Assessment of Student Learning Using the Principles of Undergraduate Learning: 2012-2013

Submitted by:

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Table of Contents
INTRODUCTION .............................................................................................................. Error! Bookmark not defined.
OVERVIEW OF LEAD IUPUI .................................................................................. Error! Bookmark not defined.
    Guiding Leadership Definition .................................................................................. 3
    Principles of Undergraduate Learning ......................................................................... 3
LEADERSHIP FOUNDATIONS ...................................................................................... 5
CULTURAL LEADERSHIP LUNCHEONS ....................................................................... 9
STUDENT ORGANIZATION LEADERSHIP DEVELOPMENT ....................................... 10
FREEDOM RIDES ......................................................................................................... 13
CATALYST .................................................................................................................... 18
PROJECT LEADERSHIP ............................................................................................... 20
ADVANCING WOMEN MENTORING PROGRAM ....................................................... 22
CONCLUSION/FUTURE CONSIDERATIONS ................................................................ 25
Lead IUPUI is a co-curricular leadership program which consists of a diverse array of programs that students can participate in throughout the year. Intentional assessment was conducted in Fall 2012 – Spring 2013 on a variety of programs within Lead IUPUI, which includes Leadership Foundations, Student Organization Leadership Development workshops, Project Leadership, Catalyst, Freedom Rides, Cultural Leadership Luncheons, the Advancing Women Mentoring Program, and the Leadership Consultant student organization. The following report outlines the data that was found with a focus on the Principles of Undergraduate Learning, what students learned through participation, and how it can be used for future program improvements.

Overview of Lead IUPUI

Lead IUPUI was implemented in the fall of 2007 and has continually grown over the years. Each of the areas housed within Lead IUPUI has been mapped to learning outcomes and two Principles of Undergraduate Learning. These were intentionally used in the assessment of the programs through program evaluations and student reflections.

Guiding Leadership Definition
Leadership is a values-based process toward the goal of positive change. By reflecting on who we are and how we engage with others, we learn to partner toward a common purpose. Lead IUPUI provides educational experiences that support this process and facilitate students' development as inclusive leaders in their communities.

Principles of Undergraduate Learning
The Lead IUPUI program focuses on a set of learning outcomes specifically designed for Lead IUPUI as well as the Principles of Undergraduate Learning (PUL's). The PUL's are as follows:

PUL 1: Core Communication and Quantitative Skills
Core Communication and Quantitative Skills: The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundational skills necessary for all IUPUI students to succeed.
Core communication and quantitative skills are demonstrated by the student's ability to:

1. express ideas and facts to others effectively in a variety of formats, particularly written, oral and visual formats;
2. comprehend, interpret, and analyze ideas and facts;
3. communicate effectively in a range of settings;
4. identify and propose solutions for problems using quantitative tools and reasoning;
5. make effective use of information resources and technology.

PUL 2: Critical Thinking
Critical Thinking: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.
The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to:

1. apply
2. analyze
3. evaluate, and
4. create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

**PUL 3: Integration and Application of Knowledge**
Integration and Application of Knowledge: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
Integration and application of knowledge are demonstrated by the student’s ability to:
1. enhance their personal lives;
2. meet professional standards and competencies;
3. further the goals of society; and
4. work across traditional course and disciplinary boundaries.

**PUL 4: Intellectual Depth, Breadth, and Adaptiveness**
Intellectual Depth, Breadth, and Adaptiveness: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems. Intellectual depth, breadth, and adaptiveness are demonstrated by the student’s ability to:
1. show substantial knowledge and understanding of at least one field of study;
2. compare and contrast approaches to knowledge in different disciplines;
3. modify one’s approach to an issue or problem based on the contexts and requirements of particular situations.

**PUL 5: Understanding Society and Culture**
Understanding Society and Culture: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience. Understanding society and culture is demonstrated by the student’s ability to:
1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
2. analyze and understand the interconnectedness of global and local communities; and
3. operate with civility in a complex world.

**PUL 6: Values and Ethics**
The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the student’s ability to:
1. make informed and principled choices and to foresee consequences of these choices;
2. explore, understand, and cultivate an appreciation for beauty and art;
3. understand ethical principles within diverse cultural, social, environmental and personal settings.

*Percentages were combined for the categories of Strongly Disagree and Disagree, as well as Strongly Agree and Agree.*
Leadership Foundations

Leadership Foundations is a monthly series that includes workshops on topics covering foundational and relevant leadership skills as well as more complex subjects. Seminars are facilitated by leaders both from IUPUI and the Indianapolis Community. In these seminars, students are challenged to learn more about themselves, working with others, and their community. Students complete an evaluation in the workshop and then are asked to complete an online reflection through a follow up email.

