Annual Assessment Report  
Academic Year: 2012-2013

Name of Department:  Student Leadership Institute 
Name of Contact Person:  Danielle Kuglin Seago 
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A. Abstract 
After reviewing the 2011-2012 assessment report for the Student Leadership Institute, alterations were made to the curriculum for the 2013 Winter Leadership Conference. We wanted to know if the changes to the Winter Leadership Conference allowed for more intentional student learning as stated in our learning outcomes. The methodology consisted of surveys and reflective documents completed towards the conclusion of the experience for the 81 student participants. Findings indicated that students were better able to speak to the third dimension of Socially Responsible Leadership (SRL), contributing to a larger community, at the conclusion of the experience based on the curricular changes from the previous year assessment report. Implications of the assessment include appropriate adjustments to the curriculum around the third dimension, additional recommendations of helping students uncover a deeper understanding of contributing to a community, and more comprehensive program evaluation.

B. Introduction and context for this year’s report

1. What is the question being asked? What learning outcomes are being assessed? 
After reviewing the 2011-2012 assessment report for SLI, we made alterations to the learning outcomes and the curriculum for the 2013 Winter Leadership Conference. In determining the assessment project for 2012-2013, we wanted to know if the changes to the Winter Leadership Conference allowed for learning as stated in our learning outcomes. We particularly wanted to understand participants’ definition of the third dimension of Socially Responsible Leadership, contributing to a larger community.

Our learning outcomes focused on four areas of leadership development:

- Students who participate in the Winter Leadership Conference will identify components of leading with purpose through the personal exploration of values, passions, and social identity.
- Students who participate in the Winter Leadership Conference will identify strategies for collaboration in the context of leadership.
- Students who participate in the Winter Leadership Conference will define the first three dimensions of Socially Responsible Leadership.
- Students who participate in the Winter Leadership Conference will describe their leadership vision and mission incorporating self-understanding and the activities of WLC.

2. What is the relevance of the question as it relates to the work of the department and/or division? 
Promoting the education and development of students as socially responsible leaders is a key component of the SLI’s mission and of the division’s learning domains. This assessment project provides data highlighting progress made toward these departmental and divisional priorities. By answering this research question we wanted to ensure that the curricular changes implemented at the 2013 Winter Leadership Conference were creating intentional opportunities for student learning.
3. *How does answering this question help your department?*

The 2012-2013 Annual Assessment question was designed from the results of the 2011-2012 Annual Assessment Report for the Student Leadership Institute. As both reports evaluated the Winter Leadership Conference, similar themes were used in both reports; however the nature of the assessment was distinct and different. The information gathered from the assessment report allows the Student Leadership Institute to evaluate alterations to programs to better meet the needs of the students and the programs. By looking at our learning outcomes we can determine if the curriculum is shaped to ensure strategic and intended learning is taking place.

4. *How is the question linked to the Student Affairs Strategic Plan (2010-2013) and Vision Twenty18 goals?*

The Student Affairs Strategic Plan, in Goal 2, challenges us to broaden, diversify, and strengthen our points of student engagement. This assessment project allows us to meet several objectives with this goal; specifically in 2.1, to strengthen and enhance student programs and services. The Student Leadership Institute utilized the assessment report from the previous year to identify areas to strengthen within the curriculum of the Winter Leadership Conference to ensure that student learning was taking place in line with the stated learning outcomes. The assessment question in 2012-2013 allows us to ensure that the changes made to the curriculum are, indeed, strengthening the student learning experience. Also, one of the learning domains for the Division of Student Affairs is specifically around developing DePaul students as Socially Responsible Leaders (SRL). The Winter Leadership Conference is an opportunity to develop students as leaders using this framework. Each of our learning outcomes speaks to the first three dimensions of the SRL framework. By helping our students to learn and understand leadership through the University’s definition of leadership, based on Vincentian traditions and current models of leadership, we are helping to develop the student leaders we are called to create in these guiding university documents.

This assessment question also connects to DePaul University’s Vision twenty 18 by connecting with Goal 1 to enhance academic quality and support educational innovation. One of the objectives of this goal is to focus the entire university community on student learning and success. By assessing the learning outcomes of the Winter Leadership Conference, the SLI evaluates the student learning provided by a hallmark program of the department. Furthermore, the University has developed a new learning goal regarding the promotion of personal and social responsibility within our students. The learning outcomes for WLC contribute to this new learning goal.

5. *Provide any relevant research and/or literature that informs or contextualizes this project. Please summarize and cite this information. Do we know anything theoretically or empirically about this question?*

While there is not one comprehensive document which provides insight into the questions we evaluated, we were able to look to several articles based on research to help ground our project. Dugan and Komives (2010) use the Multi-Institutional Study of Leadership (MSL) to examine the influences on college students’ capacity for socially responsible leadership as expressed through the eight constructs of the Social Change Model (HERI, 1996). These eight constructs form the foundation of the SRL framework and mirror the first three dimensions of the framework used at the Winter Leadership Conference, centering on self, group, and community. Their study revealed that participation in sociocultural conversations with peers is positively related to scores on all eight leadership constructs. Their study also revealed that short-term formal leadership training (workshop) had a significant positive relationship with/influence on student scores on the collaboration construct (dimension two); moderate-term formal leadership training (single academic course, multi-session series) had a significant positive relationship with/influence on student scores on the citizenship, collaboration, common purpose, and controversy with civility constructs (dimension two and three).
In looking to help students articulate components of leading with purpose (dimension one) we call upon them to deepen their understanding of values, passions, and self identities, essentially calling students to self-authorship. Marcia Baxter Magolda advocates for “a transformation of their views of knowledge, their identity, and their relationship with others” in order to develop self-authorship, or the “capacity to define one’s own belief system, identity, and relationships (Baxter Magolda, 2007).”

