Center for Leadership and Service Assessment Plan
2012-2013 Academic Year

Mission Statement:

The mission of the Center is to create an inclusive campus environment that serves the educational mission of the University by supporting student leadership, encouraging active citizenship and fostering and celebrating individual and community involvement.

Vision Statement:

Our shared vision is to be a student-focused resource connecting students, faculty and staff to high quality cohesive leadership and service initiatives.

Value Statement:

The Center for Leadership and Service strives to build a culture of leadership and service through collaboration, integrity and inclusiveness.

Goals and Objectives:

Goal 1: To develop students as engaged citizens with a foundation for ethical leadership and social responsibility. *KUMO1; KUMO2; KUMO3; KUMO4 – SPG1; SPG2; SPG5*		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
1.1: To maintain a first-year studenT2K Bronze Leadership Program, in collaboration with the School of General Studies, that focuses on establishing bonds between peers and the institution, self-identity and value clarification. T2K Bronze Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measures the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The T2K Bronze Leadership Program completed its fourth cohort in April 2013. In partnership with the School of General Studies as a part of the Transition to Kean (T2K) course, the students participated in various leadership development activities and workshops over the course of the academic year that emphasized the individual values of the Social Change Model: consciousness of self, congruence and commitment. On a 5-point scale, students in the T2K Bronze Leadership Program rated 3.86 for consciousness of self, 4.26 for congruence and 4.69 for commitment. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and pre-college students rated 3.48 for consciousness of self, 4.01 for congruence and 4.24 for commitment. In the other values of	Objective met. The students that have completed the T2K Bronze Leadership Development program rated higher on the Socially Responsible Leadership Scale (SRLS) for individual values than a national average of pre-college students. This administration of the SRLS was a first for the T2K Bronze Leadership Program and will allow us to establish a benchmark for future programs.

	the Social Change Model of Leadership, the T2K Bronze students ranked 3.79 for controversy with civility, 3.26 for collaboration, 4.21 for common purpose, 4.08 for citizenship and 3.83 for change.	
1.2: To maintain a sophomore level Silver Leadership Program that focuses on fostering collaboration and civility. The Silver Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measures the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The Silver Leadership Program completed its third cohort in April 2013.The students participated in various leadership development activities and workshops over the course of the academic year that emphasized the group values of the Social Change Model: controversy with civility, collaboration and common purpose. On a 5-point scale, students in the Silver Leadership Program rated 3.73 for controversy with civility, 3.49 for collaboration and 4.32 for common purpose. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and the average of students in all academic years rated 3.84 for controversy with civility, 3.98 for collaboration and 4.04 for common purpose. In the other values of the Social Change Model of Leadership, the Silver students ranked 4.17 for conscious of self, 4.32 for congruence, 4.55 for commitment and 3.83 for change.	Objective met. The students that have completed the Silver Leadership Development program rated bother higher and lower on the Socially Responsible Leadership Scale (SRLS) when compared to a national average of college students. The Social Change Model values of controversy with civility and collaboration are a weakness across the board for all of our leadership program participants and other students. We will look to enhance our leadership workshops and activities to further develop these values in our student leaders. This administration of the SRLS was a first for the Silver Leadership Program and will allow us to establish a benchmark for future programs.
1.3: To maintain a junior level Gold Leadership Program that focuses on increasing awareness of societal and community issues. The Gold Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measures the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The Gold Leadership Program completed its second cohort in April 2013.The students participated in various leadership development activities and workshops over the course of the academic year that emphasized the societal/community value of the Social Change Model: citizenship. On a 5-point scale, students in the Gold Leadership Program rated 4.16 for citizenship. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and the average of	Objective met. The students that have completed the Gold Leadership Development program rated higher on the Socially Responsible Leadership Scale (SRLS) for community/societal values than a national average of college students. This administration of the SRLS was a first for the Gold Leadership Program and will allow us to establish a benchmark for future programs.

