

Name of Assessment Project: Raising the Bar 2013/2014

Name(s) of Person(s) Responsible for Assessment Project: Director (Heather Belk)

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Providing Department: Associated Students

Department:

Other

Units/Departments

Involved in

Assessment Project:

Program, Service, or

Event Related to

Assessment Project:

Raising The Bar was a leadership development program held for the members of Associated Students from January 2014 - March 2014. This was the second year of the program, and it featured four workshops focused on time management and conflict resolution (2 sessions for each topic). The workshops were facilitated by AS staff, in conjunction with guest experts from the Center for Communication and Leadership and the Wellness Cluster. All sessions were mandatory for the members of AS council.

Assessment Project

Description:

The purpose of this assessment project was to determine how student leaders' conflict resolution and time management skills were impacted (if at all) by their participation in Raising the Bar. To assess the program, the AS Director and Advisor created a rubric to measure the four learning outcomes described in the "unit specific goals and learning outcomes" section of this report. Over the course of three months, seven students were scored six times (once every two weeks). Each score reflected the student's behavior for that two week period.

While originally the AS Graduate Assistant intended to administer a quantitative survey in addition to the observations and rubric, this did not end up being part of the assessment project.

Because 2013/14 was only the second year of Raising the Bar, the results of the assessment were critical in determining how the program will run in the future. Results were used primarily internally, which is described further below.

Unit/Program Specific Goals and Learning Outcomes:

The Raising the Bar assessment relates to the following A.S. goals:

1. To develop the members of Associated Students' conflict resolution skills
2. To facilitate students' development of time management skills
3. Amplify students' experiential learning by combining what they learn through existing activities (i.e. meetings, A.S. events) with traditional education in the form of workshops

The Raising the Bar assessment was designed to measure the following learning outcomes:

1. As a result of participating in Raising the Bar, students will demonstrate an increase in punctuality (arriving prepared and on time for commitments), as measured by the AS observation rubric.
2. As a result of participating in Raising the Bar, students will be able to meet deadlines without sacrificing quality of work, as measured by the AS observation rubric.
3. As a result of participating in Raising the Bar, students will be able to manage their emotions (e.g., feelings of anxiety, optimism, shame, guilt, caring) during AS meetings and programs, as measured by the AS observation rubric.
4. As a result of participating in Raising the Bar, students will be able to demonstrate at an advanced level of openness to others' viewpoints, as measured by the AS observation rubric.

Relationship to Student Affairs

Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society

Learning Outcomes:

Assessment Project Start: 1/6/2014

Assessment Project End: 5/2/2014

Population/Sample:

The population for this assessment project was the 35 AS members who attended the four Raising the Bar workshops. The sample was the 7 students who were observed using the AS Observation Rubric.

Type of Assessment: Student learning outcomes and/or behavioral outcomes

Other Assessment

Type(s):

Assessment Methods: Observation, Rating of Skills (e.g., rubrics)

Other Assessment

Method(s):

Data Collection Tools: The tool used in this assessment was the AS Observation Rubric. This rubric (attached), measured 4 learning outcomes related to two skills: Conflict Resolution and Time Management. Each of the four learning outcomes had a corresponding

construct on the rubric, which were: Punctuality and Preparedness (time management), Accountability (time management), Managing Emotions (conflict resolution), and Openness to Others' Points of View (conflict resolution).

Seven students were selected to be observed by the AS Director and Advisor, and scored six times over the course of 3 months (once every two weeks). At the end of the two week period, the Advisor and Director would compare their notes on all seven students and determine a score for each. Prior to beginning the assessment project, the Director and Advisor met for a norming session to ensure that their interpretations of the rubric were consistent.

 AS Observation Rubric (13-14)

Data Analysis Methods: As mentioned above, data for this assessment included six sets of rubric scores (one for every two weeks) for seven students whose conflict resolution and time management skills were observed and rated by AS staff. The score sets were analyzed in two ways. First, the students' scores were entered into excel in order to see each individual's change over time for the four constructs (Punctuality/Preparedness, Accountability, Managing Emotions, and Openness to Others' Points of View). Then, all seven students' scores for each two-week observation period were averaged and plotted on a graph, allowing AS Staff to track the average change for each construct over time. Both the excel spreadsheet of data, and the graphical representation of rubric scores are attached to the Summary of Findings section of the report.

Presentation of Findings: The findings from this assessment project were analyzed by the AS Director and Advisor, and shared with the AVC of Student Life. The findings will also be shared with the incoming Graduate Assistant, who will be heavily involved in the administration and assessment of the program next year.

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name	Source
No items to display.	

Summary of Findings: Overall, the findings for this assessment were very positive. As seen in the attached document titled "Graphical Representation of Rubric Scores," there was an increase in the average scores for all four constructs measured by the rubric over time (Preparedness/Punctuality, Accountability, Managing Emotions, and Openness to Others). Impressively, the final average score for each of the four constructs was at least a 4.0 or higher, which indicates an "advanced" skill level.

While the changes in average scores over time were positive, some students progressed more significantly than others. For example, one student stayed at a "developing" level for accountability throughout the three month program, while another increased from "developing" to "advanced". Of the seven students observed, six students' scores increased over time for all four constructs. The seventh student's scores increased for three of the four constructs.

In analyzing the final scores for each construct, almost all students scored at an "intermediate" level or above, with a majority reaching the "advanced" level. The following is a breakdown of students' final scores, separated by construct:

Punctuality and Preparedness: At the end of the program 2 students demonstrated an "Expert" level, 3 were "Advanced," and 2 were "Intermediate."

Accountability: At the end of the program 2 students demonstrated an "Expert" level, 3 "Advanced," 1 "Intermediate," and 1 "Developing"

Managing Emotions: At the end of the program 4 students demonstrated an "Expert" level, and 3 "Advanced"

Openness to Others: At the end of the program 2 students demonstrated an "Expert" level, 2 Advanced," and 2 "Intermediate"

 Excel Sheet of Rubric Scores and Averages

 Graphical Representation of Rubric Scores

Impact of Assessment: Because the observations showed substantial increases in the students' conflict resolution and time management skills over time, AS staff is committed to offering workshops on this topic again next year. Additionally, staff plans on adding learning outcomes to the program related to professional communication and critical thinking (similar to the first year of Raising the Bar in 2012). Given that some of the observed students progressed more quickly than others, next year the program will start earlier during Fall quarter so that there is more time for skill development. Staff hopes that making Raising the Bar longer will make increase the impact of the program.

Lessons Learned: One of the biggest take-aways from this assessment project was the value of observations as an assessment method (and rubrics as an assessment tool). However, the small sample for the assessment (7 students) may not have been reflective of the entire AS council. Next year, staff hopes to administer a pre-post survey in addition to conducting observations, in order to ensure that the assessment better measures the impact of the program on all of the student leaders. In order to accomplish this goal, the AS Director and Advisor will work more closely with the Graduate Assistant in the development phase of the assessment plan.

Because Raising the Bar is still a young program, the assessment will be administered again next year including the additions outlined above.

Supplemental Information:

Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider	Progress
Action	4323	Continue the development of learning outcomes within the Associated Students & expand training for student employees within Student Affairs (HB, AS-SL) (X) (4?)	07/01/2011	06/30/2015	Student Affairs	

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