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Department Website URL: www.bgsu.edu/recwell

Signature Program/Service Overview

The Student Development and Leadership Program (SDL) provides training to nearly 300 Recreation and Wellness student employees. The SDL Program includes a philosophical orientation to the field of leadership and a series of workshops. SDL workshops offer hands-on educational experience and prepare individuals for lifelong career and personal growth. Participants develop an appreciation for engaged leadership while inspiring active and healthy lifestyles. In order to promote student learning, SDL sessions are grounded in theory. The two anchors for theoretical support are Kouzes & Posner's Five Practices of Exemplary Leadership and the BGSU Orientation and First Year Program's Pillars for Student Success. Facilitators are mindful of these connections when creating content, presentations, and activities.

University Learning Outcomes

- Intellectual and Practical Skills
- General and Specialized Knowledge
- Personal and Social Responsibility
- Integrate, Apply and Reflect

Student Affairs Learning Outcomes

- Student Affairs Learning Outcome 1 – Intellectual and Practical Skills
 - Critical and Constructive Thinking
 - Effective Communication
 - Engaging Others in Action
- Student Affairs Learning Outcome 2 – General and Specialized Knowledge
 - General Knowledge Development
 - Career and Specialization Development
- Student Affairs Learning Outcome 3 – Personal and Social Responsibility
 - Civic and Community Involvement
 - Personal Development – Self Leadership
 - Wellness
 - Ethics and Values Exploration
- Student Affairs Learning Outcome 4 – Integrate, Apply, and Reflect
 - Integration
 - Application

The Student Leadership Challenge: Five Practices of Exemplary Leaders Learning Outcomes

- Model the Way
- Challenge the Process
- Enable Others to Act
- Inspire a Shared Vision
- Encourage the Heart

New Student Orientation and First Year Programs: The Four Pillars of Student Success Learning Outcomes

- Academic Success
- Career Development
- Leadership and Engagement
- Personal and Fiscal Responsibility

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BGSU Core Values

- Respect for one another
- Collaboration
- Intellectual and personal growth
- Creativity and innovation
- Pursuit of excellence

Project Sample/Participant Overview

Of the 298 SDL participants, the majority of attendees were the Department of Recreation and Wellness student employees and graduate assistants. Occasionally, RecWell professional staff members and non-RecWell affiliated students attended. Refer to Table 1 for the Participant Breakdown.

Table 1: Total Attendance Counts

Session Number	Session Title	Total in Attendance Per Session	RecWell Student Employees	Student Supervisors	Graduate Assistants	Professional Staff	Non RecWell Attendees
1	Customer Service	33	17	10	5	1	0
2	RecTrac Management Software	48	28	8	7	5	0
3	Assessment and Campus Labs	33	17	5	8	2	1
4	Discipline	32	13	11	7	1	0
5	Risk Management	44	28	8	7	1	0
6	Marketing and Social Media	37	18	9	7	2	1
7	SRC Renovation Project	42	24	8	9	1	0
8	Service Saturday	29	11	9	6	2	1
Total Attendance		298					

Table 2: Measured Outcomes

Session Title	Learning Outcomes	Kouzes and Posner: Five Practices	Four Pillars	BGSU Core Values
1 Customer Service	Intellectual and Practical Skills	Model the Way	Career Development, Leadership and Engagement	Respect for One Another, Pursuit of Excellence
2 RecTrac Management Software	General and Specialized Knowledge	Model the Way, Enable Others to Act	Career Development, Personal and Fiscal Responsibility	Intellectual and Personal Growth, Creativity and Innovation
3 Assessment and Campus Labs	Integrate, Apply, and Reflect	Inspire a Shared Vision, Challenge the Process, Enable Others to Act	Personal and Fiscal Responsibility	Intellectual and Personal Growth, Creativity and Innovation
4 Discipline	Personal and Social Responsibility	Model the Way, Inspire a Shared Vision, Enable Others to Act	Personal and Fiscal Responsibility, Academic Success, Leadership and Engagement	Intellectual and Personal Growth
5 Risk Management	Intellectual and Practical Skills; General and Specialized Knowledge	Model the Way, Challenge the Process, Enable Others to Act	Personal and Fiscal Responsibility	Respect for One Another, Pursuit of Excellence
6 Marketing and Social Media	General and Specialized Knowledge	Enable Others to Act, Encourage the Heart	Career Development	Creativity and Innovation, Collaboration

