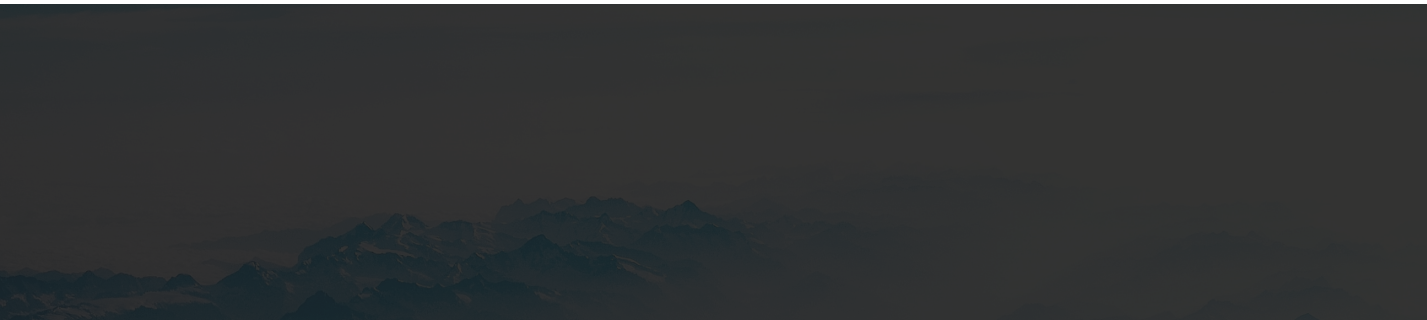




UNIVERSITY
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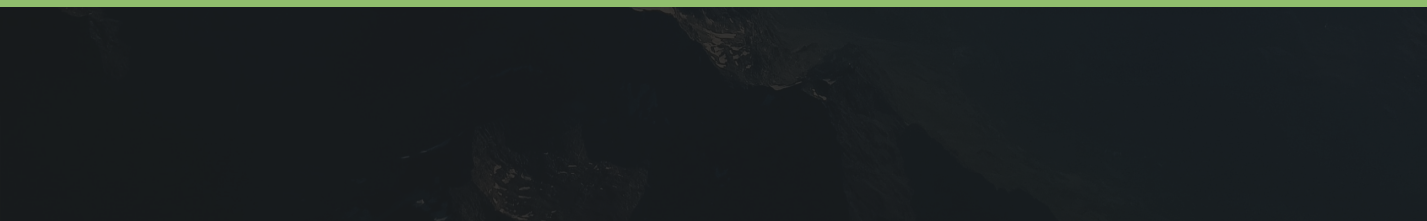
Service, Leadership, and
Community Engagement