When evaluating the students’ abilities to define the first three dimensions of Socially Responsible Leadership, we were specifically looking for an increase in understanding around the third dimension of contributing to a larger community. Based on the 2011-2012 SLI Annual Assessment Report, students were able to identify at least one component of dimensions 1 and 2, 92% of the time in the reflective document and were only able to articulate 1 component of dimension 3, 72% of the time. Changes to the curriculum were specifically focused on enhancing learning around the third dimension to improve student learning.

References


C. Methodology

1. On what group(s) of individuals did the question focus (were particular groups intentionally excluded)?

Recruitment for the Winter Leadership Conference participants focused on bringing together emerging leaders. This is most often first and second year undergraduate students at DePaul University. Attendees were each given a survey measurement at the conclusion of the experience to self-report on learning and satisfaction with the experience. All students were encouraged to complete the survey and results were compiled. Students also completed a reflection document during the conference experience, called their Leadership Mission and Vision. Reflection documents were randomly selected from each of the groups. Students who were asked to participate in the focus group were students who self-selected to receive information about the assessment opportunity.

2. What steps were taken to ensure consent of participants? How did you inform participants of their role in this assessment project? Was participation optional?

The survey measurement was optional, but strongly encouraged, for students to complete. There was no identifying information provided on this survey. Students were informed during the Winter Leadership Conference that reflection documents would be read and used as part of an assessment project. Each student was given an envelope to self-address and return with the Leadership Mission and Vision themes. Students that did not want their reflection document included in this assessment could place their document directly in the envelope and seal it. Sealed envelopes were not included in the assessment documents. While at the Winter Leadership Conference, students self-selected to receive additional information regarding the focus group through the survey. Those students were contacted by e-mail to opt into participation in the focus group.
3. Was any identifying information about individual participants collected through this assessment? If so, what precautions were taken to keep this information secure (i.e. kept in a locked file). The survey measurement did not include any identifying information. Students included their names on the original reflection documents. Once reflection documents were selected, the content was recorded for coding without names included. Original reflection documents were sent back to students in the mail and duplicate copies were stored in a locked office file cabinet. Contact information for participants who offered to participate in the focus group experience is saved on a password protected file on the shared computer drive.

4. Describe the methods used to answer the question, as well as a description and size of the group initially invited to participate in the project. The survey measurement provided an opportunity to ask students about self-reported learning. These questions were given to all 81 attendees with a response of 57 surveys. Surveys were collected from attendees and the results were compiled to provide quantitative data around the learning outcomes. The reflection documents were used to help identify common themes in the learning of students. All 81 participants completed the reflection document. Documents available to review were randomly identified and 4 from each of the 8 groups were randomly selected for coding. In total, 32 reflective documents were coded. There were 10 students who self-selected to receive information regarding the focus group. Those students were contacted through e-mail to participate in a focus group on a predetermined date.

5. Please include a copy of the assessment instruments (surveys, focus group questions, interview questions, etc.) and consent forms or written requests to complete instruments. Complete copies of the assessment instruments can be found in the Assessment Report 2012-2013 Appendices at the end of this document.

Appendices:
A. Survey
B. Leadership Mission and Vision
C. Focus Group Questions

D. Findings/Results and Discussion
1. Describe the results
   - **Participant response rate (actual vs. invited)**
     The survey collected at the end of the weekend experience gave us a response rate of 70% of attendees (57/81). We received a response rate of 100% for the document review (all 81 attendees). The focus group did not have any students attend (0/10 respondents).

   - **Relevant participant demographic data (gender, race/ethnicity, year in school, etc.)**
     For the 2013 Winter Leadership Conference, there were 81 students who participated in the weekend leadership conference, including 16 peer facilitators. Information provided from Peoplesoft and OrgSync allows us to have a more comprehensive view of the WLC attendees. Within that group, there were 47 (58%) freshmen, 18 (22%) sophomores, 15 (19%) juniors, and 1 (1%) senior. Of the attendees, there were 49 (60%) females and 32 (40%) males. Of the 81 attendees, 34% were from the Driehouse College of Business, 18% from College of Liberal Arts and Social Sciences, 15% from the College of Computing and Digital Media, 14% in the College of Communications, 14% in College of Science and Health, 5% from the College of Education, and 1% from the School of Music. The percentages of how participants self-identified is the following: 43% Hispanic/Latino, 38% White, 11% Black/African American, 5% Asian, 1% Foreign, 1% did not specify, and 1% Native Hawaiian/Pacific Islander.
Survey Measurement
Included below are the raw scores from the survey assessment given to students at the conclusion of the experience using a Likert Scale to self-report their learning around the **stated** learning outcomes, without asking students to further define the components of the outcomes.

