# Student Leadership and Involvement

## Leadership

<table>
<thead>
<tr>
<th>Divisional Goal</th>
<th>Departmental Goal</th>
<th>Strategies</th>
<th>Student Learning Objectives</th>
<th>Other Objectives</th>
<th>Evidence of whether or not outcomes were achieved*</th>
<th>How will your assessment data shape this strategy in the future?</th>
<th>If you did not undertake the strategy please explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student retention and graduation</td>
<td>Update reflection and assessment process for Emerging Leaders</td>
<td>1. Review all current instruments to ensure relevance, accuracy, and usefulness <em>(ongoing)</em> &lt;br&gt;2. Direct all students to review their most recent reflection paper prior to one-on-one meeting with staff &lt;br&gt;3. Increase the use of learning-</td>
<td>Strategy 2 is intended to support the following learning outcome for year 4 in the program: Students will Demonstrate an understanding the responsibility for continuous learning. Additionally,</td>
<td>Strategy 3 will make it possible to more readily supply broad-based learning outcomes data for the annual report. &lt;br&gt;• Questions used for reflection papers were not changed from 2010-2011 after reviewing and discussing with Director of Student Affairs Learning and Assessment. &lt;br&gt;• A small number of students (fewer than 5) submitted their semester reflection as a video response to the questions. Feedback from those students indicated that it allowed them</td>
<td>Students will continue to be asked to reviewing reflection papers prior to their one-on-one meeting with staff. A change for 2012-2013 will be to pair students within each class, and those pairs will meet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective driven quantitative data collection</td>
<td>Students will articulate a greater understanding and recognized value for the experiences, about which they have written.</td>
<td>To be more expressive than they might have been writing their responses.</td>
<td>All students were required to review their previous semester’s reflection paper before their one-on-one meeting with staff. This change was not assessed for 2011-2012.</td>
<td>With staff together. These pairings are intended to serve 3 purposes: 1) Assist with the management of meetings with 190 students; 2) Give students additional practice at discussing their experience with peers (similar to professional development conversations with colleagues and not just a supervisor); 3) provide a more formal peer support structure.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of students participating in key* co-curricular activities and programs</td>
<td>Develop a student feedback and advisory committee for leadership programs</td>
<td>1. Develop a structure and guidelines for the committee. 2. Contact departments within the division for</td>
<td>Students will... 1. Engage others and respond appropriately to complexity, ambiguity and conflicting</td>
<td>Increased student participation in all leadership programs</td>
<td>Use this</td>
<td>No committee was developed but student input was used to develop the curriculum for the Student Leadership Summit, with the following topics coming from those</td>
<td>Priorities shifted with the addition the Memphis connection programs and the underestimate</td>
</tr>
</tbody>
</table>
recommendations of students to serve on such a committee.  
3. Set a meeting schedule.  
2. Participate effectively in group decision-making.  
3. Articulate civic awareness by responsibly contributing to the leadership development of peers within the campus community.  

advisory committee to determine the most effective use of the Memphis Lead Team suggestions: Diversity, Internships, and Motivating Others.  
Additionally, a student summer intern, who was a participant in The Memphis Connection, is working to develop an updated resource manual and curriculum plan for participants in 2012-2013.  