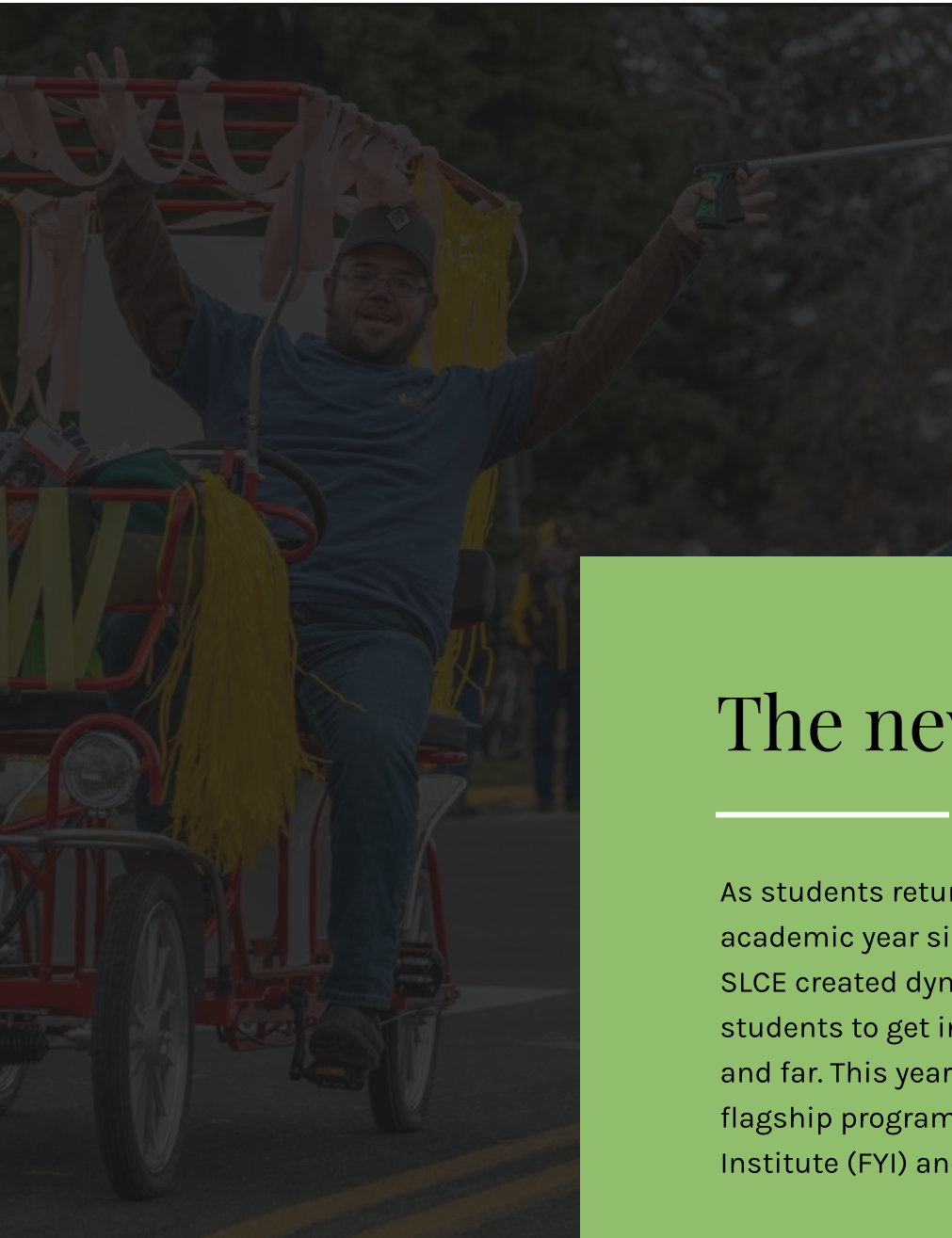


Service, Leadership, and Community Engagement (SLCE) Office

Annual Report

2021-2022





The new normal

As students returned for the first "normal" academic year since the pandemic began, SLCE created dynamic opportunities for students to get involved in communities near and far. This year marked the return of several flagship programs, including First-Year Institute (FYI) and Alternative Breaks.

Notable Numbers



1,304

Program Participants

SLCE engaged 1304 students, faculty, and staff in events and programs.



3,588

Volunteer Hours

Volunteers in events coordinated by SLCE contributed 3,588 hours to the Laramie community, valued at approximately \$107,086 using the Independent Sector's most recent Value of a Volunteer Hour. Usership of Volunteer Hub increased by approximately 280% this year.



90%

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.



69%

Understanding Self and Others

As a result of participating in a SLCE event 69% of respondents indicated they walked away with an increased understanding of how their personal identity impacts their role in the community and interactions with others.



2,000

Helping Meet the Need

SLCE Partnered with Laramie Interfaith and the UW Food Share Pantry to collect over 2,000 lbs of food, hygiene, and household items during this academic year.

