

Understanding our Work, Determining our Impact, Telling our Stories

Janel Sutkus, PhD, Director of Student Life Research

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Discussion Framing

This priority--**understanding our work, determining our impact, and telling our stories**--is related to all other Student Life strategic priorities for 2021-2022.

The goals of each priority are built on and informed by a clear understanding of relevant past work, both individually as units and collectively as a division.

Measurement and analysis of progress toward the goals will determine the impact of that work. And, the collective impact becomes part of the divisional narrative, or the stories we tell about ourselves and our work with students.

Today's Discussion

Student Life's Research and Assessment Effort

- ❖ Why / What / How / Who

Student Life Divisional Core Work

- ❖ Community Development and Learning Experiences
- ❖ Health and Well-being
- ❖ Student Support, Intervention, and Advocacy
- ❖ Educational Experiences / Student Learning Agenda
(DEI activities are embedded in each set of work)

For each set of work, I will discuss

- ❖ student engagement in Fall 2021
- ❖ example findings from Student Life studies

Fall 2021 end-of-semester analysis plans

Student Life's Research and Assessment Effort

Why does Student Life conduct assessment?

- ❖ To understand how our work affects students
- ❖ To continually improve the conditions that support student learning
- ❖ To tell the stories of our relationships with students and their achievement of our core learning outcomes

What is Student Life's assessment model?



Assessment is conducted both **globally** (at the Division level) and **locally** (at the unit level)

What does Student Life measure?

- ❖ Perceptions / participation / feelings of belonging
- ❖ Unit-specific outcomes
- ❖ Divisional core learning outcomes:



The ability to work with and learn from others, whose identities may differ from their own, to accomplish goals and solve problems



The ability to explain how social identities and experiences shape meaning-making and ethical decision-making practices



The ability to discuss learning, integrate new information, and apply learning across contexts



The ability to identify and discuss values and beliefs that shape learning, behavior, and professional goals



The ability to understand how to promote personal health and well-being and manage life's challenges



The ability to reflect on personal expectations and the expectations of others for learning and growth

How does it all fit together?

Our overarching question:

how do **student characteristics**
and the **experiences they have on campus**
affect **achievement of SL's learning outcomes?**

We analyze using a standard college impact model (I-E-O):

Input + Experiences = Outcomes

But, we use **equity-minded, student-centered methods** to ensure we uncover the unique experiences of marginalized student populations

Who are our students?

Collected by U-M

First-generation

Citizenship (type
and country)