7	SRC Renovation Project	Integrate, Apply, and Reflect	Inspire a Shared Vision, Challenge the Process Model the Way, Inspire a Shared Vision, Enable Others to Act, Encourage the Heart	Leadership and Engagement	Creativity and Innovation, Pursuit of Excellence
8	Service Saturday	Personal and Social Responsibility		Leadership and Engagement	Respect for One Another, Collaboration

Data Collection Timeframe

SDL sessions were held monthly. At the conclusion of each session, survey evaluations were administered immediately and collected as participants exited the session.

Data Collection Methods

Each evaluation contained two parts: the first part was a rubric that evaluated the participant’s level of mastery across four levels of competence: beginner, developing, accomplished, and expert. The second part of the evaluation consisted of three open ended questions to gain additional information on lessons learned, topics of interest, and any additional feedback. This data collection method ensured higher response rates due to the participant’s convenience location as well as recollection of details.

Once all evaluations have been distributed and collected, the Graduate Assistant for Student Programming and Leadership created an electronic version of the evaluation in Campus Labs and manually entered the data.

Limitations

Participants were generally eager to leave after the SDL session ended, so responses could be skewed due to lack of attentiveness. In addition, mastery of SDL topics is not guaranteed due to the limited one hour timeframe of each session. Kouzes and Posner’s Five Practices of Exemplary Leadership is the department model, but some participants may not be knowledgeable of the theory in detail.

Student Learning Outcome with Target Achievement Level

1. SLO #1a: General Knowledge
Students attending Student Development and Leadership sessions will learn general knowledge regarding relevant leadership practices, as demonstrated by achieving a 3:accomplished+ level of mastery on evaluations following each event.
2. SLO #1b: Specialized Knowledge
Students attending Student Development and Leadership sessions will learn specialized knowledge regarding relevant leadership practices, as demonstrated by achieving a 3:accomplished+ level of mastery on evaluations following each event.
3. SLO #2: Personal Responsibility
Students attending Student Development and Leadership sessions will recognize their need to demonstrate relevant leadership practices, as demonstrated by achieving a 3:accomplished+ level of mastery on evaluations following each event.
4. SLO #3: Core Values
Students attending Student Development and Leadership sessions will understand how relevant leadership practices relate to their employment with RecWell, as demonstrated by achieving a 3:accomplished+ level of mastery on evaluations following each event.
5. SLO #4: Kouzes and Posner’s Leadership Theory
Students attending Student Development and Leadership sessions will understand how their employment with RecWell relates to Kouzes and Posner’s Leadership Theory, as demonstrated by achieving a 3:accomplished+ level of mastery on evaluations following each event.

Summary of Results

In total, 298 RecWell student employees, graduate assistants, and professional staff members (and a few non-RecWell affiliated persons) attended the eight SDL sessions throughout the 2013-2014 academic year. Of the 40 assessment outcome measures, 94.25% of responses indicated a mastery level of 3:accomplished or 4:expert (SLO#1 – SLO#4). SDL #6: Marketing and Social Media yielded a 100% mastery level of 3:accomplished or 4:expert, which fully met the achievement goals SLO#1 – SLO#4. SDL#1: Customer Service, SDL#4: Discipline, and SDL#5: Risk Management yielded a 98.39%, 98.67%, and 97.61% mastery level of 3:accomplished or 4:expert, respectively. The other three assessed SDL sessions (SDL#2: Recreation Management Software, SDL#3: Assessment and Campus Labs, and SDL#7: SRC Renovation Project) yielded a 78.65%, 90.36%, and 94.76% mastery level of 3:accomplished or 4:expert, respectively.