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

Assessment



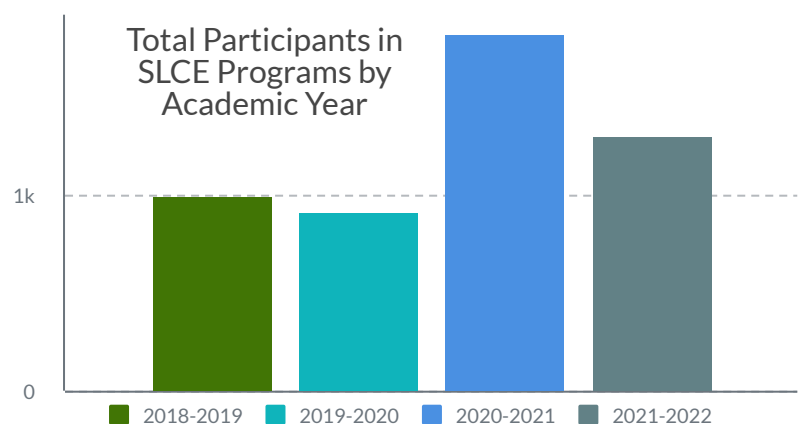
Pandemic

Changes

While participation numbers in SLCE programs decreased slightly this year, in context of the pre-pandemic years this number has greater impact. In fall 2020 SLCE engaged over 900 students in voter education programs around national and local elections, which accounted for a jump in participation numbers.

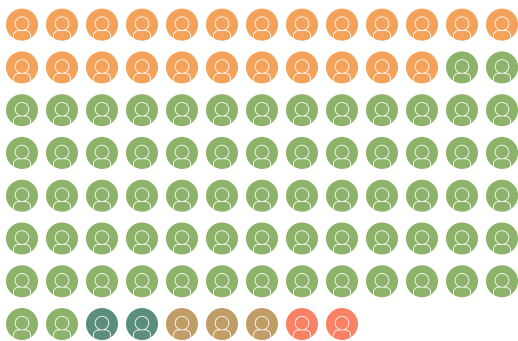
While this metric is not far off from pre-pandemic numbers, there is an anecdotal change in participation attributed to a handful of pandemic effects. First, in-person orientations used to be a huge marketing tool for early fall programs, but online and hybrid orientations did not receive the same level of interaction with incoming students. Second, not offering many signature programs in 2020-2021 led to issues with recruiting for more in-depth programs such as FYI leaders, Big Event staff, and Alternative Break participants.

As we seek to rebuild these core programs we also use input from assessment and the SLCE Advisory Board to understand the needs of today's college students.



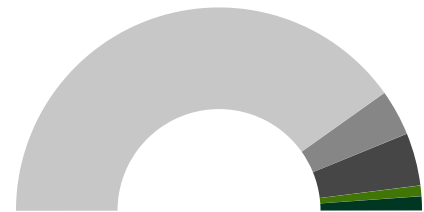
Demographics

Gender of Respondents



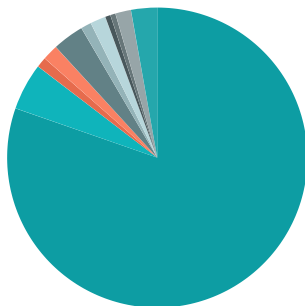
- Male (24.02%)
- Female (68.72%)
- Prefer not to say (1.68%)
- Non-binary (2.79%)
- No Response (2.79%)

Age of Respondents



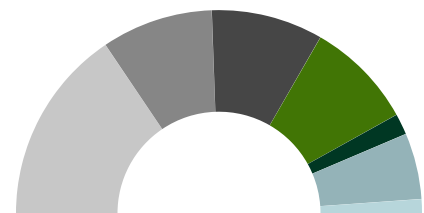
- 18-24 (80.34%)
- 25-34 (7.3%)
- 35-44 (8.43%)
- 45+ (1.69%)
- No response (2.25%)

Racial and Ethnic Identities Indicated by Respondents



- White (80.34%)
- Asian or Asian American (5.06%)
- Asian or Asian American and White (1.12%)
- Hispanic or Latino/a (1.69%)
- Hispanic or Latino/a and White (3.37%)
- Black or African American (1.12%)
- Black or African American and White (1.69%)
- Black or African American and Hispanic or Latino/a (0.56%)
- Native American or Alaska Native (0.56%)
- Other (1.69%)
- No response (2.81%)

Years at UW



- 0 to 1 year (31.11%)
- 1 to 2 years (17.78%)
- 2 to 3 years (17.78%)
- 3 to 4 years (17.22%)
- 4 to 5 years (3.33%)
- More than 5 years (10.56%)
- No Response (2.22%)

