Assessment of Student Learning Using the Lead IUPUI Learning Outcomes: 2012-2013

Submitted by:

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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 include Leadership Foundations, Student Organization Leadership Development workshops, Project Leadership, Catalyst, Freedom Rides, Student Organization Leadership Retreat, and the Leadership Consultant student organization. The following report outlines the data that was found using the new Lead IUPUI Outcomes, 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 the recently updated Lead IUPUI learning outcomes and the 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.

Learning Outcomes for Lead IUPUI
Students who participate in Lead IUPUI will not only learn the Principles of Undergraduate Learning, but also:

1. Gain personal competencies
   (PUL: Core Communication and Quantitative Skills; Critical Thinking)
   - Obtain and strengthen leadership skills such as conflict management, communication and dialogue, teamwork, time management, proactive event planning, goal setting, and risk taking
   - Manage their organizational functions through the use of programming, technology, and physical space
   - Value co-curricular learning as transferable skills that will complement to the classroom experience

2. Develop a sense of personal leadership identity
   (PUL: Understanding Society and Culture; Values and Ethics)
   - Define their sense of purpose through the personal exploration of strengths, passions, goals, and abilities
   - Explore personal cultural identity as it relates to leadership

3. Understand how their personal leadership identity relates to working with others
   (PUL: Understanding Society and Culture; Values and Ethics)
   - Provide intentional experiences for students to interact with others who are different from themselves
   - Apply individual experience to develop an even fuller understanding of themselves through their interactions with others
   - Explore social justice advocacy as it relates to leadership
4. Build community with the IUPUI and Indianapolis community
(PUL: Integration and Application of Knowledge; Understanding Society and Culture)
• Create partnerships with students, faculty, staff and organizations
• Develop relationships through social and professional networking opportunities
• Participate in idea-sharing as it relates to their organizations, programming, and leadership experiences

5. Connect to the IUPUI campus
(PUL: Core Communication and Quantitative Skills; Critical Thinking)
• Have an increased awareness of resources that are provided for students and organizations through The Office of Student Involvement and IUPUI
• Use their voice effectively to create and engage in a positive collegiate experience for themselves and other students
• Be able to navigate the IUPUI community and university system

*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

<table>
<thead>
<tr>
<th>Lead IUPUI Learning Outcome</th>
<th>Measure</th>
<th>Results</th>
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</table>
| Gain Personal Competencies (LO1) | • This seminar provided me with skills to identify my own personal leadership skills and traits.  
• This seminar will help me communicate with others about my personality and leadership style.  
• This seminar provided me with skills to communicate ideas and information.  
• This seminar provided me with skills to communicate within a team to solve problems.  
• This program provided me with skills to prioritize what activities are more important to me.  
• This program provided me with skills to manage my time better.  
• This program provided me with skills to prioritize what activities are more important to me.  
• This program provided me with strategies to manage conflicts with friends, classmates, and/or student org members.  
• 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.  
• This program provided me with skills to develop individual goals, priorities, and/or quality of time management.  
| 97% indicated “agree” or “strongly agree” (n=105) |  
| Develop a Sense of Personal Leadership Identity (LO2) | • This program provided me with skills to identify issues of personal importance.  
• This program provided me with skills to recognize my personal values and ethics.  
• This program provided me with skills to identify my own personal leadership skills and traits and how they relate to social justice.  
| 100% indicated “agree” or “strongly agree” (n=66) |  