8 programs
Total number of attendees: 103
Total number of evaluations: 83

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<th>Principle of Undergraduate Learning</th>
<th>Measure (4-point scale of “strongly disagree” to “strongly agree”)</th>
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| Core communication and Quantitative Skills (PUL1) | • This seminar will help me to communicate with others about my personality and leadership style.  
• This seminar provided me with skills to communicate ideas and information.  
• As a result of this seminar, I am able to describe the impact that communication has on my work as a leader and on teams. | 96% indicated “agree” or “strongly agree” (n=31) |
| Critical Thinking (PUL 2) | • This seminar provided me with critical thinking skills to systematically review my ideas about how to approach an issue.  
• This seminar allowed me to develop new ideas about how to work with someone with a different personality type.  
• This seminar provided me with critical thinking skills to systematically review my ideas about how to communicate as a leader.  
• This program provided me with skills to generate new ideas or ways to improve the balance in my life.  
• This program provided me with skills to generate new ideas or ways to prevent burnout.  
• As a result of this seminar, I am able to define strategies for working with others based on their unique communication style. | 100% indicated “agree” or “strongly agree” (n=70) |
| Integration and application of knowledge (PUL 3) | • This seminar will help to enhance my personal life.  
• This program will enhance my personal life.  
• What I learned today in this seminar will enhance my personal life. | 100% indicated “agree” or “strongly agree” (n=59) |
<p>| Intellectual depth, breadth, and | -- | -- |</p>
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| adaptiveness (PUL 4)                | This program provided me with skills to work effectively with people who are different than me.  
• This program provided me with skills to respect the views of people who see things differently than I do.  
• This program provided me with skills to solve a problem or address an issue. | 100% indicated “agree” or “strongly agree” (n=43) |
| Understanding society and culture (PUL 5) | This program provided me with skills to work effectively with people who are different than me.  
• This program provided me with skills to respect the views of people who see things differently than I do.  
• This program provided me with skills to solve a problem or address an issue. | 100% indicated “agree” or “strongly agree” (n=43) |
| Values and ethics (PUL 6)           | This program provided me with skills to recognize my personal values and ethics.  
• This program provided me with skills to apply my values and ethics to a specific situation.  
• This program provided me with skills to identify issues of personal importance and recognize my personal values. | 100% indicated “agree” or “strongly agree” (n=23) |

**Selected participant comments that support Core Communication and Quantitative Skills:**

*What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?*

- My communication style and how to better understand other styles. (Communication Strategies for Leaders)
- I learned how communication styles play an important role in how individuals lead, more specifically for myself. It provided me with an opportunity to learn more about my own communication styles and how I can utilize them to become a strong leader. (Communication Strategies for Leaders)
- My leadership tendencies/personality, and how I can use that to benefit my communication with peers. (Communication Strategies for Leaders)

**Participant comments that support Critical Thinking:**

*What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?*

- I was introduced to the term SMART goals and how to set them. It is important to create goals that are specific, measurable, attainable, realistic, and timely. I have not followed this rule very often in my life. The life experiences I have that relate to this program are the way in which I have not created a balance in my life to include SMART goals. I spend a lot of wasted time on things that do not need my attention. I will use this information in the future to create balance in my life in an effort to live a more healthy lifestyle. (The Drive to Lead: Exploring the Motivations Behind Leadership)
- I also learned that it is important when dealing with someone who has a different style than my own to accommodate them. This is also a good aspect to learn when working on leadership qualities as you have to be able to work well and efficiently with others. (Communication Strategies for Leaders)
• I realized a successful leader needs to righteous, but also needs to carefully choose, plan and win the battles to achieve social justice. Both the leadership establishment and the social justice achievement is a gradual process, both of which require patience and strategies. I think in the future, I will practice the systematic leadership skills I learned in the seminar to contribute to promote social justice. (Social Justice Through the Lens of Leadership)

**Participant comments that support Integration and Application of Knowledge:**
What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

• I learned the amount of time I spend doing different things each day and week. I this can help me allocate my time to different and better tasks to help me get more benefit in the future. In general better time management skills. (The Drive to Lead: Exploring the Motivations Behind Leadership)

• I learned that if you see symptoms of high stress or burnout that you should talk to someone and seek help. I can relate to the program because I, myself am involved in over 6 organizations/clubs and hold leadership positions in 3. I know what it means to be actively busy. I will use this information by sharing it with my friends, peers, and co-workers who show signs of burnout. (Maintaining the Passion)

• The program talked about the importance of "Me" and how this can affect your leadership and deliverables in the every aspect of life. I found that leadership definition differs depending on your age. I learned from the exercise (since I had a lot of S’s) that I'm working to gain my balance and hopefully that will empower me to be a good leader. Attending the seminar emphasized that to be productive at work, you need to be motivated and charged. (Finding Your Balance: Managing Work, Life and Leadership)

**Participant comments that support Understanding Society and Culture:**
What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

• It was interesting to learn about the differences between diversity, multiculturalism and social justice and how they correlate. (Social Justice Through the Lens of Leadership)

• How to deal w/ conflict-how to talk/communicate through these issues. (Leading Through Conflict)

• It was interesting to learn about the different personality styles. Learning this information allows me to better understand other individuals as well as myself. I am in the social work program so this information relates to me. I am always interested to learn about personality styles. In the future it will allow me to better understand coworkers as well as clients. (Discovering Your Leadership Identity: Exploring the MBTI)

• I learned how to deal with conflict and conflict issues in my organization. Being in a sorority with eighty other women tends to have a lot of drama and conflict so this session was perfect for learning how to mediate and deal with issues. (Leading Through Conflict)

**Participant Comments that support Values and Ethics:**
What did you learn as a result of this program? What life experiences do you have that relate to this program? How will you use this information in the future?

