Reflecting on the Year: Celebrating Successes & Continuous Improvement

<table>
<thead>
<tr>
<th>Unit/Office 2013-2014 Goals &amp; Assessment Plan</th>
<th>Unit: Leadership Development Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 Closing the Loop Summary</td>
<td>Director: Kimberly Piatt</td>
</tr>
<tr>
<td>2014-2015 Goals &amp; Assessment Plan</td>
<td></td>
</tr>
</tbody>
</table>

Directions: For each unit, please provide an assessment plan, with direct linkage to a Strategic Plan Construct and Divisional Priority.

Overarching Strategic Goal: To be a nationally recognized comprehensive master's institution focused on student success as evidenced by significant gains in select benchmarks.

2013-2014 Assessment Plan: This section summarizes the unit plans for progress toward strategic goals.

<table>
<thead>
<tr>
<th>Strategic Plan Construct</th>
<th>Divisional Priority Objective(s)</th>
<th>Unit Goal</th>
<th>Assessment Objective (what did you measure?)</th>
<th>Assessment Measures (how do we know we were successful?)</th>
<th>Resources Used</th>
<th>Outcome/Status (Where does this goal stand currently?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Quality and Engagement</td>
<td>Leadership and Civic Engagement</td>
<td>As a result of an internship in the Leadership Development Office, students will be able to set personal goals, describe leadership theories, and demonstrate professional growth and development.</td>
<td>Interns will identify at least 3 areas of personal or professional growth as a result of their experience.</td>
<td>Ongoing intern reflections</td>
<td>Professional and graduate staff</td>
<td>All of the interns/office assistants were able to articulate their goals for the position.</td>
</tr>
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<td></td>
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<td>Intern evaluations</td>
<td>Small amount of funds to purchase name tags</td>
<td>All of the interns/office assistants were able to articulate 3 areas of growth they experienced.</td>
</tr>
<tr>
<td></td>
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<td>Intern demonstration of professional materials (resume, cover letter, etc.)</td>
<td>Intern workbook created by Graduates Assistant</td>
<td>Continued training and resources to establish a stronger staff identity are needed.</td>
</tr>
<tr>
<td>Co-curricular Programming and Support Services</td>
<td>Leadership and Civic Engagement</td>
<td>As a result of participation in the specialized leadership certificate for student athletes and club sports, students will develop the skills and knowledge needed to be an effective leader.</td>
<td>At least 20 students will participate and complete the specialized leadership program for student athletes.</td>
<td>Pre/post program assessment</td>
<td>Professional staff members from Leadership, Athletics and Campus Recreation</td>
<td>29/40 students completed the certificate</td>
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<tr>
<td>Learning Environment and Quality of Place</td>
<td>Technology/Process Improvement</td>
<td>The Leadership Development Program will gain recognition as a result of comprehensive improvement to the website, social media, and promotional tools as well as copyrighting of materials created for the program.</td>
<td>At least 600 followers on social media</td>
<td>Number of website visitors</td>
<td>Professional staff member efforts to improve site</td>
<td>350 Twitter Followers (up from 200 at the start of the year)</td>
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</tr>
<tr>
<td>Culture of Philanthropy and Alumni Engagement</td>
<td>Community Building and Collaboration</td>
<td>By establishing and promoting formal and informal options for volunteer involvement in the program, students will take advantage of the guidance, mentorship and networking offered by Brockport alums.</td>
<td>At least 30 alumni members will participate as volunteers for the program (not including current faculty or staff).</td>
<td>Number of alums involved in the program</td>
<td>Small gifts for alumni donated from Alumni Affairs</td>
<td>19 alums involved as volunteers with the program</td>
</tr>
<tr>
<td>SD 8; SO 8.1</td>
<td></td>
<td></td>
<td>% of students reporting making direct connection with alums</td>
<td>Cost of annual student leadership conference</td>
<td>To what extent were you able to network and create/strengthen new friendships at the conference: 30% A Little; 36% Somewhat; 15% A lot</td>
<td></td>
</tr>
</tbody>
</table>
Leadership Program
Foundation Account
created
Leadership Program
Alumni tag created within
alumni database

