

Student Leadership Programs Assessment Narrative 2005-06

Goal 1: Student leaders will demonstrate awareness of leadership competencies.

Four outcome measures are listed with this competency. The first two relate to the Leadership Theory and Values Statements. Students write one-page statement summarizing their personal leadership theory (in relation to an established theory) and a statement discussing their personal values and how they might impact their role as leader. Rubrics were developed for both statements, and revisions were made to the values statement educational session to further clarify intention. Since the completion of each statement requires attendance at either a leadership theory or values session, respectively, it was expected that the number of students who completed these statements would be a smaller percentage of the total number of participants. The goal was set at 15% participation for both statements. In 2005-06, 49 participants completed leadership theory statements and 50 completed values statements, a total completion rate of 21%. In order to increase faculty involvement with Student Leadership Programs, it was decided to include outside faculty review of the statements. This year, the Leadership Programs graduate assistant first reviewed the statements, returning them to students if they did not fulfill the standards outlined in the rubrics. In some cases, statements were then reviewed by an outside faculty member or the Coordinator, but no consistent outside faculty review was completed. Securing outside faculty review is an action item for 2006-07.

The next two outcome measures do not relate directly to student demonstration of awareness of leadership competencies, but are simple participation capture rates. The goal of overall participation (attendance at least one leadership program or completion of self-assessment) was set at 1% of the student body. Student organizations have been designated as a target participant audience, so the goal of 50% of participants (will be members of student organizations) was set. In 2005-06, the goal of 1% participation was reached, and exceeded that 1% participation, reaching 1.5% of the student body (a record 229 individual students). It is recommended that these two outcome measures be moved to Goal #2 which measures overall engagement, and that Goal #1 be included in Goal #3.

Goal 2: Student leaders will engage in leadership education programs.

The first outcome measure relates to stipend-receiving leaders of general fee organizations. The goal is set at 100% completion, and due to various student circumstances, the actual completion seems to be holding fairly constant at about 90%. In 2005-06, for example, 3 students are still pending completion (assessment reports are due prior to the completion of the spring semester). The policy for stipend-receiving students was altered in 2005-06 as noted in the annual report. A better spreadsheet/tracking mechanism is in development for this outcome measure.

The second outcome measure details Leadership Plan submission rate, an indicator of deeper engagement in leadership education programs. All students must complete Leadership Plans as part of the certification requirements, so that goal of 100% will always equal the number of Certified Student Leaders. The second part captures the completion rate of general program participants and has been set at 20% of participants since students must commit to completing and reviewing self-assessments prior to meeting to complete a Leadership Development Plan. In 2005-06, 39% of students completed plans. The percentage increased from the previous year due to increased staffing in the form of additional graduate assistants. In 2005-06, students were not mailed reminder emails or letters encouraging them to schedule appointments.

Goal 3: Students completing Leadership Certification will demonstrate an understanding of leadership theory and values as well as self-awareness of skills and strategies for improvement.

It is recommended that Goal 3 be combined with the current Goal 1. The first outcome measure is a capture rate of participation in Leadership Certification. The second outcome measure is a more detailed break-down of the first measure. The wording of Goal 3 seems to be better paired with the current Goal 1, and could include the additional capture rate of number of students completing self-assessments and Leadership Development Plans.

While the goals of 15% of participants will complete Leadership Certification were met in 2005-06, (indeed, a record 22.7% of participants completed certification) there are several areas for improvement in this area. Students could receive status updates and reminders to keep them on-target for completion of requirements in a timely manner. Encouragement of early completion would relieve some of those pressures. As more students become engaged in Leadership Programs, completion of Certification as a preferred status for students running/applying for officer positions in student organizations will hopefully become a standard occurrence. The addition of the Leadership Academy should add to this cultural shift.

Goal 4: Students completing Leadership Certification will be engaged in service and civic activities.

Goal 4 contains three capture rates. Voting registration and voting participation strive to measure civic engagement. A database problem made data capture problematic, and a new database should be developed in 2006-07. The service participation rate will be reviewed and amended in 2006-07 as part of the 5-year plan to combine leadership and service functions under the umbrella of a Center for Student Leadership and Service.

Goal 5: Students will learn something new and express satisfaction with program quality

This goal captures information from student program evaluation forms. Responses were slightly down from the incomplete evaluations recorded the previous year. This area needs continued attention.

Information Distribution

The Student Leadership Programs Annual Report will be made available via the webpage and in print form. An email will be sent to the Student Leadership Programs Yahoo!Group with a link to the online report.

This year Student Leadership Programs enjoyed record-breaking attendance and participation numbers due largely to increased staffing in the form of additional graduate assistants which will hopefully continue in the future. In order to continue progress toward our Vision 2009 goal of a fully integrated Center for Student Leadership and Service, we are looking at combining assessment processes and reports for volunteerism/service and leadership during the 2006-07 year. Following this upcoming baseline year, our assessment targets will need to be redefined to more appropriately reflect student participation as a combined variable.

Prepared by Paul Putman 5-9-06

List of Program Goals

Department or Unit Name: DEPARTMENT OF STUDENT LIFE

Individual Completing Form: Paul Putman

Date: 18-May-06

Program Name: LEADERSHIP

Goal 1: **Student leaders will demonstrate awareness of leadership competencies.**

Goal 2: **Student leaders will engage in leadership education programs.**

Goal 3: **Students completing Leadership Certification will demonstrate an understanding of leadership theory and values as well as self-awareness of skills and strategies for improvement.**

Goal 4: **Students completing Leadership Certification will be engaged in service and civic activities.**

Goal 5: **Students will learn something new and express satisfaction with program quality**

Program Assessment Report

Department or Unit Name: DEPARTMENT OF STUDENT LIFE

Individual Completing Form: Paul Putman

Program Name: LEADERSHIP

Date: 9-May-06

(includes Leaderquest for General Fee Student Leaders, Americorps City Year Participants and Students pursuing Leader Certification)

Goal # 1 Student leaders will demonstrate awareness of leadership competencies.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
#1 Number of Leadership Statements Leadership Statements will be graded/reviewed using a standard rubric, outside faculty review, and satisfactory completion expectations. 15% of students participating in leadership programs will submit statements.	Research on Leadership Statements is conducted after the end of the Spring semester each program year	2005-06: 49 statements submitted 21% of students participating 2004-05: 33 statements submitted 20% of students participating 2003-04: 25 statements submitted 16.9% of students participating	The Leadership Program Coordinator in conjunction with participating faculty reviewed/graded the quality of student Leadership Statements on an annual basis. The Student Life Assessment Committee also reviewed.	2005-06: Need to secure outside faculty review (only handful of statements reviewed by outside faculty) 2003-04 Statements are discussed at Theory sessions and during one-on-one student appointments	Outcome reached
#2 Number of Values Statements Value Statements will be graded/reviewed using a standard rubric, outside faculty review, and satisfactory completion benchmarks. 15% of students participating in leadership programs will submit statements.	Research on Values Statements is conducted after the end of the Spring semester each program year	2005-06: 50 statements submitted 22% of students participating 2004-05: 33 statements submitted 20% of students participating 2003-04: 28 statements submitted 18.9% of students participating	The Leadership Program Coordinator in conjunction with participating faculty reviewed/graded the quality of student Values Statements on an annual basis. The Student Life Assessment Committee also reviewed.	2005-06: Need to secure outside faculty review (only handful of statements reviewed by outside faculty) 2004-05 Revised session to reduce rewrites due to confusion. 2003-04 Statements are discussed at Values sessions and during one-on-one student appointments	Outcome reached

