



ASI Student Activities & Programs/BEAT BEAT Student Leader Assessment Assessment Report

Cathee Hill, Program Assistant, ASI Student Activities & Programs

Choose One: Learning Outcome Assessment

Date of Assessment Implementation: October 2016

Date of Report: June 2017

Purpose of Assessment

To get a better understanding of what BEAT student leaders get out of being on a leadership team. In addition, to evaluate if they are getting what they want out of the position and to get feedback throughout the year of what we can do to improve their experience with ASI and CPP.

Division Learning Outcome Professionalism & Ethics

Targeted Learning Outcome

- BEAT students will be able to reflect on challenges they had in the past year and figure out how to avoid similar obstacles in the future.
- BEAT students will be able to analyze the skills they acquired and state how these skills are beneficial and useful in the work environment.
- BEAT students will be able to acquire self-awareness of teamwork skills, such as their role in a group.
- BEAT students will be able to acquire skills related to time management.

Assessment Methodology

The method used for this assessment was one-on-one interviews. BEAT team members were required to meet with me, their advisor, at the end of each quarter (fall, winter, and spring), thus 3 qualitative interviews were conducted for each BEAT student. During this meeting, I asked each BEAT chair the following questions:

Fall and Winter Interview:

1. What has your BEAT experience been like?
2. What could have made your BEAT experience better?
3. What have you learned from being a part of BEAT?
4. What do you think you could work on?
5. What did you find particularly challenging?
6. What are some obstacles could have been avoided?
7. What will you take away from being a part of BEAT?
8. What contributions do you think you made to BEAT?
9. Do you have feedback for advisors?
10. Feedback for future plans/programs.

Spring Interview:

1. How did spring quarter differ from fall/winter?
2. What could have made your BEAT experience better?
3. What have you learned from being a part of BEAT?
4. What advice would you have for future BEAT members?
5. What did you find challenging?
6. What are some obstacles could have been avoided?
7. What will you take away from being a part of BEAT?
8. What contributions do you think you made to BEAT?
9. Do you have feedback for advisors?
10. Feedback for future?

Results

All 9 BEAT students made appointments to take the interview for all three quarters of the academic year.

During the one-on-one interviews, all BEAT students stated that they learned time management skills, how to work in a team, and the importance of attention to detail, and organization. All 9 students also mentioned that communication and programming procedures were the most complicated during the fall and winter quarters; by spring quarter, they realized the importance of communication, especially in a group setting,

All members also mentioned (in some form) that obstacles could have been avoided with proper time management and communication. For example, one of the BEAT students stated, "What I learned (being a part of BEAT) was how to manage my time efficiently. Advice for future BEAT members would be avoiding procrastination. Do not leave things to do last minute because it won't work out."

According to a few students, spring was the best and the busiest quarter for BEAT. As one member stated, "There were a lot of things going on personally and professionally with graduation and relationships which made spring quarter difficult." Another stated that "spring quarter was the best because I took on more responsibilities and had more events and the weather worked better for outdoor events. I felt more experienced in the spring quarter and more confident to take on more programs."

Another mentioned, "I will take away from BEAT is leadership and professionalism. I have grown so much courage and confidence in my leadership skills as well." Time management, leadership, and confidence in event planning were common themes throughout all of the interviews.

A first-time BEAT student learned "leadership skills, how to work in a team more effectively, how to communicate with people who I didn't previously know, and how to work more efficiently individually." The assistant secretary learned more about "accountability, time management, responsibility, and will take away skills that will help her in her future goals and career path."

Lastly, the theme of BEAT creating a sense of belonging popped up throughout all 9 end-of-the-year interviews. As one student said, they valued "getting a BEAT family, working, and making lasting friendships that wouldn't normally occur and working with a team who enjoy similar interests."

The assessment also reflects that some students didn't feel prepared after the fall quarter BEAT retreat for all of the paperwork and administrative tasks that need to get done in order to plan for an event. One student commented that it would better if BEAT got paid hourly rather than a stipend each quarter.

Conclusion

In conclusion, all BEAT students met the target learning outcomes with themes emerging around teamwork, communication, leadership style, and time management. As the academic year progressed, students learned how to complete paperwork in a timely manner, learned from their mistakes by planning ahead of time, and figured out how to handle issues as they came up.

By the end of the academic year, students expressed that they felt more confident in their ability to communicate with the team and advisors, as well as felt more independent and had a better sense of self through their leadership opportunities. Students who participated in BEAT were very satisfied with their overall experience and felt that it was a great opportunity for them to build their resume and real life experience with support from ASI.

Implications for Practice

This information will be used in the future to:

- Structure future retreats (add more information on paperwork, time management, conflict resolution)
- Outline skills students will learn in the position (for recruitment, assessments, mid-year presentations)
- Will tailor future projects to help students manage time more wisely
- Oversee group work efficiency and have educational discussions about working together
- Set goals for each student to check in to see if they are meeting/exceeding their goals
- Help advisors for future with the individual progress of each student
- Outline and evaluate the learning process of BEAT students and know where they are at each quarter
- Provide more educational sessions/retreats on learning outcomes
- Figure out ways to distinguish between volunteer-based BEAT positions and paid programming positions