



Associated Students, Inc.
Student Leader Learning Outcomes
Assessment Report

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Choose One: Learning Outcome Assessment

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Purpose of Assessment

ASI has been conducting an assessment of student leader learning outcomes for several years to better understand what the elected and appointed students in Student Government and the Bronco Events and Activities Team (BEAT) gain from their experience. The self-reported evaluation of their learning has helped ASI design annual training, to better support students during their year in office, and it has provided data that demonstrates the value of the learn-by-doing experience of being student leaders with ASI.

Division Learning Outcome Social & Civic Engagement

Targeted Learning Outcome

The learning outcomes that ASI has developed and that are assessed in this study, are:

Leadership Development

Students will demonstrate the ability to plan ahead and respond to unexpected challenges in the process of guiding others toward a set of desired outcomes based on organizational needs.

Effective Communication

Students will demonstrate competence in communicating effectively across environments, audiences, and missions utilizing verbal, written, visual, physical, and listening skills.

Practical Skills Management and Personal Development

Students will be able to demonstrate the use of practical skills that promote life-long well-being and responsibility.

Self-awareness and Interpersonal Connectedness

Students will recognize and value similarities and differences that contribute to a successful team and organization. Through collaboration, students will acknowledge strengths and limitations of all parties while establishing their individual leadership style.

Critical Thinking and Problem Solving

Students will be able to critically analyze challenges in an organizational setting and work toward construction of an appropriate action plan utilizing one's educational background, topical research, and a well-thought out methodology.

Organization and Program Planning

Students will demonstrate the ability to plan, organize, implement, and assess pragmatic interventions designed to capture campus involvement through the use of leadership and resource management.

Engaged and Responsible Citizenship

Students will exhibit an understanding and appreciation of their leadership role within the organization and utilize their position to serve the greater needs of the campus while honoring the diversity within their community.

Assessment Methodology

The assessment instrument is in the form of an electronic survey using Campus Labs that includes 49 open-ended and Likert scale questions. The survey was administered to the ASI Senate, Cabinet and BEAT members in May, at the end of their term. The survey asks students to reflect on their ASI experience and indicate whether they feel they improved their skills and knowledge over the course of their term as student leaders. The Likert questions use a scale of greatly improved, improved, slightly improved, did not improve and not applicable to my role as a student leader this year.

Results

The survey was sent to 30 student leaders in BEAT, Senate and Cabinet and a total of 15 responded for a response rate of 50%. Of those, 11 were from Senate, 2 from Cabinet and 2 from BEAT so the survey results will be primarily reflective of the Senators' experience over the 2014-15 academic year.

The questionnaire was designed so that each of the questions relate to one of the learning outcomes. The answers given for a group of questions will, when reviewed collectively, illustrate the student's perceived growth for the intended learning outcome. In addition, many of the questions were coded to relate back to one of ASI's core values, which are integrity, honor, dedication, loyalty and respect. As such, ASI will be able to determine whether the student leaders are also learning about these core values through their year-long experience. An in-depth analysis of the results has yet to be done. In general, however, the student leaders reported that they improved in their abilities as a direct result of their experience with ASI. In 19 of the total 43 skill areas (44%) did any of the students indicate a response of "did not improve," and in these cases there were only one or two students who indicated this. Three students (20%) indicated they did not improve in the area of "seeking help when needed." The remaining students and the rest of the questions observed positive improvement in their abilities at the end of their term in office.

In addition to the quantitative data gathered through the Likert scale questions, the student leaders were also asked to provide feedback regarding their greatest challenges, regrets, and the greatest lessons learned during their experience. They were also asked to articulate how they felt their leadership style changed as a result of their leadership role in ASI, which provided additional insight into whether the students developed in the intended learning outcomes areas. ASI also took the opportunity to ask students to provide practical feedback on the training they received as student leaders.

Conclusion

Overall, the student leaders reported their experience as a student leader with ASI was a positive learning opportunity and they offered valuable insight into their own learning through the open-ended answers provided. The in-depth analysis will reveal how well the experience aligns with ASI's intended learning outcomes for the Senate, Cabinet and BEAT. While there were a few changes to the survey questions this year and some minor revisions to the learning outcomes themselves, this year's survey will provide another year of data that can be compared with answers from previous years to determine if there is consistency and confirm to what degree the student leader experience is a learning opportunity. The addition of coding questions that relate to the ASI values was introduced this year and ASI is eager to see if students self-report a greater understanding of these values as a result of their experience.

Implications for Practice

The feedback provided by the respondents regarding their annual training and the narrative answers about their experience will be referred to this summer in planning the retreats for the Senate, Cabinet and the BEAT. Establishing intended learning outcomes and integrating ASI's core values as a part of the student leadership experience helps to validate and provide evidence of ASI's corporate mission and our partnership with the University. ASI has presented the results of this survey over the past several years and it shows that student leaders are truly learning-by-doing through their engagement in ASI. The incredible opportunities they are presented with while serving as Senators, Secretaries or programming chairs with the BEAT have dramatically impacted these students' college experience at Cal Poly Pomona. This annual questionnaire provides evidence of the students' personal growth and the degree their leadership role has impacted their educational success.