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p>#3 Student Organization Participation Capture Rate 50% of those students involved in leadership programs are also involved in student organizations.</p>	<p>Data on the number of student leadership program participants are compiled on an annual basis</p>	<p>2005-06: 174/229 or 77% of participating students are also involved in student organizations 2004-05: 129/165 or 78% of participating students are also involved in student organizations (counting 30 Leadership Academy Alumni Assoc.) 2003-04: 106/148 or 71.6% of participating students are also involved in student organizations 2002-2003: N=116/165 70.3% students are also involved in student organizations</p>	<p>The Leadership Program Coordinator review the data on an annual basis. The Student Life Assessment Committee also reviewed.</p>	<p>2005-06: Recommend moving this measure to goal #2 2004-05: increased SOLA marketing and encouraged competition via student conversations 2003-04: Began requesting organization affiliation on registration forms; updated database; increased Student Organization Leadership Award (SOLA) marketing (flyers to org mailboxes, stats on bulletin board)</p>	<p>Outcome reached</p>

<p>#4 Number of Student Participants 1% of the student body will participate in leadership programs on an annual basis.</p>	<p>Data on the number of student leadership program participants are compiled on a semester and annual basis</p>	<p>2005-06: N= 229/15722 1.5% of the student body participated (based on Fall 2005 headcount (spring not available)) 2004-05: N= 165/15,673 1% of the student body participated (based on fall headcount (spring not available)) 2003-04: N= 148/15,640 0.95% of the student body participated (based on spring headcount) 2002-03: N=165/ 17,699 .93%</p>	<p>The Leadership Program Coordinator and the Assoc. Dean of Student Life review the findings on an annual basis. The Student Life Assessment Committee also reviewed.</p>	<p>2005-06: Decide if overall participant headcount is best number to use; send letters to remind students of status; develop printouts (reports) for student status using Access database. Recommend moving this measure to goal #2 2004-05 Plan leadership/involvement session for all new students during orientation.</p>	<p>outcome reached</p>
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Program Assessment Report

Department or Unit Name:

DEPARTMENT OF STUDENT LIFE

Individual Completing Form: Paul Putman

Program Name:

LEADERSHIP (includes Leaderquest for General Fee Student Leaders and Students pursuing Leader Cert.

Date: 9-May-06

Goal # 2 **Student leaders will engage in leadership education programs.**

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p>#1 100% of stipend-receiving general fee student organization leaders will complete leadership training</p>	<p>The data on completion of leadership training by general fee student organization leaders are compiled and reviewed by July 1 each program year</p>	<p>2005-06: 41/42 eligible students 97.6% completion rate (as of 5-19-06) 2004-05: 37/41 eligible students 97.5% completion rate (1 student didn't return S05; 1 student didn't complete requirements) 2003-04: 36/39 92.3% eligible students completion rate (1 student graduated 12/03, 2 students did not complete requirements) 2002-2003: N=39/44 eligible students 89% completion rate (2 students graduated, 3 did not complete requirements) 2001-02: N=39/41 eligible students 95% completion rate (1 student resigned, 1 began spring, didn't complete summer)</p>	<p>The Leadership Program Coordinator reviewed the rate of leadership training completion amongst general fee student organization leaders on an annual basis. The Student Life Assessment Committee also reviewed.</p>	<p>2006-07: Refine tracking system and notification timeline and procedures 2005-06: Review of Policy resulted in changes. In brief, requirements shifted to 4 points prior to taking office; 4 points for general fee leader orientation for which attendance is mandatory prior to taking office; and 4 points during the first semester in office. Passed by Student Life Committee of Faculty Senate to take effect beginning May 1, 2006. 2004-05 Continue review of policy 2003-04 Review of policy including exploration of possible leadership prerequisites for stipend-receiving positions. Board of Elections may need special consideration due to timing of selection/position fulfillment.</p>	

<p>#2 Leadership Plan Submission 100% of students completing Leadership Certification 20% of general leadership program participants</p>	<p>Data on the number/percentage Leadership Program participants submitting Leadership Plans are compiled on an annual basis based on self-reported data</p>	<p>2005-06: 40/40 students completing Leadership Certification and 7/7 students completing Advanced Leadership Certification (100% participation rate) and N=88/226 general program participants (39% participation rate) 2004-05: 26/26 students completing Leadership Certification (100% participation rate) and N=47/165 general program participants (28.5% participation rate) 2003-04 (baseline): N=24/24 students completing Leadership Certification (100% participation rate) and N=51/148 general leadership program participants (34.5% participation rate)</p>	<p>The Leadership Program Coordinator reviewed the number/percentage of students submitting Leadership Plans on an annual basis. The Student Life Assessment Committee also reviewed.</p>	<p>2005-06: Continue mailing reminder letters 2004-05: Participants who completed Assessments were asked to review their printouts <i>before</i> scheduling an appt. for leadership plans which increased preparedness, but also resulted in a reduction of students completing plans; reminders were not sent to students</p>	<p>Reached Outcome</p>
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Program Assessment Report

Department or Unit Name: DEPARTMENT OF STUDENT LIFE Individual Completing Form: Paul Putman

Program Name: LEADERSHIP (includes Leaderquest for General Fee Student Leaders and Students pursuing Leader Cert. Date: 9-May-06

Goal # 3 **Students completing Leadership Certification will demonstrate an understanding of leadership theory and values as well as self-awareness of skills and strategies for improvement.**

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
#1 15% of students participating in activities sponsored by Student Leadership Programs will complete Leadership Certification	Data on the number of students completing the Leadership Certification Program are compiled on a semester and annual basis	2005-06: N= 52/229 (22.7% of students participating) 2004-05: N= 26/165 (15.8% of students participating) 2003-04: N=24/148 (16.2% of students participating) 2002-03: N=12 (7% of students participating) 2001-02: N = 34	The Leadership Program Coordinator reviewed the number of students completing leadership certification on an annual basis. The Student Life Assessment Committee also reviewed.	2005-06: complete actions scheduled for last year 2004-05: Send reminders of status with printouts from database; explore redefinition of "students participating"	Outcome Reached

<p>#2 15% of students participating in Student Leadership Programs will complete Leadership Portfolios. Portfolio consists of Assessment, Follow-up Appt, Leadership Statement, Values Statement, Registered Voter, Student Voting, Workshop Attendance and Service Activity.</p>	<p>Data on the number of students completing Leadership Portfolios are compiled on an annual basis NOTE: Statements completed during previous years may result in number of statements listed to not equal number of portfolios completed.</p>	<p>2005-06: 52/229 or 22.7% Leadership Portfolios completed (151 Assessments, 89 Follow-Up Appts, 49 Leadership Statements, 50 Values Statements, 141 Registered voters, 141 students voting (55 unknown and 33 ineligible), 74 participating in service)</p> <p>2004-05: 26/165 or 15.8% Leadership Portfolios completed (96 Assessments, 47 Follow-Up Appts, 33 Leadership Statements, 33 Values Statements, 119 Registered voters, 67 students voting (40 unknown), 57 participating in service)</p> <p>2003-04: 24/148 or 16.2% Leadership Portfolios completed (82 Assessments, 51 Follow-Up Appts, 25 Leadership Statements, 28 Values Statements, 63 Registered voters (7 are unable to register and 72 are unknown), 24 students voting (117 unknown), 148 attending workshops, 53 participating in service)</p>	<p>The Leadership Program Coordinator reviewed the number of students completing Leadership Portfolios on an annual basis. The Student Life Assessment Committee also reviewed.</p>	<p>2006-07: Investigate e-portfolios for student leadership programs 2005-06: passed 4-4-4 plan; Consider tracking participation for student elections as well as general elections</p> <p>2003-04: added questions concerning voter registration status to registration forms, sent letters and registration information to eligible non-registered voters; added checkbox to sign-in sheets; changed database to begin tracking voting information</p>	<p>Outcome Reached</p>
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Program Assessment Report

