Overview

The ILC Outcomes Report provides a summary of the student experience at i-programs and the leadership certificate program. This report provides an overview of what students have learned in each program along with testimonials and quantitative data from program surveys. Additionally, each program is accompanied by an infographic that displays the results of program outcomes including measures of satisfaction, learning, marketing, and demographics.

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2015-2016 Summary

WHAT STUDENTS LIKE BEST
- Group Activities
- Learning the Concepts
- Small Group Discussion
- Meeting New People/Building Relationships

RECOMMENDATIONS FOR IMPROVEMENT
- Shorten the program
- More Activities/Interaction
- Reduce Large Lecture Time

SELECT PROGRAM LEARNING OUTCOMES
- 97% of Imprint attendees learned skills to build a network of peers, mentors, and coaches
- 93% of Insight attendees have increased self-awareness
- 86% of Intersect attendees are better able to work in a team/group environment
- 93% of Integrity attendees can identify an ethical dilemma and distinguish it from a moral temptation

TOP REASONS FOR ATTENDING
- 37% To improve leadership skills
- 25% To fulfill a James Scholar requirement
- 20% Leadership Certificate

FIRST TIME ATTENDEES
- 53%

TOTAL ATTENDEES
- 1140
- 98% Survey Response Rate

HOW DID STUDENTS HEAR ABOUT I-PROGRAMS?
- EMAIL 38%
- ILC WEBSITE 33%
- PEER 27%
- FACULTY/STAFF 24%

INTERNATIONAL
- 35%

GENDER
- 70% Male
- 30% Female

CLASS YEAR
- First-Year: 29%
- Soph: 23%
- Junior: 16%
- Senior: 22%
- Grad: 11%

RACE/ETHNICITY
- White: 50%
- Asian: 23%
- Latinx: 7%
- Black: 7%
- Multiracial: 5%
Program Overview

Insight allows students to discover their individual strengths, values, and social identities. Students are able to explore how these strengths contribute to individual leadership styles. The curriculum draws upon the research of Clifton, Anderson, Schreiner (2006), Cramer & Wasiak (2006), and Johnson (2006). Insight was an 8-hour program, offered two times during the 2015-2016 academic year (9/19/2015, 2/13/15). A total of 147 students attended and 99% completed the post-program assessment.

What are students learning?

Students indicated that they had learning gains in self-knowledge. 93% found the program to be a valuable learning experience, and 93% indicated they would use what they learned. A 3-month follow up survey was conducted to assess how students used and applied the information learned in Insight. 60% of respondents indicated that they occasionally or often discussed their strengths with others. Approximately 90% of respondents used the reflection skills learned in Insight to increase self-awareness, and 72% engage in conversations with other about social identities. Many participants responded that Insight increased their self-confidence and ability to engaged in self-reflection. Numerous participants found that three months later they were able to apply what they learned to job interviews and class group assignments.

“I WOULD SAY THAT I HAVE INDEED APPLIED WHAT I LEARNED AT INSIGHT. I HAVE SPENT MANY HOURS REFLECTING OVER THE STRENGTHS THAT I LEARNED ABOUT AT THE PROGRAM, AND I FEEL THAT IT HAS MADE ME MORE MINDFUL FOR DOING SO.”

- Man, Senior, Computer Science Major

<table>
<thead>
<tr>
<th>Key Learning Outcomes</th>
<th>Insight Average</th>
<th>Insight: 9/19/15</th>
<th>Insight: 2/13/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: I am able to articulate my signature strengths.</td>
<td>97%</td>
<td>95%</td>
<td>99%</td>
</tr>
<tr>
<td>Q2: I am more self-aware.</td>
<td>93%</td>
<td>90%</td>
<td>96%</td>
</tr>
<tr>
<td>Q3: I am better able to recognize the role personal values play in the practice of leadership.</td>
<td>91%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Q4: I have a better understanding of how my social identities impact my practice of leadership.</td>
<td>87%</td>
<td>88%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Additional Program Outcomes

Q5. The small group that I participated in helped me to understand the concepts presented in Insight. | 96% | 99% | 93% |
Q6. My small group facilitator encouraged participation from all group members. | 88% | 81% | 94% |
Q7. I would recommend Insight to a friend. | 87% | 85% | 90% |
Q8. I would attend another program offered by the ILC. | 86% | 83% | 88% |
Q9. Overall, I found Insight to be a valuable learning experience. | 93% | 90% | 96% |
Q10. I will use what I learned today in my college life. | 93% | 90% | 96% |

“INSIGHT ALLOWED ME TO UNDERSTAND WHAT STRENGTHS I HAVE. I HAVE USED THIS KNOWLEDGE TO STRATEGIZE HOW TO OVERCOME CERTAIN OBSTACLES THAT I FACE. IT ALSO ALLOWED ME TO UNDERSTAND WHAT WEAKNESSES I HAVE, AND HOW I CAN IMPROVE THEM. INSIGHT HAS BEEN VERY HELPFUL FOR JOB INTERVIEWS, ESPECIALLY WHEN THEY ASK ME TO DESCRIBE MYSELF.”

