

Aggies Commit: Reflections on Student Involvement Fall 2012-Spring 2013

Background

The Texas A&M Division of Student Affairs has been an active participant since Texas A&M University established its Quality Enhancement Plan (QEP) as part of the accreditation process with the Southern Association of Colleges and Schools (SACS). A university committee was charged with developing the Quality Enhancement Plan, and according to the QEP website (<http://provost.tamu.edu/initiatives/quality-enhancement-plan/qep>), “The topic of the QEP will be centered on some aspect(s) of Aggies Commit which is based on the Aggie Core Values, our *Teaching and Learning Roadmap of the Academic Master Plan, Action 2015: Education First*, and nationally recognized student learning outcomes and high-impact education practices.”

Additionally, the website explains the theme of the QEP “is *Aggies Commit to Learning for a Lifetime*. Our rapidly-changing world needs people who can learn and keep learning, adapt to change, and create new opportunities for themselves and others. Learning for a lifetime requires curiosity, initiative, and independence, as well as the ability to reflect, transfer knowledge to new contexts, and integrate knowledge from more than one domain. Our QEP focuses our efforts on creating learning environments and a campus culture that foster these qualities and abilities.”

The Division of Student Affairs, and specifically the Student Leader Learning Outcomes (SLLO) project, is mentioned numerous times throughout the Aggies Commit literature. Furthermore, the website names the Division’s role by stating, “Student Affairs and other support units will participate in the QEP efforts by providing or supporting experiences that help students grow as lifelong learners.”

When addressing how the institution would assess progress and success of the QEP, as outlined in the frequently asked questions for Aggies Commit, “At the university level, we will evaluate student reflections and associated artifacts using the VALUE (Valid Assessment of Learning in Undergraduate Education) rubric, Foundations and Skills for Lifelong Learning, developed by AAC&U. Additionally, results of college assessments will be used to evaluate the impact on student learning at individual colleges and collectively for the university.” In August 2012, the SLLO committee discussed creating an assessment project that would gather student reflections based on prompts related to lifelong learning and integrated learning. The project would include student organizations from throughout the Division of Student Affairs.

The assessment project involved students reflecting on one prompt once a month throughout the 2012-2013 year through their student organization or involvement. The seven months during the academic year included September, October, November, December/January (combined), February, March, and April. Paper forms were created by Student Life Studies and distributed to advisors of participating groups and then returned to Student Life Studies. The SLLO Assessment Team developed the reflection prompts and used AAC&U VALUE rubrics to score each reflection.

Method and Sample

The seven monthly paper surveys were developed using Teleform[®], survey design software that creates scannable forms and databases. Each survey included seven demographic questions and the qualitative reflection prompt. The November survey consisted of two reflection prompts, while all other months had one.

The data was analyzed using SPSS[®], a statistical software package, Microsoft Word[®] and Microsoft Excel[®]. The SLLO Assessment Team did a formal analysis of the reflections using the AAC&U’s Integrative Learning VALUE Rubric and Lifelong Learning VALUE Rubric. Rubrics were adjusted to reflect the specific question each month by the SLLO Assessment Team. Reflections received scores of 4=Capstone, 3=Milestones, 2=Milestones, 1=Benchmark, and 0=Evidence Not Provided. All reflections were reviewed by a minimum of two reviewers, if those reviewers had different scores, then a third review was used.

Surveys were administered seven different times through student organization or involvement meetings. Advisors distributed, collected, and returned the surveys to Student Life Studies. At the start of the 2012-2013 academic school year, 76 student organizations or involvements expressed interest in participating in this assessment project, which represented approximately 1,300 students. However, not all student organizations started or continued with the project the entire year. Additionally, within each individual student organization, the number of students varied throughout the year from what they initially indicated. Therefore, a response rate was not able to be determined. Table 1 demonstrates the breakdown of students and groups participating each month. There were 1,836 students who completed a survey, and of those, 1,692 had unique UINs. Approximately 8% of the students were in multiple organizations, not affiliated with a department.