Department or Unit Name: DEPARTMENT OF STUDENT LIFE Individual Completing Form: Paul Putman

Program Name: LEADERSHIP (includes Leaderquest for General Fee Student Leaders and Students pursuing Leader Cert. Date: 9-May-06

Goal # 4 **Students completing Leadership Certification will be engaged in service and civic activities.**

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
#1 100% of eligible Leadership Program participants will be registered to vote.	Data on the number/ percentage registered voters amongst Leadership Program participants are compiled on an annual basis based upon self-reported data	2005-06: N=141/229 62% eligible students participation rate (55 unknown and 33 ineligible) 2004-05: N=119/159 74.9% eligible students participation rate (6 ineligible to register, 40 unknown) 2003-04: (baseline data) N=63/141 44.7% eligible students participation rate (7 ineligible to register, 8 were sent voter registration information, and 72 or 48.6% are unknown)	The Leadership Program Coordinator reviewed the number/ percentage of students registered to vote on an annual basis. The Student Life Assessment Committee also reviewed.	2004-05: added questions concerning voting registration and voting status to program sign-in sheets 2003-04: added questions concerning voter registration status to registration forms; sent letters and registration information to eligible non-registered voters	
#2 At least 50% of eligible Leadership Program participants will vote in each major election (Nov./ March)	Data on the number/ percentage of voters amongst Leadership Program participants are compiled on an annual basis	2005-06: N=Database erased status. Number of voting Unknown 2004-05: N=67/159 42.1% responding students participation rate 2003-04: (baseline data) N=24/141 17% responding students participation rate (note: have not cross-referenced all sign-in sheets with database for most accurate count)	The Leadership Program Coordinator reviewed the number/ percentage of students voting on an annual basis. The Student Life Assessment Committee also reviewed.	2005-06: Create new database 2004-05: added questions concerning voting registration and voting status to program sign-in sheets 2003-04: sent reminder email to leadership listserv with links to registration/nonpartisan voting guide; added checkbox to sign-in sheets; updated database to begin tracking voting information	

<p>#3 25% of students participating in Student Leadership Programs will participate in community service activities</p>	<p>Data on the number/percentage Leadership Program participants involved in community service activities are compiled on an annual basis</p>	<p>2005-06: N=74/229 32% eligible students participation rate 2004-05: N=70/165 42.4% eligible students participation rate 2003-04: (baseline data) N=53/148 35.8% eligible students participation rate</p>	<p>The Leadership Program Coordinator reviewed the number/ percentage of students participating in community service activities on an annual basis. The Student Life Assessment Committee also reviewed.</p>	<p>2005-06: Continue Action; consider increase in percentage as part of leadership/service program merger 2004-05: Collaborate with Coordinator of Volunteer/Service programs to further develop this area</p>	<p>Outcome met</p>
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<p>#4 Overall number of students participating in Community Service Events NOTE: Service will be combined with Leadership in 2006-07 assessment so outcomes and measures will be revised.</p>	<p>Head count is taken at each event.</p>	<p>2005-06: N= 3,090 direct community-service hours 3100 total number of students non-service participants (24 events) 2004-05: N = 717 (13 events) 2003-04 N = 291 (10 events)</p>	<p>The Leadership Program Coordinator and VISTA reviewed the number/ percentage of students participating in community service activities on an annual basis. The Student Life Assessment Committee also reviewed.</p>	<p>2006-07: Increase VISTA to 40 hrs; formally add service to leadership programs assessment as part of 5-year plan 2005-06: VISTA hours increased to 30 hours VISTA hired for 20 hours per week.</p>	<p>new outcome - needs revision 06-07</p>
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Program Assessment Report

Department or Unit Name: DEPARTMENT OF STUDENT LIFE Individual Completing Form: Paul Putman

Program Name: LEADERSHIP (includes Leaderquest for General Fee Student Leaders and Students pursuing Leader Cert. Date: 9-May-06

Goal #5 **Students will learn something new and express satisfaction with program quality**

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
#1 Students will report learning something new during leadership programs; Likert Scale (1-5) rating will be at least "4" in response to the question "I learned something new today"	Data on student self-reports of learning are gather at each program and are compiled on an annual basis.	2005-06: 230 evaluations from 610 attendees (38% response rate) = 4.07 2004-05: (Fall 2004) 139 evaluations from 165 attendees (84% response rate) = 4.24	The Leadership Program Coordinator reviewed the rating. The Student Life Assessment Committee also reviewed.	2005-06: reconstruct data file for 06-07 2004-05: Spring Data file lost, will be re-entered during summer; annual report will be shared with student participants	
#2 Students will express satisfaction with leadership programs; Likert Scale (1-5) rating will be at least "4" in response to the question "This program should be presented again"	Data on the number/percentage of voters amongst Leadership Program participants are compiled on an annual basis	2005-06: 230 evaluations from 610 attendees (38% response rate) = 4.29 2004-05: (Fall 2004) 139 evaluations from 165 attendees (84% response rate) = 4.41	The Leadership Program Coordinator reviewed the rating. The Student Life Assessment Committee also reviewed.	2005-06: reconstruct data file for 06-07 2004-05: Spring Data file lost, will be re-entered during summer; annual report will be shared with student participants	

Leadership

Cleveland State University



Department of Student Life



DRAFT

2006

Annual Report

Student Leadership Programs

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Student Leadership Programs 2006* Annual Report

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*This Annual Report includes information from May 2005 through April 2006

Cleveland State University
The Center for Leadership and Service
 “White Paper” Introduction to Proposal, January 2005

“We strive to engage and educate students around the core areas of self-knowledge, leadership theory and practice, service-learning, values clarification, diversity, and civic engagement while being inclusive and accessible to all students.”

“...We are here to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.”

– CSU Mission Statement

“...We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future...”

-CSU Vision Statement

“...We expect to be known as a place of opportunity for those who wish to know the truth of things, who are willing to strive for it, and who seek a better life for themselves and their fellow citizens...”

-Dr. Michael Schwartz, CSU President

Grounding Theory

In 1970 Robert Greenleaf introduced the term “servant leader,” which begins with the natural call to service which brings one to the aspiration of leadership. In 1995 student affairs professionals under the guidance of the Higher Education Research Institute developed the Social Change Model of Leadership Development as a guide to enhance the development of leadership qualities in all students. The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service. More recently, reciprocal concepts such as the Relational Leadership Model put forth by Komives, McMahon, & Lucas (1999) posit that leadership “is a relational process of people together attempting to accomplish change or make a difference to benefit the common good.” The models of Transforming leadership (Burns, 1978) and Followership (Kelley, 1988) also contribute to the overall program.

