HOWDY!

Aggies Commit:
Reflections on Student Leadership
Session Outline

• 2012-2013 Reflection Project
  – Purpose/background
  – Logistics
  – Reflection prompts
  – Scoring
  – Outcomes
• Lessons learned/how we use the results
• Discussion/Activity
• Future actions
Aggies Commit: Purpose

• Increasing accountability for higher education expenditures to demonstrate their value to a quality college education.
  – Students’ connecting co-curricular experiences with their academic learning
  – Students’ connecting co-curricular experiences with their professional identity
Aggies Commit: Background

- Division-wide initiative throughout the academic year (September 2012 – April 2013)
- 8 reflection prompts over 7 months, using a paper survey form
- Students reflected on their learning through their involvement
- Prompts connected to A&M’s QEP about integrated learning and life-long learning
Aggies Commit: Implementation

• Advisors and supervisors volunteered to participate with their student organization

• Paper reflection surveys were administered monthly with student organizations

• 7 surveys; one had two reflection prompts

• Demographics also collected
Aggies Commit: Participation

- 69 organizations participated
- 8 departments within the division
- 1,836 students completed a survey
- 1,692 unique UIN’s
- 8% of students were in multiple organizations
Aggies Commit: Demographics

- Classification
- Years enrolled at Texas A&M
- Role in the student organization
- Ethnicity
- Gender
- Name of organization
- UIN
## Aggies Commit: Reflection Prompts

<table>
<thead>
<tr>
<th>Month</th>
<th>VALUE Rubric</th>
<th>Reflection Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Lifelong Learning (Curiosity)</td>
<td>What brought you to this particular student organization and why is it a good fit for you?</td>
</tr>
<tr>
<td>October</td>
<td>Lifelong Learning (Curiosity)</td>
<td>Beyond building friendships and networking, what do you personally hope to learn through this student involvement experience?</td>
</tr>
<tr>
<td>November</td>
<td>Integrative Learning (Connection)</td>
<td>What connections, if any, can you make between this student involvement experience and your classroom experience?</td>
</tr>
<tr>
<td>November</td>
<td>Integrative Learning (Connection)</td>
<td>What connections, if any, can you make between this student involvement experience and your career path?</td>
</tr>
<tr>
<td>Dec/Jan</td>
<td>Lifelong Learning (Reflection)</td>
<td>Based on this student involvement experience, please give an example of a time when you expressed your views, solutions, or opinions on an issue. If you have not expressed your views, solutions, or opinions on an issue, please share your thoughts on why not.</td>
</tr>
<tr>
<td>February</td>
<td>Lifelong Learning (Reflection)</td>
<td>How does this student involvement impact your life experience?</td>
</tr>
<tr>
<td>March</td>
<td>Integrative Learning (Transfer)</td>
<td>How have you applied skills or abilities gained from previous experiences to solve problems or explore issues in this student involvement?</td>
</tr>
<tr>
<td>April</td>
<td>Integrative Learning (Reflection &amp; Self-Assessment)</td>
<td>How do you see yourself now compared to who you were at the beginning of this student involvement experience?</td>
</tr>
</tbody>
</table>
Aggies Commit: Scoring

- Portions of the AAC&U Integrative Learning and Lifelong Learning VALUE rubrics were used.
- Score ranged “0” for shows no evidence to “4” for shows very developed evidence.
- Reflections were scored by 2 reviewers; a 3rd reviewer was used if the 2 disagreed.
- Inter-rater Reliability - .883 (overall).
Aggies Commit: Outcomes