Estimated family
income

Collected by U-M; expanded by SL

Race and
ethnicity

Collected by SL

Gender

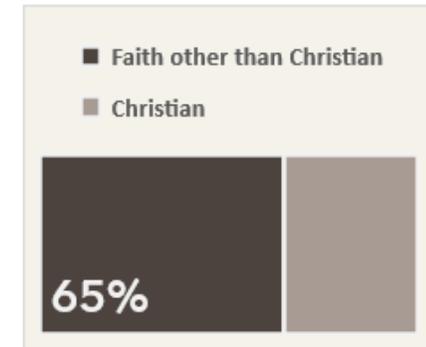
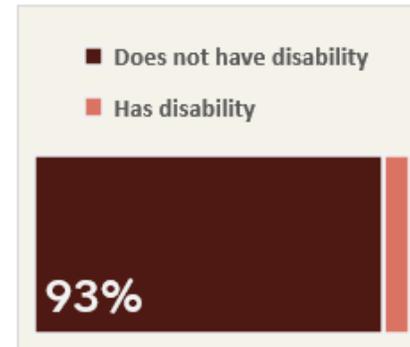
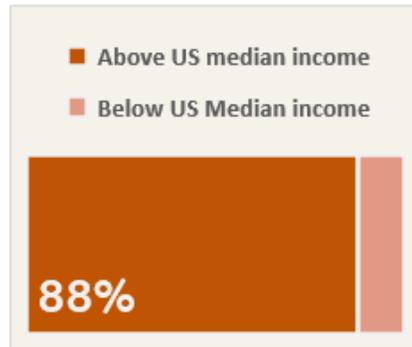
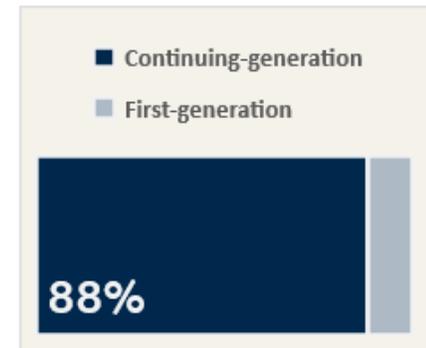
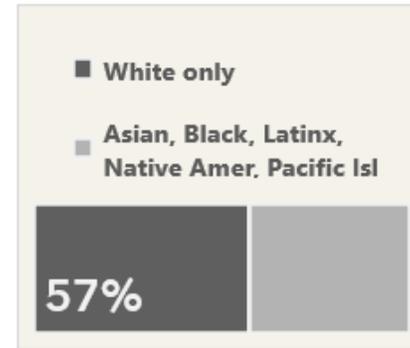
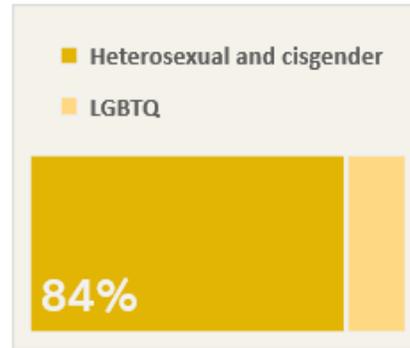
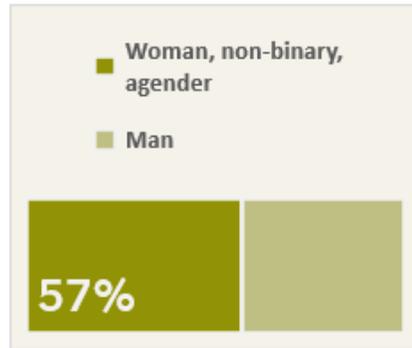
Transgender

Faith identity

Disability

We collected these from the first-year cohort in Summer 2021 and are currently collecting from the full student population

FIRST-YEAR COHORT DEMOGRAPHIC CHARACTERISTICS AT-A-GLANCE



7%

of the cohort are not members of any traditionally marginalized population

27%

of the cohort are members of one traditionally marginalized population

66%

of the cohort are members of two or more traditionally marginalized populations

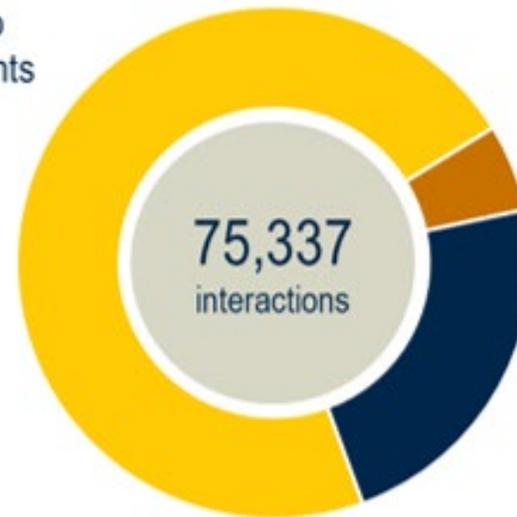
Despite being in the numerical majority, women and students of faiths other than Christian are reported as traditionally marginalized populations.