The SDL assessments contained six questions: one question related to general knowledge, two questions related to specific knowledge, one question related to personal responsibility, one question related to BGSU core values, and one question related to Kouzes and Posner’s Leadership Theory. The two exceptions were SDL#1: Customer Service, which did not contain a BGSU core values questions, and SDL#2: Recreation Management Software, which only contained one “specific knowledge” related question. The percentages of responses that yielded a mastery level of 3:accomplished or 4:expert for each SLO are below.

Table 3: SLO Mastery	
SLO	Mastery level of 3:accomplished or 4:expert
SLO #1a: General Knowledge	96.08%
SLO #1b: Specialized Knowledge	92.23%
SLO #2: Personal Responsibility	96.55%
SLO #3: Core Values	96.63%
SLO #4: Kouzes and Posner	91.63%

Key Results

The follow tables indicate the SLO yielded mastery levels for each SDL session.

Table 4	Session 1: Customer Service		1:Beginner	2:Developing	3:Accomplished	4:Expert
SLO #1a: General Knowledge	General customer service knowledge		0	0	2	23
SLO #1b: Specialized Knowledge	RecWell’s 3 P’s Model		1	0	4	20
SLO #1b: Specialized Knowledge	RecWell’s Care Model		1	0	4	20
SLO #2: Personal Responsibility	Customer service responsibility		0	0	1	23
SLO #3: Core Values	Not Applicable		-	-	-	-
SLO #4: Kouzes and Posner	Connection to Kouzes and Posner’s Theory		0	0	2	23
Total Attendance: 33						

Table 5	Session 2: Recreation Management Software		1:Beginner	2:Developing	3:Accomplished	4:Expert
SLO #1a: General Knowledge	General recreation management software knowledge		1	5	15	8
SLO #1b: Specialized Knowledge	RecWell’s RecTrac system		1	11	12	5
SLO #2: Personal Responsibility	RecTrac responsibility		1	3	10	15
SLO #3: Core Values	Creativity and Innovation		0	4	7	18
SLO #4: Kouzes and Posner	Connection to Kouzes and Posner’s Theory		3	2	11	13
Total Attendance: 48						

Table 6	Session 3: Assessment and Campus Labs	1:Beginner	2:Developing	3:Accomplished	4:Expert
SLO #1a: General Knowledge	General assessment knowledge	0	0	8	20
SLO #1b: Specialized Knowledge	Campus Labs	2	7	10	9
SLO #1b: Specialized Knowledge	The Assessment Model	1	0	13	14
SLO #2: Personal Responsibility	Assessment responsibility	0	1	8	19
SLO #3: Core Values	Intellectual and Personal Growth; Creativity and Innovation	0	0	6	21
SLO #4: Kouzes and Posner	Connection to Kouzes and Posner's Theory	1	4	8	14
Total Attendance: 33					

Table 7	Session 4: Discipline	1:Beginner	2:Developing	3:Accomplished	4:Expert
SLO #1a: General Knowledge	General discipline knowledge	0	0	4	21
SLO #1b: Specialized Knowledge	RecWell's deactivation and appeal processes	0	1	5	19
SLO #1b: Specialized Knowledge	RecWell's Three Strike Policy	0	0	1	24
SLO #2: Personal Responsibility	Assessment responsibility	0	0	3	22
SLO #3: Core Values	Intellectual and Personal Growth	0	0	3	22
SLO #4: Kouzes and Posner	Connection to Kouzes and Posner's Theory	1	0	2	22
Total Attendance: 32					

