



<p>Unit/Office 2014-2015 Goals & Assessment Plan</p> <p>2014-2015 Closing the Loop Summary 2015-2016 Goals & Assessment Plan</p>	<p>Unit: Leadership Development Program</p> <p>Director: Kim Piatt</p>
<p>Unit Mission: At the College at Brockport, State University of New York, we value student leadership development. Our mission is to provide structured leadership development opportunities through certificate programs based primarily on the Social Change Model of Leadership Development. Students begin the program with the Green Certificate and work their way up to the Capstone experience. Each level of the program is designed to challenge students' understanding of themselves, others and society.</p>	

2014-2015 Assessment Plan

This section summarizes the unit plans for progress toward strategic goals.

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
<p>Co-Curricular and Support Programs</p> <p>4.1</p>	<p>Civic Engagement & Student Leadership</p> <p>Learning Outcomes & Assessment</p>	<p>Maintain/ strengthen high levels of satisfaction, engagement and learning among students in the Green Leadership Certificate</p>	<p>Participation and completion rates</p> <p>End of year evaluation</p> <p>Individual student development based on in-house created rubric</p>	<p>Registered: 238 Fully Enrolled: 165 Total Complete 112</p> <p>Using pre- and post-program survey, in general students reported growth in all 5 areas related to the learning outcomes, with the greatest growth occurring in Consciousness of Self (.81 on a 4 point scale).</p> <p>87.5% of green students found the mentor relationship beneficial and 60% of students plan to continue their relationship.</p>	<p>Baseline and myBrockport for administering surveys and collecting journal responses</p> <p>Mentor rubric</p>	<p>Overall, the results for the Green Leadership Certificate this year were quite positive. The use of the pre-/post- survey provided fruitful data for both the program and the mentors. We will continue to utilize this tool.</p> <p>The number of participants/completions this year was lower than it has been in the past, but that could be for a variety of reasons, including the changed program requirements. However, the personal growth</p>

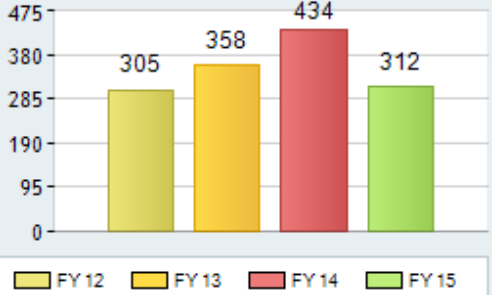
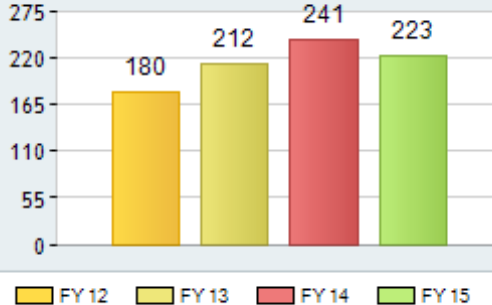
				<p>98% of students agreed or strongly agreed that workshop presenters were effective, engaging and knowledgeable; 96% said they would recommend the session to other students.</p> <p>89% are considering going on to the next level of the program.</p>		<p>reported by students and mentors exceeded previous years, so it appears that quality has certainly risen in lieu of quantity.</p> <p>Student satisfaction with the program continues to be high and ideally this will translate into a strong cohort that continues in the program.</p>
Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
<p>Co-Curricular and Support Programs</p> <p>4.1</p>	<p>Civic Engagement & Student Leadership</p> <p>Learning Outcomes & Assessment</p>	<p>Strengthen levels of satisfaction, engagement in community service and understanding of group development and civic engagement among students in the Gold Leadership Certificate</p>	<p>Rates of participation in service</p> <p>Scholars Day presentations</p> <p>End of year evaluation</p> <p>Advisor evaluations</p>	<p>Enrolled: 79 Completed: 63</p> <p>Volunteering and Service projects were completed by each group (e.g. animal shelter)</p> <p>80% of students said the Gold Certificate helped them envision themselves as a leader.</p> <p>83% of students said that the Social Action Project was the most fulfilling part of the certificate.</p> <p>94% were able to articulate the impact they believed their social action project had on the community.</p>	<p>Funds for Gold Leadership Groups</p> <p>Van transportation for service trips</p>	<p>This year we required groups to complete service prior to planning their projects and this very successful. Next year we will make it a point to ensure that these students register their service hours and reflect.</p> <p>The projects demonstrated thoughtful consideration of the needs of the community.</p> <p>Once again the biggest challenge for groups was finding meeting times. The registration form for next year will have students sign up for a time slot to complete the program. This will also allow the group to attend sessions together at that time. The advisor training and follow up also needs improvement.</p>

Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
Co-Curricular and Support Programs 4.1	Civic Engagement & Student Leadership Diversity & Inclusiveness	All students in the Leadership Development Program will develop social perspective taking skills and leadership capacity through involvement in Socio-Cultural Conversations (SCC)	<p>Reported rates of participation in Socio-Cultural Conversations (SCCs)</p> <p>Student reflections – presidential student facilitators and green student attendees of Table Talks. These sessions were open dialogue sessions about topics of diversity and privilege that took place in March after Tunnel of Oppression.</p> <p>Tunnel of Oppression Attendees</p> <p>Multi-Institutional Study of Leadership Data</p>	<p>Capstone student discussions about the Brockport community led to the creation of the #TrueBrockport campaign to create a positive, inclusive community.</p> <p>Presidential students who facilitated the Table Talk sessions reported that it helped them practice their leadership skills.</p> <p>Most common response from Green Leadership students was that they left the Table Talks with a new way of thinking. Topics covered included: Gender, Race, Bullying, Mental Illness and New Perspectives.</p> <p>MSL Data – Participation in SCCs Very Often:</p> <ul style="list-style-type: none"> • Brockport: 12.16% • National: 14.47% • LDP: 16.56% <p>Often:</p> <ul style="list-style-type: none"> • Brockport: 34.90% • National: 43.25% • LDP: 42.38% 	<p>#TrueBrockport Campaign materials and shirts</p> <p>Presidential students facilitating table talks</p> <p>Text book – Learning as a way of Leading for Presidential Class</p> <p>Funds for Tunnel of Oppression</p> <p>Multi-Institutional Study of Leadership</p>	<p>To address this goal, socio-cultural conversations were added to various levels of the program. Capstone students engaged in bi-weekly discussions about issues in the community. Presidential students participated in assumption challenging during the class. They discussed topics like immigration, power and privilege, poverty and others.</p> <p>Overall, being the first year of the Table Talk sessions, they were well received. Next year we will try to have each one be related to a different topic for students to pick ahead of time so that they can select a session that is of interest.</p> <p>Finally, LDP report greater frequency of engaging in SCCs than both Brockport students and their peers nationally, but we would still like to see this number grow.</p>