I am able to identify components of leading with purpose through the personal exploration of values, passions, and identity.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3 (3)</th>
<th>4 (54)</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% agreed or strongly agreed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I am able to identify strategies for collaboration in the context of leadership.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3 (7)</th>
<th>4 (50)</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% agreed or strongly agreed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I am able to identify key components of developing a leadership vision and mission.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3 (10)</th>
<th>4 (47)</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% agreed or strongly agreed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I am able to define the first three dimensions of Socially Responsible Leadership.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3 (9)</th>
<th>4 (48)</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% agreed or strongly agreed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The conference contributed to my development as a socially responsible leader.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3 (5)</th>
<th>4 (52)</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% agreed or strongly agreed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is this the first time you’ve heard about Socially Responsible Leadership? (Please circle one)

Yes (13) 25% or No (40) 75%

Where else have you heard about Socially Responsible Leadership?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>10</td>
<td>High School</td>
</tr>
<tr>
<td>14%</td>
<td>13</td>
<td>Premiere/Transition DePaul</td>
</tr>
<tr>
<td>24%</td>
<td>23</td>
<td>Explore/Discover Course</td>
</tr>
<tr>
<td>9%</td>
<td>9</td>
<td>Position on campus</td>
</tr>
<tr>
<td>5%</td>
<td>5</td>
<td>External leadership program: ELP, EDGE, DELS</td>
</tr>
<tr>
<td>24%</td>
<td>23</td>
<td>Student Organization</td>
</tr>
<tr>
<td>0%</td>
<td>0</td>
<td>Position off campus</td>
</tr>
<tr>
<td>13%</td>
<td>12</td>
<td>DePaul leadership program: ELP, EDGE, DELS</td>
</tr>
</tbody>
</table>

Reflection Documents
Students were asked to define the first three dimensions of the SRL framework by providing their own definition to the term and providing an example of that dimension. The documents were evaluated and coded to determine how students were defining the dimensions. Responses were reviewed through themes and tracked to reflect the most common responses. We also reviewed reflective responses around leading with purpose and their leadership definition, mission, and vision.

Qualitative Data Themes- WLC Mission & Vision statements
What is your definition of self-understanding and personal integrity? What is an example of this?

<table>
<thead>
<tr>
<th>Themes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing oneself and self-acceptance/embracing/accepting/claiming your</td>
<td>20</td>
</tr>
<tr>
<td>true self</td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td>11</td>
</tr>
<tr>
<td>Identity</td>
<td>8</td>
</tr>
<tr>
<td>Strengths/ weaknesses</td>
<td>7</td>
</tr>
<tr>
<td>Context of community/ impact of community</td>
<td>3</td>
</tr>
<tr>
<td>Social change/common good</td>
<td>2</td>
</tr>
<tr>
<td>Passions</td>
<td>2</td>
</tr>
</tbody>
</table>

As a current and future DePaul student leader, what guides you to lead with purpose?

<table>
<thead>
<tr>
<th>Themes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help/impact people or community/helping others grow/impact/footprint/</td>
<td>22</td>
</tr>
<tr>
<td>inspire others</td>
<td></td>
</tr>
<tr>
<td>Passion</td>
<td>6</td>
</tr>
<tr>
<td>Common good/social change</td>
<td>6</td>
</tr>
<tr>
<td>Values</td>
<td>5</td>
</tr>
<tr>
<td>Social identity</td>
<td>2</td>
</tr>
<tr>
<td>Goals</td>
<td>2</td>
</tr>
</tbody>
</table>

What is your definition of taking seriously the perspective of others? What is an example of this?

<table>
<thead>
<tr>
<th>Themes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting/embracing/understanding others</td>
<td>16</td>
</tr>
<tr>
<td>Listening/open-minded</td>
<td>12</td>
</tr>
<tr>
<td>Recognize others/differences</td>
<td>10</td>
</tr>
<tr>
<td>Empathy/being in others’ shoes</td>
<td>5</td>
</tr>
<tr>
<td>Personal growth</td>
<td>2</td>
</tr>
</tbody>
</table>

What is your definition of contributing to a larger community? What is one example of this?

<table>
<thead>
<tr>
<th>Themes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help/ give back</td>
<td>11</td>
</tr>
<tr>
<td>Organize/collaborate/work with people</td>
<td>10</td>
</tr>
<tr>
<td>Social change/common good</td>
<td>10</td>
</tr>
<tr>
<td>Goal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Educate</td>
<td>2</td>
</tr>
<tr>
<td>Inspire</td>
<td>1</td>
</tr>
</tbody>
</table>

Write your brief definition of leadership here.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common good/social change/positive change</td>
<td>13</td>
</tr>
<tr>
<td>Common goal</td>
<td>10</td>
</tr>
<tr>
<td>Inspire/motivate/empower/lead by example</td>
<td>9</td>
</tr>
<tr>
<td>Collaborate/organize/work with people</td>
<td>5</td>
</tr>
<tr>
<td>Self-discovery/understanding self</td>
<td>5</td>
</tr>
<tr>
<td>Guide</td>
<td>3</td>
</tr>
<tr>
<td>Help</td>
<td>3</td>
</tr>
<tr>
<td>Listen</td>
<td>2</td>
</tr>
<tr>
<td>Understand others</td>
<td>2</td>
</tr>
</tbody>
</table>