Core Work:
Community Development
and Learning Experiences

Student Engagement in Fall 2021 (to date)

Represents attendance at approximately four major events for each first- and second-year student

Welcome to Michigan events
54,069



Student organization leaders
4,139

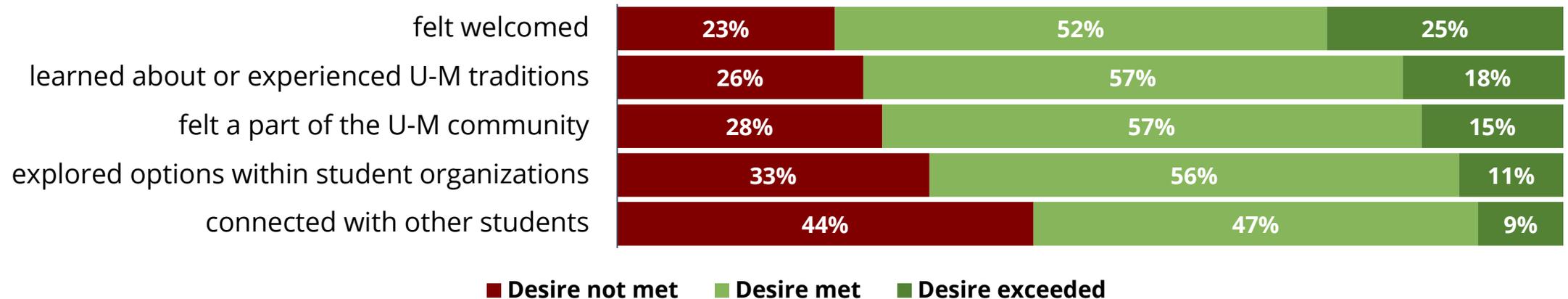
Community-building programs across SL
17,129

Represents all officers of recognized student organizations who may access both live and asynchronous resources and receive support and guidance from CCI on intra-group operations

Represents attendance at programs across the division such as residence hall events and activities, cross-unit offerings like Meals of Meaning, and larger gatherings like UMix, Festifall, and Party in the Park

Related findings from SL Studies

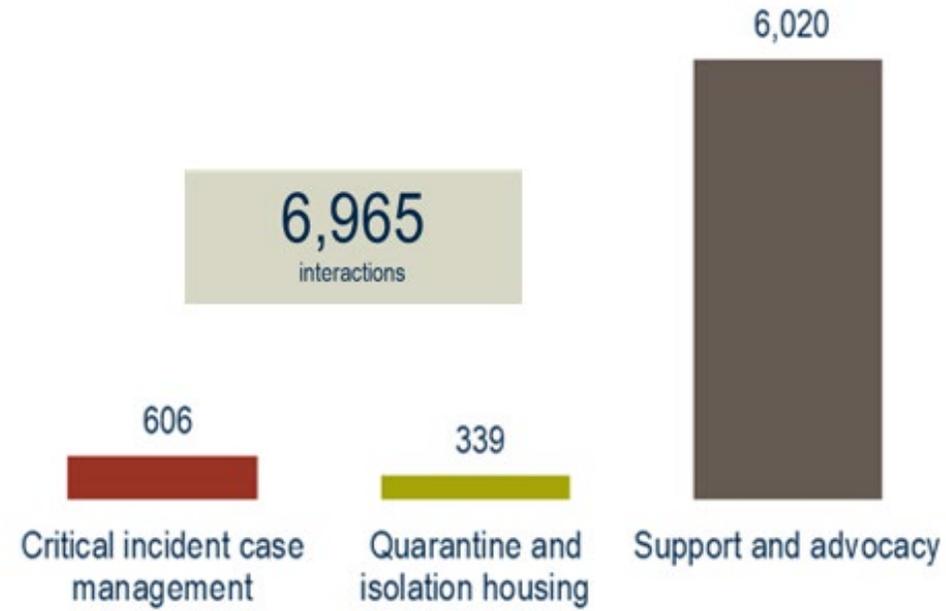
Community-building aspects of Welcome to Michigan: The relationship between FY students' level of desire and outcome (measured late September/early October 2021)



In general, students from marginalized backgrounds had **less** of their desire met than their majority peers for feeling part of the U-M community, for feeling welcomed, and for connecting with other students.