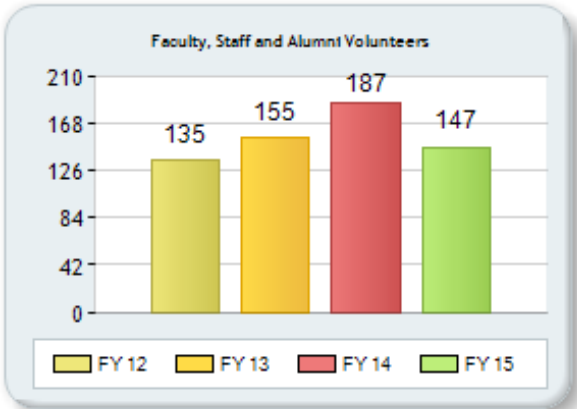
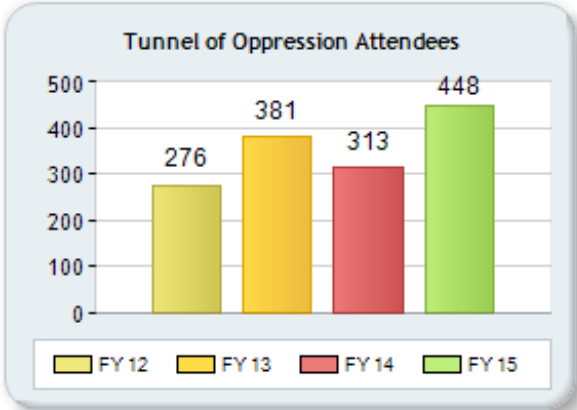
Strategic Plan Construct	Divisional Priority/Objective(s)	Unit Goal	Assessment Objective	Assessment Results	Resources Used	Outcome/Status
Culture of Philanthropy and Alumni Engagement SD 8; SO 8.1	Community Building and Collaboration	By creating a comprehensive campaign for engaging alumni in the program, students will take advantage of the guidance, mentorship and networking offered by Brockport alums.	Number of alums involved in the program Varied modes of alumni involvement % of students reporting making direct connection with alums	Leadership Program highlighted in Kaleidoscope Magazine, sent to alumni. 31 alumni submitted program proposals for the Annual Student Leadership Conference. 69% of respondents indicated “yes” or “maybe” to the question of whether or not they could identify an alum who can serve as a resource as a result of the leadership conference.	Leadership Program gear for alumni volunteers Capstone students contacting alumni	This year we had a record number of alumni submitting proposals to present at the leadership conference. After being highlighted in Kaleidoscope magazine, we received emails from alumni interested in presenting, especially at the Leadership Conference. Continued effort needs to be taken to connect students to alumni at the Leadership Conference in particular.

Creating a Culture of Evidence & Continuous Improvement

The College at Brockport is committed to improving program effectiveness and the quality of the student experience through assessment data. The use of assessment data will contribute to the culture of evidence within each unit and the overall campus community. This section allows units to report administrative assessment data that might not necessarily be tied to a specific goal, but illustrates program or unit effectiveness.

Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis																				
Participant Rates Completion Rates Participant demographics	<div><p>Total Number of Participants</p><table><thead><tr><th>Fiscal Year</th><th>Total Number of Participants</th></tr></thead><tbody><tr><td>FY 12</td><td>305</td></tr><tr><td>FY 13</td><td>358</td></tr><tr><td>FY 14</td><td>434</td></tr><tr><td>FY 15</td><td>312</td></tr></tbody></table></div> <div><p># of Students Completing Certificates</p><table><thead><tr><th>Fiscal Year</th><th># of Students Completing Certificates</th></tr></thead><tbody><tr><td>FY 12</td><td>180</td></tr><tr><td>FY 13</td><td>212</td></tr><tr><td>FY 14</td><td>241</td></tr><tr><td>FY 15</td><td>223</td></tr></tbody></table></div>	Fiscal Year	Total Number of Participants	FY 12	305	FY 13	358	FY 14	434	FY 15	312	Fiscal Year	# of Students Completing Certificates	FY 12	180	FY 13	212	FY 14	241	FY 15	223	Although the number of fully enrolled participants declined, the completion percentage rose. We also saw an increase in students from underrepresented groups based on reported ethnic identity. This number continues to exceed the college population.	<p>It is not surprising that the total number of participants went down this year. We implemented a new system for enrolling students in the green certificate, which made our system of determining enrollees more accurate. In the past, any student who completed the registration form was considered to be enrolled. This year, students needed to also complete an intake assessment in order to fully enroll and receive their mentor. As a result, this number saw a drop. However, the completion rate saw an increase as a result.</p> <p>It is not concerning that these numbers have dropped a bit. With the program only finishing its sixth year, it makes sense that growth would plateau at some point, creating our annual benchmarks.</p> <p>Additionally, the program continues to be comprised of an underrepresented population that exceeds the college rate. With our focus on recruiting students of color in particular for our program, and connecting them to high quality leadership experiences, this number indicates that our efforts are working. This will continue to be a goal of the program.</p>
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	<div><p>Completion % of Students in the Program (all certificates)</p><table><tr><th>Fiscal Year</th><th>Completion %</th></tr><tr><td>FY 12</td><td>59%</td></tr><tr><td>FY 13</td><td>59%</td></tr><tr><td>FY 14</td><td>59%</td></tr><tr><td>FY 15</td><td>71%</td></tr></table></div> <div><p>% of students of underrepresented populations</p><table><tr><th>Fiscal Year</th><th>% of students</th></tr><tr><td>FY 12</td><td>26%</td></tr><tr><td>FY 13</td><td>28%</td></tr><tr><td>FY 14</td><td>21%</td></tr><tr><td>FY 15</td><td>25%</td></tr></table></div>	Fiscal Year	Completion %	FY 12	59%	FY 13	59%	FY 14	59%	FY 15	71%	Fiscal Year	% of students	FY 12	26%	FY 13	28%	FY 14	21%	FY 15	25%		
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Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis																				
Number of students attending Annual Student Leadership Conference	<div><p>Students Attending Annual Conference</p><table><tr><th>Fiscal Year</th><th>Number of Students</th></tr><tr><td>FY 12</td><td>266</td></tr><tr><td>FY 13</td><td>315</td></tr><tr><td>FY 14</td><td>311</td></tr><tr><td>FY 15</td><td>245</td></tr></table></div>	Fiscal Year	Number of Students	FY 12	266	FY 13	315	FY 14	311	FY 15	245	Significant drop in conference attendees	While this number represents a significant drop in attendees, it is not surprising given the drop in numbers in the Green Leadership Certificate. Additionally, the day of the conference there was a significant winter storm that prevented many attendees and presenters from coming. We saw a much greater difference between registrants and attendees when compared to years past. The conference continues to be a highlight of the year.										
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Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis										
Number of Faculty, Staff and Alumni volunteers	 <table><caption>Faculty, Staff and Alumni Volunteers</caption><thead><tr><th>Fiscal Year</th><th>Number of Volunteers</th></tr></thead><tbody><tr><td>FY 12</td><td>135</td></tr><tr><td>FY 13</td><td>155</td></tr><tr><td>FY 14</td><td>187</td></tr><tr><td>FY 15</td><td>147</td></tr></tbody></table>	Fiscal Year	Number of Volunteers	FY 12	135	FY 13	155	FY 14	187	FY 15	147	Drop from previous year	This year, we had more senior level students involved as mentors than ever before. This may account for the smaller need for faculty/staff mentors. For 2015-2016, increased effort will be made to bring back and retain volunteers from the past.
Fiscal Year	Number of Volunteers												
FY 12	135												
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FY 14	187												
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Number of attendees at Tunnel of Oppression	 <table><caption>Tunnel of Oppression Attendees</caption><thead><tr><th>Fiscal Year</th><th>Number of Attendees</th></tr></thead><tbody><tr><td>FY 12</td><td>276</td></tr><tr><td>FY 13</td><td>381</td></tr><tr><td>FY 14</td><td>313</td></tr><tr><td>FY 15</td><td>448</td></tr></tbody></table>	Fiscal Year	Number of Attendees	FY 12	276	FY 13	381	FY 14	313	FY 15	448	Significant increase from previous years	This year, the student co-coordinators did quite a bit of marketing. They formed a student planning committee and involved many organizations who had not previously participated. BSG was also more involved in the event. Increased promotion may have positively impacted the significant increase in attendees. Additionally, during the spring semester the campus was engaged in more discussions about equity, diversity and inclusion, so that may have also contributed to higher numbers.
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2014-2015 Closing the Loop Summary Report

The following report outlines the assessment tools used and data compiled in regard to **no more than three** unit/office goals from 2014-2015. It will also highlight the proposed action items and recommendations for the next year. Please note that this information will be included in the EMSA Briefing Book.

