

**Division of Student Affairs  
Office of Campus Activities  
2009-2010 Assessment Report**

**SIGNATURE PROGRAM NUMBER ONE**

**Signature Program Description**

**Description and Rationale for Selection**

The Student Leaders Retreat was held on August 10-12, 2009 with multiple representatives from approximately 25 student organizations in attendance.

**Expectations for Student Achievement**

The event provides the opportunity for key student leaders to develop connections with peers, increase their knowledge and awareness of campus resources, and create personal and organizational leadership goals for the academic year.

**Link to University and Student Affairs Student Learning Outcomes**

**Intellectual and Practical Skills**

*Students attending the Student Leaders Retreat will be able to:*

- Develop the ability collaborate and to identify, discuss, and share the important elements of campus problems/issues

**General and Specialized Knowledge**

*Students attending the Student Leaders Retreat will be able to:*

- Articulate the role of their represented organization and its contribution to BGSU student life

**Personal and Social Responsibility**

*Students attending the Student Leaders Retreat will be able to:*

- Gain a better understanding of the impact student involvement has on students and BGSU

**Integrate, Apply, and Reflect**

*Students attending the Student Leaders Retreat will be able to:*

- Discover and recognize campus resources that can assist and be utilized for their leadership role
- Recognize and begin to develop relationships with administration

**Assessment Methods and Procedures**

**Description of Methods and Procedures**

Learning outcomes were assessed using a pre-test/post-test survey model for the Student Leaders' Retreat participants.

**Assessment Instruments**

Program participants completed a pre and post-assessment that focused on their awareness of campus issues and resources. In addition, participants provided reflections and feedback at the end of each day.

## Results and Conclusions

### Description of the Results

After attending the Student Leaders Retreat, I am able to identify, discuss, and share the important elements of campus problems/issues.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
35	12	0	0
74%	26%		

After attending the Student Leaders Retreat, I am better able to articulate the role of my represented organization and its contribution to BGSU student life.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
35	12	1	0
74%	26%		

After attending the Student Leaders Retreat, I understand the impact student involvement has on students and BGSU.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
41	6	0	0
87%	13%		

After attending the Student Leaders Retreat, I am better able to identify campus resources (including people) who can assist me as a leader and my organization.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
36	10	1	0
77%	21%	2%	

After attending the Student Leaders Retreat, I have begun to build relationships with the administration.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
28	18	1	0
60%	38%	2%	

### Target Level Achievement

In reviewing the data from the post-assessment, students met the expected objectives for achievement.

### Evaluation of Assessment Methods and Procedures

The assessments methods used seem to be effective, but additional follow-up throughout the academic year could be beneficial in determining future topics for the Student Leaders' Retreat and to assess applicability of information received during the event.

### Action Taken/Future Plans

#### Connect Results and Program Changes

The evaluation results support the continuation of the program, but feedback from participants will help shape the curriculum used in 2010. Participant expectations were met, but many expressed an interest in playing more of a role in planning and/or executing the event. Student leaders should be incorporated into the planning committee and in some instances asked to assist with facilitation (ice breakers, team builders, etc.).

### **Showcasing Student Learning**

Most students agreed that participation in this event increased their knowledge of campus issues and resources, connection to peers and key administrators and ability to articulate the role that their organization plays on-campus. This information has been shared with the 2010 planning group.

# SIGNATURE PROGRAM NUMBER TWO

## Signature Program Description

### Description and Rationale for Selection

Leadershape, held at Joy Education Center in May 2010, engaged 30 students in a week-long immersion program. The purpose of LeaderShape to produce a breakthrough in the leadership capacity of participants which is demonstrated on their campus, in their community, or within their organization.

### Expectations for Student Achievement

Students are expected to show statistically significant improvement in the leadership areas focused on during this experience.

### Link to Student Affairs Student Learning Outcomes

At the end of LeaderShape participants will:

#### Intellectual and Practical Skills

- Commit to identifying their core ethical and personal values and then commit to act on them.
- Identify when their behavior is not in congruence with their core ethical and personal values.

Create a vision for the greater good of a community which includes a “healthy disregard for the impossible”.

#### Personal and Social Responsibility

- Develop relationships where the dignity and contributions of all people are acknowledged and respected.
- Create a vision for the greater good of a community which includes a “healthy disregard for the impossible”.
- Develop skills to be able to successfully work in groups and teams to accomplish a collective vision.
- Articulate action steps necessary to implement a vision.
- Increase their capability to produce extraordinary results.

## Assessment Methods and Procedures

### Description of Methods and Procedures

Learning outcomes were assessed using a pre-test/post-test model developed by LeaderShape.

### Assessment Instruments

The LeaderShape survey is attached.

## Results and Conclusions

### Description of the Results

Students reported the highest gains in the following areas:

- My ability to create a vision or ideal future for my community or organization.
- My ability to create and implement changes in my organization or community.
- A willingness to be vulnerable is an important part of being a leader.
- My ability to develop relationships with others who are different from me
- My ability to develop relationships with people different from me is fundamentally important to my leadership.

- My ability to recognize when my behavior is not in congruence with my values.
- I view conflict in groups as something to be avoided.
- I have the skills to be successful in groups or teams when working towards shared outcomes.
- My ability to identify my own strengths and weaknesses.
- My ability to articulate the action steps necessary to implement my vision.
- I can clearly articulate my ethics and values to others.
- I have a sense of purpose as a leader.
- My ability to successfully delegate tasks and responsibilities.

### **Target Level Achievement**

In reviewing the data from the post-survey, students met the expected objectives for improving leadership skills.

### **Evaluation of Assessment Methods and Procedures**

The pre and post-survey was beneficial in identifying gains made by program participants. The assessments methods used seem to be effective, but additional follow-up throughout the academic year could be beneficial in evaluating how the skills and abilities gained through LeaderShape impact campus and community involvement.

### **Action Taken/Future Plans**

#### **Connect Results and Program Changes**

The evaluation results support the continuation of the program. However, given the structure of LeaderShape, we do not influence changes to the curriculum or format. It would be beneficial to encourage a higher number of program participants and share the benefits of participation more broadly.

#### **Showcasing Student Learning**

Students agreed that participation in this event improved their leadership skills and were motivated to utilize those skills gained to improve campus and their community.

### **Proposed 2010-2011 Signature Program Assessments**

#### **List of Proposed Signature Programs (minimum of 3) to Assess for 2010-2011**

- Student Organization Treasurer's Training
- CampusFest
- Family Weekend
- UAO