

Assessment Report 2012-2013
Center for Leadership & Sidney A. Ribeau President's Leadership Academy

Submitted By – Julie Ann Snyder, Associate Dean of Students & Director

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Department Website URL: www.bgsu.edu/leadership

Signature Program/Service Overview

In support of the BGSU 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 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

140 students participated in Leadership Academy. 125 responded to the survey yielding an 89% response rate.

Classification Ethnicity Gender

Classification	Ethnicity	Gender
First-Year BGSU Student – 53%	African-American – 19%	Male – 30%
Sophomore BGSU Student – 26%	Latino/Hispanic – 3%	Female – 70%
Junior BGSU Student – 13%	Asian – 0.82%	
Senior BGSU Student – 4%	Native American – 0%	
Graduate BGSU Student - 3%	International Student – 1.64%	
	Caucasian – 71%	
	Bi-Racial/Multi-Racial – 4%	

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Data

Data Collection Timeframe

Leadership Academy is a six hour event (10am-4pm) and the assessment instrument was administered during the closing event.

Data Collection Methods

A learning assessment was administered using Turning Point technology. Direct and indirect assessment questions and program satisfaction were assessed.

Limitations

The learning assessment was conducted during the closing session to ascertain learning. While the results are extremely positive no long-term learning and retention of learning has been assessed. Furthermore, the assessment focuses on knowledge and does not address how the information learned has transformed or changed the participants.

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 significant increases in learning for all eight learning outcomes from the Spring of 2012 due to programmatic and curriculum changes. The addition of current student leaders to the closing event was received well by participants and will continue in the future. The content for both keynote events needs to be examined and presented in a manner that is more effective for participants while contributing to the overall goals and learning outcomes of the program. Overall satisfaction results indicate that the logistics and format of the program are appropriate and should remain the same.

Key Results

Learning Assessment Comparison

Spring 2013	Fall 2013
Identify and define personal values as demonstrated by direct program and self-reported assessment. <ul style="list-style-type: none"> ➤ 74% of participants were able to identify the direct measure for this learning outcome. 	93% of participants were able to identify the direct measure A Value is: <ul style="list-style-type: none"> 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
Articulate how personal values influence leadership as demonstrated by direct program assessment. <ul style="list-style-type: none"> ➤ 69% of participants were able to identify the direct measure for this learning outcome. 	88% of participants were able to identify the direct measure Authentic leadership requires credibility. Credibility requires authenticity of values. Authenticity of values requires... <ul style="list-style-type: none"> a) Expression of values b) Self-Reflection on values c) Supporting your values d) Application of values
Differentiate between core and circumstantial values <ul style="list-style-type: none"> ➤ Not assessed in Spring 2013, this learning outcome was added for Fall 2013 	88% of participants were able to identify the direct measure <i>Core values can be identified because they:</i> <ul style="list-style-type: none"> a) Have a larger scope than other values b) Remain consistent for a long period of time c) Make you feel good about yourself d) Affect other people
Discuss how values and actions are interdependent in leadership by direct program assessment. Three direct measures were used to assess this learning outcome and	Question 1: 100% of participants were able to identify direct measure <i>Ethics in leadership demonstrate how:</i> <ul style="list-style-type: none"> a) Values and actions are mutually exclusive