2014-2015 Goal: Maintain/ strengthen high levels of satisfaction, engagement and learning among students in the Green Leadership Certificate.

Tool Used: Program Demographics, Pre/Post Test of students, Mentor Rubric, Workshop evaluations, Journal Responses

Data/Results:

Completed Registration: 238	Fully Enrolled: 165	Completed Certificate: 112
Female: 69%	Male: 31%	Caucasian: 63%
		Underrepresented Background: 35%

Overall Student Growth averages based on self-reported responses in pre- and post- survey (scale of 1-4)

Consciousness of Self: .81

Congruence: .30

Commitment: .54

Self-Efficacy: Pre-program assessment only 63% viewed themselves as a leader, post assessment 99% viewed themselves as a leader

Overall Student Growth averages based on mentor rubrics (scale of 1-4)

Consciousness of Self: 1.02

Congruence: 1.33

Commitment: 1.14

Changing View of Leadership: 1.14

Workshop Evaluations

98.13% of students either agreed or strongly agreed that their presenter was effective, engaging, and knowledgeable about the topic

96.47% of students either agreed or strongly agreed that they would recommend this session to other students

Mentor Relationship

87.5%: Mentor Relationship was beneficial

Summary/Conclusions:

Overall the Green Certificate program continues to do well in meeting its intended outcomes – particularly increasing the self-awareness of participants. In looking at the demographics, the number of enrolled students was a drop from the previous year, however we implemented a new system of enrolling students in the program – requiring an extra step before they would be considered registered and receive a mentor. As a result, the smaller number represented the students for whom the program was a priority, leading to a better completion percentage and one that more accurately reflected who was involved in the program. Often students sign up during orientation or the first week without really planning to complete it.

Responses from both students and mentors reveal that learning is taking place, but with all assessments, it is difficult to know whether that is a result of the program or simply typical growth as a student. This was the first year implementing the pre- and post- assessment measures and this was found to be extremely beneficial and more reliable than simply asking students if they experienced growth. The mentor rubrics offered a chance for conversation along with providing the program with necessary information about student growth.

The Table Talks were dialogues facilitated by Presidential students for Green students about topics of diversity, power and privilege. This was a new component and these talks were generally successful in their first year. Students did indicate that they would have liked to have different topics to choose from based on their interests. Additionally, the scheduling occurred somewhat last minute, so students could have used more time to prepare. This may have been a contributing factor to student completion of the certificate.

The certificate saw a large number of students from minority backgrounds, which indicates that the program focus on recruiting students from traditionally underrepresented groups was successful. This will continue to be a priority for the program, as these students may not have had as many opportunities as their Caucasian counterparts.

Recommendations/Action Items for next year:

Continue implementing the changes created in Summer 2014, specifically with respect to the assessment tools. Make changes to Table Talks to provide students with more of an idea of what to expect and when to expect the sessions. Presidential students could also use more preparation for facilitating these sessions.

Methods for disseminating results: Closing the loop document created and will be posted on the website. Additionally, changes and improvements made based on assessment data will be communicated to incoming group as to mentors.

Sentence to be included in EMSA Briefing Book: Students in the Green Leadership Certificate reported growth in all areas of individual values and indicated an increase in self-efficacy, going from 63% of students believing they are a leader at the start of the program to 99% of students saying they have the ability to demonstrate leadership at the end of the year.

2014-2015 Goal: All students in the Leadership Development Program will develop social perspective taking skills and leadership capacity through involvement in Socio-Cultural Conversations (SCC).

Tool Used: Presidential Reflections, Table Talk reflections, Multi-Institutional Study of Leadership Data, Tunnel of Oppression Survey

Data/Results:

Topics Discussed in Table Talk Sessions (led by Presidential Students): Gender, Race, Bullying, Mental Illness and New Perspectives.