	students in all academic years rated 3.84 for citizenship. In the other values of the Social Change Model of Leadership, the Gold students ranked 3.86 for conscious of self, 4.12 for congruence, 4.68 for commitment, 3.87 for controversy with civility, 3.25 for collaboration, 4.17 for common purpose and 3.79 for change.	
1.4: To implement a senior level Platinum Leadership Program that aims to prepare students to become actively engaged members of their profession and community. The Platinum Leadership Program End of Year Survey will be utilized to assess the program in May, 2013.	The Socially Responsible Leadership Scale (SLRS-RS) is a set of statistically valid and reliable scales designed to measures the eight values of the Social Change Model (SCM) of Leadership Development. The Center for Leadership and Service conducted the SLRS from mid-February until the end of March 2013 with both students that have participated in at least one leadership development program offered through the Center and students that have not participated in any leadership program from Center. The Platinum Leadership Program completed its first cohort in April 2013.The students participated in various leadership and career development activities and workshops over the course of the academic year that emphasized the overarching value of the Social Change Model: change. On a 5-point scale, students in the Platinum Leadership Program rated 4.16 for citizenship. A national benchmark of 55 campuses was conducted in 2007 as a part of the Multi-Institutional Study of Leadership (MSL) and the average of senior-level students rated 3.80 for citizenship. In the other values of the Social Change Model of Leadership, the Platinum students ranked 4.28 for conscious of self, 4.64 for congruence, 4.72 for commitment, 4.17 for controversy with civility, 3.62 for collaboration, 4.36 for common purpose and 4.56 for citizenship.	Objective met. The students that have completed the Platinum Leadership Development program rated higher on the Socially Responsible Leadership Scale (SRLS) for the overall Social Change Model values than a national average of senior-level college students. This administration of the SRLS was a first for the Platinum Leadership Program and will allow us to establish a benchmark for future programs.
1.5: To conduct ethical leadership training for at least one student leader from 80% of the recognized student organizations by December, 2012. The Student Group Training Report will be utilized to assess the success of the objective.	In May 2012, the Center for Leadership and Service hosted the Student Group Leadership Conference and conducted the Student Group Workshop Series throughout the months of September, October and November 2012 to train student group executive board members. Given the importance of ethical decision making in leadership, and in support of the Center's goal to "develop students as engaged citizens with a foundation for ethical leadership and social responsibility" a requirement was imposed on the student group executive board member training to have at least one member from every organization attend an ethical leadership workshop. Out of the 91 recognized student organizations that were required to participate in the general student group executive board member training program, 74 recognized student organizations, or 81.3%, had at least one executive board member participate in an ethical training workshop.	Objective met. Ethical decision making continues to be an area of concern for student leaders throughout other nation. The Center for Leadership and Service is committed to enhancing the ethical reasoning and decision making of our student leaders. Many students are in a position of trust within their peers. Ethical training will continue to be a core leadership training component.
1.6: To increase the number of volunteer opportunities by 25% from the 2011-2012	In support of the Center's goal to "develop students as engaged citizens with a foundation	Objective met. Despite the increase of external service opportunities by

Objective	Data Results	Actions Taken Based on Data Collected
baseline by June, 2013.	for ethical leadership and social responsibility" it became necessary to increase our capacity for students to volunteer at an external location for the 2012-2013 academic year. During Fall 2011, the Center offered 266 opportunities (or spaces) and 126 spaces in Spring 2012, for a total of 392 for the 2011-2012 academic year. For the Fall 2012 semester, the Center offered 620 service opportunities and 363 spaces during the Spring 2013 semester, for a total of 983 opportunities for the 2012-2013 academic year – an increase of 150.76%.	150.76%, we were still unable to meet the demand of students wishing to volunteer. Many students are repeated volunteers and their continued interest in serving others prevents new students from volunteering. This combined with the Transition to Kean (T2K) community service and civic engagement requirement for all first-year students, we are greatly in need of expanding our service opportunities but are limited in staff support and transportation. Based on these facts, combined with our student institutional support for community and volunteer service programs, we have been granted permission to request an additional Graduate Assistant for community service as well as possibility of purchasing a 12 passenger van to transport students to and from local community service sites. The institutional support for our community and volunteer service program will make it possible for us to greatly expand our service opportunities further for the 2013-2014 academic year.
1.7: To improve retention in each leadership program by 5% from the 2011-2012 baseline by May 2013.	To increase the retention rate for each leadership program by 5% from the 2011-2012 academic year, each leadership program had to have the following number of students complete the program and be eligible to progress to the next level: At least 27 2012-2013 Bronze students complete program to year 2 - Silver 2013-2014; At least 13 2012-2013 Silver students complete program to year 3 - Gold 2013-2014; At least 14 2012-2013 Gold students complete program to year 4 - Platinum 2013-2014. At the completion of the programs for the 2012-2013 academic year, the following number of students successfully completed the leadership programs and became eligible to progress to the next level: 27 Bronze students may progress to the 2013-2014 Silver Program; 25 Silver students may progress to the 2013-2014 Gold Program; and 14 Gold Students may progress to the 2013-2014 Platinum Program.	Objective met. Although we have met our objective to improve our retention rate in the leadership programs, we must continue to look at why a student leaves the leadership program. Some students leave for academic conflicts, transfer institutions or withdrawal from the university, but the reasoning for leaving is unknown for others. To further improve the retention rate, we must get a gauge for other reasons for leaving the programs. To the opposite, we should also focus some of our attention at formally understanding why students choose to remain with the programs and market those aspects to potential new members.

