Mission Statement

LEAD (Leadership, Engagement, Action, Development) is a center for student leadership and campus activities. We support SF State students, faculty and staff by providing leadership development programs, student organization resources, and event coordination and consultation. LEAD facilitates transformative learning and student engagement, developing strong leaders and conscientious citizens within SF State’s diverse community and beyond.

Rationale: Our mission statement is congruent with the University’s and Student Affairs mission statements by reinforcing the following:

1. An emphasis on student learning
2. Support of the university’s diverse population
3. Social justice and civility
4. Services and resources provision to the SF State community (faculty, staff and students)

Planning Goals

Goal #1: Students in LEAD Theme community will define leadership using elements of the Social Change Model of Leadership Development. (Campus Strategic Plan Goals I, V and VI)

Goal #2: Students in Greek organizations will learn about hazing. (Campus Strategic Plan Goals I, V and VI)

Goal #3: Student attending Student Organization Orientation will know policies and procedures regarding student organizations. (Campus Strategic Plan Goals I, V and VI)

Goal #4: Students attending the Leadership Symposium will gain knowledge that will be valuable to them as student leaders on campus. (Campus Strategic Plan Goals I, V and VI)

Goal #5: Increase participation in the Leadership in Action Workshop series. (Campus Strategic Plan Goals I, V and VI)

Goal #1: Student Learning Outcome

50% of students living in the leadership theme community will broaden their personal definition of leadership over the course of the year to include campus vision and elements of the Social Change Model of Leadership Development. (Campus Strategic Plan Goals I, V and VI)

Rationale

The Social Change Model is a commonly used one in leadership development programs across the country. By using the tenets of this model, student leaders will gain leadership skills that are reflective of the University’s commitment to social justice.

Measures

Students will write their personal definition of leadership at the opening retreat in August and then again at the end of the academic year.
Results
This student learning outcome was not achieved. Students’ definition of leadership did not change significantly over the course of the year.

Conclusion
The curriculum and programming for the floor needs to be reevaluated to better achieve this student learning outcome or this student learning outcome needs to be modified to be in better alignment with the goals and objectives of the floor.

Goal #2: Student Learning Outcome
Students attending the anti-hazing workshop will be able to accurately define hazing and provide examples of hazing after the workshop. (Campus Strategic Plan Goals I, V and VI)

Rationale
Hazing continues to be an issue confronting students in the fraternity and sorority community not only at SF State, but on an inter/national level as well. The number of hazing complaints received by LEAD in recent years has increased, prompting a need to educate students about hazing. Many students in organizations that have recently faced allegations of hazing are not able to articulate an accurate definition of hazing. Furthermore, many of the Greek chapters on campus are local chapters and do not receive any hazing education since they are not affiliated with inter/national organizations that mandate education on such issues. Assisting students with understanding examples of hazing and how to accurately define it will provide them the knowledge necessary to assess their chapter’s new member education program to see if activities that could be considered hazing are occurring.

Measures
A pre-test and post-test will be administered to students attending the anti-hazing workshop.

Results
A total of 4 anti-hazing workshops were held during the 2011-2012 academic year. Unfortunately, formal pre-tests and post-tests were not conducted at any of the workshops. Students were asked at the beginning of each workshop to define hazing and almost always these definitions focused specifically on causing bodily harm (or death) and being forced to do something against one’s will. At the end of each workshop, participants are asked if their definition of hazing has changed and participants almost always respond by stating that their definition has broadened and that they understand that hazing can occur in a variety of ways, not just in ways that cause bodily harm or injury (or death).

Conclusion
Hazing workshops will continue to occur during the 2012-2013 academic year and a staff person has been assigned to create a pre-test and a post-test for the workshop.

Goal #3: Student Learning Outcome
Students attending the Student Leader Orientation will increase their knowledge of policies and procedures regarding student organizations by an average of 60%. (Campus Strategic Plan Goals I, V and VI)

Rationale
Becoming an officer of a recognized student organization comes with many responsibilities. The Student Leader Orientation session is designed to provide student leaders with the knowledge and resources needed to be a successful officer of a recognized student organization on campus and to make them aware of University expectations and policies.
Measures
A pre-test and post-test will be administered to students attending the Student Leader Orientation session.

Results

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of sessions</th>
<th>Number of assessments administered</th>
<th>Average pre-test score</th>
<th>Average post-test score</th>
<th>Average knowledge increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>19</td>
<td>208</td>
<td>40.9%</td>
<td>82.8%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>21</td>
<td>158</td>
<td>36.0%</td>
<td>81.8%</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

Conclusion
This student learning outcome was not achieved. During the 2010-2011 academic year, the target average was 30% and it was achieved and surpassed so the target average was increased to 60% for 2011-2012. There was a 1% overall increase from 2010-2011 to 2011-2012. Increasing the increase of knowledge percentage by 30 points was perhaps a bit too ambitious.

Goal #4: Program Objective

75% of students attending the Leadership Symposium will learn about at least one new campus resource that will assist them in their success at SF State. (Campus Strategic Plan Goals I, V and VI)

Rationale
The Leadership Symposium is an opportunity for SF State leaders to connect with each other, build partnerships and develop leadership skills. This event is designed to assist students in their development as leaders on campus and is held strategically at the start of the fall semester to provide students with information and resources at the beginning of the academic year.

Measures
Attendees will complete an evaluation after the Leadership Symposium.

Results
447 students attended the Leadership Symposium on September 10, 2011. An evaluation was conducted after the Symposium in electronic format. All attendees were contacted via email after the Symposium and asked to complete the online evaluation. 60 responses were received, a response rate of 13.42%. One question on the evaluation asked students to identify a new resource that they learned about at the Symposium and 44 of the 60 respondents (73.33%) identified a new campus resource that they learned about at the Symposium.

Conclusion
This programmatic objective was not achieved – only 73.33% of respondents identified a new campus resource that they learned about during the Symposium and the target was 75%.

Goal #5: Program Objective

Student attendance and satisfaction at the Leadership in Action workshop series will increase by 10% from the previous year. (Campus Strategic Plan Goals I, V and VI)

Rationale
The Leadership in Action Workshop series serves as an opportunity for student leaders to further develop their own personal leadership skills and interact with other students, faculty and staff in a small setting.

Measures
Attendance information and satisfaction surveys will be collected at each workshop and then compared with data from previous years.
Results

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of workshops offered</th>
<th>Number of attendees</th>
<th>Average number of attendees per workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>15</td>
<td>74</td>
<td>4.93</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>10</td>
<td>39</td>
<td>3.90</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>14</td>
<td>53</td>
<td>3.79</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>23</td>
<td>131</td>
<td>5.69</td>
</tr>
</tbody>
</table>

Conclusion

With regard to increasing attendance by 10%, this programmatic objective was not achieved for the fall 2011 semester but was achieved for the spring 2012 semester. This increase in participation was likely the result of partnering with other campus departments for workshop offerings.

With regard to satisfaction, evaluations were not conducted.