

**Assessment Report 2013-2014**  
**Center for Leadership & Sidney A. Ribeau President's Leadership Academy**

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**Date:**

**Department Website URL:** [www.bgsu.edu/leadership](http://www.bgsu.edu/leadership)

**Signature Program/Service Overview**

In support of the BGSU learning outcomes, the purpose of Leadership Academy is to provide a leadership development experience designed for emerging leaders in the advancement and development of the first three Cs of the Social Change Model: (1.) Consciousness of Self, (2.) Congruence, and (3.) Commitment. Leadership Academy is a one-day event, open to all students, with a prescribed curriculum that was facilitated by BGSU faculty, staff, and graduate students. Students are assigned to a facilitator and breakout group and remain with that group to enhance their learning. The event is structured as follows:

- Keynote address – Introduction to Social Change Model
- Breakout Session #1 – Values & Self-Awareness
- Lunch & Keynote – Social Change Agents
- Breakout Session #2 – Ethics & Congruence
- Breakout Session #3 – Passion & Commitment
- Closing Session – Leadership in Practice

**University Learning Outcome**

Leadership Academy Outcome	Student Affairs Learning Outcome	BGSU Learning Outcome
Identify and define personal values	Critical & Constructive Thinking – Examining Values	Intellectual & Practical Skills
Articulate how personal values influence leadership	Critical & Constructive Thinking – Examining Values	Intellectual & Practical Skills
Differentiate between core and circumstantial values	Critical & Constructive Thinking – Examining Values	Intellectual & Practical Skills
Discuss how values and actions are interdependent in leadership	Personal Development – Ethics & Values Exploration	Personal and Social Responsibility
Understand the importance of role modeling in leadership	Engaging Others in Action – Participating & Leading	Intellectual & Practical Skills
Analyze ethical situations and apply ethical decision-making methods	Personal Development – Ethics & Values Exploration	Personal and Social Responsibility
Define personal passion(s)	Civic & Community Involvement – Values-Driven Decision Making	Personal & Social Responsibility
Analyze how intensity and duration impact leadership	Civic & Community Involvement – Values-Driven Decision Making	Personal & Social Responsibility

**Project Sample/Participant Overview**

120 students participated in Leadership Academy on November 16, 2013. Registration was open to all students. 107 responded to the learning assessment yielding an 89% response rate.

**Classification Ethnicity Gender**

Classification	Ethnicity	Gender
First-Year BGSU Student – 51%	African-American – 23%	Male – 28%
Sophomore BGSU Student – 26%	Latino/Hispanic – 3%	Female – 66%
Junior BGSU Student – 17%	Asian – 3%	
Senior BGSU Student – 6%	Native American – 0%	
Graduate BGSU Student - 1%	White – 70%	
	Bi-Racial/Multi-Racial – 0%	

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**Data Collection Timeframe**

Leadership Academy is a seven hour event (10am-5pm). The assessment instrument was administered during the closing event.

A post-assessment was conducted on participants from the Fall 2012 Leadership Academy. The same learning assessment used during the event was sent via Campus Labs in April 2014, measuring learning 18 months after attendance at the event. A post-assessment was conducted on participants from the Fall 2013 Leadership Academy. The same learning assessment used during the event was sent via Campus Labs in April 2014, measuring learning 6 months after attendance at the event.

**Data Collection Methods**

At the conclusion of Leadership Academy, a learning assessment was administered using Turning Point technology. Direct and indirect assessment questions and program satisfaction were assessed. Additionally, a hand-written qualitative facilitator satisfaction survey was administered but is not reviewed in this report. The post-assessment, using the same quantitative instrument, was sent to participants, via email, through Campus Labs.

**Limitations**

The learning assessment was conducted during the closing session to ascertain learning. Not all participants attended the closing session. Furthermore, the structure of Turning Point may lead to some participants not being able to read the entire assessment question thus impacting results. Review of the effectiveness of Turning Point is recommended. Finally, a limited number of participants completed the post-assessment survey.

**Student Learning Outcome with Target Achievement Level**

Immediately following the event, 80% of students who participate in Leadership Academy will be able to...

