

## **Proposal for Quality Enhancement Plan Project Cover Sheet**

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We understand that the project proposal elements listed below must be included in all proposals considered by the UWF Quality Enhancement Steering Committee. Refer to the Rubric for Evaluating Programs for guidance in developing each program element.

- Abstract (100 word limit)
- Project Rationale
- Relationship to the University's QEP Goals (See Appendix A)
- Project Student Learning Outcomes Associated With This Proposal (See Appendix B for University level outcomes for Project Management)
- Instructional strategies and evidence of rationale for their selection
- Assessment Plan for the Project. (How will student learning be measured? See Appendix C For Suggested Format for SLOs. How will the success of the project be measured? What is the relationship of this assessment to the University's outcome assessment effort?)
- Plan for Formative Assessment (how will ongoing assessment be used during the life of the project to improve the process and/or outcomes?)
- Information Dissemination Plan (How will the strategies and results be shared with the campus and the broader academic community?)
- Institutionalization Plan (How likely is that this project be extended to other programs/disciplines? How can this project be institutionalized at UWF?)
- Resources Needed (Include all resources required. See Appendix D for suggested budget format. Budget requests should be specific and appropriate to the project. Budget requests should be for direct support of the project. Budget requests should be thoroughly justified.)
- Timeline for Project Activities and Events (What is the sequence of project activities? Include proposed implementation date.)



# University of West Florida Quality Enhancement Plan

## Project Proposal Narrative

**Project Title:** Creating a Co-curricular Peer Education Model: The UWF Student Leadership Symposium

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### **Abstract**

This project will focus the development of Project Management related knowledge and skills in a cohort of graduate students working in student affairs at the University of West Florida. It is argued that student employment on campus can be a meaningful co-curricular experience and that many peer education opportunities exist. This project will focus on learning outcomes of the graduate students through their participation in planning, implementing, and assessing Leadership Symposium for a primarily undergraduate cohort of student organization leaders at UWF.

### **Project Rationale**

A great deal of theoretical support exists for the efficacy of peer education. Relationships within the co-curricular environment should provide opportunities for students to model behavior and values. The relationships among students with different levels of accomplishment can support the development of students' cognitive and social skills. Bandura's theories of social learning, self efficacy, and self regulated behavior (Bandura, 1993; Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Gardner & Pierce, 1998; Schunk & Zimmerman, 1997) focus on the role of modeling and contextual learning leading from a low skill level to a level of accomplishment and confidence in predicting continued success. Bronfenbrenner (1979) postulated a multi-level personal development model that includes peer interactions and social learning. Involvement and integration

theories (Astin, 1977, 1985; Kuh, 1995; Sullivan, 1997; Tinto, 1975, 1993) stress the importance of activities that support the interaction of a student with other students as well as with faculty and staff. Vygotsky's zone of proximal development and the concept of scaffolding (Crain, 1992) suggest that interaction with accomplished peers can have a positive influence on an individual's development and potential for success. The student-staff partnership often practiced in a student affairs operation and the role of peer leaders or managers, as illustrated in the typical student affairs graduate assistantship position, are arguably practical extensions of this line of thought.

Graduate assistants can be characterized as pre-service professionals. In the context of the student affairs units collaborating on this project graduate students come primarily from the College Student Personnel Administration discipline (professional preparation for student affairs administration).

Currently, leadership training in the University Commons and Student Activities is provided through a series of one hour workshops developed for registered student organizations on topics including fundraising, leadership transitioning, party programming and risk management. In the spring the Student Leadership Awards Banquet provides a forum to recognize all student leaders; however there is no major leadership activity in the fall. With a growing number of student leaders on this campus, there is a need for a major student leadership event in the fall to encourage, engage, and enable them for the upcoming year.

This project will engage both graduate and undergraduate students in a learning process outside of the classroom. Graduate students are the primary target of the QEP project in that they will be learning and using Project Management skills as well as knowledge and skills from a Content domain (Leadership Development) and the Communication domain. The Symposium itself will assist undergraduate students in establishing and improving their leadership skill set and provide them with numerous resources including career development.

## **Relationship to QEP Goals**

The proposed project is directly related to the project management domain of the QEP.

### **Project Conceptualization:**

- The graduate students developing the Student Leadership Symposium will identify resources including but not limited to speakers, handouts, community partners, etc.
- They will identify potential obstacles including budgeting for the event, programming within time constraints and identifying suitable presenters

facilitators and volunteers. Additionally, they will develop strategies to encourage attendance and to enhance participation

- They will develop strategies and timelines delineating who will do what and when.
- They will be responsible for identifying the criteria for successful completion of the event -- desired learning outcomes for planners and participants.
- They will assess both what they learned and what the participants learned.

#### Self-Regulation:

- The graduate students will journal their experience.
- They will be responsible for running effective planning meetings using agendas and maintaining a complete set of minutes.
- They will learn how planning and executing the Leadership Symposium will be valuable to them in their job search.

