

# Creating a Co-curricular Peer Education Model: The UWF Student Leadership Symposium

Christine Haley, Lauren Loeffler and  
Ann McKinney

# Project Overview

- The idea
- Project Management
- Learning Outcomes
- Assessment Plan

# The idea

- Peer education
- Who's involved?
  - Graduate Assistants = pre-service professionals
  - Undergraduates
- Current leadership practices:
  - Student organization workshop series
  - Student leadership awards banquet

# Project Management

Directly related to the project management domain of the QEP

- Project Conceptualization
  - GA's will identify resources including but not limited to speakers, handouts, community partners, etc.
  - Identify potential obstacles and develop strategies to encourage attendance and to enhance participation
  - Develop strategies and timelines
  - Identify criteria for successful completion of the event – desired learning outcomes for planner and participants
  - Assess both what they learned and what the participants learned

# Project Management

- Self-Regulation
  - Journals
  - Planning meetings
  - Value
- Team-Work Skills
  - Collaboration
  - Determine individual roles




# Project Management

- Project Delivery
  - Fall 2006
  - Responsible for all promotion, publicity and production

**ATTITUDE**

**UWF LEADERSHIP SYMPOSIUM**



For years, Elaine Penn has been motivating and inspiring college students to excel. As a former college athlete, Elaine went on to work in higher education in a variety of high-impact positions. First as a Division I coach, she learned the art of motivating students to be their best.

Later she worked as a Director of Campus Recreation and became committed to health and wellness. She then worked as the Director of Special Projects and was the Executive Producer and Chief Fund Raiser for five award-winning television documentaries. Today, she speaks to college students and professionals across the country on topics such as leadership, diversity, personal success and wellness. Pulling from her experiences as a college athlete, coach, campus professional and musician, Elaine weaves discussion, stories and original music into her presentations to inspire and empower all who hear her speak.

**This is a great opportunity for students to learn, grow and perfect their leadership skills.**

**ATTITUDE**

**APTITUDE**

**ACTION**

**Speaker: Elaine Penn:**  
9:00 – 10:35 am

**Session I: ATTITUDE:**  
10:45 – 11:35 am  
**Theme: Identify your leadership style/attitude towards leadership**

**Lunch:**  
11:40 – 1:00 pm

**Session II: APTITUDE:**  
1:00 – 1:50 pm  
**Theme: Building/developing leadership competencies**

**Session III: ACTION:**  
2:00 – 2:50 pm  
**Theme: Using your leadership skills to lead other/affect change.**

**Wrap up Discussion: Dr. Ford**  
3:00 – 4:00 pm

**Friday, November 3rd, 2006**  
9 a.m. to 4 p.m. • UC Aud.

NAME: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

**FOCUS GROUP** - As part of the Focus Group, you will automatically be registered in a drawing for prizes.  
**For more info: Victor Teschel, 474-3155**  
**Return registration form to UCSA Service Desk**

All registration forms are due October 27th, '06

To arrange accommodations for the disabled or hearing impaired, call Catherine Powell at (800) 473-7469 (voice/TDD) or through the Florida Dual Phone Relay System at 800-955-8770 (voice) at least five days in advance.

# Learning Outcomes

The graduate students participating in this project will:

1. Collect appropriate benchmarks and standards for undergraduate leadership training
2. Choose developmentally appropriate leadership development content material for the anticipated program audience
3. Construct instructional/learning strategies appropriate to the audience and venue
4. Use an effective event planning and implementation strategy
5. Demonstrate effective team behaviors
6. Demonstrate effective communication skills
7. Reflect on how the specific skills and knowledge gained from the experience relate to their professional preparation
8. Create measurable student learning outcomes for the symposium

# Assessment Plan

Assessment for the project includes rubric guided observations of student behavior and performance and student reflections on their learning. Additional assessments focus on the operational outcomes of the program.



# Project Results and Interpretation Summary Outcomes

- Leadership Symposium held November 3, 2006
  - Included: 50 students (in and out all day)
  - 11 presenters with 12 sessions: included student affairs staff, Assoc. VP for Diversity, and Professor in Communication Arts
- Assessment tools chosen by the graduate students were inadequate to measure both graduate and undergraduate student learning outcomes.