- Identify and define personal values as demonstrated by self-reported assessment.
- Articulate how personal values influence leadership as demonstrated by direct program assessment.
- Discuss how values and actions are interdependent in leadership by direct program assessment.
- Differentiate between core and circumstantial values.
- Understand the importance of role modeling in leadership as demonstrated by direct program assessment.
- Analyze ethical situations and apply ethical decision-making methods as demonstrated by direct program assessment.
- Define personal passion as demonstrated by self-reported assessment.
- Analyze how intensity and duration impact leadership as demonstrated by direct program assessment

**Summary of Results**

The data show consistent results for the learning outcomes from the Fall of 2012. The addition of the Humanities Troupe during lunch was well-received by participants. The use of student leaders in both the opening and closing events was also well-received though the delivery with the opening speaker should still be explored. Overall satisfaction results indicate that the logistics and format of the program are appropriate and should remain the same.

**Key Results**

The chart below compares three years (spring 2012; fall 2012; fall 2013) of learning assessments by specific learning outcomes. The direct assessment questions are listed.

<b>Learning Outcome</b>	<b>Assessment Question</b>	<b>Spring 2012 n=174</b>	<b>Fall 2012 n=125</b>	<b>Fall 2013 n=120</b>
Identify and define personal values as demonstrated by direct program and self-reported assessment.	A Value is: a) The difference between right and wrong b) A system of moral principles c) Fundamental truths that make us feel better d) Priorities that guide how we live our lives	74% of participants were able to identify the direct measure for this learning outcome.	93% of participants were able to identify the direct measure	93% of participants were able to identify the direct measure

Learning Outcome	Assessment Question	Spring 2012 n=174	Fall 2012 n=125	Fall 2013 n=120
<p>Articulate how personal values influence leadership as demonstrated by direct program assessment.</p>	<p>Authentic leadership requires credibility. Credibility requires authenticity of values. Authenticity of values requires...</p> <ul style="list-style-type: none"> <li>a) Expression of values</li> <li>b) Self-Reflection on values</li> <li>c) Supporting your values</li> <li>d) Application of values</li> </ul>	<p>69% of participants were able to identify the direct measure for this learning outcome.</p>	<p>88% of participants were able to identify the direct measure</p>	<p>87% of participants were able to identify the direct measure</p>
<p>Differentiate between core and circumstantial values</p>	<p><i>Core values can be identified because they:</i></p> <ul style="list-style-type: none"> <li>a) Have a larger scope than other values</li> <li>b) Remain consistent for a long period of time</li> <li>c) Make you feel good about yourself</li> <li>d) Affect other people</li> </ul>	<p>Not assessed in Spring 2013, this learning outcome was added for Fall 2013</p>	<p>88% of participants were able to identify the direct measure</p>	<p>95% of participants were able to identify the direct measure</p>
<p>Discuss how values and actions are interdependent in leadership by direct program assessment. Three direct measures were used to assess this learning outcome and the results are as follows:</p>	<p><i>Ethics in leadership demonstrate how:</i></p> <ul style="list-style-type: none"> <li>a) Values and actions are mutually exclusive</li> <li>b) Values and actions are independent</li> <li>c) Values and actions should be congruent</li> </ul> <p><i>During the Ethics Session, the Always, Sometimes, Never activity focused on which of the following:</i></p> <ul style="list-style-type: none"> <li>a) How values and actions do not impact one another</li> <li>b) How acting contradictory to our ethics is beneficial</li> <li>c) How values align with our actions</li> <li>d) All of the above</li> </ul> <p><i>When you define ethics, a key point to keep in mind is that ethics:</i></p> <ul style="list-style-type: none"> <li>a) Change overtime</li> <li>b) Are justice-oriented</li> <li>c) Are judged present or absent</li> <li>d) All the above</li> </ul>	<p>88% of participants were able to identify the direct measure for this learning outcome.</p> <p>42% of participants were able to identify the direct measure for this learning outcome.</p> <p>75% of participants were able to identify the direct measure for this learning outcome.</p>	<p>100% of participants were able to identify direct measure</p> <p>44.9% of participants were able to identify direct measure</p> <p>83% of participants were able to identify direct measure</p>	<p>92% of participants were able to identify direct measure</p> <p>46% of participants were able to identify direct measure</p> <p>84% of participants were able to identify direct measure</p>

