



MULTI-LAYERED ASSESSMENT IN STUDENT LEADERSHIP PROGRAMS

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CONFERENCE KEYNOTE

“All staff are educators who
produce student learning &
success.”

#2 Involvement in Learning

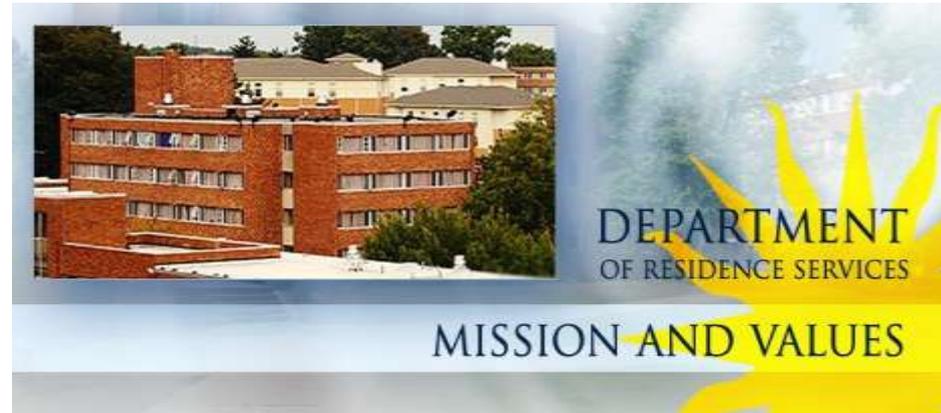
#3 Assessment and Feedback

#7 Diversity and Place

MISSION & VALUES

We are committed to enhancing and complementing the academic and personal development of students by cultivating and nurturing values that emphasize

- *self-awareness*
- *engagement in learning*
- *responsible citizenship*
- *support and development of relationships, and*
- *honoring of human differences for a just community.*



KENT STATE UNIVERSITY'S STRATEGIC GOALS

Ensuring Student Success

Enhancing Academic Excellence and Innovation

Expanding Breakthrough Research and Creative Endeavors

Engaging in the World Beyond Our Campus

Securing Our Financial Future

Developing and Recognizing Our People



MAY 4, 1970

February 12, 2014

Kent State University's May 4 Visitors Center
was recently recognized with two prestigious awards
one for the visitors center and one for a student-perspective film in the center's
exhibit.



BUZZWORDS!



SESSION LEARNING OUTCOMES

- To incorporate an assessment method to enhance your campus' student leadership development.
- To integrate learning outcomes into student staff training in order to meet objectives such as cross functional training, departmental goals/vision, & changes in culture

CYCLE OF ASSESSMENT & EVALUATION

In collaboration with others:

- Create assessments for presenters and student learners and student service users
 - Examine data with colleagues
 - Interpret data through student focus groups
 - Establish programmatic learning outcomes
 - Communicate goals and initiatives
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COUNCIL FOR THE ADVANCEMENT OF STANDARDS

“In 2008, CAS hosted a “think tank” involving writers of Learning Considered 2, CAS directors, and prominent practitioners and faculty members in student affairs to make recommendations for a revised learning outcomes document.”

STUDENT TRAINING FOCUS: 2014-15

Relationship Building

- Community Development Model
- Social Justice Training

Emergency Response Training

- Fire Safety
- Tornado
- Active Shooter (April 2, 2014)

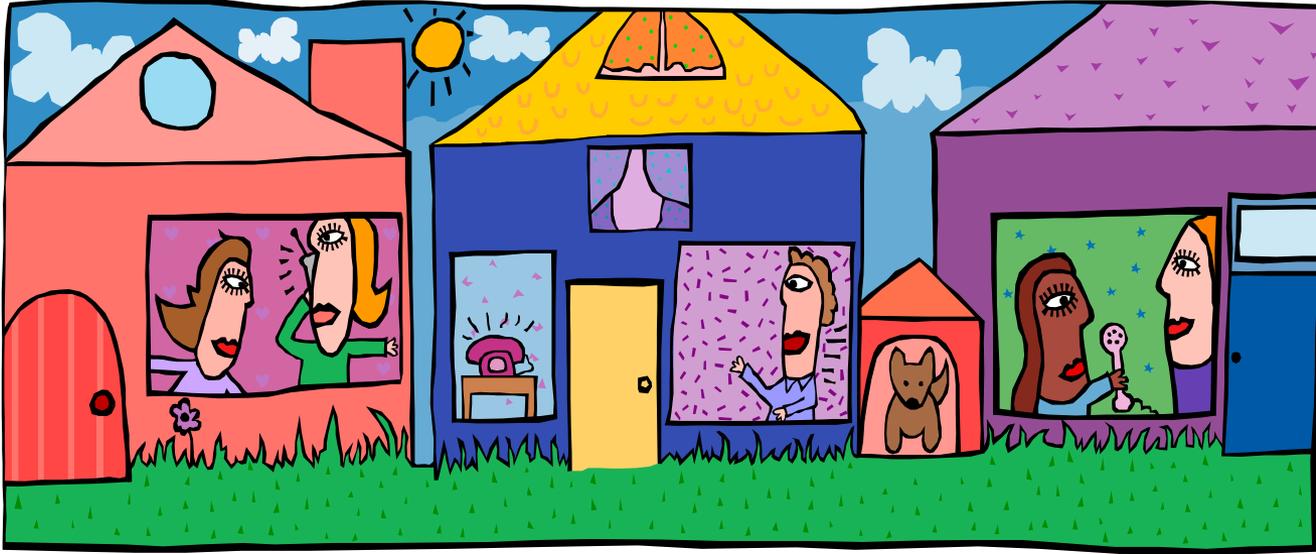
Academic Initiatives

- On-going conversations
- Mid-Term Grade Initiatives



Community Development Model (CDM)

Getting to *know* every resident and assisting residents in building *relationships* with each other.