- Man, Sophomore, Psychology Major

“I USE THE STRENGTHS THAT I DISCOVERED [AT INSIGHT] IN CLASS. KNOWING MY STRENGTHS ALLOWS ME TO WORK ON MY WEAKNESSES AND FIND PARTNERS TO HELP ME DO THAT.”

- Woman, Freshman, Theater Major
**INSIGHT 2015-2016**

**OVERALL EXPERIENCE**

**WHAT STUDENTS LIKED BEST**
- Small Group Discussion
- StrengthsQuest
- Self-Reflection
- Overall Experience/Curriculum
- Meeting and Learning from New People

**RECOMMENDATIONS FOR IMPROVEMENT**
- Shorten the Time
- Less Lecture & More Discussion
- More Opportunities for Reflection
- Large Group Facilitation
- More Activities

**87%** would recommend Insight to a friend

**LEARNING OUTCOMES**

- **97%** can articulate their Strengths philosophy
- **93%** are more self-aware
- **91%** are better able to recognize the role values play in leadership
- **87%** have a better understanding of how social identities impact leadership

**How did students hear about Insight?**
- **27%** from faculty/staff
- **34%** from e-mail/listserv

**What was your primary motivation for attending?**
- **40%** Improve Leadership Skills
- Leadership Certificate - 20%
- James Scholar Requirement - 17%

**How long do you think i-programs should last?**
- **5.75hrs**

**INTERNATIONAL**
- **34%**

**GENDER**
- **29%** Male
- **71%** Female

**CLASS YEAR**
- **11%** Grad
- **26%** Senior
- **25%** Freshman
- **11%** Sophomore
- **27%** Junior
- **11%** Freshman

**RACE**
- **61%** White
- **19%** Asian
- **3%** Multiracial
- **8%** Latino/a
- **7%** Black

n = 147, Survey Participation Rate = 99%
**Program Overview**

Intersect teaches skills in relationship-building, communication, and team development. The program reviews various theories regarding effective teams and provides hands-on activities to explore group dynamics. The program ends with a team challenge designed to enhance students ability to work in a team. The curriculum draws upon the research of Katzenbach & Smith (1999) and Johnson & Johnson (1982). Intersect is an 8-hour program, offered two times during the 2015-2016 academic year (9/12/15, 11/7/15) and once in the summer (7/25/15). A total of 230 students attended Intersect, with a 94% survey response rate*.

**What are students learning?**

Students indicated that they had learning gains in communication skills and group dynamics. 86% found the program to be a valuable learning experience and 92% indicated they would use what they learned. Participants commented that the program “really tested group skills,” and found the program “energetic” and engaging.

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**Key Learning Outcomes**

<table>
<thead>
<tr>
<th>Q1: I am able to identify my personal listening style.</th>
<th>Intersect Average</th>
<th>Intersect: 9/12/15</th>
<th>Intersect: 11/7/15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97%</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>Q2: I have a better understanding of communication skills.</td>
<td>95%</td>
<td>93%</td>
<td>97%</td>
</tr>
<tr>
<td>Q3: I am better able to work in a team or group environment.</td>
<td>86%</td>
<td>82%</td>
<td>89%</td>
</tr>
<tr>
<td>Q4: I am more effective at working with others to accomplish a task.</td>
<td>84%</td>
<td>78%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Additional Program Outcomes**

| Q5. The small group that I participated in helped me to understand the concepts presented in Intersect. | 91%               | 91%               | 92%               |
| Q6. My small group facilitator encouraged participation from all group members. | 93%               | 92%               | 94%               |
| Q7. I would recommend Intersect to a friend. | 81%               | 76%               | 86%               |
| Q8. I would attend another program offered by the ILC. | 80%               | 74%               | 86%               |
| Q9. Overall, I found Intersect to be a valuable learning experience. | 86%               | 81%               | 92%               |
| Q10. I will use what I learned today in my college life. | 92%               | 89%               | 95%               |

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“I LOVE THE TEAM CHALLENGE PART, IT REALLY HELP ME UNDERSTAND MORE ABOUT GROUP WORK INSTEAD OF JUST TALKING AND DISCUSSING IT IN THEORY.”

- Woman, Sophomore

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“THE BEST ASPECT ABOUT INTERSECT WAS THE LEVEL OF INVOLVEMENT OF ALL PARTICIPANTS. THIS WAS REALLY MOTIVATING!”