Inclusivity and Social Responsibility

Learning Outcome

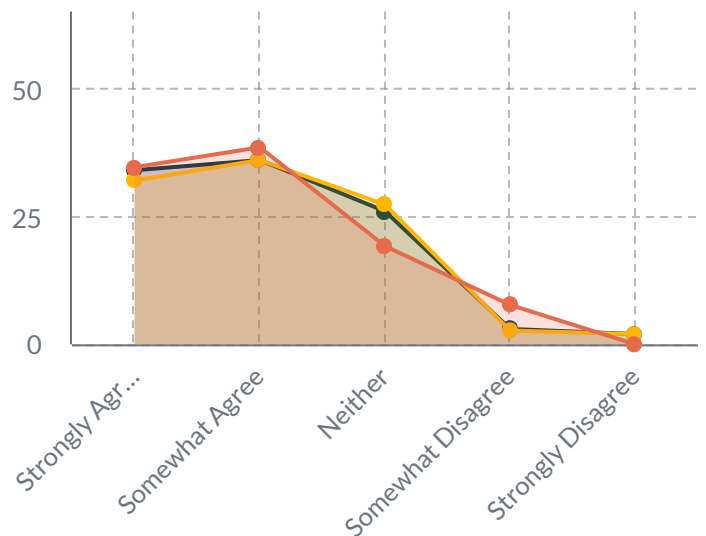
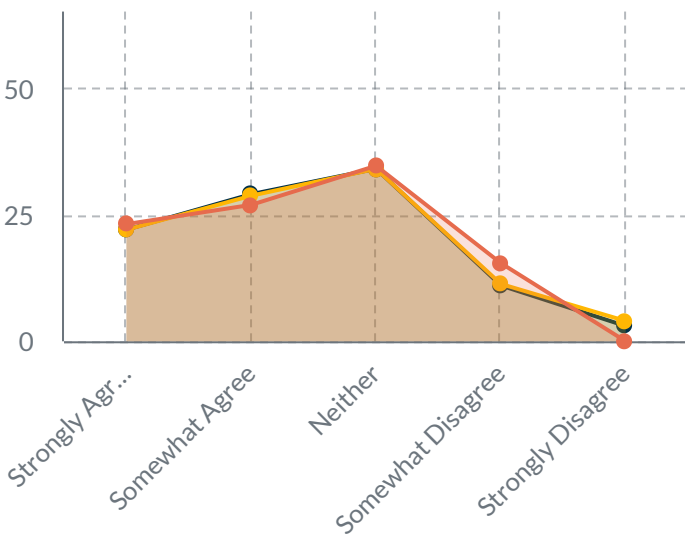
Students will be able to analyze and explain how their personal and social identities, values, and self-awareness impact their role in the community and interactions with those different from themselves.

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.



■ All Responses ■ White-Identified Respondents
■ Respondents who indicated a minority identity

■ All Responses ■ White-Identified Respondents
■ Respondents who indicated a minority identity