• I learned that in order to leave a legacy you have to stay committed. (Leaving a Leadership Legacy)
The area I am most interested in is assisting individuals with disabilities and helping them get what they need to succeed. This would fall under social justice as one of the purposes is to make sure the people who fall in this category receive the accommodations they need. (Social Justice Through the Lens of Leadership)
Cultural Leadership Luncheons

Cultural Leadership Luncheons is a monthly leadership series which highlights community leaders from diverse cultural identities. Many times, these sessions correspond with cultural heritage month celebrations. The featured community leaders share their leadership journey. The goals of the program are to view leadership from many different lenses and create space for dialogue across difference.

Cultural Leadership Luncheon participants completed an evaluation at the conclusion of the programs. In addition to the likert scale questions listed below which correspond to the Principles of Undergraduate Learning, students were also asked “What did you learn from this program”:

Total Number of Programs: 3
Total Number of Attendees: 44
Total Number of Evaluations: 27

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<th>Principle of Undergraduate Learning</th>
<th>Measure (4-point scale of “strongly disagree” to “strongly agree”)</th>
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| Understanding society and culture (PUL 5) | • This program provided me with the opportunity to learn about different races, ethnicities, and cultures.  
• This program provided me with skills work effectively with people who are different than me. | 94% indicated “agree” or “strongly agree” (n=54) |

Selected Participant Comments that Support Understanding Society and Culture:

What did you learn from this program?

• How to succeed in career regardless of race/heritage (Asian Heritage Program)
• What it means to be truly accepting of people of all walks of life(Asian Heritage Program)
• Great story of success from a women of color when there wasn't any in that position (Asian Heritage Program)
• A lot more about Navajo culture (Native American Heritage Program)
• New perspective from another people (Native American Heritage Program)
• I learned so much from this program. I learned how to be a conscious leader (Black History Month Program)
• Importance of inter-cultural dialogue(Black History Month Program)
Student Organization Leadership Development (SOLD)
SOLD is a leadership development program for student organizations. SOLD is a set of workshops specifically tailored towards student organizations. Students complete evaluations in the workshops and also may complete optional reflections online as well. SOLD is a leadership development program for student organizations. SOLD is a set of workshops specifically tailored towards student organizations. Students complete evaluations in the workshops and also may complete optional reflections online as well.

20 programs
Total number of attendees: 315
Total number of evaluations: 197

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| Core communication and Quantitative Skills (PUL1) | • This program provided me with the information resource skills to identify information that will assist my organization in managing our finances.  
• This program provided me with the quantitative skills to support a funding proposal using quantitative data and budgeting.  
• This program provided me with the communication skills to: Formally communicate ideas and information (oral, visual, aural, etc.)  
• This program provided me with the communication skills to: Communicate effectively in an environment with my peers  
• This program provided me with the information resource skills to: Identify sources of information that are most appropriate for a problem solving, connecting with university resources, or real-life situations  
• This program provided me with the communication skills to discuss challenging problems with peers to develop a solution. | 85% indicated “agree” or “strongly agree” (n=411) |
| Critical Thinking (PUL 2) | • This seminar motivated me to think of new ideas or ways to improve my organization's meetings.  
• This seminar provided me with ideas on how to discuss problems with my peers | 87% indicated “agree” or “strongly agree” (n=299) |
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| Integration and application of knowledge (PUL 3) | • This program provided me with the critical thinking skills to: Generate new ideas or ways to improve things  
• This program provided me with the critical thinking skills to: Analyze different ideas and proposed solutions | 100% indicated “agree” or “strongly agree” (n=41) |
| Intellectual depth, breadth, and adaptiveness (PUL 4) | • This program provided me with the ability to integrate and apply knowledge so I can further the goals of my student organization. | --- |
| Understanding society and culture (PUL 5) | • This program provided me with an understanding of values and ethics that allows me to make informed judgments when faced with difficult solutions.  
• This program provided me with an understanding of values and ethics that allows me to recognize the consequences of my actions when faced with a conflict. | 79% indicated “agree” or “strongly agree” (n=58) |

**Selected Participant comments that support Core Communication and Quantitative Skills:**

**What did you learn from this program?**

- How to accomplish our financial goals and prepare a budget. (Fall Securing Funding)
- How to effectively engage my target audience. (Fall Marketing and Recruitment)
- I learned how to effectively reach out to people who might be interested in joining our organization. (Fall Marketing and Recruitment)
- All the different ways to promote and market my organization. (Spring Marketing and Recruitment)
- I learned how to create an effective meeting and learning the essentials to execute it well. (Spring Planning an Effective Meeting)
- To always speak in first person when referring to an experience or perspective. (Spring Promoting Social Justice)

