

SALT: Summer Academic Leadership Training - LOGIC MODEL | Goshen College, Goshen, IN

RESEARCH QUESTIONS	THEORY	INPUTS	OUTPUTS		OUTCOMES		
			ACTIVITIES	WHO?	SHORT TERM	MEDIUM	LONG TERM
<p>What do we want to know or learn?</p> <p>Academic Skills Does participation in the SALT program increase students' skills and confidence in foundational college work?</p> <p>Do the skills and competencies students' gain from the SALT program transfer to their first year courses?</p> <p>Personal Awareness How do students' expectations for college and perceptions of their ability to be successful in college influence their college adjustment process?</p> <p>Does the SALT program help students' develop realistic expectations?</p> <p>How does students' understanding of their ethnic identity influence their early college experiences?</p> <p>Does the opportunity to explore ethnic identity in the SALT program influence students' first year college experiences?</p> <p>Social Adjustment How does the SALT program contribute to students' development of social and academic support networks?</p> <p>How do these networks influence students' sense of belonging and academic achievement?</p>	<p>What informs our thinking?</p> <p>Beverly Tatum's ABC Theory</p> <p>Phinney (1992)</p> <p>Torres (1999)</p> <p>Weidman's Model of Under-graduate Socialization</p> <p>V. Scott Solberg Self-Efficacy Theory</p> <p>Pascarella and Terenzini (1991)</p> <p>Tinto (1993)</p> <p>Hutado and Carter (1997)</p> <p>Sedlacek (1993)</p>	<p>What we invest-- Available resources</p> <p>Academic coursework</p> <p>SALT Director</p> <p>Program Coordinator</p> <p>Academic Coordinator</p> <p>Instructors</p> <p>Tutors</p> <p>Resident Director</p> <p>Resident Assistants</p> <p>Textbooks</p> <p>Supplies for all classes</p> <p>Graphing calculators</p>	<p>What we do?</p> <p>-Guided reflections</p> <p>-Class material, discussions, activities, and curriculum</p> <p>-Study skills mini-sessions</p> <p>-Peer-proctored study times</p> <p>-“Closed” hours in dorms</p> <p>-Study labs</p> <p>-Academic counselor input</p> <p>-Group activities in classes</p> <p>-Tuesday/Thursday evening sessions</p> <p>-Wednesday leadership lunches</p> <p>-Residential experience</p> <p>-Oral Communication or English 105</p> <p>-Science lab</p> <p>-Library research skills</p> <p>-Study time & academic coaching</p> <p>-Cultural programming</p> <p>-Field trips</p> <p>-Campus life experience</p> <p>-Leadership sessions</p> <p>-Worship time</p> <p>-Using faculty and staff for coursework and other seminars</p> <p>-Using multiple on-campus locations: dorms, dining hall, classroom building</p> <p>-Scavenger hunt and campus tour</p> <p>-Individual meetings with Academic Counselor</p>	<p>Who is reached?</p> <p>Incoming CITL Latino/a students</p> <p>ALANA students</p>	<p>Academic Skills</p> <p>-Students implement study strategies such as pre-reading, flashcards, a writing process, peer quizzing, etc.</p> <p>-Students realistically evaluate the quality of their academic work</p> <p>-Complete academic course</p> <p>-Students demonstrate time and self-management that increases academic productivity</p> <p>Personal Awareness</p> <p>-Students articulate a self-concept that is both positive and realistic</p> <p>-Students articulate increased understanding of “ethnic identity” and their own personal ethnic identities</p> <p>-Students demonstrate an increased understanding of racism and how it operates</p> <p>-Students begin to understand the self as part of systems</p> <p>Social Adjustment</p> <p>-Students develop peer affiliations</p> <p>-Develop sense of belonging</p> <p>-Understand support structures</p> <p>-Students develop familiarity with multiple on-campus networks</p> <p>-Students can navigate campus spaces to meet their social, personal, and academic needs</p>	<p>-GPA from first semester higher than anticipated GPA (as calculated by admissions)</p> <p>-Campus engagement</p>	<p>-Higher retention rates from first to second year</p> <p>-Higher graduation rates in four to six years</p>