Sense of Belonging

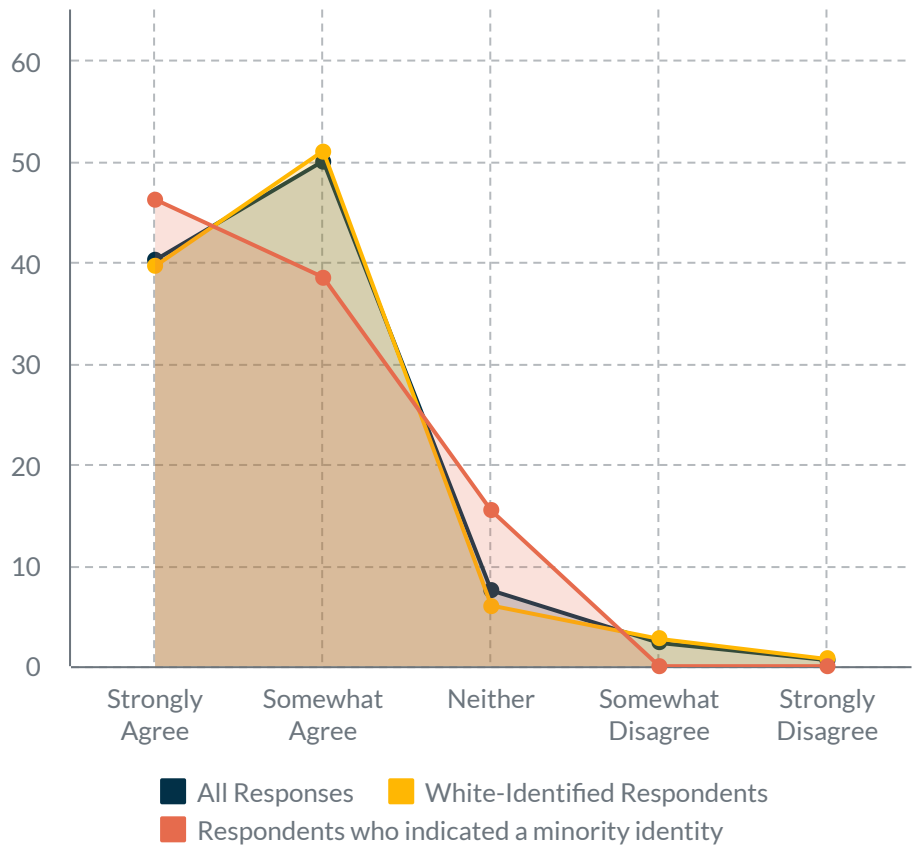
Learning Outcome

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.

By participating in this program I feel more connected to the UW community



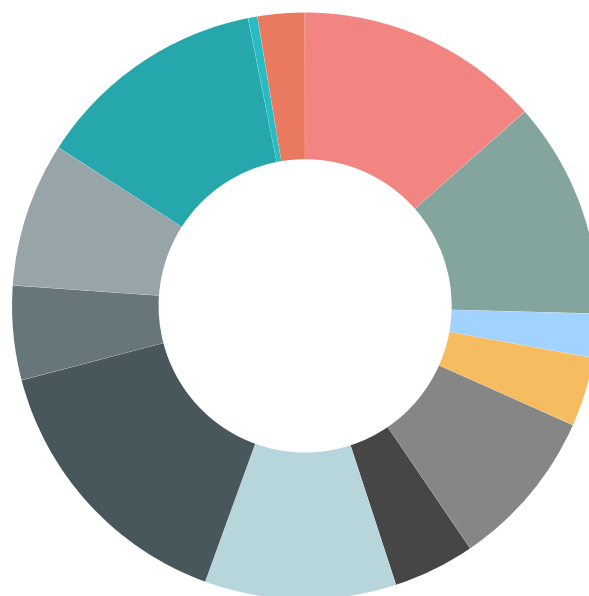
Leadership and Transferrable Skills

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 a list from the National Association of Colleges and Employers (NACE)'s 2021 list of Top Skills Employers Seek on Resumes. Respondents could select multiple skills. This graph displays the frequency each skill was selected, but does not indicate the number of respondents who selected that skill.



- Working in a team (13.49%) Initiative (11.94%) Analytical or quantitative skills (2.42%)
- Creativity (3.81%) Flexibility or adaptability (8.82%) Organization (4.5%) Work ethic (10.55%)
- Verbal Communication (15.4%) Detail-orientation (5.19%) Leadership (7.96%)
- Interpersonal skills (12.8%) Other (0.52%)
- I did not gain skills through participating in this program (2.6%)

Holistic Development

Learning Outcome

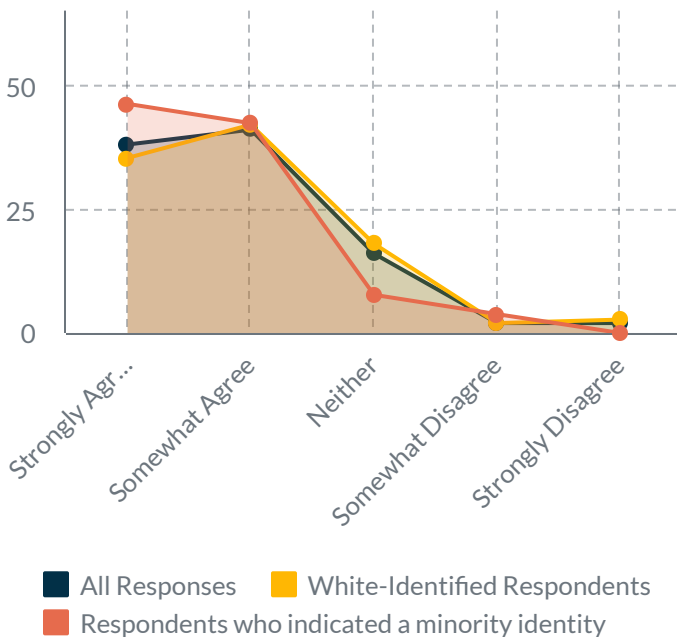
Students who participate in a CSIL program will be able to identify which wellness dimension is being addressed and how it relates to their holistic wellness.