- Man, Freshman

“TEAMWORK IS ONE OF MY WEAKNESSES & IT HELPED EXPOSE ME TO SITUATIONS WHERE I NEED TO MAKE IT ONE OF MY STRENGTHS.”

- Woman, Freshman

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*Excludes Summer Intersect (prior to new assessment instrument)
Intersect

REPORT
2015-2016

OVERALL EXPERIENCE

WHAT STUDENTS LIKED BEST
The team/group activities
Understanding listening style
Meeting new people
Teamwork
Small Group Discussions

81% would recommend Intersect to a friend

RECOMMENDATIONS FOR IMPROVEMENT
Shorten the Time
More Activities
Less Lecturing
Clearer Instructions

LEARNING OUTCOMES

97% are able to identify their personal listening style

95% have a better understanding of communication skills

86% better able to work in a team or group environment

84% more effective at working with others to accomplish a task

MISC.

27% of participants learned about the program from a faculty/staff member

68% First time attendees

Suggested Length of I-Program: Approximately 5.6 hours

TOP REASON FOR ATTENDING
To improve leadership skills 48%

DEMographics

INTERNATIONAL

50%

n=146, response rate = 94%

GENDER

71% 29%

CLASS YEAR

Grad 12%

Senior 16%

Junior 16%

Soph. 26%

Fresh. 29%

RACE/ETHNICITY

INTERSECT  CAMPUS

Caucasian 58% 57%

Asian-American 26% 20%

African-American 10% 7%

Latino(a) 9% 11%

Multiracial 3% 3%

Native-American 1% <1%
Integrity: 2015-2016

Program Overview
Integrity allows students to investigate their personal values and the intersections between morals, ethics, and integrity. The program reviews a variety of terms related to ethical leaderships and presents concepts through a series of case studies. Students are taught to differentiate an ethical dilemma from a moral temptation and are presented with tools for ethical decision making. The curriculum draws upon the research of Kellerman (2004), Kidder (1995, 2009), and Badaracco (1997). Integrity was an 8-hour program, offered three times during the 2015-2016 academic year (10/10/15, 1/30/16, 3/5/16). A total of 184 students attended and 99% completed the post-program assessment.

What are students learning?
Students indicated that they had learning gains in areas of ethical leadership. 86% found the program to be a valuable learning experience and 90% indicated they would use what they learned. Many participants commented that the movie and case studies challenged them to think about ethics and values in a different way.

“IT'S MADE ME CAPABLE OF IDENTIFYING & DISTINGUISHING ETHICAL DILEMMAS AND MORAL TEMPTATIONS TO MAKE A REASONED DECISION.”

- Man, Graduate Student, International

<table>
<thead>
<tr>
<th>Key Learning Outcomes</th>
<th>Integrity Average</th>
<th>Integrity: 10/10/15</th>
<th>Integrity: 1/30/16</th>
<th>Integrity: 3/5/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: I am better able to identify personal values.</td>
<td>90%</td>
<td>86%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Q2: I am able to identify an ethical dilemma and distinguish it from a moral temptation.</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Q3: I have a better understanding of the impact of my values on decision-making.</td>
<td>90%</td>
<td>90%</td>
<td>92%</td>
<td>88%</td>
</tr>
<tr>
<td>Q4: I am better able to recognize the impact of unethical leadership.</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Additional Program Outcomes

| Q5. The small group that I participated in helped me to understand the concepts presented in Integrity. | 94% | 91% | 98% | 94% |
| Q6. My small group facilitator encouraged participation from all group members. | 96% | 93% | 97% | 98% |
| Q7. I would recommend Integrity to a friend. | 79% | 73% | 85% | 79% |
| Q8. I would attend another program offered by the ILC. | 85% | 77% | 92% | 85% |
| Q9. Overall, I found Ignite to be a valuable learning experience. | 86% | 80% | 92% | 86% |
| Q10. I will use what I learned today in my college life. | 90% | 88% | 92% | 92% |

“INTEGRITY TEACHES ME TO EVALUATE MY PERSONAL BEHAVIORS AND THINK MORE THOROUGHLY BEFORE ACTING.”

- Woman, Freshman, International Student

“I JUST CAME HERE FOR A JAMES SCHOLAR POINT AND I LEARNED SO MUCH AND ENJOYED IT SO MUCH. I WOULD TOTALLY DO IT AGAIN.”

- Woman, Sophomore, Caucasian, LAS
INTEGRITY

2015-2016

85% Would recommend Integrity to a friend

WHAT STUDENTS LIKE BEST
- Small Group Discussion
- Group Activities
- Movie
- Learning & Applying Ethics
- Facilitators

HOW DID STUDENTS HEAR ABOUT INTEGRITY?

