



UNIVERSITY
OF WYOMING

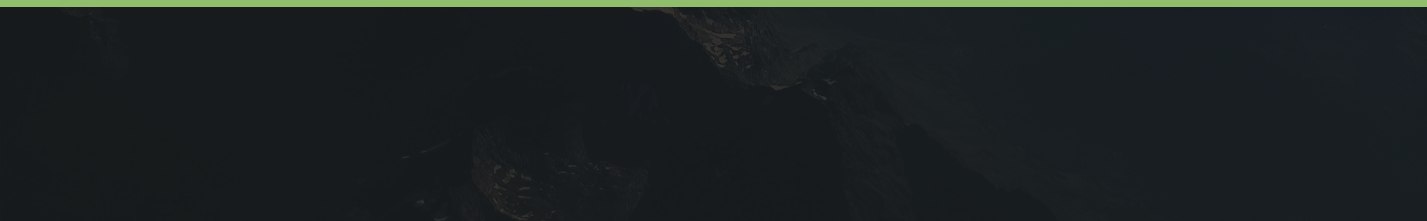
Service, Leadership, and
Community Engagement



Service, Leadership, and Community Engagement (SLCE) Office

Annual Report

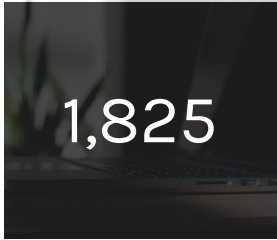
2020-2021



COVID Landscape

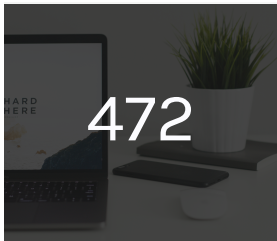
While the 2020-21 academic year presented challenges, the Service, Leadership, and Community Engagement Office (SLCE) continued to engage students in dynamic programming.

Notable Numbers



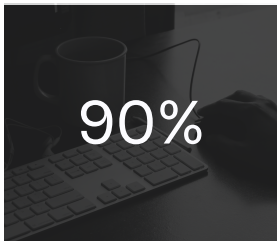
Program Participants

Although many signature events were not possible, SLCE engaged 1,825 students, faculty, and staff in remote, virtual, and in-person events.



Volunteer Hours

Volunteers in events coordinated by SLCE contributed 472 hours to the Laramie community. This service is valued at \$10,901.31.



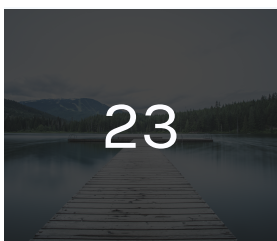
Connection to the University

In post-event assessments, 90 percent of respondents said they felt more connected to the University of Wyoming as a result of participating in a SLCE program.



New and Engaged Voters

In partnership with ASUW, Pokes Vote engaged more than 900 students in online voter education. 198 new voters registered during an on-campus voter registration day in collaboration with the Albany County Clerk.



Partnerships

SLCE partnered with 14 separate community-based organizations, local government agencies, or community leaders during this year. Additionally, 9 University of Wyoming leaders, offices, or initiatives partnered with SLCE to provide engaging programming.

Programs



Notable

Virtual Programs

- Universal Canvas module for Pokes Vote containing educational resources on how to register and cast a ballot (both in Wyoming and out-of-state).
- Virtual Alternative Break in collaboration with three Amizade sites.
- Pattie Gonia, speaker and activist for the environment and LGBTQ+ community.



Notable

In-Person Programs

- Three food drives collecting more than 5,600 lbs. of food and hygiene items for Laramie Interfaith and the UW Food Share Pantry.
- A Service Saturday supporting the Green Dot program.
- Two in-person People's Suppers which brought students together for meaningful conversations.

Three programs (Campus Paws, SLCE To-Go, and Volunteer Challenges) provided students with resources to engage in asynchronous service opportunities from anywhere in the country.

Programs


In-Person and Online


SLCE offered 32 programs in AY 2020-2021. Of these, 17 were in-person and 2 used a “grab and go” format, while 13 were fully remote. Two leadership classes, taught through the College of Education, were offered remotely. Among programs where participation data was collected, 25% of participants attended more than one program (n=385 participants).


