

**Name of Assessment Project:** AS Retreat Assessment

**Name(s) of Person(s) Responsible for Assessment Project:** Advisor and Daily Operations Manager (Hayley Weddle)

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**Providing Department:** Associated Students

**Other Units/Departments Involved in Assessment Project:**

**Program, Service, or Event Related to Assessment Project:** The AS Retreat is an annual event designed as a training and bonding opportunity for the incoming AS council. This year, the retreat was held over the weekend before classes began in September.

**Assessment Project Description:** During the 2014-2015 retreat, the students stayed at a camp in Julien and participated in several workshops including: TAP overview, Meeting Procedures, and Goal Setting. Additionally, the National Conflict Resolution Center (NCRC) led a four hour training on conflict resolution and social justice. The students also had the opportunity to get to know one another on a personal level during the retreat.

**Assessment Project Description:** To assess the impact of the AS Retreat, a post-survey was administered to participants shortly after they returned to campus. The 15 question survey was designed to evaluate students' satisfaction with various elements of the retreat (location, food, etc) as well as their learning related to the outcomes described below.

**Unit/Program Specific Goals and Learning Outcomes:**  
**Program Goals:**  
1. To develop UCSD student leaders' conflict resolution skills  
2. To develop UCSD students' critical consciousness of social justice and equity-minded leadership.  
3. To introduce proper meeting procedures (e.g. Roberts Rules of Order and Community Guidelines)

**Program Outcomes:** As a result of participating in the AS Retreat, students will be able to:

- 1. Explain at least one element of the ART of Communication strategy to resolve conflict
- 2. Describe how one of their social identities has resulted in privilege
- 3. List one new element of Roberts Rules that they learned during the retreat
- 4. Provide two Community Guidelines created during retreat

**Relationship to Student Affairs Learning Outcomes:** Communicate Effectively, Promote Social Justice and Community Responsibility

**Assessment Project Start:** 9/30/2014

**Assessment Project End:** 10/8/2014

**Population/Sample:** The population for this assessment is the 40 students who attended the 2014 AS Fall Retreat. The sample is the 28 students who completed the AS Retreat Post-Survey.

**Type of Assessment:** Student learning outcomes and/or behavioral outcomes, Satisfaction study

**Other Assessment Type(s):** Surveys

**Assessment Methods:** Surveys

**Data Collection Tools:** Data was collected via a post-survey administered through Campus Labs Baseline.

**Data Analysis Methods:** Data was analyzed by the AS Advisor, who read through the questions designed to measure understanding/learning in order to assess accuracy and depth. Additionally, the satisfaction questions were reviewed in order to learn which elements of the retreat were best received by students. Finally, responses to the open ended feedback question were compiled and themes were identified.

**How Your Results Will Be Presented:** After analyzing the data, results were shared with the AS Director in a meeting to discuss the impact of the retreat. During this meeting, the results were also used to identify what additional training opportunities would benefit AS members during the year.

The results were also shared with the incoming AS council at the end of the academic year, to serve as a tool during the planning process for the 2015 Fall Retreat.

**Progress:** 100%  
**Link Assessment Project in Campus Labs Baseline :** See PDF of exported survey results uploaded to the Summary of Findings section.

Name	Source
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No items to display.

**Summary of Findings:** **LO #1 As a result of participating in the AS Retreat, students will be able to explain at least one element of the ART of Communication strategy to resolve conflict**

80% of respondents were able to correctly explain one element of the ART of Communication (a model for effective conflict resolution). While this is a majority of the participants, it is a smaller percentage than the other outcomes.

60% of students indicated that the National Conflict Resolution Center training was helpful or very helpful, which is also a bit lower than the other training topics covered at retreat.

**LO #2 As a result of participating in the AS Retreat, students will be able to describe how one of their social identities has resulted in privilege**

95% of students were able to describe an example of how they experienced privilege as a result of one of their social identities. For example:

"My socioeconomic status has provided me with various opportunities not available to others-- the connections my family has had with my schools throughout the years has helped me get ahead in my education"

"I am not judged for my sexual orientation. I am a straight woman and I have the ability to walk around, holding hands with my significant other without being judged."

"Male privilege has given me access to a variety of opportunities that females don't usually receive like wage equity"

**LO #3 As a result of participating in the AS Retreat, students will be able to list one new element of Roberts Rules that they learned during the retreat.**

95% of students were able to list one new element of Roberts Rules of Order learned during retreat. For example:

"Anyone on the winning side can reconsider a motion."

"The difference between point of information in comparison to question time."

"If someone is asked a question during question time but they are not present, they must answer the question in the next meeting."

90% of respondents felt that the Roberts Rules discussion was helpful or very helpful

**LO #4 As a result of participating in the AS Retreat, students will be able to provide two Community Guidelines created during retreat**

100% of participants were able to provide two community guidelines developed during the AS retreat. Responses included:

"Try and wear AS attire, or try to look presentable for Wednesday's meetings. No more snaps, claps, or spirit fingers."

"AS agreed upon no snapping (or twinkling) and to always assume that people have the best intentions."

"Read the order of business. Respect"

**Open-Ended Feedback**

Several students indicated that they would have liked more time to bond with the other AS members, in addition to the trainings.

Several students also indicated that the NCRC training felt too long, and that portions were not relevant for student leaders.

.....  Exported Survey Results

**Impact of Assessment:** The impact of this assessment was two-fold. First, the results were used to identify what topics needed subsequent training, and which did not. Because students seemed to struggle a bit with the Conflict Resolution outcome (compared to the other outcomes), the AS Director and Advisor worked with NCRC to offer additional workshops throughout the year that were more contextual (e.g. examples used in their presentation related to past AS legislation). Because the other outcomes had better results, the AS Director and Advisor were able to focus subsequent trainings on topics not covered at the retreat, such as Professional Communication.

The second way that the assessment results were used was in the planning of the Fall 2015 retreat. Specifically, the feedback that students gave regarding a need for more social interaction at retreat was shared with the incoming AS Executive Officers, who plan to incorporate more bonding activities.

**Lessons Learned:** This assessment reinforced that the best strategies for administering surveys in AS (and likely to students in general) are to keep the questions meaningful and short, and to provide a time for everyone to take the survey. By carving out a few minutes for students to take the survey during one of the mandatory weekly AS meetings, we were able to get a strong response rate for the assessment.

The post-survey also reinforced the value of including an open-ended "catch-all" feedback question, because this is where we learned about students' desires for more social interactions at retreat. By sharing this feedback with the incoming student leaders, we're able to ensure that the next retreat has a stronger emphasis on team building.

Because the retreats are student run (including the training topics) and thus vary from year to year, this assessment will likely occur annually.

**Supplemental Information:**

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