ILC WEBSITE 37%
ANOTHER STUDENT 28%
EMAIL 33%

RECOMMENDATIONS FOR IMPROVEMENT
- Shorten the Program
- Less Lecture/More Activities
- Reduce Repetition/Breaks
- More Discussion/Reflection
- Definitions

LEARNING OUTCOMES

90% Able to identify personal values
93% Distinguish between ethical dilemma & moral temptation
90% Understand impact of values on decision making
91% Able to recognize unethical leadership

TOP REASONS FOR ATTENDING

30% Fulfill a James Scholar Requirement
29% To improve leadership skills
20% Fulfill a requirement for leadership certificate

FIRST TIME ATTENDEES
46%

SUGGESTED LENGTH
5 hrs

INTERNATIONAL
30%

GENDER
75% Female
25% Male

CLASS YEAR
Senior: 26%
Soph: 24%
First-Year: 28%
Jr: 12%
Grad: 9%

RACE/ETHNICITY

White: 52%
Asian: 25%
Latino: 7%
Multiracial: 8%
Black: 5%

n=181 Survey Participation Rate: 99%
**Program Overview**

Ignite is designed to develop skills in leading change and systems thinking. Ignite featured alumni narratives about change and a speed pitching activity that allowed participants to identify and practice a speech about an initiative they wanted to implement. The curriculum draws upon the research of Heath & Heath (2007), Senge (1990), Sinek (2011), and Ambler (2006). Ignite was an 8-hour program, offered three times during the 2015-2016 academic year (10/17/15, 2/6/16, 3/12/16). A total of 238 students attended and 99% completed the post-program assessment.

**What are students learning?**

Students indicated that they had learning gains in areas of change management and systems thinking. 93% found the program to be a valuable learning experience and 94% indicated they would use what they learned. Students commented that the experience gave them “the opportunity to meet new people, network, and develop techniques to solve problems as a leader.”

“I REALLY LIKED THE HANDS-ON ACTIVITIES AND COMING UP WITH THE ACTUAL STEPS TO ACCOMPLISH A SPECIFIC GOAL. WE ALL HAVE GOALS, BUT IT IS HARD TO KNOW WHERE OR HOW TO BEGIN TO ACHIEVE THEM, AND IGNITE HELPED ME WITH THAT.”

- Woman, Senior, College of Education

<table>
<thead>
<tr>
<th>Key Learning Outcomes</th>
<th>Ignite Average</th>
<th>Ignite: 10/17/15</th>
<th>Ignite: 2/6/16</th>
<th>Ignite: 3/12/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: I developed a pitch for a change I want to implement.</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
<td>97%</td>
</tr>
<tr>
<td>Q2: I learned techniques I could employ when leading a change initiative.</td>
<td>94%</td>
<td>96%</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>Q3: I understand the role of stakeholders and coalitions in implementing change.</td>
<td>90%</td>
<td>91%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>Q4: I have a better understanding of systems thinking.</td>
<td>90%</td>
<td>96%</td>
<td>82%</td>
<td>91%</td>
</tr>
</tbody>
</table>

**Additional Program Outcomes**

| Q5. The small group that I participated in helped me to understand the concepts presented in Ignite. | 95%         | 98%          | 91%          | 96%          |
| Q6. My small group facilitator encouraged participation from all group members.            | 97%         | 98%          | 95%          | 97%          |
| Q7. I would recommend Ignite to a friend.                                                   | 83%         | 78%          | 82%          | 89%          |
| Q8. I would attend another program offered by the ILC.                                       | 84%         | 88%          | 75%          | 89%          |
| Q9. Overall, I found Ignite to be a valuable learning experience.                            | 93%         | 93%          | 88%          | 97%          |
| Q10. I will use what I learned today in my college life.                                    | 94%         | 94%          | 88%          | 99%          |

“I LIKED THE TED TALK AND HOW IT CONNECTED TO DEVELOPING A PITCH. IT WILL HELP ME WHEN I ATTEND JOB FAIRS.”

– Woman, Senior, College of Education

“IGNITE] BRINGS ME OUT OF A SHELL AND INSPIRES ME TO SHARE, NETWORK, AND TALK.”

- Man, International Graduate Student
**IGNITE**

**2015-2016**

83% would recommend Ignite to a friend

**What students like best**
- Small Group Discussion
- Meeting New People
- Developing a Pitch
- Games/Activities

**Recommendations for Improvement**
- Shorten the Program
- More Time to Develop Pitch
- Increase Interaction Between Groups
- Start Later

### Satisfaction

| **Understanding of systems thinking** | 90% |
| **Learned techniques to lead change** | 94% |
| **Able to develop a pitch for change** | 90% |
| **Understand role of stakeholders** | 90% |

### Learning

**Primary Reasons for Attending**
- 35% To improve my leadership skills
- 26% To fulfill a James Scholar requirement
- 23% To fulfill a requirement for leadership certificate

