Best Practices from 20 Years of Leadership Education Assessment: Helping Graduates Lead Purposeful Lives
Introduction

Jon Barch - Assistant Director of the Center for Student Enrichment/Student Leader Fellowship Program Coordinator

Rachel Harris - Associate Director of the Center for Student Enrichment/Superior Edge Coordinator

Dave Bonsall - Director of the Center for Student Enrichment
Overview of Today’s Session

• Abbreviated history of the Student Leader Fellowship Program (SLFP)
• Program description
• Review the assessment tools
• Share the assessment results
• Addressing the “so what?” – five best practices we have discovered through leadership program assessment
• Please ask questions throughout!
In the beginning...a brief history of the Student Leader Fellowship Program

- Frustrations that led to its development
  - Constantly working with new and varied groups
  - Difficult to take students from “A” to “Z”
  - Lack of dedicated staff time
In the beginning...a brief history of the Student Leader Fellowship Program

- The SLFP would be built upon answers to the question, “What would be the ideal leadership development program for students at NMU?”
- What staffing would be needed?
Student Leader Fellowship Program
“Developing Competent, Ethical, and Community-Centered Leaders”

- Servant Leadership Model
- Social Change Model (before it existed)
"The Community as a Classroom"

"The Community as a Part of Every SLFP Participants’ Present and Future"
Evaluation and Assessment: With the Student Leader Fellowship Program from the Outset

- A Kellogg Grant-Funded Program
  - Outside Evaluation Required
- Key Job Description Component
- Personal Interest of Staff
At the end of this school year, there will be 771 graduates. Components of the SLFP and its overall impact have always been evaluated and assessed.
Student Leader Fellowship Program Evaluation: Both Formative and Summative Purposes

Continuous Quality Improvement Goals

• On-going evaluation of process
• What aspects of program need adjusting?
• Meeting students’ needs (staying relevant)
• University requirements (AQIP)

Program Purpose Achievement Goals

• Program outcomes
• What are students learning?
• How much are students growing?
• Is the program successful?
Student Leader Fellowship Program

• Two-year nationally recognized program
• Accepts 50+ students each year
• Students apply and get interviewed:
  ✓ students with leadership potential
  ✓ commitment to community service
  ✓ ability to follow through and complete the program
Student Leader Fellowship Program

• Each group identifies themselves with a block color (red, blue, green, purple, aqua, yellow, burgundy, navy, orange, lime, sky, jade, mango, crimson, fuchsia, mint, cerulean, kiwi, teal, and gold).

• In order to complete the SLFP, students must complete all program components (fall retreat, UN 250 class, mentor relationship, Skill Builder! workshops, and a one-year community service internship).
Fall Retreat
Fall Retreat

• Every September Student Fellows attend an overnight retreat away from campus.
• Student Fellows get to know each other, participate in teambuilders, and learn more about the program.
• Have a ton of fun!
Fall Retreat Evaluation  
September 10-11, 2010

We would like your reactions!
The purpose of this Retreat was to:

1. Introduce Student Fellows to each other, to the staff, and to other key people involved in the SLFP.
2. Familiarize Student Fellows with the program and with expectations for their participation.
3. Instill in Student Fellows a commitment to the program and to their personal development of leadership skills and abilities.

Please indicate to what extent the retreat met its objectives. Circle one response for each statement.

1. What color block are you?  
   Teal  Gold  Other___________________________

2. To what extent...
   a. were the overall retreat objectives met?  5 4 3 2 1
   b. did you like the retreat format?  5 4 3 2 1
   c. did you like the small groups?  5 4 3 2 1
   d. did you get acquainted with the other Student Fellows?  5 4 3 2 1
   e. did you get acquainted with the Staff?  5 4 3 2 1
   f. do you now understand the expectations for your participation in the Student Leader Fellowship Program?  5 4 3 2 1
   g. do you understand the purpose of the Student Leader Fellowship Program?  5 4 3 2 1
      Specifically, the purpose of...
      g1. Fall Retreat  5 4 3 2 1
      g2. Mentor Relationship (Gold Blocks only)  5 4 3 2 1
      g3. Skill Builders’ Workshops  5 4 3 2 1
      g4. Community Service Internship (Teal Blocks only)  5 4 3 2 1
      g5. Committee Opportunities  5 4 3 2 1
   h. are you committed to the SLFP and your own leadership development as a result of this retreat?  5 4 3 2 1
   i. did you find the teambuilders and icebreakers (i.e., boundary breaking, playfair activities, etc.) enjoyable, helpful, and meaningful?  5 4 3 2 1
j. did you find the free-time activities
   (bonfire, games, sports, etc.) enjoyable?
   5  4  3  2  1

k. were the food and snacks provided satisfactory?
   5  4  3  2  1

3. What about the Fall Retreat was most useful to you?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What would you change about the Fall Retreat?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. At this time, what is your biggest concern about participating in the Student Leader Fellowship Program?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Please write any other comments you wish to share.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
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   __________________________________________________________
What have we learned?