2005-06 Overview

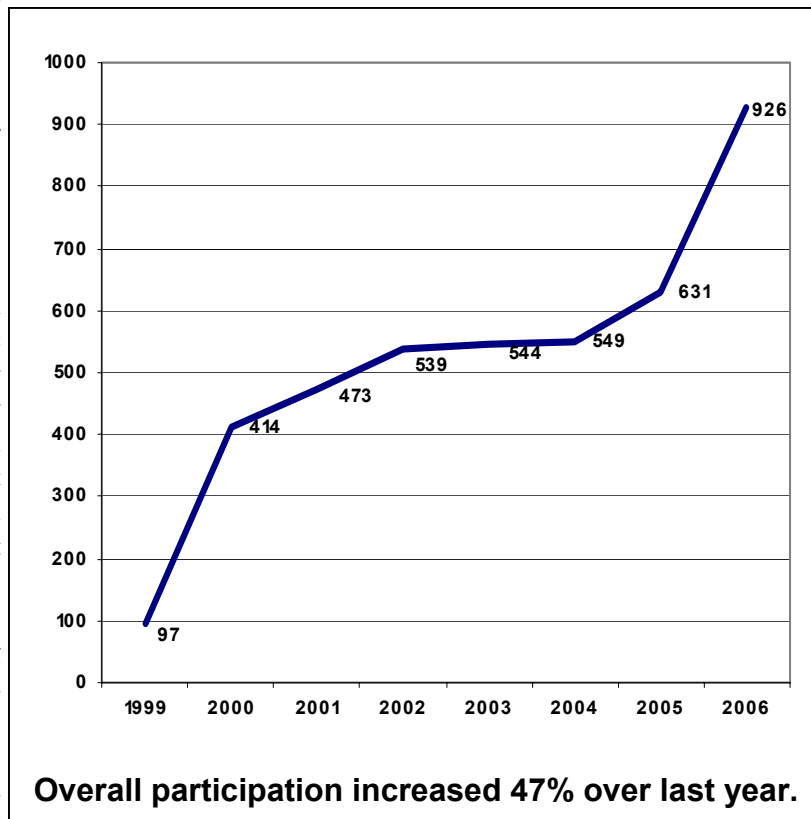
2005-06 was a record-breaking year for Student Leadership Programs at CSU. Overall participation increased an amazing 47%. Individual student participation increased 38%, for our highest level of involvement yet. A third of participants participated in community service activities and three-quarters were involved in at least one student organization. Throughout this report are significant increases in student participation and a wealth of student leader accomplishments. Key to this dramatic leap in participation was the one-time support of carryover funding and the addition of two graduate assistant positions to focus on the Student Leadership Academy and Community Leadership Development Seminar course and Advanced Leadership Certification.

This year also included many small steps toward our **5-year strategic plan to create a fully integrated, physically combined and staffed Center for Student Leadership and Service** at CSU. To that end, we held a combined weekly team meeting, began advertising programs on a combined printed calendar, laid the foundation for a combined student

tracking database, began to think about combined planning for both leadership and service, and combined recognition efforts. This year marked the second year that an OCC VISTA volunteer coordinated service programming. Additionally, a team of City Year corps members (another Americorps volunteer program with participants aged 17-25 who spend a year in volunteer service) was sponsored on campus as part of service programming. Their combined efforts helped connect CSU students with unprecedented service and programmed awareness weeks.

The many new programmatic components this year included offering **online e-learning** through SkillPort™ web-based software. We believe that this option will be especially appealing to our non-traditional and commuter student population. The **LeaderQuest program** was

revised based upon student feedback. The Academy and Seminar were both greatly improved from the previous year. We added a new track for Advanced Leadership Certification to allow students to participate in a **Diversity Specialization** component with the goal of helping students learn how to facilitate dialogues around topics of diversity. The Leadership Academy Student Alumni group continues to play an increasingly active role in the Academy itself. There were many, many improvements made this year.



While we made many advances, we still have more to complete. We need to create a new database to replace our broken one and include service participation. We need to make greater strides toward our vision of a Center for Student Leadership and Service including combined program planning and implementation, ideally from the same physical location. We again need to review our certification programs to determine the next steps for improvement. We need to begin our action plan for the items highlighted by our CAS review team. We need to begin planning for the

transition to temporary space and a new student center. We need to figure out how to really measure and report student growth as a result of our programs and retention information as well. There is much yet to do.

However, **student interest and involvement in leadership and service is at an all-time high.** We are seeing more advanced leaders who are willing to help out and take on greater responsibility in planning and implementing programs in partnership with us. It has been a great year, but it's also truly exciting to see what 2006-07 will bring.

Thanks to everyone involved for their support and participation of and in student leadership and service programs at Cleveland State University!

Programs

Leadership Programs Summer 2005

Theory

Monday, July 25, 2005
Paul Putman

Leadership Values

Monday, July 25, 2005
Paul Putman

Time Management at City Year

Thursday, July 28, 2005
Paul Putman

Succeeding with Difficult People at City Year

Thursday, July 28, 2005
Paul Putman

Presentation Skills for Certified Student Leaders at City Year

Thursday, August 4, 2005
Paul Putman

Leadership Programs Fall 2005

Student Leadership Academy

Saturday, August 27, 2005
Presenters: Nora Stickney, Paul Putman,
Jenise Robinson-Certified Student
Leader (CSL)

The Intuitive Edge

Friday, September 9, 2005
Craig Karges-Karges Productions

Super Start Saturday

Saturday, September 17, 2005
* Advanced Leadership Certification
Orientation—Dr. Melodie Yates-
Student Affairs and Minority Affairs,
Marcia Bufford
* Advanced Leadership Theory—Marcia
Bufford
* All About CSU—Dr. Diane Dillard,
Dr. Sandra Emerick
* Building Effective Teams—Teresa
Obrero-CSL, Paul Putman
* CSU Student Organization Officer
Training—Dr. Mary Myers
* Engineering Your Future—Gregg
Schoof, Jim Watson, Dean Charles
Alexander, Lee Penkowski, Pamela
Charity
* General Fee Leader Orientation—
Sean Wenger, CSU Alumni, Daniel

Lenhart and Steve Liss
* Getting Involved/General Fee Groups
& How to Start a Student
Organization—Anne Kowalski-CSL
* How to Network—Peggy Gesing,
Anita Ruf, Career Services
* Introduction to Service and
Leadership—Kate Lassiter
* Keynote Presentation: The Link
Between Leadership and Creativity—
Dan Coleman-Excelsior Learning
* Theory—Jason Bergeron
* Marketing Your Organization—Jo
Vaccarino-Alita
Grafx
* Presentation
Skills for
Certified Student
Leaders—Marcia
Bufford
* Project
Management for
Successful
Events—Anita
Ruf, Eleanor
Dombrowski,
School of
Communication
* Recruitment
and Retention of Members—Ted
Bartlett-CSU Alumni
* Time Management for Leaders—
Jenise Robinson & Mukesh Timbalia,
CSLs
* Values Clarification—Nora Stickney

Time Management

Tuesday, September 20, 2005
Jenise Robinson-CSL, Debbie Forthofer

Time Management at City Year

Wednesday, September 21, 2005
Debbie Forthofer

Theory

Wednesday, September 28, 2005
Jason Bergeron

Values Clarification

Wednesday, September 28, 2005
Nora Stickney

Ethics

Wednesday, September 28, 2005
Kate Lassiter

Leadership Forum on Diversity

Thursday, September 29, 2005

Dr. Melodie Yates, Stacey Monroe-
Human Resource Development and
Labor Relations

Political Savvy

Thursday, October 6, 2005
Cleo Busby-Cleveland Alliance of HUD
Tenants

Student Leadership Academy

Saturday, October 15, 2005
Nora Stickney, Paul Putman, Kate
Lassiter, Tabatha Walton-Cleveland
Mediation Center



Values Clarification

Thursday, October 20, 2005
Debbie Forthofer

Theory

Tuesday, October 25, 2005
Mukesh Timbalia-CSL

Planning

Wednesday, October 26, 2005
Debbie Forthofer

Organizing for Leaders

Wednesday, October 26, 2005
Debbie Forthofer

Delegation

Wednesday, October 26, 2005
Debbie Forthofer

Collaboration

Thursday, October 27, 2005
Jessica Erkins-CSL

Problem Solving

Thursday, November 3, 2005
Kisha Foster-CSL

Programs

Student Leadership Academy

Saturday, November 5, 2005

Nora Stickney, Paul Putman, Marcia Bufford, Dr. Melodie Yates, Jessica Erkins & Kisha Foster & Theresa Obrero & Jenise Robinson & Diambu Smith & Mukesh Timbalia-CSL's

