Office of Student Involvement

**Department Name:** Office of Student Involvement

**Program or Service:** Emerging Leader Program (Freshmen & Facilitators)

The Emerging Leader Program is a comprehensive leadership program for 50 freshmen and 10 student facilitators. ELP strives to provide a structured environment in which participants can develop leadership skills, utilize peer-mentorship, participate in community service, and embrace the Jesuit ideal of being men and women for others.

**Date:** 6/1/2016

1. State the formal learning and/or operational outcomes for the program, service, or department:

By participating in the Emerging Leader Program, freshmen participants will:

1. Identify and explore their personal leadership style
2. Acquire leadership skills that can be applied to academic and extra-curricular experiences
3. Engage in reflection and self-assessment
4. Demonstrate what it means to be a contributing member of a community by increasing their skills and/or awareness in the following areas:
   - Cultural Competency
   - Conflict Resolution
   - Active Involvement
   - Ethical Decision Making

By participating in the Emerging Leader Program, facilitators will:

1. Identify how they utilize their personal leadership style in a variety of contexts
2. Apply their leadership skills in academic and extra-curricular settings
3. Serve as a positively contributing member of the BC community
4. Support a small group of freshmen and their co-facilitators
5. Demonstrate personal growth and development in order to achieve set goals

**2. Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):**

http://www.bc.edu/offices/studentprograms/leadership/elp.html

**3. What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):**

The ELP Freshman

- Weekly likert-scale (4 questions) surveys provide feedback on the impact of particular speakers and topics throughout the year.
- Various "quick" assessment techniques such as short reflections.
- The program will begin with a short pre-program survey (August 2016) and culminate with a comprehensive end of the year assessment (April 2017) regarding the participants growth and experience in ELP.

The ELP Facilitators

- Survey regarding learning from facilitator training & summer assignments (August 2016)
- Various "quick" assessment techniques such as short reflections.
- An end of the year survey in April 2017 (asks some of the same questions as the August 2016 survey)

**4. Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?:**

The data will be shared with the director of the Office of Student Involvement and the Vice President for Student Affairs outlining how ELP aligns with departmental and divisional goals.

Additionally, the data may be used to market the program to incoming freshman.

**5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why):**

The ELP director, graduate assistant, and student coordinator will work together to collect and interpret the data. Facilitator data and a spring semester ELP summary are created in the fall semester. A final report and list of recommendations will be produced in May 2017.

**6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change: The alumni experience will be a primary focus moving forward. We will continue to seek out new and innovative ways of connecting with alumni as we look towards the 30th anniversary of ELP in 2017. Data: A survey of recent alumni (current students) was completed in 2014-15 that showed a desire for an ongoing ELP community. A survey will be distributed to all alumni (1988-2016) regarding engagement with the current members of ELP and the alumni network.**
ELP Freshmen

Change: Improve quality of speakers; utilize speakers outside of BC.  Data: Several students mentioned in the 2015-16 end of the year assessment that the program was not as challenging as they had hoped, specifically in the first semester.

Change: "Diversity Day" will be reviewed and a change in structure considered. Past iterations have included a session run by the Anti-Defamation League facilitators.  Data: The data on Diversity Day for 2015-16 was average. Based on observations and new programs (i.e. Bowman advocates) that have been created, it will be financially and programmatically beneficial to create an "in-house" program.

ELP Facilitators

Change: Develop a "2.0" option for sophomores who have completed the Emerging Leader Program. The first year of 2.0 will build off of the pilot program initiated with the 10 facilitators last year. The program will be offered to any sophomore graduate of ELP and will be required of ELP facilitators.  Data: Based on past observations, students who are not selected to be a facilitator often want continued involvement in ELP and leadership development.

7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence):

Progress: On Schedule

Give the date of your last program review:
5/31/2017

Providing Department: Office of Student Involvement

Responsible Roles: No Roles Selected

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