Month	Number of Students Participating	Number of Participating Groups
September	1010	69
October	968	67
November	859	64
December/January	856	61
February	789	62
March	747	61
April	669	58

Table 1: Student and Group Participation

The 69 student organizations that participated in at least one month of the project represented eight departments in the Division of Student Affairs: Corps of Cadets, Multicultural Services, Memorial Student Center, Offices of the Dean of Student Life, Residence Life, Student Activities, Student Health Services, and Veteran Resource and Support Center. Additionally, there was one group from International Student Services, and two recognized student organizations with advisors who also were DSA staff members. The participating student organizations or involvements are listed below.

- | | | |
|----------------------------------|------------------------------|------------------------------|
| Aggie Muster Committee | Hall Council – Rudder | O.R. Simpson Honor Society |
| Aggie REACH | Hall Council – Schuhmacher | Off Campus Aggies |
| Aggie Recruitment Committee | Hall Council/RAs – Mosher | Parents’ Weekend Committee |
| Aggie Transition Camps | International Student Assoc. | Parsons Mounted Cavalry |
| Aggie Wranglers | Kappa Delta Sorority | RAs – Appelt |
| Aggies 2 Aggies | Leadership Living Learning | RAs – Aston |
| Aggie Orientation Leader Program | Community | RAs – Clements |
| Asian President’s Council | MSC Abbott | RAs – Davis-Gary |
| Corps of Cadets Leadership | MSC Aggie Cinema | RAs – Eppright |
| Conference on Student | MSC ALOT | RAs – FHK |
| Government Association | MSC CAMAC | RAs – Legett/Walton |
| Emerging Leaders | MSC Diversity | RAs – Neeley |
| Environmental Issues Committee | MSC Executive Team | Residence Hall Staff Council |
| F1: First-Year Photo Project | MSC FISH | RHA Community President’s |
| Fish Aides | MSC FLI | Council |
| Fish Camp | MSC Hospitality | Ross Volunteer Company |
| Fish Drill Team | MSC Human Resources | SGA Executive Team |
| Freshmen in Liberal Arts | MSC LEAD | SGA Diversity Commission |
| Reaching Excellence | MSC LT Jordan Institute | Student Senate |
| Freshmen Leadership | MSC OPAS | Student Veteran Association |
| Development Retreat | MSC Programs Team | Texas Aggies Making Changes |
| Graduate Student Council | MSC SCONA | Texas A&M Aggie Band |
| GUIDE | MSC Town Hall | <i>The Battalion</i> |
| Hall Council – FHK | MSC WBAC | The Big Event |
| Hall Council – Neeley | MSC Wiley Lecture Series | |

The reflection prompts were developed by the SLLO Assessment Team and used the AAC&U VALUE rubrics in scoring each question. Table 2 displays the reflection prompt and the VALUE rubric used for each month.

Month	VALUE Rubric	Reflection Prompt
September	Lifelong Learning (Curiosity)	What brought you to this particular student organization and why is it a good fit for you?
October	Lifelong Learning (Curiosity)	Beyond building friendships and networking, what do you personally hope to learn through this student involvement experience?
November	Integrative Learning (Connection)	What connections, if any, can you make between this student involvement experience and your classroom experience?
November	Integrative Learning (Connection)	What connections, if any, can you make between this student involvement experience and your career path?
Dec/Jan	Lifelong Learning (Reflection)	Based on this student involvement experience, please give an example of a time when you expressed your views, solutions, or opinions on an issue. If you have not expressed your views, solutions, or opinions on an issue, please share your thoughts on why not.
February	Lifelong Learning (Reflection)	How does this student involvement impact your life experience?
March	Integrative Learning (Transfer)	How have you applied skills or abilities gained from previous experiences to solve problems or explore issues in this student involvement?
April	Integrative Learning (Reflection & Self-Assessment)	How do you see yourself now compared to who you were at the beginning of this student involvement experience?