Facilitated Dialog on Stereotyping

Monday, November 7, 2005

Arooj Ashraf-CSL

Patience/Listening

Wednesday, November 9, 2005

Jessica Erkins-CSL

Leadership Forum on Diversity

Thursday, November 10, 2005

Dr. Melodie Yates, Stacey Monroe

Negotiation

Tuesday, November 15, 2005

Greg Williams

Diversity Topic

Thursday, November 17, 2005

Jessica Erkins-CSL

Leadership Programs Spring 2006

Me, Myself, and Motivating Others

Thursday, February 16, 2006

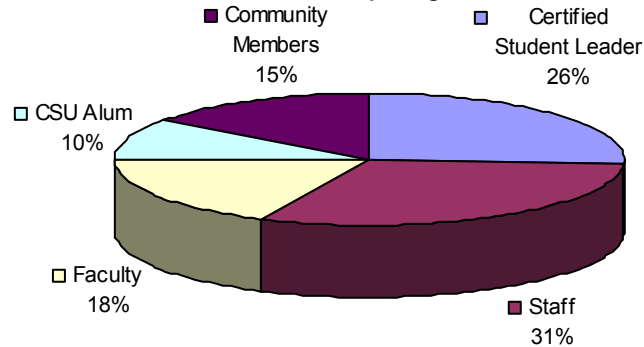
Jenise Robinson, CSL

Roberts Rules of Order

Friday, February 17, 2006

Rodger Govea, CSU Associate Professor
Political Science Dept.

Student Leadership Program Presenters



Presenters

Presenters for the programs this year included 39 different people including **10 Certified Student Leaders** seeking Advanced Leadership Certification. Also presenting, sometimes multiple times, were **12 staff, 7 faculty, 6 community members and 4 Cleveland State Alumni**.

Leadership Forum on Diversity I

Wednesday, February 22, 2006

Dr. Melodie Yates, Stacey Monroe

Me, Myself, and Motivation

Wednesday, February 22, 2006

A FOCUS Center Workshop.

Problem Solving

Thursday, February 23, 2006

Kisha Foster, CSL

Leadership Forum on Diversity I

Saturday, February 25, 2006

Paul Putman and Sheryl Smith

Successful Networking

Thursday, March 2, 2006

Gigi Traore and Doug Gamble, CSL

Officer Transition

Tuesday, March 7, 2006

Paul Putman

Communication Skills

Thursday, March 9, 2006

Diambu Smith, CSL

Leadership Theory

Wednesday, March 22, 2006

Debbie Forthofer

Values Clarification

Wednesday, March 22, 2006

Debbie Forthofer

Work/Life Balance

Tuesday, March 28, 2006

Elaine Pulizzi, SLP Intern

Personal Mission Statement

Wednesday, April 19, 2006

Dr. Pat Reid, CSU Manager of
Communications and Training

Leadership Forum on Diversity II

Thursday, April 20

Dr. Melodie Yates, Stacey Monroe

World Champion of Public Speaking

Thursday, April 27

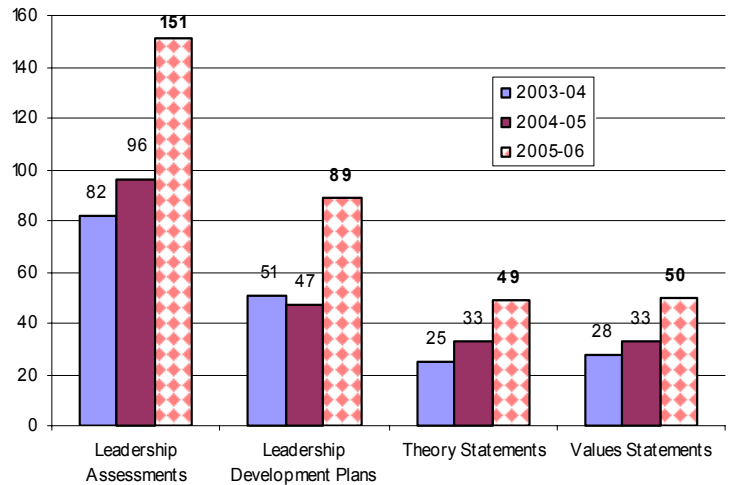
Darren LaCroix



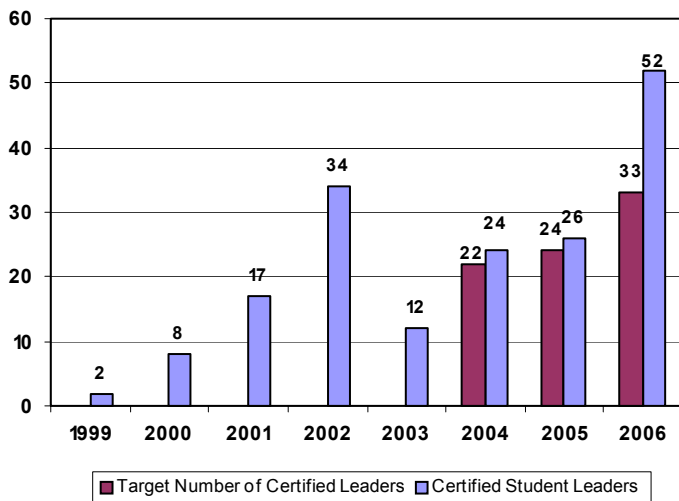
Leadership Certification

Student Leadership Self-Assessments and Leadership Development Plans

A record **151 students completed Student Leadership Self-Assessments**. This marks a **53% increase** over the previous year. The number of leadership development plans completed was also record-breaking, with **89 students completing personalized plans, a nearly 90% increase over the previous year**. Both the self-assessments and individualized Leadership Development Plans were added in 2003-04 to personalize the Leadership Certification program and allow students to focus their leadership development on specific competencies. These two components (lasting approximately an hour each), include personalized consultation with a leadership programs staff member.



Cleveland State University Certified Student Leaders



2005-06 saw increases in both the number of leadership theory statements (49) and values statements (50). These large increases are attributed to increased student awareness of and interest in leadership certification as well as the very important addition of two additional graduate students to the student leadership program staff.



CSU Student Leadership Programs Annual Report Page 6

Leadership Certification

This year 43 students achieved Leadership Certification and 9 achieved Advanced Certification, for a record total of 52 students.

Certification

- Shadie Andraos
- Justin Balmert
- Maggie Bruening*
- Jocelyn Buchler
- Theo Cady
- Derek Dabrowski
- Chris Dolton
- Josephine (Katie) Evans
- Sean Ferguson
- Amanda Freed*
- Jesica Fuller
- Melissa Gassman
- Nicholas Hardy
- Paul Infield
- Iesha Jackson
- Metisha Johnson-Tannan
- Lorie'l Johnson
- Charles Katelanos
- Christa Lange
- Fred Lester
- Deb Loeser
- Joey Marginian
- Nicholas Mathew
- Heather McAfee
- Toyia McCollum
- Sara Nank*
- Huong Nguyen

- Heather (Dung) Nguyen
- Julie Rabatsky
- John Jr. Roman
- Vera Rozman
- Elizabeth Ruiz
- Siriat (Jenny) Sangwain
- Dorcas Sasu-Yiadomaah
- Emily Schultz
- Yaasira Scott
- Natasha Spratt
- Amanda Stefaniak
- Dearlena Swift
- Peggy Thompson
- Tanya Winners
- Danielle Winters
- Courtney Zemkosky

Advanced Certification

- Arooj Ashraf
- Kisha Foster
- Douglas B. Gamble
- Anne Kowalski
- Teresa M. Obrero
- Jenise Robinson
- Diambu Smith
- Gigi Traore
- Justin Wilson

*City Year Corps Member

LeaderQuest

LeaderQuest Overview

LeaderQuest is the name of the policy and programming related to stipend-receiving leaders of General Fee organizations including the Campus Activities Board, *The Cauldron*, Judicial Board, *The Gavel*, Student Bar Association, Student Government Association, *The Vindicator*, WCSB, and *Whiskey Island*.

