

Student Leader Learning Outcomes Across the University

NASPA International Assessment
and Retention Conference
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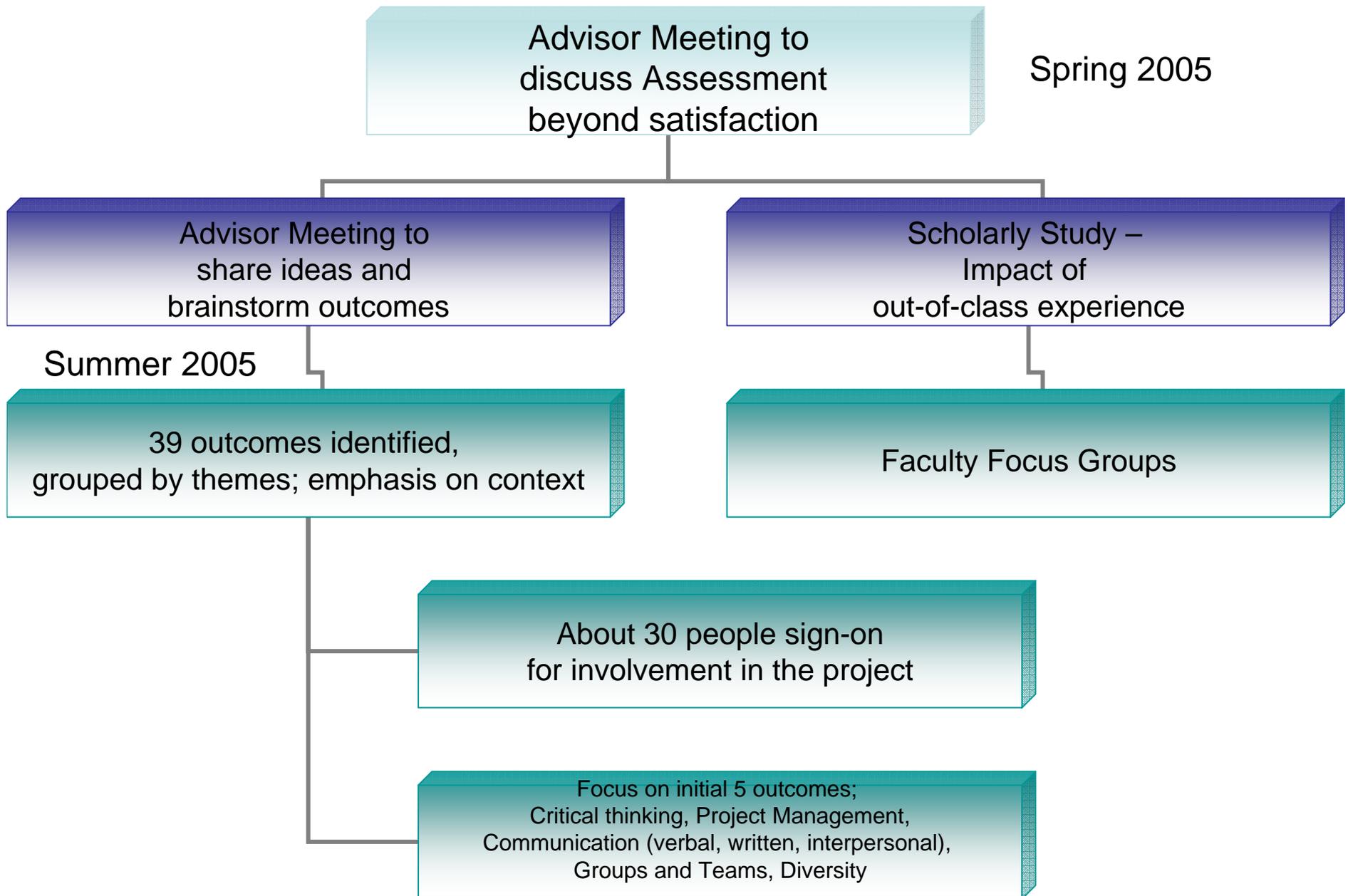