Tunnel of Oppression: 448 attendees
75% indicated they were satisfied or very satisfied with Tunnel
85% believed that tunnel should return next year

Multi-Institutional Study of Leadership Data – Participation in SCCs

Very Often:	General Brockport (2015): 12.16%	General Brockport (2012): 10.83%	National (2015): 14.47%	LDP (2015): 16.56%
Often:	General Brockport (2015): 34.90%	General Brockport (2012): 36.57%	National (2015): 43.25%	LDP (2015): 42.38%
Sometimes	General Brockport (2015): 38.68%	General Brockport (2012): 38.10%	National (2015): 32.71%	LDP (2015): 33.77%
Never	General Brockport (2015): 14.26%	General Brockport (2012): 14.50%	National (2015): 9.57%	LDP (2015): 7.29%

Summary/Conclusions:

The data certainly shows that LDP students are reporting that they are engaging in SCC's more often than Brockport and national peers. This year, we implemented a new requirement that impacted both the Presidential and Green Certificate students by creating Table Talks – sessions in which Presidential students led discussions about topics like gender, race, bullying and others. Being the first year of implementation, we found that it was somewhat successful. The most common response we received from students was that it challenged them to think differently about the topic. These sessions occurred after students went through the Tunnel of Oppression, so that provided an impetus for the conversations. Students did prefer a bit more structure and the sessions that found the most success were those in which the facilitators first showed a video or news article about the topic for participants to respond.

The Presidential Class itself saw an increase in SCC's, as much time was spent discussing and challenging assumptions. For the Capstone group, a discussion about the reputation of the college and the overall campus climate led to the creation of the #trueBrockport campaign, a positive campaign to highlight the wonderful parts of the community. The Tunnel of Oppression saw its greatest numbers yet, with a large number of the students attending being those from the LDP. The event was successful in engaging students in conversations about power and privilege. The room that seemed to resonate most with attendees was the racism room, which featured printed out versions of the yik yak posts made at the end of the Fall semester.

Recommendations/Action Items for next year:

More training for discussion facilitators would be beneficial, along with more intentionality when planning the sessions. Additionally, little assessment was done to determine the impact of all these discussions, so further analysis must be completed to not only evaluate the number of these conversations, but the effect they have on the participants. Additional training for the mentors would also be highly beneficial to equip them with the tools needed to engage their mentees in reflection of the experiences. Finally, at the Gold level, the conversations are most likely occurring as students discuss their social action project, but this could certainly be more intentional.

Methods for disseminating results:

The information in particular will be used to influence the Presidential Leadership Class and shared with those students as they prepare to facilitate the Table Talks in the Spring.

Sentence to be included in EMSA Briefing Book:

Students in the Leadership Development Program report higher rates of engagement than Brockport students not involved in the program and national peers in Socio-Cultural Conversations, one of the experiences shown to have a high impact on student leadership development.

2015-2016 Assessment Plan

This section summarizes the unit's future plans for progress toward strategic goals.

Strategic Plan Construct	Divisional Priority/ Objective(s)	Unit Goal	Assessment Objective	Assessment Measures	Resources Needed	Action Plan	Person(s) Responsible
Co-Curricular Programming and Support Services 4, 4.1 7, 7.3	Civic Engagement and Student Leadership Community Building	As a result of Community Development initiatives, students will engage in opportunities to work collaboratively across and within community contexts, take action to tackle community problems and articulate a clarified sense of civic identity.	At least 500 people utilizing TurboVote (registration, reminders, mail-in ballots) Involve students in the planning of at least 10 community service opportunities each semester At least 800 Community Service Experience entries created on myBrockport 90% of LDP students able to articulate the impact they have had on the community through service and leadership.	Increased participation rates in TurboVote compared to 2014-2015 Community Service Hour Tracking and Reflections on myBrockport Leadership Development Program rubrics, reflections and surveys Multi-Institutional Study of Leadership Campus Specific Questions related to civic involvement (benchmark)	AAC&U Civic Engagement Value Rubric myBrockport experiences tool and curriculum Data from MSL (2010 and 2015) TurboVote voter registration platform Funding for related programs/ speaker series NASPA Lead Initiative	For this year, much work will be done to align pre-existing programs (service initiatives, Leadership Development) more explicitly with outcomes related to civic learning and democratic engagement and determine baseline data and assessment tools for measurement. Priority will be given to determining strategic vision for these initiatives and establishing relevant key performance indicators	Kim Piatt Rich Harris

