**Dean of Students Office**

<table>
<thead>
<tr>
<th>Department Name:</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program or Service:</td>
<td>Spectrum Retreat</td>
</tr>
<tr>
<td>Brief description of program or service:</td>
<td>Spectrum is a confidential, free weekend away for LGBTQ students. In this welcoming environment, participants will be encouraged to engage in conversation and reflection about their personal identities and to discern who they are and who they are called to be at Boston College and beyond.</td>
</tr>
<tr>
<td>Date:</td>
<td>6/1/2016</td>
</tr>
</tbody>
</table>

1. **State the formal learning and/or operational outcomes for the program, service, or department:**
   - Demonstrate a greater understanding about their own personal identities by engaging in conversation and reflection in a safe and tranquil space.
   - Display a deeper understanding of the significant relationships in their lives, such as family, friends, partners, etc.
   - Articulate with greater clarity and specificity the role of faith or spirituality in their lives as a GLBTQ student.
   - Identify supportive resources and role models in the Boston College community, including faculty and staff.
   - Name new peers with whom they share common experiences, thus building a greater sense of community amongst GLBTQ students.

2. **Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):**
   - Office Website

3. **What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):**
   All student participants were given a paper survey at the end of the retreat that asked specifically about each learning outcome as well as qualitative, open ended questions and specific questions about sessions/activities on the retreat.

   The survey questions were:
   - Open ended:
     - How able to be yourself did you feel this weekend? What aided that? What hindered that?
     - What do you feel this weekend provided for you?
     - What was the best thing about this weekend?
     - What do you think could have been changed?
     - Name someone/something who you now see as a supportive resource or role model.
     - How can the Division of Student Affairs best serve you as a Boston College student as you return to campus?
     - Any other feedback
   - Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
-This weekend helped me to understand my own personal identities better.
-This weekend helped me to understand the significant relationships in my life better (including family, friends, partners, etc.).
-This weekend helped me to clarify the role of faith or spirituality in my life.
-This weekend helped me to identify supportive resources and role models in the BC community, including faculty and staff.
-This weekend helped me to name new peers with whom I share common experiences.
-This weekend helped build community amongst GLBTQ students at BC.

Likert scale (Very Helpful, Helpful, Neutral, Not Helpful)
How helpful/useful were the following sessions?
Who am I?
Being My Most Authentic Self
Family
Relationships
Faith and What Sustains Me
Going Out
Likert scale (Very Helpful, Helpful, Neutral, Not Helpful)
How helpful/useful were the following activities?
Life Tree Activity
Spectrum Activity
Journaling Time
Faculty/Staff Panel Saturday (Who am I?)
Heart to Heart
Faculty/Staff Panel Sunday (Going Out)
Affirmation Activities

<table>
<thead>
<tr>
<th>4. Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?:</th>
<th>The staff retreat facilitators collect the surveys at the end of each retreat (yearly). The Assistant Dean for Student Outreach and Support and the Graduate Assistant for LGBTQ Student Outreach and Support interpret and analyze the data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why):</td>
<td>Data is shared with Primary Stakeholders, the DOS Office and the VPSA Office for the purpose of evaluating the continued existence of the retreat, ensuring that it is meeting learning outcome goals and meets the needs of our student population. Data is shared with Secondary Stakeholders, the Division of Student Affairs, staff, faculty and student leaders as a way to share information about the retreat, encourage these stakeholders to raise awareness of the retreat and refer students and to provide evidence of the ways that DOS is working to support LGBTQ students on campus. Data is also shared with past Spectrum participants and with each year's new Spectrum Student Leads as a way to demonstrate that we hear their feedback and to share how we will use the feedback to improve future Spectrum Retreats.</td>
</tr>
<tr>
<td>6. What changes have been made as a result of using the data/evidence? (What was the Data from 2013 indicated that student learning in the area of faith and spirituality was less strong than in the other learning area objectives; only 27% of 2013 participants' said that they had learned something about the role of faith or spirituality in their lives. For 2014, we strengthened this area by adding Theology faculty member to emcee the program, and attempted to better infuse religiously diverse elements instead of having only one session focused on that</td>
<td></td>
</tr>
</tbody>
</table>
area. Evidence of the success of this change can be seen in student feedback from 2014 which indicated that 60% and 2015 indicated that 61% of participants said that they had learned something about the role of faith or spirituality in their lives.

Data from 2014 also indicated that students wanted more time to meet students outside of their small groups and more time to ask questions of faculty and staff mentors. We addressed those areas for 2015 by being more intentional about providing some free time and ways for students to intentionally engage with each other over meals (instead of being allowed to just sit with their friends). We also increased time for questions for mentors and made some meals times that the mentors specifically sat with their small groups so that they could engage in a less formal way.

In 2015, students reported that they would like time to mediate during the weekend and there was a dip in the number of students who stated that they could identify resources on campus so we will enhance that area as well.

It is evident that the changes resulted in improved learning outcomes based on feedback from the students.