

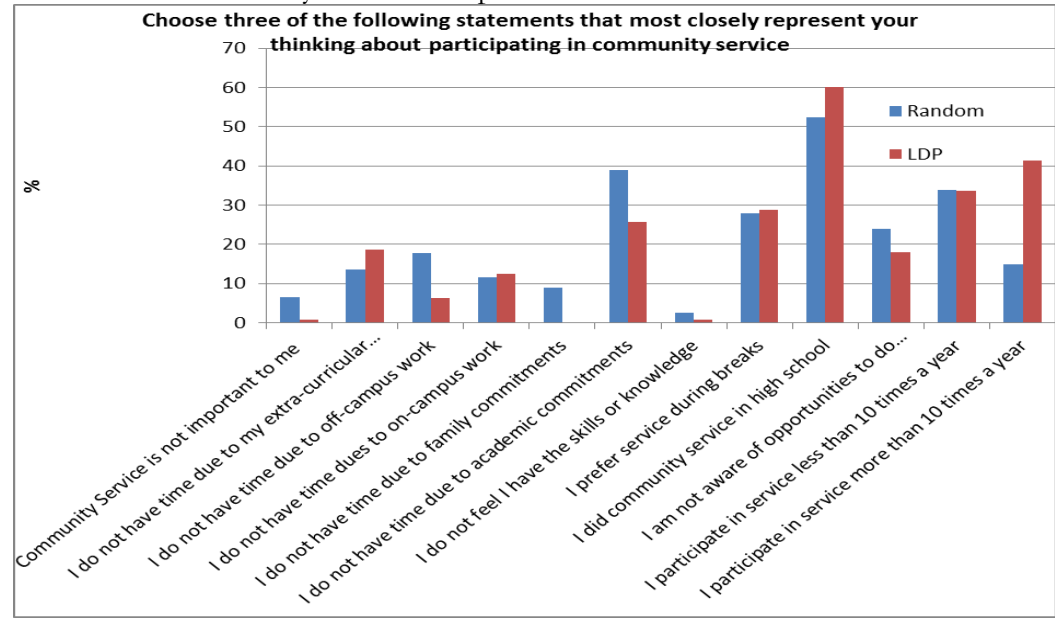


Leadership Development Program
2010-2011 Closing the Loop Report

Overall Program Improvements

Assessment Tool & Data **Actions**

Multi Institutional Study of Leadership



- Increased opportunities planned for community service
- Community service opportunities listed in the same location as workshops and campus events to make it easier to identify
- Use of myBrockport to advertise events
- Increased emphasis at all levels of the program on Citizenship through workshops, seminar and course
- Implementation of ePortfolio for all levels of the program to promote student exploration of the 8C's of the social change model as they relate to their experiences

Overall Scores Compared to National Institutions (Scored on a 5-point scale)

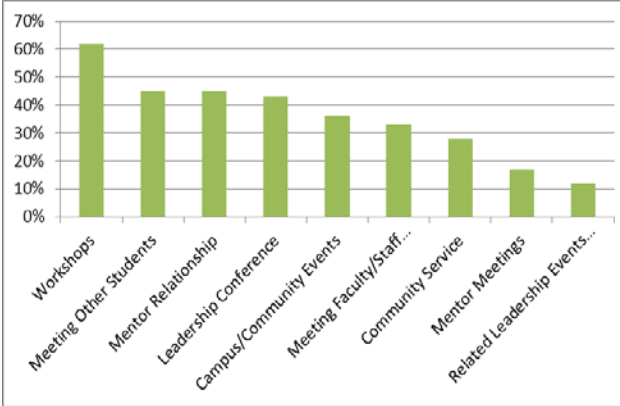
| | Brockport | Size Peers Medium | Control Peers Public | Selectivity Peers Very Competitive | 2010 National |
|---------------------------------------|-------------|-------------------|----------------------|------------------------------------|---------------|
| Consciousness of Self | 3.96 | 3.97 | 3.98 | 3.97 | 3.98 |
| Congruence | 4.12 | 4.15 | 4.14 | 4.15 | 4.16 |
| Commitment | 4.28 | 4.30 | 4.29 | 4.30 | 4.31 |
| Collaboration | 3.99 | 4.04* | 4.03* | 4.04* | 4.04* |
| Common Purpose | 3.95 | 4.01* | 3.99 | 4.00* | 4.01* |
| Controversy with Civility | 3.76 | 3.80* | 3.81* | 3.81* | 3.80* |
| Citizenship | 3.68 | 3.82* | 3.77* | 3.81* | 3.80* |
| Change | 3.76 | 3.79* | 3.82* | 3.80* | 3.80* |
| OMNIBUS SRLS (total score 8Cs) | 3.90 | 3.96* | 3.95* | 3.95* | 3.96* |
| Leadership Efficacy | 3.05 | 3.09 | 3.07 | 3.08 | 3.08 |
| Complex Cognitive Skills | 3.07 | 3.09 | 3.10 | 3.11 | 3.10 |