<p>the results are as follows:</p> <ul style="list-style-type: none"> ➤ Question 1: 88% of participants were able to identify the direct measure for this learning outcome. ➤ Question 2: 42% of participants were able to identify the direct measure for this learning outcome. ➤ Question 3: 75% of participants were able to identify the direct measure for this learning outcome. 	<ul style="list-style-type: none"> b) Values and actions are independent c) Values and actions should be congruent <p>Question 2: 44.9% of participants were able to identify direct measure <i>During the Ethics Session, the Always, Sometimes, Never activity focused on which of the following:</i></p> <ul style="list-style-type: none"> a) How values and actions do not impact one another b) How acting contradictory to our ethics is beneficial c) How values align with our actions d) All of the above <p>Question 3: 83% of participants were able to identify direct measure <i>When you define ethics, a key point to keep in mind is that ethics:</i></p> <ul style="list-style-type: none"> a) Change overtime b) Are justice-oriented c) Are judged present or absent d) All the above
<p>Understand the importance of role modeling in leadership as demonstrated by direct program assessment.</p> <ul style="list-style-type: none"> ➤ 73% if participants were able to identify the direct measure for this learning outcome. 	<p>88% of participants were able to identify the direct measure <i>Ethics and Values are demonstrated in leadership through:</i></p> <ul style="list-style-type: none"> a) Position/Title b) Role Modeling/Credibility c) Communication
<p>Analyze ethical situations and apply ethical decision-making methods as demonstrated by direct program assessment.</p> <ul style="list-style-type: none"> ➤ 75% of participants were able to identify the direct measure for this learning outcome. 	<p>86% of participants were able to identify the direct measure <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"> a) Identify a goal or an intended outcome/consequence b) Identify alternatives c) Identify the pros and cons d) Identify the winner from a rocks, paper, and scissors contest
<p>Define personal passion as demonstrated by self-reported assessment.</p> <ul style="list-style-type: none"> ➤ 90% of participants self-reported a gain in this learning outcome (strongly agree and agree responses). 	<p>96% of participants self-reported a gain in learning this outcome (a great deal; considerably) <i>After attending Leadership Academy, to what extent are you able to define a personal passion?</i></p> <ul style="list-style-type: none"> a) A great deal b) Considerably c) Moderately d) Not at all
<p>Analyze how intensity and duration impact leadership as demonstrated by direct program assessment.</p> <ul style="list-style-type: none"> ➤ 25% of participants were able to identify the direct measure for this learning outcome. 	<p>87% of participant were able to identify the direct measure <i>Commitment requires passion and is determined by:</i></p> <ul style="list-style-type: none"> a) Intensity and Duration b) Ethics and Values c) Hard Work and Dedication d) Individual Effort and Citizenship

Decisions and Recommendations

The following recommendations are under consideration for the Fall 2013 event.

1. Examine opening keynote for density of content.
2. Examine lunch keynote and restructure to focus less on content and more on application.
3. After two years of skewed results, examine specific assessment question related to the ethics session.
4. Consider long-term assessment of learning.
5. Add an assessment component that focuses on the habits of mind/character learned and/or experienced during the event.
6. Cap event size to 200 participants to help with planning and preparation.

Submitted By: Julie Ann Snyder, Associate Dean of Students & Director

Date: October 7, 2013

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Signature Program/Service Overview

The PLA Summer Program is a hallmark of our department and has evolved into one of our most impactful office practices. Incoming first-year PLA scholars participate in the Summer Program prior to their matriculation. The program serves two purposes: 1) to assist student with their transition to BGSU; 2) begin to introduce the PLA leadership curriculum. Students are engaged in a series of academic courses, transitional workshops, service projects, and team development activities. The Summer Program serves as the baseline experience against which students' progression and development are measured. This assessment reflects the 2013 Summer Program which consisted of 22 incoming scholarship students.

University Learning Outcome & Student Affairs Learning Outcomes

President's Leadership Academy Outcome	Student Affairs Learning Outcome	BGSU Learning Outcome
Identify the core values of Bowling Green State University	Critical & Constructive Thinking – Examining Values Personal Development – Ethics & Values Exploration	Intellectual & Practical Skills Personal & Social Responsibility
Identify the core values of the PLA	Critical & Constructive Thinking – Examining Values Personal Development – Ethics & Values Exploration	Intellectual & Practical Skills Personal & Social Responsibility
Identify at least 10 campus resources	Engaging Others in Action - Participating	Intellectual & Practical Skills
Describe three basic leadership concepts	Engaging Others in Action - Leading	Intellectual & Practical Skills
Describe individual leadership style	Effective Communication – Presenting	Intellectual & Practical Skills

Project Sample/Participant Overview

22 students participated in the 2013 PLA Summer Program. All students completed the final assessment at the conclusion of the program. Demographic information on this population is as follows:

Ethnicity	Gender
African-American – 45%	Male – 45%
Caucasian – 45%	Female – 55%
Latino/a – 5%	
Bi-Racial/Multi-Racial – 5%	

Data Collection Timeframe

The overall participant assessment instrument was administered at the conclusion of the Summer Program. Individual transition workshop assessments were administered at the conclusion of the workshop. Student classroom learning was measured by individual faculty members and encompassed a variety of methods including assignments, exams, oral and written feedback, and observation.

