



Office of Student Life & Cultural Centers Womxn's Leadership Institute Participant Learning Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: May 2018

Date of Report: June 2018

Purpose of Assessment

To assess the impact of the inaugural Womxn's Leadership Institute and collect valuable data that will influence changes in future years of the program.

Division Learning Outcome Self-Determination

Targeted Learning Outcome

Students will be able to:

- Increase awareness of personal abilities through emotional self-perception and optimism, as well as the role they play in developing relationships and environmental awareness.
- Enhance leadership identity and understanding of their own leadership capacity
- Increase knowledge of how the identities of being a womxn and leader intersect
- Recognize individual and system level messages of bias and oppression
- Acknowledge the capacity within them to change this system to lead the change they wish to see on campus or in their community

Assessment Methodology

Prior to the institute participants were e-mailed a pre-assessment survey and asked to complete it before their arrival on the first day. If the survey was not completed, an ipad was available at check in to complete the survey before any learning content was experienced. The survey included student learning outcome assessment statements on a likert scale and several free response questions to capture perceptions of what it means to be a womxn leader. The post- assessment survey included more specific information about the four capacities of emotional intelligent leadership and the learning outcomes that referenced them during the institute. Additionally, two free response questions asking about key learning were added to the survey.

Results

Across the board from the pre-assessment survey to the post-assessment survey for likert scale responses there was an increase in the strongly agree category. From the free response questions, participants identified key learning to happen the most during small group sessions, guest leader conversations, and the socialization activity. Participants described their identity as a womxn leader to be strong, confident, and empowering the most. In the feedback portion the most frequent answer was to extend the institute longer in order to spend more time together.

Conclusion

Staff will use the results to present to the WLI committee for the 2018-2019 academic year. We hope that this information informs changes, progress, and improvements for upcoming institutes.

Implications for Practice

- Evaluate schedule to give more time to areas where “key learning” occurred
- Determine which emotional intelligent leadership capacities to adjust or swap out if needed
- Focus participant recruitment efforts on first and second years to maximize impact
- Take a look at adding more time to the schedule to focus on areas that need more active engagement
- Take a look at schedule to see if there is time to add more small group sessions

Closing the Loop

The above implications for practice will be discussed with the 2018- 2019 WLI planning committee and will be implemented on a timeline that the committee determines.