Table 2: Reflection Prompts and Rubrics

Results

Results will be reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending mean, frequency, or change order, unless otherwise specified. Qualitative themes are reported in this report; the entire list can be found in a separate document. Results are reported by monthly reflection and overall.

Demographics

Several demographics were gathered from students while responding to the reflection prompts. Table 3, on the following page, illustrates the results for each month and the overall total. Additionally, students were asked their UIN and the name of the student organization they were in while completing the survey. The gender question included additional response options of Gender Neutral, Transgender, and Prefer Not to Answer. Results for these options were less than 1% or not selected at all.

Generally, participant demographics remained consistent throughout the seven months. However, the genders for March and April flipped compared to the earlier months. There was an increase in students participating during their first and second year at Texas A&M for the spring surveys. In addition, there was a switch in the students' role within their organization between September and April with fewer executive officers or student staff. A majority of the students involved with this assessment were Caucasian/White, upperclassmen, and in executive or student leader roles.

Student Demographics	September (n=1,010)	October (n=968)	November Class (n=859)	November Career (n=838)	Dec/Jan (n=856)	February (n=789)	March (n=747)	April (n=669)	Total (n=6,736)
Classification									
U1	11%	12%	12%	12%	10%	12%	12%	12%	12%
U2	24%	25%	25%	23%	22%	25%	24%	25%	24%
U3	27%	27%	25%	25%	28%	22%	26%	25%	26%
U4	36%	35%	36%	37%	38%	39%	37%	36%	37%
G7	1%	1%	1%	1%	1%	1%	1%	1%	1%
G8	1%	1%	<1%	<1%	<1%	<1%	<1%	1%	1%
Years at A&M									
First Year	12%	13%	13%	13%	13%	16%	16%	16%	14%
2 Years	32%	31%	32%	31%	31%	31%	35%	35%	32%
3 Years	30%	30%	28%	28%	29%	25%	26%	26%	28%
4 Years	21%	23%	24%	24%	24%	24%	21%	20%	23%
5 or More Years	3%	3%	3%	3%	3%	2%	2%	2%	3%
Role in Organization									
Exec. Officer/Student Staff	67%	61%	62%	63%	61%	60%	60%	55%	62%
General Member	32%	38%	36%	35%	37%	39%	39%	44%	37%
Ethnicity									
African American/Black	4%	4%	4%	4%	3%	4%	3%	3%	4%
Asian American/Pacific Islander	6%	5%	6%	6%	7%	6%	7%	7%	6%
Caucasian/White	68%	66%	66%	67%	69%	67%	66%	70%	68%
Hispanic/Latino	16%	17%	15%	15%	14%	17%	16%	13%	15%
Native American/ American Indian	1%	1%	1%	1%	<1%	1%	1%	1%	1%
Other	2%	1%	2%	2%	2%	2%	3%	1%	2%
Unknown	4%	4%	4%	4%	3%	2%	3%	3%	3%
Gender									
Male	53%	54%	52%	52%	51%	49%	48%	47%	51%
Female	46%	44%	46%	46%	46%	49%	50%	50%	47%

Table 3: Student Demographics

September

As the first reflection question of the semester, students were asked to respond to the question: “What brought you to this particular student organization and why is it a good fit for you?” The rubric rating scale, adapted from the Lifelong Learning VALUE rubric portion relating to curiosity, was:

0 (Benchmark) = Sample does not provide evidence.

1 (Benchmark) = Explores interest/fit at a surface level, providing little insight and/or information beyond the very basic facts indicating low knowledge of the organization and its purpose – e.g. friends/nice people are in the group; thought it would be interesting/fun.

2 (Milestones) = Explores interest/fit with some evidence of depth, providing occasional insight and/or information indicating mild knowledge of the organization and its purpose.

3 (Milestones) = Explores interest/fit in depth, yielding insight and/or information indicating knowledge of the organization and its purpose.

4 (Capstone) = Explores their interest/fit in depth, yielding a rich awareness and/or little-known information indicating intense knowledge of the organization and its purpose.