- Successful fellowship development
- Added more interactive teambuilders
- Good understanding of program and expectations
- Shortened the retreat by a few hours
- Received conflicting data...
Mentors

• Find 50+ community leaders to serve as Mentors
• Over 600 different Mentors have served
• Every Student Fellow is matched with a Mentor for the first year, and they meet bi-weekly.
• Mentors are positive role models who use their experience to teach, guide, and advise the Student Fellows in leadership development.
Student Leader Fellowship Program
MENTOR PROGRAM 2010-11
Student Fellow Evaluation of Mentor

Student Fellow: ___________________________ Mentor(s): ___________________________

Objectives of the Mentoring Component of the SLFP:
1. To help the student relate leadership theory to real-life circumstances.
2. To provide observation and feedback for the student’s growth in leadership.
3. To inspire the student toward community-centered leadership.

How well do you feel you and your Mentor succeeded with the above objectives? Please explain.

How would you assess the communication and support you received from your Mentor? Were you able to meet on a regular basis?

How would you assess the current structure of the Mentor Program (Bi-weekly meetings, Mentorshop, Mentor Biography, Action Plan, attend a workshop together, consult on the Community Service Internship, etc.)? What suggestions do you have to improve it?

What general comments characterize your Mentor relationship? What is your recommendation with regard to matching your Mentor with another Student Fellow (i.e., what information can you provide that would help us make a good match)?

Please return by Friday, April 28, to sifo@nmu.edu or the Student Leader Fellowship Program, Northern Michigan University, 1401 Prosque Isle Avenue, Marquette, MI 49855-3370.
Student Leader Fellowship Program
MENTOR PROGRAM 2010-11

Evaluation Form

Mentor(s): Student Fellow:

Objectives:
1. To help the student relate leadership theory to real-life circumstances.
2. To provide observation and feedback for the student's growth in leadership.
3. To inspire the student toward community-centered leadership.

How do you feel you and your Student Fellow did this year?

How well do you feel you and your Student Fellow succeeded with the above objectives? Please explain.

How would you assess the communication and support you received from the Student Leader Fellowship Program (SLFP) staff? Were you properly trained? Well informed?

How would you assess the current structure of the Mentor Program (bi-weekly meetings, Mentorship, Mentor Biography, Action Plan, attend a workshop together, consult on the Community Service Internship, etc.)? What suggestions do you have to improve it?

Additional comments:

Please return by Friday, May 20, to xkampus@nmu.edu, fax to 227-8545, or mail to Student Leader Fellowship Program, Northern Michigan University, 1401 Presque Isle Avenue, Marquette, MI 49855-5370.
What have we learned?

- Added mentorshops each semester
- Increased social activities for Mentors/Student Fellows
- Increased communication with Mentors
Leadership Theory and Practice Course
UN 250: Leadership Theory and Practice Course

- One semester, two-credit class
- Student Fellows learn about leadership theories, personal strengths and weaknesses, ethics, goal setting...
- Several guest speakers teach class
- Student Fellows select a service project which they plan and implement.
STUDENT LEADER FELLOWSHIP PROGRAM
UN 250: Leadership Theory and Practice Course Evaluation
2010 Fall Semester Tuesday/Wednesday Class

The Leadership Theory and Practice Course was designed within the Student Leader Fellowship Program to accomplish the following objectives:

1. To provide Student Fellows with a conceptual overview of theories and models covering leadership.
2. To create awareness among Student Fellows about relevant topics pertinent to leadership such as diversity, values, ethics, power, and community.
3. To help Student Fellows identify their individual leadership style, strengths, and areas for growth.
4. To facilitate evaluation and feedback from the instructor, peers, staff, and Mentors to Student Fellows related to their growth in leadership knowledge and progress in the Program.

Please read each statement carefully, then respond by circling the appropriate letter.

A - Strongly Agree; B - Agree; C - Neither Agree nor Disagree; D - Disagree; E - Strongly Disagree.

Overall, this course was interesting and meaningful.
Overall, the instructor is a good teacher.
The instructor showed genuine concern for the students.
The instructor was prepared for each class.
The course succeeded in achieving objective #1 (see above).
The course succeeded in achieving objective #2 (see above).
The course succeeded in achieving objective #3 (see above).
The course succeeded in achieving objective #4 (see above).
I learned a good deal of applicable material in this course.
I participated actively in this class.
The amount of work required by students was reasonable.
Guest instructors were interesting and appropriate.
What did you like most about this course?

What did you like least about the course?

What would you suggest to improve the course?
What have we learned?