**Participant comments that support Critical Thinking:**

**What did you learn from this program?**

- Some nuances about the SOG vs. The EEG, when my org should apply for them and how we can use them. As well, the importance of a budget, and what some expectations are from the university from funding requests. (Fall Securing Funding)
• I learned that all aspects of conflict management styles should be values and understood for more to be more positive gains in conflict resolution situations. (Fall Conflict Resolution)
• I learned that conflict isn’t always a negative thing and the many ways individuals/groups can benefit from positive conflict. I also learned what my personality type is when it comes to handling conflict. (Fall Conflict Resolution)
• I learned about the importance of having waivers for students to sign because waivers protect our organizations, our university, and the organization involved if anyone is to get injured or anything at an event or service project situation...I also learned a lot more about the risks and issues that might arise in which we should put into serious consideration before/while we are planning an event, program, or service project to happen. (Fall Planning an Effective event)
• I learned that there are different levels of ice breakers and each level corresponds to different types of groups depending on how well you know the members in the group. (Spring Teambuilding and Icebreakers)
• I learned that there is more than one way to approach a conflict within an organization, and to resolve it amicably. (Spring Conflict Resolution)

Participant comments that support Integration and Application of Knowledge:

What did you learn from this program?
• I learned a lot about how to conduct an effective meeting and got some good pointers about the details of a meeting, like minutes, keeping track of time, and strategies to get the most out of that time. (Fall Planning an Effective Meeting)
• I learned the different ways to motivate members to keep coming back to meetings. (Fall Motivation)
• The main thing that I learned was how to do a budget for my organization and how to get more funding for any events that my organization do.(Spring Securing Funding)
• The program helped me realize all the available resources to advertise our club. Since it is brand new this information I learned at the SOLD sessions will really help our club get out in the open and allow more students to know about us. (Spring Marketing and Recruitment)
• How to get my organization engaged in activity. (Fall Teambuilding and Icebreakers)
• I learned the different components that go into planning a retreat. I also got ideas for things to do at the retreat and information of the different places you have a retreat, etc. (Spring Planning a Retreat)

Participant Comments that support Values and Ethics:

What did you learn from this program?
• I learned about how I handle conflict, and how to better understand the ways that other people do. (Fall Conflict Resolution)
• I better learned how to deal with situations that involve two opposing sides. (Fall Conflict Resolution)
• I learned about being able to remove bias and preconceived thoughts from a situation before I’ve heard any information. (Spring Social Justice Education)
Freedom Rides

The Second Annual Freedom Rides was an experiential trip to Memphis, Tennessee held over spring break. The initiative examined current and past social justice movements. Through visits with community leaders, small groups, community service projects, trips to historical landmarks, and other instructional materials, students compared the leadership styles of past civil rights leaders to movements of today. This trip was grounded in the Social Change Model for Leadership Development. Students will have the ability to identify personal passions and strengths around social justice (individual values), were able to apply that information to IUPUI and other communities they are a part of to work towards change (group values), and connected this with larger societal issues regionally, nationally, and globally (society/community values). Students were also able to define and create a personal action plan on social justice issues of personal importance.

Freedom Rides Participants were asked daily reflection questions, which included:

Monday
- What is Social Justice?
- How would you describe your leadership style?
- What aspects of the Social Change Model of Leadership (if any) connect with your personal leadership style?

Tuesday
- As a result of participating in the service project at the Refugee Empowerment Program, what did you learn about social justice?
- How can you apply what you learned from the mini research project this afternoon to living out your own vision for social justice?
- Have your life experiences influenced how you understand your social identities?
- How do your values impact your approach to leadership?

Wednesday
- What messages from your life experiences have you received about racial inequity?
- Did you connect with a Civil Rights leader as a result of the Social Change Model of Leadership activity at the National Civil Rights Museum? If so, how?
- What is one thing you will you take away from your visit to the National Civil Rights Museum?

Thursday
- How do social justice and vulnerability relate to each other?
- How does the Archie Bunker’s Neighborhood activity compare to reality?
- What did you learn about the Civil Rights Movement as a result of the historical tour and Underground Railroad museum?
- Describe Malcolm X’s leadership style: 1) before converting to Islam, 2) After jail, and converting to Islam and 3) After his pilgrimage to Mecca

Friday
- What role do leadership and social justice play in social activism?
- What did you learn as a result of participating in the visioning process this morning?
- Based on our visit to the Rock n’ Soul Museum, what role do you think music played in past social movements? What role (if any) do you think music plays in the social movements of today?
Freedom Ride participants completed an evaluation at the conclusion of the trip. In addition to the scale questions listed below, students were also asked several open ended questions, including:

- What was most helpful about the Freedom Rides?
- What was the least helpful about the Freedom Rides?
- What is one thing we could do to improve the trip in the future?
- What did you learn at Freedom Rides? What will you take away from this trip?
- Has the trip helped you explore social justice issues? If so, how?
- Did the Social Change Model for Leadership Development provide you a good foundation for exploring leadership change and social justice on this trip? Is so, how?
- What individual identities impact your view of social justice? Did you explore these on your trip? Is so, how?
- Are there personal actions you plan to take as a result of this trip? If so, what?
- Was there a social justice leader you connected with on this trip? If so, what?
- What did you learn about yourself and your leadership style on this trip?
- How would you describe your small group experience?
- How would you describe your experience on the trip to your friends and classmates?