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."

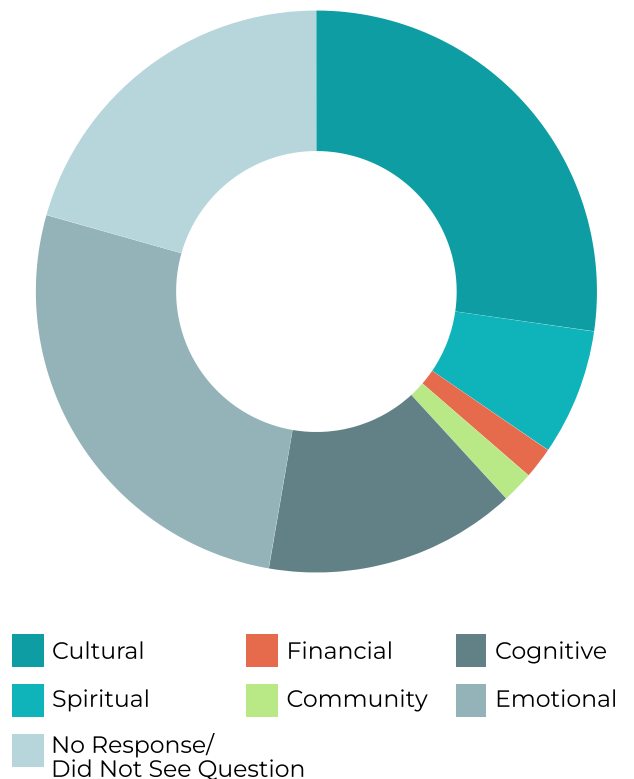
Part one:

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

"I really liked the discussion of community-building. I felt very disconnected from the UW community last year, so this was a great way to talk with others about how to build my connection to the UW community and do more to serve the people around me."
- People's Supper Participant

"It was helpful to have a discussion that engaged matters of diversity and difference inside a community. This strengthen[ed] my ability to hold space where I agree with some opinions, disagree with some, but remain respectful throughout."
- Book Club Participant

"Through this trip I have gained a greater understanding of empathy, community, and holistic wellness; I could not have asked for a better group to travel with nor better leaders to guide us as we went through the week!"
- Alternative Breaks Participant

"Despite looking radically different than previous years, I felt like I still met other students, grew in self awareness in several ways, and can walk away from this experience more inspired to pursue strong interpersonal relationships and opportunities that align with my values."
- FYI Participant

"I think this was the best and my favorite class that I've take[n] during my time at the University of Wyoming so far."
- CNSL3010 Student

"I enjoyed getting outside and seeing a part of Wyoming that I had not been to yet. I also enjoyed meeting more students who I might not have met otherwise."
- Service Saturday Participant

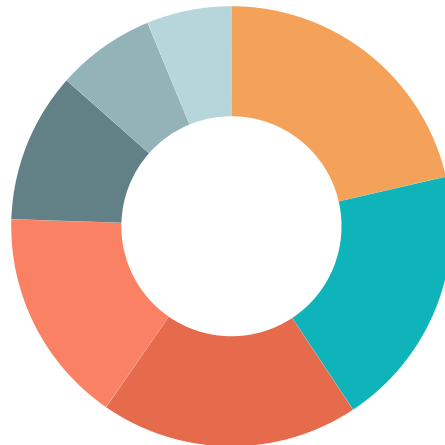
"This project not only helps with fulfilling this need for quite a few people, but also helped me be aware how much it is actually a need in our community."
- Service Saturday Participant

"I feel more empowered to help the planet and feel less disheartened that climate change is doomsday."
- Good Mule Event Participant



