At Brockport, we have a very new program. A committee comprised of faculty, staff and students began meeting in 2009 to discuss and explore best practices in leadership development nationwide. As a result, the decision was made to use the Social Change Model as the theoretical framework for a four year, sequential leadership certificate program. The committee sought to include high impact practices in each level of the program. We participated in the MSL for the first time in 2010, and as a result we were able to determine which experiences had the most impact on our students and focus our efforts on those.

In particular, we found that community service, internships, mentoring relationships, and frequent attendance at leadership conferences were all environments that facilitated student growth and development. As a result, we focused our efforts to provide these experiences. Community service is infused at all levels, and mentoring relationships occur in various capacities. Recognizing that leadership conferences truly enhance student learning, we have been able to secure additional funding to provide students with numerous opportunities to attend local, regional and even national conferences. Finally, the final two certificates incorporate internships and tangible experiences to help bridge theory to the "real world."

As a participant in the 2012 study, we were able to evaluate our program offerings and determine effectiveness. Using members of the Leadership Development Program as our comparative sample, we were able to measure the programs effectiveness. Similarly, in looking at high impact practices in leadership development, we found that students in the program participate at much higher rates. This has allowed us to document and share the new program's success to the point that it has now become one of 19 college goals articulated in the 2011-2016 Strategic Plan. In addition, new findings that reveal student leadership development as occurring sequentially provided credibility to the way in which we were already delivering our program. In short, participating in the MSL has allowed us to build a program that successfully applies theory and continues to grow and improve.

**INSTITUTIONAL INSIGHT**

**TYPE:** public, 4-year  
**SIZE:** 7,150 undergraduates; 1,250 graduates  
**CHARACTERISTICS:** liberal arts institution; residential campus  
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