Over 1,000 students submitted a variety of responses. Students who received lower scores provided answers such as “I wanted to get involved” (Senior, Caucasian/White, Female) and “Because it’s awesome” (Junior, Prefer Not to Answer, Gender Neutral). On the other hand, students who scored at the capstone level, made comments such as:

I came to Fish Camp four years ago as a counselor because I was not satisfied with my Fish Camp experience as a freshman. I wanted to make sure future freshmen had the most positive experience possible. I've stayed in Fish Camp because it has become my college passion and I am consistently amazed with all that it is able to do in the lives of so many people each year. It's a good fit for me because I share the mission and values of Fish Camp with my personal values. There is a lot of overlap and I'm able to work hard and enjoy all the time I've dedicated to it. (Senior, Caucasian/White, Female)

I was looking for a professional organization that would expose me to other leaders on A&M's campus as well as in the workplace. COSGA offered a professional conference in which I could cultivate my leadership skills, learn from professionals, interact with other student leaders, and have fun. It's a great fit for me because it integrates professionalism with a social aspect as well and it has taught me so much about leading in a professional manner. (Senior, Asian American, Female)

For some students, their motivation to join was simply to meet people and be involved, while others found organizations that aligned with their values, provided learning opportunities, and allowed them to give back to the community.

October

The second question of the semester built upon students' reflection on why this organization was a good fit for them. The October question began to focus students on the outcomes of their participation: "Beyond building friendships and networking, what do you personally hope to learn through this student involvement experience?" The rubric rating scale, adapted from the Lifelong Learning VALUE rubric portion relating to curiosity, was:

0 (Benchmark) = Sample does not provide evidence

1 (Benchmark) = Explores what they want to learn at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the organization and its purpose

2 (Milestones) = Explores what they want to learn with some evidence of depth, providing occasional insight and/or information indicating mild interest in the organization and its purpose

3 (Milestones) = Explores what they want to learn in depth, yielding insight and/or information indicating interest in the organization and its purpose

4 (Capstone) = Explores what they want to learn in depth, yielding a rich awareness and/or little-known information indicating intense interest in the organization and its purpose

Over 960 students responded to the question with varying depth of answers about their learning in the organization. On the low end of the scale, several students could not articulate what they wanted to learn, but more students used general terms about leadership, serving others, making a difference, involvement, and friendships. Higher on the scale, students not only talked about the impact on themselves, but also the impact on others and their future.

What I personally hope to learn through this student involvement is the opportunity to develop my voice and understand who I am as an individual. I hope to be challenged through tasks, programs, beliefs, and values in order to fully develop and understand my own. Through this I will be able to understand as an individual and play towards my strengths in impacting others. (Senior, Hispanic/Latino, Male)

Growth as a leader; to be put in a difficult environment and be challenged to lead; to learn skills not taught in the classroom; to be developed by my advisor; to become most marketable for a future job; to prove competency. (Senior, Caucasian/White, Male)

Although some students may not join student organizations for the purpose of learning, many of them can in broad terms indicate some aspect of working with others that appeals to them. Generally, students with more experience are able to more clearly describe specific learning experiences and skills that will help them understand themselves, their environment, and their future.

November

November marked the only month where students were asked to complete two questions. The students were prompted to respond to the two related questions: (Question 1) “What connections, if any, can you make between this student involvement experience and your classroom experience?” and (Question 2) “What connections, if any, can you make between this student involvement experience and your career path?” The rubric rating scale, adapted from the Integrative Learning VALUE rubric portion relating to connection, was:

Question 1:

0 (Benchmark) = Sample does not provide evidence level performance.

1 (Benchmark) = Identifies connections between involvement experiences and those academic contexts and ideas perceived as similar and/or related to own interest.

2 (Milestones) = Compares involvement experiences and academic knowledge to infer differences, as well as similarities, and/or acknowledge perspectives other than own.

3 (Milestones) = Effectively selects and develops examples of involvement experiences, to illuminate concepts/theories/frameworks of fields of study.

4 (Capstone) = Meaningfully synthesizes connections among involvement experiences outside of the formal classroom to deepen understanding of fields of study and to broaden own points of view.