# Summary (cont.)

## ■ Learning Outcome 1: Benchmarking

- No evidence of effective use of CAS Standards
- Previous Leadership Symposium format modeled

## Learning Outcome 2: Choose Appropriate Content

- Based upon participant feedback, content of the program was rated:
  - 37.5% "5"-thoroughly exceeds expectations
  - 52.5% "4"-above expectations
  - 7.5% "3"-met expectations
  - 2.5% "2"-below expectations



## Summary (cont.)

- **Learning Outcome 3: Outcomes appropriate to audience and venue**
  - Leadership in both Student Activities and Career Services reviewed the program and deemed the content acceptable to meet learning outcomes as stated in original QEP proposal
  - Dr. Ford, VP Student Affairs, conducted leadership symposium reflection
  - Comments from participant feedback included:
    - Most valuable session: "Things Your Momma Never Taught You" life skills learned and realistic application: sharing of knowledge
    - "Elaine Penn....gave insight and motivated people to lead"
- **Learning Outcome 4: Use Effective Event Planning Strategy**
  - No rubric was developed to measure this outcome
  - No rubric used measured this outcome successfully
  - Weekly meetings were conducted, subgroups were formed (student development and assessment, program development, promotion and fundraising), tasks were divided among subgroups

# Summary (cont.)

## **Learning Outcome 5: Teamwork**

- Measured through “Teamwork” rubric and GA journals:
  - Experienced a dysfunctional team
  - Pre and post rubric scores indicate improvement (3.2 – 3.38)
  - Did not see themselves as a project team

## ■ **Learning Outcome 6: Communication**

- Measured through “Communication” rubric and GA journals:
  - Learned effects of both verbal and non-verbal communication
  - Were unable to communicate openly in large group, however sub-groups worked well together

## Summary (cont.)

- **Learning Outcome 7: Relate project to Professional Preparation**
  - Measured through GA Reflection Rubric “Future Implications” and journals:
    - Did not make “whole” connection
    - Did not use CAS Standards
    - Some recognized applicability of project, but did not fully participate
    - Participation in group reflection was limited and made measurement difficult
- **Learning Outcome 8: Create SLO’s for participants**
  - Student learning outcomes were created; however, project team was unable to use the rubric effectively due to the very small sample size (6 students participated in focus group following the symposium)

# Implications

- Preparation for professional work
- Lack of team-work skills
- Use of resources
- Trouble articulating and conceptualizing how project management relates to course work and professional preparation
- Need for more practical projects
- What is the role of advisors? What should advisors tell them?
- Never became fully engaged

# What was learned

## ■ What GA's learned:

- The need to take initiative
- Need for a positive attitude
- Importance of time management
- Need for effective communication skills
- Importance of team building and the consequences when everyone is focused on themselves
- The value of teamwork and collaboration
- Prioritizing is key
- Timelines help keep large groups on task

## ■ What advisors learned:

- Set clear expectations from the beginning
- Know when to step in
- Importance of effective communication
- What role should be taken as an advisor
- GA's did not know when to ask for help
- Be more intentional in requiring students to review and revise student learning outcomes – after completion of the symposium
- Students need help in making the connection between theory and practical application

# What was learned (cont.)

- Focus Group Feedback from participants:
  - Networking: creatively from Christine and Delegation from Judy
  - Networking and stress/time management
  - Delegation, attitude, personal responsibility, and development of new leaders
  - Time and stress management
  - That it does help develop good skills
  - Leaders – how to be a good leader, event is needed to be a good leader, how to delegate, time management, stress management, professional practice

# Evidence of Dissemination

- QEP Symposium: April 9, 2007
- Student Affairs Symposium: May 2, 2007
- Monograph
- Annual Reports
- Prepare presentation for NASPA FL Drive-In: October 2007

# Institutionalization

- Included in the 2007-2008 UCSA budget proposal – deleted due to budget shortfall
- Portfolio of the project will be available

# Conclusion

- Summary of what was learned
- What additional work might be appropriate
- Recommendations for further research or practical application



# Recommendations

- Institutionalize the conference
  - Establish student, faculty and staff buy-in
- Expand conference in future years to include other schools
- Continue to target Academic Foundation Seminar classes
- Establish an annual source of funding
- Continue benchmarking

# References

- Astin, A. W. (1977). Four critical years. San Francisco: Jossey-Bass.
- Astin, A. W. (1985). Achieving educational excellence: A critical assessment of the priorities and practices of higher education. San Francisco: Jossey-Bass.
- Bandura, A. (1993). Perceived self efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self efficacy beliefs on academic functioning. Child Development, 67, 1206-1222.
- Bronfenbrenner, U. (1979). The ecology of human development: Experiences by nature and design. Cambridge, MA: Harvard University Press.
- Crain, W. (1992). Theories of development (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.
- Gardner, D. G., & Pierce, J. L. (1998). Self-esteem and self efficacy within the organizational context: An empirical examination. Group and Organizational Management, 23, 48-70.

# References

- Kuh, G. D. (1995). The other curriculum: Out of class experience associated with student learning and development. Journal of Higher Education, 66, 123-155.
- Schunk, D. H., & Zimmerman, B. J. (1997). Social origins of self regulatory competence. Educational Psychologist, 32 (4), 195-208.
- Sullivan, A. V. S. (1997). Rites and passages: Student's views of academic and social integration. College Student Affairs Journal, 16 (2), 4-14.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. Review of Educational Research, 45, 89-125.
- Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition (2nd ed.). Chicago: University of Chicago Press.