

# Measuring Student Leader Learning

ASI supports the educational mission of Cal Poly Pomona and is a partner in providing a student-centered learning environment. Through student jobs, leadership positions and volunteer activities, ASI seeks to provide students with a learn-by-doing experience in every aspect of the organization.

## Why did we do this?

*Purpose for Establishing Learning Outcomes*

- Research has found a direct correlation between student academic success, persistence, and retention and a student's involvement in campus life. (Astin, 1993)

**Research indicates that college students increase their leadership skills during college, which is often attributed to their college involvement.**

*(Pascarella & Terenzini, 2005)  
(Astin, 1993)*

- To embody the vision articulated in the ASI mission statement, to, "establish opportunities for learning, leadership and development for students and its staff."
- To better understand and articulate the value-added to a student's experience of serving as a student leader in ASI.
- To provide empirical evidence of student learning through co-curricular involvement with ASI.
- To be more intentional when designing developmental retreats, leadership training workshops and individual advising to align ASI's work with the intended student leader learning outcomes.

## Methodology & Results

- A pre-test with 51 questions (45 quantitative and 6 qualitative)
- Sent to 39 student leaders in the and ASI Student Government (including E-Board, Senate, Cabinet, BEAT, Judiciary, & Elections)
- Student leaders self-reported "how well" they were able to manage certain skill sets at the beginning of their term in office
- Post-test scheduled for June with same questions to gauge change in behavior
- 35 of 39 Student leaders responded



### References:

Astin, A. (1993). *What matters in college?* San Francisco: Jossey-Bass.  
 Dean, L. A. (Ed.). (2006). *CAS professional standards for higher education (6th ed.)*. Washington, DC: Author.  
 Pascarella, E. T., & Terenzini, P. J. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.

## How did we get here?

*Process for Establishing Learning Outcomes*

### SPRING 2008:

Students were asked "What did you learn?"  
Learning themes emerged

### SUMMER 2008:

Learning themes were aligned with University Learning Outcomes and CAS Student Leader Program Standards (2006)

### SPRING 2009:

ASI partnered with StudentVoice to develop 45 quantitative survey questions and 6 qualitative. Survey designed as a pre- and post-test

### FALL 2009:

Survey administered  
Students asked about their level of knowledge & confidence in six leadership learning outcomes



## Next Steps

*Completing the Process*

- Administer post-test as a comparison survey. To be issued to all 39 student leaders in June 2010.
- Examine the pre- and post-test to determine the learning differential, as reported by the students from the start of their term to the end of their term.
- Use the areas students identified as less confident to develop optional workshops where students can hone their skills.
- Continuously assess & revise student leader trainings to make learning intentional.
- **Develop a quality learning curriculum for ASI student leaders and student staff that is intentional, individually focused, and able to assess progress and development.**

Students reported their proficiency and level of confidence in the six learning outcomes, ranked below



### Social Responsibility

*Students will demonstrate an appreciation for the privileges and the responsibilities that accompany the role of the student leader and be able to prioritize goals and the use of resources.*

**Most confident:** Be a Good Citizen of your community    **Least confident:** Work cooperatively with others

### Interpersonal Relationships

*Through their work in a team-centered environment, students will uphold trust and respect as core values in a multicultural working community, while recognizing the personal similarities and differences that create an effective team.*

**Most confident:** Value the diversity of attitudes & beliefs of others    **Least confident:** Delegating tasks to others

### Leadership Development

*Students will demonstrate the ability to plan ahead and respond to unexpected challenges in the process of guiding others toward a set of desired results or outcomes that are based on organizational needs rather than individual interests.*

**Most confident:** Listen effectively    **Least confident:** Anticipate how your decisions impact those around you (not interrupting, hearing vs listening)

### Effective Communication

*Students will apply verbal, written, visual and listening skills to communicate persuasively and coherently to diverse audiences.*

**Most confident:** Collaborate with peers and other groups    **Least confident:** Arrange ideas to make coherent arguments

### Critical Thinking and Problem Solving

*When faced with challenges in their position in ASI, students will analyze information to develop a well-researched position and construct convincing arguments or strategies.*

**Most confident:** Value different leadership styles    **Least confident:** Seek help when needed



### Organizational Planning

*Students will be able to develop a statement of purpose and identify criteria that include the effective use of resources such as time, people and finances in order to systematically proceed on a path to successfully accomplish team goals.*

**Most confident:** Use a time management device to schedule meetings, classes & more    **Least confident:** Delegating tasks to others