Write your leadership vision statement here.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire/motivate/empower</td>
<td>8</td>
</tr>
<tr>
<td>Common good/social change/positive change</td>
<td>8</td>
</tr>
<tr>
<td>Help</td>
<td>8</td>
</tr>
<tr>
<td>Talents/passions/values/self-discovery/understanding personal standards</td>
<td>6</td>
</tr>
<tr>
<td>Human rights/social justice</td>
<td>4</td>
</tr>
<tr>
<td>Guide</td>
<td>2</td>
</tr>
<tr>
<td>Common goal</td>
<td>2</td>
</tr>
<tr>
<td>Collaborate/organize/work with people</td>
<td>2</td>
</tr>
<tr>
<td>Listen</td>
<td>1</td>
</tr>
<tr>
<td>Understand others</td>
<td>1</td>
</tr>
<tr>
<td>Spirituality</td>
<td>1</td>
</tr>
<tr>
<td>Personal understanding</td>
<td>1</td>
</tr>
</tbody>
</table>

Write your leadership mission statement here.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire/motivate/empower</td>
<td>10</td>
</tr>
<tr>
<td>Help</td>
<td>8</td>
</tr>
<tr>
<td>Common good/social change/positive change</td>
<td>6</td>
</tr>
<tr>
<td>Lead by example</td>
<td>2</td>
</tr>
<tr>
<td>Contributing to a larger community</td>
<td>2</td>
</tr>
<tr>
<td>Use unique gifts</td>
<td>2</td>
</tr>
<tr>
<td>Strives for excellence</td>
<td>1</td>
</tr>
<tr>
<td>Self-discovery/understanding</td>
<td>1</td>
</tr>
<tr>
<td>Collaborate/organize/work with people</td>
<td>1</td>
</tr>
</tbody>
</table>

Were students able to articulate at least one component of the definition of contributing to a larger community?

<table>
<thead>
<tr>
<th>Articulate at least 1 theme</th>
<th>Responses</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>97%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Quotes highlighting comprehension of third dimension:
“My definition of contributing to a larger community means being aware of the needs of a community, organizing, and educating others about it and inspiring them to bring about social change.”

“One can contribute to a larger community through small and large actions. Contributing is acknowledging the issues facing a community and taking action to change it.”

“Contributing to a larger community is finding a cause which aligns with one or more of your passions in your community, then dedicating your time and talents towards that cause.”

Quotes highlighting a sense of self in the context of third dimension:

“Improve your community by improving yourself and people around you.”

“I want to grow within myself to become a better sister, student and worker so I am able to take the positives from my life and bring positivity to others.”

2. What did you learn from the assessment?
   - Based on your analysis, what were the key findings? (Please provide in a bullet point format). For qualitative data, share the top 3-5 themes that emerged.
     - Based on the assessment report from 2011-2012, we were particularly curious about the third dimension of SRL, contributing to a larger community. Students struggled to articulate this theme in the past. With alterations to the curriculum, we were able to see that students understood this theme this year to greater depth. Students reported the definition of contributing to a community as “helping/giving back,” “organizing, collaborating, or working with people,” and working toward “social change or the common good” most frequently in their responses. There were a number of students who spoke to the impact of self as a part of this dimension; this response seems to reflect lower levels of comprehension of the dimension than what we hoped connected to the curriculum.
     - When asking students to share what guides them to lead with purpose, students most often responded around community-centric themes. Students spoke to helping others grow or impacting people or a community, as examples of extrinsic motivations. The curriculum highlights values, passions, and social identities as possible intrinsic motivators for leading with purpose. This response highlights that students view others as a part of leadership and extrinsic motivators, which is developmentally on point for emerging leaders.
     - Students do not compartmentalize the activities in the curriculum of the Winter Leadership Experience. One particular experience requires that students claim their identities in the context of others. While this experience was used to address dimension 2, taking seriously the perspective of others, the themes of Identity and Self-Acceptance emerged as themes in almost all of the questions.
   - For quantitative data, share the 5-10 most important and useful findings.
     - Students self-reported their learning as agree or strongly agree on each of the survey questions. With little variation in the response results, and the overall positive responses, it is difficult to delineate comprehension of learning. Evaluating the responses from the 2011-2012 Assessment Report in comparison to the responses from this year, the self-reported learning is much stronger from the conference this year. This is highlighted in the question asking students to “define the first three dimensions of Socially Responsible Leadership.” The surveys from the 2012 Winter Leadership Conference reported 83% of the participants agreed or strongly agreed with the previous statement; in 2013 the response rate was 100% of the participants agreed or strongly agreed.
     - When evaluating the reflective documents, we found that 97% of the respondents were able to identify at least one component of the third dimension of SRL. This is a dramatic
increase from the assessment report from the previous year, during which only 72% of the reflective documents indicated an understanding of this dimension by defining this dimension by at least one component. The dramatic increase highlights the positive impact of the curricular changes around the third dimension.

- **How, if at all, did the results surprise you?**
  The self-reported learning by students on the survey at the conclusion of the experience garnered a result of all students reporting they “agreed” or “strongly agreed” with the responses 100% of the time. While we would like to think that the experience did in fact meet all of the learning outcomes, there may be an inflated sense of learning the students reported. We were also surprised that we only received surveys from 70% of participants.