Co-curricular
Programming
and Support
Services
Leadership
and Civic
Engagement
Students involved in
the Leadership
Development Program
will engage in
opportunities for
recognition and
professional
development through
conferences, internships and the
Omicron Delta Kappa
Leadership Honor
Society. SD 4
At least 30 students
will attend local
conferences
At least 250
students will be
recognized at
awards ceremony
At least 50 students
will be inducted into
ODK.
# of students
involved in the first
induction ceremony of ODK
# of students
attending local
conferences
# of students
recognized at
annual awards
ceremony
Cost of student
attendance at
conferences
(∼$500)
ODK Installation
fees, ceremony
and other costs
(∼$1000)
Cost of awards
ceremony
(∼$4000)
10 students attended local
or national conferences
22 students and 6 staff
members inducted into
ODK
290 students recognized at
Annual Student
Leadership Awards
Ceremony

Creating a Culture of Evidence & Continuous Improvement
The College at Brockport is committed to improving program effectiveness and the quality of the student experience through assessment data. The use of assessment data will contribute to the culture of evidence within each unit and the overall campus community. This section allows units to report administrative assessment data that might not necessarily be tied to a specific goal, but illustrates program or unit effectiveness.

<table>
<thead>
<tr>
<th>Assessment Objective (What did you measure?)</th>
<th>KPIs/Benchmark (What data points exist that will allow you to measure progress?)</th>
<th>Outcome/Results (How did you do?)</th>
<th>Analysis (What do you make of the results? What future steps will be taken?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the basis for student involvement in the LDP, students in the Green Certificate will be satisfied with their participation and will have developed their understanding of Consciousness of Self,</td>
<td>Participation/Completion numbers Satisfaction rates of participants</td>
<td>282 Completed Registration Form 188 Joined myBrockport Group 118 Completed the Certificate 92% of students were satisfied with their involvement</td>
<td>This year we had a lower number of students completing the green certificate and a lower completion percentage. Based on feedback from students, this is largely due to time commitment issues and communication problems between the LDP and students.</td>
</tr>
<tr>
<td>Congruence and Commitment</td>
<td>Student end of year evaluation of learning</td>
<td>Mentor evaluation of student learning</td>
<td>Student satisfaction and learning continue to be areas of strength for the certificate.</td>
</tr>
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<tr>
<td></td>
<td>As a result of the certificate, students report being able to:</td>
<td>Mentor reported student level of competence:</td>
<td>Based on assessment data and research within the field, the following goals will improve the green certificate even further:</td>
</tr>
<tr>
<td></td>
<td>Identify Strengths/Weakness: 93%</td>
<td><strong>Consciousness of Self</strong>: 43% Proficient; 32% Exemplary</td>
<td>• Strengthening of rubric and learning outcomes used to guide and evaluate student development</td>
</tr>
<tr>
<td></td>
<td>Identify values that motivate action: 90%</td>
<td><strong>Congruence</strong>: 30% Proficient; 45% Exemplary</td>
<td>• Strengthening of support for mentors, particularly with respect to using the rubric as a developmental tool</td>
</tr>
<tr>
<td></td>
<td>Identify an issue that is important to them: 65%</td>
<td><strong>Commitment</strong>: 27% Proficient; 45% Exemplary</td>
<td>• More clearly articulated process and accountability for students in the Green Certificate, as well as increased communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continue to engage numerous, diverse students in all levels of the Leadership Development Program</th>
<th>Participation and completion numbers in certificates</th>
<th>See graphs in KPI section</th>
<th>The program numbers continue to grow each year. However, we are seeing a slight decrease in completion rates, particularly with the Green Leadership Certificate. This could be for a number of reasons, but as the program continues to grow there is an increased need for personnel support to manage the various aspects and communication with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation numbers</td>
<td>Student satisfaction with conference experience</td>
<td><strong>Student Satisfaction</strong>: 45% enjoyed it somewhat, 52% enjoyed it a lot</td>
<td>This was the first year that the conference was entirely student run. The 8 students pursuing their capstone certificate planned the entire event – from communicating with alumni to planning the logistics. As a result, it was the most well received conference yet.</td>
</tr>
<tr>
<td>Student reported learning as a result of the conference</td>
<td>Student reported learning as a result of the conference</td>
<td>94%: strongly agree that keynote speaker was engaging and thought provoking</td>
<td>Student responses were overwhelmingly positive.</td>
</tr>
<tr>
<td>Number of alumni presenters</td>
<td>311 Student attendees</td>
<td>89% would be somewhat or very likely to participate in the event again</td>
<td>One area for growth for next year would be to build in more time to network with alumni. Several students had wanted more of an opportunity to do this.</td>
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<tr>
<td></td>
<td>17 Alumni presenters</td>
<td>82% were somewhat or very inspired to engage in the LDP or other opportunities</td>
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</table>
| Students who participate in the program will engage in high impact practices and experiences shown to enhance the student experience and leadership development. | Participation rates in High Impact Practices determined from the National Survey of Student Engagement (NSSE). Rates of experience with high impact experiences specific to leadership development (as determined by the Multi-Institutional Study of Leadership (MSL)): socio-cultural conversations, mentoring relationships and community service. | Based on NSSE results, LDP students scored significantly higher (large effect size) than Brockport peers in several areas, including:
- Had serious conversations with students who are very different from you
- Hours spent per week participating in co-curricular activities
- Talking about career plans with faculty member or advisor
- Learning something that changed the way you understand an issue or concept
- How they would evaluate their entire educational experience
- How likely they would be to choose to attend Brockport again.

