



Common Experience Analysis Report
Spring 2014

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Methodology

Attendees were each given a survey measurement at the conclusion of the Common Experience Retreat to self-report their understanding of Socially Responsible Leadership and how they can apply the building blocks of communication to their future student leader roles. All students were encouraged to complete the survey and results were compiled. In total, 149 surveys were completed and 75 documents were randomly selected to analyze the following two questions:

- 1.) Name one way you can apply your strengths in your forthcoming leadership role at DePaul?
- 2.) Name one building block.

Question 1: Methodology:

Name one way you can apply your strengths in your forthcoming leadership role at DePaul?

The documents were evaluated and coded to determine how students hoped to apply their strengths. First an emergent coding procedure was employed to allow the findings to become apparent (Creswell, 2009). The emerging approach was chosen to allow for the greatest flexibility in analyzing the data. Responses were reviewed through themes and tracked to reflect the most common responses. Once themes were formed it became apparent that the responses fell within one of the five categories of socially responsible leadership: Self-Understanding & Personal integrity, Taking Seriously the Perspective of Others, Contributing to a Larger Community, Knowledge and Intellectual Competence, and Striving for Excellence and None designed for answers that did not fit into the framework.

Question 2: Methodology:

Name one building block.

The student responses were compiled and analyzed. The findings indicate that only 30 students were able to define one of the building blocks verbatim. Therefore, answers were clustered into one of the following groups: Suspend Judgment, Deeply Listening, Reflection and Inquiry, Suspending Assumptions, and None designed for answers that did not fit into one of the blocks.

Findings

Question 1: Findings and Discussion:

Name one way you can apply your strengths in your forthcoming leadership role at DePaul.

Students were asked, “Name one way you can apply your strengths in your forthcoming leadership role at DePaul.” The responses were compiled, analyzed, and clustered according to one of the five SRL categories: Self-Understanding & Personal integrity, Taking Seriously the Perspective of Others, Contributing to a Larger Community, Knowledge and Intellectual Competence, and Striving for Excellence.

Figure 1.1

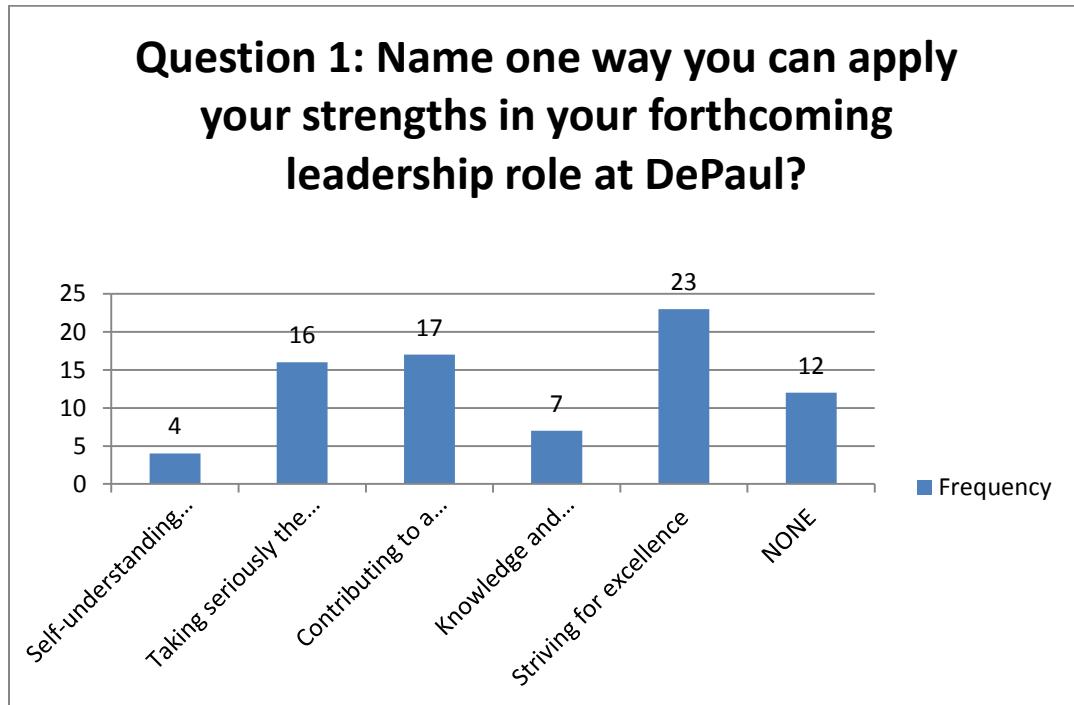


Figure 1.1 illustrates the cross-tabulation for responses to question one, “Name one way you can apply your strengths in your forthcoming leadership role at DePaul.” Four students responded to the question by naming two ways they would apply their strengths. Therefore there are 79 entries.

Our findings show 23 students illustrated they would use their strengths to strive for excellence in their role, 17 students listed contributing to a larger community, 16 students named an action or viewpoint that demonstrated taking seriously the perspective of others, 12 students did not name or identify an action that fell into the SRL framework, 7 students responded using the knowledge and intellectual competence framework, and 4 students replied with answers congruent with self-understanding and personal integrity as a way they would apply their strengths.