97% indicated “agree” or “strongly agree” (n=105)
<table>
<thead>
<tr>
<th>Lead IUPUI Learning Outcome</th>
<th>Measure</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead IUPUI Learning Outcome</strong></td>
<td>(4-point scale of “strongly disagree” to “strongly agree”)</td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>• This program provided me with skills to recognize how groups and communities I belong to influence my leadership style.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
<td></td>
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<tr>
<td>• This program provided me with skills to identify issues of personal importance.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<tr>
<td>• This program provided me with skills to apply my values and ethics to a specific situation.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
<td></td>
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<tr>
<td>• This program provided me with skills to identify my own personal leadership skills and traits.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<tr>
<td>• As a result of this program, I am able to further define my sense of purpose through the personal exploration of my strengths, passions, and/or abilities.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<tr>
<td>• As a result of this seminar, I am able to identify my own communication style based upon the DiSC personality profile.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<td><strong>Understand how their personal leadership identity relates to working with others (LO3)</strong></td>
<td>• This program provided me with skills to work effectively with people who are different than me.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<td>• This program provided me with skills to learn about my personal values.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<td>• This program provided me with skills to respect the views of people who see things differently than I do.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<tr>
<td>• This program provided me with skills to identify issues of personal importance and recognize my personal values.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<tr>
<td>• This session allowed me to have a fuller understanding of myself through interacting with others.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<tr>
<td>• As a result of this seminar, I am able to define strategies for working with others based on their unique communication style.</td>
<td>100% indicated “agree” or “strongly agree” (n=68)</td>
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<tr>
<td><strong>Build Community with the IUPUI and Indianapolis Community (LO4)</strong></td>
<td>• This seminar allowed me to develop new ideas about how to work with someone with a different personality type.</td>
<td>100% indicated “agree” or “strongly agree” (n=51)</td>
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<tr>
<td>• This program provided me with skills to generate new ideas or ways to improve the balance in my life.</td>
<td>100% indicated “agree” or “strongly agree” (n=51)</td>
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<tr>
<td>• This program provided me with skills to generate new ideas about what motivates me.</td>
<td>100% indicated “agree” or “strongly agree” (n=51)</td>
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<td>• This program provided me with skills to generate new ideas or ways to prevent burnout.</td>
<td>100% indicated “agree” or “strongly agree” (n=51)</td>
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<tr>
<td>Lead IUPUI Learning Outcome</td>
<td>Measure</td>
<td>Results</td>
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<tr>
<td>Connect to the IUPUI Campus (LOS)</td>
<td>• This program provided me with skills to solve a problem or address an issue.</td>
<td>100% indicated “agree” or “strongly agree” (n=76)</td>
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**Select participant comments that support the personal competencies outcome:**

*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 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.)
- I learned the amount of time I spend doing different things each day and week. I 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 Your Own Leadership Motivations.)
- My communication style and how to better understand other styles. (Communication Strategies for Leaders)
- To prioritize “me” time to get things done for others. (Finding Your Balance: Managing Work, Life, and Leadership)
- How to prioritize my personal and academic life. (The Drive to Lead: Exploring Your Own Leadership Motivations)
- Strategic ways to deal with conflict. (Leading Through Conflict)
- As a result of the Leading Through Conflict program I find useful ways as to how to approach my organization about a problem in a non-threatening way. As having a leadership role in my organization, it can be hard to address a problem to someone in the organization without offending them. I will present the information to everyone in my organization as something they can implement into their way of being.

**Participant comments that support the sense of personal leadership identity outcome:**

*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 leadership tendencies/personality, and how I can use that to benefit my communication with peers. (Communication Strategies for Leaders)
- I was able to learn more about my leadership style and how that affects the way that I lead and interact with co-workers and peers. (Communication Strategies for Leaders)
- The differences between different leadership identities and be aware. (Discovering Your Leadership Identity: Exploring the Myers Briggs Type Indicator)
Participant comments that support the personal leadership identity in relation to working with others outcome:
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 different leadership skills and how to apply these skills into a multicultural environment to promote social justice. (Social Justice Through the Lens of Leadership)
- That I need to take time out for me in my life. (Finding Your Balance: Managing Work, Life and Leadership)
- 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. (Finding Your Balance: Managing Work, Life, and Leadership)

Participant comments that support the build community with the IUPUI and Indianapolis community outcome:
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?
- Speak up to my organization and confront the situation properly. (Leading Through Conflict)
- I appreciated the organized, step by step process of confronting an organizational/personal issue. (Leading Through Conflict)
- 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)
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 scale questions listed below which correspond to the Lead Outcomes, 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