Based on MSL data, LDP students had higher participation rates than their Brockport peers in the following areas:
- Socio-Cultural Discussions, Often/Very Often
  - LDP Students: 76%
  - Brockport students (includes LDP): 60%
- Mentoring Relationship –Faculty, Sometimes/Often
  - LDP Students: 81%
  - Brockport students (includes LDP): 67%
- Community Service
  - LDP Students: 70%
  - Brockport students (includes LDP): 34%
- Organization Involvement –Much of the time
  - LDP Students: 35%
  - Brockport students (includes LDP): 15%

The data from national assessments is very promising. Clearly, the LDP continues to engage its students in high impact experiences.

Each level of the program includes components that research shows to be impactful.

In the upcoming year, the program will work to further improve on student engagement with Socio-Cultural Conversations, one of the most effective pedagogies for increasing leadership capacity and self-efficacy.
Key Performance Indicator Graphs

- **Total Number of Participants**
  - 2011: 270
  - 2012: 327
  - 2013: 358
  - 2014: 434

- **# of Students Completing Certificates**
  - 2011: 167
  - 2012: 180
  - 2013: 212
  - 2014: 241

- **% of students of minority background**
  - 2011: 21%
  - 2012: 26%
  - 2013: 28%
  - 2014: 21%

- **Faculty, Staff and Alumni Volunteers**
  - 2011: 85
  - 2012: 135
  - 2013: 155
  - 2014: 187

- **Students Attending Annual Conference**
  - 2011: 242
  - 2012: 266
  - 2013: 315
  - 2014: 311

- **Number of Student Athletes Participating**
  - 2011: 17
  - 2012: 12
  - 2013: 22
  - 2014: 52
2013-2014 Closing the Loop Summary Report

The following report outlines the assessment tools used and data compiled in regard to no more than three unit/office goals from 2013-2014. It will also highlight the proposed action items and recommendations for the next year.

2013-2014 Goal: As a result of participation in the specialized leadership certificate for student athletes and club sports, students will develop the skills and knowledge needed to be an effective leader.

Tool Used: Participation and completion rates, end of year survey, focus group questions

Data/Results:
Participation: 40 students from the following teams: Men's and Women's Basketball, Softball, Baseball, Dance Team, Ultimate Frisbee, Field Hockey, Ice Hockey, Track and Field, Men's and Women's Lacrosse, Swimming and Diving, Men's and Women's Rugby, Tennis, Volleyball, Football, Club Volleyball

Completion: 29 students completed the certificate in its first year.