**How did students hear about Ignite?**
- Another Student-Website-Email-Faculty/Staff

**Suggested Program Length**
- 5 hrs.

**First Time Attendees**
- 58%

### Demographics

| **Men** | 31% |
| **Women** | 69% |
| **First-Year** | 32% |
| **Soph.** | 21% |
| **Jr.** | 21% |
| **Senior** | 22% |
| **G.** | 10% |
| **Intern.** | 28% |
| **Domestic** | 72% |
| **White** | 58% |

**n=234, 99% Response Rate**

**Marketing/Misc**

<table>
<thead>
<tr>
<th><strong>Primary Reasons for Attending</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To improve my leadership skills</strong></td>
</tr>
<tr>
<td><strong>To fulfill a James Scholar requirement</strong></td>
</tr>
<tr>
<td><strong>To fulfill a requirement for leadership certificate</strong></td>
</tr>
</tbody>
</table>

**How did students hear about Ignite?**
- Another Student-Website-Email-Faculty/Staff

**Suggested Program Length**
- 5 hrs.

**First Time Attendees**
- 58%
Imprint: 2015-2016

Program Overview
At Imprint, students cultivate skills to manage transition and learn how to develop and maintain personal and professional networks. Alumni from a variety of professional backgrounds facilitate the program. Students engage in activities designed to enhance their networking ability and have the opportunity to network with the alumni. The curriculum draws upon the research of Block (2003), Heath & Heath (2010), and MacKay (1997). Imprint was an 8-hour program, offered once during the 2015-2016 academic year (2/27/16). A total of 183 students attended and 96% completed the post-program assessment*.

What are students learning?
Students indicated that they learned skills in networking, personal branding, and managing personal change. 98% found the program to be a valuable learning experience and 98% indicated they would use what they learned. Students commented that they found networking with alumni to be very valuable and learned how to develop their personal brand.

“[IMPRINT] REALLY OPENED MY EYES AND ENCOURAGED ME TO BECOME A BETTER LEADER IN MY COMMUNITY.”
- Woman, Asian-American, Freshman

Key Learning Outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>Imprint 2/27/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1: I learned strategies to manage personal transition.</td>
<td>93%</td>
</tr>
<tr>
<td>Q2: I learned skills to build network of peers, mentors, and coaches.</td>
<td>95%</td>
</tr>
<tr>
<td>Q3: I am better able to manage change in my life.</td>
<td>82%</td>
</tr>
<tr>
<td>Q4: I can identify my personal brand.</td>
<td>90%</td>
</tr>
</tbody>
</table>

Additional Program Outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>Imprint 2/27/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5. The small group that I participated in helped me to understand the concepts presented in Imprint.</td>
<td>93%</td>
</tr>
<tr>
<td>Q6. My alumni coach encouraged participation from all group members.</td>
<td>96%</td>
</tr>
<tr>
<td>Q7. I would recommend Imprint to a friend.</td>
<td>96%</td>
</tr>
<tr>
<td>Q8. I would attend another program offered by the ILC.</td>
<td>92%</td>
</tr>
<tr>
<td>Q9. Overall, I found Imprint to be a valuable learning experience.</td>
<td>98%</td>
</tr>
<tr>
<td>Q10. I will use what I learned today in my college life.</td>
<td>98%</td>
</tr>
</tbody>
</table>

“I TO GOT TO MEET WITH SO MANY FABULOUS ALUMNI WHO ARE WILLING TO SHARE.”
– Woman, Asian American, Graduate Student

“[IMPRINT GAVE ME] THE CHANCE TO CONVERSE WITH U OF I ALUMNI AND TO BETTER MY NETWORKING SKILLS.”
- Man, Caucasian, Senior

* Greek Imprint which was offered on 4/17/16 was not included in these numbers
# Imprint

**February 27, 2016**

## Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned strategies to manage personal transition</td>
<td>93%</td>
</tr>
<tr>
<td>Learned skills to build a network</td>
<td>95%</td>
</tr>
<tr>
<td>Better able to manage change in my life</td>
<td>82%</td>
</tr>
<tr>
<td>Can identify my personal brand</td>
<td>90%</td>
</tr>
</tbody>
</table>

## Primary Reasons for Attending

- 40%: Improve Leadership Skills
- 23%: James Scholar Requirement
- 20%: Leadership Certificate

## Top Marketing Channels

- 57%: Email/Listserve
- 27%: Website
- 24%: Peers
- 24%: Faculty/Staff

## Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Imprint</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>30%</td>
<td>19%</td>
</tr>
<tr>
<td>Black</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Latino (a)</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Program Information pulled from Banner, Domestic Students only, Campus Data taken from DMI Spring- All Students