Introduction and Overview

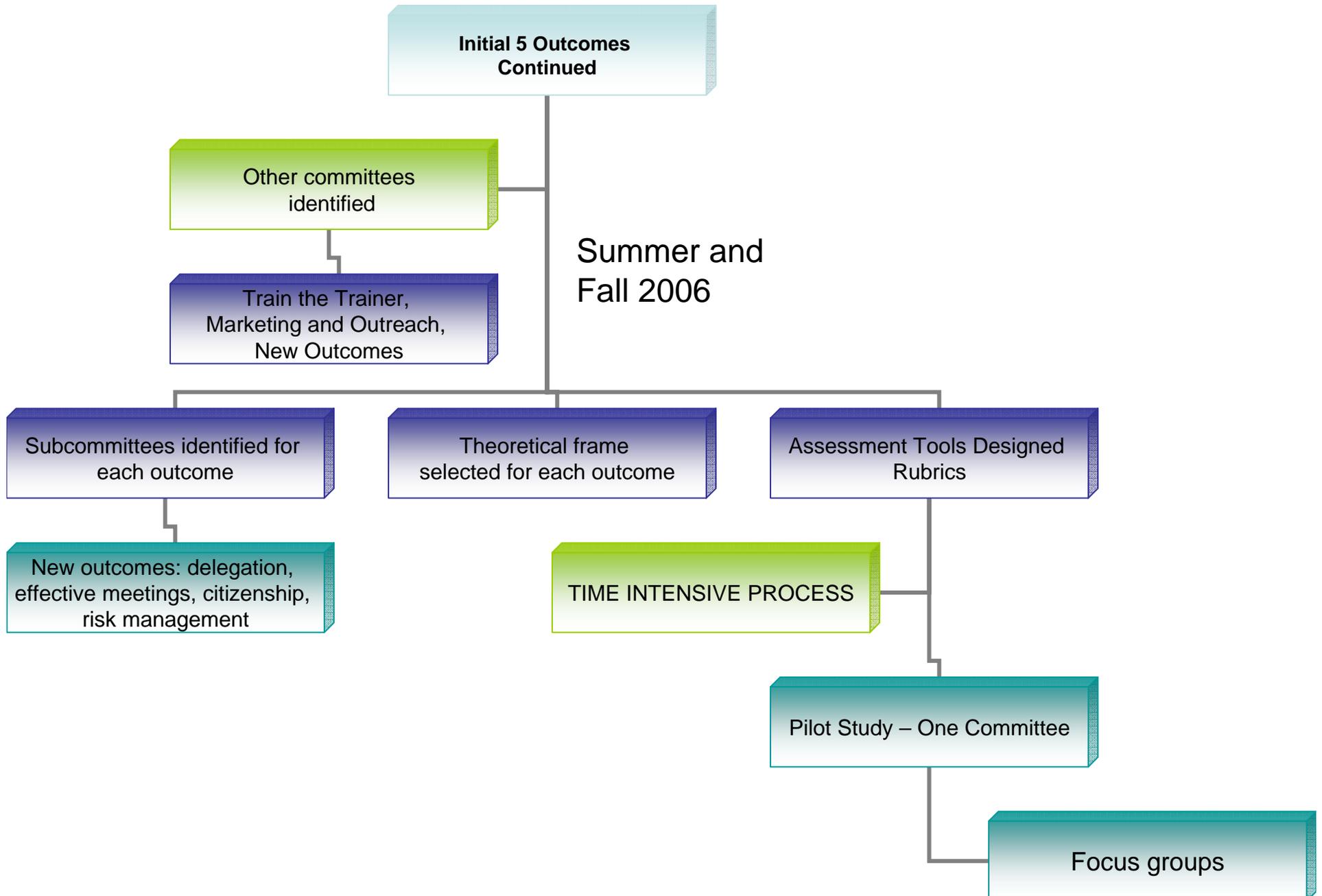
- History of the Project
- Purpose and Goals
- Training
- Rubrics
- Strengths and Obstacles
- Next Steps



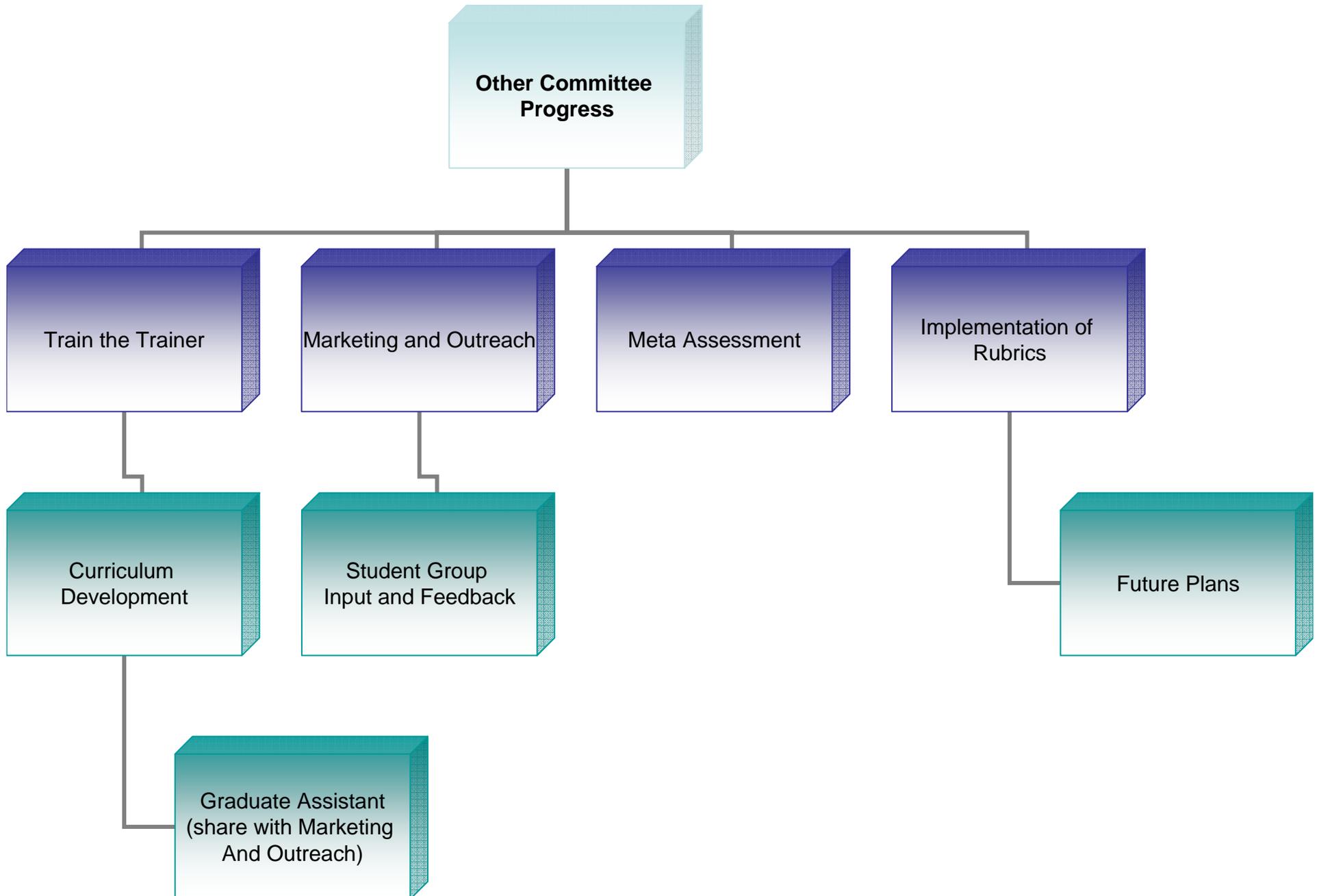
Texas A&M University Student Leader Learning Outcomes – Process Map