Core Work:
Student Intervention,
Support, and Advocacy

Student Engagement in Fall 2021 (to date)



Examples:

- communication with faculty on behalf of students experiencing personal or family issues
- students needing hotel stay after being displaced from off-campus housing
- students needing emergency funding

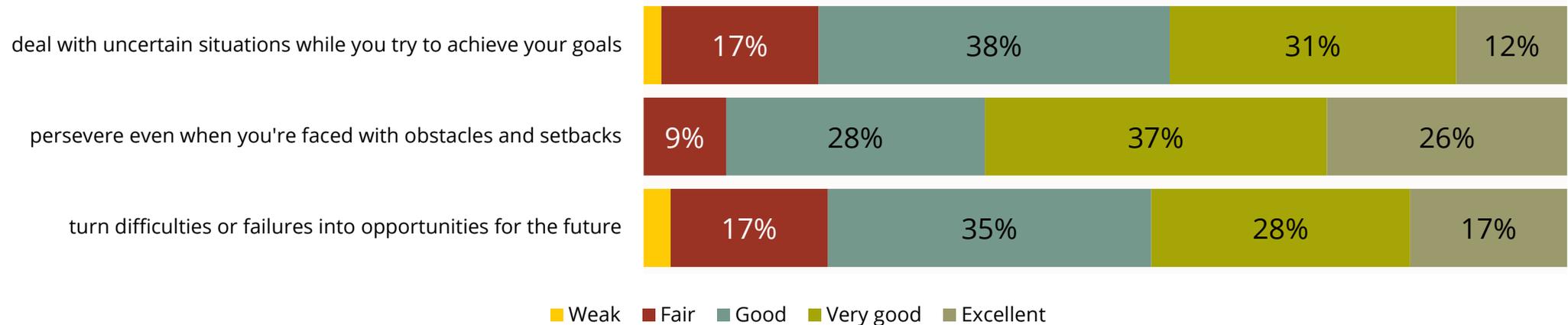
- regular check-ins from Q/I coordination staff
- snack basket upon arrival
- meal delivery (requests can be made for dietary needs, allergies, and Kosher/Halal)
- Dean of Students offers case management and support

Individual support and advocacy by staff in:

- International Center
- Ombuds
- OSCR
- SAAS (SSD and Accommodations Testing)
- SAPAC
- Student Legal Services
- Spectrum Center
- and appts with a Resource Navigator

Related findings from SL Studies

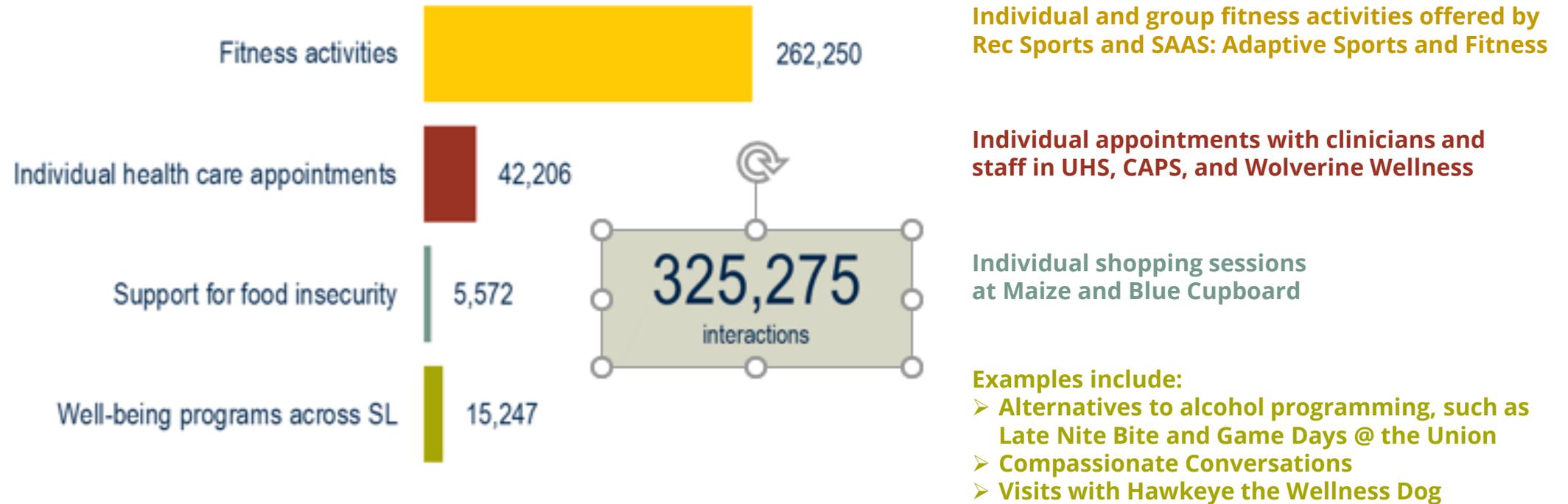
Entering FY students' self-ratings of their abilities related to resilience and agency (measured late summer 2021)