Learning Outcome	Assessment Question	Spring 2012	Fall 2012	Fall 2013
Understand the importance of role modeling in leadership as demonstrated by direct program assessment.	<i>Ethics and Values are demonstrated in leadership through:</i> <ul style="list-style-type: none"> <li>a) Position/Title</li> <li>b) Role Modeling/Credibility</li> <li>c) Communication</li> </ul>	73% of participants were able to identify the direct measure for this learning outcome.	88% of participants were able to identify the direct m	89% of participants were able to identify the direct measure
Analyze ethical situations and apply ethical decision-making methods as demonstrated by direct program assessment.	<i>When considering the circumstances in making an ethical decision, the following approach should NOT be used:</i> <ul style="list-style-type: none"> <li>a) Identify a goal or an intended outcome/consequence</li> <li>b) Identify alternatives</li> <li>c) Identify the pros and cons</li> <li>d) Identify the winner from a rocks, paper, and scissors contest</li> </ul>	75% of participants were able to identify the direct measure for this learning outcome.	86% of participants were able to identify the direct measure	91% of participants were able to identify the direct measure
Define personal passion as demonstrated by self-reported assessment.	<i>After attending Leadership Academy, to what extent are you able to define a personal passion?</i> <ul style="list-style-type: none"> <li>a) A great deal</li> <li>b) Considerably</li> <li>c) Moderately</li> <li>d) Not at all</li> </ul>	90% of participants self-reported a gain in this learning outcome (a great deal; considerably)	96% of participants self-reported a gain in learning this outcome (a great deal; considerably)	92% of participants self-reported a gain in learning this outcome (a great deal; considerably)
Analyze how intensity and duration impact leadership as demonstrated by direct program assessment.	<i>Commitment requires passion and is determined by:</i> <ul style="list-style-type: none"> <li>a) Intensity and Duration</li> <li>b) Ethics and Values</li> <li>c) Hard Work and Dedication</li> <li>d) Individual Effort and Citizenship</li> </ul>	25% of participants were able to identify the direct measure for this learning outcome.	87% of participant were able to identify the direct measure	86% of participant were able to identify the direct measure

**Post Assessment Project Sample/Participant Overview**

A post-assessment was administered to assess students’ retention and application of information after attending. As such, students attending Leadership Academy in November of 2012 (18 months out) and those attending in November of 2013 (6 months out) were asked to participate in a survey in April 2014. 16 participants from November of 2012 (11%) and 31 participants from November of 2013 participated (26% response rate.)

**Classification Ethnicity Gender – Fall 2012 Participants**

Classification	Ethnicity	Gender
First-Year BGSU Student – 6.25%	African-American – 25%	Male – 37.5%
Sophomore BGSU Student – 62.5%	Latino/Hispanic – 0%	Female – 62.50%
Junior BGSU Student – 25%	Asian – 6.25%	
Senior BGSU Student – 6.25%	Native American – 0%	
Graduate BGSU Student - 0%	White – 68.75%	
	Bi-Racial/Multi-Racial – 0%	

**Classification Ethnicity Gender – Fall 2013 Participants**

Classification	Ethnicity	Gender
First-Year BGSU Student – 58.06%	African-American – 16.13%	Male – 19.35%
Sophomore BGSU Student – 29.03%	Latino/Hispanic – 3.23%	Female – 80.65%
Junior BGSU Student – 3.23%	Asian – 0%	
Senior BGSU Student – 9.68%	Native American – 0%	
Graduate BGSU Student - 0%	White – 74.19%	
	Bi-Racial/Multi-Racial – 6.45%	

**Post-Assessment Key Results**

Post-assessment results indicate higher retention of learning within six months of the event with a lower percentage of correct responses. However, the majority of respondents at the six month interval have retained between 60-80% of the information. Consistently, the content best remembered for both post groups was the ethics session of Leadership Academy. Examination of this content and format may assist learning retention in the other two sessions.

Learning Outcome	Assessment Question	Fall 2012 Result n=125	Fall 2012 Post n=16	Fall 2013 Result n=120	Fall 2013 Post n=31
Identify and define personal values as demonstrated by direct program and self-reported assessment.	A Value is: e) The difference between right and wrong f) A system of moral principles g) Fundamental truths that make us feel better h) Priorities that guide how we live our lives	93% of participants were able to identify the direct measure	50% of participants were able to identify the direct measure	93% of participants were able to identify the direct measure	77.42% of participants were able to identify the direct measure
Articulate how personal values influence leadership as demonstrated by direct program assessment.	Authentic leadership requires credibility. Credibility requires authenticity of values. Authenticity of values requires... e) Expression of values f) Self-Reflection on values g) Supporting your values h) Application of values	88% of participants were able to identify the direct measure	37.50% of participants were able to identify the direct measure for this learning outcome.	87% of participants were able to identify the direct measure	61.29% of participants were able to identify the direct measure