- Student Fellows enjoy the guest speakers, interactive activities, and journals.
- Student Fellows didn’t like many of the textbooks that we’ve used over the years.
- Moved from a campus issue to an academic service learning project.
Skill Builder! Workshops

- Every semester we offer 25-35 leadership workshops.
- Student Fellows must attend a total of 15 *Skill Builder!* workshops during their two years in the SLFP.
- *Skill Builder!* workshops are open to everyone and most are free.
- Topics include public speaking, assertiveness, servant leadership, ethics, and communication.
# Student Leader Fellowship Program

**SKILL BUILDERS! A LEADERSHIP WORKSHOP SERIES**

**Evaluation Form**

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>Date</td>
<td>Location</td>
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</table>

Please rate the following areas:

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<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Needs Improvement</th>
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<tr>
<td>A. Overall Presentation</td>
<td></td>
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<tr>
<td>B. Presenter(s)</td>
<td></td>
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<tr>
<td>C. Handouts (if applicable)</td>
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<td>D. Opportunities for Questions</td>
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<td>E. Workshop Format</td>
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</tbody>
</table>

Related comments (continue on back if needed):

---------------------------------------------------------------------

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Please give suggestions for future workshop topics (continue on back if needed):

---------------------------------------------------------------------

---------------------------------------------------------------------

How did you hear about this workshop? Housing Staff_____ Northwind_____ Website_____ Other_____
What have we learned?

- We’ve learned what workshops to repeat/discontinue.
- Presenters can improve their workshops based on the feedback.
- We’ve learned the most popular workshops are interactive or action-based.
Community Service Internships
Community Service Internships

- Student Fellows select, design, and implement a year-long, 100-hour community service internship.
- They design their own or choose from existing sites.
- Examples include tutoring, coaching, mentoring, coordinating after-school programs, advising youth councils, or working with the elderly.
Community Service Internships

- Over 85,000 hours of service and leadership
- Over 350 different internship sites
Community Service Adviser(s)

Student Fellow(s)

How well do you feel you and your student intern(s) succeeded with the following goals?

<table>
<thead>
<tr>
<th></th>
<th>to a great extent</th>
<th>moderate extent</th>
<th>slight extent</th>
<th>not at all</th>
<th>don't know</th>
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</thead>
<tbody>
<tr>
<td>1. Be directly involved in meaningful community service activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Use and further develop their growing set of leadership skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Have a positive impact on the quality of life in the community of focus.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Have a satisfying and enjoyable leadership experience in an area of interest.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

How would you assess the communication and support you received from the SLFP staff? Were you properly prepared for your role as Adviser? Were you adequately informed throughout the year?

Do you have any additional comments or suggestions about the Community Service Internship Program?
What have we learned?

- Increase communication with site advisers
- Student Fellows need to select their own internships.
- Flexibility is necessary.
- If Student Fellows are meeting the goals of their internship
Summative Assessment

What are the outcomes of the program?
Is it accomplishing what we want it to accomplish?
Is it worth the cost (dollars and staff time)?
Why we use a Mixed Methods Approach for SLFP Assessment

• Both quantitative and qualitative research are important and useful.

• We use the pragmatic approach, which focuses on the value of each method as determined by the practical consequences of using it.

• Different situations and different research questions make it more appropriate to focus on quantitative or qualitative but almost always insights from both procedures lead to the best assessment product.

• Strengths and weaknesses of each approach should guide methodological decisions.
  – See Johnson & Onwegbuzie, 2004, for a full summary of the many strengths and weaknesses of each approach.
Why we use a Mixed Methods Approach for SLFP Assessment

• Pragmatic Value of Quantitative Methods
  – Can test hypotheses about program outcomes
  – Can compare findings with other samples or populations
  – Relatively quick data collection
  – Less time consuming to analyze
  – More removed from researcher biases
  – More credible to important stakeholders (upper administrators, grant funders, etc.)
  – Better for large samples (20 years of data)
Why we use a Mixed Methods Approach for SLFP Assessment

- **Pragmatic Value of Qualitative Methods**
  - Based on participant’s own experiences
  - Provides rich detail for deeper understanding in context
  - Useful for the inductive process of generating explanations
  - Gives “why it’s happening” information as opposed to the “what is happening” from quantitative data
  - Important cases can be used to demonstrate vividly a phenomenon to readers of a report
Our Mixed Method Tools for SLFP Summative Assessment

- Quantitative
  - Pre- and Post-Program Inventory
  - 1, 3, and 5-year follow-up surveys
  - Categorical analysis of Reflection Paper statements

- Qualitative
  - Final Reflection Paper
  - Open ended questions in pre- and post-inventory as well as 1, 3, and 5-year follow-up surveys

- Added Note:
  - Mixed methods in formative evaluation too
Pre- and Post-Program Inventory

- Leadership Abilities items
- Leadership Knowledge items
- Leadership Attitudes items
- Applicable National Survey of Student Engagement (NSSE) items
- Applicable Student Perception Survey (SPS) items
- Social Change Model related items
Pre- and Post-Program Inventory

• Leadership Abilities:
  – Organize others
  – Empower others
  – Communication skills
  – Facilitate group to take action
  – Reflective analysis
  – Persuasion abilities
  – Community needs awareness
Pre- and Post-Program Inventory