- **What does this project contribute to the field or the Division of Student Affairs?**
  As the Division of Student Affairs continues to advance the work of Socially Responsible Leadership, this project allows the Student Leadership Institute to develop learning-based curriculum that teaches students about this framework of leadership, thereby enhancing progress within this divisional learning domain.

- **Were there specific challenges or limitations to the project (sample selection, response rate, data collection, etc.) that may have affected the results or use of the results?**
  - One of the biggest challenges in the assessment report for the Student Leadership Institute this past year was the staffing changes within the SLI. A new coordinator was brought on directly before the Winter Leadership Conference took place and the assistant director was out on maternity leave during the months leading up to the experience. The curriculum and assessment methods/questions were handled by multiple team members in the Student Leadership Institute, which led to gaps in some of the data collection. One example of this gap is regarding the learning outcome focused on helping students “identify strategies for collaboration in the context of leadership.” A question was included on the survey for students to self-report their learning, but an intentional question on the reflective document, the Leadership Vision and Mission, would be beneficial to help us understand the strategies students are learning.
  - We struggle to find value in the results provided by the surveys as it is implied that students inflated responses around learning.
  - Another challenge was the lack of responses for the focus group. No students attended the focus group meeting times, leaving us without any post-experience feedback from the students.
  - We also acknowledge the challenge in reviewing reflective documents is the writing ability and styles of the selected students. Students articulate learning differently based on their written communication abilities. The reflection documents also had no accountability in students completing all components. When students did not respond to a question, we make the assumption that they did not know the answer; however there could have been response burnout.

**E. Implications**

1. **Based on this project what actions will the department take to improve learning or engagement?**
The assessment results will allow us to understand our current curriculum and enhance components that more accurately reflect the learning outcomes. The results highlight the positive impact of curricular changes for student learning from the previous year. Specifically, only 72% of the reflection documents in 2011-2012 were able to articulate at least one component of the third dimension of SRL and after curricular changes, 97% of the randomly sampled participants could articulate at least one component of the third dimension. Not only were more students able to articulate this dimension, but the themes that students reported were broader than the previous year and indicated more complexities in their understanding. The most frequent themes on the 2012 reflection documents included “service with the community” and “positive change,” whereas the 2013 reflection document themes around dimension 3 were broader, including “help/give back,” “organize/collaborate/work with people,” and “social change/common good.” Additional changes for the curriculum are to help students understand the third dimension in greater depth and to help students uncover intrinsic motivators for leading. The evaluation tools utilized will also be enhanced to gather more depth around the student learning questions on the survey and to ask students direct reflection responses around strategies for collaboration in the context of leadership.

2. What implications does this project have for other departments at the university or Student Affairs as a whole?
The survey results for the Winter Leadership Conference indicate that some emerging leaders need to be challenged to understand contributing to a larger community beyond themselves. Colleagues throughout the division of student affairs interact with students in various communities and can help to challenge students’ understanding of leadership within that setting. In each of our assessment methods, there were opportunities to improve the tools and questions posed, specifically around the self-reported learning through the survey questions and the low response rate for the focus group. Assessment meetings provide opportunities to share our challenges with others to help prevent similar struggles and encourage best practices.

3. If you secured IRB approval for this project how do you intend to use the data beyond writing the department assessment report?
No IRB approval was needed for this project.

4. How will the results of your project be shared with participants and other key stakeholders?
The project results are shared internally with the Student Leadership Institute staff at staff meetings and will be used throughout the curriculum development process for the following year. Key results will be shared with staff facilitators and peer facilitators that helped to facilitate the learning during the weekend through an e-mail format. We will also share the results with the 2014 Peer Facilitators during the upcoming fall quarter to help them better understand the intended learning for the experience and the value in providing feedback from the experience. Many of the Peer Facilitators will have been student participants from the Winter Leadership Conference in 2013.

5. What follow up studies or future projects might help further assess this topic? Is your department planning to conduct any of the follow-up studies suggested?
The department will continue to evaluate student learning taking place at the Winter Leadership Conference in future years. Changes to the curriculum around identified areas for growth, including stronger development of the third dimension and more comprehensive reflection questions, will be evaluated at the conclusion of the conference in 2014. Future assessment projects around WLC could allow us to assess the learning among WLC peer facilitators along the learning outcomes set for these key leaders and/or conducting a longitudinal study of these students who attended the WLC to determine what they learned from the experience and how they applied the learning.
Appendix A: Survey

2013 Winter Leadership Conference Participant Feedback Form

Circle the response that best reflects your experience.