Table 8	Session 5: Risk Management	1:Beginner	2:Developing	3:Accomplished	4:Expert
SLO #1a: General Knowledge	General risk management knowledge	0	0	9	26
SLO #1b: Specialized Knowledge	Accident forms and incident forms	0	0	5	30
SLO #1b: Specialized Knowledge	RecWell's Student Employee Audit Program	0	3	10	21
SLO #2: Personal Responsibility	Risk management responsibility	0	0	4	31
SLO #3: Core Values	Pursuit of Excellence	0	0	7	28
SLO #4: Kouzes and Posner	Connection to Kouzes and Posner's Theory	1	1	11	22
Total Attendance: 44					

Table 9	Session 6: Marketing and Social Media	1:Beginner	2:Developing	3:Accomplished	4:Expert
SLO #1a: General Knowledge	General marketing knowledge	0	0	4	23
SLO #1b: Specialized Knowledge	RecWell's Social Media Policy	0	0	4	23
SLO #1b: Specialized Knowledge	RecWell's Student Employees' Role in RecWell's Marketing	0	0	2	24
SLO #2: Personal Responsibility	Social media responsibility	0	0	1	26
SLO #3: Core Values	Creativity and Innovation	0	0	2	25
SLO #4: Kouzes and Posner	Connection to Kouzes and Posner's Theory	0	0	4	23
Total Attendance: 37					

Table 10	Session 7: SRC Renovation Project	1:Beginner	2:Developing	3:Accomplished	4:Expert
SLO #1a: General Knowledge	General SRC Renovation Project knowledge	0	2	13	20
SLO #1b: Specialized Knowledge	Why the renovation is happening	0	0	6	29
SLO #1b: Specialized Knowledge	Major changes	0	1	15	19
SLO #2: Personal Responsibility	Communication with patrons about the renovation responsibility	0	2	11	22
SLO #3: Core Values	Creativity and Innovation	0	2	8	25
SLO #4: Kouzes and Posner	Connection to Kouzes and Posner's Theory	2	2	7	24
Total Attendance: 42					

Session 8: Service Saturday – Assessments were not distributed at this session.
Total Attendance: 29

Decisions and Recommendations

As mentioned in the **Summary of Results** section, the percentage of responses that yielded a mastery level of 3:accomplished or 4:expert for all SLO's are below.

Table 11: SLO Mastery	
SDL Session	Mastery level of 3:accomplished or 4:expert for all SLO's
SDL#1: Customer Service	98.38%
SDL#2: Recreation Management Software	78.62%
SDL#3: Assessment and Campus Labs	90.36%
SDL#4: Discipline	98.67%
SDL#5: Risk Management	97.61%
SDL #6: Marketing and Social Media	100%
SDL#7: SRC Renovation Project	94.76%

Given the job descriptions for RecWell student employees and graduate assistants (the majority of SDL participants), customer service, discipline, and risk management are three of the core responsibilities, it is understandable that these three SDL sessions yielded 97%+ 3:accomplished or 4:expert mastery levels . On the contrary, the new recreation management software introduced at SDL#2 as well as Assessment and Campus Labs and the SRC Renovation Project are all components that are not integrated into common job responsibilities. Because of this, it is understandable that these three SDL sessions yielded slightly lower 3:accomplished or 4:expert mastery levels. Next year it will be beneficial to cater unfamiliar topics more to the needs and relatedness of RecWell employees.

Based on these results, experiences from the 2013-2014 academic year, and department-wide recommendations, several changes will be made to the Student Development and Leadership Program for the 2014-2015 academic year. Learning outcomes will be integrated more significantly in facilitator preparation and presentation materials. In addition, unique, interactive, and relevant topics have been selected to give the program's participants exposure to leadership topics that have not been covered in the past few years. Session dates and times will also be selected based on RecWell student employee feedback to optimize attendance opportunities. Lastly, increased collaboration with RecWell employees and BGSU affiliates will provide multiple opportunities for both facilitators and participants to learn more about BGSU and its constituents.