



Raising the Bar Pre/Post-Test and Rubric

Public

Name of Assessment Raising the Bar Pre/Post-Test and Rubric

Project:

**Name(s) of Person(s)
Responsible for
Assessment Project:**

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Involved in

Assessment Project:

Program, Service, or Event Related to Assessment Project

This assessment project is related to Raising The Bar, a new leadership program for the members of Associated Students. Raising the Bar took place from November 2012 to March 2013, and included workshops on the following leadership topics: The Social Change Model of Leadership, Critical Thinking/Problem Solving, Conflict Management, Professional Communication, and Time Management. Ten sessions were held (two for each topic), and students were expected to attend at least 8 of the 10 sessions.

Assessment Project Description

This assessment measured whether or not students achieved the leadership outcomes described below in the "Unit/Program Specific Goals and Learning Outcomes" section. The assessment was designed in collaboration with three SDSU Student Affairs Masters students as a part of a year-long class project.

To evaluate whether or not the learning outcomes were achieved, two assessment methods were used. The first was a pre/post test in which students answered a series of questions about their attitudes and behavior relating to all five leadership topics covered during Raise the Bar: The Social Change Model of Leadership, Critical Thinking, Conflict resolution, Professional Communication, and Time Management. An outline of the pre-test is attached below.

The second assessment method was a rubric used by the three SDSU graduate students to rate the behaviors of 9 pre-selected members of Associated Students. Specifically, the rubric measured three topics: Critical Thinking, Conflict Resolution, and Professional Communication. An outline of the rubric is attached below.

Results were used to evaluate the effectiveness of the Raising the Bar program, and changes to the

program will be made based off of the data received from the assessment project.

 AS Observation Rubric

 Associated Students Pre-Test

Unit/Program Specific Goals and Learning Outcomes

Raising the Bar relates to the following A.S. **goals**:

1. Develop the members of Associated Students' leadership skills in the following five areas: application of the SCM, critical thinking, professional communication, conflict resolution, and time management
2. Increase A.S. members' connection to campus
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 to highlight the skills they are developing and knowledge they are gaining.

This assessment measured the following **learning outcomes** (five general outcomes, each with specific sub-outcomes):

1. Students will demonstrate increased application of the **Social Change Model of Leadership**, which includes the following sub-outcomes:

- Students will be able to use their skills and abilities to effectively contribute to Associated Students' goals
- Students will be able to demonstrate congruency between their actions and values actions
- Students will be able to explain how the values of Associated Students impact my decisions
- Students will be able to follow through on the promises and commitments that they make
- Students will understand the value of collaboration
- Students will know the areas in which their leadership needs improvement
- Students will be able to place Associated Students' interests above their self-interests

2. Students will demonstrate an increase in **critical thinking/problem solving**, which includes the following sub-outcomes:

- Students will be able to evaluate assumptions embedded within claims
- Students will assess the complexities of a situation before drawing conclusions
- Students will be able to identify biases within information
- Students will weigh the impact of potential solutions before solving a problem
- Students will use evidence and facts to make decisions

3. Students will demonstrate an increase in **conflict management skills**, including the following sub outcomes:

- Students will interact with others in a way that shows respect (e.g. active listening, tone of voice, unbiased language)
- Students will be able to manage their emotions (e.g., feelings of anxiety, optimism, shame, guilt, caring) in order to be productive members of Associated Students
- Students will be able to summarize an opposing argument without inserting their own opinion
- Students will value other people's viewpoints even when they are very different from my own

4. Students will demonstrate increased **time management** skills, including the following sub-outcomes:

- Students will learn their limits concerning how many responsibilities they are able to take on and complete
- Students will make lists to help organize their responsibilities
- Students will decrease how frequently they procrastinate
- Students will feel more comfortable resisting pressure from others for their time
- Students will set deadlines for themselves whenever possible

5. Students will demonstrate increased **professional communication skills**, including the

following sub-outcomes:

- Students will be able to select appropriate communication methods for different situations and audiences
- Students will demonstrate increased comfort speaking with University administrators, faculty, and/or staff
- Students will understand how their actions outside of Associated Students impact peoples' perceptions of the organization
- Students will demonstrate increased comfort with asking a supervisor or mentor for a letter of recommendation
- Students will be able to explain the skills they have gained through being members of Associated Students
- Students will be able to communicate their points clearly to others

Relationship to Student Affairs Think Critically and Solve Problems, Communicate Effectively, Lead in a Diverse Global Society

Learning Outcomes:

Assessment Project Start: 7/1/2012

Assessment Project End: 6/30/2013

Population/Sample

The population assessed was the members of Associated Students who attended the Raising the Bar workshops and completed the pre and post survey (19 students). Nine of these students were also observed by evaluators using the rubric described in the "Assessment Project Description" section.