(1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree)

**Large Group Sessions**
1. The exercises I experienced in the large group promoted my leadership development.
   - Strongly Disagree 1 2 (2) 3 (10) 4 (45) Strongly Agree 96% agreed or strongly agreed
2. I felt the concepts related to Socially Responsible Leadership were facilitated in a meaningful way through large group sessions.
   - Strongly Disagree 1 2 (1) 3 (8) 4 (48) Strongly Agree 98% agreed or strongly agreed

**Small Team Session and Conference Facilitator(s) – Peers and Professional Staff**
1. Please list the names of your team facilitators (2 peer & 1 staff):
2. My facilitator(s) established good relationships among team members and encouraged group participation.
   - Strongly Disagree 1 2 3 (6) 4 (51) Strongly Agree 100% agreed or strongly agreed
3. Overall, a positive learning environment was created during our team sessions.
   - Strongly Disagree 1 2 3 (2) 4 (55) Strongly Agree 100% agreed or strongly agreed

**Student Learning from the Winter Leadership Conference**
1. I am able to identify components of leading with purpose through the personal exploration of values, passions, and identity.
   - Strongly Disagree 1 2 3 (3) 4 (54) Strongly Agree 100% agreed or strongly agreed
2. I am able to identify strategies for collaboration in the context of leadership.
   - Strongly Disagree 1 2 3 (7) 4 (50) Strongly Agree 100% agreed or strongly agreed
3. I am able to identify key components of developing a leadership vision and mission.
   - Strongly Disagree 1 2 3 (10) 4 (47) Strongly Agree 100% agreed or strongly agreed
4. I am able to define the first three dimensions of Socially Responsible Leadership.
   - Strongly Disagree 1 2 3 (9) 4 (48) Strongly Agree 100% agreed or strongly agreed
5. The conference contributed to my development as a socially responsible leader.
   - Strongly Disagree 1 2 3 (5) 4 (52) Strongly Agree 100% agreed or strongly agreed
6. I believe this experience increased my desire to further engage in leadership involvement at DePaul.
   - Strongly Disagree 1 2 3 (5) 4 (52) Strongly Agree 100% agreed or strongly agreed
7. I would recommend this conference to another student.
   - Strongly Disagree 1 2 3 (4) 4 (53) Strongly Agree 100% agreed or strongly agreed

As a result of participating in the Winter Leadership Conference, I feel my leadership abilities were further developed.

- Strongly Disagree 1 2 3 (7) 4 (50) Strongly Agree 100% agreed or strongly agreed

I learned about this conference in the following way (Please check all that apply):

- 8% (7) Signs and posters
- 12% (11) A student organization
- 33% (31) Friends
- 16% (15) Through e-mail
- 3% (3) Through a Student Affairs department
- 12% (11) SLI website
- 8% (7) Through the Emerging Leaders Program
I chose to attend this conference because of the following (Please check all that apply):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>21%</td>
<td>Network with students</td>
</tr>
<tr>
<td>24%</td>
<td>Learn about Leadership</td>
</tr>
<tr>
<td>25%</td>
<td>Personal Development</td>
</tr>
<tr>
<td>6%</td>
<td>A mentor encouraged me</td>
</tr>
<tr>
<td>13%</td>
<td>A friend encouraged me</td>
</tr>
<tr>
<td>3%</td>
<td>It was off-campus</td>
</tr>
<tr>
<td>7%</td>
<td>It was recommended by a student organization and/or university department</td>
</tr>
<tr>
<td>1%</td>
<td>Other: To get involved in SLI</td>
</tr>
</tbody>
</table>

Is this the first time you’ve heard about Socially Responsible Leadership? (Please circle one)

- Yes (13) 25%
- No (40) 75%

Where else have you heard about Socially Responsible Leadership?

- High School (10) 11%
- Premiere/Transition DePaul (13) 14%
- Explore/Discover Course (23) 24%
- Position on campus (9) 9%
- DePaul leadership program: ELP, EDGE, DeLS (12) 13%
- External leadership program: 5%

Other:

**What did you learn about yourself as a leader?**

- I'm outgoing.
- It was a reminder that I can be a leader even in new circumstances and environments.
- I learned that I have the capability to really make a change.
- That a leader has flaws and that is okay, in fact it can make you a better leader.
- That if given the opportunity, I believe I can facilitate group leadership.
- I learned that is important to strive for excellence and have an open mind.
- I need to continue finding myself before I can lead others.
- That we all have the potential to lead.
- My limitations are strengths and how to improve on both.
- To be calmer and more open-minded.
- I have always been a great leader.
- My values, what is important to me and how I interact with others.
- I can make a difference and I shouldn’t be afraid of the impact that I can make.
- I need to understand and accept myself before I can accurately lead and care for others.
- I need to make my own choices and aspire to be a leader.
- My identity plays a large role in leadership.
- That I bring a lot more to the community than I previously thought.
- That I have room to grow as a leader.
- That my weaknesses can be used as strengths.
- There are multiple aspects of being a leader.
- I learned I could be a leader and if I really tried hard.
- I want to be involved more and I will look at more leadership opportunities to help others succeed.
- My favorite part of leadership is connecting over experiences and listening to others experience.
- That I have grown as a leader and plan on growing more by doing more leadership experiences.
- It's there, I just need to bring it out and shape it better.
- My life experiences can help me be a better leader.
- I have the potential to lead and it's not too late to step up.
- Certain values of how I see myself in a group.
- I am very open and need to be a bit more active in my listening.
- How to identify why I'm a leader.

