Assessment Report for Office of Student Involvement (Unit or Program Name)  

Academic Year Fall 2011-Spring 2012  
June 25, 2013  

(Assessment Period Covered)  
(Date Submitted)  

Directions: Please report, in as much detail as possible, on all outcomes for your department or unit during the year. For each outcome, copy and paste the items below on subsequent pages as many times as necessary. Individually list and describe each outcome as requested in the items below.

**Expected Outcome:**
After completing one year of the Freshman Leadership Institute, the students’ confidence levels with specific leadership areas will improve and they will acquire knowledge of their own personal leadership style.

**Brief Description of Expected Outcome:**
Over the course of 1 academic year, students participating in the Freshman Leadership Institute will have the opportunity to complete many leadership inventories. Upon completion of the institute, each participant should be able to identify his or her own personal leadership style.

**Assessment Method, Brief Description:**
A Pre and post program survey was administered. Responses to likert scale survey items were compiled and averaged to understand levels of confidence in specific leadership areas. Focus group results were utilized.

**Assessment Method, Full Description:**
Pre session and post completion surveys consisting of a six-question survey were administered. An initial assessment was taken before respondents began the Freshman Leadership Institute in fall of 2011 and again after completing the institute in spring of 2012. A total of 41 students participated in the sample of the Freshman Leadership Institute.

Using a likert scale, participants were asked to rank their confidence level in specific leadership areas (communication, problem solving, conflict resolution, and time management).
Participants were also asked to list specific skills they believed they learned or would like to learn through participation in the institute.

Participants also shared information during focus group discussions.

**Findings:**

Through surveys conducted with each group, it was found that student participation in the Freshman Leadership Institute lead to an increased confidence in interpersonal communication skills, effective time management, awareness of involvement on campus, and personal leadership identity styles. Responses for each question were averaged and showed a positive increase in growth of all leadership styles. Students indicated that they entered college with a moderate knowledge of their personal leadership style (True Colors Type Indication, Conflict Resolution Inventory, etc). The results indicated that the students also increased their knowledge of leadership styles as a result of completing the Freshman Leadership Institute. Additionally, while the responses indicated that most participants responded favorably to the workshops presented during sessions, more emphasis on preparing students to move into positional leadership roles was needed.

In addition to surveys conducted in each group, focus groups revealed a need for combining all existing freshmen leadership programs within the Office of Student Involvement into one area.

**Use of Findings for Improvement:**

After surveying participants during the fall 2011 and spring 2012 sessions, participants indicated key areas of leadership development that will be implemented in future Freshman Leadership Programs offered through the Office of Student Involvement. These will include, public speaking (interview workshops), resume presentation and coaching, team building, and additional style exploration (StrengthsQuest Inventory, DiSC).

To address the focus group findings for combining all existing freshmen leadership programs within the Office of Student Involvement into one area, at the conclusion of the 2011-2012 FLI program, the office transitioned the existing Tiger Tuesdays and Freshman Leadership Institute to a Freshman Leadership Program model. This program will host 9 sections and 45 student leaders were selected to serve as student staff for these programs beginning fall 2012. This new model will allow 405 first year students to participate in Freshman Leadership Programs, an increase of approximately 100 students from the previous year.

**Any Additional Comments?**
**Expected Outcome:**
After completing one term as an IMPACT Project Coordinator, students will indicate their personal growth in key components of the Servant Leadership Model.

**Brief Description of Expected Outcome:**
IMPACT Project Coordinators spend one term (fall-spring) serving as leaders at various service projects around the Auburn community. After completion of the term, students should be able to link their experiences as an IMPACT Project Coordinator with key components of the Servant Leadership Model.

**Assessment Method, Brief Description:**
A mixed methods approach was utilized for this outcome.

**Assessment Method, Full Description:**
An eleven question survey consisting of nine quantitative questions and two open-ended questions was administered to students who participated as IMPACT Project Coordinators.

Using a likert scale, participants were asked to rank their confidence level in key areas of the Servant Leadership Model: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, & Stewardship.

Participants were also asked to identify needs for changes within the organization based on their previous experiences.

The responses for each item were totaled and calculated as percentages of agreement.

**Findings:**
The survey results showed 76% of total responses strongly agreed that their experience as an IMPACT Project Coordinator related directly to their understanding of the Servant Leadership Model. Responses for each question were averaged and the responses highlighted which areas students succeeded the highest in and areas that showed needs for improvement.

**Use of Findings for Improvement:**
The assessment proved that through training and participating as an IMPACT Project Coordinator, students were able to understand their personal level of several key areas of the Servant Leadership Model. While students understood their personal leadership growth, there were a few key areas that the assessment highlighted for future IMPACT student leaders to focus on: team building, time management, and risk management training. An analysis of the existing Project Coordinator Training will take place and any necessary changes will be made.

**Any Additional Comments?**
None.