**ASUN Student Officer Development Plan**

To support the ASUN Student Officers’ development into stronger leaders, The Center for Student Engagement has developed a yearlong assessment plan designed to evaluate where elected and appointed Student Officers are currently in the leadership development, what they hope to gain from their one-year experience, and where their abilities/skills will be at the end of their term.

The assessment is to be completed in one year, following the term of the Student Officer. The Advisor must meet with the Officer at least three times in the upcoming year to work on an individualized action plan. When the Advisor and Officer have worked on the plan, the researchers will collect them. Even though the study calls for the Advisor and Student Officer to meet three times in the year, they can meet multiple times and as frequently as they seem fit. If additional meetings occur, the Advisor is to document this discussion at the meeting and if any outcomes were discussed.

### Phase One

In late August or early in September, the Advisor will meet with each Student Officer they advise to develop an individualized action plan for the Student Officer’s year in office. The Student Officers will also be able to compare themselves to the average ASUN Student Officer and then identify two areas of development which should be focused on for the duration of their term.

### Phase Two

In December or early in January, the Student Officer and Advisor will meet again to review if the Student Officer is following the individualized action plan or if modifications or enhancements are needed. This conversation is important to keeping the Student Officer on track with the plan.

### Phase Three

In late March or early in April, the Student Officer and the Advisor will meet for the last time to evaluate the individualized action plan to produce the final plan with evidence of completion by the Student Officer. Advisors will assess students’ growth with the guide of a standardized Student Officer Leadership rubric. Finally, before the meeting each Student Officer will retake the same questionnaire and self-reported data to see the improvements from phase one to phase three.

### Individualized Action Plan

The individualized action plans are strategies developed by the Student Officer and the Advisor. During the administration of the original assessment at the beginning, each Student Officer brainstormed two strategies on how they could improve for each of the eight developmental areas within the next year in their positions.

In phase one of the assessment plan, the Student Officer and the Advisor are asked to develop an action plan for two of the eight developmental areas. The plans are designed to place into words and hold the Student Officer accountable for implementing the plan throughout their course of the year. The plans are broad but specific enough to help the Student Officer implement their strategies to improve their chosen developmental area. Through a course of a year, multiple developmental areas will be touched upon; the Student Officers are requested to intentionally focus on only two of the areas. The Student Officer and the Advisor will discuss multiple ways to help improve on the areas. Some prior research of methods of improvement maybe needed.

### Socially Responsible Leadership Scale

The Socially Responsible Leadership Scale is derived from the works of various researchers in student leadership development and based in the theory of The Social Change Model of Leadership Development.

**Socially Responsible Leadership Scale:**

|  |  |  |
| --- | --- | --- |
|  | Your Score | ASUN Average |
| Consciousness of Self | 5.56 | 5.97 |
| Controversy with Civility | 5.36 | 5.59 |
| Common Purpose | 5.89 | 6.10 |
| Collaboration | 5.63 | 5.95 |
| Commitment | 5.63 | 6.36 |
| Citizenship | 6.13 | 6.21 |
| Congruence | 5.86 | 6.20 |
| Change | 5.30 | 5.50 |

**Individualized Action Plan Competencies:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CSE Competency Areas and Items** | **Your Experience** | **Average Experience** | **Your****Confidence** | **Average****Confidence** |
| **Developing Professional Relationships** |
| 1. Developing professional relationships with peers
 | 6 | 5.8 | 6 | 6.1 |
| 1. Developing professional relationships with faculty
 | 6 | 5.4 | 7 | 6.0 |
| 1. Developing professional relationships with staff
 | 6 | 5.5 | 7 | 6.1 |
| **Understanding Teamwork** |
| 1. Understanding group dynamics
 | 6 | 5.9 | 6 | 6.2 |
| 1. Working effectively in a group
 | 7 | 6.2 | 6 | 6.3 |
| **Gathering and Applying information** |
| 1. Seeking different perspectives
 | 6 | 5.8 | 5 | 6.2 |
| 1. Gathering information to make judgments
 | 6 | 5.8 | 5 | 6.0 |
| 1. Using information to make judgments
 | 6 | 5.9 | 6 | 6.2 |
| 1. Analyzing information to form opinions
 | 6 | 5.7 | 6 | 6.2 |
| 1. Using judgments to make purposeful action
 | 6 | 5.7 | 6 | 6.1 |
| **Problem Solving** |
| 1. Identifying problems
 | 5 | 6.0 | 6 | 6.3 |
| 1. Generating solutions to problems
 | 6 | 6.1 | 5 | 6.2 |
| 1. Choosing between multiple possible solutions
 | 6 | 6.0 | 4 | 6.1 |
| 1. Advocating for solutions
 | 7 | 5.9 | 6 | 6.2 |
| 1. Implementing solutions
 | 6 | 5.7 | 6 | 6.1 |
| 1. Evaluating outcomes of solutions
 | 7 | 5.5 | 7 | 6.1 |
| **Knowing the Rules** |
| 1. Applying the rules and protocols set forth
 | 7 | 5.4 | 7 | 5.9 |
| 1. Explaining how government functions
 | 4 | 5.2 | 4 | 5.5 |