Event Size and Attendance

While limits to the physical and virtual environment dictated a lower capacity for some events, SLCE events on average could accommodate 38% more participants than those who attended. The rate of participants registering for an event but not attending (23%) is comparable to the annual average (approx. 25%).



 Total Capacity (controlling for reduced-capacity spaces)
(100%)

 Registered/No Show
(23%)

 Average Capacity Filled
(62%)

Assessment



CSIL

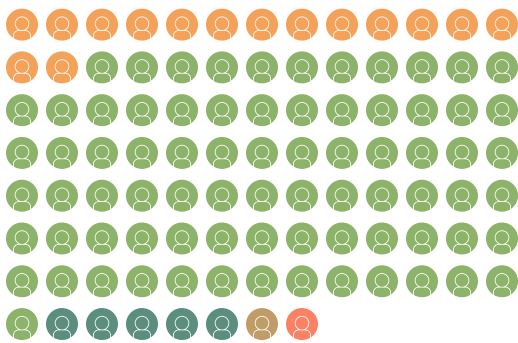
Learning Outcomes

In spring 2021 SLCE launched a program assessment plan to measure student learning outcomes defined by CSIL. These learning outcomes are based on the CSIL Values:

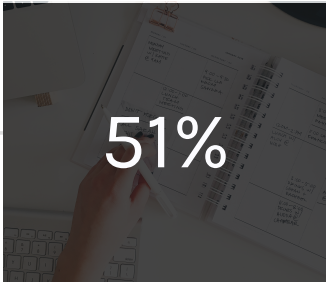
- Sense of Belonging
- Inclusivity and Social Responsibility
- Leadership and Transferrable Skills
- Holistic Development

Demographics

Gender of Respondents



- Male (14.67%)
- Female (77.33%)
- Prefer not to say (5.33%)
- Non-binary (1.33%)
- No Response (1.33%)



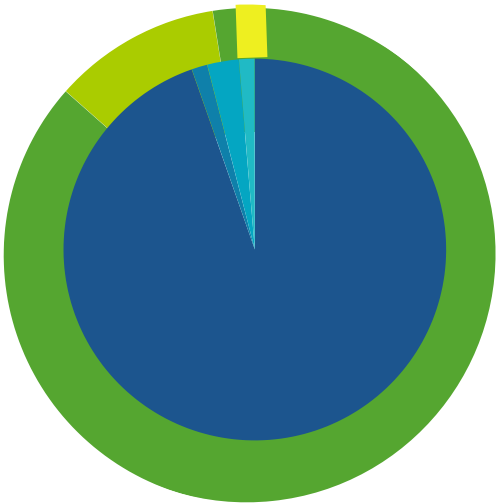
Assessment Participation

Following each program where participant emails were collected, SLCE sent an email containing a note about the program's impact along with a link to the Qualtrics-based assessment.

Of all participants in these programs, 51 percent followed through to complete the survey.

Participants could also opt in to a drawing for two Downtown Laramie Gift Certificates. Almost all respondents opted in to this drawing.

Racial and Ethnic Identities Indicated by Respondents



- White
- Other
- Non-Hispanic/Latinx
- Native American or Alaska Native
- No Response
- Hispanic/Latinx
- No Response

Inclusivity and Social Responsibility

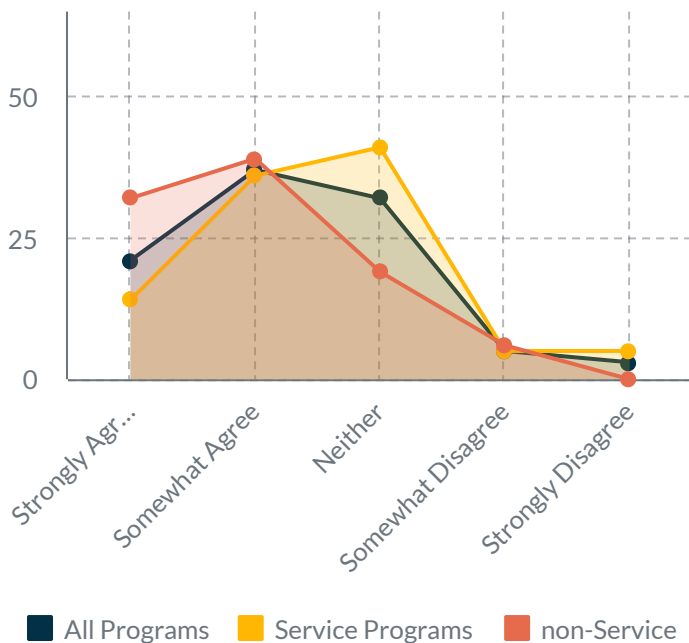
Learning Outcome

Students will be able to analyze and explain how their personal and social identities, values, and self-awareness impact their role in the community and interactions with those different from themselves.