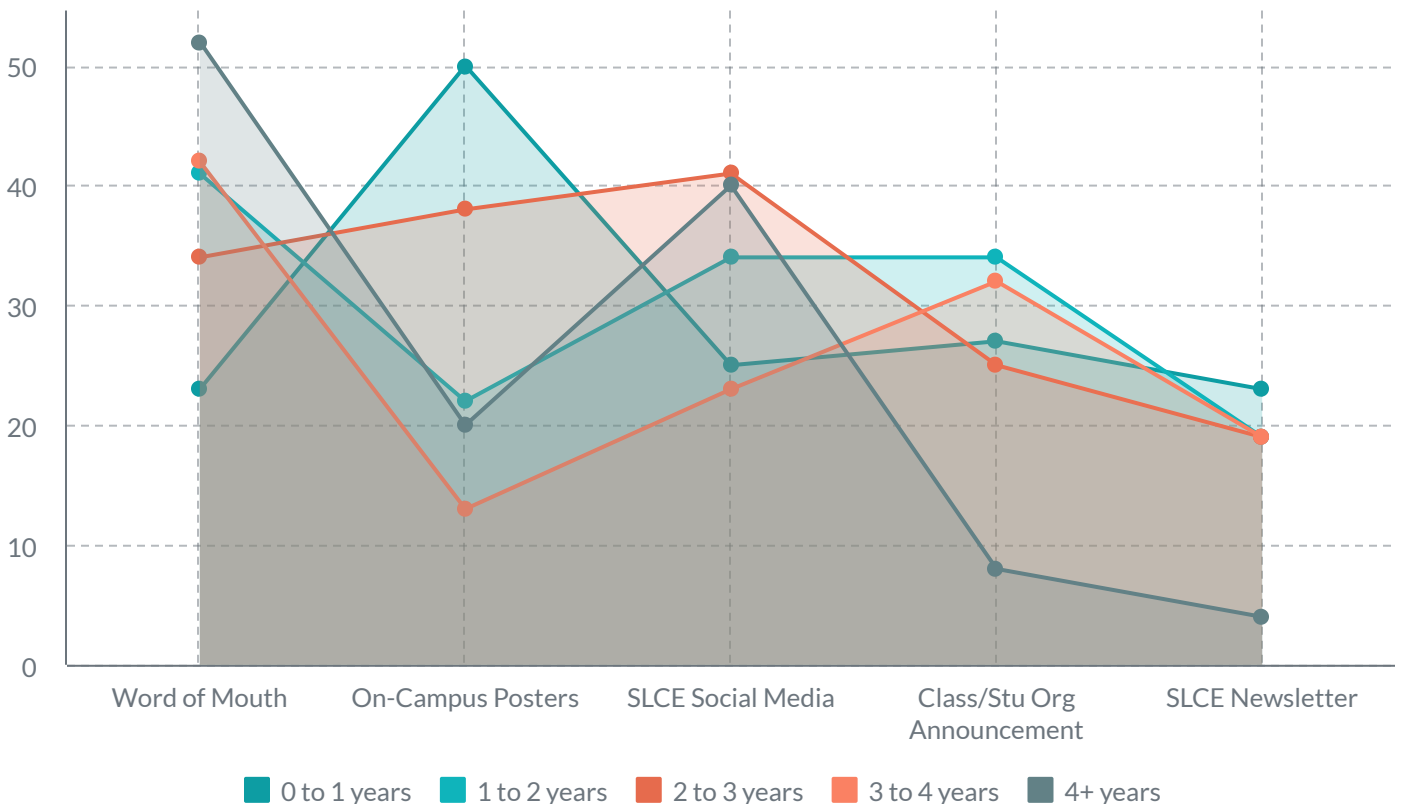
Marketing

How did you hear about this program?



- Word of Mouth (21.38%)
- On-Campus Posters (19.31%)
- SLCE Social Media (18.97%)
- Class or Student Org Announcement (15.86%)
- SLCE Newsletter (11.03%)
- Other Social Media (7.24%)
- Other (6.21%)

Marketing Methods Most Frequently Reported by Years at UW





Service, Leadership, and
Community Engagement

Connect with SLCE



SLCE@uwyo.edu



uwyo.edu/slce



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