End of the Year Survey Results:
On a scale of 1-5, with 1 being “not at all” and 5 being “a lot,” to what extend did this program…

- Influence your understanding of the way you demonstrate leadership as part of your athletic team: 4.5
- Help you develop the skills needed to promote sportsmanship and positive behavior as a student role model: 4.6
- Help you to apply your role as a student leader in order to make a positive impact on your community: 4.4
- Help you prepare for life after graduation by examining ways in which your experiences may relate to professional aspirations: 4.3

What is one thing you hoped to learn but did not: 83% said “how to deal with coaches”

Focus Group Results:
What aspects of the program did you enjoy?

- Open chance to talk to each other – small group discussions
- Hearing from different people in all different roles
- Wide mix of athletes from all different teams, both athletic and club sports
- Confidence workshop with Kris Shandley was the overwhelming favorite

What aspects of the program should be improved

- Bigger group of students at all workshops
- Different age groups (class years) – perhaps have teams send a representative from each level
- Have another tier of workshops for students who completed the certificate and want to stay in the program
- Use the book more and incorporate it
Topics to include

- Incorporating Freshmen
- Knowing/Filling your Role
- Type of Leadership styles
- Resources available to team captain – who is your network
- Dealing with coaches (managing up)

Summary/Conclusions:
Overall, it was a very successful first year for the program. We had a very good turnout, support from coaches, excellent collaboration between the three departments involved and students seemed to benefit greatly. Involving guest speakers was a highlight, particularly because speakers were selected who were known to be engaging and interactive. The timing of the workshops seemed to be difficult, particularly for club sport athletes, and the fact that only one workshop was offered for each made it difficult for students who may have missed one of the sessions. We offered the opportunity to make it up online, but this was not ideal as it did not offer as many opportunities for interaction.

Recommendations/Action Items for next year:
In talking with the students and the committee, the following recommendations have been made for next year:

- Involve previous participants in the planning and implementation of the program
- Incorporate more opportunities for small group discussions between athletes about difficult topics
- Include information about how to demonstrate leadership while working with coaches
- Consider offering multiple levels of the program – introductory and advanced
- Explore flexible options for workshops that would allow more club sport athletes to attend

The committee has strategic planning sessions lined up for the summer to plan out the 2014-2015 installment of the Sports Leadership Certificate.

2013-2014 Goal: As a result of an internship in the Leadership Development Office, students will be able to set personal goals, describe leadership theories, and demonstrate professional growth and development.

Tool Used: Pre-program goal setting and end of the year reflection

Data/Results:
Student pre-program goals: Major areas of focus include: Time management and prioritizing tasks, working with a team to help everyone realize goals, communication and customer service skills, developing knowledge about leadership styles and confidence when speaking to others about leadership.
Student post-program reflections: “Through my position in the LDP office, I learned…”

- How to professionally handle difficult situations and people, including people who may not like what I have to say (Sarah)
- How to be diligent in tasks and to handle all I do with integrity (Sarah)
- How to be a role model and resource to new employees (Sarah)
• How to better build my professionalism (Miesha)
• To be more open to trying different things such as joining the leadership development accelerated program, which I enjoy being a part of (Miesha)
• About other programs like the McNair program and internships that could benefit in my future career as a criminal justice major (Miesha)
• Working as a team is crucial because that’s how you get things done. So personally I learned how to be a better team player (Rashana)
• Brockport offers so many different resources that I would have never known about if it wasn’t for working in the department (Rashana)
• A lot about myself as a leader and how much work I can manage and I also improved my time management skills (Rashana)
• How to efficiently plan and conduct a meeting (Amisail)
• How to organize and execute an event (Amisail)
• Improved my public speaking and communication skills immensely (Amisail)
• How to run effective yet enjoyable staff meetings that are inclusive and informative (Tanner)
• How to work in a professional office atmosphere and have proper customer service (Tanner)
• Countless leadership models as well as how to implement and teach them (Tanner)

Summary/Conclusions:
This year we implemented a new student employee handbook and professional development model that involved educating employees about various aspects of working in the office along with personal and leadership development. Setting goals with each student worker allowed their growth to be individualized. Based on the assessment results, a few key areas of growth arose: Team Development, Leadership Styles, Communication Skills, and Professionalism. It is important to keep in mind, however, that these themes manifest themselves differently depending on each student’s developmental level. For Miesha and Rashana, who were new to the office, their learned was more focused on adjusting to Brockport, individual leadership development and learning the basic skills, whereas Tanner, Sarah and Amisail focused on how to use their skills to lead others and higher levels of complexity within each area.