Question 2:

0 (Benchmark) = Sample does not provide evidence level performance.

1 (Benchmark) = Identifies connections between involvement experiences and ideas perceived as similar and/or related to career interest.

2 (Milestones) = Compares involvement experiences and career field to infer differences, as well as similarities, and/or acknowledge perspectives other than own.

3 (Milestones) = Effectively selects and develops examples of involvement experiences, to illuminate career path.

4 (Capstone) = Meaningfully synthesizes connections among involvement experiences to deepen understanding of career path and to broaden own points of view.

Over 850 students submitted a variety of responses. For question 1, the students who received lower scores provided answers such as “It is teaching me to multitask” (Junior, Caucasian/White, Gender Neutral) and “No connections” (Senior, Hispanic/Latino, Male). Conversely, students who scored at the capstone level for question 1 made comments such as:

Understanding the theories on communication, student development, and leadership is put into action and observed in this organization. For example, I know the 5 stages of group development and experience it in COSGA. (Senior, Hispanic/Latino, Male)

Yes, more in tune with teaching techniques and my classmates concerns and conversations. This allows me to have a say in writing bills and pushing for a change on campus that students want. (Senior, Prefer Not to Answer, Female)

There are several connections between this organization and my classroom experience. In both, I am being taught and learning how to do effective problem solving. In the classroom, on actual problems, and in FISH, by planning meetings and working out issues. Also, communication skills are vital in both, as communication with profs and staff. (Freshman, Caucasian/White, Male)

Many of the high scoring responses related to the development of skills and abilities necessary to work successfully in groups with different kinds of people and in uncertain environments.

For question 2, the students who received lower scores provided answers such as “Networking” (Junior, Not Listed, Male) and “Understanding more of my possible coworkers” (Senior, Caucasian/White, Female). Conversely, students who scored at the capstone level for question 2 made comments such as:

Working at the Batt [the campus newspaper] provides me with excellent editorial experience. I can use this in my career path because I will be an English teacher and will have to teach writing/grammar and grade papers. (Senior, Caucasian/White, Female)

As a health care professional, I will be able to use the values of service, ethics, and importance of family that I have learned through this organization with my dealings with patients. (Junior, Hispanic/Latino, Male)

For some students, their involvement in the organization aligned specifically with their career goals. Other students articulated the development of transferrable skills which would benefit them in future experiences that were going to be significantly different from the purpose and scope of their collegiate involvement.

December/January

During the month of December or January, students were asked to provide an answer to the following question: “Based on this student involvement experience, please give an example of a time when you expressed your views, solutions, or opinions on an issue. If you have not expressed your views, solutions, or opinions on an issue, please share your thoughts on why not.” The rubric rating scale, adapted from the Integrative Learning VALUE rubric portion relating to reflection, was:

- 0 (Benchmark) = Sample does not provide evidence level performance.
- 1 (Benchmark) = No specific examples but affirms behavior occurred at an experience, without revealing clarified meaning or indicating a broader perspective about events.
- 2 (Milestones) = Gives specific example at a surface level, revealing slightly clarified meanings or indicating a somewhat broader perspective about events.
- 3 (Milestones) = Gives example and some details, revealing fully clarified meanings or indicating broader perspectives about events.
- 4 (Capstone) = Reviews prior experiences in depth to reveal significantly changed perspectives about events, which provide foundation for expanded growth and maturity over time.

