

Name of Assessment Project: Triton Parent Leaders

Name(s) of Person(s) Responsible for Assessment Project: Director (Karina Viaud)

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Other Units/Departments Involved in Assessment Project: Triton Parent Leaders (student leaders) experience are assessed.

Assessment Project Description: The purpose of assessing the Triton Parent Leaders was to learn their growth potential while holding the position. A pre-questionnaire was administered during the fall quarter retreat. A post-questionnaire was administered in late spring quarter. The results of their experience will inform our planning of the 2015 fall retreat, how well they are prepared for PFP signature events, and potential collaboration with other departments (i.e., career services) to enhance their personal and professional experiences.

Unit/Program Specific Goals and Learning Outcomes: Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society

Relationship to Student Affairs Learning Outcomes: 10/4/2014

Assessment Project Start: 5/28/2015

Assessment Project End: There are 12 Triton Parent Leaders who were hired by Spring 2014 and participated in the pre-questionnaire. Their term ended in May 2015 (one full academic year), and 8 completed the post-questionnaire. Of the 12 TPLs, 7 were returning student leaders, meaning they held this position before and thus had more experience than the newly hired TPLs.

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

Other Assessment Type(s): Surveys

Assessment Methods:

Other Assessment Method(s): A pre- and post-questionnaire were created involving a rating scale and open-ended questions.

Data Analysis Methods: Pre-questionnaire was quantified to learn where TPLs ranked their skills at each level (excellent to poor) providing an average understanding of where they placed themselves at the start of the position. Post-questionnaire was also quantified to learn where TPLs ranked their skills at each level (excellent to poor) providing an average understanding of where they changed or remained the same with their skills. A qualitative approach was used to identify significant themes surrounding inter- and intra-personal skills.

How Your Results Will Be Presented: Results will be shared with the department team.

Progress: 100%

Link Assessment Project in Campus Labs Baseline :	Name	Source
	No items to display.	

Summary of Findings: *Pre-Assessment (The survey was created under another leadership):* The pre-assessment was provided during the retreat, October 2014. TPLs assessed their level of abilities by ranking them from Excellent to Poor. All TPLs (12) participated in the assessment. Of the 12, seven were returning student leaders (had previous experience in this position) and five were new to the position.

Training	Excellent	Good	Fair	Poor
Public Speaking	2/12 (16.6%)	3/12 (25%)	7/12(58.3%)	0
Communication/Articulation	2/12(16.6%)	4/12(33.3%)	6/12(50%)	0
Critical Thinking	5/12(41.6%)	4/12(33.3%)	3/12(33.3%)	0
Teamwork	8/12(66.6%)	4/12(33.3%)	3/12(33.3%)	0
Problem Solving	5/12(41.6%)	6/12(50%)	1/12(8.3%)	0
Sensitivity to diversity	7/12(58.3%)	3/12(25%)	2/12(16.6%)	0
Leadership Skills	3/12(25%)	8/12(66.6%)	2/12(16.6%)	0
Self-Awareness	4/12(33.3%)	7/12(58.3%)	1/12(8.3%)	0
Role Model	3/12(25%)	8/12(66.6%)	1/12(8.3%)	0

The above grid illustrates TPLs as "good" in their abilities. I wonder if it has anything to do with most of the TPLs were returners (had previous experience in the position).

When asked how the position as a TPL will help them gain and/or sharpen skills; many elaborated on areas of training they would like to develop and how these areas would be developed. They provided ideas like sitting on student panels or interacting with families will help with public speaking. A few were interested in knowing how to be sensitive to others, cultures and being self-aware.

When asked how they can be supported in meeting interpersonal and intrapersonal expectations; the majority of responses included feedback, support and listening. It seems the student leaders were intentional in seeking this leadership position and knowing where they hope to gain interpersonal and intrapersonal experience.

Post-Assessment: The post assessment was provided a week prior to the end-of-the-year banquet. After one academic year in the position, TPLs assessed their level of abilities by ranking them from Excellent to Poor. Of the 12, nine TPLs participated in the assessment. Of the nine, six were among the returning student leaders (had previous experience in this position), three were among the new group to the position, and one assessment could not be used (part of the returning group). The grid represents the answers of eight TPLs.

