

2015-2016 Assessment Final Report

Department: Student Involvement and Leadership Center

Impact of the LeaderShape Institute

Introduction

Assessment Project Description

The purpose of this assessment project was to assess the impact The LeaderShape Institute has on students' commitment to acting consistently with core ethical values, personal values, and convictions. In the past, KU has participated in a larger, national study of the outcome of LeaderShape. Unfortunately, this year, KU was not selected as an assessment site for the study. The main question regarding core ethical values was changed to reflect the data collected which is to assess, overall, the learning outcomes of the Institute. This question was answered by the post-Institute assessment and evaluation rather than a specific core ethical values assessment.

Service/Program Student Learning Outcome(s)

KU LEAD promotes leadership as the desire, passion, vision, and action that supports the advancement of an individual or group to a desired outcome. It instills a collaborative learning process that leads to change for the greater good. KU LEAD is about helping individuals discover and fully maximize their personal best.

KU Leadership Education and Development (KU LEAD) Student Learning Outcome(s)

Students participating in KU LEAD will be able to...

1. Identify the concept of leadership as a process to effect positive change (SILC Learning Outcome # 4)
2. Demonstrate leadership skills (such as conflict resolution, ethical reasoning, team building, effective delegating, time management, effective communication, and strategic planning) (SILC Learning Outcome # 2 and # 4)
3. Cultivate a sense of self-awareness through identifying personal values and identities (SILC Learning Outcome # 5 and # 6)

2015-2016 Assessment Final Report

Department: Student Involvement and Leadership Center

4. Demonstrate an ability to collaborate and communicate across differences (SILC Learning Outcome # 4 and # 6)
5. Display critical thinking skills and abilities to lead others toward common goals (SILC Learning Outcome # 1)

LeaderShape Institute Learning Outcome(s)

Students participating in The LeaderShape Institute will be able to...

1. Increase their commitment to acting consistently with core ethical values, personal values, and convictions (SILC Learning Outcome # 2 and # 5; KU LEAD Learning Outcomes # 2 and # 3)
2. Increase their capability to develop and enrich relationships as well as to increase their commitment to respecting the dignity and contribution of all people (SILC Learning Outcome # 6; KU LEAD Learning Outcomes # 2 and # 4)
3. Embrace the belief in a healthy disregard for the impossible (SILC Learning Outcome # 4; KU LEAD Learning Outcomes # 1)
4. Develop the capability to produce extraordinary results (SILC Learning Outcome # 4; KU LEAD Learning Outcomes # 1 and # 5)

Population/Sample:

58 undergraduate and graduate students participated in the 2016 LeaderShape Institute.

Assessment Method(s):

Participants completed a written assessment at the end of the Institute. The assessment was written and provided by LeaderShape, Inc. The short answer question, "Please describe an "ah-hah" moment from your experience over the last 6 days, where you learned something you will not forget" was utilized as the data. Each short answer was analyzed using content analysis to identify themes.

Summary of Key Findings/Results

2015-2016 Assessment Final Report

Department: Student Involvement and Leadership Center

- Majority of participants strongly agree that “In general, The LeaderShape Institute was a valuable experience in developing my capacity to lead.” (With an average of 6.54 out of 7.00 where 7= strongly agree)
- Majority of participants strong agree that “I would recommend The LeaderShape Institute to others.” (With an average of 6.70 out of 7.00 where 7= strongly agree)
- The most notable themes found in over 45% of the responses were themes indicating the learning about privilege and oppression as it relates to the students’ personal identity and leadership.
 - “The Star Power exercise taught me a lot about stereotypes, segregation, and privilege.”
 - “Even though you stand up for the right thing, everyone doesn’t think/do the same, but I kept going to do what was right.”
 - “I started to look at who spoke first in conversations. I recognized it was man-identified individuals and it got me thinking.”
- 33% of the responses indicated an “a-ha” moment related to finding their personal voice and confidence in their self-awareness and leadership.
 - “I learned about who I was. I became aware of the potential that I have. Of the leader I can be.”
 - “I realized that I don’t have to obsess over my successes and failures, but I am a valued contributor to this world.”
 - “I am a contribution. Although I had this notion for all people I work with (children with disabilities) for some reason I had not applied that to myself. Eye-opener.”
- Other notable themes included
 - the power of shared experiences and relationships in the process of leadership
 - Importance of vision in leadership
 - Value in practicing leadership skills
 - Believing in one’s own leadership potential
 - Importance of identifying personal values
 - Importance of knowing your ethics

2015-2016 Assessment Final Report

Department: Student Involvement and Leadership Center

- It is important to note that only two participants explicitly stated that ethics and core ethical values were their “a-ha” learning moment.

Conclusions

Impact of Assessment

These results mirror the results of this assessment completed in the past. Students report the Institute as a valuable experience in developing their leadership capacity. When pushed to share what they learned, the most common themes include learning about social justice concepts and the importance of find your leadership voice. It would seem that pieces of the LeaderShape learning outcomes (as defined by LeaderShape, Inc.) are successfully completed. Without more specific assessment, it is impossible to gauge the overall impact of these learning outcomes. The way in which the learning outcomes are written makes it difficult to measure. However, with the data provided, we can continue to capitalize on the learning themes identified by LeaderShape participants within other KULEAD programs to continue to enhance this learning experience.

Lessons Learned

I found it hard to complete an assessment on LeaderShape since we are not in control of the learning outcomes or the curriculum. It was also difficult to work with the assessment provided by LeaderShape. In the future, I would like to focus on the programs that KU has full control over so that the learning outcomes are created by our staff, are measurable, and match our departmental learning outcomes.