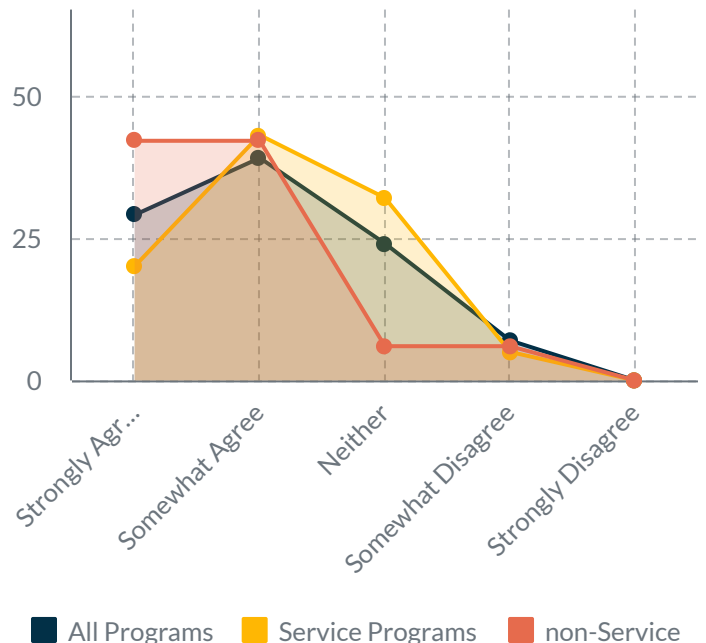
Assessment

SLCE assessed this learning outcome in two Likert-response questions:

This program improved my ability to analyze and explain my personal and social identities



Through participating in this program I have a better understanding of how my personal identities impact my role in the community and interactions with people different from myself.



