



Womxn's Resource Center Womxn's Leadership Institute Learning Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: May 2019

Date of Report: June 2019

Purpose of Assessment

To assess the learning of participants at the annual Womxn's Leadership Institute.

Division Learning Outcome Practitioners - interpersonal skills

Targeted Learning Outcome

Student participants of the Womxn's Leadership Institute will be able to:

- Increase awareness of personal abilities through healthy self-esteem and optimism, as well as the role they play in capitalizing on difference and assessing the environment.
- 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

Assessment Methodology

Prior to the institute participants were e-mailed a pre-assessment survey on myBAR and asked to complete it before their arrival on the first day. If the survey was not completed, student were given time before the institute started 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 three post- assessment surveys were given at the conclusion of each section of learning content. This included the same outcome statements from the pre-assessment about the four capacities of emotional intelligent leadership with the addition of free response questions to further assess the learning of each activity. Additionally, in the last survey, two free response questions asking about key learning were added.

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, large group sessions, and the networking opportunities. Participants described their identity as a womxn leader to be strong, flexible, and continuously growing.

Conclusion

Staff will use the results to present to the WLI committee for the 2019-2020 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 identities that have had low participation in the past two years

- Take a look at activities that had lower learning to see if a swap needs to be made.
- Take a look at schedule to see if there is time to add more time with networking.

Closing the Loop

The above implications for practice will be discussed with the 2019- 2020 WLI planning committee and will be implemented on a timeline that the committee determines. Our hope is that this assessment can be utilized to creatively secure sustainable funding for future years of Womxn's Leadership Institute.