## Class Year

- Freshman: 33%
- Sophomore: 16%
- Junior: 15%
- Senior: 15%
- Grad: 21%

## Campus Involvement

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Cert.</td>
<td>29%</td>
</tr>
<tr>
<td>LEADS</td>
<td>5%</td>
</tr>
<tr>
<td>Frat/Sorority</td>
<td>10%</td>
</tr>
<tr>
<td>RSO E-board</td>
<td>24%</td>
</tr>
<tr>
<td>Student Govern.</td>
<td>3%</td>
</tr>
<tr>
<td>Minor in Leadership</td>
<td>6%</td>
</tr>
</tbody>
</table>

178 Participants
173 Survey Respondents
97% Response Rate
Program Overview

The ILC piloted the 6-hour Inclusion i-Program on January 23, 2016. A total of 76 students attended and 95% completed the post-program assessment. The curriculum addressed the concepts of culture, social identities, power/privilege, and examined leadership from a global perspective. A comprehensive assessment was conducted to assess the effectiveness of the pilot program. The assessment examined participant’s learning, individual program expectations, prior experience discussing issues of diversity and inclusion, curriculum components, and strategies for improvement. A full copy of the assessment report is available at request.

What are students learning?

Students reported that they were able to learn the difference between equity and equality. One student stated, “Equality and Equity impresses me so much as they seem similar to each other but have totally different meanings.” Additionally, students indicated that they had a deeper understanding of the impact of culture and social identities on leadership. Many indicated that the program had increased their cultural awareness and they had gained greater self-knowledge about their personal leadership. 82% found the program to be a valuable learning experience and 85% indicated they would use what they learned.

“I LEARNED THE CHALLENGES TO BEING AN INCLUSIVE LEADER AND POSSIBLE WAYS TO COMBAT IT.”
- Man, International, Graduate Student

“I DID LEARN ABOUT MY PERSONAL FOCUS ON IDENTITIES THAT CONTRASTED WITH OTHERS...THE MOST VALUABLE PART WAS TO DISCOVER MY BLIND SPOTS.”
- Man, International, Senior

Key Learning Outcomes

<table>
<thead>
<tr>
<th>Statement</th>
<th>Inclusion 1/30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a greater understanding of my personal privilege.</td>
<td>73%</td>
</tr>
<tr>
<td>I can describe the difference between equal and equity.</td>
<td>97%</td>
</tr>
<tr>
<td>I have a better understanding of how my identity impacts my leadership.</td>
<td>81%</td>
</tr>
<tr>
<td>My confidence in talking about difference has increased.</td>
<td>75%</td>
</tr>
<tr>
<td>I have a greater understanding of how leadership is practiced around the world.</td>
<td>46%</td>
</tr>
<tr>
<td>I learned strategies to become a more inclusive leader.</td>
<td>58%</td>
</tr>
</tbody>
</table>

Additional Program Outcomes

<table>
<thead>
<tr>
<th>Statement</th>
<th>Inclusion 1/30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend Inclusion to a friend.</td>
<td>83%</td>
</tr>
<tr>
<td>Overall, I found Inclusion to be a valuable learning experience.</td>
<td>82%</td>
</tr>
<tr>
<td>I will use what I learned today in my college life.</td>
<td>85%</td>
</tr>
</tbody>
</table>

 “[I LEARNED] PEOPLE VIEW LEADERSHIP AND CULTURE IN VERY DIFFERENT WAYS.”
- Woman, Latina, Junior

“I FURTHERED MY UNDERSTANDING OF INCLUSION, WHY IT’S IMPORTANT AND HOW TO USE THOSE SKILLS/KNOWLEDGE.”
- Woman, White/Caucasian, Senior
LEARNING OUTCOMES

- 97% Able to describe the difference between equity & equality
- 81% better understand how identity impacts individual leadership
- 73% have a greater understanding of their personal privilege
- 58% learned strategies for inclusive leadership
- 75% increased confidence in talking about difference
- 46% understand how leadership is practiced globally

OVERALL EXPERIENCE

- 83% Would recommend Inclusion to a friend
- 82% Found Inclusion to be a valuable learning experience
- 85% Plan to use what was learned in their college life

What is one thing you learned?
- Equality vs. Equity
- Impact of Identity/Culture on Leadership
- Cultural Awareness

Equality and Equity impresses me so much as they seem similar to each other but totally different meanings.

What do you want to learn more about?
- Strategies for Inclusive Leadership
- Cultural Competence
- GLOBE Study
- Identity/Privilege

I would like to learn different strategies or communication ways on how to be more inclusive.

N=72, 97% RESPONSE RATE
PROGRAM CURRICULUM

AVERAGE CURRICULUM SATISFACTION SCORES ON 7-PT SCALE

- **NAME STORY**: 6.11
- **CULTURE/Eggs DISCUSSION**: 5.52
- **IDENTITY WHEEL**: 5.33
- **LEADERSHIP & CULTURE DISCUSSION**: 5.11
- **GLOBE**: 4.03

Participants liked the use of video clips throughout the program.
Students enjoyed meeting and learning from peers.
Many enjoyed sharing personal item with their group.
Some participants preferred small group discussion and others large group.