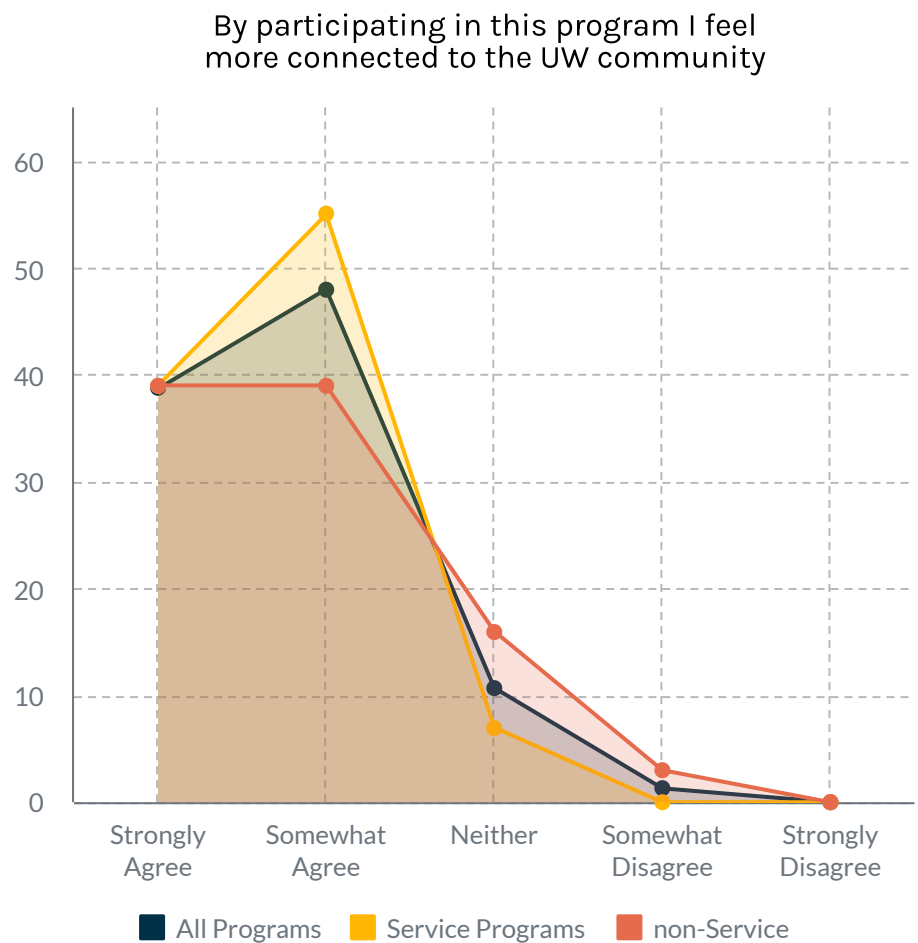
Sense of Belonging

Learning Outcome

Students will be able to identify involvement opportunities that increased their connection to the UW community.

Assessment

This outcome was assessed in a single Likert-response question.



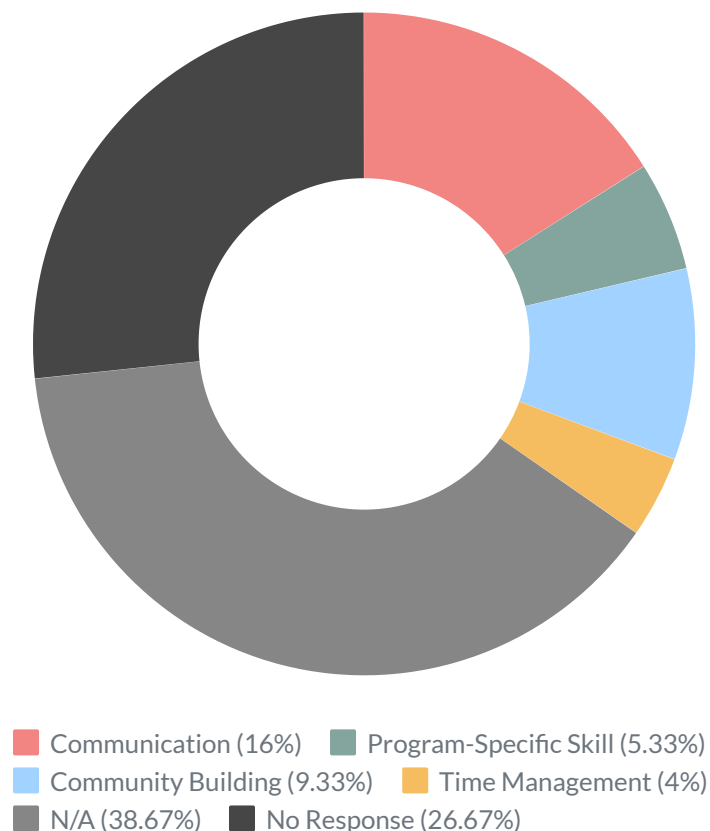
Leadership and Transferrable Skills

Learning Outcome

Students who participate in a CSIL program will be able to identify at least one skill they gained and provide an example of how they can apply it in their personal or professional lives.

Assessment

Participants were provided with an open text box to answer this prompt: Identify at least one skill you gained through participating in this program and describe how you can apply this skill to your personal or professional life. Responses to the first part of the question were coded to help with analysis. These are the responses:



Holistic Development

Learning Outcome

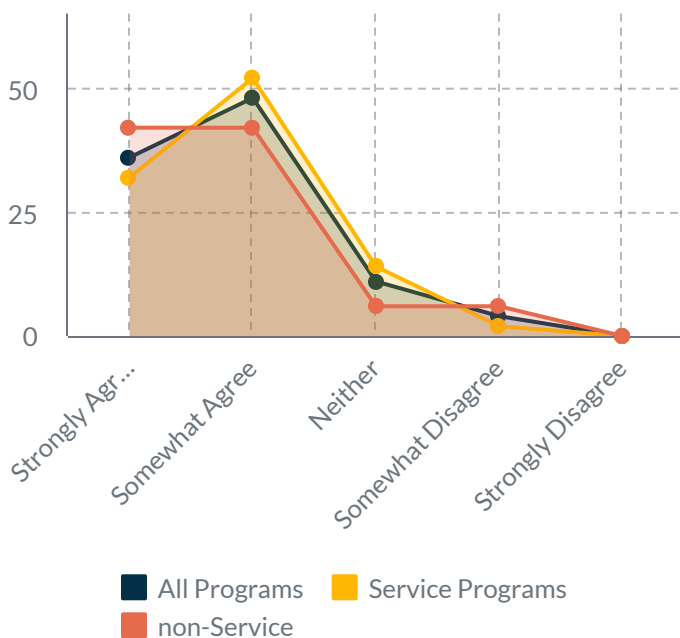
Students who participate in a CSIL program will be able to identify which wellness dimension is being addressed and how it relates to their holistic wellness.

