

**Department of Student Life
Center for Leadership & Service
Assessment Narrative
2007-08**

Please note:

This narrative provides much more extensive detail based upon feedback from the 2007 assessment review team. The narrative format parallels the structure sent by Marius Boboc for assessment reports.

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1) Introduction/Context

(a) The Center for Leadership & Service is part of the Department of Student Life, which reports to the Vice Provost for Undergraduate Studies. It is the Mission of the Department to “create and sustain a learning environment that: supports a community in which students are involved and have a sense of belonging; provides support for students in need; encourages students to become leaders; offers a wide range of exciting social opportunities; and fosters respect for the dignity and worth of all persons. In short, we seek to challenge and support our students to become responsible, engaged citizens of the campus community, Greater Cleveland, and global society.”

We support that mission and the mission of Cleveland State University by providing co-curricular opportunities for students to engage in leadership programs to enhance their own self-awareness and leadership practices and to also connect students with service-learning and volunteer opportunities serving the Greater Cleveland community. This year, programs included a Student Leadership Academy; several day-long leadership workshops; two HON 201 courses; multiple day-long service events; support for the Viking Expeditions alternative spring break trip to New Orleans; Leadership Certification and Advanced Certification; support for Kappa Delta Omicron leadership honorary; general fee leader orientation and leadership education; and several scholarship, individual, and student organization competitions in both leadership and service.

For Leadership Certification (the basic framework for the Student Leadership Academy, courses, and general student participation in leadership), students complete a competency-based computerized leadership self-assessment (the Leadership Architect ®) and are provided with a 15-20 page personalized print-out focusing on up to six competencies on which they have chosen to concentrate for the semester or year. Students then meet one-on-one with a leadership advisor to complete a Leadership Development Plan which details their self-directed strategies for improving their chosen leadership competencies. Students then work on those competencies by participating in workshops, completing SkillPort modules online, becoming involved with student organizations, etc. Other mandatory components include attendance at a workshop which presents several definitions of leadership from the literature as well as the Leadership Challenge Model. Students write a 1-2 page paper detailing their own conceptualization of leadership in relation to existing definitions/models. A values clarification workshop helps students consider what they truly value, and how it impacts them as leaders and their interactions with peers and followers. Another short paper helps students clarify their values and their impact. Students attend the Leadership Forum on Diversity (or equivalent program) and students must be involved in some capacity as a leader (in an organization on- or off-campus, at work, in the classroom, etc.). Students must also participate in volunteer/service for a minimum of ten hours. The Service Activity Forms provide an opportunity for students to reflect on their service experience.

During the 2007-08 year, 221 distinct students participated in leadership & service programs. Of those, 68% participated in leadership programs and 60% participated in service programs. More specifically, 28% participated in both leadership & service programs, 40% participated in leadership only, and 32% participated in service only.

(b) There have been multiple significant changes impacting leadership & service programs this year. 1) the transition from Student Affairs to Undergraduate Studies; 2) the search and transition to a new Dean of Students; 3) a physical office move from University Center to Main Classroom; and perhaps most importantly, 4) staffing reductions for the Center for Leadership & Service equaling 40% and budget reductions equaling 47% compared to 2006-07.

(c) The current assessment report includes the recommendations made by the 2007 review team based on last year's report.

2007 Recommendation	2008 Action Taken
1. Obtain more systematic faculty review for Goal 1 (now Goal 3).	1. Sent request to Dean of Students to include a call for faculty reviewers with menu of options for faculty engagement.
2. Revise and combine some goals/outcomes	2. Revised/combined goals/outcomes (see spreadsheets). Reduced total number of goals to four by grouping two learning outcome type goals together.
3. Revise introduction in 2008 report to better explain purpose of program; improve program narrative.	3. See above for new introduction and entire report for improved narrative.
4. Clarify in Goal 5 (now Goal 4) what "learn something new" means by being more specific.	4. Goal 4, increased number of indicators for learning something new to include multiple questions and written reflection papers. (see also Goal 2)
5. Provide brief history of goal setting process.	5. Provided. See narrative, item 2-b.
6. More clearly establish outcomes in narrative, as is clearly done in chart.	6. Additional explanation provided in narrative with attempts for clarity.
7. Plans to make changes in outcomes have not yet been implemented.	7. Implemented changes in outcomes.
8. Program is planning to redefine student participation in volunteerism, service, and leadership [but it was not yet done in 2007].	8. Newly formed Community Service Council helped define terms. Decisions made in 2007-08 to increase service participation to ten hours for Leadership Certification.