Total Number of Attendees: 25  
Total Number of Evaluations: 21

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<td>Core communication and Quantitative Skills (PUL1)</td>
<td>Freedom Rides helped me develop the skill of communicating within a team</td>
<td>90% indicated “agree” or “strongly agree” (n=21)</td>
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<tr>
<td>Critical Thinking (PUL 2)</td>
<td>Freedom Rides provided me with the critical thinking skills to generate new ideas or ways to improve things.</td>
<td>100% indicated “agree” or “strongly agree” (n=21)</td>
</tr>
<tr>
<td>Integration and application of knowledge (PUL 3)</td>
<td>Freedom Rides caused me to think about how to solve a problem or address an issue.</td>
<td>95% indicated “agree” or “strongly agree” (n=21)</td>
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| Understanding society and culture (PUL 5) | Freedom Rides provided me with a greater understanding of respecting the views of people who see things differently than I do.  
Freedom Rides allowed me to effectively work with people from different races, ethnicities, and cultures. | 93% indicated “agree” or “strongly agree” (n=42) |
| Values and ethics (PUL 6)            | Freedom Rides helped me recognize my personal values.                   | 86% indicated “agree” or “strongly agree” (n=21) |
Selected participant comments that support Core Communication and Quantitative Skills:
How would you describe your small group experience?
- It allowed me to speak from a different perspective
- The small group was a very effective means to have conversation
- We had great group dialogue. :)
- We talked in a very open and comfortable about deep and important topics
- It brought good discussion

Selected participant comments that support Critical Thinking:
What did you learn at Freedom Rides? What will you take away from this trip?
- I learned to be more open and vulnerable. I learned how to be a leader.
- I learned more about privilege and how knowing about it is the first step in being aware
Has the trip helped you learn about social justice? If so, how?
- It allowed the opportunity to identify how programs I'm involved applied to social justice
- Yes, it has helped me to know a change must happen all people deserve to be treated fairly.
How would you describe your small group experience?
- eye opening, opinion changing, thought provoking
- well facilitated and deep thought

Selected participant comments that support Integration and Application of Knowledge:
What did you learn on the Freedom Rides trip? What will you take away from this trip?
- I learned that leaders take chances not sit around and wait for change.
- It really enabled me to see first hand the sites and hear the stories of the "not so pretty" side of American history.
- My participation matters. Action must be taken
- Prior to the trip, I had a decent idea of different leadership styles, but on this trip I was given the tools and ideas of carrying out leader like qualities
Are there personal actions you plan to take as a result of this trip? If so what?
- Yes, I plan to get more involved in the community
- I plan to pursue my passion for economic equality in america.
- Yes I definitely will speak up when I see injustice.
- Yes, I want to become more actively involved in pro-choice rally's etc.
- I'm going to start working through my goals based on what I created on my action sheet. With the ending goal to be improving the literacy of elementary students.
What did you learn as a result of participating in the visioning process this morning? (Friday Daily Reflection Question)
- I got inspired and hope to start making different programs that will support the community.
- Participating in the vision process gave me a good idea of what I want to focus on in Indianapolis.

Selected participant comments that support Understanding Society and Culture:
What did you learn on the Freedom Rides trip? What will you take away from this trip?
• My passion for social justice was refueled on this trip
• What it's like to be a part of the minority group. I will take away from this trip what social justice means.
• I learned more about the civil rights movement

**Has the trip helped you learn about social justice? If so, how?**
• Yes, it has helped me to know a change must happen all people deserve to be treated fairly.
• Yes, I learned that everyone deserves social justice no matter what their background may be

**What is Social Justice? (Monday Daily Reflection Question)**
• Educating and discovering the beauty of differences. Social justice allows us to appreciate the equality and equity of all people no matter the differences they may have.
• Social justice is creating a positive change in order to create a better world among us.
• Equal participation of all groups in society that is designed to meet the needs of people. A distribution of resources is equal and all members are physically and psychologically safe and secure.
• Social justice is understanding and acceptance of others culture and ethnic background respectfully.
• Social justice is an ongoing process of creating equality and equity for all people.

**How can you apply what you learned from the mini research project this afternoon to living out your own vision for social justice? (Tuesday Daily Reflection Question)**
• All people need to be treated with the basic human rights.
• Understand the resources in the community which make positive impact on people and remember that building partnerships in the community is a two way street.
• I now have a better understanding of what may cause the individual to seek refuge which helps me become more interested in the process and see deeper into the issue.
• I have learned to look past the labels that I place on someone. To not make assumptions about an individual. My vision would be to not make general assumptions about others.

**Have your life experiences influenced how you understand your social identities? (Tuesday Daily Reflection Question)**
• My life experiences have shaped my identities, or how I identify, because of this, my identities change as I gain new experiences.
• I consider my sexuality a lot because it’s something that contradicts my family’s beliefs. Because, my family and my sexuality are at conflict I have to or choose to keep peace by finding this refuge in myself.