<table>
<thead>
<tr>
<th>Principle of Undergraduate Learning</th>
<th>Measure (4-point scale of “strongly disagree” to “strongly agree”)</th>
<th>Results</th>
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| Lead Outcome 2: Develop a sense of personal leadership identity | • This event provided me with skills to identify my own personal leadership skills and traits.  
• This program provided me with the skills to recognize how groups I belong to influence my leadership style | 96% indicated “agree” or “strongly agree” (n=52) |
| Lead Outcome 4: Build Community with the IUPUI and Indianapolis Community | • This event provided me with skills to make connections with others on campus. | 96% indicated “agree” or “strongly agree” (n=26) |

**Selected Participant Comments that Support Personal Leadership Identity:**

*What did you learn from this program?*

- I learned how to be a conscious leader (Black History Month Program)
- Challenges you face going through life shape your future (Asian Heritage Program)
- External factors have a huge effect on the development of leadership styles (Asian Heritage Program)
- How to value the role of family and personal experience in my work/career (Asian Heritage Program)

**Selected Participant Comments that Support Building Community:**

*What did you learn from this program?*

- Appreciated seeing a featured speaker that is Filipino-American which is usually an underrepresented identity in programming (Asian Heritage Program)
- New perspective from another people (Native American Heritage 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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<th>Measure (4-point scale of “strongly disagree” to “strongly agree”)</th>
<th>Results</th>
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| Gain Personal Competencies (LO1) | • This program provided me with the skills to develop an action plan for the finances of my student organization.  
• This program provided me with information that will assist my organization’s marketing efforts.  
• This program provided me with information that will assist my organization’s recruitment efforts.  
• This program provided me with information that will assist me in planning meetings for my organization.  
• This seminar helped me to learn new ways to interact and communicate with my student organization members.  
• This session provided me with information to help identify characteristics of a successful program.  
• This session helped me gain an understanding of how to identify risks involved in event planning.  
• This program provided me with skills to manage conflicts with friends, classmates, and student organization members.  
• This program provided me with the skills to develop organizational goals.  
• This seminar provided me with the tools to solve potential problems with a team. | 91% indicated “agree” or “strongly agree” (n=210) |
| Develop a Sense of Personal Leadership Identity (LO2) | • This program provided me with a better understanding about how I personally manage conflicts. | 97% indicated “agree” or “strongly agree” (n=29) |
| Understand how their personal leadership identity relates to working with others (LO3) | • This program allowed me to identify social justice areas of personal importance.  
• This program provided me with the skills to develop organizational goals around the areas of diversity and social justice. | 90% indicated “agree” or “strongly agree” (n=20) |
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<tr>
<th>Lead IUPUI Learning Outcome</th>
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<th>Results</th>
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</table>
| Build Community with the IUPUI and Indianapolis Community (LO4) | • This seminar provided me with tools to build team and promote unity within my student organization.  
• This seminar helped me to learn new ways to interact and communicate with my student organization members. | 86% indicated “agree” or “strongly agree” (n=44) |
| Connect to the IUPUI Campus (LOS) | • This program provided me with the skills to identify appropriate campus resources for my student organization needs.  
• This session directed me to and informed me of campus resources to partner with in event planning. | 94% indicated “agree” or “strongly agree” (n=76) |

**Selected participant comments that support the personal competencies outcome:**

What did you learn from this program?

- I learned about the different grants that are available for organizations and the process for applying for them. I also learned about the requirements of the grants so I know if my organization is eligible or not. (Fall Securing Funding Program)
- I learned how to effectively reach out to people who might be interested in joining our organization. (Fall Marketing and Recruitment Program)
- I learned how to run meetings more effectively, including how to prepare for meetings, and how to better address topics during a meeting. (Fall Planning Effective Meetings)
- I learned different ways to relax and plan various styles of retreats either to get to know the people in your organization better or to accomplish something different. (Fall Planning a Retreat)
- 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 my do. (Spring Securing Funding)
- I learned more about management of how to hold meetings, mainly on topics and movement of discussions. (Spring Planning a Meeting)

**Selected participant comments that support the sense of personal leadership identity outcome:**

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 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)
- I learned the different ways to motivate members to keep coming back to meetings. (Fall Motivation)
Selected participant comments that support the personal leadership identity in relation to working with others outcome:

What did you learn from this program?

