



Division of Student Life

Leadership & Integrity Assessment Report

2011-2013

The Division of Student Life supports the educational mission of the University through student advocacy, innovative services and programs that promote student learning, personal development and well being, and academic success. The Division fosters inclusive communities, facilitates student engagement, and promotes responsible citizenship at the University of Delaware.

Through an examination of national best-practices, literature, and UD General Education goals, five student learning domains were identified to reflect shared objectives, values and activities within the twelve Division of Student Life departments.

Intellectual Growth and General Knowledge Development
Leadership and Integrity
Global Understanding
Personal Growth and Achievement
Critical and Analytical Thinking

These Student Learning Domains and corresponding objectives serve as a framework for departmental strategic planning, as well as a guide to identify opportunities for collaborative programming. A bank of questions for each of the five Learning Domains serves to provide each department with a set of items of inquiry to incorporate into departmental assessment efforts. These items are then captured at the division level to provide broad indicators of progress and challenges.

The focus of this report is a spotlight on the Leadership and Integrity Learning Domain. The report features 29 separate assessment projects conducted by several departments within the Division. The Student Life Assessment Team is excited to report on the combined findings of this one specific area of priority. We also wish to recognize the incredible breadth of overall assessment work that takes place within each individual department covering a wide range of important programmatic efforts that lead to improvement of our students' experience.

Leadership and Integrity

Ability to create, develop, and communicate a vision which assists others in fulfilling organizational or personal goals by employing both ethical standards and collaborative practices.

Students will have the opportunity to:

- Work collaboratively.
- Apply ethics and integrity to decision making and action.
- Develop healthy relationships.
- Identify and understand important aspects of self.
- Lead effectively.
- Communicate effectively.

#1 MOST DESIRABLE QUALITY/SKILL

Of the 19 most desirable skills/qualities employers look for in a candidate, leadership is ranked #1.

Job Outlook Survey (Fall 2013), National Association of Colleges and Employers (NACE)

What Students Tell Us

Work Collaboratively

	Number of Respondents	Strongly Agree and/or Agree
I use my skills and abilities to effectively contribute to my group's goals.	351	95%
I offer my insight when my group is making decisions.	536	94%
I listen to the ideas of other group members when making decisions.	561	97%
I contribute to my group's work giving consideration to the work style of others.	2315	85%

#4 MOST DESIRABLE QUALITY/SKILL

Of the 19 most desirable skills/qualities employers look for in a candidate, "ability to work in a team" is ranked #4.

Job Outlook Survey (Fall 2013),
National Association of Colleges and Employers (NACE)

“I enjoyed and was successful in researching information and contacting outside organizations for information. I remained open to suggestions and gave consideration to other ideas, even if I did not agree with them.”



Apply Ethics and Integrity to Decision Making & Action

	Number of Respondents	Strongly Agree and/or Agree
I can explain my personal ethics to others.	303	96%
I can explain my personal values to others.	2174	94%
I can explain the ethical standards of groups I belong to.	452	92%
I can explain how my personal values influence my decisions.	765	88%
I can explain how the values of groups I belong to impact my decisions.	1047	83%
I can explain how my decisions are consistent with my personal ethics.	670	78%
I can explain how my decisions are consistent with the values of my group.	502	93%
Through my actions, I act as a role model to others.	5534	73%

Develop Healthy Relationships That Are Mutually Rewarding & Respectful

	Number of Respondents	Strongly Agree and/or Agree
I interact with others in a way that shows respect.	7258	96%
I can maintain mutually beneficial relationships with others.	6073	92%
This experience helped me to develop my problem solving skills.	7542	73%
I know how to develop trustworthy relationships with others.	628	95%



“I was able to determine a tangible problem that affects many students and actually have my ideas and goals recognized in a full-scale effort to change that problem. This in itself was incredibly rewarding.”