Recommendations/Action Items for next year:
While this was immensely successful this year, we are looking forward to changes for the upcoming year, both in staffing and in process
• Pairing student workers together to allow new employees to learned from seasoned students
• More intentional, ongoing evaluations throughout the year – much of the focus was on the end of the year
• Utilizing a rubric format to map student growth and development
• Formal process for recruiting and filling internship positions – particularly through working with academic departments and courses(ex. Public Relations)
• Investing in apparel that will enable office staff (paid and unpaid) to develop a sense of pride in working for the department and team unity
## 2014-2015 Assessment Plan

This section summarizes the unit’s future plans for progress toward strategic goals.

<table>
<thead>
<tr>
<th>Strategic Plan Construct</th>
<th>Divisional Priority/Objective(s)</th>
<th>Unit Goal</th>
<th>Assessment Objective (What will you measure?)</th>
<th>Assessment Measures (How will you know if you are successful?)</th>
<th>Resources Needed</th>
<th>Timeline</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Curricular and Support Programs 4.1</td>
<td>Civic Engagement &amp; Student Leadership Diversity &amp; Inclusiveness Learning Outcomes &amp; Assessment</td>
<td>Maintain/ strengthen high levels of satisfaction, engagement and learning among students in the Green Leadership Certificate</td>
<td>Participation and completion rates</td>
<td>65% completion rate</td>
<td>Graduate Assistant responsible for all aspects of Green Certificate</td>
<td>Summer 2015</td>
<td>Summer Graduate Intern Graduate Assistant Coordinator of Leadership Green Student Mentors</td>
</tr>
<tr>
<td>Co-Curricular and Support Programs 4.1</td>
<td>Civic Engagement &amp; Student Leadership Diversity &amp; Inclusiveness Learning Outcomes &amp; Assessment</td>
<td>Strengthen levels of satisfaction, engagement in community service and understanding of group development and civic engagement among students in the Gold Leadership Certificate</td>
<td>Rates of participation in Service Scholars Day presentations End of year evaluation Advisor evaluations</td>
<td>80% involvement in community service Scoring of 4 (Regularly) on end of year behavioral evaluation measuring how often students engage in specific behaviors</td>
<td>Strengthsquest codes for Gold Group Advisors Transportation for Gold Groups to complete service Behavioral Assessment tool</td>
<td>Summer 2015</td>
<td>Coordinator of Leadership Gold Advisors</td>
</tr>
</tbody>
</table>
### Points of Pride

This section allows for you to identify points of pride throughout the 2013-2014 year. These points of pride should align with The College at Brockport’s Strategic Plans Constructs (Academic Quality & Engagement, Co-curricular & Support Programs, Learning Environment & Quality of Place, Culture of Philanthropy & Alumni Connectedness), College Priorities, and/or College Goals. Also, note if the point of pride aligns with a unit goal.

<table>
<thead>
<tr>
<th>Point of Pride</th>
<th>Strategic Construct/College Priority/College Goal</th>
<th>Unit Goal (note your unit goal associated with point of pride if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chosen as recipient of the 2014 NASPA Student Leadership Programs Spotlight Program of the Year, 2014 NASPA Gold Excellence Award in category and 2014 NASPA Grand Bronze Excellence Award recipient. As a result, presentations about the program were done at the national conference</td>
<td>Co-Curricular &amp; Support Program, College, Goal 4.1 and College Goal of gaining national recognition</td>
<td></td>
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</tbody>
</table>
The Brockport Circle of Omicron Delta Kappa, the National Leadership Honor Society was officially installed on May 2nd when the National President visited our campus to formally induct 22 students and 6 faculty advisors

| Highest participation rates of students, faculty and staff to date (see KPI graphs). | Co-Curricular & Support Program, Goal 4.1 |
| Coordinator of Leadership Development chosen as The College at Brockport Supervisor of the Year for work with Graduate Assistant and student staff | Co-Curricular & Support Program, |
| Collaboration with Athletics and Campus Recreation led to the creation of the Sports Leadership Certificate, which was received by 29 students and brought in 5 external presenters, several of whom were alumni. | Co-Curricular & Support Program, |