**What did you learn as a result of participating in the visioning process this morning? (Friday Daily Reflection Question)**
• How much I ignore, unconsciously, the problems around me so that I don’t feel responsible for changing them.
• I’m very passionate about what is affecting our lives and how things haven’t changed much from the past.
What role do leadership and social justice play in social activism? (Friday Daily Reflection Question)

- You have to be in congruence and want to strive for some form of equity.
- They are necessary components to social justice because we need leaders to pave the way and activists to make the cause well-known.
- Social activism must be gearing toward goals that result in social justice. Leadership allows for social activism to occur in an efficient manner.
- Leadership and social justice go hand in hand to ensure that social activism is able to accomplish their goal of more equality among minority groups.
- Leadership and social justice are parts of social activism because you need both to make a change.

Selected participant Comments that support Values and Ethics:

What did you learn on the Freedom Rides trip? What will you take away from this trip?
- Everyone has different view points and approach issues in different ways w/ different mind set.
- That we all need to hold others accountable. And it inspired me to start a revolution with different programs

How would you describe your small group experience?
- Great discussion and different points and views
- We talked in a very open and comfortable about deep and important topics

How do your values impact your approach to leadership? (Tuesday Daily Reflection Question)
- They help me remain an understanding leader that teaches others to learn from their mistakes.
- Well, my values are about compassion, helping, balance and establishing intimacy, which help with how I lead and encourage people.
- I’m a caring person and compassionate person and I think that reflects in the way I lead people, I put others before myself.
- My values fuel my energy in my leadership practices. Since I have such a strong social focus, my leadership style is centered on encouraging other people to serve.
- I don’t value recognition or power very much, so I am more of a “background” leader. I try to lead by example and not take charge. One the other hand, I value learning, most of all. So if I hear someone saying something offensive and intolerant, I’ll tell them that what they said isn’t okay. I’ll “take charge” in that instance.
- My values impact my approach to leadership by defining who I am as a person. I am finding out how beautiful my personality is again.
Catalyst
Catalyst 2013
Catalyst is a one-day leadership experience developed by LeaderShape©. The program is designed to spark an interest in leadership for positive change in the student and has three main program areas in the day: choose your path, connect to others, and commit to action.

Students completed an evaluation at the end of the program and also were asked to respond to the prompt: “What did you learn from this program?” through a group exercise at the conclusion of the event.

Total number of attendees: 30
Total number of evaluations: 27

<table>
<thead>
<tr>
<th>Lead IUPUI Learning Outcome</th>
<th>Measure</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core communication and</td>
<td>Catalyst provided me with skills to communicate ideas and information</td>
<td>100% indicated “agree” or “strongly agree”</td>
</tr>
<tr>
<td>Quantitative Skills (PUL1)</td>
<td>within a team.</td>
<td>(n=26)</td>
</tr>
<tr>
<td>Critical Thinking (PUL 2)</td>
<td>Catalyst provided me with skills to identify personal leadership</td>
<td>100% indicated “agree” or “strongly agree”</td>
</tr>
<tr>
<td></td>
<td>skills and traits.</td>
<td>(n=26)</td>
</tr>
<tr>
<td>Integration and application</td>
<td>What I learned today at Catalyst will enhance my personal life.</td>
<td>100% indicated “agree” or “strongly agree”</td>
</tr>
<tr>
<td>of knowledge (PUL 3)</td>
<td></td>
<td>(n=26)</td>
</tr>
<tr>
<td>Intellectual depth, breadth,</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>and adaptiveness (PUL 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding society and</td>
<td>Catalyst provided me with a greater understanding of respecting the</td>
<td>96% indicated “agree” or “strongly agree”</td>
</tr>
<tr>
<td>culture (PUL 5)</td>
<td>views of people who see things differently than I do.</td>
<td>(n=26)</td>
</tr>
<tr>
<td>Values and ethics (PUL 6)</td>
<td>Catalyst helped me recognize my personal values.</td>
<td>96% indicated “agree” or “strongly agree”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(n=27)</td>
</tr>
</tbody>
</table>

Select participant comments that support Core Communication and Quantitative Skills:
What did you learn as a result of this program?
- Team dynamics.
- How my personality type interacts in a group.

Participant comments that support Critical Thinking:
- How to make a change by being fully engaged and fully deployed.
- How to support different leaders.

Participant comments that support Integration and Application of Knowledge:
- I can see more clearly how to develop my fraternity members to be better.

Participant comments that support Understanding Society and Culture:
What did you learn as a result of this program?
- I’ve learned the different style in leadership and how to help each other no matter which style you are.
• I learned a lot, but one of the biggest benefits was learning what other types of people need and how they operate.

**Participant Comments that support Values and Ethics:**

*What did you learn as a result of this program?*

• Today I’ve learned that my values will determine my character.
• Know yourself and what your good at in order to make a difference in society.
• I learned what I am good at how I can work with others but also what my purpose and my future.
Project Leadership

Project leadership is a one day conference planned and facilitated primarily by the Leadership Consultants student organization. The conference is developed for students by students in order to create meaningful learning experiences designed around key concepts of leadership development. The theme this year was “I am a leader and I know it.” The sessions were centered on four programmatic tracks: Individual Leadership, Group/Organizational Leadership, Professional Development, and Civic Engagement.