• Leadership Knowledge:
  – Diversity of leadership roles and styles
  – Situational assessment knowledge
  – Individual and group assessment knowledge
  – Self understanding
  – Diversity of leadership theories
  – Relationship between the situation and leadership style
Pre- and Post-Program Inventory

- Leadership Attitudes:
  - Public speaking efficacy
  - Empathy
  - Social responsibility
  - Commitment to volunteerism
  - Flexibility
  - Role modeling efficacy
Pre- and Post-Program Inventory

• Applicable NSSE Questions
  – Quality of relationships with
    • Other students
    • Faculty
    • Administrative personnel and offices
  – Hours per week of
    • Class prep
    • Co-curricular engagement
    • Relaxing/socializing
  – Institution helped me
    • Acquire job-related knowledge/skills
    • Speaking clearly and effectively
    • Working with others
    • Learning on own
    • Understanding self
    • Solving complex, real-world problems
    • Develop personal values and ethics
    • Contribute to welfare of community
  – How was the entire educational experience at institution?
  – If you could start over, would you go to the same institution?
  – We do not include the items about academic service learning and community service as those are requirements of this program, and thus, we know 100% of them are doing it.
Pre- and Post-Program Inventory

• Applicable SPS questions (3 items)
  – Feel connected with university
  – Sufficiently involved in campus activities
  – Well informed about campus activities

• Social Change Model (7 Cs) related questions (7 items)
  – Consciousness of self
  – Congruence of actions and values/beliefs
  – Commitment to act on values/beliefs
  – Collaboration with others
  – Common purpose as focus
  – Controversy with civility
  – Citizenship or social responsibility
So What?

How big is the effect in statistical terms?
Effect Size - Cohen’s d

- Effect sizes are often said to be:
  - “small, $d = .2$,”
  - “medium, $d = .5$,”
  - “large, $d = .8$”

- Effect sizes can also be understood in terms of average percentile standing of the average treated (or experimental) participant relative to the average untreated (or control) participant.

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<th>Cohen's Standard</th>
<th>Effect Size</th>
<th>Percentile Standing</th>
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<tr>
<td>LARGE</td>
<td>0.8</td>
<td>79</td>
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<tr>
<td></td>
<td>0.7</td>
<td>76</td>
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<td></td>
<td>0.6</td>
<td>73</td>
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<tr>
<td>MEDIUM</td>
<td>0.5</td>
<td>69</td>
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<td></td>
<td>0.4</td>
<td>66</td>
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<td></td>
<td>0.3</td>
<td>62</td>
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<tr>
<td>SMALL</td>
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<td>58</td>
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<td>0.1</td>
<td>54</td>
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<td>50</td>
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### Program Effect Size Averages of All Years of Measurement

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<tr>
<th>Effect Size Score</th>
<th>Organize others</th>
<th>Empower others</th>
<th>Communication skills</th>
<th>Reflective analysis</th>
<th>Persuasion abilities</th>
<th>Community needs awareness</th>
<th>Situational assessment knowledge</th>
<th>Group Dynamics</th>
<th>Self understanding</th>
<th>Diversity of leadership theories</th>
<th>Situational leadership</th>
<th>Public speaking efficacy</th>
<th>Empathy</th>
<th>Social Responsibility</th>
<th>Commitment to volunteerism</th>
<th>Role modeling efficacy</th>
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Longitudinal Results

Leadership Knowledge – Diversity of Leadership Theories

EFFECT SIZE


2.11 1.74 1.71 1.48 1.62 1.38 1.56 2 1.84 1.91 1.72 1.57 2.18 1.77

0 0.5 1 1.5 2 2.5
Longitudinal Results
Leadership Attitudes – Commitment to Service
Longitudinal Results
Leadership Attitudes – Commitment to Service

Pre-Program Mean Score (5-Point Scale)

1997: 3.57
1998: 3.88
1999: 3.52
2000: 3.8
2001: 3.81
2002: 3.57
2003: 3.75
2004: 3.67
2005: 3.62
2006: 3.76
2007: 3.71
2008: 3.9
2009: 3.62
2010: 3.58
Longitudinal Results

Leadership Attitudes – Commitment to Service

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<td>4.67</td>
<td>4.76</td>
<td>4.71</td>
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Post-Program Mean Score (5-point scale)
# National Survey of Student Engagement Item 2010 Comparisons