PARTICIPANTS

**CLASS YEAR**
- FRESH: 23%
- SOPH: 22%
- JUNIOR: 28%
- SENIOR: 20%
- GRAD: 7%

**GENDER**
- WOMEN: 71%
- MEN: 28%
- TRANS: 1%

**RACE: DOMESTIC**
- WHITE: 33%
- ASIAN: 20%
- LATINO(A): 16%
- BLACK: 16%
- MULTI: 7%

**SEXUAL ORIENTATION**
- LGBTQ: 8%
- HETERO: 83%
- NO RESPONSE: 8%

**PRIOR I-PROGRAMS**
- 0: 29%
- 1: 29%
- 2: 8%
- 3: 10%
- 4+ : 19%

**INTERNATIONAL**
- 29%

**WHY DID YOU DECIDE TO ATTEND INCLUSION?**

**LEADERSHIP CERTIFICATE DESIRE TO LEARN ABOUT INCLUSION/DIVERSITY**

**RECOMMENDED BY STUDENT/FACULTY/STAFF MEET NEW PEOPLE**
Innovation Pilot: 2016

Program Overview
The ILC piloted the 6-hour Innovation i-Program on April 2, 2016. A total of 82 students attended and 94% completed the post-program assessment. The curriculum addressed the concepts of innovation, problem solving, creativity and teamwork. A comprehensive assessment was conducted to assess the effectiveness of the pilot program. The assessment examined participant’s learning, individual program expectations, curriculum components, and strategies for improvement. A full copy of the assessment report is available at request.

What are students learning?
Students reported that they were able to learn strategies to enhance their innovation and the differences between adaptive and innovative leadership styles. One student stated, “[I learned] how to bring ideas through [the stages]: ideate, implement, identity, and initiate.” Additionally, students indicated that they were about to identify their personal problem solving style and see the value in diverse approaches to problem solving. Many indicated that the program had given them a better appreciation for diversity and creativity in organizations. 82% found the program to be a valuable learning experience and 81% indicated they would use what they learned.

“I LEARNED] TEAMWORK AND BALANCE IS THE KEY TO ADVANCEMENT.”
- Woman, White/Caucasian, Senior

“THINKING CREATIVELY IS IMPORTANT AND APPLICABLE TO MY FUTURE CAREER.”
- Woman, White/Caucasian, Sophomore

Key Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Innovation 4/2/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify my personal problem solving style</td>
<td>88%</td>
</tr>
<tr>
<td>I can distinguish between the various problem solving style domains.</td>
<td>82%</td>
</tr>
<tr>
<td>I developed skills to enhance my ability to problem solve</td>
<td>78%</td>
</tr>
<tr>
<td>I have a better appreciation for diversity and creativity in organizations</td>
<td>84%</td>
</tr>
<tr>
<td>I can articulate the importance of team diversity and creativity</td>
<td>77%</td>
</tr>
<tr>
<td>I learned strategies to enhance creativity in organizations</td>
<td>79%</td>
</tr>
</tbody>
</table>

Additional Program Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend Innovation to a friend.</td>
<td>66%</td>
</tr>
<tr>
<td>Overall, I found Innovation to be a valuable learning experience.</td>
<td>82%</td>
</tr>
<tr>
<td>I will use what I learned today in my college life.</td>
<td>81%</td>
</tr>
</tbody>
</table>

“[I LEARNED] NEW IDEAS CAN BE BORNE FROM COMBINATION.”
– Woman, International, Sophomore

“I LEARNED MY PROBLEM-SOLVING APPROACH.”
– Man, International, Junior
**Learning & Program Outcomes**

- **88%** Can identify personal problem solving style
- **84%** Better appreciation for diversity and creativity in organizations
- **82%** Innovation was a valuable learning experience
- **82%** Can distinguish between problem solving domains
- **81%** Plan to use what they learned in their college life
- **79%** Learned strategies to enhance creativity in organizations
- **78%** Developed skills to enhance my ability to problem solve
- **77%** Can articulate the importance of team diversity and creativity
- **72%** The experience helped me become a better leader
- **66%** Would recommend Innovation to a friend
PROGRAM CURRICULUM HIGHLIGHTS

Kirton Adaption Innovation Inventory

Lecture Components
- Cognitive Climate
- Discussion
- Velcro Story
- Johari Square
- Adaptive v. Innovation
- Tesla

Activities
- Vacation/New Interpretations
- Lotus Petal Model
- Word Games
- No see/No Speak

Group Discussion/Interaction

What is one thing you learned?
- "I learned that everyone can be an innovator but just with different skill sets"
- "Problems can be turned into opportunities"
- "More about myself as a problem solver"

What do you want to learn more about?
- "How to be more innovative or adaptive"
- "More about working together"
- "Myself"

Suggestions for Improvement
- More activities (10)
- Less lecture (4)
- Reduce length (3)
- More facilitators/alumni (2)
- More small group discussion
- Improve packets

DEMOGRAPHICS

- 44% of participants had never attended an i-program
- 45% of participants were men, the highest percentage this year
- 15% of participants identified as LGBQ, the highest percentage this year
- 50% students of color, 50% White
- 23% of participants were from the College of Engineering; 32% from LAS
- 49% International Students, highest percentage this year.