| Update to 2010-2011 Goal: Graduate at least 50 freshmen from Level I of the Tiger Leadership Institute each semester |
| As it is written, the current | 1. Continue current recruitment efforts  
2. Recruit students who applied but were not accepted to the Emerging Leaders Program  
3. Gather feedback from Students will...  
1. Articulate self-awareness  
2. Demonstrate an understanding of the importance of involvement and possessing tools to make that | Increase participation in other leadership programs and campus involvement  
• The total number of graduates from Level I increased slightly (46 in 2010-2011; 54 in 2011-2012); however the rate of retention from the first meeting through to program graduation increased by 9% (68% in 2010-2011; 77% in 2011-2012) | With the recent hiring in the no longer temporary position of Leadership Programs Advisor, guidance of the Tiger Leadership Institute will be the |
| students who started but did not graduate from the Level I. | involvement more successful 3. Apply skills related to classroom achievement | Learning outcomes measurement: The focus of Level I is to help student increase their self-awareness and self-management skills. Identifying themes from program reflections, the following learning was evidenced:  
**Self-Awareness (94% identify improvement)**  
- What has shaped you?  
- Self-Reflection-Personal accomplishments and mentors/heroes  
- Personal Values Inventory  
**Understanding Yourself and Others (94% identify improvement)**  
- True Colors Personality Assessment  
- Understanding how other people see you and how you see others  
- Team work  
**Self-Management (82% identify improvement)**  
- Time Management | responsibility of that person, allowing for an individual to focus on it in a manner similar to that of the Emerging Leaders Curriculum. |
<table>
<thead>
<tr>
<th>Create a service-oriented culture in all units</th>
<th>Develop an instrument to help RSO advisors and student</th>
<th>1. Determine which leadership education related learning</th>
<th>Students will articulate a greater understanding and</th>
<th>Provide campus-specific data to communicate</th>
<th>No Progress</th>
<th>Priorities shifted with the addition the Memphis connection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking:</strong> Applying What You’ve Learned (64% identify improvement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Task Management</td>
<td>• Goal-Setting</td>
<td>• Stress Management</td>
<td><strong>Conflict Resolution</strong></td>
<td>• Application of personality and leadership styles</td>
<td>• Problem solving</td>
<td>• Group Evaluation and use of effective feedback mechanisms</td>
</tr>
<tr>
<td>Additionally, pre- and post-test assessment learning of shows that learning was equally effective for students with a variety of GPAs, with all students displaying some improvement between the two measures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leaders in determining leadership growth based upon participation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcomes would be most applicable for the wide range of RSOs and leadership roles on this campus. 2. Select the appropriate type of assessment instrument to provide useful and easily accessible and understandable data. 3. Work with advisors and departmental staff to test the instrument.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recognized value for the experiences that are being evaluated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the importance of involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the underestimate of time commitment needed for the continued growth of the Emerging Leaders program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Develop and coordinate a staff feedback and advisory committee for leadership programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a structure and guidelines for the committee. 2. Contact division staff to recruit members for the committee. 3. Gather information from all None</td>
</tr>
<tr>
<td>Work with multiple departments within the division to support leadership education in a broad spectrum, ensuring that, while one</td>
</tr>
<tr>
<td>• No committees were developed; however, an audit of divisional leadership development opportunities for students was conducted by meeting with the following areas: Adult &amp; Commuter</td>
</tr>
<tr>
<td>The audit has and will continue to lead to more intentional partnerships for leadership development in the division.</td>
</tr>
</tbody>
</table>
| departments in the division about leadership opportunities currently available within each. | department may serve as a primary leadership education resource, all departments can implement intentional leadership education into their programming | Student Services, Campus Recreation Intramural Services, Career Services, Multicultural Affairs, Residence Life, Student Disability Services, and Student Support Services/TRiO.  
  - These offices provide leadership development opportunities through registered student organizations, workshops, and training for student staff.  
  - This audit led to increased discussion among staff to find opportunities to |
Please include highlights from 2011-2012 about programs/services not included in your Planning Document:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LeaderShape Institute</td>
<td>• Demonstrate commitment to visionary leadership &lt;br&gt; • Produce results toward vision &lt;br&gt; • Exhibit understanding of large scale planning</td>
<td>Thirty-seven participants graduated from the program in 2012. Evaluation of the program involved getting information on students’ perception of four dependent variable measures: making effective decisions (ED), serving as a change agent (CA), identifying personal values (PV), and exemplifying team work (TW). Pre-/Post-test responses were used to measure learning. There is an average difference in all variable measures of at least 43%; CA shows the greatest increase, a 72% jump from pre-test to post-test average. The assessment consists of 16 items. The individual items with the largest number of participants reporting an increase of at least 2</td>
<td>On-Site Coordinators for the Institute will have a larger role in recruiting student participants for the 2013 session. They often have difficulty expressing the “big picture” value of the program beyond their own experience so the assessment information will be helpful tool in the participant recruitment/retention process.</td>
</tr>
</tbody>
</table>
| The Memphis Connection | • Develop an understanding and take action to affect a selected social issue that is relevant to Memphis and a peer community.  
• Evaluate leadership | I find it very difficult to put how I feel about the experience in one paragraph.  I learned so much about poverty, but I also learned about how leadership is vital in society. A good idea is nice, but a leader who can make that idea |
applications in a variety of settings.