Data Collection Methods

Participants were enrolled in seven courses that included assessment via assignments and final exams. An overall learning assessment was administered using Campus Labs technology. Direct and indirect learning questions and program satisfaction were assessed. Additionally, a brief instrument was used to gather feedback on transitional workshop facilitators.

Limitations

The overall program assessment was administered using Campus Labs technology. During survey administration some participants used the "back" button and this may have impacted results as students tried to complete the instrument. Furthermore, the questions for learning outcomes 1-3 require someone to evaluate the terms submitted by the students. This subjective evaluation needs to be examined to determine if a better method can be used to avoid any discrepancy.

Student Learning Outcome with Target Achievement Level

At the conclusion of the PLA Summer Program, 80% of incoming PLA scholars will be able to...

1. Identify the five core values of Bowling Green State University as demonstrated by direct program assessment.
2. Identify the four core values of the Sidney A. Ribeau President's Leadership Academy as demonstrated by direct program assessment.
3. Identify 10 campus resources as demonstrated by direct program assessment.
4. Describe three basic leadership concepts as demonstrated direct program assessment and by receiving 70% or higher in each of the three leadership courses.
5. Describe their leadership style as observed through videotaped presentations and evaluated by faculty member.

Summary of Results

The assessment results are dramatically above the target level and indicate strong advancement in the curricular presentation of the Summer Program. This has been an on-going process that began in 2010 based on the advice received during an external program review. The department has seen a dramatic increase in outcomes achievement in the summer program and this has transferred to stronger learning during the first and second year of the program.

Key Results per Learning Outcome:

The chart below demonstrates gains over a three year period, per learning outcome.

Learning Outcome	2011	2012	2013
Identify the five core values of Bowling Green State University as demonstrated by direct program assessment.	32% of participants were able to identify the five core values with 100% accuracy	96% of participants were able to identify the five core values by the direct measure for this learning outcome.	100% of participants were able to identify the five core values by the direct measure for this learning outcome.
Identify the four core values of the Sidney A. Ribeau President's Leadership Academy as demonstrated by direct program assessment.	Not assessed this year	100% of participants were able to identify the four core values by the direct measure for this learning outcome	100% of participants were able to identify the four core values by the direct measure for this learning outcome
Identify 10 campus resources as demonstrated by direct program assessment.	79% of participants were able to identify 10 campus resources by the direct measure for this learning outcome	96% of participants were able to identify 10 campus resources by the direct measure for this learning outcome	100% of participants were able to identify 10 campus resources by the direct measure for this learning outcome.
Describe three basic leadership concepts as demonstrated by receiving 70% or higher in each of the three leadership courses.	86% of participants were able to accurately explain three basic leadership concepts. 100% of participants received a 70% or higher in all three summer leadership courses.	100% of participants were able to describe three basic leadership concepts via the formal assessment instrument. 100% of participants received a 70% or higher in all three summer leadership courses.	100% of participants were able to describe three basic leadership concepts via the formal assessment instrument. 100% of participants received a 70% or higher in all three summer leadership courses.
Describe their leadership style as demonstrated by observed, videotaped presentations.	100% of participants were able to describe their leadership style as assessed by faculty observation.	100% of participants were able to describe their leadership style as assessed by faculty observation. 48% of participants earned an A in this course; 52% earned a B.	100% of participants were able to describe their leadership style as assessed by faculty observation. 68% of participants earned an A in this course; 32% earned a B.

Direct Measure Questions

Learning Outcome	Question
Identify the five core values of Bowling Green State University as demonstrated by direct program assessment.	The five core values of Bowling Green State University are...
Identify the four core values of the Sidney A. Ribeau President's Leadership Academy as demonstrated by direct program assessment.	The four core values of the Sidney A. Ribeau President's Leadership Academy are...
Identify 10 campus resources as demonstrated by direct program assessment.	List 10 campus resources:

Decisions and Recommendations

Based on the assessment results from this year's program the following recommendations are being evaluated by the staff:

1. Continue curricular changes related to the three leadership courses to avoid redundancy.
2. Remove academic honesty transition topic and integrate the content into the fall transition course.
3. Introduce time management topic during the summer program and provide advanced training during the fall transition course.
4. Conduct a full review of the entire first-year curriculum (summer program; transition course; cohort meetings) to examine content, timing, redundancy, and learning.
5. Revamp final assessment to avoid subjective evaluation of student responses.