EOP Transition Program Student Leader Growth
Assessment Report
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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: July 2017

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Purpose of Assessment

Currently the program holds two student leadership positions. The Summer Bridge Resident Advisors are responsible for after hour programming, emergency response, crisis intervention, community building, and to serve as an overall resource for transitioning students. The Summer Bridge Champions are responsible for daytime programming, guiding groups of about twenty students throughout the program, emergency response, crisis intervention, community building, and to serve as an overall resource for transitioning students.
As student leaders serve program participants we believe that they also gain valuable and transferable skills in the areas of leadership, mentorship, and communication through this experience. The purpose of this study is to identify the growth that occurs after student leaders have completed the Summer Bridge program as a student leader.

Division Learning Outcome Professionalism & Ethics

Targeted Learning Outcome

1. Summer Bridge student staff will be able to articulate areas of growth in multiple areas of leadership skills following successfully fulling the requirements of the resident assistant or champion position.
2. Summer Bridge student staff will demonstrate mentorship behaviors in interactions with the participants of Summer Bridge.
3. Summer Bridge student staff will establish professional communication skills through group dialogue with their peers, participants and professional staff members.

Assessment Methodology

Direct Observations
Direct observations were used to collect informal assessment data of the three topic areas. A rubric was used by the supervisor to evaluate the level of the student staff members before the program and training as well as after to show any change in that area. The rubric score was based on observable behaviors the student staff displayed and captures the student's growth through the changes in these behaviors.
Survey
A survey was distributed to all 11 student staff members at the conclusion of the program. The survey included a pre and post experience assessment of the topic areas. The research team did not want the student staff to inflate the pre-assessment to show advanced results to show what students may have believed were desired results. Student staff self-reported their initial score and any change as a result of the program.
Topic areas included the following; leadership, mentorship, and professional communication.
Leadership was broken into the following skills; overall leadership, time management, ability to work on

a team, including myself as a member of the team, facilitating group activities, practicing professional ethics, maintaining a professional image, building community, and recognizing positive behaviors. Mentorship was broken down into the following skills; overall mentorship, establishing a mentorship relationship with others, appreciating differences in others, referring students to resources on campus, identifying a shift in student behavior, and guiding students through college transition. Professional communication was broken down into the following skills; overall professional communication, public speaking, dealing with personal confrontation, mediating conflict between two other people, your comfort level when speaking to groups, and your confidence level when speaking to groups. Students were asked to define the three topic areas so we had an understanding of the basis of their overall rankings.

Results
Through direct observation of the student leaders throughout the program the Transition Programs Assistant and Residence Life Coordinator marked all students in the expected or advanced growth ratings for all three student learning outcomes. Students demonstrated growth in multiple skill areas that we believe defined leadership, mentorship, and professional communication. After completing their SummerBridge experience students reported a 24.29% increase in overall leadership, a 17.14% increase in overall mentorship, and a 14.29% increase in overall professional communication. This growth was based on the student's definition of leadership, mentorship, and professional communication. After completing their SummerBridge experience students reported a 17.32% increase in leadership, 2.65% increase in mentorship, and a 19.08% increase in professional communication. This growth was based on previously defined skills that make up leadership, mentorship, and professional communication.

Conclusion
Viewing our results we notice a much larger increase in self-reported growth when students would define the term leadership and rate their growth before and after this experience. As we look through the definitions that students came up with, many of them were broad or contained attributes of mentorship and professional communication as defined by the researcher. When we look at the results of self-reported growth when certain skills were defined as leadership, mentorship, and professional communication we see that once defined students may have or not have skill and abilities coming into this experience. Mentorship reported an overall growth of 17.14% when students defined the term themselves but when defined for them using skills and abilities used in mentorship they only reported a 2.65% growth. Which tells the researcher two things, one, students coming into this experience have mentorship skills and abilities that they may not define as such. Two, mentorship may be an unfamiliar concept for student leaders that also identify as first-generation, low-income students.
This may also apply to leadership and professional communication as well. Through direct observations we saw the skills and attributes that our student leaders came into this experience with and the growth that occurs. Student leaders may not be in a state to grow and develop because their skills have not been validated coming from a first generation background. As those experiences were not validated they may not have self-reported as much growth as was seen through direct observations. In order for students to be set up in a place for development they must be validated in their experiences first (Rendon, 1994). If these terms were defined and some validations exercises were done at the beginning of training with these student leaders more self-reported growth may have occurred.

Implications for Practice
Developing training for students leaders that assist their development in the transferable skills of leadership, mentorship, and professional communication can help the overall growth and development of these students. Although we do not have enough data to prove a statistically significant correlation between these transitions programs and student leader growth, we see a potential relationship between the two factors through our observations and self-report ratings. Continuing to do assessment on student leaders in these positons could provide us enough data to show a correlation. While conducting these programs it is important to serve our student leaders just as much as we serve our participants.