## 2010 National Survey of Student Engagement (NSSE) – SLFP Outcomes Related Items

<table>
<thead>
<tr>
<th>Question</th>
<th>SLFP</th>
<th>NMU Seniors</th>
<th>Midwest Public</th>
<th>Carnegie Peer</th>
<th>All Public</th>
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<tr>
<td>Quality of relationships with other students</td>
<td>6.25</td>
<td>5.75/2.58/**/.48</td>
<td>5.59</td>
<td>5.61</td>
<td>5.65</td>
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<td>Quality of relationships with faculty</td>
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<td>5.47/1.17/NS/.21</td>
<td>5.32</td>
<td>5.51</td>
<td>5.49</td>
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<td>Quality of relationships with administrative personnel &amp; offices</td>
<td>5.45</td>
<td>4.63/3.25/***/.59</td>
<td>4.52</td>
<td>4.73</td>
<td>4.69</td>
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<td>Hours per week preparing for class</td>
<td>4.83</td>
<td>4.48/1.21/NS/.21</td>
<td>4.27</td>
<td>4.14</td>
<td>4.29</td>
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<td>Hours per week in co-curricular activities</td>
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<td>2.33/6.45/***/.07</td>
<td>2.01</td>
<td>2.04</td>
<td>2.13</td>
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<tr>
<td>Hours per week relaxing &amp; Socializing</td>
<td>3.9</td>
<td>3.81/.46/NS/.06</td>
<td>3.66</td>
<td>3.57</td>
<td>3.53</td>
</tr>
<tr>
<td>Institution helped me: acquire job-related knowledge/skills</td>
<td>3.25</td>
<td>3.07/1.23/NS/.23</td>
<td>3.06</td>
<td>3.06</td>
<td>3.08</td>
</tr>
<tr>
<td>Institution helped me: speaking clearly &amp; effectively</td>
<td>2.93</td>
<td>2.87/.42/NS/.07</td>
<td>2.89</td>
<td>2.98</td>
<td>3.02</td>
</tr>
<tr>
<td>Institution helped me: working effectively with others</td>
<td>3.23</td>
<td>3.12/.82/NS/.15</td>
<td>3.13</td>
<td>3.15</td>
<td>3.19</td>
</tr>
<tr>
<td>Institution helped me: learning effectively on own</td>
<td>3.33</td>
<td>2.98/2.73/***/.49</td>
<td>2.95</td>
<td>2.98</td>
<td>3.07</td>
</tr>
<tr>
<td>Institution helped me: understanding self</td>
<td>3.43</td>
<td>2.82/4.11/***/.77</td>
<td>2.70</td>
<td>2.76</td>
<td>2.86</td>
</tr>
<tr>
<td>Institution helped me: solving complex real-world problems</td>
<td>3.13</td>
<td>2.71/2.87/***/.51</td>
<td>2.75</td>
<td>2.73</td>
<td>2.83</td>
</tr>
<tr>
<td>Institution helped me: developing personal values &amp; ethics</td>
<td>3.2</td>
<td>2.70/3.10/***/.54</td>
<td>2.60</td>
<td>2.64</td>
<td>2.77</td>
</tr>
<tr>
<td>Institution helped me: contributing to welfare of community</td>
<td>3.35</td>
<td>2.64/4.55/***/.82</td>
<td>2.36</td>
<td>2.39</td>
<td>2.52</td>
</tr>
<tr>
<td>How was entire educational experience at institution</td>
<td>3.43</td>
<td>3.14/2.59/***/.43</td>
<td>3.18</td>
<td>3.19</td>
<td>3.24</td>
</tr>
<tr>
<td><strong>If could start over, would you go to same institution?</strong></td>
<td>3.38</td>
<td>3.19/1.41/NS/.25</td>
<td>3.21</td>
<td>3.18</td>
<td>3.22</td>
</tr>
</tbody>
</table>

Comparison group data is from senior level students and is formatted (Mean Score/t-Score/p-Value/Effect Size). Significance levels are NS=p>.05, *=p<.05, **=p<.01, ***=p<.001, ****=p<.0001 (2-tailed). Effect sizes can cautiously be interpreted as .2 to .49 is small, .5 to .79 is medium, .8 or more is large.
### Student Perception Survey (SPS) Items
#### SLFP & NMU Residence Hall Group Comparisons

<table>
<thead>
<tr>
<th>SPS Item #</th>
<th>Item Description</th>
<th>Strongly Agree or Agree</th>
<th>Disagree or Strongly Disagree</th>
<th># Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>Feel Connected with NMU</td>
<td>95%</td>
<td>5%</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>All Halls</td>
<td>82%</td>
<td>11%</td>
<td>2024</td>
</tr>
<tr>
<td>59</td>
<td>Sufficiently involved in activities</td>
<td>97.5%</td>
<td>2.5%</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>All Halls</td>
<td>77%</td>
<td>15%</td>
<td>2024</td>
</tr>
<tr>
<td>61</td>
<td>Well informed about campus activities</td>
<td>97.5%</td>
<td>2.5%</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>All Halls</td>
<td>81%</td>
<td>13%</td>
<td>2024</td>
</tr>
</tbody>
</table>
Social Change Model 7 C’s Items
Cross-Sectional Comparison of 2010 Pre & Post-Data

Effect Size

- Consciousness of Self: 0.19
- Congruence: 0.23
- Commitment: 0.35
- Collaboration: 0.30
- Common Purpose: 0.51
- Controversy: 0.15
- Citizenship: 0.11
Final Reflection Papers

• 2-4 page free response reflections on:
  – what you most enjoyed
  – what you least enjoyed
  – what you learned
  – your favorite component
  – the most memorable part for you
Final Reflection Papers

• Program administrators read through and look for insights, recommendations, and themes.