Assessing the *needs* of the community

Creating student *involvement* by fostering *activities* to address the needs

SOCIAL JUSTICE TRAINING (IN PART)

2013-14

August

- Introductory speaker skype call with professional A/RHDs
- Pre & post session questions
- Dr. Maura Cullen
- No involvement of RA class participants
- Housekeeping Crew Leaders participating

2014-15

August

- Staff diversity awareness activities

September

- Pre & post session questions
- Dr. Vijay Pendakur addresses students on Sunday evening
- Dr. Pendakur speaks with professional staff on Monday

February 28, 2015

- Dr. Vijay Pendakur follow up visit
- RA class students participate in the session

SOCIAL JUSTICE TRAINING RESPONSE RATE COMPARISON

2013: Please select the level of knowledge gained and information shared for the following professional presentations:

	High Level	Medium Level	Low Level	No Knowledge Gained	N/A	Total Respondents
Dr. Maura Cullen	85.33% 64	14.67% 11	1.33% 1	0% 0	1.33% 1	75

2014:

- Out of 168 participants, 129 (76.9%) responded to the survey to share their thoughts on Resident Assistant training.
- Out of 55 Student Desk Receptionists, 40 (72.7%) responded to a separate survey to share their thoughts on Student Desk Receptionist Training.

Goal: Increase to
60% response for the
training team

SOCIAL JUSTICE TRAINING DATA (2014)

Professional staff members facilitated this session, including

- Identity Circle activity
- “Who Am I and What Do I Bring” worksheet

This survey asked a qualitative question on satisfaction with this social justice training that took place within each staff.

- 97 staff members– responses (78 RAs and 19 SDRs)
 - 75 staff members left positive feedback
 - 11 left neutral feedback
 - 6 left negative feedback
 - 5 did not attend

SOCIAL JUSTICE LEARNING OUTCOMES (2014)

- Enhance capacities for greater self-understanding and cross-cultural communication in the community by examining one's multiple, intersecting identities and the ways in which these identities shape our campus engagement.
 - Further nurture understanding of social justice theory and practice with an emphasis on systems of power, privilege, and oppression
 - Develop capacities for successful bystander intervention, with a special focus on interrupting incidents of homophobia, sexism and racism, in the community.
 - Enhance the sense of community cohesion and morale at Kent State University by providing a safe space for students, staff, and faculty to give voice to intense, complex feelings that might not have been fully engaged yet.
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PRE-SESSION REFLECTION: TRUE OR FALSE

- **My campus has student organizations for historically marginalized groups.**
 - **My campus has courses on the history and experiences of historically marginalized groups.**
 - **A commitment to social justice and inclusion is included in the university's and my department's mission statement.**
 - **Women on my campus are involved in making key decisions on the direction of the institution.**
 - **My department considers non-Christian holidays and celebrations when scheduling events and programs.**
 - **There are openly gay, lesbian, bisexual and transgender faculty and staff at my institution.**
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PRE-SESSION REFLECTION: CONTINUED

- Student staff in my department regularly participate in a session focused on issues of social justice and inclusion.
- Our residence halls are accessible to residents and staff with disabilities.
- Equal attention is given to all historically marginalized groups on my campus.
- Multi-racial/biracial issues are included in discussions on race and racism on campus.
- I have reached out to welcome diverse new students and students not like me and I include such students in my programming activities/ideas.

Adapted from “Assessing a Commitment to Social Justice & Inclusion: Your Campus & Department” by Vernon A. Hall, 2010, <http://www.vernonwall.org>.

BREAKING THROUGH FOCUS GROUP BARRIERS

- ❓ When someone makes an outrageous statement, don't feel you have to agree or disagree. Turn it back to the group by asking, "Does everyone agree with John's comment?"
 - ❓ If a group member seems to be talking too long and you sense that people are getting restless, consider interjecting with "Let's focus on the point you just made. Did anyone else get that same impression, or, perhaps a different one?"
 - ❓ If you ask a question and no one responds, wait 8-10 seconds, and then rephrase.
 - ❓ Fill in the gaps by clarifying and summarizing the points that people make during the discussion.
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SDR FOCUS GROUP QUESTION (SAMPLE)

The Emergency Response Day was a basic session on several emergency protocols such as fire safety, tornado and ALICE Training strategies—what additional training would you like to see to gain competency in handling an emergency of these kinds while working at the desk?