Training	Excellent	Good	Fair	Poor
Public Speaking	7/8(87.5%)	1/8(12.5%)	0	0
Communication/Articulation	4/8(50%)	4/8(50%)	0	0
Critical Thinking	3/8(37.5%)	5/8(62.5%)	0	0
Teamwork	7/8(87.5%)	1/8(12.5%)	0	0
Problem Solving	5/8(62.5%)	3/8(37.5%)	0	0
Sensitivity to Diversity	7/8(87.5%)	1/8(12.5%)	0	0
Leadership Skills	7/8(87.5%)	1/8(12.5%)	0	0
Self-Awareness	5/8(62.5%)	3/8(37.5%)	0	0
Role Model	3/8(37.5%)	5/8(62.5%)	0	0

The above grid illustrates the TPLs as having a growing experience in their skills. They have moved from mostly "good" to "excellent". In the future, I would like to add a description of each level to help make a greater ranking decision of their abilities.

Additionally, TPLS were asked about the following three statements:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
As a result of serving as a TPL, I was able to express (discuss and negotiate) my ideas with my TPL peers.	5/8	2/8	1/8	0	0
As a result of serving as a TPL, I was able to demonstrate my personal strengths.	3/5	5/8	0	0	0
As a result of serving as a TPL, I became aware of my personal weaknesses.	1/8	6/8	1/8	0	0

When asked how the position as a TPL prepared them for future positions, many said they gained confidence to do something. Above and beyond the skills they gained or the weaknesses they improved, *confidence* showed to be a positive and consistent outcome of being a TPL.

Summary of Findings:

The grid below compares the post assessment results in the "excellent" category only with the pre assessment in the "excellent", "good", and "fair" categories. Overall, the comparison show a high to modest change in students' skills. Specifically, public speaking increased from "fair" to "excellent"; critical thinking decreased from pre to post in the "excellent" category; and role model modestly changed.

	Post Assessment	Pre Assessment		
Training	Excellent	Excellent	Good	Fair
Public Speaking	7/8(87.5%)	2/12 (16.6%)	3/12 (25%)	7/12(58.3%)
Communication/Articulation	*4/8(50%)	2/12(16.6%)	4/12(33.3%)	6/12(50%)
Critical Thinking	3/8(37.5%)	5/12(41.6%)	4/12(33.3%)	3/12(33.3%)
Teamwork	7/8(87.5%)	8/12(66.6%)	4/12(33.3%)	3/12(33.3%)
Problem Solving	5/8(62.5%)	5/12(41.6%)	6/12(50%)	1/12(8.3%)
Sensitivity to Diversity	7/8(87.5%)	7/12(58.3%)	3/12(25%)	2/12(16.6%)
Leadership Skills	7/8(87.5%)	3/12(25%)	8/12(66.6%)	2/12(16.6%)
Self-Awareness	5/8(62.5%)	4/12(33.3%)	7/12(58.3%)	1/12(8.3%)
Role Model	3/8(37.5%)	3/12(25%)	8/12(66.6%)	1/12(8.3%)

It's difficult to appropriately compare the two grids because not all TPLs participated in the post-assessment. I also believe that the student leaders' different level of experience may have played a role in the findings. Perhaps a different pre and post assessment should have been provided. I also believe that examples of how and when they acted/enacted as role models would have provided greater depth to this skill/experience. The grids do show change occurred in the students.

Impact of Assessment: The findings reflect the student leaders' experience during active duty; that is, this position is driven by the major events we plan which is twice a year with a few other opportunities to work. The office team does not work with the student leaders on a daily basis. Therefore, are there opportunities to engage the student leaders when they are not physically in the office? The GA shared a few campus wide opportunities with the student leaders, however, we are not aware of how many of those opportunities were taken by the student leaders nor were those opportunities tracked.

In the meantime, what we have learned is that change occurred in the student leaders' intra and interpersonal abilities. So, the job works! This information can be used in carefully and intentionally train and provide greater opportunities to enhance their abilities.

Lessons Learned: This is a small group of student leaders and while the survey is not mandatory, it would be helpful to have all the student leaders participate in the pre and post survey to better assess and determine their learning curve in the position. The student leaders holding a lead position (whom are also returners) will receive a different survey than the student leaders who are new to the position.

Supplemental Information:

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