• Provides deeper understanding of the participant’s experience

• Gives new ideas for program and validates current components
Examples of Qualitative Data from Reflection Papers

“The SLFP has definitely made a big impact on me. When I was accepted into the program, I honestly thought that I was in over my head. But, because of the training that the SLFP has given me, I know that I am able to step forward and become a leader when needed. I’ve learned that I am truly capable. I feel like I am ready to take on the world.”

~Aaron Whitaker

“The SLFP has been one of the greatest experiences so far in college. It has helped me to fine tune my leadership skills and given me the chance to figure out what type of leader I am. I would highly recommend this program to anyone. The whole experience has left me with a good understanding of leadership and what it takes to actually be a leader within a community.”

~Erik Veen

“My favorite part of the program was my Community Service Internship with Child and Family Services of the Upper Peninsula. I even ended up declaring a minor in child care services because of it. I feel the children gained trust and respect, and I saw how every person’s contribution to the community matters.”

~Katie Jensen
Examples of Qualitative Data from Reflection Papers

“I cannot imagine my college experience without the SLFP. Everything about it is memorable experiences that impacted me in different ways. I will be walking away from the program feeling accomplished, challenged, and changed.”

~Angela Neumann

“I have learned being a leader is not always easy; it takes hard work and determination. Being a strong leader doesn’t mean that you never fail; rather, I feel if you haven’t experienced failure you can’t understand the full spectrum of leadership.”

~Andrew Kandell

“I am thankful for the opportunity to surround myself with leaders and other civically engaged students. I will always continue to be civically engaged and serve my community; and now, I feel like I can help other young people find the drive to do the same.”

~Amber Snyder
Final Reflection Papers

- Assessment has grown as a university priority
- Financial resources are on the decline
- We continue to improve our methods

- One improvement was to develop a rubric of categories for coding responses, which allows quantitative analysis of reflection outcomes.
Process of Developing Categories

- Two administrators and three research assistants each read the same 10 Reflection Papers randomly selected from across the years.
  - Highlighted perceived outcomes statements from each paper
  - Compiled list of statements from everyone
  - Individually sorted outcomes into categories
  - Compared categories and discussed
  - Developed into first draft of rubric
  - Same team used the rubric to score 6 new papers
  - Compared scores for inter-rater reliability and discussed clarifications for new rubric draft
  - Repeated again

- Two administrators used the final draft to score all of the 2010 Reflection Papers.
  - Inter-rater reliability was good (alpha = .82)
## Response Categories

### PERSONAL GROWTH – SELF KNOWLEDGE – SELF UNDERSTANDING
- Increased self-confidence/outgoingness
- Worked Outside Comfort Zone
- Learned there is always more to learn
- Learned personal weaknesses
- Learned personal strengths
- Deepened personal beliefs/values
- Explored personal leadership style/perspective

### LEADERSHIP SKILL DEVELOPMENT
- Improved or learned about commitment/responsibility/accountability
- Improved personal organization or time management
- Improved public speaking
- Learned about assertiveness
- Learned about delegation
- Gained program/event/meeting coordinating skills
- Improved listening skills, appreciate others input more

### RELATIONSHIPS & NETWORKING
- Made lots of new friends
- Gained deeper/meaningful relationships
- Will keep in touch with mentor
- Enjoyed getting to know other motivated students

### LEADERSHIP KNOWLEDGE DEVELOPMENT
- Understand more about leadership theory
- Realize that there are many different styles of leadership

### COMMITMENT TO COMMUNITY
- Know Importance/Value community involvement more
- Experienced enjoyment/satisfaction/pride from service
- Will continue community involvement in the future

### FUTURE CAREER RELATED OUTCOMES
- Gained Real World Experience Relevant to future career
- Experiences helped affirm or redirect career choice
- Got job, intern, or grad school acceptance because of SLFP
Quantified Results from 2010 Reflection Papers

% of Respondents who made statement

- self-confidence: 22.5
- Outside Comfort Zone: 22.5
- personal weaknesses: 0.0
- Deepened beliefs/values: 15.0
- personal leadership style: 7.5
- new friends: 0.0
- keep in touch with mentor: 20.0
- value community involvement: 5.0
- know other motivated students: 7.5
- continue community involvement: 5.0
- pride from service: 40.0
- personal organization: 72.5
- program/event/meeting coordinating: 15.0
- leadership theory: 10.0
- styles of leadership: 10.0
- Got job, intern, or grad school acceptance: 12.5
- redirect career choice: 12.5
- Relevant to future career: 5.0
- delegation: 5.0
- assertiveness: 37.5
1, 3, & 5-Year Follow-up Surveys

- All include the same set of questions
- Results are quite positive overall
- Response rates are a challenge
- Therefore, response bias is a concern