I learned how to relate to others and create relationships through commonality.
I learned what kinds of things fuel my drive and why I do the things I do and why I strive to be a good leader.
I'm already a leader. Take the perspective of others seriously. Love yourself.
I learned areas where I am strong as well as areas I can improve on.
I learned I have a lot to offer to my community I am able to bring different things to make a change in my community.
I need to fully understand myself as a leader in order to understand and empathize with others in the group.
That I have a lot to offer to my community.
I respect others and their opinions.
How to improve myself understanding.
I became more aware of my identity. I learned to take seriously other's perspectives.
That I still have development to do.
I learned what I am passionate about and that I will have to figure out things about myself in order to be a good leader.
I learned about the importance of take seriously the perspectives of others and how it can make a great difference in performing as a leader.
I can be a great leader if I follow the 5 tenets.
I learned that I like to stay positive.
I need to open up as a leader to others.
Be open to others, their ideals and beliefs.
To not be afraid. Things I do effect my community.
I learned how my values and passions can be assets in leadership positions and grew more confidence as a leader.
I learned I am capable and my personality can influence and inspire others.
There's always room for growth.
I learned hat I am a person with strong passions that drive me forward.
What were the most meaningful things you learned / gained this weekend?

Not to judge.
It gave me great confidence about how I can be a socially responsible leader by starting Alpha.
I learned a lot about myself and how I can use this knowledge to help others.
I learned that I need to explain my passions more clearly.
People are resources.
The ability to learn more about yourself.
How meaningful knowing yourself is.
New friendships.
I can overcome my shyness and learn how to connect with people.
Active listening, the difference between mission and vision statements and how to get down on the dance floor!
Networking.
Self discovery.
I really liked the small group workshops.
Reminder of all of the opportunities there are at DePaul. It is motivating to go back and get involved.
Many new friends and relationships.
Friends, connections and advice.
That I need to explore my passions.
That other people have also gone through adversity and continue hard to be leaders.
Accepting others and not just assuming.
About being a leader in the community.
I learned to gain confidence in the leadership.
I learned what skills I can improve on to become a better SRL and I also got to learn more about myself, others and my community.
Learning that personal understanding is the first step in becoming and SRL.
How to network and new leadership opportunities.
Differences in us aren’t bad, but what makes us special; brining in a different perspective.
Embracing myself and understanding myself are key to being a great leader.

What did you enjoy most about the experience?
Small groups.
Small groups and meeting new people.
Getting a full immersion experience into leadership and I loved how open everyone was.
The environment was very welcoming.
Socializing over concerns and successes.
Continuing my journey of finding myself.
Icebreakers and workshops.
Getting to know group members.
Polar Plunge.
Meeting new friends.
Meeting people and how everyone blended so well, it was so much fun!
Meeting new people.
Transitions from big and small groups and diversity of people.
All of the activities and discussions with everyone.
Meeting new people.
Being with other leaders and learning from them.
I enjoyed meeting and getting to know other fellow leaders.
Listening to other’s experience.
It was so fun! And I learned a lot about being a great leader.
Exploring and sharing my values and beliefs.
It gave me great bonding, sharing with my team.
Other students, new friends!
Meeting people/Polar plunge.
The sharing after we did the circle exercise.
Learning about myself more. Finally letting go.

What recommendations would you make for improving this conference experience? (Please be constructive with your comments.)
WL C was phenomenal! I would not have made it better, except perhaps more small group activities to increase intimacy of the group.
Make it last longer!
More small group activities, I got more out of them than the large groups.
“Wellness” breaks.
Leave earlier on Friday.
Use comfortable seats for meeting instead of on the floor.

I would like to have known what was going to happen before the weekend began.
Make it longer! Plus more small group bonding time.
For the Step In activity to go deeper in conversation.
I would recommend that you point out the perks of the hotel more so people can be prepared (gym, pool, etc.)
Meet with small group after the last activity we did last night.
More hands on, overall great experience.
Less redundant activities. It consisted a lot of filling out a worksheet and just talking about it. Keep the good food. Leave the game room open past midnight. Add more questions to walk-in. Large group was just too large. Would have been nice if it were maybe just two small teams. The largeness made it difficult to open up. I thoroughly enjoyed all aspects of this experience. Conference room temperatures need to be warmer. Warmer room temperature. Maybe more active activities?

Activities to meet different people. Have more heat in rooms! I think having more open social time would help build communities. Allow more time for breaks, maybe quiet time during the day so students can work on homework. I think some of the nights went too late when we were required to wake up so early. Perhaps connecting with the students more, more activities to help people out of their shells.

General Comments:
Thanks for the great experience! Thank you! Keep this alive forever! The location was awesome, all of the staff made me feel very welcome. Love it, keep WLC up! Wish we went further. More activities like the walk out that challenges people to recognize who they really are. I had an excellent time here! Made some great new relationships and learned a lot about myself. My peer facilitators and Martise were so helpful in making this experience worthwhile. Facilitators did not show the meaning of open mindedness. Judging others was seen. This was a great experience. I loved it all.

Please provide feedback on the following.