Green Leadership Certificate

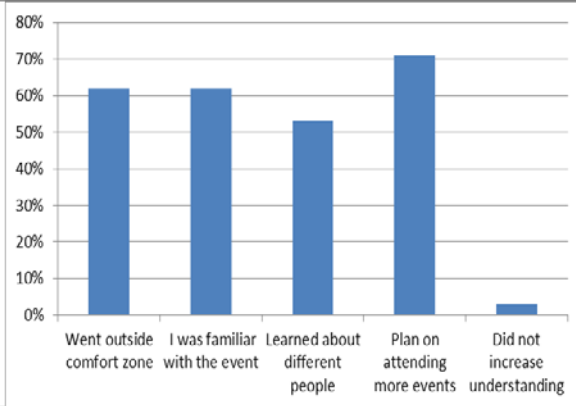
Assessment Tool & Data **Actions**

END OF THE YEAR SURVEY ADMINISTERED THROUGH ANGEL

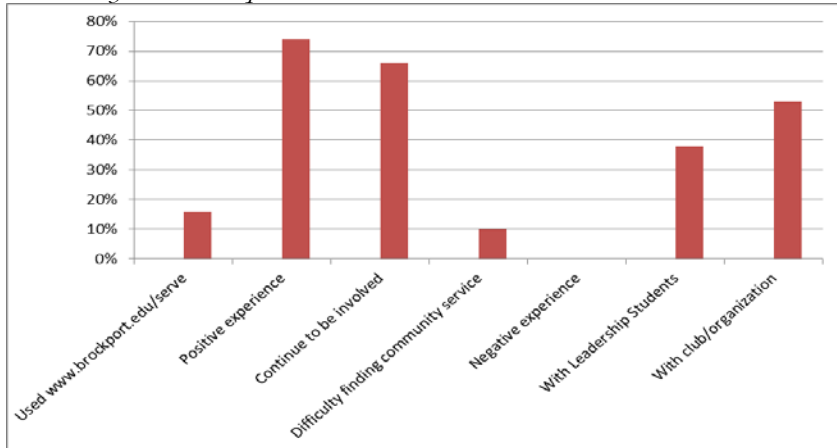
Most Enjoyable Aspects of the Program



Campus/Community Events



Community Service Requirement



Leadership Workshops

- 83% The workshops enhanced my individual leadership development
- 41% The times and locations of workshops were convenient
- 76% The workshop topics were relevant and useful.
- 74% The presenters were knowledgeable and interesting
- 67% It was easy to find where and when workshops were held

Rated on a scale of 1 (little) -5 (greatly)

Program Impact on Individual Growth

Consciousness of Self: how has your ability to identify strengths, weaknesses, values, attitudes and emotions that motivate action increased as a result of the program? Average: 4.14

Congruence: how well have you been able to examine how your actions are consistent with your beliefs and values as a result of the program? Average: 4.17

Commitment: how has your ability to describe your investment in an idea or person in order to serve the group and its goals increased as a result of the program? Average: 3.93