#### Team-work Skills:

- The graduate assistants in the University Commons and Student Activities will collaborate with the graduate assistants in the Office of Career Services and Experiential Learning.
- They will be responsible for determining each individual's role in the planning and execution process.

#### Project Delivery:

- The graduate assistant team must produce the Leadership Symposium in fall, 2006.
- They will be responsible for all promotion, publicity, and production.

### **Project student learning outcomes**

The graduate students participating in this project will:

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

## Instructional /learning strategy enhancements

Graduate students from various student affairs units will be formed into a cross functional team and charged with the task of planning, implementing, and assessing a Student Leadership Symposium targeting primarily undergraduate student organization leaders.

The team will be directed to develop a plan of work including milestones and periodic reporting and consulting with designated professional staff (advisors). Limited direction will be given by the advisors but the advisors will provide feedback and support. The team will be challenged to develop a set of learning outcomes for themselves and to work with their advisors to ensure that they meet these outcomes.

Advisors will recommend or facilitate professional development activities to equip graduate assistants with techniques to promote student engagement and will provide a basic resource library containing project management, student development theory and leadership development materials

### Assessment Plan for the Project

Assessment for the project will include rubric guided observations of student behavior and performance and student reflections on their learning. Additional assessment will focus on the operational outcomes of the planned program.

Outcome	Assessment Measure
Collect appropriate benchmarks and standards for undergraduate leadership training	Compare to Council for the Advancement of Standards (CAS) Standards for Leadership Development Programs.
Choose developmentally appropriate leadership development content material for the anticipated program audience	<ol style="list-style-type: none"> <li>1. Compare to Council for the Advancement of Standards (CAS) Standards for Leadership Development Programs</li> <li>2. Program participant feedback from event evaluation</li> </ol>
Construct instructional/learning strategies appropriate to the audience and the venue	<ol style="list-style-type: none"> <li>1. External review by faculty or senior student affairs observer</li> <li>2. Program participant feedback from event evaluation</li> </ol>
Use an effective event planning and implementation strategy.	<ol style="list-style-type: none"> <li>1. Rubric</li> <li>2. Internal review by a senior student affairs professional</li> </ol>
Demonstrate effective team behaviors	Rubric

Outcome	Assessment Measure
Demonstrate effective communication skills	Rubric
Reflect on how the specific skills and knowledge gained from the experience relate to their professional preparation	Rubric
Create measurable student learning outcomes for the symposium	Rubric

This assessment plan reflects both direct and indirect measures and focuses primarily on the learning outcomes associated with the graduate students peer education project. Student learning outcomes and assessment for the symposium will be created and conducted by graduate students related to their activity.

### **Plan for Formative Assessment of the Project**

Formative assessment will occur throughout the span of this project as the team and their advisors meet regularly. Advisors will informally review progress and will provide feedback. Throughout the planning period, graduate assistants will be asked to reflect on their experience and articulate how they have achieved one or more of the desired learning outcomes. This reflection will be used to facilitate ongoing discussions about the project’s direction and success.

This information along with data collected from the eventual event participants will be used by the team and advisors to revise both the peer education approach and the student leadership event for future years.

### **Information dissemination plan**

The results of this project will be submitted for presentation or publication at various campus, regional, and national meetings or in publications including:

- The UWF Student Affairs Symposium
- The National Association of Student Personnel Administrators – Florida Drive-In Conference
- The Southern Association for College Student Affairs Annual Conference
- Association of College Unions International Bulletin
- Institutionalization plan

There are a number of opportunities for peer education programming with graduate or other advanced students at UWF that might benefit from this approach. For example, graduate research or teaching assistants in a particular discipline might work together under this model to create developmental

education opportunities for undergraduates in that discipline or student athlete team captains might work together to create an academic integrity program for all athletes.

Interested departments or units can study the summative report of this project and the related supporting materials. To encourage institutionalization, the project coordinators can serve as consultants to interested units and help revise the student learning outcomes and assessment measures to better align with the unit in question.

### Resources needed

Budget Item	Description	Unit Cost	Total Item Cost
Leadership Development Speaker	To serve as a keynote speaker to inspire and educate students on leadership development	\$4,000	\$4,000
Printing Materials	To promote the event – banners, fliers, invitations, and booklets which will be disseminated across campus and to students prior to the symposium	\$500	\$500
Promotional Items	To be given out prior to the symposium to encourage students to participate and to be distributed at the symposium for participants.	\$500	\$500

\*An estimated additional \$700 for a light breakfast and luncheon will also be needed. Other resources are being identified for this.

### Timeline for project activities and events

#### Summer 2006

- Advisors form the cross functional team of graduate assistants, inform them of the project, and invite their participation
- Provide the official project charge as described above
- Initiate ongoing meetings between team and advisors
- Graduate assistants create and develop the symposium plan

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## **Fall 2006**

- Graduate assistants conduct the Leadership Symposium
- Graduate assistants evaluate the symposium and work with advisors to assess the project

## **Spring 2007**

- Initiate dissemination of results and recommendations for institutionalization to targeted departments and units

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