Goal 2: To serve as a resource for University departments, organizations and students in the areas of organizational development, student leadership development and community service programming.
KUMO2; KUMO3; KUMO4 – SPG1; SPG2; SPG4; SPG5

Objective	Data Results	Actions Taken Based on Data Collected

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2.1: To assist recognized student organizations in providing 30% more student programs and activities from the 2011-2012 baseline in collaboration with the University Center Operations and Event Management Office and the Office of Student Government by June 2013.	During the 2011-2012 academic year, student groups (for intents and purposes of this objective defined as recognized non-funded groups, groups that receive funding from the student government(s) and Greek letter organizations) held 596 student programs and activities. For the 2012-2013 academic year, through training and the organizational support from the Center for Leadership and Service, the Office of Student Government and the University Center Operations and Event Management Office, student groups held 796 programs and activities – an increase of 33.56% from the prior year.	Objective met. Providing assistance and helping develop all recognized Kean University student groups is a core responsibility of the Center for Leadership and Service. Student groups contribute greatly to the quality of student life on a campus. By assisting our student groups in providing more, and promoting more, of their programs, we will enhance the quality of student life at Kean. Additional assistance is still needed for some groups and providing that assistance will remain a priority for the Center for Leadership and Service. The Involvement Center opened in October 2012 to also assist in developing student groups. Enhancements to Cougar Link, our online student involvement system, as well as the clarity of our student group event policies and procedures, will further assist student groups in providing programs.
2.2: To have at least 40% of Greek letter organizations participate in alcohol and sexual responsibility workshops in collaboration with the Alcohol, Tobacco and other Drugs (AToD) Task Force by May 2013.	Kean University recognizes 33 Greek letter organizations. During the 2012-2013 academic year, 30 Greek letter organizations (or 90.9%) participated in alcohol and sexual responsibility workshops through the Alcohol, Tobacco and other Drugs (AToD) Task Force.	Objective met. Nationally, alcohol usage and sexual responsibility continue to be areas of concern for students participating in Greek life. The Alcohol, Tobacco and other Drugs (AToD) Task Force was formed to help raise awareness and educate students on the dangers of alcohol abuse and sexual misconduct and irresponsibility. The effectiveness of AToD will continue to be assessed internally. Although it is not the only student grouping to be targeted, Greek letter organization members, as well as all students in general, will be continue to be encouraged to attend AToD workshops and participate in AToD events.
2.3: To develop a student group toolkit that serves as a resource to student group leaders assisting them with organizational development and knowledge of University policies and procedures by the 2013 Student Group Leadership Conference by May 2013.	To further assist student group leaders with managing, developing and running their student organization, the Center for Leadership and Service has published the Student Group Leader Toolkit, a comprehensive resource that consists of 16 sections in four chapters. Each chapter focuses on a different phase of student's leadership responsibilities from ethical decision making to university policies to organizational roles. The Student Group Leader Toolkit will be unveiled at the Student Group Leadership Conference on May 29 and May 30, 2013, and is available online through the Kean University website at http://www.kean.edu/KU/Student-Group-Toolkit and Cougar Link.	Objective met. After three years of researching content, writing and editing the Student Group Leadership Toolkit is complete and ready to be distributed electronically to all student group leaders at the Student Group Leadership Conference. The content and quality of the publication will be evaluated through student focus groups. We are hopeful that the document will be viewed as an valuable resource to our student group leaders as they plan their events and activities and run their organizations.
2.4: To develop and implement a Leadership	Through a partnership with the Office of	Objective met. The Leadership

and Service Living Learning Community (LLC), in collaboration with the Office of Residential Student Services, that will begin in Fall 2013. Progress of implementation and program will take place in June 2013.	Residential Student Services, the Center for Leadership and Service will begin a Leadership Living Learning Community in Fall 2013. Recruitment for the living learning community began in December 2012 and has already begun to receive its first group of residents. A total headcount of community members will become finalized in late August 2013.	Living Learning Community will continue to be developed and planned out for an official launch when first-year resident students move into the residence halls. The Office of Residential Student Services has already selected the Leadership Living Learning Community Resident Assistants.