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Program Description and History

Summer Academic Leadership Training (SALT) began in 2009 as a bridge program for students of color in their transition to college. SALT was originally designed to bolster the success rates of a cohort of first-generation Latino/a scholarship recipients and was expanded to include other students of color. Through a research-informed logic model, program leaders envisioned that SALT would: build academic skills, increase college self-efficacy, promote social integration, and support ethnic identity exploration. SALT offers a residential campus context for students to experience college life as they live in residence halls, eat in the cafeteria, and earn 3 college credits through completion of a course. The program intentionally infuses social components into the experience, allowing students to build relationships and a network of friends. Exposure to resident assistants and other academic role models is another intentional design of SALT. Professors help students to build confidence and academic skills by creating opportunities for success in the classroom. Additionally, students explore rich cultural histories and their own ethnic identity through museum visits and course content.

Program Staff

A director provides administrative leadership for the SALT program. Throughout the academic year a campus committee offers guidance to the SALT program. The director collaborates with instructors to refine course content and resident assistants receive training for their role in helping to facilitate social and academic integration. Researchers conduct ongoing program assessment that contributes to the development and enhancement of the program. The SALT staff includes: 2-3 instructors, 3-4 resident assistants, 1 resident director, and supplemental instructors for science. The basic format and staffing of the SALT program

has remained consistent, but each year the program is modified to more effectively address the learning and transitional needs of students.

Program Goals and Mission

SALT is dedicated to helping underrepresented students excel and prepare for college. Students will experience hospitality, find a sense of community and group identity; understand Goshen College culture and core values; learn to access student life resources and academic support; understand college-level academic culture and expectations; Integrate social, spiritual, and academic experiences; build intercultural communication and interaction skills; understand qualities of interdependent societies based on peace and justice; learn collaboratively through an interdisciplinary program; value diverse cultures (Latino, immigrant, minority).

SALT lays the foundation for a successful transition to college by providing a supportive context for students to identify and practice academic behaviors necessary for college success; Increase both skill and confidence in foundational college coursework; understand academia, particularly Goshen College, as a place where diverse backgrounds enrich coursework.

Evidence of Effectiveness

Assessment provides evidence of SALT's contribution to college preparedness for Latinos and other students of color. Statistically significant increases were found in subscales of the Learning and Study Strategies Inventory on information processing, motivation, self-testing, selecting main ideas, concentration, use of study aids, attitudes, and time management. Comparison of pre- and post-test measures showed gains in all self-efficacy items, ranging from +.09 to +.81, with largest change in academic behaviors and social integration. Gains in social connectedness on "general social relations"

and "peer and close relations" items (ranging from +.04 to +.43) were also evident. Slight gains on ethnic identity exploration scales were noted. Exemplary quotes further illustrate achievement of outcomes:

- "With the positive and constructive feedback that I received, I feel my confidence grew with each assignment."
- "The science lab gave me confidence by letting me know that...I can succeed in courses like that."
- "SALT gave me the opportunity to find a unique group of friends prior to arriving here for fall semester....I am comfortable with the campus, its facilities, and a handful of the staff."
- "In the classroom, I understand what it feels like to be under a lot of pressure, and this has helped me work on my study skills...and time management."
- "I have been set on the trail of understanding my own culture and the culture of those around me. It's a long journey but I know I am completely prepared."

Interviews conducted 9 months after SALT affirm the long-term impact of the program. Students continue to use skills learned during SALT throughout college, they know how to seek help, and ongoing peer support plays a powerful role in persistence. SALT has served 91 students in 4 years. At the conclusion of the 2011-2012 year, retention rates for the 2009, 2010, and 2011 SALT cohorts were 67%, 73%, and 100% respectively.

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