- Communicate their understanding and appreciation of cultural diversity.
- Demonstrate an understanding for the responsibility for continuous learning.

possible is even better. After returning from Tampa, completing the exchange, my outlook on people as a whole has changed. I view each person as an individual, of equal value as I, instead of putting them into a category of poverty. This experience has been the most enlightening journey I have been on thus far, and it will continue to shape my perceptions of the world for the rest of my life.

-Grace Waters

Participating in the Memphis Connection has sincerely changed my outlook on leadership, poverty, and my future. This experience has provided me the chance to meet and learn from some of the most charismatic leaders in Memphis and Tampa whose passions align with their mission to fight poverty. Being able to talk to leaders like these truly inspired me to be fearless in the pursuit of my own passions and to realize that helping others along the way does not have to be a burden. The time I have spent with the Memphis Connection has been such a pivotal point in the realm of my college experience, and I sincerely wish that every college student
could participate in this program that sheds light on such a relevant and important facet of the real world.

-T.K. Phung

**Number of students participating in community service and hours of service per student:**

Excluding service work completed through service on Saturday – to make sure hours are not counted twice – students in the **Emerging Leaders Program** completed 1558 hours in the fall semester and 1829 hours in the spring semester. The senior class of Emerging Leaders had two community projects that were conducted throughout the academic year, a healthy eating and youth fitness program at the Lester Community Center and work with community cleanups and a traveling museum exhibit with the Orange Mound Community Center. The hours for those projects are also not counted in the totals given; though they account for nearly 700 hours.

**The Memphis Connection Program** had 10 student participants from the University of Memphis and 10 students participants from our partner institution, The University of Tampa. Those students completed between 320 and 350 hours of community service among the various sites in Memphis and Tampa.
**Professional Mentor Program** – Fifty-two students participated in 2011-2012, representing 36 professional interests. Additionally, 40 professionals, representing the following companies and organizations, served as mentors:

- ALSAC/St. Jude Children's Research Hospital
- AOC
- Baptist Medical Care Corporation
- BCBS/VSHP/Select Community
- BCBST - Tennessee Health Foundation and Community Trust
- Bollheimer Consulting
- Boys & Girls Clubs of Greater Memphis
- CBRE (Industrial Asset Services)
- Communities for Teaching Excellence
- Diversified Trust
- DownLine Ministries
- Downtown Memphis Commission
- FedEx
- The First Tee of Memphis
- FTN Financial
- Harrison Edwards PR & Marketing
- Huffman CPA
- Hutchison School
- Jabber Blabber
- JMS Strategies
- Lipscomb & Pitts Breakfast Club
- Medtronic Spinal and Biologics
- Methodist Le Bonheur Healthcare
- Mid-South Chapter, American Red Cross
- Mid-South Marketing Partners
- Orgill, Inc.
- Program Management
- St. George’s Independent School
- State of Tennessee
- United States Navy
- University of Memphis
- Vaco
- Victory University, University of Arkansas, University of Phoenix, Webster University

The junior class of Emerging Leaders students led a day of activities for the Rotary Youth Leadership Academy of Rotary District 6800. They developed 5 educational sessions for nearly 130 high school juniors.

**Department’s use of social media**

**Emerging Leaders** classes all utilized unique Twitter hashtags for communication of assignments, reflection, and classroom activities. Students within the Emerging Leaders Program started a program-wide Facebook group to increase interactions among the various classes; that group has also served a method of quick communication between program staff and students. Students were encouraged to use smaller Facebook groups to enhance collaboration for group assignments. Finally, the senior level workshop emphasized the importance of personal branding through social media networks.

**Professional Mentor Program** students and mentors participated in a shared LinkedIn group, and one of the educational sessions for the program focused on professional use of that network to aid in a job search.
The Memphis Connection, Student Leadership Summit, and The LeaderShape Institute all utilized unique Twitter hashtags to enhance communication and share ideas. Additionally, LeaderShape and the Memphis Connection used Facebook groups to initiate participate interaction before the start of each program and to help continue conversations afterward.

List any awards or other notable accomplishments by the department, individual staff, or students.

The Up ‘til Dawn program raised $75,013 in 2012-2013 through its letter writing campaign and over 50 smaller fundraising and awareness events.