41 out of 42 or 97.6% of student leaders completed LeaderQuest requirements during the 2005-06 academic year (as of May 19, 2006).



Policy Changes

Due to feedback from student leaders that completion of 12 hours during the first semester in office is difficult to manage time-wise for some students, the following changes/clarifications were approved by the Student Life Committee of Faculty Senate in October 2005. These changes continue CSU's tradition of student-led initiatives that raise the bar in leadership development.

Instead of completing 12 points by the end of their first semester in office, the 4-4-4 Model shifts some of the learning:

4 points of leadership education/training prior to taking office. Students who already hold a Bachelors degree will receive four (4) points prior to taking office. Up to four (4) points may be earned for training with organization-specific training/retreats planned with the respective organization advisors. Points can still be earned for leadership workshops, etc.

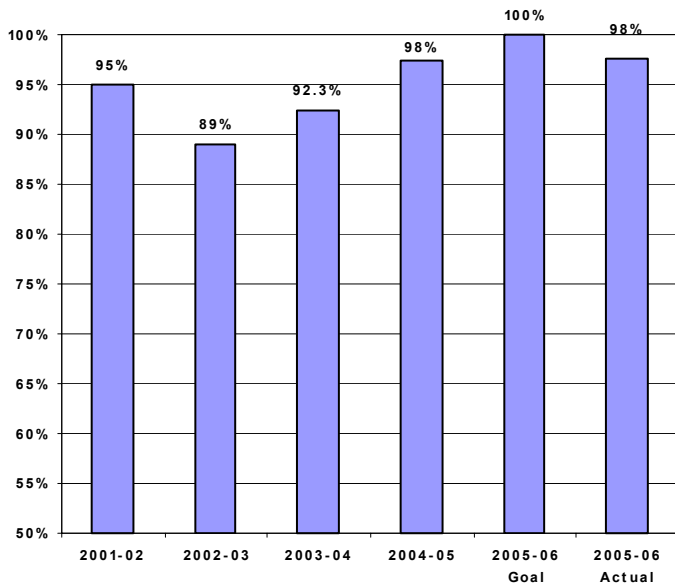
4 points for a mandatory General Fee Leader Orientation to be completed prior to taking office. This Orientation session includes training regarding policies and procedures, expectations, responsibilities to the student body as well as an overview of the university structure.

4 points by the end of the first semester of office

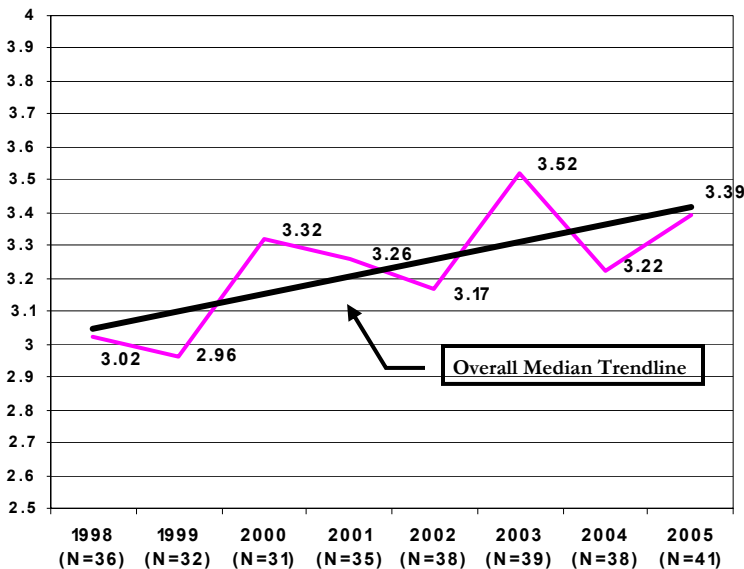
Again, the overarching intention is to provide the best-possible education/training for stipend-receiving student leaders so that they may serve the general CSU student body with as much knowledge and preparation as possible. This new policy will take effect beginning in Summer 2006 (which means anyone taking office after May 1, 2006 will be impacted).

A case study format was developed for the General Fee Leader Orientation sessions. The case studies, developed by established student leaders, were well-received by participants during the May session of General Fee Leader Orientation.

LeaderQuest Completion Rate



General Fee Student Leader GPA Fall Comparisons Based Upon Median Cumulative GPAs



Participation

Participation

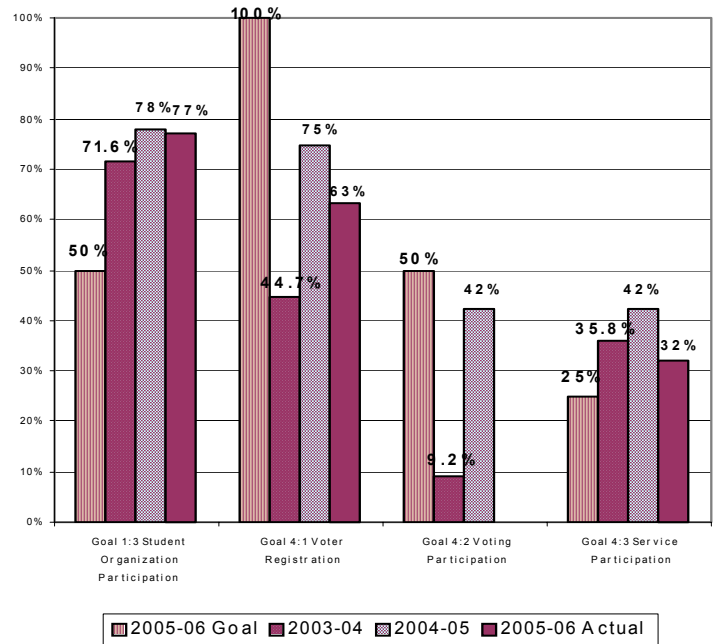
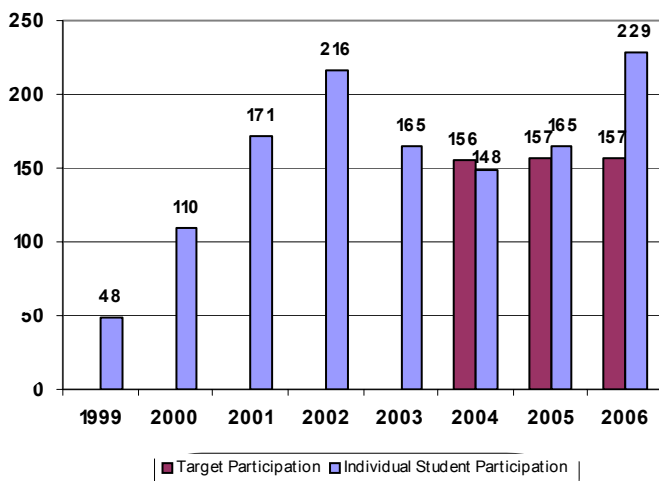
Overall participation was 926 for 2005-06. The increase can be largely attributed to the continuation of the Student Leadership Academy during this past year. NOTE: Individual students often attend multiple programs, total participation includes the total number of points tracked for students.

