - Measure students' perceptions of their career readiness via mid-year and/or end of year survey items for Transform, Emerging Leaders, and Peer Leadership

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- o Report the # of service hours completed by students from the Transform and Emerging Leaders program and calculating the total economic impact for students participating in these initiatives
- o Report the # of leadership hours completed by students from the Transform and Emerging Leaders program
- o Report the # of global engagement hours completed by students from Transform
- o Community Collaborative - evaluate project outcomes and learning artifact
- o Alternative Spring Breaks, Study Abroad, and Pathway Plunges - post survey from the experience measuring students' experiential learning, HIP, and integrative learning outcomes

Department Goal 3: Facilitate a nationally prominent upper-class living and learning program themed around leadership, community engagement, and cultural agility

- Direct Outcome Measures:
 - o Develop and Pilot Program review of students' e-portfolios evaluated using a rubric
 - o Report on students GPA compared to other similar students at VCU
 - o Report students' completion of LLP requirements and documentation of 60 hours of beyond the classroom learning
- Indirect Outcome Measures:
 - o Measure students' perceptions of satisfaction through a mid-year and/or end of year survey
 - o Report student responses to needs assessment and focus groups throughout the year
 - Needs assessment prior to coming into the semester - End of Articulate Training
 - Thoughts about transform
 - Initial Pathway interest
 - Community
 - Add sense of belonging metrics
 - Transforms - student-led focus group - emphasizing student participation
 - Need to better define how data will be collected and themes analyzed
 - Will this be more formal/informal
 - Incorporating student needs into Success Guides
 - o Report # of co-curricular hours completed by the different Transform program participants
 - Having record is helpful to evaluate the success of programs
 - Highlights themes
 - Exploring opportunity for sending post evaluations in RamsConnect
 - o Report total number of programs hosted by Transform and average participants for each program by type, e.g Transform talks, Treks, etc.
- Operational Outcome Measures:
 - o Number of students who participate in Transform year to year
 - o Demographic breakdown of students who participated in Transform including but not limited to students' classification, major, race/ethnicity, instate/out of state status, Pell-eligibility, etc.
 - o Total number of bed spaces used by Transform

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- Over time compare second to third year persistence rates
- Report on Transform students First Destination study after students graduate
- Collect exit survey data tied to the completion ceremony- non-vcu email address, phone number, LinkedIn profile - add a page for their e-portfolio
- NSSE - CSI - other institutional survey data pulled by Transform
- Residential Life data - NASPA survey and individual interactions

Department Goal 4: Administer a leadership development program for first-year students to increase their success and sense of belonging at VCU

- Direct Outcome Measures:
 - Report students' completion of program requirements and documentation of students' 40 hours of beyond the classroom learning
 - Report # of co-curricular hours completed by the different Emerging Leaders program participants
 - Cumulative GPA of Emerging Leaders students as compared to other first-year students who applied for the program but were not accepted.
- Indirect Outcome Measures:
 - Measure students' perceptions of satisfaction and sense of belonging through a mid-year and/or end of year survey
 - Report total number of programs hosted by Emerging Leaders and average participants for each program by type, e.g Transform talks, Treks, etc.
 - Report on number of mentoring hours and major themes that emerge from the mentoring component
- Operational Outcome Measures:
 - Number of students who participate in the Emerging Leaders Program year of year
 - Demographic breakdown of students who participated in Emerging Leaders including but not limited to students' classification, major, race/ethnicity, instate/out of state status, Pell-eligibility, etc.
 - Total number of bed spaces used by the Emerging Leaders Program
 - Retention comparison between students who completed the program vs those who applied but were not accepted into the program

Department Goal 5: Advance VCU's support of students who serve as peer leaders by providing common learning experiences; working with supervisors of peer leaders; and increasing opportunities for networking, recognition, and engagement.

- Direct Outcome Measures:
 - Report results from testing students' knowledge at the end of each training session
 - Pilot DSA peer leaders to write a reflection prompt regarding 1-2 key questions as a part of their end of experience
 - Pre-post metrics around key learning areas and/or module training themes
- Indirect Outcome Measures:
 - % of students who have completed required DSA training
 - Perceptions of students regarding their growth in DSA learning outcomes
 - Report results of annual DSA peer leadership survey
 - Report findings from supervisors needs assessment

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- o Report perceptions from end of year peer leader supervisor evaluation
- Operational Outcome Measures:
 - o Total number of peer leaders in the Division of Students Affairs with demographic data included
 - o Total number of students who attend networking and social events, including the events of Peer Leadership Appreciation Week
 - o Total number of nominations received for peer leadership awards
 - o Total number of units represented by peer leaders in and beyond the Division of Student Affairs
 - o # of students who serve on the Peer Leadership Committee and Advisory Board
 - o Compare total number of peer leader positions and unique students from year to year
 - o Total number of peer leader supervisors in and beyond the Division of Student Affairs

Department Goal 6: Provide space for curricular innovation to advance leadership and community engagement

- Operational Measures:
 - o Number of independent study courses and topics facilitated
 - o Number of non-LEAD, ELP or Transform Courses taught and focus of courses
 - o Faculty professional development and accomplishments
 - o Number of students who took REAL 310 by term, types of artifacts, grading outcomes

Additional Operational Goals:

- Gather and review existing data from the previous LLPs that are phasing out this year to understand student experience through these LLPs and perceive benefits
- Conduct needs assessment from LLP alumni and potential prospect students.
- Research best practices and empirically tested effective practices as relates to LLPs in higher education.