Countries represented included: China, Argentina, Brazil, India, Japan, Malaysia, Palestine, Poland, Saudi Arabia, Russia, and Spain.
Leadership Certificate: 2015-2016

Program Overview
The Leadership Certificate Program is designed to provide students with a customized experience to develop leadership skills that integrates leadership education, reflection, and experience over multiple semesters. Students are expected to meet certain requirements both in and out of the classroom. Certificate students are matched with a Leadership Coach to mentor them throughout their journey. The program culminates with the creation of a Leadership ePortfolio that documents their leadership growth. A total of 311 participated in the program during the 2015-2016 academic year and 53 completed their certificate.

What are students learning?
Students indicated they had learning gains in numerous leadership competencies areas including self-knowledge and communication skills. All respondents indicated that the experience made them a better leader and 92% were able to make connections between academic coursework and co-curricular leadership experiences. Qualitatively, many students commented on the importance of reflection in improving their skills and found the personal development plan and capstone portfolio projects as a way to make meaning of their experiences.

“THE MOST BENEFICIAL COMPONENT OF THIS PROGRAM WAS REFLECTION. DOING AND BEING INVOLVED IN ACTIVITIES IS ONE THING BUT REFLECTING ON THOSE ACTIVITIES IS A WHOLE NEW LEVEL OF LEADERSHIP DEVELOPMENT.”

– Anonymous Certificate Completer

Key Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Certificate 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a better understanding of myself</td>
<td>100%</td>
</tr>
<tr>
<td>I am better able to work in a team or group environment</td>
<td>100%</td>
</tr>
<tr>
<td>I was able to develop skills to lead change</td>
<td>94%</td>
</tr>
<tr>
<td>I am more effective at building community</td>
<td>85%</td>
</tr>
<tr>
<td>I was able to improve my communication skills</td>
<td>92%</td>
</tr>
</tbody>
</table>

Additional Program Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>This experience helped me become a better leader</td>
<td>100%</td>
</tr>
<tr>
<td>The leadership certificate has helped me prepare for my future career</td>
<td>92%</td>
</tr>
<tr>
<td>I would recommend the leadership certificate to a friend</td>
<td>94%</td>
</tr>
<tr>
<td>Working with my leadership coach was beneficial in the development of my leadership experiences</td>
<td>85%</td>
</tr>
<tr>
<td>I was able to make connections between the Leadership Certificate and my academic coursework</td>
<td>92%</td>
</tr>
<tr>
<td>I will use what I learned in my college life</td>
<td>98%</td>
</tr>
</tbody>
</table>

“THE PDP WAS A GREAT WAY TO LAY OUT SPECIFIC AREAS I WANTED TO IMPROVE. WOULD NOT HAVE RECOGNIZED THESE ON MY OWN.”

– Anonymous Certificate Completer

“PORTFOLIO CREATION WAS MY FAVORITE ASPECT OF THE PROGRAM, A NICE CULMINATION THAT REQUIRED ME TO REFLECT ON THE ENTIRE PROGRESS.”

– Anonymous Certificate Completer
Leadership Certificate

OVERALL EXPERIENCE

WHAT STUDENTS LIKED BEST
- Leadership Coach
- i-Programs
- Self-Reflection
- Team Experiences
- Final ePortfolio
- Leadership Classes

94% Would recommend the Certificate to a friend

RECOMMENDATIONS FOR IMPROVEMENT
- Cohort Model
- Less i-Programs
- Clearer Communication for Tracking Requirements
- More Interaction with Coaches
- Allow More Electives

LEARNING OUTCOMES

100%
Have a better understanding of self

94%
Able to develop skills to lead change

92%
Were able to make connections between their academic coursework and the Certificate

92%
Improved their communication skills

What was your primary motivation for completing the Certificate?

87%
Improve Leadership Skills

10%
To prepare for a career and/or grad school

3%
To meet other students

3.7 semesters

INTERNATIONAL

39%

GENDER

31% Male

CLASS YEAR

Graduate 8%
Sophomore 42%
Senior 42%
Freshman 9%
Junior 23%

RACE

25% White

27% Asian

7% Black

5% Latino/a