Example from 1999 graduates:
- 40 grads all filled out post-program inventory
- 8 grads respond to 1-year follow-up
- 11 grads respond to 3-year follow-up
- 5 grads respond to 5-year follow-up
### 1-Year Follow-up (N=71)

#### AS A RESULT OF BEING IN THE SLFP, I HAVE...

<table>
<thead>
<tr>
<th></th>
<th>great extent</th>
<th>moderate extent</th>
<th>slight extent</th>
<th>Not certain</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gained confidence in my ability to lead and get things done.</td>
<td>73.0%</td>
<td>27.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2. used my experience or skills in a work situation this year.</td>
<td>67.6%</td>
<td>29.7%</td>
<td>2.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3. used my experience or skills in a community situation this year.</td>
<td>35.1%</td>
<td>35.1%</td>
<td>24.3%</td>
<td>2.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>4. changed or altered my plans for work or career.</td>
<td>17.6%</td>
<td>24.3%</td>
<td>23.0%</td>
<td>4.1%</td>
<td>31.1%</td>
</tr>
<tr>
<td>5. taken a leadership role during the past year.</td>
<td>68.9%</td>
<td>21.6%</td>
<td>8.1%</td>
<td>0.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>6. used SLFP materials from the course or workshops in other settings.</td>
<td>31.1%</td>
<td>31.1%</td>
<td>20.3%</td>
<td>8.1%</td>
<td>9.5%</td>
</tr>
<tr>
<td>7. described SLFP experience to others (resume, reports, interviews, &amp; conversations).</td>
<td>67.6%</td>
<td>21.6%</td>
<td>8.1%</td>
<td>0.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>8. recommended NMU’s SLFP to others.</td>
<td>64.9%</td>
<td>23.0%</td>
<td>5.4%</td>
<td>2.7%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

### OVERALL IMPACT

<table>
<thead>
<tr>
<th></th>
<th>Great impact</th>
<th>Moderate impact</th>
<th>Slight impact</th>
<th>Not certain</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. As you look back on the SLFP now, please rank its overall impact on you.</td>
<td>75.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>YES or NO</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there and experience or opportunity you have had this year as a direct result of being in the SLFP while at NMU?</td>
<td>54.9%</td>
<td>45.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did your acceptance into the SLFP change your university experience?</td>
<td>98.6%</td>
<td>1.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were there learning experiences in the SLFP that you think all or many NMU students should have?</td>
<td>95.9%</td>
<td>4.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did your participation in the SLFP while at NMU change your view of leadership in the community?</td>
<td>84.7%</td>
<td>15.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of the SLFP, have you made any changes in your work or career plans?</td>
<td>41.7%</td>
<td>58.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a part of the SLFP experience that you now think will make a long-term impact on your life?</td>
<td>100.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NMU RECRUITMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the existence of the SLFP affect your recommendation of NMU to other students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Likely</td>
<td>73.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Difference</td>
<td>26.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less Likely</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS A RESULT OF BEING IN THE SLFP, I HAVE…</td>
<td>great extent</td>
<td>moderate extent</td>
<td>slight extent</td>
<td>Not certain</td>
<td>Not at all</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>1. gained confidence in my ability to lead and get things done.</td>
<td>61.5%</td>
<td>38.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2. used my experience or skills in a work situation this year.</td>
<td>56.4%</td>
<td>35.9%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3. used my experience or skills in a community situation this year.</td>
<td>30.8%</td>
<td>35.9%</td>
<td>17.9%</td>
<td>2.6%</td>
<td>12.8%</td>
</tr>
<tr>
<td>4. changed or altered my plans for work or career.</td>
<td>20.5%</td>
<td>28.2%</td>
<td>17.9%</td>
<td>7.7%</td>
<td>25.6%</td>
</tr>
<tr>
<td>5. taken a leadership role during the past year.</td>
<td>51.3%</td>
<td>38.5%</td>
<td>10.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>6. used SLFP materials from the course or workshops in other settings.</td>
<td>23.1%</td>
<td>33.3%</td>
<td>12.8%</td>
<td>2.6%</td>
<td>28.2%</td>
</tr>
<tr>
<td>7. described SLFP experience to others (resume, reports, interviews, &amp; conversations).</td>
<td>53.8%</td>
<td>35.9%</td>
<td>5.1%</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>8. recommended NMU’s SLFP to others.</td>
<td>53.8%</td>
<td>10.3%</td>
<td>23.1%</td>
<td>5.1%</td>
<td>7.7%</td>
</tr>
<tr>
<td>OVERALL IMPACT</td>
<td>Great impact</td>
<td>Moderate impact</td>
<td>Slight impact</td>
<td>Not certain</td>
<td>Not at all</td>
</tr>
<tr>
<td>9. As you look back on the SLFP now, please rank its overall impact on you.</td>
<td>76.9%</td>
<td>23.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
### 3-Year Follow-up (N=49)