Learning Outcome	Assessment Question	Fall 2012 Result n=125	Fall 2012 Post n=16	Fall 2013 Result n=120	Fall 2013 Post n=31
Differentiate between core and circumstantial values	<p><i>Core values can be identified because they:</i></p> <ul style="list-style-type: none"> <li>e) Have a larger scope than other values</li> <li>f) Remain consistent for a long period of time</li> <li>g) Make you feel good about yourself</li> <li>h) Affect other people</li> </ul>	88% of participants were able to identify the direct measure	87.50% of participants were able to identify the direct measure	95% of participants were able to identify the direct measure	90.32% of participants were able to identify the direct measure
Discuss how values and actions are interdependent in leadership by direct program assessment. Three direct measures were used to assess this learning outcome and the results are as follows:	<p><i>Ethics in leadership demonstrate how:</i></p> <ul style="list-style-type: none"> <li>d) Values and actions are mutually exclusive</li> <li>e) Values and actions are independent</li> <li>f) Values and actions should be congruent</li> </ul> <p><i>When you define ethics, a key point to keep in mind is that ethics:</i></p> <ul style="list-style-type: none"> <li>e) Change overtime</li> <li>f) Are justice-oriented</li> <li>g) Are judged present or absent</li> <li>h) All the above</li> </ul>	<p>100% of participants were able to identify direct measure</p> <p>83% of participants were able to identify direct measure</p>	<p>71.43% of participants were able to identify the direct measure for this learning outcome.</p> <p>85.71% of participants were able to identify the direct measure for this learning outcome.</p>	92% of participants were able to identify direct measure	86.67% of participants were able to identify direct measure
Understand the importance of role modeling in leadership as demonstrated by direct program assessment.	<p><i>Ethics and Values are demonstrated in leadership through:</i></p> <ul style="list-style-type: none"> <li>d) Position/Title</li> <li>e) Role Modeling/Credibility</li> <li>f) Communication</li> </ul>	88% of participants were able to identify the direct measure	78.5% if participants were able to identify the direct measure for this learning outcome.	89% of participants were able to identify the direct measure	80% of participants were able to identify the direct measure
Analyze ethical situations and apply ethical decision-making methods as demonstrated by direct program assessment.	<p><i>When considering the circumstances in making an ethical decision, the following approach should NOT be used:</i></p> <ul style="list-style-type: none"> <li>e) Identify a goal or an intended outcome/consequence</li> <li>f) Identify alternatives</li> <li>g) Identify the pros and cons</li> <li>h) Identify the winner from a rocks, paper, and scissors contest</li> </ul>	86% of participants were able to identify the direct measure	100% of participants were able to identify the direct measure for this learning outcome.	91% of participants were able to identify the direct measure	83.33% of participants were able to identify the direct measure

<b>Learning Outcome</b>	<b>Assessment Question</b>	<b>Fall 2012 Result n=125</b>	<b>Fall 2012 Post n=16</b>	<b>Fall 2013 Result n=120</b>	<b>Fall 2013 Post n=31</b>
Define personal passion as demonstrated by self-reported assessment.	<i>After attending Leadership Academy, to what extent are you able to define a personal passion?</i> e) A great deal f) Considerably g) Moderately h) Not at all	96% of participants self-reported a gain in learning this outcome (a great deal; considerably)	92.86% of participants self-reported a gain in learning this outcome (a great deal; considerably)	92% of participants self-reported a gain in learning this outcome (a great deal; considerably)	86.66% of participants self-reported a gain in learning this outcome (a great deal; considerably)
Analyze how intensity and duration impact leadership as demonstrated by direct program assessment.	<i>Commitment requires passion and is determined by:</i> e) Intensity and Duration f) Ethics and Values g) Hard Work and Dedication h) Individual Effort and Citizenship	87% of participant were able to identify the direct measure	35.71% of participants were able to identify the direct measure for this learning outcome.	86% of participant were able to identify the direct measure	30% of participant were able to identify the direct measure

**Decisions and Recommendations**

The following recommendations are under consideration for the Fall 2014 event.

1. Examine opening keynote for delivery and impact.
2. Continue to use the Humanities Troupe to engage with the participants and application of content.
3. After three years of skewed results, examine specific assessment question related to the ethics session.
4. Continue to cap event size to 200 participants to help with planning and preparation.
5. Examine Turning Point as the assessment method and potential learning style difficulties.
6. Review the commitment breakout session due to the significant decline in learning (intensity and duration) in the post-assessment.
7. Examine format and delivery of the ethics session and potentially apply teaching methods to other breakout session to increase long-term learning.
8. Examine short- and long-term methods for assessing character development of participants.