SECTION 2 GOALS:

(Part A) Student Learning Goals

Goal #2: *Students completing Leadership Certification will demonstrate an understanding of leadership theory and values as well as self-awareness of competencies/skills and strategies for improvement.*

Goal #4: *Students will learn something new and express satisfaction with program quality.*

(Part B) Development of Goals

These goals were developed several years ago in consultation with the Department of Student Life assessment committee and the staff member assigned to assessment in the Division of Student Affairs. Changes to leadership and service programs are first discussed with student participants

(often students who have been participants for several years) to determine feasibility and input. Often, as in the case of the additional service hours requirement implemented in 2007-08, students push standards higher than staff might have without student input.

(Part C) Community Engagement Goals

Goal 3: Students completing Leadership Certification will be engaged in service and civic activities.

(Part D) Goal Review

Goals are reviewed by the Center for Leadership & Service Manager, the Associate Dean of Students, and the Student Life assessment committee. Goals were deleted and modified based upon departmental and university goals. Reviewers' recommendations have been addressed (see chart above).

SECTION 3 – OUTCOMES

(Part A) - GOALS/LEARNING OUTCOMES:

Goal 3/Outcome 1: Leadership Statements

Goal 3/Outcome 2: Values Statements

Students completing Leadership Certification attend leadership theory and values clarification sessions. They then write a 1-2 page reflection statements on 1) their own theory of leadership in relation to 1-2 established theories and 2) how their personal values impact them as leaders. Each statement has a developed rubric and statements must be written to satisfactory levels. Students may re-write and submit statements to get them to satisfactory levels.

Goal 2/Outcome 3 & Outcome 4: Leadership Self-Assessments

Utilizing the Leadership Architect computerized self-assessment instrument, students decide upon their level of skill with 67 different leadership competencies. The instrument provides written feedback and recommendations for students to review in preparation for their development plan. Students will report that the leadership assessment taught them more about their personal strengths and weaknesses.

Goal 2/Outcome 5 & Outcome 6: Leadership Development Plans.

They select up to six competencies to further develop over the course of the semester/year and then meet with a leadership advisor to develop a Leadership Development Plan which they use in a self-directed manner to further develop those competencies. Students will report that the leadership development plan helped them consider realistic and attainable strategies for improving their skills.

Goal 4/Outcome 1: Students will report learning something new during leadership programs.

Goal 4/Outcome 2: Students will report learning something new during service programs.

These two measures account for students' perceptions in terms of learning something new. This year we included multiple questions for each measure to gain a better picture of "learn something new" as recommended by the assessment review last year. Often, they may learn something outside of our assessment questions ranging from awareness "I didn't realize they had nice neighborhoods in Cleveland" to knowledge such as learning about the Detroit-Shoreway neighborhood's demographic statistics to skills such as how to get from CSU to a specific location using RTA. Since "learning something new" can be a nebulous measure, we use

surveys/evaluations as noted in Goal 4, but also the Leadership Theory Statements and Leadership Values Statements listed in Goal 2.

(Part B) – OUTCOME DEVELOPMENT:

These outcomes were developed several years ago in consultation with the Department of Student Life assessment committee and the staff member assigned to assessment in the Division of Student Affairs. Changes to leadership and service programs are first discussed with student participants (often students who have been participants for several years) to determine feasibility and input. Often, as in the case of the additional service hours requirement implemented in 2007-08, students push standards higher than staff might have without student input.

(Part C) – COMMUNITY ENGAGEMENT:

Goal 3/Outcome 1: Community Service

We track the number of hours CSU students have served in the community based upon Service Activity Forms submitted. This is a measure that needs to have further definition once a Coordinator for Service Programs has been identified.

Goal 3/Outcome 2: Community Service

At least 50% of students involved with our programs will participate in some type of volunteer or community service activities. This goal was increased from 25%, and students completing Leadership Certification now have to complete at least 10 hours of service (previously, they just had to complete any amount of service).