In reviewing the NSSE results from 2011, using students who participated in the Leadership Development Program as a comparison group, institutional research recently discovered that students who participated in the Leadership Program scored significantly higher than Brockport peers within the following engagement indicators:

**Academic Challenge**
- Learned something that changed how they understand an issue/concept

**Learning with Peers**
- Serious conversations with students who are very different in terms of religious beliefs, political opinions or personal values
- Serious conversations with students of a different race or ethnicity

**Experience with Faculty**
- Talking about career plans with faculty member or advisor

**Campus Environment**
- Belief that the college provides support academically and non-academically
- Belief that the college encourages contact among students of different backgrounds
- Evaluation of the entire education experience at Brockport
- Likelihood of selecting Brockport again

Students involved in the Leadership Development Program will engage in opportunities for recognition and professional development through… Omicron Delta Kappa Leadership Honor Society.

As a result of an internship in the Leadership Development Office, students will be able to set personal goals, describe leadership theories, and demonstrate professional growth and development.

As a result of participation in the specialized leadership certificate for student athletes and club sports, students will develop the skills and knowledge needed to be an effective leader.

Students who participate in the program will engage in high impact practices and experiences shown to enhance the student experience and leadership development.
Please list no more than seven accomplishments that your department achieved in 2013-2014. These will be submitted for inclusion in the *College Accomplishments* publication.

<table>
<thead>
<tr>
<th>Accomplishment</th>
<th>Description</th>
<th>Data/Results (where possible)</th>
<th>Summary/Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chosen as recipient of the 2014 NASPA Student Leadership Programs Spotlight Program of the Year, 2014 NASPA Gold Excellence Award in category and 2014 NASPA Grand Bronze Excellence Award recipient. As a result, presentations about the program were done at the national conference</td>
<td>These awards represent the highest honors that NASPA bestows upon student affairs programs. The Leadership Development Program was selected because of its rigorous structure, unique involvement of faculty and staff and evidence of program success.</td>
<td></td>
<td>This was a significant accomplishment for the college and demonstrates the culmination of 5 years of work. As a result of this recognition, our program has become a demonstration of best practices in leadership development and has been included in numerous presentations as well as in publications.</td>
</tr>
<tr>
<td>Chosen as a Spotlight School for the Multi-Institutional Study of Leadership, highlighting our work using assessment to drive delivery; presentations done at the Western New York Assessment Consortium and New York Leadership Educators Conference: “Using Data to Drive Program Delivery”</td>
<td>The Multi-Institutional Study of Leadership selected a few schools to spotlight for their use of the study results. <a href="http://www.leadershipstudy.net">www.leadershipstudy.net</a> Presentations about the assessment cycle and tools used were extremely well-received and the Coordinator has been asked to now present this session at other conferences.</td>
<td></td>
<td>Not only has the program been recognized for its design and implementation, we are now being highlighted for our assessment efforts and continual improvement. This furthers our recognition both regionally and nationwide as a program of distinction.</td>
</tr>
<tr>
<td>The Annual Student Leadership Conference was completely student planned by the Capstone Certificate students and impacted 313 students while bringing in 16 alumni presenters.</td>
<td>For the first time, the students pursuing the Capstone Leadership Certificate were responsible for planning the Annual Student Leadership Conference. These students wrote learning outcomes, selected and contacted alumni, arranged the keynote speaker and managed all logistics.</td>
<td>97% of students said they enjoyed the event. 95% of students found the keynote to be engaging and thought-provoking. 89% of students would participate again.</td>
<td>Overwhelmingly this was the best conference yet. By having the Capstone Students plan the event, they were able to synthesize their learning to engage their peers in leadership development. Students really responded to the fact that their fellow students planned the event. Alumni were thrilled to have current students reaching out and working with them.</td>
</tr>
</tbody>
</table>