

# 2019-2020 Assessment Final Report

Department: [Student Involvement & Leadership Center]

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## **KU Quest Queer Empowerment Summit Learning Outcomes Assessment**

### **Introduction**

#### **Assessment Project Description**

KU Quest is a queer empowerment summit designed to provide a space for LGBTQIA+ students to develop foundational skills and become confident intersectional leaders. Utilizing an equity-centered leadership framework, the event aims to (1) offer a critique of dominant leadership norms and theories as it relates to queer and trans communities, (2) strengthen collective leadership capacities and action to challenge norms that privilege historic models of leadership and (3) build healthy community foundations for queer and trans students on campus.

#### **KU Quest Queer Empowerment Summit Learning Outcomes**

A student participating in KU Quest will be able to...

1. Demonstrate a basic understanding of equity-centered leadership (SILC Learning Outcome #4 and #6)
2. Apply gained insight or knowledge on strategies for effective self/community care (SILC Learning Outcome #1, #2, #5, #6)
3. Identify campus and community resources that center advocacy and advancement for LGBTQIA+ communities at KU (SILC Learning Outcome #4 and #6)

#### **Population/Sample:**

Students who attended the KU Quest Queer Empowerment, 21 students for pre-survey, and 19 students for post-survey (all of whom identify within the LGBTQIA+ community).

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

Pre and Post-program surveys

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

##### **Key Findings**

1. The positive shift in almost all findings (no Strongly Disagree or Disagree marks).
  - 51.5% increase of Agree/Strongly Agree responses to feeling connected to the Queer community at KU (43% to 94.5%)
  - 18% increase of Agree/Strongly Agree responses to the participant's confidence in their ability to advocate for themselves (71% to 89%)

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- 17% increase of Agree/Strongly Agree responses in the participant's confidence in their ability to advocate for others (62% to 79%)
  - 19% increase of Agree/Strongly Agree responses in the participant's beliefs about maintaining healthy community relationships (76% to 95%)
2. The only negative shift was a decrease of 5% from Strongly Agree to Agree in the responses of the participant's understanding of the importance of being an advocate of underrepresented communities (from 95% to 90% respectively). This result may have been caused by fewer post-survey responses to the same question.
3. Overall, the qualitative responses were positive and demonstrated that participants met our goals.

## *Quotes about Equity-Centered Leadership Development*

- “It challenged my definition of leadership because I thought that it was just one person, but it’s actually a group.” Participants said this in response to the question “Did any parts of today’s experience expand, challenge, or confirm your definition of leadership? If so, how?”.
- “Equity-Centered leadership is a great term and a great way to move forward.” Participants said this in response to the question “Did any parts of today’s experience expand, challenge, or confirm your definition of leadership? If so, how?”.
- “I am re-defining what it means to be a queer leader.” Participants said this in response to the question “Did any parts of today’s experience expand, challenge, or confirm your definition of leadership? If so, how?”.

## *Quotes about Equity-Centered Leadership Development Continued*

- “Queer people can be leaders!” Participants said this in response to the question “Did any parts of today’s experience expand, challenge, or confirm your definition of leadership? If so, how?”.

## *Quotes about proving self/community care*

- “This was a really great summit to attend and it made me feel a lot better about myself today.” Participants said this in response to the question “Please provide any other comments or feedback you would like to share regarding today’s KU Quest experience.”
- “It honestly opened my eyes even more to the queer community and helped me try to find my queerness.” Participants said this in response to the question “Please provide any other comments or feedback you would like to share regarding today’s KU Quest experience.”

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- “I will try to find my queerness and once I find it, incorporate it into my fashion, my dorm, and my life.” Participants said this in response to the question “How will you incorporate your queerness into your communities, memberships, organizations, academic field and/or workplaces after attending today’s KU Quest experience?”.
- “I will be a better self-advocate.” Participants said this in response to the question “How will you incorporate your queerness into your communities, memberships, organizations, academic field and/or workplaces after attending today’s KU Quest experience?”.
- “Engage others in the community more, include them.” Participants said this in response to the question “As a result of KU Quest, how would you utilize Equity-Centered Leadership moving forward?”.

## *Quotes about campus and community resources*

- “I’d really like to get in touch with some members of SILC or the Center to start some Queer Communities off campus.” Participants said this in response to the question “How will you incorporate your queerness into your communities, memberships, organizations, academic field and/or workplaces after attending today’s KU Quest experience?”.
- One participant found “the sex talks” was the most valuable part of the KU Quest. The sex talk was about sex positivity; it provided by Dylan Pugh, who is the Health Educator from the Watkins Health Center.

Through significant statistical data and qualitative responses, students demonstrated a basic understanding of equity-centered leadership, applied gained knowledge on strategies for self/community care, and identified campus/community resources that center advocacy for LGBTQIA+ communities at KU. The following are explicit examples.

## **Comparing KU Quest Data Sets from 2018 and 2019.**

- In both of the KU Quest Summits for 2018 and 2019, our participants had positive shifts in demonstrated outcomes.
- Both years had consistent growth in participant responses to feelings like they are connected to the queer community at KU, confidence in their ability to advocate for themselves, confidence in their ability to advocate for others, and their beliefs about maintaining health community relationships. In 2019, participants had a higher increase in their responses to feeling connected to the Queer community at KU. A reason that there was not the same level of growth, could be that

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participants had come to KU Quest in both 2018/2019, causing their perceptions to be higher with a smaller opportunity to grow.

- Participants in both years of KU Quest have requested more Queer-focused programming, they also showed a need to continue similar programming (e.g, a spring version of KU Quest).
- In the last year, we used the online assessment for participants to complete. This year, we used the printed version and let all participants finish the assessment before they left. We tried different methods over the two years, but they all worked well. However, based on ease-of-use for data analysis, we plan to use the online assessment for next year's summit with a printed version available for folks who need it.

## Conclusions

### Impact of Assessment

This assessment showed a need to have increased programming centering the Queer community. Additionally, this assessment will be used to plan future programs within the Student Involvement and Leadership Center and the Center for Sexuality and Gender Diversity related to content and intentional outreach (to ensure access for all students). Future programming will also include local and community based resources as additional connection points for KU students.

### Lessons Learned

Having additional volunteers in the Union Lobby to complete check-in was helpful. They were able to greet the participants in a manner that started off the program well. Furthermore, during the check-in process where participants get a folder with their name tag, agenda, note sheets, and a writing utensil, volunteers allowed for information exchanges freeing program organizers to work on other logistical tasks. Thirdly, the volunteers also engaged with participants who had come late to get their welcome folders/check-in with minimal disruption to the on-going sessions. Lastly, we had different break-out sessions for participants to choose, meaning that there was something to be gained by everyone. For future KU Quests, we can modify the schedule of the breakout sessions by putting the presentations in rotations for our participants. Participants can choose which presentation rotation they want to start with, and then how to spend their time during the whole event while being able to attend all break-out sessions.

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