

Name of Assessment Project: Triton Parent Leaders (TPLs) 2014

Name(s) of Person(s) Responsible for Assessment Project: Comm/Spec Parent & Family Programs (Brittany Oka)

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Other Units/Departments Involved in Assessment Project: The Office of Parent & Family Programs has a student development and leadership position to assist parents and family members. The position, called Triton Parent Leader, serves a key role in the facilitation of ongoing programmatic efforts by Parent & Family Programs.

Triton Parent Leaders assist families of newly admitted undergraduate, transfer students, and current students by sharing information and resources about UC San Diego and addressing questions students, parents & families members may have during campus-wide events such as Triton Day, Transfer Admit Day, Family Weekend, and Siblings Weekend.

Triton Parent Leaders help facilitate events such as Family Weekend and newly created Siblings Weekend. Parent & Family Programs invites families back to campus to spend with their UC San Diego student, learn more about campus life and have fun!

Assessment Project Description: The TPL 2014 assessment projects tries to gauge growth and development of the TPL cohort gained in one academic year.

- Unit/Program Specific Goals and Learning Outcomes:**
- Program Learning Outcomes:**
1. As a result of serving as a Triton Parent Leader, students will be able to present and communicate effectively ideas & thoughts in an engaging, clear, cohesive manner.
 2. By attending events, receptions, and serving on students panels, Triton Parent Leaders will be able to use unbiased language, respect others, and listen with an open mind to students and families
 3. After working with UCSD students and families, Triton Parent Leaders will be able to show sensitivity to individual and cultural differences, tailor one's life of leadership based on this knowledge, and demonstrated broader understandings of personal identities, including age, gender, race, ethnicity, sexual orientation, religion, spiritual affiliation, abilities, nationalities, and cultures and their inter-sectionality.

Relationship to Student Affairs Learning Outcomes:

Assessment Project Start: 7/1/2013

Assessment Project End: 6/30/2014

Population/Sample: A pre-assessment handout was provided in hard-copy format at the orientation session of all newly-hired TPLs (a total of 12 students). A post-assessment was then administered digitally to all 12 students.

Type of Assessment: Other Assessment

Other Assessment Type(s):

Assessment Methods: Other Assessment

Other Assessment Method(s):

Data Collection Tools: A pre-assessment handout was provided in hard-copy format at the orientation session of all newly-hired TPLs (a total of 12 students). A post-assessment was then administered digitally to all 12 students.

Data Analysis Methods:

Presentation of Findings:

Progress: 100%

Link Assessment Project in Campus Labs Baseline :

Name	Source
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No items to display.

Summary of Findings: [Triton Parent Leader Pre-Assessment](#)

TPL Training	Excellent	Good	Fair	Poor
Public Speaking		7/12 (58.3%)	5/12 (41.7%)	
Communication	9/12 (75%)	3/12 (25%)		
Critical Thinking	2/12 (16.7%)	8/12 (66.7%)	2/12 (16.7%)	
Problem Solving	3/12 (25%)	5/12 (41.7%)	4/12 (33.3%)	
Diversity Sensitivity	7/12 (58.3%)	5/12 (41.7%)		
Leadership Skills	3/12 (25%)	7/12 (58.3%)	2/12 (16.7%)	
Self-Awareness	2/11 (18.2%)	5/11 (45.5%)	4/11 (36.3%)	
Role Modeling Appropriate Behavior	5/12 (41.7%)	7/12 (58.3%)		

This data above shows that the majority of the students see themselves “good” in most of the category. The maroon color indicates the highest percentage of how students felt about themselves in each section.

In this assessment, TPLs were asked what they hoped to gain from this position.

Students wrote that they are enthusiastic of improving their public speaking, critical thinking, role modeling skills, and as well as furthering their knowledge about UCSD and conveying them to others.

TPLs were also asked how they thought their position will help them at UCSD and beyond.

Some say that being a TPL will help them spread their network by meeting new people, which they say will be beneficial in the future. In addition, they said that the knowledge and access that they retained through their position will be resourceful for themselves and their peers as well.

Triton Parent Leader Post Assessment

TPL Training	Excellent	Good	Fair	Poor
Public Speaking	4/12 (33.3%)	6/12 (50%)	1/12 (8.3%)	1/12 (8.3%)
Communication	1/12 (8.3%)	8/12 (66.7%)	2/12 (16.7%)	1/12 (8.3%)
Critical Thinking	2/12 (9.1%)	8/12 (66.7%)	2/12 (18.2%)	
Problem Solving	4/12 (33.3%)	5/12 (41.7%)	3/12 (25%)	
Diversity Sensitivity	8/12 (66.7%)	3/12 (25%)		1/12 (8.3%)
Leadership Skills	5/12 (41.7%)	5/12 (41.7%)	1/12 (8.3%)	1/12 (8.3%)
Self-Awareness	4/11 (36.3%)	4/11 (36.3%)	2/11 (18.2%)	1/11 (9.1%)
Role Modeling Appropriate Behavior	6/12 (50%)	4/12 (33.3%)	1/12 (8.3%)	1/12 (8.3%)

This data above shows that the majority of TPLs see themselves “good” in each of the category. Comparing this assessment to the pre-assessment, students were able to improve their confidence in themselves and as well as their skills in some of the categories. It is apparent through that there are some positive shifts occurring after students experienced the position of TPL as well as maintaining some of their skills.

The following open-ended answered are excerpts from the survey results:

Is there something that you did this year (new experiences, positions, etc.) that you would not have done before, but you did because of your experiences being a TPL?

"Like my first year, being a TPL has given me the great opportunity to represent UCSD and to show how proud I am to be a UCSD student. I've made countless of memories throughout my four years here and I love sharing that to other students and their families to show them that college is fun, exciting, and a place to grow and mature." — **Carla Manacop 2012-2014 TPL**

"I think I wouldn't have applied for my College Ambassador position if I didn't become a TPL. TPL has helped me grow and I think it gave me the confidence I needed to apply and interview for my CA position. In addition, this position was the stepping-stone to other leadership positions because it was one of the first positions I have gotten at UCSD. So I have used TPL as a reference for my other leadership positions." — **Andrew Trinidad 2013-2014 TPL**

"This year I served on multiple student panels, which is something I never EVER would have done EVER before. As a returning TPL and an junior it was cool being asked to share my opinions and acquired expertise on UCSD/college. I hate public speaking and avoid it at all costs, but through being a TPL I was challenged to try new things outside of my comfort zone and grow personally from those experiences while being able to help others by sharing advice." — **Denali Dahl 2012-2014 TPL**

"I feel that my experiences as a TPL gave me a broader depth of transferable skills and experiences in order to improve my candidacy in applying for the Office of Admissions and Relations with Schools' College Ambassador (CA) position and my college's Orientation Leader (OL) position." — **William Hsu 2013-2014 TPL**

**Impact of
Assessment:
Lessons Learned:
Supplemental
Information:**

-  [TPLs 2014 Post Assessment](#)
-  [TPLs 2014 Pre Assessment](#)

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