Project Leadership participants completed an evaluation at the conclusion of the programs. In addition to the scale questions listed below which correspond to the Principles of Undergraduate Learning, students were also asked “What did you learn from this program?”:

Total Number of Attendees: 44
Total Number of Evaluations: 28

<table>
<thead>
<tr>
<th>Principle of Undergraduate Learning</th>
<th>Measure (4-point scale of “strongly disagree” to “strongly agree”)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core communication and quantitative skills (PUL 1)</td>
<td>• This event provided me with skills to identify appropriate campus resources for my individual and/or student organization needs.</td>
<td>89.29% indicated “agree” or “strongly agree” (n=28)</td>
</tr>
<tr>
<td>Critical thinking (PUL 2)</td>
<td>• This event provided me with skills to generate new ideas or ways to improve my leadership skills.</td>
<td>100% indicated “agree” or “strongly agree” (n=28)</td>
</tr>
<tr>
<td>Integration and application of knowledge (PUL 3)</td>
<td>• The information learned as a result of this event will enhance my personal life.</td>
<td>96.15% indicated “agree” or “strongly agree” (n=26)</td>
</tr>
<tr>
<td>Understanding society and culture (PUL 5)</td>
<td>• This event provided me with skills to respect the views of people who see things differently than I do.</td>
<td>92.31% indicated “agree” or “strongly agree” (n=26)</td>
</tr>
</tbody>
</table>

Selected Participant comments that support Core Communication and Quantitative Skills:

What did you learn from this program?

- Effective presentation & leadership & feedback methods
- Communication is key in leadership
- How facilitation is linked to leadership, grant writing skills, and digital story as a resume tool.
**Participant comments that support Critical Thinking:**

*What did you learn from this program?*

- I need to make more effective use of my time
- How to be culturally aware and deal with conflict.

**Participant comments that support Integration and Application of Knowledge:**

*What did you learn from this program?*

- How to become + what skills are needed to become a better leader.
- That there needs to be a person to follow in the footsteps and how to do this
- Learned a lot about how important it is to be involved in leadership roles, and how to do so

**Participant Comments that support Understanding Society and Culture:**

*What did you learn from this program?*

- All people are unique + come from different background/experiences that make them who they are today.
- I learned how to deal with cultural difference and barriers.
Advancing Women Mentoring Program

Offered in partnership with LEAD IUPUI and the Office for Women, the Advancing Women Mentoring Program exists to empower individuals toward academic, personal, and professional success by engaging participants in authentic mentoring partnerships. Students had the opportunity to be mentored throughout the year by IUPUI faculty and staff and all are encouraged to participate in activities and events offered by the Office for Women. Specifically, the program will highlight topics pertaining to the advancement of women both in the university and the workplace. This program is open to all students, faculty, and staff with an interest in this subject.

Students completed an online evaluation at the end of the first semester and at the end of the year. The gender and communication workshop also included an online evaluation and those results are also included.

**Total number of participants: 23**
**Total programs assessed: 3**
**Total number of evaluations: 17**

<table>
<thead>
<tr>
<th>Principle of Undergraduate Learning</th>
<th>Measure</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core communication and Quantitative Skills (PUL1)</td>
<td>• This program provided me with skills to communicate ideas and information.</td>
<td>100% indicated “agree” or “strongly agree” (n=4)</td>
</tr>
<tr>
<td>Critical Thinking (PUL 2)</td>
<td>• This program provided me with skills to generate new ideas or ways to improve my communication skills. • This program provided me with skills to discuss challenges of communication with my peers, mentors, and mentees.</td>
<td>100% indicated “agree” or “strongly agree” (n=8)</td>
</tr>
<tr>
<td>Integration and application of knowledge (PUL 3)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Intellectual depth, breadth, and adaptiveness (PUL 4)</td>
<td>--</td>
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</tr>
<tr>
<td>Understanding society and culture (PUL 5)</td>
<td>• This program improved my understanding of issues facing women in the workplace and on college campuses.</td>
<td>100% indicated “agree” or “strongly agree” (n=6)</td>
</tr>
<tr>
<td>Values and ethics (PUL 6)</td>
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</table>

**Participant comments that support Core Communication and Quantitative Skills:**

What have you learned this semester as a result of the mentoring program?

- We've talked a lot about negotiating a faculty job offer and mothering in academia. Exactly what I needed. (Mid-year survey)

- I have been able to talk to the IUPUI police chief and spoke with the directors of IUPUI's EOC. I've learned the information is all around us, it takes a special person to point you in the right direction. (Mid-year survey)

What do you feel has been the biggest benefit of participating in the program?
• My mentor really helped me utilize resources on campus to help me truly succeed in my classes. I am ADD and she encouraged me to contact campus resource to help me better utilize resources available. (End of the year survey)

**Participant comments that support Critical Thinking:**
*What did you learn as a result of this program?*
• The flexibility of my major was beyond my comprehension. (End of the year survey)

**End of the year program large group reflection – What did you learn from this program?**
• [HER MENTOR] really took my very narrow-minded I guess track of where I thought I would go in my major and I as far as employment goes and things of that nature and she really took it and broadened my horizons and introduced me to people that I would not have otherwise had connections with. It has really changed and has really shaped what I would like to do in the future... so I guess I am really back to the drawing board as far as that goes.

