**Leadership and Cultural Programs**
**Learning Outcome Summary for 2015-2016**

Chancellor's Leadership Academy 2015 Student Leadership Inventory Results
This data represents the average gain that 2015 Chancellor's Leadership Academy Members reported they made in each of the SLI topic areas. The SLI scale is as follows:
1=Emerging  2=Developing  3=Accomplished  4=Exemplary

| Competency | Average Starting Point | Average Post Program | Gain |
|---|---|---|---|
| Communication | 2.1 | 3.2 | 1.1 |
| Group Process Management | 2.2 | 3.2 | 1 |
| Self-Management | 2.2 | 3.2 | 1.1 |
| Professional Development | 2.2 | 3.4 | 1.1 |
| Ethics | 2.4 | 3.3 | 1.1 |
| Program Development | 2.1 | 3.2 | 1.1 |

Student Leadership Conference

This year there were 21 development opportunities provided as part of the Missouri S&T Professional and Leadership Development Conference.  The date below represents the perceived impact that attending workshop sessions had on participants.  The scale ranged from 1=the leadership conference session did not have an impact on them to 4=the leadership conference session had an extreme impact on their knowledge or ability.

| Topic | Average Score |
|---|---|
| Increased leadership ability | 3.35 |
| Gained insight on how to be effective in the workplace. | 3.39 |
| Increase ability to work in a global environment. | 3.29 |
| Increased ability to conduct an effective job search. | 3.44 |
| Increased ability to understand impact of diversity on organizations. | 3.16 |
| Increased ability to interact with individuals from diverse backgrounds. | 3.28 |
| Increase ability to plan for their future career. | 3.35 |

Backpacks to Briefcases

This year's Backpacks to Briefcases featured four workshops and a panel discussion. Below are the percentage of students who reported increased in awareness, knowledge, or abilities.

| Professional Development Outcomes | Percentage of students reporting increase in awareness, knowledge, and/or ability. |
| --- | --- |
| Feel better prepared to work effectively with a supervisor evaluation. | 100% |
| Increased their knowledge of how to effectively communicate and provide feedback. | 100% |
| Increased their understanding of the difference between leadership and management. | 100% |

Emerging Leaders' Institute and Workshops on Demand Learning Outcomes

Through Emerging Leaders' Institute and other workshops students were given the opportunity to advance their knowledge and self-awareness related to a variety of topics. Below is a list of learning outcomes. The participants used the following scale to assess the degree to which the program they attended impacted them:        1=No impact            2=Slight impact
        3=Moderate Impact 4= Extreme or Significant Impact

| Cultural Competence Program Outcomes | Average Rating Student/Employee |
| --- | --- |
| Enhanced awareness of multicultural dimensions of campus | 3.31/ 3.46 |
| Increased ability to identify oppressive, discriminatory language | 3.76/3.17 |
| Encouraged understanding that action must be taken to create a peaceful, safe, and inclusive environment. | 3.31/3.38 |
| Increased my knowledge of how individuals from different cultures resolve conflict. | Students only 3.60 |

| Leadership and Self-Awareness Outcomes | Average Rating |
|---|---|
| Increased knowledge regarding different leadership styles | 3.67 |
| Increased students' ability to serve as a more effective leader. | 3.67 |
| Assisted students in learning how to recognize the needs of followers and how to utilize that knowledge to be a more effective leader. | 3.67 |
| Assisted students in identifying how to work with others to achieve organizational goals. | 3.1 |
| Increased knowledge of communication, effective listening, and conflict management styles. | 3.23 |
| Increased ability to resolve conflict effectively. | 3.50 |
| Helped students identify why resolving conflict in the workplace is necessary. | 3.53 |
| Provided insight on five dysfunctions of a team. | 3.33 |
| Improved students' ability to work more effectively as a member of a team. | 3.17 |
| Assisted students in identifying at least two strategies to overcome five dysfunctions as a team so that they can work more effectively with a team. | 3.33 |
| Increase knowledge of five effective practices and ten commitments of leadership. | 2.67 |
| Assisted students in identifying skills and/or behaviors they already possess that enable them to serve as effective leaders. | 2.67 |
| Assisted students in understanding how to establish a SMART goal. | 3.40 |
| Increased understanding of how being aware of your own values in a group setting is important. | 3.00 |