Assessment

SLCE assessed this learning outcome in a two-part question. The first question asked participants their level of agreement with a statement. Survey flow logic would show the second, free-response question to anyone who answered "Strongly Agree," "Agree," or "Neither Agree nor Disagree."

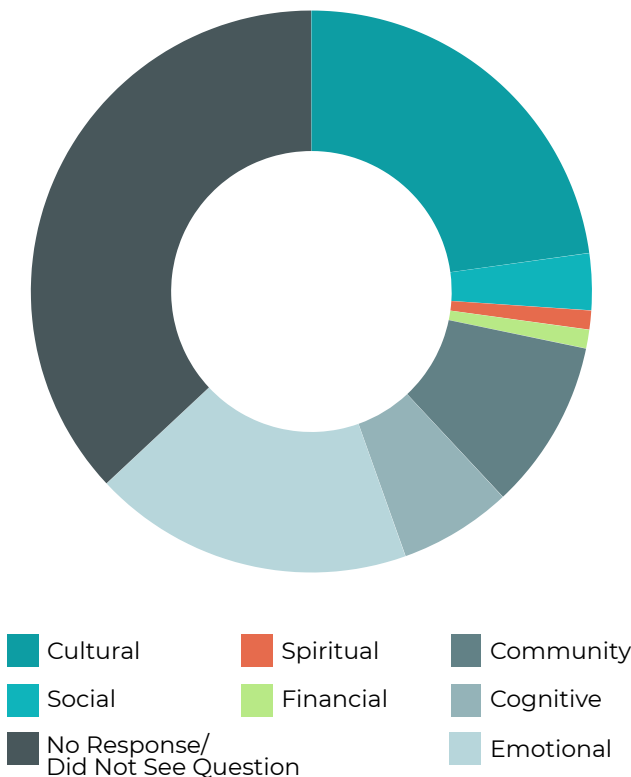
Part one:

Through participating in this program I have increased my awareness and/or skills related to at least one of the following dimensions of wellness: cognitive, cultural, emotional, financial, physical, or spiritual wellness.



Part two:

Wellness Dimensions indicated by All Respondents



Learning Opportunities

Participant Testimonials

In addition to assessing learning outcomes, SLCE asked students what they liked about specific programs. In addition to saying things like "free food," participants often expressed how their perspectives were changed by what they experienced.



"After this I have a great sense of pride in my UW community, and it really makes me feel that I am in a place that believes in the same things I do."

"These experiences had long lasting effects on the way I view social interactions, human potential, communities, as well as using the information I learned to change what I do morally and ethically."

"I really liked having deep conversation with complete strangers. It was an incredibly unique experience."

"I learned how to think more critically about my stereotypes/assumptions. I always thought I "didn't have any," including positive stereotypes/assumptions, but this program proved me wrong."

"I liked being able to see a physical result of our labor, and from the basket being empty at the beginning of the day to overflowing when we were finished made me proud of what we had accomplished in just a few hours' time."

"The conversation was a great opportunity to think critically about important topics in history that also have relevance today. It was a great opportunity to feel more connected to other members of the UW community."

"I liked the ability to be able to feel involved with my community and with UW, especially at a distance. I also liked being able to contribute to my community in a meaningful way."

"I liked being able to connect with others while also doing good for the community."



Service, Leadership, and
Community Engagement

Connect with SLCE



SLCE@uwyo.edu



uwyo.edu/slce



[@uwyoslce](https://www.instagram.com/uwyoslce)



[/UWYOSLCE](https://www.facebook.com/UWYOSLCE)



Wyoming Union, 033