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Purpose

Provide consistent methods and tools for staff to use with students leaders in student organizations, programs, or activities to help in the assessment and documentation of enhanced learning in relation to their leadership experiences



Goals

1. Develop learning outcomes for student leadership experiences in the co-curricular for use by advisors across the Division of Student Affairs and in academic departments
2. Develop assessment tools and methods for student learning outcomes
3. Create the infrastructure to market to and train staff in the use of outcomes, assessment methods, and use of the results
4. Prepare student leaders to be peer developers
5. Provide evidence of the value added by students' participation in co-curricular leadership experiences for use in accreditation, recruitment, fund raising and development
6. Work collaboratively with colleges, the Career Center and individual student leaders for documentation of student leadership learning through the use of e-portfolios
7. Assist students with the integration of learning between curricular and co-curricular experiences.



Training Vision Statement

Our shared vision is to provide a meaningful experience people strive to be a part of. the session will provide a training orientation program for all levels of advisors providing advisors with the skill set necessary to facilitate student learning outcomes. The training is applicable and integrated with the academic community demonstrating to students and academia the positive impact of the co-curricular and providing a unifying learning experience for the division that strengthens the multiple impacts of reflective student development.



Rubric Development

- Define Skills
- Identify Outcomes
- Search for Existing Resources and/or Theories
- Adapt Existing Resources or Create Rubric
- Ensure Cohesion Between Outcomes and Rubric
- Seek Feedback on Rubric
- Determine Assessment Methods



Use of Rubrics

MSC Freshmen in Service and Hosting (FISH)

- Freshmen leadership organization
- 66 freshmen, 12 sophomores (ADs), 6 juniors (Execs)
- ADs and Execs self evaluated using Project Management
- Chair, VC and Advisor evaluated students
- Reviewed evaluations one on one with students
- October, February and April
- Tracking growth of each student



Student Reflections

- No negatives about the co-curricular experience being intentional with learning

“We’re trying to develop as people – it’s not negative to grow as a person regardless of where it is happening.”

“It’s important to learn how to self-assess and take responsibility for what you have done.”

- Academic integration of learning in the co-curricular with classroom learning depended on major



Student Reflections

•“...delegating, I had problems doing that. I was trying to do it all myself, and because...if I did it myself then I would know that I would do it how I wanted it to be done, and it made me realize that working in an organization - that really doesn't benefit anyone, because it just creates more work for me. It doesn't allow my other members to learn also in their experiences since they are here to learn and here to learn how to be a leader. If I don't let them, then they are not able to.”

•“I feel like because the rubric was specific, like so specific as far as what you could do to improve, that was really helpful. I feel like the way that I approach problems is different...I started working on this retreat, and I approach it completely differently than I ever approached anything. I sat down and wrote down my goals. I never write down my goals, and I got feedback from the people that I am working with from what they saw the visions of the project being and wrote down their goals. And then I sat down and wrote down the timeline...”



Strengths and Obstacles

Strengths of the Outcomes Project

- Flexible
- Not Territorial
- Grass Roots and Top Down

Obstacles within the Outcomes Project

- Logistics
- Staffing
- Personal/Personnel



Next Steps

- Marketing
- Training, Usage, Application
- Meta-Assessment
- Publications
- Presentations
- Integration of Other Data
- E-Portfolios and WebCT
- Student Feedback



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