1= Not Satisfied, 2= Not Very Satisfied, 3= Satisfied, 4 = Very Satisfied

Large group learning sessions
Not Satisfied 1 2 (3) 3 (10) 4 (44) Very Satisfied 95% satisfied or very satisfied
Comments:

Small team sessions
Not Satisfied 1 2 (2) 3 (5) 4 (50) Very Satisfied 96% satisfied or very satisfied
Comments:

Social on Saturday night
Not Satisfied 1 2 3 (6) 4 (51) Very Satisfied 100% satisfied or very satisfied
Comments:`

Leadership Vision and Mission experience
Not Satisfied 1 2 (1) 3 (6) 4 (50) Very Satisfied 98% satisfied or very satisfied

I am a: 53% (28) Freshman 32% (17) Sophomore 15% (8) Junior ______ Senior
Other:_______

I am a: 61% (33) Female 39% (24) Male
Other:_______

I identify my race as: White (22) 42% Latino (18) 35% Asian (3) 6% African-American (3) 6% Indian (1) 2% Caucasian/Hispanic (2) 4% Don’t Know (2) 4%

Pacific Islander/Hispanic (1) 2%

FOCUS GROUP PARTICIPATION: If you are you interested in participating in a focus group to share more about your experience with the Winter Leadership Conference in February or March please provide your name and contact information below.

Name: Phone: (not included in this document) E-mail: (not included in this document)
Samuel Lee _________________________ Alexandra Rodriguez _________________________
Catherine Adams ___________________ Madison Printen _________________________
Byron Hill _________________________ Kyle Newsome _________________________
Jorge Dominguez ___________________ Josh Sashan _________________________
Nicole Belmont _____________________ Thomas Dewey _________________________
Appendix B: Leadership Mission and Vision

Your Leadership Vision and Mission

Name______________________________________________________________________________

Campus Address: ____________________________________________________________________

As you continue to answer the call to leadership, it’s important to write your leadership vision and mission statements. Organizations have visions and missions that guide their strategic development and motivate them to keep striving for excellence. Similarly, your own vision and mission will serve as your foundation, that helps guide you on your continued leadership development journey. Everything we’ve been doing this weekend has been done to help you develop your vision and mission. This worksheet will bring all the pieces together for you.

Reflect back on the individual aspects of leadership we focused on throughout the weekend.

What is your definition of self-understanding and personal integrity? What is an example of this?

<table>
<thead>
<tr>
<th>What are the values that guide your life and leadership?</th>
<th>What are the prominent identities that shape who you are?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

As a current and future DePaul student leader, what guides you to lead with purpose?

-
Reflecting on the group and community aspects of leadership…

<table>
<thead>
<tr>
<th>What is your definition of taking seriously the perspective of others? What is an example of this?</th>
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</thead>
<tbody>
<tr>
<td>What are the passions that get you fired up?</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>Given your passions and the communities you belong to, what are some of things you want to focus on in your leadership (your targets, causes)?</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>With whom could you collaborate to help you make a difference in these areas?</td>
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<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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</table>
Now, let’s bring it all together…

*My Leadership Definition*

Write your brief definition of leadership here.

*My Leadership Vision*

Your leadership vision describes who you want to be in your leadership. It is a statement that describes your aspirations and dreams for the type of leader you want to be, who you want to become. It should capture you, guide you, energize you, and inspire you in your continued growth as a leader. Components of your vision usually include:

- Reason for existing
- What you stand for
- Who you hope to continue to become

Write your leadership vision statement here.

*My Leadership Mission*

Your leadership mission declares the purpose of your leadership. It states for yourself and others how you will use your unique talents, characteristics and your vision to make a positive difference in the communities within which you lead. Components of your mission usually include:

- Purpose for leadership
- What you hope to accomplish through leadership
- The impact you hope to have; snapshot for a different future

Write your leadership mission statement here.
**Bringing your vision and mission to life…**

It’s important to create an action plan that will help you bring your leadership vision and mission to life.

Reflecting on your vision, mission, and your results from the Socially Responsible Leadership Scale, what are some goals you have for your continued leadership development?

**Action Plan:**

<table>
<thead>
<tr>
<th>One goal to accomplish before the end of winter term… (e.g. Participate in SLI workshops)</th>
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<td></td>
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<table>
<thead>
<tr>
<th>One leadership goal you want to accomplish before the end of the academic year …(e.g. finish the SRL Foundations Certificate we started at WLC)</th>
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<table>
<thead>
<tr>
<th>Also set moderate goals for your time at DePaul University or in the next 2-5 years.</th>
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<table>
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<tr>
<th>Set long-term goals that can stay with you throughout your life.</th>
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<table>
<thead>
<tr>
<th>I commit to being a Socially Responsible Leader by…</th>
</tr>
</thead>
</table>
Appendix C: Focus Group Questions

Winter Leadership Conference 2013 Focus Group Questions

What did you learn at WLC?

Please share the 5 dimensions of SRL.

We hope WLC helps participants find a purpose. What guides you to lead with purpose? How did WLC contribute?

Have you maintained any new relationships since WLC with other attendees?

What strategies did you learn at WLC for collaboration?

Describe how your approach to collaboration has changed since WLC, if it has.

What are the components of leadership vision and mission?

What did you learn about the process of identifying your leadership vision and mission at WLC?

Have you begun work towards the vision/mission you created at WLC? In what ways? What hinders you from accomplishing your vision/mission?

In what ways, if any, has WLC helped you expand upon your leadership skills?

Of these multiple activities and events, which one’s do you feel improved your skills the most and why?

What activities did you feel were least beneficial?

What are the pros/cons of the large group vs. the small group setting? Were the activities appropriately divided between small and large groups? What recommendations do you have for the small group/large group dynamic?

How did you learn about WLC? What made you decide to attend?

How could the application process be more clear?