- I learned that all aspects of conflict management styles should be valued and understood for more to be more positive gains in conflict resolution situations. (Fall Conflict)
- I learn the feeling to be in the minority because I am an international students. This feeling could be the feeling of the members of my organizations if the leaders do not improve the diversity. (Fall Social Justice Education)
- I learned that there is more than one way to approach a conflict within an organization, and to resolve it amicably. (Spring Conflict Resolution)

Selected participant comments that support building community outcome:

What did you learn from this program?

- How to bond with my sorority and an easy way to meet people. (Fall Teambuilding and Icebreakers)
- How to get my organization engaged in activity. (Fall Teambuilding)
- Different levels of methods to familiarize a group with one another. (Fall Teambuilding and Icebreakers)

Selected participant comments that support connecting to the IUPUI campus outcome:

What did you learn from this program?

- I learned many funding resources from Josh such as the SOG and the EEG. I also learned about alternative funding sources, like fund raisers. I learned more about My Involvement and how it is used to apply for the funding grants and the type of events that these grants can be applied to. (Fall Funding Program)
- I learned a lot from this program. I learned about reserving a room in the campus center.... I learned about thinking about the risks you need to consider when thinking about creating and planning an event/service project. (Fall Service and Effective Event)
- 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 session will really help our club get out in the open and allow more students to know about us. (Spring Marketing and Recruitment)
- I learned about the resources available to people planning events at/for IUPUI organizations. (Spring Planning an Event)
Freedom Rides
The Second Annual Freedom Rides was an experiential trip 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 had 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**

<table>
<thead>
<tr>
<th>Lead IUPUI Learning Outcome</th>
<th>Measure (4-point scale of “strongly disagree” to “strongly agree”)</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain Personal Competencies (LO1)</td>
<td>Freedom Rides helped me develop individual goals.</td>
<td>95% indicated “agree” or “strongly agree” (n=21)</td>
</tr>
<tr>
<td>Develop a Sense of Personal Leadership Identity (LO2)</td>
<td>Freedom Rides helped me recognize how groups and communities I belong to affect my leadership style. Freedom Rides helped me create a vision statement. Freedom Rides helped me identify personal leadership skills and strengths</td>
<td>89% indicated “agree” or “strongly agree” (n=63)</td>
</tr>
<tr>
<td>Understand how their personal leadership identity relates to working with others (LO3)</td>
<td>Freedom Rides helped me identify social justice issues of personal importance. Freedom Rides helped me compare different social justice leaders' approaches to leadership.</td>
<td>100% indicated “agree” or “strongly agree” (n=42)</td>
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</tbody>
</table>
Participant comments that support the Personal Competencies outcome:
Are there personal actions you plan to take as a result of this trip?
- 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.

How would you describe your small group experience?
- The small group was a very effective means to have conversation
- Great discussion and different points and views

What did you learn as a result of participating in the visioning process this morning? (Friday Daily Reflection Question)
- Participating in the vision process gave me a good idea of what I want to focus on in Indianapolis.
- Learn strategies that can be applied to advance SoJo
- Define my passion in SoJo in goals that can be broken down into steps
- Outline my vision and goals to set ideas in motion

Participant comments that support the Sense of Personal Leadership Identity outcome:
What did you learn at Freedom Rides? What will you take away from this trip?
- I learned that I should make my visioning process come true. I will take away that being the lone nut is okay.
- 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

What individual identities impact your view of social justice? Did you explore these on your trip? Is so, how?
- Race and gender because they are the ones most noticable and I deal with everyday
- Sexuality, ethnicity, economic background. Yes, if anything was specific I felt comfortable to ask question.
- Religion, women, privilege in being white heterosexual
- Being a women makes me think a lot about women's rights which I talked about during the trip

How would you describe your leadership style? (Monday Daily Reflection Question)
- I believe a leader facilitates the process which followers already want to be a part of, but need inspiration to do so.
- I’m responsible. I realize it’s important to recognize everyone else needs above your own. As a leader your goal is to teach your followers something.
- I am listening leader and make a change that will benefit you group, all heading to a common goal.
- Relating to people on a personal level to gain trust, which allows me to lead a group.
- Organized, empathetic, passionate, considerate
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.
- Everyone has the right to become a citizen (of equal rights) in a place where they can feel comfortable and safe.
- 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.
- My life experiences make me embrace my identities more because some of them create and break down many barriers for me.
- Yes, my upbringing and family have taught me how to view things. My family has taught me that my education will further me and as a woman I need to try even harder.