Goal 3/Outcome 3: Voter Registration

We strive to have all eligible students registered to vote. International students, those under 18, or those students who can not for religious reasons are not penalized in any way and all are encouraged to participate in campus elections.

(d) Outcome modification

Outcomes have been modified based on student learning-related assessment data collected. The reviewers' recommendations from last year's report have been addressed (please refer to chart above).

4) Data Collection

(a) Methods used to measure degree to which learning (outcomes) of students meet goals of program/unit

Direct & indirect methods used to measure learning outcomes

1. written papers, development plans, and reflection statements
2. computerized self-assessment
3. evaluation forms/surveys
4. presentations (for courses)

Assessment instruments/tools, methods, and processes used to collect student learning-related data

1. Leadership statements

2. Values statements
3. Leadership Architect® Self-Assessment instrument
4. Leadership Development Plan
5. Leadership program evaluation form
6. Service activity form
7. Service reflection papers and presentations (for courses)

[Any of the above are available upon request.]

(b) Instruments/tools, methods, and processes modification

During 2007-08 the outcome measures for goal four: student learning and satisfaction outcomes were strengthened to include multiple items each vs. one measure each. Reviewers’ recommendations from last year’s report have been addressed (please refer to above chart).

5) Data analysis & findings:

(a) A summary of results as compared to the previous academic year is below. Please refer to attached spreadsheets for more details concerning findings.

Goal:Outcome	2006-07	2007-08
1:1 Student Participation: 1% of student body will participate	2%	1.4%
1:2 15% of participating students will complete Leadership Certification	22%	13%
1:3 100% of General Fee leaders will complete leadership training	100%	
1:4 100% students completing Certification will complete leadership plans/ 20% of general program participants	100%/35%	100%/24%
2:1 15% will complete leadership statements	25%	24%
2:2 15% will complete values statements	22%	21%
2:3 25% will complete leadership self-assessments	N/A	40%
2:4 >4/5 will report that assessment taught them more...	N/A	4.87
2:5 15% will complete leadership development plans	N/A	24%
2:6 >4/5 will report that leadership development plan helped...	N/A	4.73
2:7 15% will complete leadership portfolios	22%	13%
3:1 # of hours served by CSU students	8013	3131
3:2 50% will participate in community service activities	45%	60%
3:3 100% eligible voters will be registered	79%	84.9%
4:1 Students will report learning something new during leadership programs >4/5	4.24	4.68
4:2 Students will report learning something new during service programs >4/5	3.7 (/4.0 scale)	4.52
4:3 Students will express satisfaction with leadership programs >4/5	4.07	4.74
4:4 Students will express satisfaction with service programs >4/5	3.9 (/4.0 scale)	4.70

Given the staffing reductions for the Center for Leadership & Service equaling 40% and budget reductions equaling 47% as compared to 2006-07, it was anticipated that many of the participation numbers would be similarly reduced. The challenge for next year will be to prioritize and stabilize participation as restored staffing and funding is not expected.

During the year we also noted that students are having difficulty with the values statements. Often the first draft of those papers doesn't meet standards, and it takes a few tries for students to complete them. We are not sure if this is due to lack of understanding or students not taking it seriously the first time around, but we hope to work on increasing both the number and quality of statements collected.

b) Reviewers' recommendations from last year's report have been addressed (please refer to above chart).

6) Review of findings:

(a) Review of findings noted in following spreadsheets. Data show that fewer students participated, but there was a greater depth of engagement and greater learning and satisfaction within leadership programs. The drop in participation is logical due to the significant cuts in staffing/funding.

The Associate Dean of Students and Student Life assessment committee (comprised of three staff members) reviewed the assessment report in May, 2008. The annual report containing assessment and additional data is posted online and the link is emailed to students in May/June of each year for their review.

b) Reviewers' recommendations from last year's report have been addressed (please refer to above chart).

7) Follow-up actions:

(a) Will work with the new Dean and the Associate Dean to develop realistic goals based upon available staffing and budgetary resources. The assessment goals may change based upon departmental goals and focus for 2008-09.

b) Reviewers' recommendations from last year's report have been addressed (please refer to above chart).

Prepared by Paul Putman 5-22-08