Individual Student Participation

The number of individual students participating in Student Leadership Programs increased from 165 individual participants during 2004-2005, to 229 individual



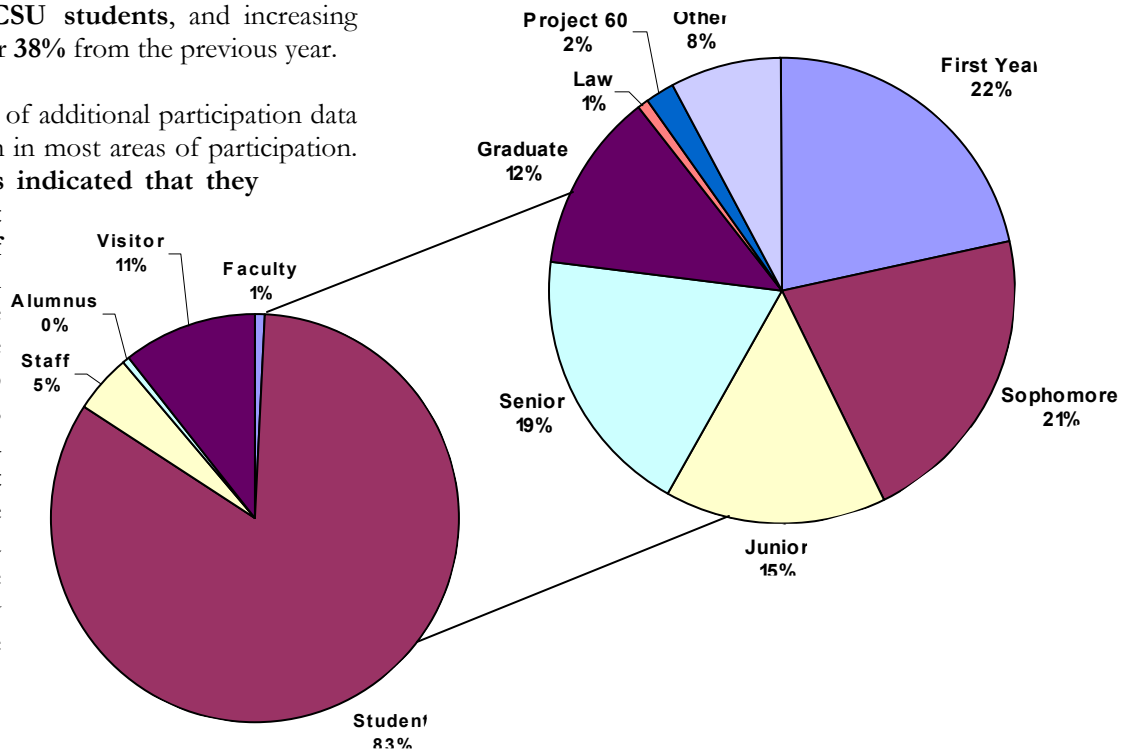
Cleveland State University
Student Leadership Participation



participants during the 2005-2006 year meeting the goal of participation by 1% of all CSU students, and increasing individual participation by over 38% from the previous year.

This year marks the third year of additional participation data collection. Increases were seen in most areas of participation. 174/229 or 77% of students indicated that they

were members of a student organization; 74 or 32.7% of students participated in community service activities; 62.4% of eligible students were registered to vote; and 62.4% of students indicated that they had voted during the most recent election. We are continuing to develop data gathering techniques. The reported numbers, especially in terms of voting, may be lower than reality.



Evaluation, Assessment, and Technology

Student Evaluation Data

The following data was collected from leadership workshops throughout the year. Out of 610 individual attendees at these programs, 230 evaluations were returned for a response rate of 37.7%. Likert-type responses corresponded with opinions ranging from 1 “Strongly Disagree” to 5 “Strongly Agree.” The goal is that students will rate the following with a score of at least 4. The averages of scores for 2005-06 were:

- I learned something new today. **4.07**
- I can apply concepts from the presentation to my life today. **4.17**
- I can apply concepts from the presentation to my career aspirations. **4.2**
- This program should be presented again. **4.29**
- This presenter should be invited to do more presentations in the future. **4.31**

CAS Assessment & Review Process

During 2005-06 Student Leadership Programs completed a CAS (Council for the Advancement of Standards) Review Process. This year-long process utilizes national standards developed by leadership professionals in higher education. During Fall 2005, a review committee consisting of student representative Jenise Robinson, staff representative Anitah Bryant, and faculty representative Dr. Adrienne Gosselin was convened by chair Jason Bergeron, a graduate intern from Kent State University. The committee spent numerous hours over the course of multiple meetings reviewing various aspects of the program.

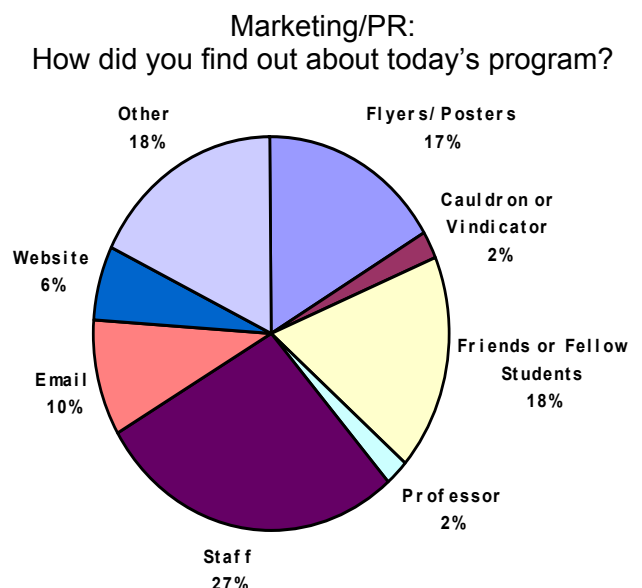
A report was drafted and action plan developed by CSU leadership staff. Items to be addressed include:

- Add statement of inclusivity to mission statement.
- Continue to research and design appropriate new programs and refer students to existing CSU programs and departments.
- Develop appropriate operating policies and procedures.
- Develop review procedures for student staff.
- Strive for centralized Center for Leadership and Service. Investigate existing technology and develop resource guide.
- Meet with appropriate staff to develop legal resources for students.
- Continue to develop programs for distance-learners.
- Adopt professional statement of ethics.



SkillPort™ E-Learning

Over the course of the academic year Student Leadership Programs partnered with CSU technology staff to offer students the opportunity to complete some courses online through the SkillPort™ software. Students can choose from among 16 different topics including working with teams, conflict management, and communication. The online courses, which can be accessed from any computer by logging in with a CSU student ID number, can be started, paused, and continued at any time. Up to six points may be earned through E-Learning for Leadership Certification and proof of completion can be obtained from IS&T. More detailed information about this exciting new component is available online and in a brochure developed by Spring intern Elaine Pulizzi (from CSU’s Adult Learning and Development graduate program) who lead this endeavor.



Student Leadership Academy and Advanced Certification



This year the popular Leadership Academy changed its name to the **Student Leadership Academy**. This program, geared toward first year student's who want to gain leadership skills and certification, also welcomed several upperclassmen.

Applications were distributed by Orientation leaders to first year and transfer students. The first round of students (36) applied by August 15, 2005. **26** students attended the first academy session August 27.