Below are a few quotes pulled illustrating ways students would use their strengths in their leadership role. Please note the quotes below were only pulled from students granting permission of their use.

Quotes highlighting ways students will take seriously the perspective of others

- “I can apply empathy to help understand the perspectives of my committee members.”
- “By being accepting of others and seeing the potential in students.”
- “Account for other people’s opinions more”

Quotes highlighting ways students will contribute to a larger community

- “I can support my students by using my skills learned here and being an ally to them and staying informed.”
- “Interacting with those around me and when planning the connection every week”
- “I can grow my strengths and apply my responsibility and positivity to building my freshman community.”

Quotes highlighting ways students will strive for excellence

- “Being an achiever will help me work hard at every TL program.”
- “I can influence others by making my motivation contagious.”
- “My strengths apply greatly to being an effective mentor. I love to learn about new people and I can direct a conflict if it will be productive for the group.”

Question 2: Findings and Discussion:

Name one building block.

Students were also asked to name one building block. The responses were compiled, analyzed, and clustered according to one of the four building blocks. Suspend Judgment, Deeply Listening, Reflection and Inquiry, Suspending Assumptions, and None designed for answers that did not fit into one of the blocks.

Figure 1.2

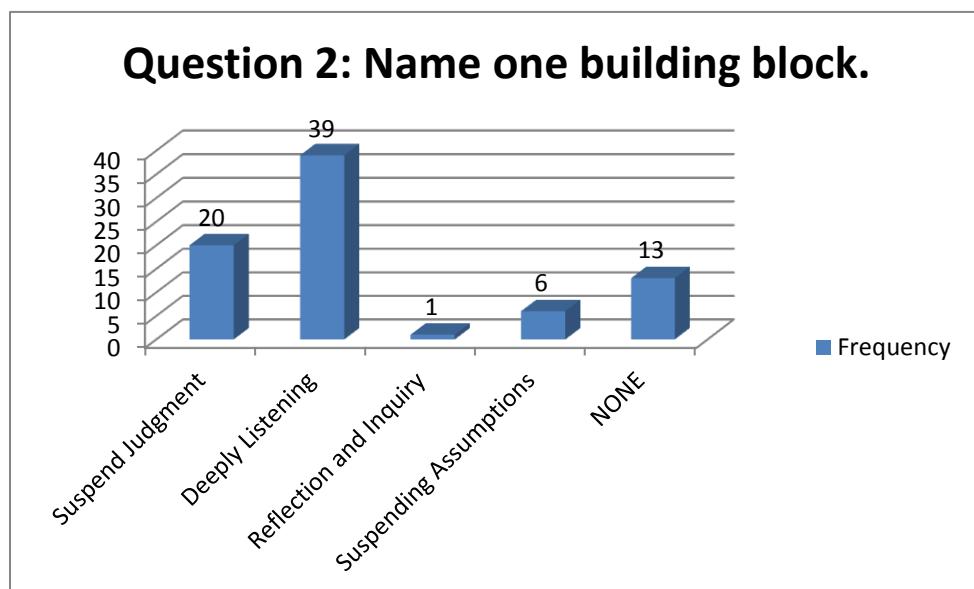


Figure 1.2 illustrates the cross-tabulation for responses to question two, name one building block. Four students responded to the question by naming two building blocks. Therefore there are 79 entries.

The findings show/indicate 39 students named deeply listening, 20 students identified suspend judgment, 13 students did not name a building block, 6 identified suspending assumptions, and 1 student replied with reflection and inquiry.

Advancement Toward Learning Outcome:

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
LEARNING OUTCOME: PARTICIPANTS WILL ARTICULATE HOW THEY CAN APPLY THEIR STRENGTHS IN THE LEADERSHIP ROLE.	75	63

Recommendations

The assessment question at hand is to determine what students learned from the Common Core Retreat and how they are applying what they have learned in their current leadership roles.

Opportunity 1 – Prompts

Although students were able to articulate one way they will use their strengths and name a building block, the data indicated opportunities to modify the survey questions to better understand *how* students will apply what they learned in their leadership roles.

- Opportunity to clarify prompt
 - "Name one way you can apply your strengths in your forthcoming leadership role at DePaul."
 - Update the prompt to "Describe one way you can apply your top five strengths (as defined by StrengthQuest) in your forthcoming leadership role at DePaul."
 - Students will have to answer the question based on a situational response. The response could then provide reviewers to later check-in and observe if the student is demonstrating the stated strength.
- Opportunity to modify "Name one building block" question
 - Only 30 students were able to name a building block verbatim- perhaps modifying this question to probe the student on how they might use one of the building blocks of communication would be more revealing as to what the student learned.

- Data also shows listening as the most occurring response. It should be considered that students may have guessed this answer.

Opportunity 2 – Follow-up

Due to resource restrictions the Student Leadership Institute was unable to conduct focus groups to review student learning. Other follow-up options should be considered.

- Opportunity to supplement findings
 - Have students complete a mid-year post evaluation
 - The evaluation could ask students to reflect on the ways they have used their strength and building blocks of dialogue.

References

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: SAGE Publications.