In general, students from marginalized backgrounds rate themselves **lower** than their majority peers on abilities related to resilience and agency.

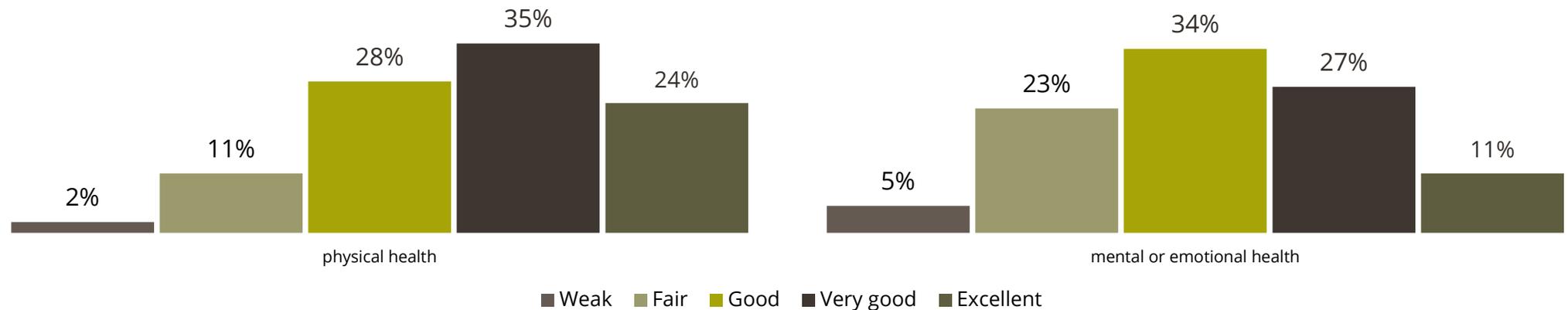
Core Work: Health and Well-being

Student Engagement in Fall 2021 (to date)