Over 870 students submitted responses, which varied in their level of reflection. For those students who received lower scores, answers were one-dimensional, such as “I do this every single meeting,” (Graduate Student, Caucasian/White, Male) and “too shy” (Sophomore, Hispanic/Latino, Female). Nevertheless, those students who scored at the capstone level gave more in depth comments such as:

Being involved in MSC FISH has given me many opportunities to share and take part in my passion for service. We are always coming up with new [events] or ways to raise awareness about individual ideas that weigh heavy in our minds. For example, I was given the opportunity to share my opinion about how important it is to me to raise awareness about how common homelessness is right here in our local Bryan/College Station Area. (Freshman, Caucasian/White, Female)

In the Fall of 2011, Residence Life stated that an RA from every building needed to stay over Thanksgiving break. This was [contrary] to anything stated in our contract. I spoke out against the issue itself and the way the department handled the situation. Many RAs were very upset. I met with Res Life coordinators, and spoke out at staff council meeting to defend my position on the issue. (Senior, African American, Male)

Most students who responded that they had expressed their views did so in committee meetings or smaller, personalized settings. For those students who had not expressed their views, many had not had the opportunity to do so or actively chose not to.

February

During the month of February, students were asked to provide an answer to the following question: “How does this student involvement impact your life experience?” The rubric rating scale, adapted from the Integrative Learning VALUE rubric portion relating to reflection, was:

0 (Benchmark) = Sample does not provide evidence level performance.

1 (Benchmark) = Describes own or organization performances with general descriptors of success and/or failure.

2 (Milestones) = Articulates strengths, challenges, and/or relationships to increase effectiveness in different contexts (through increased self-awareness).

3 (Milestones) = Evaluates changes (within specific performances or events) in own learning over time recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).

4 (Capstone) = Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

Almost 800 students submitted an array of responses, and students who received lower scores replied to the question with answers such as “Takes up [a lot] of time. Learn how to organize, run meetings,” (Sophomore, Asian American, Male) and “gave me an opportunity to be involved” (Sophomore, Hispanic/Latino, Male). Interestingly enough, no students responded at the capstone level for this question. However, those students who scored at the upper milestone level (3) provided comments such as:

I think the lessons I've learned in this conference will shape my values for years to come. This conference has challenged my beliefs and caused me to continuously evaluate. (Senior, Caucasian/White, Female)

It has not only given me a deeper understanding of how diversity has impacted my life, but also how I can impart the importance of diversity to others. (Junior, Caucasian/White, Male)

Involvement impacted many students by allowing them to meet new people and make friends. For those students who received higher ratings according to the rubric, they were able to articulate how their involvement would affect them in the future or transfer to other areas of their life.

March

In March, students were asked to respond to the question: “How have you applied skills or abilities gained from previous experiences to solve problems or explore issues in this student involvement?” The rubric rating scale, adapted from the Lifelong Learning VALUE rubric portion relating to transfer, was:

0 (Benchmark) = Sample does not provide evidence.

1 (Benchmark) = Makes little references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situation.

2 (Milestones) = Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in other situation.

3 (Milestones) = Shows evidence of applying knowledge and those skills from previous learning to demonstrate comprehension and performance in other situation.

4 (Capstone) = Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situation.

Over 750 students responded to this question with a variety of responses. Students who received lower scores provided answers such as “Giving presentations in front of peers. (Sophomore, Asian American, Female) and “Being in other student leadership positions gives you the ability to work well with other people, regardless of how different they are from you.” (Senior, Caucasian/White, Male). On the other hand, students who scored at the capstone level, made comments such as:

I have used my skills from being in a military family to help my social skills within L3C. Having to move around has helped me gain knowledge about how to communicate with different kinds of people. This then is converted into the skills of speech, inclusiveness, and diversity within L3C. (Sophomore, Caucasian/White, Male)

I used to work in a water park for 3 years and dealt a lot with the general public. This really applies to working with other throughout AOLP events and especially NSC's. I use my communication skills as well as patience with others. (Senior, Hispanic, Female)

I have applied my vision I created at the LeaderShape Institute in GUIDE as a way to not only promote diversity in the organization, but also to celebrate it. I apply my assertiveness training I had in my Psychology of Adjustment course to help settle conflicts and manage my time. (Senior, Caucasian/White, Male)

Some students reflected on skills attained from other co-curricular experiences and others responded on experiences connected to work, academics and family. Most of the responses provided a beneficial impact on navigating new situations. Some of the general skills pertained to interaction with others, general organization, professionalism, and ability to lead groups.