Because of word of mouth, we opened the academy to another round of applicants. **51** more applications were received by September 17, 2005

Total Applications Received: **87**

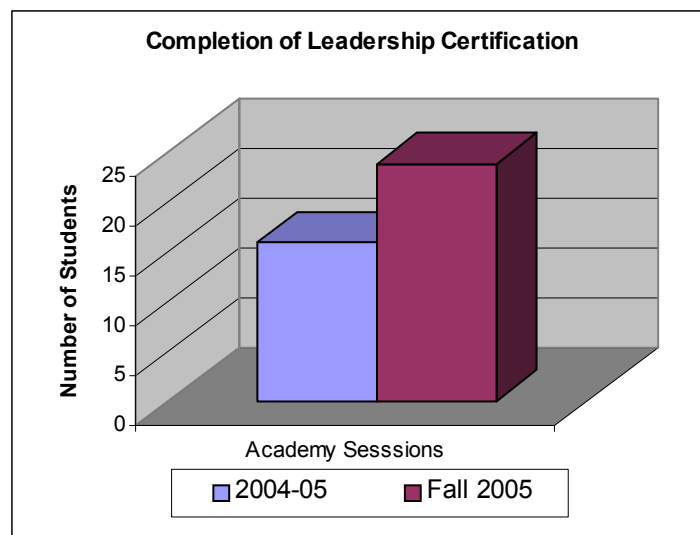
Students Attending at least one session of the Academy: **42**

Students Completed the Academy: **33 (78%)**

Students Completed Certification as of 4/21: **24 (72%)**

This is a **33%** increase in the number of Student Leadership Academy members who completed certification.

The previous year held both Fall 04 and Spring 05 Student Leadership Academy for a combined total of 33 participants with 16 students completing certification.

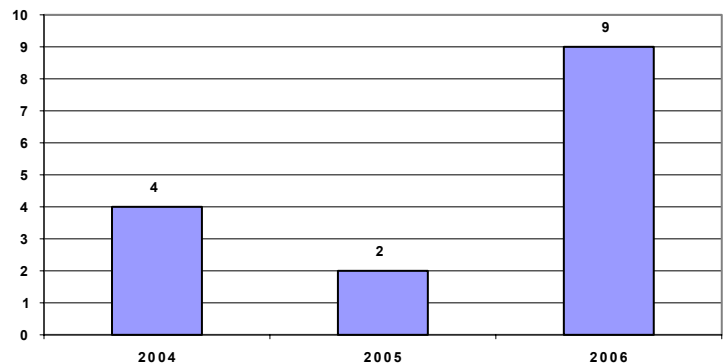


The **Advanced Leadership Certification** program began with an orientation event August 9, 2005. Participants completed the Cross-Cultural Adaptability Inventory (CCAI), discussed core competencies, and learned about Systems Theory. During the fall semester student leaders participated in several workshops designed to hone their awareness, knowledge and skills around various competencies including presentation skills.

New this year was **Advanced Leadership Certification—Diversity Specialization** which included additional diversity components and facilitation training. Several student leaders attended a facilitation skills workshop and then facilitated a dialogue on diversity with Student Leadership Academy participants.

Much of the year was spent developing rubrics and guidelines for the various components of the Advanced Leadership Certification program. A record-number of **nine student leaders achieved advanced leadership certification** during the year.

Advanced Student Leadership Recipients 2004 - 2006

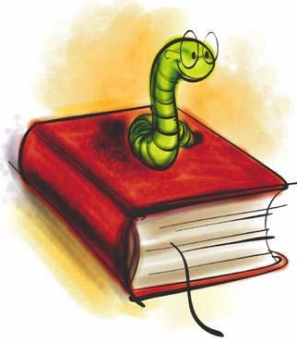


Community Leadership Development Seminar and KΔO

Community Leadership Development Seminar

In Spring 2006, the Community Leadership Development Seminar returned as SWK 493, open to all students. Six students enrolled for the 3-credit hour Seminar which was co-taught by Paul Putman and Dr. David O'Malley, Assistant Professor in the School of Social Work. The text for the course was *Students Helping Students*, by Ender & Newton (2000). The class was moved to four Saturday sessions.

Participants chose Project Library Load-Up as their group community service project and hosted a contest inviting 80 Cleveland K-8 schools to have students submit essays on why their library deserved new books.



Over 50 schools responded and the winning entry was based on socioeconomic status of the school, participation amongst students, independence and creativity of writing, and persuasion of winning class. The winner was Miles Elementary. Over 250 books were collected from local corporations and personal donations. The winning class was a fourth grade class of severely emotionally disturbed students.



The grade for the community service project was based on the presentation students gave regarding process and product.

The Community Leadership Development Seminar participants also experienced the Leadership Forum on Diversity, and learned communication, mediation and community theories.

Kappa Delta Omicron (KΔO) Local Leadership Honorary

Kappa Delta Omicron, inducted twelve new members which brings the chapter total to approximately 20 students. The organization worked on revising its constitution and inducted twelve campus leaders with a cumulative GPA of over 3.2 who also represent the five phases of campus life: athletics; campus or community service, social and religious activities, and campus government; journalism, speech, and the mass media; creative and performing arts.



New inductees for 2005-06:

- Blake Almaguer
- Selin Arakelian
- Marcia Bufford
- Evette Clark
- Chris Dolton
- Brendan Gombach
- J. Scott Muscattello
- Paul Patterson
- Julie Powell
- Julie Rabatsky
- Sherice Thomas
- Peggy Thompson

At the Accolades Leadership Banquet Kappa Delta Omicron established and presented the first Paul Putman Award for special distinction in the area of campus or community service. The first recipient was Paul, who was both surprised and honored.

During the 2006-07 academic year KΔO hopes to apply to become a circle of Omicron Delta Kappa, national leadership honorary.



Recognition and Personnel

10th Annual Leadership Accolades

May 5, 2006

This annual recognition program, now in its tenth year, has traditionally been reserved for General Fee organizations. This year the Council were included record number certification Also included time (as towards the Center for Leadership and students who were involved with service programs throughout the year. Charles Katelanos, past president of Delta Sigma Phi fraternity, delivered the keynote address.

"The greatest acts of service are those that are given from our precious time and those acts that are performed from the heart."
-Charles Katelanos '07

Greek members as well as a of leadership recipients. for the first another step vision of a Student Service) were



The program was held in the University Center's second floor lounge and featured a buffet dinner.



Participants received pins to recognize their involvement in student leadership and service at CSU. General Fee organizations present included the Campus Activities Board, Greek Council, Student Bar Association, Student Government Association, and the Vikettes.

**2006 Peggy Kirschner
Outstanding Student Leader:**
Anne Kowalski

Personnel

Paul Putman

Coordinator, Student Leadership Programs
BA English, Kent State University
MSEd Guidance & Counseling, Higher Education emphasis,
Eastern Illinois University
MA Psychology, Diversity Management, Cleveland State
University
Train the Trainer Certificate, CSU Continuing Education
Date of hire: 1/99

Marcia Bufford

Graduate Assistant, Advanced Student Leadership
M.A., Cleveland State University
BA, Capital University
Date of hire: 7/05

Debbie Forthofer

Graduate Assistant, Student Leadership Programs
BA, Malone College
Date of Hire: 6/05

Nora Stickney

Graduate Assistant,
Student Leadership
Academy and Course
Consultant
BA, Denison University
Date of Hire: 8/05



Jason Bergeron

Graduate Intern, Kent State University, Fall 2005

Elaine Pulizzi

Graduate Intern, Cleveland State University, Spring 2006

**2006 Student Organization
Leadership Award Winner:**

$\Delta\Sigma\Phi$

Delta Sigma Phi Fraternity

Runners-up:

Chi Delta Epsilon Sorority and Honors Mellowship