- Mean score: 1.27 (sd=.798)
  - Scale 0-4

<table>
<thead>
<tr>
<th>Student Demographics</th>
<th>September</th>
<th>October</th>
<th>November-Class</th>
<th>November-Career</th>
<th>December</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Rubric Score</td>
<td>1.86</td>
<td>1.57</td>
<td>0.79</td>
<td>0.92</td>
<td>1.21</td>
<td>1.16</td>
<td>1.29</td>
<td>1.16</td>
<td>1.27</td>
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<tr>
<td>Years at A&amp;M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>First Year</td>
<td>(0.20)</td>
<td>(0.24)</td>
<td>0.06</td>
<td>(0.06)</td>
<td>(0.15)</td>
<td>(0.15)</td>
<td>(0.15)</td>
<td>0.10</td>
<td>(0.11)</td>
</tr>
<tr>
<td>2 years</td>
<td>0.02</td>
<td>0.01</td>
<td>(0.11)</td>
<td>(0.08)</td>
<td>(0.07)</td>
<td>0.01</td>
<td>(0.04)</td>
<td>(0.10)</td>
<td>(0.04)</td>
</tr>
<tr>
<td>3 Years</td>
<td>0.00</td>
<td>0.04</td>
<td>0.05</td>
<td>0.04</td>
<td>0.03</td>
<td>0.02</td>
<td>(0.02)</td>
<td>(0.02)</td>
<td>0.03</td>
</tr>
<tr>
<td>4 Years</td>
<td>0.12</td>
<td>0.10</td>
<td>0.04</td>
<td>0.05</td>
<td>0.13</td>
<td>0.07</td>
<td>0.22</td>
<td>0.14</td>
<td>0.09</td>
</tr>
<tr>
<td>5 or More Years</td>
<td>(0.07)</td>
<td>(0.20)</td>
<td>0.04</td>
<td>0.21</td>
<td>0.02</td>
<td>0.03</td>
<td>(0.23)</td>
<td>(0.09)</td>
<td>(0.03)</td>
</tr>
<tr>
<td>Role in Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Exec. Officer/Student Staff</td>
<td>0.02</td>
<td>0.07</td>
<td>0.05</td>
<td>0.05</td>
<td>0.10</td>
<td>0.07</td>
<td>0.13</td>
<td>0.05</td>
<td>0.07</td>
</tr>
<tr>
<td>General Member</td>
<td>(0.02)</td>
<td>(0.09)</td>
<td>(0.08)</td>
<td>(0.09)</td>
<td>(0.16)</td>
<td>(0.11)</td>
<td>(0.20)</td>
<td>(0.06)</td>
<td>(0.11)</td>
</tr>
<tr>
<td>Gender</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
<td>(0.05)</td>
<td>(0.04)</td>
<td>(0.02)</td>
<td>(0.03)</td>
<td>0.00</td>
<td>(0.01)</td>
<td>(0.08)</td>
<td>0.02</td>
<td>(0.03)</td>
</tr>
<tr>
<td>Female</td>
<td>0.08</td>
<td>0.06</td>
<td>0.03</td>
<td>0.04</td>
<td>(0.01)</td>
<td>0.02</td>
<td>0.08</td>
<td>0.00</td>
<td>0.03</td>
</tr>
</tbody>
</table>
Aggies Commit: Outcomes

• Significant differences identified:
  – Executive Staff/Student Leaders v. General Students
    • Executive Staff/Student Leaders Mean: 1.33
    • General Student Mean: 1.15
    • $p < .001$

  – Years at Texas A&M
    • 1-2 Years at TAMU: 1.20
    • 3+ years at TAMU: 1.31
    • $p < .001$
Aggies Commit: Outcomes

• Students are not provided many opportunities for reflection as shown in the depth of responses

• Little connect between the co-curricular activities and students’ academic life and professional identity

• Students made stronger connections of their involvement with careers than with their classes

• This is a systemic issue not an isolated issue
Where We Go From Here?

• Share results with staff in the division

• Create resources for staff to help students reflect on their experiences and connect co-curricular experiences with academic learning and future professional goals

• Repeat a similar project in 2014-2015 with fewer reflections per semester but a design for more in-depth responses
  – Continue to repeat this project every 2 years for 4 or 5 cycles to look for improvements based on changes being made
Aggies Commit: Discussion

- Based on this information, what stands out for you?
- What ideas do you have moving forward?
- How do you facilitate reflection with your students?
Aggies Commit: Activity

• Check out the various activities included in your packet.
• Now, let’s practice one!
For Questions Contact:

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