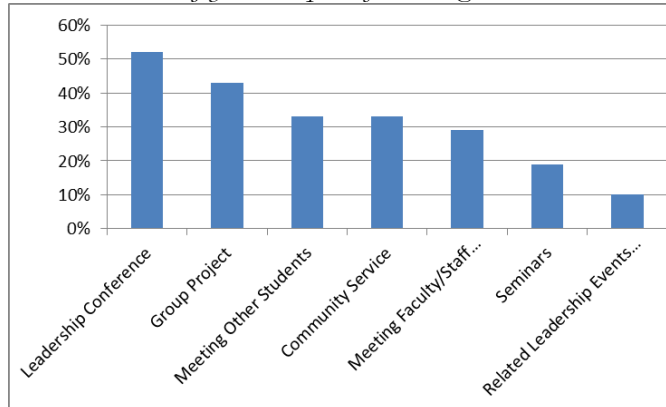
- Mentor assignments completed more intentionally – students and mentors asked about majors, interests, availability, etc. and intentionally matched together
- Mentors provided additional training, resources and monthly programming series to make meetings with students more meaningful
- Graduate Assistant position created to strategically plan community service opportunities for students to complete with others in the Leadership Program to promote relationship building and provide increased opportunities
- Campus/Community events requirement modified to consist of approved events that challenge students to think critically about their values and understanding of themselves, others and society

Gold Leadership Certificate

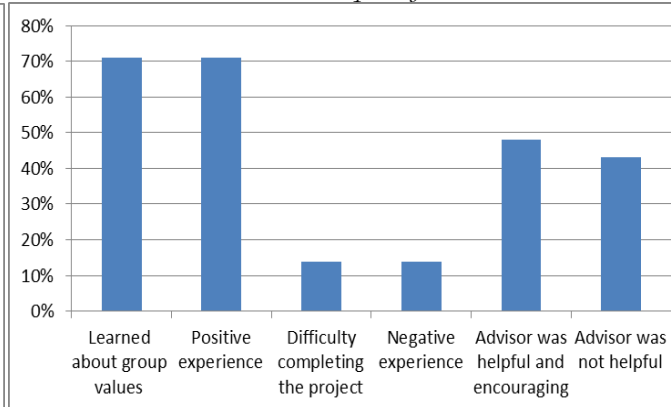
Assessment Tool & Data

END OF THE YEAR SURVEY ADMINISTERED THROUGH ANGEL

Most Enjoyable Aspect of the Program



Feedback about the Group Project



Qualitative Responses - Identified Themes

| | | |
|---------------------------|-----|--|
| Collaboration: | 19% | Able to identify the role he/she plays in a group and adapt that role to fit the group's needs |
| | 10% | Learned how to worked with one another |
| | 14% | Learned how to delegate tasks to members in a group |
| | 57% | Mentioned that the group project helped them understand collaboration |
| | 5% | Mentioned that the seminar helped them understand collaboration |
| Common Purpose | 10% | Learned how to listen and incorporate the opinions of others during group discussions |
| | 14% | Learned how to communicate with each other to define group's goals |
| | 10% | Learned the impact of common purpose to help group achieve goals |
| | 33% | Figured out and planned the necessary tasks to accomplish the project |
| | 62% | Mentioned that the group project helped them understand common purpose |
| Controversy with Civility | 10% | Mentioned that the seminar helped them understand common purpose |
| | 24% | Learned how to demonstrate civility during times of group conflict |
| | 14% | Still encounter difficulty approaching conflict in a civil manner |
| | 24% | Learned how to improve one's weakness and see other people's perspectives |
| | 48% | Mentioned that the group project helped them understand controversy with civility |
| | 5% | Mentioned that the seminar helped them understand controversy with civility |

Program Impact on Individual Growth

Rated on a scale of 1 (little) -5 (greatly)

Collaboration: how has your ability to identify the role you play within a group increased as a result of the program?

Average: 3.81

Common Purpose: how well are you able to describe a group's common purpose, including aims, values and vision as a result of the program?

Average: 3.74

Controversy with Civility: how has your ability to discuss views and values with contrasting others in a civil manner increased as a result of the program?

Average: 3.86

Actions

- Reexamined seminar content and format to include two scheduled offerings and more interaction
- Strengthsquest® assessment to be used to provide students with more meaningful learning – specifically related to how they work with others in a group from a Strengths Perspective
- Gold seminars will incorporate a “work group” component to allow students time to work with their groups to plan their social action project.
- Advisor component modified – students will be provided initially with an advisor who can assist with the group dynamic aspect. Students may also identify an advisor to work with their group based on the content area
- Project requirements more clearly defined