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

Other Assessment

Type(s):

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

Other Assessment

Method(s):

Data Collection Tools

The data collection tools used were a pre-test and post-test survey administered through Campus Labs Baseline, as well as a hardcopy rubric used during 6 A.S. meetings (1 per month). Both the survey and the rubric were uploaded to the "Assessment Project Description" section.

Data Analysis Methods

The pre and post test data were analyzed using both Campus Labs and SPSS. The data from the observations was analyzed in two ways. First, the observers' notes were coded, and relevant themes were extracted. The themes were organized by meeting date in order to track change over time. Additionally, the rubric scores were plotted on a graph (see Findings).

Presentation of Findings

Findings were used internally to make decisions regarding how to improve the program for future University of California San Diego

years. Additionally, a detailed report of the findings was written by the three SDSU graduate students and shared with interested stakeholders.

Progress:  100%

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
All project data	Associated Students Pre-Test (Group 1)
All project data	A.S. Raising the Bar Post-Test

Summary of Findings

Summary of quantitative findings: T tests were conducted to determine whether or not there were significant differences between the pre-test and post-test scores for the five learning outcomes. No significant increases or decreases were found, and there are two factors that likely influenced these results. The first is that comparisons of early observation scores and students' self-reported pre-test scores show a large discrepancy. This indicates that students were ranking themselves higher on the pre-test than what was being observed, causing pre-test scores to be artificially inflated. The second factor is that students took the post-test right after finishing the emotionally draining process of voting on Divestment. Many students sought counseling and withdrew from classes during this experience, thus it is likely that post-test scores were negatively impacted.

While no significant increases or decreases were found for the outcomes as a whole, there were positive differences for a few individual questions. The following data stood out as promising:

Percentage of A.S. members who agreed or strongly agreed with the statement "I try to take into account other people's viewpoints even when they are very different from my own."

Pre: 77% Post: 90%

Percentage of students who agreed or strongly agreed with the statement, "I communicate my points clearly to others" before and after participating in the Raising the Bar leadership program.

Pre: 54% Post: 84%

Percentage of AS members who strongly agreed or agreed with the statement, "My actions are consistency with my values."

Pre: 76% Post: 90%

Summary of qualitative findings: The qualitative findings for this assessment were very positive. After observing 9 UCSD A.S. members once per month for six months, the research team coded 40 pages of observation narratives. Attached, a brief summary of themes is presented for each of the six meetings. In addition to the summaries, a graphical representation of the observed students' growth over time as measured by the rubric is also attached. The six constructs measured by the rubric relate to three of the program learning outcomes: critical thinking, conflict resolution, and communication.

 [Graph of Observation Rubric Scores](#)

 [Thematic Summary of Observations](#)

Impact of Assessment

After Raising the Bar concluded, the A.S. Director met with the graduate research team to discuss

the impact of this assessment. Excitingly, one member of the graduate research team was hired on as the new Advisor and Daily Operations Manager for Associated Students, and will be involved in the future of the program. A.S. will also be getting its first-ever graduate assistant next year, who will also be heavily involved in the program.

While the core of the program will remain the same, the assessment results prompted a few key improvements. First, the program administrators decided to replace the learning outcome related to the Social Change Model of Leadership (SCM) to one focused on civic engagement. While the SCM will remain as the theoretical foundation for the program, it will no longer be explicitly taught to students. The program administrators see A.S. as an ideal population for promoting civic engagement, because of student government's commitment to the democratic process. Sub outcomes related to civic engagement will need to be created prior to the beginning of next year. An additional change will be the timing of the sessions. Next year, the sessions will be held during existing council obligations (such as Senate and Cabinet meetings), in order to further promote attendance.

Lessons Learned

The largest lesson learned as a result of this assessment is the benefits of utilizing both quantitative and qualitative research methods. Specifically, the observations and rubric scores added color and depth to the pre/post survey results, allowing the program administrators to gain a more accurate understanding of the impact of the program.

A second lesson learned was the benefits of collaborating with graduate students to conduct program evaluations. The partnership between the A.S. Director and the SDSU Student Affairs graduate students was mutually beneficial, and resulted in a more robust evaluation than what would have been possible without the collaboration.

Because this was the first year of Raising the Bar, the assessment will definitely be repeated to measure students' learning and to generate ideas for program improvements. With additional staff on board next year, the goal is to continue refining and evaluating the program to best promote leadership development.

Supplemental Information

As part of their requirements for their masters program, the three SDSU graduate students involved in this assessment project wrote an 80 page paper summarizing the evaluation. This evaluation is available for anyone who would like to see it. For access to the report, please contact Hayley Ryan at haryan@ucsd.edu.

Items This Assessment Template Supports

Type	Number	Name	Start Date	End Date	Provider
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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