

# 2016-2017 Assessment Final Report

Department: Student Involvement & Leadership Center

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## **NPHC/MGC Impact Retreat Assessment**

### **Introduction**

#### **Assessment Project Description**

The purpose of the project was to identify the key concepts students gained from participation in Impact and their ability to apply gained knowledge to their chapter

#### **Service/Program Student Learning Outcome(s)**

Students participating in NPHC/MGC Impact Retreat will be able to...

- Identify at least one new learned concept centered around social justice (SILC# 6, FSL# 3)
- Apply gained knowledge to effect change in their chapter (SILC# 4, FSL# 2)

### **Population/Sample:**

A total of 18 students participated in the Impact Retreat and associated assessment—nine NPHC members and nine MGC members.

#### **Assessment Method(s):**

The students responded to an open-ended question with a five-minute response time.

### **Summary of Key Findings/Results**

Our assessment question asked the students to name one thing they've learned over the weekend and how they plan to use this knowledge to effect change in their chapter. From this question, we categorized the responses into two categories: final learned theme and final apply theme. Each category also had subcategories, which are listed below.

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**Final Learned theme: identities, awareness of privilege, lack of inclusion in organizations, impact of chapter actions, systemic societal problems, too many exceptions and purpose of NPHC organizations**

- **Identities**

Five students (27.8%) felt that the weekend made them more conscious about the identities that they hold along with others that they do not possess. Some of the responses we received are as follows:

- *“One thing I took away from this weekend is the oppression of identities especially those who are transgender “*
- *“I learned about all the oppressed minority sub-groups”*
- *“I have learned the importance of understanding different groups in which we affiliate with and understanding the significance of where they are from and situations that brought them to this country”*
- *“I’ve learned that is important to acknowledge all groups and recognize that it is important to respect their identities even if it is strange to me. The fact that identities intersect and are much more complicated than the system would have us believe was also eye opening. The ways that women are objectified in society was also interesting information”*

- **Lack of inclusion in organizations**

Five students (27.8%) understood that there was a lack of inclusion in their organizations. After learning how to track identities that were present and not present their responses included:

- *“Acknowledged that my org is not inclusive to queer, LGBTQ, trans people”*
- *“We’re going to talk about our systematic phobias that are left unsaid in our organization”*
- *“One thing I have learned is that we as organizations are still being exclusive and alienating even though we are open to all. We need to make an active effort to make everyone feel comfortable and connect together as people”*
- *“I learned that in what subtle ways our organizations have failed to be inclusive of other identities”*

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- *“I learned to what extent my organization is transphobic, homophobic, and classist. I knew that as a national organization, we rebranded ourselves to be more inclusive and progressive but I never sat and looked at how underrepresented a lot of identities are in our org, which is bothersome because I joined to have the diversity of inclusivity that PHA lacked*
- **Awareness of privilege**

Four students (22.2%) became more aware of the privilege they held. Some of the responses we received are as follows:

  - *“That even people who are oppressed didn’t know they were doing that to others or how they were doing that”*
  - *“Well I learned that not everyone has the same opportunities and that we have to take that into account...”*
  - *“I’ve learned about my privilege. I have opened my eyes to the ways I have been the oppressor. It is the easy way out to just blame the white institution- what is hard is that we have to identify the problems within ourselves. That’s step one. We have to go back to our orgs and identify where we have wronged others, and fix that. We have to set an example and maybe other chapters can follow.*
  - *“I have learned there are multiple causations of systematic oppression that I have experienced in this “white” world. I also gained knowledge that my identity is a privilege and although I am a part of a marginalized group, I also am a higher ranking marginalized group than many other marginalized groups that may have been oppressed more than me”*
- **Other**

We grouped “impact of chapter actions”, “systemic societal problems”, “too many exceptions” and “purpose of NPHC organizations” into other due to the low amount of students responses fit the main themes. From the four students (22.2%), these are the responses we received

  - **Impact of chapters actions**
    - *“One thing that I have learned is that my chapter’s actions and in actions affect others just as much as it does any chapter”*
  - **Systematic societal problems**

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- *“Awareness of the silent systematic problems in society”*
- **Too many exceptions**
  - *“I’ve learned that we make too many exceptions because we’re accustomed to, which causes not only on ourselves but in different groups of society conflicted confusion*
- **Purpose of NPHC organizations**
  - *“This weekend, I learned that NPHC did not have a clear understanding of where we come from and our purpose”*

**Final apply theme: inclusion efforts, outreach and programming, educate self and others, no response and personal/chapter changes**

- **Outreach and programming**

Seven students (38.9%) responded that they would improve their outreach and programming to reflect their new found knowledge from FSL Impact

- *“I am going to take this info back to my chapter in hopes that we will reach out to these communities on campus and in our community”*
- *“I plan to use this knowledge to further create relationships and understandings with one another. I will also work to find /create places on campus where we can stand as a group and fight our oppressions as one”*
- *“...Maybe we could put together a program of some sort that would make them feel included and want to come and be a part of our organizations*
- *“I will use this knowledge to help us address issues and to create more positive impact with my organization. I also will use it to collaborate with orgs outside of our comfort zone”*
- *“I want more self-reflection to happen and more active advocacy”*
- *“I will go back to my chapter and begin to organize events with NPHC and MGC together as well as broaden our rush targets “*
- *“I will use this knowledge to improve the environment which we are currently developing for multicultural students to a much more greater scope of individuals*

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- **Inclusion efforts**

Three students (16.7%) responded that would include more inclusion efforts post FSL Impact

- *“I will work to ensure we exemplify inclusivity for all identities and work to change our national traditions”*
- *“I will seek to be more understanding of marginalized groups”*
- *“...So we can be a more progressive”*

- **Educate self**

Four students (22.2%) accepted the challenge of educating themselves and others

- *“I want to foster a genuine compassion for marginalized people. I want my members to acknowledge and know how our organization is perpetuating these ideas we have talked about. So they can spread awareness and compassion to others as well”*
- *“The sisters and I that attended FSL Impact will need to educate our other members so that we can be on the same page to combat these issues together and provide support for these identities”*
- *“I will use this knowledge to help educate these people”*
- *“How I plan to use this info is to research the movements more and prepare/ act on a solution of the information*

- **Personal/Chapter changes**

Two students (11.1%) wanted to make personal changes within themselves and within their chapter

- *“I’ve learned change doesn’t happen overnight and that patience will pay off if the work is valid”*
- *“Cut back on the homophobic language I use on a daily basis”*

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## Conclusions

### Impact of Assessment

We had a 100% response rate, and from that 89% of the students were able to apply the information. We can conclude participants were able to identify at least one new concept centered around social justice and apply the knowledge to effect change in their chapter.

From this program, we can gauge the current level of our community's competency and incorporate more programming around the concepts that did not have as high of a response rate as others such as, the impact of their chapter actions, systemic societal issues and the purpose of NPHC and MGC organizations.

### Lessons Learned

We challenged the students to use the full five minutes to think critically about what the prompt asked of them. We did have two students who did not respond to the second question. Also a challenge was the transcribing the students penmanship. Next time I would do a pre-question and compare it to the post-question to track changes in their responses.