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.
- 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.
- How far I have to go to reach my goals – how much I still need to learn.

Participant comments that support the Personal Leadership Identity in Relation to Others outcome:

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.
- It taught me that it affects one and that we all have the power so don't be afraid to speak.
- Yes! I already knew a fair amount about social justice from some courses, but I learned even more!
- By walking through the journey taken by the leaders.
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 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.

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.

What message from your life experience have you received about racial inequality? (Wednesday Daily Reflection Question)

- That somehow there should always be a superior race to lead the way.
- Moving to a small, predominately white town showed me that racism still exists.
- Racial inequalities are very real and college opened my eyes to that. I took F200 last semester, and we often discussed inequality and the intersectionality of race and socioeconomic status.
- Message from my life experiences I have received about racial inequality is that it’s wrong, frowned upon and bad even if someone does it to me.
- That racial inequality affects so many people and not just my race as I would think.
Catalyst

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>Gain Personal Competencies (LO1)</td>
<td>Catalyst provided me with skills to communicate ideas and information within a team.</td>
<td>100% indicated “agree” or “strongly agree” (n=26)</td>
</tr>
<tr>
<td>Develop a Sense of Personal Leadership Identity (LO2)</td>
<td>Catalyst provided me with skills to identify personal leadership skills and traits.</td>
<td>100% indicated “agree” or “strongly agree” (n=53)</td>
</tr>
<tr>
<td>Understand how their personal leadership identity relates to working with others (LO3)</td>
<td>Catalyst provided me with a greater understanding of respecting the views of people who see things differently than I do. Catalyst helped me recognize my personal values.</td>
<td>96% indicated “agree” or “strongly agree” (n=53)</td>
</tr>
<tr>
<td>Build Community with the IUPUI and Indianapolis Community (LO4)</td>
<td>Catalyst provided with the critical thinking skills to generate new ideas or ways to improve my leadership skills. Catalyst allowed me to make connections with others on campus.</td>
<td>98% indicated “agree” or “strongly agree” (n=52)</td>
</tr>
<tr>
<td>Connect to the IUPUI Campus (LO5)</td>
<td>--</td>
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</tr>
</tbody>
</table>

Selected participant comments that support the personal competencies outcome:

What did you learn as a result of this program?

- Work with a team.
- How to lead effectively not just my life but my organization.
- How to achieve my goals.

Participant comments that support the sense of personal leadership identity outcome:

What did you learn as a result of this program?

- Quiet leadership is equally as powerful as loud leadership.
- I learned what I am good at how I can work with others but also what my purpose and my future.
- Weakness fixing may prevent failure, but strength building leads to excellence.
Participant comments that support the personal leadership identity in relation to working with others outcome:

What did you learn as a result of this program?
- Today I’ve learned that my values will determine my character.
- How my personality type interacts in a group.
- How to support different leaders.

Participant comments that support the build community with the IUPUI and Indianapolis community outcome:

What did you learn as a result of this program?
- I can see more clearly how to develop my fraternity members to be better.
- How to make a change by being fully engaged and fully deployed.
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 Lead IUPUI Outcomes, 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>
</table>
| Lead Outcome 1: Gain Personal Competencies | - This event provided me with skills to develop individual and/or organizational goals.  
- This event provided me with skills to prioritize what activities are most important to me. | 92% indicated “agree” or “strongly agree” (n=56) |
| Lead Outcome 2: Develop a sense of personal leadership identity | - This event provided me with skills to identify my own personal leadership skills and traits. | 100% indicated “agree” or “strongly agree” (n=28) |
| Lead Outcome 4: Build Community with the IUPUI and Indianapolis Community | - This event provided me with skills to make connections with others on campus. | 81.48% indicated “agree” or “strongly agree” (n=27) |
| Lead Outcome 5: Connect to the IUPUI Campus | - This event provided me with skills to identify appropriate campus resources for my individual and/or student organization needs. | 89.29% indicated “agree” or “strongly agree” (n=28) |

**Selected participant comments that support the personal competencies outcome:**

*What did you learn from this program?*
• Time management and conflict resolution
• Communication is key in leadership
• Effective presentation & leadership & feedback methods

Selected participant comments that support the sense of personal leadership identity outcome:
What did you learn from this program?
• I learned how to leave a legacy behind
• How to become + what skills are needed to become a better leader.