April

In April, students were asked to respond to the question: "How do you see yourself now compared to who you were at the beginning of this student involvement experience?" The rubric rating scale, adapted from the lifelong learning VALUE rubric portion relating to reflection and self-assessment, was:

0 (Benchmark) = Very general, does not provide evidence of performance.

1 (Benchmark) = Describes own performances with general descriptors of skills, successes and/or failures.

2 (Milestones) = Articulates personal change and/or strengths and challenges to increase effectiveness in different contexts (through increased self-awareness).

3 (Milestones) = Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).

4 (Capstone) = Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

A variety of responses were collected from over 650 students. Students who received lower scores provided answers such as "At the beginning I was not as confident in my abilities to lead. I would ask questions a lot. I now know how to lead others with confidence and certainty." (Senior, African American, Female) and "A completely different person. This organization has helped me grow into who I am today." (Senior, Caucasian/White, Male). Alternatively, students who scored at the milestone and capstone level, made comments such as:

I am more confident, organized, and put together than when I started in AOLP 4 years ago. I was once an engineering major with no life goals and now I am graduating in psychology going into grad school for student affairs for higher ed. (Senior, Asian American, Male)

I have grown a ton. I've learned the importance of planning, how to be a concise and effective presenter, and the importance of humility-doing your job and not requiring praise. I've found out things about myself I didn't know. (Senior, Caucasian/White, Female)

Some students responded having more confidence in leadership and a variety of other skills; others reflected on their personal and professional growth, and developing a sense of higher personal and interpersonal awareness. There were a few students who reached milestone level and just a couple who scored at the capstone level. Most students scored at the benchmark level.

Overall

Table 4 reveals the mean rubric score by demographics for each month and the overall total. Patterns in the results indicate the length of time students attended at Texas A&M and their role in the organization made a difference. There was a statistically significant difference ($p=.001$) between executive offices/student staff and general members (executive officers/student staff=1.33 and general members=1.15). Additionally, there was a statistically significant difference ($p=.001$) between the first two years at Texas A&M compared to three or more years (one or two years=1.20 and three or more years=1.31).

Some of the traditionally under-representative ethnic populations had an average mean score higher than the overall average. The average rubric scores for the November reflection on making connections between their student involvement with the classroom experience and their career goals were lower than all other months.

Student Demographics	September (n=1,010)	October (n=968)	November Class (n=859)	November Career (n=838)	Dec/Jan (n=856)	February (n=789)	March (n=747)	April (n=669)	Total (n=6,736)
Average Rubric Score	1.86	1.57	0.79	0.92	1.21	1.16	1.29	1.16	1.27
Classification									
U1	1.60	1.31	0.81	0.86	1.21	1.01	1.18	1.31	1.17
U2	1.84	1.56	0.68	0.81	1.09	1.15	1.21	1.10	1.21
U3	1.84	1.59	0.81	1.00	1.18	1.19	1.26	1.02	1.27
U4	1.97	1.67	0.83	0.95	1.31	1.20	1.41	1.25	1.34
G7	2.00	1.50	1.25	1.00	1.31	1.00	1.00	1.00	1.26
G8	1.75	1.50	0.50	0.75	0.50	1.50	1.67	1.25	1.23
Years at A&M									
First Year	1.66	1.33	0.85	0.86	1.06	1.01	1.14	1.26	1.16
2 Years	1.88	1.58	0.68	0.84	1.14	1.17	1.25	1.06	1.23
3 Years	1.86	1.61	0.84	0.96	1.24	1.18	1.27	1.14	1.30
4 Years	1.98	1.67	0.83	0.97	1.34	1.23	1.51	1.30	1.36
5 or More Years	1.79	1.37	0.83	1.13	1.23	1.19	1.06	1.07	1.24
Role in Organization									
Exec. Officer/Student Staff	1.88	1.64	0.84	0.97	1.31	1.23	1.42	1.21	1.34
General Member	1.84	1.48	0.71	0.83	1.05	1.05	1.09	1.10	1.16
Ethnicity									
African American/Black	1.83	1.44	0.87	0.93	1.41	1.16	1.30	1.48	1.31
Asian American/Pacific Islander	1.91	1.72	1.02	0.90	1.29	1.16	1.43	1.27	1.35
Caucasian/White	1.86	1.55	0.80	0.92	1.18	1.15	1.30	1.16	1.26
Hispanic/Latino	1.94	1.69	0.67	0.98	1.31	1.24	1.32	1.14	1.32
Native American/ American Indian	1.67	1.50	0.82	0.73	1.25	1.00	1.25	0.75	1.06
Other	1.80	1.71	0.63	0.88	1.21	1.19	0.85	0.60	1.16
Unknown	1.67	1.22	0.72	0.75	0.82	0.93	1.04	0.75	1.02
Gender									
Male	1.81	1.53	0.77	0.89	1.21	1.15	1.21	1.18	1.24
Female	1.94	1.63	0.82	0.96	1.20	1.18	1.37	1.16	1.30

