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Student Learning Outcomes of Involvement

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Student Learning Outcomes
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INTRODUCTION
The mission of the Student Activities and Leadership Programs is to engage campus, develop leaders and empower students. One of the goals of the office is to “facilitate intentional learning experiences that are an integral component of the student experience.” Being a student leader is an experience that provides learning opportunities that enhance student’s collegiate experiences and results in a variety of transferable skills. It is sometimes difficult to provide intentionality to this experience due to the sheer number of students involved with the over 375 student organizations at WMU. The purpose of this project is to assess and compare the impact and learning outcomes of students involved in Registered Student Organizations and LeadCorp Interns that are directly advised by SALP staff.

TOOLS

1. Design a rubric based on the Competency Guide for College Student Leaders from the National Association for Student Activities and Leadership Programs (NACA). A rubric was developed integrating the 10 NACA competencies and SALP student learning outcomes.

2. Use the rubric created to assess student leaders in the following positions/programs throughout the 2015/2016 school year:
   - Executive Board for Western Student Association
   - Executive Board for Campus Activities Board
   - LeadCorp Interns

3. Complete a pre and post test for teach student using the Intercultural Development Identity assessment to assess their intercultural competencies. Trained SALP staff will provide group and individual feedback for participants.

4. Compare the learning outcomes/impact of each type of involvement to inform each experience’s format in the future. By assessing the different experiences, SALP is able to modify/change particular components of each experience as necessary.

INTERCULTURAL DEVELOPMENT INVENTORY
The Intercultural Development Inventory (IDI) assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. Unlike other tools that measure separate personal characteristics (e.g., openmindedness, flexibility), the IDI allows you to see an individual’s or group’s progression along a continuum of cross-cultural competence

INTERCULTURAL DEVELOPMENT CONTINUUM

LEADERSHIP IDENTITY DEVELOPMENT MODEL (LID)
Students were placed along the LID continuum by the intern after responding to two questions: What is your definition of a leader and What did your definition of a leader used to be? Below are the 6 stages with Leader Identified and Differentiated with two phases as well.

LEADERSHIP COMPETENCIES (SLC)
The SLC is a self-assessment the students completed. This tool is still in beta testing but there are 8 competency areas which students assess themselves on. Students receive their overall competency score as well as a cluster score at the end regarding their self-scoring.

STUDENT LEADER LEARNING OUTCOMES RUBRIC
A rubric was created using five main components of the SALP Learning Outcomes Rubric. Each of the five components focus on different leadership and transferable skills involved in student organizations development. These components included:

- Intercultural Awareness: Interactions with Others
- Interpersonal Communication: Delivery
- Personal Leadership: Self-awareness
- Problem Solving: Engages in Critical Thinking
- Teamwork: Fosters Constructive Team Climate

INITIAL RESULTS
With the three different organizations being assessed, it is important to notice the various characteristics of them. Campus Activities Board (CAB) and Western Student Association (WSA) are two organizations where the students are self selected by peers whereas LeadCorp Interns are hired by the SALP Office.

The three different groups have very different skill sets needed to be effective in their various roles.

Initial pre-tests were assessed previous to and during the first three weeks of the Fall Semester.

Based on the initial results, we have

- The CAB executive board as a whole is less experienced in having formal leadership roles than the other two organizations (WSA and LeadCorp). This may have played a role in the lower average score (54.58) compared to the others (65.91 and 67.7 respectively) on the Student Leader Learning Outcomes Rubric.

- For the Leadership Identity Development Assessment, the LeadCorp students scored significantly higher (66) than CAB (54.91) or WSA (54.71), The impact of being interviewed and selected by SALP staff compared to fellow students could play role in this difference.

- The average IDI gap between the perceived and developmental orientations for all of the students is very large, over 25 points. A gap of 7 points or more is considered significant.

NEXT STEPS
As the end of each students’ roles come to the end, we are in the process of re-administering the four assessments. Once completed, we will analyze the data within each organization and then compare the organizations. Based on this analysis, our staff will review the trainings within each organization and make changes as appropriate to increase leadership capabilities and skills for future students.