



# ASI Marketing, Design and Public Relations Student Brand Ambassador Performance Program Assessment Report

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**Choose One:** Learning Outcome Assessment

**Date of Assessment Implementation:** March 2019

**Date of Report:** June 2019

## **Purpose of Assessment**

The purpose of this assessment is to evaluate the students' ability to quickly memorize a script and perform it publically to hundreds of students at Orientation and throughout the year to all students at an event called *The Student Experience*. It is also to assess the students' self-confidence with their own abilities and assess where they have applied their new skills outside of ASI.

MDPR has a partnership with Orientation Services in which MDPR is allotted 30 minutes to provide an information session to incoming students at Freshmen Orientation followed by a tabling session at Bronco Spirit Night. MDPR also hosts an event call *The Student Experience*, which is a smaller version of the Orientation program which includes an ASI resource fair, food, and giveaways during U-hour once each semester.

MDPR designed an interactive, multi-media informational presentation designed to engage the audience with song and dance, video clips, photos, and two student hosts. The student hosts are employees of MDPR and their position is called Student Brand Ambassadors, or SBA.

The SBAs apply and interview for their position in which they have to do a 5-minute unscripted speech on any topic of their choosing. The speech is followed by questions from the panel. When chosen for the position, they then go through an extensive training process. First, they are trained on how to memorize a long-form script. The script is a run time of about 20-25 minutes. Each individual is given a deadline tailored to their memorization capabilities. Every two weeks, SBAs are tested on the script up to the point of the script in which they were to have memorized. After they learn the long form script, they are assigned a partner (another SBA) and are charged with memorizing their respective parts to the same script. The duo is tested once every week until memorization is completed. Once the script is fully memorized, the SBAs are trained on speech delivery, stage blocking, dance choreography, and presentation timing (making sure they are synced with the PowerPoint). Next, the SBAs do dress rehearsals in front of groups varying in sizes. The final test is when they do their first presentation for the incoming students at Orientation.

**Division Learning Outcome Practitioners - communication skills**

**Targeted Learning Outcome**

**After completing a season of Orientation, the SBAs will be able to:**

- Memorize a long and short-form script
- Perform in front of large and small audience sizes
- Recover from any mistakes in front of a live audience
- Work as a team with the other SBAs
- Have a deeper understanding of ASI as a whole and the role of each department
- Develop their confidence while talking to new people

**Students who watch the presentation will:**

- Have a general understanding of ASI
- Learn how to get involved with ASI
- Know who their ASI President and Vice President are for the academic year
- Feel more connected to ASI before starting school

**Assessment Methodology**

By conducting oral tests for the SBAs' on a weekly basis, their skills were assessed by how many times they did the following: 1. forgot a word(s), paused, rearranged phrases or adlibbed. They were tested on the same script with and without an audience to see the impact it made on their memorization and performance technique. The SBAs were also interviewed to discuss their current standing in their position as SBA having completed a few performances, and reflected on their experience before starting the position. Student who saw the presentation were given surveys after the performance.

**Results**

We found that the students were able to memorize the script in which they would perform for Orientation faster when we had them memorize the entire script as a solo performance, then have them learn the individual lines as either Student 1 or Student 2. We also found that while the students made more memorization mistakes in front of an audience, they had better delivery and energy in front of a crowd watching them.

When the SBAs were interviewed regarding their confidence level of memorizing a script of their length and performing before they started their training, the average response was a confidence level of 3 out of 5, 5 being the most confident. One SBA said, "I felt stressed, intimidated and scared by the length of the script and having to memorize it word-for-word and perform it."

When asked how they felt after having performed a few times, one SBA said, "I feel I am more equipped with the tools necessary to get students to get involved with ASI."

When asked about how they would be able to transfer their skills as an SBA to other areas of their life, one SBA responded: "The communication skills you learn as an SBA can be applied anywhere, and not just in front of a large audience of hundreds of people, but also in those one-on-one interactions. I'm no longer nervous to talk to people I don't know."

When students who saw the presentation were surveyed:

64% said the quality of the information they received was rated 5 out of 5 (5=excellent, 1=poor). 28% rated a 4.

When asked if there was any information that they wanted to learn about that wasn't discussed, 93% said "no", that all of the information they wanted to learn from the presentation was discussed.

When asked if they would recommend their presentation (along with the other components of the event) to a friend, 100% said "yes".

(73 students were surveyed for this feedback).

## **Conclusion**

After going through a performance season as an SBA, the SBAs have more confidence as both a performer and public speaker. They are also more confident in their one-on-one communication skills, and feel they are fully informed on the inner workings of ASI, enough to help get other students involved. Students who watch the presentation are satisfied with all of the new information they obtain about ASI and have like the delivery in which they are receiving this information.

## **Implications for Practice**

Have all students memorize all of the lines. Don't introduce an audience until they have fully memorized the script and have any delivery practiced for performance.

If we give the students the entire script to memorize rather than just the lines they would deliver in a performance, they will be able to memorize faster. Additionally, by doing this, any SBA will be able to perform either part, making them more readily available in the event someone is out sick. Additionally, they are able to assist one another on stage should one forget their lines since they will know the entire script, not just their respective part.

## **Closing the Loop**

- Feb. 2020: provide full-length script (conduct bi-weekly tests)
- March 2020: full-length script (conduct weekly tests)
- April 2020: delegate lines to students (conduct weekly tests)
- May 2020: finalize blocking and delivery
- June 2020: execute first performance

The one thing MDPH would change this year is starting the memorization process sooner. The problem with this process is when students graduate, MDPH needs to fill the SBA positions, and depending on when that is and the student salary budget for the department, it can hold up the process to allow for more memorization time. MDPH would also want to work on a follow up email with Orientation to conduct a survey for those students as typically they are on their way to the next session. A survey can also be developed to give out at Bronco Spirit Night, the event that follows the ASI presentation later in the evening.

Another aspect is following up students who have interacted with the SBAs. We need to find out how many students are likely to get involved or attend an ASI event after watching the SBA performance, then work with HR to see how many student apply for a job after getting the information after watching the performance.

Finally, it would help to follow up with SBA alumni to see what careers they have taken since graduation to see what skills they used from being an SBA to help them in their careers post-graduation.