- Student emergencies and coping mechanisms
- Parent calls → what constitutes an emergency call to an A/RHD?
- Wellness checks: go over them so people at least know what they are.
- ALICE Training- More when she talks to us and educates. Almost more of a lecture set up.
- Disgruntled student- Angry and aggressive students
- Really inebriated students, how to handle this type of situation
- Each desk do ALICE training, specifics of each desk.

ASSESSMENT PARTNERS



Dining Services

Kent State University Police Department (KSUPD)

Psychological Services

University Scheduling

Local Businesses

Women's Center

Residential Facilities

Office of Sexual & Relationship Violence Support
Services (SRVSS)



EMERGENCY RESPONSE LEARNING OUTCOMES

Fire Safety

Tornado

Active Shooter (April 2, 2014)

- To educate staff about the importance of emergency response training.
 - To provide student employees with effective responses to emergency situations that may arise on campus.
 - To connect RAs & SDRs with emergency responders.
 - To share ideas and best practices that will benefit the entire campus community at large.
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EMERGENCY RESPONSE TRAINING DATA (2014)

Staff were assigned to three randomly-selected groups and participated in Tornado Safety, which ran concurrently with sessions on ALICE Strategies and Fire Safety.

Overall numbers indicate that the majority of students gained a **medium level or low level of knowledge** from this session.

- 118 RAs and A/RHDs
- 31 SDRs, responded to this question

EMERGENCY RESPONSE FOCUS GROUP (SDR)

What additional training would you like to see to gain competency in handling an emergency of these kinds while working at the desk?

- Student emergencies and coping mechanisms
 - Parent calls → what constitutes an emergency call to an A/RHD?
 - Wellness checks: go over them so people at least know what they are.
 - ALICE Training- More when she talks to us and educates. Almost more of a lecture set up.
 - Don't rush through all of the smaller sessions
 - Disgruntled student- Angry and aggressive students
 - Really inebriated students, how to handle this type of situation
 - Each desk do ALICE training, specifics of each desk.
 - SDRs want to know what the evacuation plan is.
 - Some SDRs are nervous about taking action in an ALICE-related scenario, but they benefitted from ALICE training.
 - Some SDRs want to know other strategies to protect themselves.
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KENT STATE'S ACADEMIC INITIATIVES IN-SERVICE

Sunday, October 19, 2014
6:00 pm - 8:00 pm

- Gain new knowledge and skills to be able to feel more confident in engaging students in difficult conversations about academics and community behavior
- Be able to identify and overcome barriers to relationship building
- Be able to identify strategies for assessing residents' academic progress
- Be able to share tips and tricks for navigating academic resources

ACADEMIC INITIATIVES DATA

One Semester RA Staff Members

High Level 26.1%

Medium Level 53.6%

Low Level 15.9%

No Knowledge Gained 4.3%

One Semester or

Less as an RA 26.1% 53.6% 15.9% 4.3%

Two or More

Semesters as an RA 5.3% 50% 28.9% 15.8%

Only one RA left a comment on this session:

* “The education initiatives could have definitely used work since it didn't give any information and the questions that were asked were not only avoided but also left unanswered. I didn't understand it one bit until my supervisor explained the process to me. It was a necessary seminar but the information was not conveyed well at all.” (Second-year RA, senior, TTEWVC)

ACADEMIC INITIATIVES DATA

FIRST SEMESTER AS AN
RA

High Level 26.1%
Medium Level 53.6%
Low Level 15.9%
No Knowledge Gained
4.3%

TWO OR MORE
SEMESTERS AS AN RA

High Level 5.3%
Medium Level 50%
Low Level 28.9%
No Knowledge Gained
15.8%

“The education initiatives could have definitely used work since it didn't give any information and the questions that were asked were not only avoided but also left unanswered. I didn't understand it one bit until my supervisor explained the process to me. It was a necessary seminar but the information was not conveyed well at all.” (Second-year RA, senior, TTEWVC)

ASSESSMENT APPROACHES

- **Consider sharing a summary of feedback with students**
 - **Students appreciate knowing that their voices have been heard and feel valued**
 - **Include parents and family members in surveys**
 - **Follow up with a message indicating that the data is being reviewed and that a results summary can be viewed by a link.**
 - **Blend survey results while keeping the integrity of the information.**
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ASSESSMENT APPROACHES

- **Informal Feedback:** Mentimeter, a free on-line tool, allows students to respond to a question using cell phones and tablets.
 - **Student Focus Groups:** most effective in eliciting ideas, refining ideas about a developing programmatic or facilities project and in providing input for the development of academic programs.
 - **Parent Surveys:** Provide “live time” feedback about the number of people who have already responded is a motivator.
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PLANNING BEGINS WITH ASSESSMENT.

STUDENT LEADERS SHAPE THE EXPERIENCE
OF OUR STUDENTS



- take a class in evaluation and measurement
- collaborate with a colleague with an interest in assessment

ASSESSMENT APPROACHES

**Whether informal feedback,
focus groups or student
survey, assessment takes
various shapes and forms.**

“Drawing on the experience of many for one cause.”

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Thank you for your service to students in transition!
Comments & Questions