Strategic Plan Construct	Divisional Priority/ Objective(s)	Unit Goal	Assessment Objective	Assessment Measures	Resources Needed	Action Plan	Person(s) Responsible
Co-Curricular Programming and Support Services 4 4.4	Community Building Diversity and Inclusiveness	As a result of Community Development initiatives, members of the Brockport campus and community will engage in meaningful dialogues and will be able to skillfully negotiate a shared understanding with diverse others.	<p>At least 3 training sessions offered for faculty/staff and students on engaging in critical conversations about diverse topics</p> <p>At least 5 Deliberative Dialogue sessions offered.</p> <p>At least 10 “Table Talk” sessions offered to Green Leadership Students, led by Presidential Leadership Students</p> <p>75% of Deliberative Dialogue/Table Talk participants indicating they were able to consider more than one worldview and differing perspective as a result</p>	<p>Number of training sessions offered/attended</p> <p>Participation rates</p> <p>Participant reflections</p> <p>Divisional recruitment of diverse candidates</p> <p>Multi-Institutional Study of Leadership – questions related to Socio-Cultural Conversations</p>	<p>Opening Doors</p> <p>Faculty/Staff/ Student Trainings</p> <p>Funding for related programs/ speaker series</p> <p>Recruitment of diverse candidates</p> <p>AAC&U Intercultural Knowledge and Competence Value Rubric</p>	In order to better create an inclusive campus community, initiatives and trainings to engage members in meaningful dialogues about a variety of topics will be a focus this upcoming year. Additionally, greater emphasis will be given to recruitment and hiring of diverse candidates to allow more fruitful conversations with a diverse array of perspectives and experiences. Trainings and opportunities for crucial conversations will be strategies to achieve this goal.	Karen Podsiadly

Strategic Plan Construct	Divisional Priority/ Objective(s)	Unit Goal	Assessment Objective	Assessment Measures	Resources Needed	Action Plan	Person(s) Responsible
Co-Curricular Programming and Support Services 4	Community Building Retention of our Students	As a result of Community Development initiatives, Enrollment Management and Student Affairs professional and student staff will engage in training and experiences designed to build the knowledge, skills and attitudes necessary to excel in their roles.	<p>Graduate Assistants reporting growth in at least 7 competency areas through the cohort program</p> <p>At least 50 applicants for the Summer Intern program and 30 applicants for the EMSA graduate Assistant program.</p> <p>85% of student leaders ability to articulate the role they play in building an inclusive Brockport community</p>	<p>Needs Assessment</p> <p>Pre/Post Tests of graduate assistant and summer intern cohorts</p> <p>Collaborative training survey</p>	<p>NASPA and ACPA Professional Competency Areas for Student Affairs Professionals</p> <p>Funds for training resources</p>	This year will be the pilot of the GA Cohort program during the academic year. A needs assessment will provide an idea of the training areas necessary for staff development. Additionally, collaborative training's revitalized approach will promote the growth of student staff members.	<p>Karen Podsiadly</p> <p>Kim Piatt</p>

