



Office of Student Life & Cultural Centers
Learning Outcomes from Bronco Student Leadership Summit
Assessment Report

Oronne Nwaneri, Coordinator of Leadership and Student Involvement
Justine Budisantoso, Assistant Coordinator of Clubs & Organizations
John LeJay II, Coordinator of Greek Life & Education

Choose One: Learning Outcome Assessment

Date of Assessment Implementation: March 2017

Date of Report: June 2017

Purpose of Assessment

The purpose of this assessment was to gauge the learning outcomes from the Bronco Student Leadership Summit which took place on February 17, 2017.

Division Learning Outcome Professionalism & Ethics
Diversity and Global Consciousness

Targeted Learning Outcome

We had three learning outcomes for this conference the first was for students to describe their understanding of the value of being involved actively on campus and in the community. The second was to express their desire to or knowledge of at least one on campus resource. Lastly, we wanted to students to exhibit knowledge on at least one way to be a successful student beyond the classroom (mentioning professionalism, wellness, networking or inclusivity)

Assessment Methodology

A survey was given through the registration process. The survey was implemented through online myBAR data management systems and captured both quantitative and qualitative responses through ranking and free response answers. A total of 166 students registered for the conference. A post survey was sent out to all of the attendees and 36 responded.

Results

For our pre-assessment we had 166 respondents- 77.1% identified themselves as part of a Greek organization and 22.9% were not. Oddly, when subsequently asked if they were part of any club 41% responded that they were not. This tells us that many Greek students do not see themselves as a "club".

The pre-assessment also asked students what are some ways to be successful outside of the classroom? 44% mentioned "involvement", 22.3% mentioned academics (study groups, tutoring, office hours etc), 18% mentioned time management, 17.5% mentioned maintaining a healthy social life, 5.4% mentioned professional development, 3.7 mentioned wellness and <1% mentioned getting a job.

In regard to the post assessment we had 36 respondents. When asked about ways to be successful out of the classroom, 50% mentioned involvement, 50% mentioned professional development, 33.3% mentioned the value of socializing, 13.9% mentioned working/jobs, 5.5% mentioned academic resources, 5.5% mentioned time management and 2.7% mentioned something wellness related.

We also asked about knowledge acquired during the conference. 50% of respondents mentioned the value of being actively involved, 77.8% mentioned a way to be successful (“work harder”, “don’t procrastinate”, “wake up early”, “sit in front during class”), 39% mentioned the utilization of an on campus resource.

Conclusion

There was a significant drop in the percentage of students who mentioned an outside of the classroom academic resource. We see this as an indication that during the conference students were able to associate engagement more as a success tool. Generally, we need to get a larger sample for our post assessment. Emailing students after the event is less successful as it takes some days before we get access to the swipe system lists from IT.

Implications for Practice

We often tell students to make time to be involved and some students may see involvement as a detriment to success. We need to market student involvement and engagement in a way that correlates it more closely to student success. With the direction that our campus is headed student engagement should come to the forefront of much of what we do as a department.