

## Historical Context

Cal Poly Rose Float has existed since **1949**. It is the only student built float in the Tournament of Roses Parade. Students hold official leadership positions and guide the immense project from conceptualization, through the design and construction phases, and eventually through the decorating process. After building **63 consecutive floats**, the program has brought about local and national attention by **winning 49 awards**.



## Research Questions

1. As a result of students collective experiences in Rose Float, what have they learned?
2. In what ways have students' leadership skills developed as a result of their experience in Rose Float?
3. How have students' involvement helped facilitate their progress towards graduation?



## Methodology

- Qualitative survey distributed to the **33 student leaders** of the Rose Float program via an electronic survey.
- Survey included **5 demographic questions** and **4 open ended qualitative questions** (3 research questions + 1 programmatic feedback question) .
- **Data analysis** involved the **identification of themes** and the use of **hierarchical coding**.



## Findings

- 57% response rate; **N = 19** (Males -12 / Females - 7)

### • Research Question 1: Student Learning

“Aside from many new technical skills, such as welding and design, I also learned many soft skills, such as collaboration, communication, time management, project management , and leadership.”

### • Research Question 2: Leadership Skills

“I have learned how to work with people of diverse backgrounds in order to create a project which is beyond the scope of any of it’s participants’ abilities. I also developed skills in coordinating schedules and maximizing group talent as a result of Rose Float.”

### • Research Question 3: Graduation Initiative

“My experience with Rose Float has helped me progress towards graduation by furthering my understanding of engineering concepts with practical, hands-on experience.”

“At first thought, working in the Rose Float Merchandise Department had no correlation to my major as an Industrial Engineer, however, the creation of new techniques and processes of organizing merchandise has had me practice some of the skills that an Industrial Engineer can do within the industry.”

## Implications for Practice

- Continue to intentionally build in programmatic experiences that are focused on application and connection to learning and leadership.
- Strategize, design, and implement programmatic efforts to support students persistence towards graduation.