#### YES or NO

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there and experience or opportunity you have had this year as a direct result of being in the SLFP while at NMU?</td>
<td>20.5%</td>
<td>79.5%</td>
</tr>
<tr>
<td>Did your acceptance into the SLFP change your university experience?</td>
<td>100%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Were there learning experiences in the SLFP that you think all or many NMU students should have?</td>
<td>97.4%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Did your participation in the SLFP while at NMU change your view of leadership in the community?</td>
<td>89.5%</td>
<td>10.5%</td>
</tr>
<tr>
<td>As a result of the SLFP, have you made any changes in your work or career plans?</td>
<td>38.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Is there a part of the SLFP experience that you now think will make a long-term impact on your life?</td>
<td>97.4%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

#### NMU RECRUITMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>More Likely</th>
<th>No Difference</th>
<th>Less Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the existence of the SLFP affect your recommendation of NMU to other students?</td>
<td>74.4%</td>
<td>25.6%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
# 5-Year Follow-up (N=25)

## AS A RESULT OF BEING IN THE SLFP, I HAVE...

<table>
<thead>
<tr>
<th></th>
<th>great extent</th>
<th>moderate extent</th>
<th>slight extent</th>
<th>Not certain</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gained confidence in my ability to lead and get things done.</td>
<td>47.8%</td>
<td>47.8%</td>
<td>4.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2. used my experience or skills in a work situation this year.</td>
<td>65.2%</td>
<td>30.4%</td>
<td>0.0%</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>3. used my experience or skills in a community situation this year.</td>
<td>26.1%</td>
<td>34.8%</td>
<td>8.7%</td>
<td>21.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td>4. changed or altered my plans for work or career.</td>
<td>21.7%</td>
<td>8.7%</td>
<td>34.8%</td>
<td>8.7%</td>
<td>26.1%</td>
</tr>
<tr>
<td>5. taken a leadership role during the past year.</td>
<td>56.5%</td>
<td>34.8%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>6. used SLFP materials from the course or workshops in other settings.</td>
<td>26.1%</td>
<td>13.0%</td>
<td>17.4%</td>
<td>8.7%</td>
<td>34.8%</td>
</tr>
<tr>
<td>7. described SLFP experience to others (resume, reports, interviews, &amp; conversations).</td>
<td>30.4%</td>
<td>34.8%</td>
<td>26.1%</td>
<td>0.0%</td>
<td>8.7%</td>
</tr>
<tr>
<td>8. recommended NMU’s SLFP to others.</td>
<td>50.0%</td>
<td>22.7%</td>
<td>9.1%</td>
<td>4.5%</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

## OVERALL IMPACT

<table>
<thead>
<tr>
<th></th>
<th>Great impact</th>
<th>Moderate impact</th>
<th>Slight impact</th>
<th>Not certain</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. As you look back on the SLFP now, please rank its overall impact on you.</td>
<td>56.5%</td>
<td>34.8%</td>
<td>8.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
## 5-Year Follow-up (N=25)

### YES or NO

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there and experience or opportunity you have had this year as a direct result of being in the SLFP while at NMU?</td>
<td>31.8%</td>
<td>68.2%</td>
</tr>
<tr>
<td>Did your acceptance into the SLFP change your university experience?</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Were there learning experiences in the SLFP that you think all or many NMU students should have?</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Did your participation in the SLFP while at NMU change your view of leadership in the community?</td>
<td>81.8%</td>
<td>18.2%</td>
</tr>
<tr>
<td>As a result of the SLFP, have you made any changes in your work or career plans?</td>
<td>45.5%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Is there a part of the SLFP experience that you now think will make a long-term impact on your life?</td>
<td>97.6%</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

### NMU RECRUITMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>More Likely</th>
<th>No Difference</th>
<th>Less Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the existence of the SLFP affect your recommendation of NMU to other students?</td>
<td>77.3%</td>
<td>22.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
What are your thoughts?

• Circle into small discussion groups of 5 or so with those around you.

• Did anything we presented spur thoughts about what you are doing at your institution? (successfully or not)

• How about things you would like to be doing but have not begun yet?

• Please let the interests, needs, and expertise of your small group guide your discussion of leadership education and/or assessment.

• After a few minutes we will bring some key discussion items back for large group discussion.
Future Directions

• Drop 1-year survey and use incentives and other ideas to increase response rates of later surveys

• Use 20-year reunion celebration to collect new qualitative data on long-term impact perceptions

• Collaborating with our Institutional Research office to study retention, academic performance, matriculation, and job placement rates using matched sample comparison groups

• Do regression or structural equations analyses to explore relationships among predictor & outcome variables for theory development/testing.

• Collaborating with the NMU Foundation to study correlation with annual giving
“The Five Big Things” that Assessment has taught us about Leadership Education

- Use a variety of assessment methods and tools
- Self-confidence and commitment to service are significant benefits
- Fellowship has been a highly valued benefit
- Students are willing to invest significant amounts of time if they perceive the benefits
- The ripple effect on campus and in community has huge value

Student Leader Fellowship Program
Northern Michigan University
Let’s Discuss More Questions Please