**Participant comments that support Integration and Application of Knowledge:**
*What have you learned this semester as a result of the mentoring program?*
• How to develop into a more professional individual. How to grow in my confidence. I have also learned that being human in the professional and academic world is okay, and that it is more about showing up, being prepared, and managing your time well than being perfect. (Mid-year survey)

*How will you apply the information you learned from this experience in the future?*
• I will take this knowledge into consideration for when I go on to further my academic and professional career. (End of the year survey)

**Participant comments that support Understanding Society and Culture:**
*What did you learn as a result of this program?*
• The program provided great insight into the intersections of gender and leadership in the workplace. I learned great tips on how to navigate leadership as a professional woman. (Gender and Communication Workshop)
• I attended lectures held by the program last fall semester and learned useful skills to manage my own life and think about women's role in the society. (End of the year survey)
• Personality in the workplace, connections, how to get involved on campus, what's appropriate in the workplace, men v women in the workplace. (End of the year survey)

**Participant Comments that support Values and Ethics:**
*What do you feel has been the biggest benefit of participating in the program?*
• I attended lectures held by the program last fall semester and learned useful skills to manage my own life and think about women's role in the society. I gained much support and valuable advice from my mentor and the program when I meet difficulties. [My mentor] also provided me a lot of useful suggestions and information of how to study and prepare for a academic career. All are very important for me to keep on performing excellence in my graduate student life. (End of the year survey)
How will you apply the information you learned from this experience in the future?

- I will apply the information I learned from my mentor and the program to helping other women to find confidence in themselves and to achieve success. I will start from encouraging women around me; one year later, when I do not need to take courses and have more flexible schedule, I will volunteer in non-profit organizations focusing on disadvantaged women, such as "YWCA" or "Battered Women", to help women with trauma to build their life goals and walk out of the shadows. I also plan to conduct independent research on gender disparity. (End of the year survey)
Use of Results for Lead IUPUI

At the close of Lead IUPUI’s sixth academic year and fourth annual assessment report, it is evident that there are areas for growth and development for the future.

- The self-reported data from students who participated in Lead IUPUI events is very positive and supports that student learning is occurring in many different outcome areas. It supports the value of Lead IUPUI and out of the classroom experiences at IUPUI. It is clear that students are learning as a result of their participation in these programs.
- In comparison to data from the previous year, the results are very similar and support the value of Lead IUPUI over an extended period of time. Different groups of students have reported similar types of growth over the last four years.
- In a previous assessment report, recommendations were given to have more long-term experiences. Advancing Women Mentoring Program and Freedom Rides continue to have positive results. More long-term programs and experiential trips should be explored. In collaboration with Civic Engagement and Community Service, a residential based learning community is being explored for the 2014-2015 academic year.
- While there are very positive results from the Leadership Foundation program, some students only attend a few programs and not the entire series. In addition, outside community speakers in this program sometimes make it difficult to ensure content addresses intended learning outcomes. Staff members are currently restructuring this program to become a cohort based program for first year students.
- The qualitative comments on the assessment report continue to improve and help to share the learning story. Based on previous assessment reports, daily reflections were added to the Freedom Rides program and a focus group was held for the Advancing Women Mentoring Program. Both have added important context this year. More focus groups and guided reflection should be explored for the future.
- While there is comprehensive program evaluation for Lead IUPUI programs, staff members consult regularly and present leadership development sessions to campus and community partners. This should be better assessed. In addition, several students participate in multiple Lead IUPUI programs, but assessment is limited to the specific programs and does not capture the possible cumulative effect of participation in multiple programs.
- While the results are very positive for the leadership program overall, more analysis should be done on critical feedback, looking for patterns for the small number of critical comments provided.
- Currently, the program only uses self-reported assessment measures. More direct assessment methods should be explored in the future.
- While the feedback for the SOLD program was overall very positive this year, some of the outcome measures are down from the previous year. Staff members should further explore this result and watch for future trends. In addition, staff members should examine any reasons for this difference like facilitator training and the move from paper to electronic evaluations. However, the qualitative results for SOLD this year demonstrated some of the strongest connection to learning yet.
- After reading through the data from each program, it seems as if more specific qualitative comments come from the web form reflections. However, there is a higher percentage of quantitative responses and completion from evaluations that are completed at the conclusion of each event. While both measures are helpful, it would be beneficial to consider leaving more time at the end of programs for students to spend more time on their evaluations as well as...
more space on the physical evaluation for more feedback. Additionally, follow up reminders could be sent for online reflections to possibly gain more participation.

• Since the Lead IUPUI assessment procedures have been completed in the past 4 years, it is time to review the assessment program, taking a comprehensive look at the PUL’s and Lead Outcomes to see if certain outcomes could be covered more or less throughout the entire program.