Selected participant comments that support building community outcome:
What did you learn from this program?
• Group planning skills, teamwork
• It is important that leadership roles make activities and meetings fun for the members.

Selected participant comments that support connecting to the IUPUI campus outcome:
What did you learn from this program?
• To use the OSI office more
• I learned to set my org up for next year with transitions
**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: 14**

<table>
<thead>
<tr>
<th>Lead IUPUI Learning Outcome</th>
<th>Measure (4-point scale of “strongly disagree” to “strongly agree”)</th>
<th>Results</th>
</tr>
</thead>
</table>
| Gain Personal Competencies (LO1) | • This program provided me with professional development opportunities.  
• This program provided me with skills to communicate ideas and information. | 100% indicated “agree” or “strongly agree” (n=12) |
| Develop a Sense of Personal Leadership Identity (LO2) | • This program has helped me recognize my individual strengths.  
• As a result of participating in this program, I have a better understanding of my personal leadership style.  
• This program provided me with skills to discuss challenges of communication with my peers, mentors, and mentees. | 95% indicated “agree” or “strongly agree” (n=16) |
| Understand how their personal leadership identity relates to working with others (LO3) | • This program improved my understanding of issues facing women in the workplace and on college campuses.  
• This program provided me with skills to recognize how groups and communities I belong to influence my leadership style. | 100% indicated “agree” or “strongly agree” (n=10) |
| Build Community with the IUPUI and Indianapolis Community (LO4) | • This program has helped me make connections with others on campus. | 100% indicated “agree” or “strongly agree” (n=6) |
| Connect to the IUPUI Campus (LO5) | • This program improved my understanding of resources available to me on the IUPUI campus. | 100% indicated “agree” or “strongly agree” (n=6) |

**Selected participant comments that support the personal competencies outcome:**

**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)

End of the year large group reflection – What have you learned as a part of this program?
• I put an effort into how I presented myself to other people. She really helped me with that…I didn’t know what to wear to an interview and she helped me with that.

Participant comments that support the sense of personal leadership identity outcome:
What do you feel has been the biggest benefit of participating in this program?
• Understanding my leadership style better. (End of the year survey)

What did you learn as a result of this program?
• I learned to put out what I want in return I have to make connections with people. (End of the year survey)
• I learned my personality type in the workplace. (End of the year survey)
• I learned more about my personal style of learning. (End of the year survey)

Participant comments that support the personal leadership identity in relation to working with others outcome:
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 learned that people are not always aware of how they communicate. (Gender and Communication workshop)

Participant comments that support the build community with the IUPUI and Indianapolis community outcome:
What do you feel has been the biggest benefit of participating in the program?
• The biggest benefit would be meeting new people and learning leadership skills and also learning more about myself. (End of the year survey)
• My mentor provided connections and how to receive an internship. I was successful! My mentor was also very helpful with listening to giving advice. (End of the year survey)
• The program provides me the opportunity to know women leaders on campus and learn from them. It also assigns matches students with faculty or staff mentors one to one, so that students can get necessary directions and advice when they need. (End of the year survey)
• 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)
Participant comments that support the connect to the IUPUI campus outcome:

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)

End of the year large group reflection – What have you learned as a part of this program?

- I truly enjoyed the relationship that we did establish when met. I think the first couple of times I told her about many of the issues I have here on the IUPUI campus. How it wasn’t until my junior/senior year that I didn’t know about these things, I didn’t know about the help here at IUPUI.
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 could be time to review the assessment program overall, 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.

- Lead programming did partner in the 2012-2013 with several campus and community constituents, however, the specific Lead Outcomes 4 and 5 have been used sparingly throughout the assessment as a whole. Intentional connection to the campus and community could be done through each program with very little additional effort on behalf of the staff and presenters.