Related findings from SL Studies

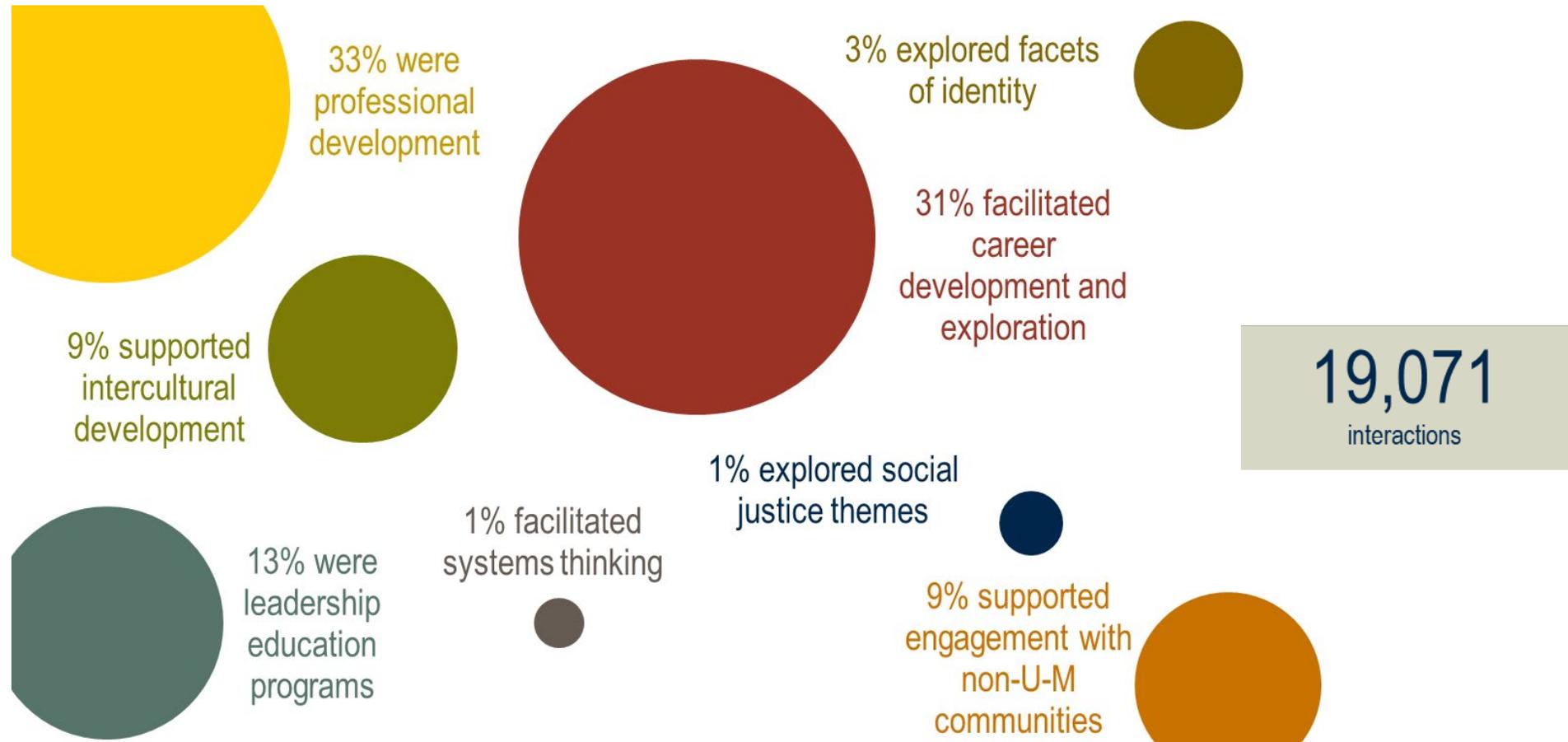
Entering FY students' self-ratings of their physical and mental/emotional health
(measured late summer 2021)



In general, students from marginalized backgrounds rate themselves **lower** than their majority peers on both physical and mental or emotional health.

Core Work: Educational Experiences

Student Engagement in Fall 2021 (to date)