Table 4: Mean Rubric Score by Demographics

Conclusions and Recommendations

Overall, the mean scores for each demographic population and all students combined was low (average rubric score=1.27). It seems that students are not given the opportunity to reflect on their experiences and they do not appear to do it on their own. Students could make little connection between their co-curricular activities and their academic experiences and career goals. However, in looking at these two areas, students made slightly stronger connections with their careers rather than their classes.

Student and Advisor Recommendations

There are many opportunities to improve students' self-reflection on their co-curricular experiences. What are students learning and how can that knowledge be applied to other involvements, classroom, and career goals? The Student Leader Learning Outcomes (SLLO) committee may want to explore ways to reach students to encourage this type of reflection throughout their college experience. In addition, SLLO might want to consider adding information about facilitating student reflection for advisors and supervisors at the SLLO orientation and as a topic for SLLO retreats. The SLLO Leadership Team may need to create new resources to help advisors and supervisors work with students to reflect on their experiences and connect those with their academic learning and future career goals. Furthermore, The SLLO Leadership Team may look at how to reach out to student organization advisors outside of the Division of Student Affairs to provide training and resources in a manner that reaches those individuals.

There could be opportunities to build in more student reflection with the new I Lead Maroon program beginning in the Fall 2014 semester. While there is already an expectation for students to reflect during this project, it may be beneficial to look at how this expectation is communicated with students as well as what resources are provided to assist students. Student reflection may also fit well as a training topic for the leadership coaches with the I Lead Maroon program.

Project Recommendations

This division-wide initiative focused on areas related to the institution's Quality Enhancement Plan, specifically integrative learning and lifelong learning. The rubric and scoring method were consistent throughout the project.

It is recommended for this project to be repeated every two or three years to determine if providing students opportunities for reflection help in integrating what they learn from one situation to another. However, it is also recommended that future projects be designed with fewer questions throughout the year, and to have no more than one reflection prompt per survey. Additionally, the project coordinator(s) should look at alternatives to structure the surveys and allow more time during student organization meetings or outside of the meetings for students to have deeper reflection.

Providing training for advisors administering the reflections is recommended in the future. This will help each organization be consistent in how the survey is administered. Some topics to discuss with advisors include sharing the reflection prompt with students prior to the meeting, providing a script for advisors when administering the survey, the timing of the survey in relationship to the meeting, and the amount of time planned for the survey. Furthermore, it may be beneficial to bring the chief student leader of the organization with the advisors for this training to build student buy-in for the project and how to administer it.

Report prepared for: Division of Student Affairs, Texas A&M University
Report prepared by: Kelly Cox, Sarah Edwards, Sarah Jaks, Cruz Rios, and Darby Roberts, SLLO
Report prepared on: May 9, 2014
Analysis prepared by: Gulsum Korkmaz, Vanessa Hicks, and Tim Salazar, Student Life Studies
Surveys designed by: Funmi Amubieya and Austin Wright, Student Life Studies

*Services provided by Student Life Studies are funded, in part, by Texas A&M University Advancement Fee.
Find Student Life Studies on Facebook!*