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Co-Curricular Programming and Support Services 4 7, 7.3	Civic Engagement & Student Leadership Community Building	As a result of marketing and branding initiatives, members of the college and larger community will recognize the mission, purpose and strategic goals of Community Development.	At least 1000 followers on LDP and ComDev twitter accounts. At least 750 likes to each facebook account At least 70% of people asked will be able to articulate the mission of the department At least 200 Faculty, Staff and Alumni volunteers/partners assisting with Community Development Initiatives At least 5 collaborative initiatives/events with other members of the campus and community each semester	Social media numbers (e.g. twitter followers and engagement) Number of collaborative programs with other offices and community members Community partner database Number of faculty/staff/ alumni/community volunteers with programs Quick surveying of the knowledge the campus has about the role of community development	Departmental Giveaways Community Ambassadors iCitizen and other social media platforms Funding for collaborative programs	With the establishment of a new focus for Community Development and the integration of the Leadership Development Program, it will be important that the campus and community understand our vision. We have already started the branding process at Orientation and will be visiting APS classes and tabling in the union throughout the semester. We will also be collaborating with numerous offices on a variety of initiatives	Karen Podsiadly Kim Piatt Rich Harris

Points of Pride & Accomplishments

This section allows for you to identify points of pride and accomplishments throughout the 2014-2015 year. These points of pride may align with The College at Brockport's Strategic Plans Constructs (Academic Quality & Engagement, Co-curricular & Support Programs, Learning Environment & Quality of Place, Culture of Philanthropy & Alumni Connectedness), College Priorities, College Goals; Divisional Priorities; and Unit Goals. Also, note if the point of pride aligns with a unit goal.

Point of Pride/Accomplishment (include data/results as applicable)	Applicable Strategic Construct/ College Priority/College Goal/ Divisional Priority/Unit Goal	Additional Notes
<p>NSSE 2015 Results: Leadership Development Program students significantly outscored general College at Brockport students in the following areas:</p> <ul style="list-style-type: none"> • Talked about career plans with faculty • Worked with faculty on activities other than coursework • Formal leadership role in student organization • Study Abroad • Number of High-Impact practices for first-year students marked “done” • Number of High-Impact practices for senior students marked “done” • Hours per week participating in co-curricular activities • Collaborative Learning • Student-Faculty Interaction 	<p>Co-Curricular and Support Programs</p> <p>College Goal 4.1</p> <p>Civic Engagement & Student Leadership</p>	<p>The NSSE data shows findings that are in line with the data from the MSL. In particular, it appears that students who are in the Leadership Development Program are engaging at higher rates in high impact practices.</p>
<p>The Leadership Development Program received the SUNY Outstanding Student Affairs Program Award for 2015</p>	<p>Co-Curricular and Support Programs</p> <p>College Goal 4.1</p> <p>Civic Engagement & Student Leadership</p>	
<p>Multi-Institutional Study of Leadership 2015 Results: Leadership Development Program students significantly outscored general College at Brockport students in the following areas:</p> <ul style="list-style-type: none"> • Controversy with Civility • Citizenship • Omnibus (all items of the Socially Responsible Leadership Scale) • Leadership Efficacy <p>LDP students also reported greater rates engagement than their Brockport and national peers in the following:</p>	<p>Co-Curricular and Support Programs</p> <p>College Goal 4.1</p> <p>Civic Engagement & Student Leadership</p> <p>Unit Goal 3</p>	<p>This data is very promising as LDP students are outperforming their peers in several areas. In particular, Citizenship is an area that we wanted to emphasize after completing the MSL in 2012. We found that this was our lowest area so tried to increase our efforts related to this competency. Clearly there was an effect.</p>

<ul style="list-style-type: none"> • GPA Estimate above 3.5 • Community Service • Involvement in organizations much of the time • Socio-Cultural Conversations • Mentoring relationships with faculty, staff and students • Study Abroad • Internships • Living-Learning Programs • Research with a Faculty member 		
Program Coordinator and Summer Graduate Intern chosen to present two sessions at the Leadership Educators Institute.		This national conference brings together leadership educators from all over the conference. It is a collaboration between NASPA, ACPA, and NCLP. To be chosen to present two sessions is an accomplishment.
Leadership Development Program highlighted in Parkinson, H.C. (2014). <i>Creating a leadership program: One stage at a time</i> . Self-published.		