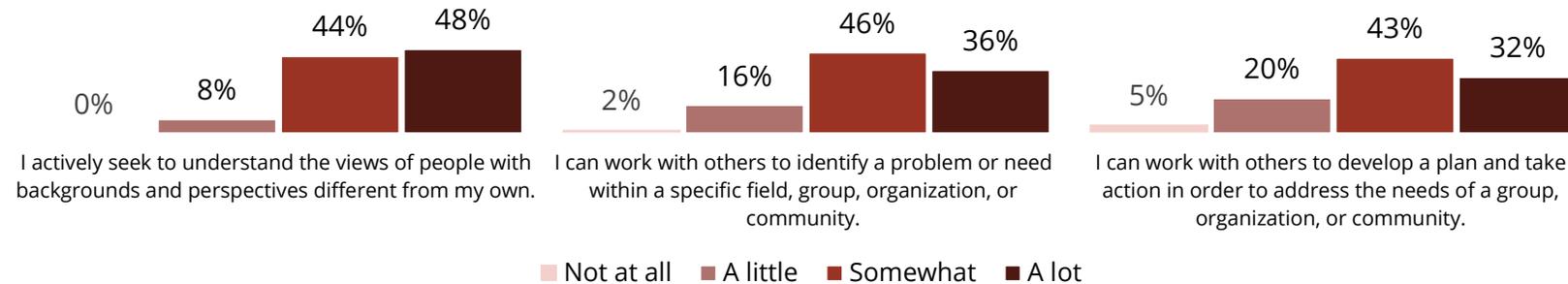


Related findings from SL Studies



Collaboration
Across Differences

Entering FY students' self-ratings of abilities within the Student Life 'Collaboration Across Differences' Core Learning Outcome (measured late summer 2021)



In general, students from marginalized backgrounds rate themselves **higher** than their majority peers on Collaboration Across Differences abilities.

Fall 2021 end-of-semester
analysis plans

Approach

Fall 2021 Outcomes Study survey is currently in the field

5,000+ completed responses / 3,000+ in process

Measures:

- ❖ SL core learning outcomes
- ❖ resiliency and agency
- ❖ well-being
- ❖ belonging
- ❖ leadership competencies
- ❖ personal characteristics (ex: motivation, kindness, integrity)
- ❖ feelings since beginning of year (ex: hopeful, overwhelmed)
- ❖ full set of demographics

For all students who engaged with Student Life in Fall 2021 and completed the Outcomes Study, we will model for each outcome:



Format of eventual results

	Woman, non-binary, agender	Asian	Black	Latinx	LGBTQ	First-gen	Intl	Has disability	Estimated income	Faith other than Christian
Activities during pandemic	took on a challenge that made you a little nervous		↓					↑		
	had any type of leadership role	↑	↓				↓		↑	↓
	demonstrated or protested for causes that are meaningful to you	↑		↑	↑			↑	↑	↑
	publicly communicated your opinion about causes that are meaningful to you	↑		↑	↑			↑		↑
	volunteered for causes that are meaningful to you	↑				↓	↓		↑	
	discussed politics	↑	↓	↑		↑	↓		↑	↑
	evaluated accuracy of information you received	↓	↓			↑				↑
	meditated, reflected, or prayed		↑			↓				↓
	engaged with someone of a different race or ethnicity from you	↑	↑	↑	↑		↓		↑	
	engaged with someone of a different religious or faith tradition from you	↑		↑			↓		↑	↑
engaged with someone of a different socio-economic status from you		↓				↓		↑		
Voting	did not vote in most recent election cycle	lower	higher							
	uncertain or not voting in next election cycle	lower	higher			higher	higher		decr	
	leaning or being consistently conservative	lower	lower	lower		lower			incr	lower
Well-being	participated in any kind of physical activity	↓	↓	↓	↓	↓	↓	↓	↑	↓
	fell asleep during the school day	↑	↑	↑	↑	↑				
	consumed alcohol		↓						↑	
	consumed non-prescription drugs	↓	↓			↑	↓		↑	↑
	smoked cigarettes	↓	↓				↑		↑	
	vaped	↓	↓			↑			↑	
	physical health	↓	↓	↓	↓	↓	↓		↑	↓
	mental or emotional health	↓	↓			↓		↓	↑	↓
	hopeful	↓	↓			↓		↓	↑	↓
	in control	↓				↓		↓	↑	↓
	excited about your future	↓	↓			↓		↓	↑	↓
	overwhelmed	↑			↑	↑		↑	↓	
	anxious	↑			↑	↑	↑	↓	↑	
	depressed	↑			↑	↑	↑	↓	↑	↑

This is one set of results from the First-year Foundations Study in August 2021.

Questions and Discussion