Goal 3: To increase awareness of and promote opportunities for involvement. *KUMO1; KUMO2; KUMO3 – SPG2; SPG8*		
Objective	**Data Results**	**Actions Taken Based on Data Collected**
3.1: To increase utilization of social media in the dissemination of The Cougar's Byte by 10% each semester. To be assessed in December, 2012 and May, 2013.	*The Cougar's Byte* began to fully utilize Facebook in summer 2012 as a new way to disseminate campus news and information. During the Fall 2012 semester 189 posts were made to the official Facebook page of *The Cougar's Byte*. For the Spring 2013 semester, only 148 posts were made to Facebook – a decrease of 21.69%. The reduction is posts is primarily due to a technical error between *The Cougar's Byte* website, www.cougarsbyte.com and *The Cougar's Byte* Facebook page, in which articles were not being automatically being posted to *The Cougar's Byte* through an automatic RSS syndication feed.	Objective not met. The issue related to the RSS feeds not automatically posting to *The Cougar's Byte* Facebook has been corrected. We have switched our RSS feed poster from "Twitterfeed" to "RSS Grafitti", a highly rated RSS poster. In addition to syndicating posts from www.cougarsbyte.com, RSS Grafitti has been configured to post feeds from *The Cougar's Byte's* Twitter, Instagram and YouTube accounts. Facebook continues to be a top rated source for Kean University students to receive their information. In response to feedback provided through the 2013 Student Information Source Survey, we will also look to expand our methods of disseminating information – particularly look to reestablish a weekly email edition.
3.2: To increase the number of Kean University Facebook posts by 30% from the 2011-2012 baseline by June 2013.	Facebook continues to be a primary source of Kean University information for students. During the 2011-2012 academic year, 146 posts were made to the official Kean University Facebook page. As of May 15, 2013, 502 posts were made to the official Kean University Facebook page during the 2012-2013 academic year – an increase of 243.84%.	Objective met. Facebook has been ranked the second most utilized option for students to get their information about Kean University. We must communicate with students in the manner in which they want to receive their information. We will continue to utilize Facebook and look to access the effectiveness and perceived relevance of our official Kean University Facebook posts.
3.3: To increase the number of Kean University Center for Leadership and Service Facebook posts by 75% from the 2011-2012 baseline by June 2013.	As Facebook continues to be a primary source of Kean University information for students, the Center for Leadership and Service looked to strengthen its communication through the social media outlet. During the 2011-2012 academic year, 130 posts were made to the official Kean University Center for Leadership and Service Facebook page. As of May 15,	Objective not met. Although a there was 26.15% increase in usage for the official Kean University Center for Leadership and Service Facebook, we did not meet our goal of 75%. Facebook has been ranked the second most utilized option for students to get their information

	2013, 164 posts were made to the official Center for Leadership and Service Facebook page during the 2012-2013 academic year – an increase of only 26.15%.	about Kean University. As a student-centered office, we must communicate with students in the manner in which they want to receive their information. We will continue to utilize Facebook, along with other emerging social media tools, and look for ways to incorporate it into our work.
3.4: To increase the number of active Cougar Link accounts by 20% from the 2011-2012 baseline by June 2013.	Cougar Link is Kean University's online student involvement network. The number of activated Cougar Link accounts as of June 30, 2012, was 5,331. As of May 15, 2013, the number of active Cougar Link accounts was 8,216 – an increase of 54.1%. Since July 1, 2012, Cougar Link has had 146,526 visits with 994,303 page views from 55,460 unique visitors (as of May 15, 2013).	Objective met. Cougar Link has emerged as a strong communication tool for students. It is a resource to students and administrators. The data that can be obtained from full utilization of the involvement tracking system is exponential and can assist us in making informed decisions about student engagement at Kean. The more student groups that fully utilize the system and the more students that activate their accounts and interact with those organizations, the more meaningful data we will get. We will continue to promote the usage of Cougar Link and encourage students to utilize the system. As Cougar Link continues to expand in usage, it will also be important to educate faculty and staff about the information gathered and how it could be used in their areas.
3.5: To increase the number of student group feature articles in The Cougar's Byte by 10% from the 2011-2012 baseline by May, 2013.	An integral part of the mission of *The Cougar's Byte* is to promote student involvement within the campus community. In the 2011-2012 academic year, *The Cougar's Byte* published 20 articles that featured recognized student groups. During the 2012-2013 academic year, *The Cougar's Byte* published 27 articles that featured recognized student groups – an increase of 35%.	Objective met. Given that one of the primary purposes of *The Cougar's Byte* is promote student involvement at Kean University, *The Cougar's Byte* will continue to feature recognized student organizations and provide additional information about joining student groups at Kean.
3.6: To issue at least 100 official Co-Curricular Transcript documents by June 2013.	After a substantial technical restructure, the Co-Curricular Transcript (CCT) Program resumed full operation in Spring 2013 through the utilization of Cougar Link for recording, tracking and validating student co-curricular involvement. As of May 15, 2013, the Center for Leadership and Service has issued 160 official Co-Curricular Transcript documents to students. Students have indicated that they have requested an official CCT for their own personal records and to include with scholarship applications, graduate school applications, transfer applications, or their resumes for an employment opportunity.	Objective met. Now that official Co-Curricular Transcript documents have been issued, we will begin to review the submission, validation and request process. Through soliciting feedback from students that have requested official copies of their CCTs in informal focus groups, we will look to adapt the process accordingly to ease the process, where possible, and communicate CCT information and instructions more effectively.