Identify & Understand Important Aspects of Self

	Number of Respondents	Strongly Agree and/or Agree
I know my leadership strengths.	2604	82%
I know the areas in which my leadership needs improvement.	2525	81%
I can identify the skills and abilities I gained from my leadership experiences.	1604	71%
I can explain how this experience has contributed to my educational goals.	4200	71%



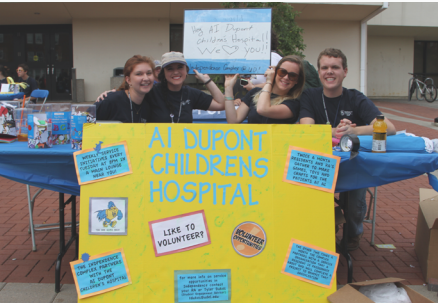
“I admire feedback, and in this sense I am always growing and changing as a leader. I like knowing what needs to be work[ed] on so that I may continually improve myself as a leader.”

Lead Effectively

	Number of Respondents	Strongly Agree and/or Agree
I can describe my group's purpose and mission.	583	94%
I propose ideas to groups I am a part of.	496	95%
The group implemented some of my ideas.	317	94%
I can describe my leadership style.	1511	84%
I recommend solutions to situations when conflict occurs in my group.	415	99%
I manage the time I commit to leading a group while maintaining a GPA above a 2.5.	432	96%



“I learned a lot about what it meant to actually apply leadership skills. Creating an entire project from scratch was an enormous task, but by developing SMART goals and smaller objectives, we were able to work more efficiently to our ultimate end goal.”



Communicate Effectively

	Number of Respondents	Strongly Agree and/or Agree
I can accurately summarize the information that has been presented.	596	76%
I am aware of the impact my non-verbal communication has on others.	476	94%
I use appropriate communication methods for different situations and audiences.	2529	94%

#3 MOST DESIRABLE QUALITY/SKILL

Of the 19 most desirable skills/qualities employers look for in a candidate, "communication skills" is ranked #3.

Job Outlook Survey (Fall 2013),
National Association of Colleges and Employers (NACE)

“A strength that came into play for me while completing our project was communication... my ability to communicate well with them in order for us to all figure out how and when to arrange our meetings was vital to our planning and preparation.”



29 Assessment Projects Contributed to This Report

Experiential Learning Survey 2012, 2013
Career Service Center

New Student Orientation (NSO) Student Evaluation - 2012, 2013
New Student Orientation

Orientation Leader Pre-Assessment - 2013
New Student Orientation

Orientation Leader Post-Assessment - 2012
New Student Orientation

Community Living & University Expectations (CLUE) Seminar Evaluation - 2013
Office of Student Conduct

Decision Making Seminar Evaluation - 2013
Office of Student Conduct

Christiana Towers After Hours Program Assessment - 2013
Residence Life & Housing

Complex Community Council (CCC) Leadership Survey - 2013
Residence Life & Housing

Fall Community Service Assessment - 2012
Residence Life & Housing

Resident Assistant Skill Module - 2012, 2013
Residence Life & Housing

Resident Assistant Training Assessment - 2012
Residence Life & Housing

Residence Hall Fall Floor Feedback - 2012
Residence Life & Housing

RA Internship and Leadership Exploration (RAILE) Program Survey - 2013
Residence Life & Housing

Spring Community Service Assessment - 2013
Residence Life & Housing

Spring Student Reflection Survey - 2013
Residence Life & Housing

1743 Welcome Days & Opening Assessment - 2012
Student Life

Reel Diversity (Multicultural Leadership Conference) Program Evaluation - 2013
Student Life

RESPONSE Ability with Mike Dilbeck Project Assessment - 2012
Student Wellness & Health Promotion

Sexual Offense Support Training Evaluation - 2013
Student Wellness & Health Promotion

First Year Seminar (FYS) Bystander Peer Mentor Training Survey - 2013
Student Wellness & Health Promotion

First Year Seminar (FYS) Continuum Peer Mentor Survey - 2013
Student Wellness & Health Promotion

Healthy HENS Leadership & Integrity Development Survey - 2012
Student Health Services

Registered Student Organization (RSO) End of the Year Assessment - 2013, 2013
University Student Centers

Registered Student Organization (RSO) Leadership Retreat Assessment - 2012
University Student Centers

Recruitment Counselor (Rho Gamma; Student Leaders) Review - 2011, 2013
University Student Centers

Student Training & Employment Program (STEP) Evaluation - Spring & Fall 2012
University Student Centers

Blue Hen Leadership Program (BHLP) Tier 2 Project Assessment - 2012, 2013
University Student Centers

WVUD (Radio Station) General Assessment - 2012, 2013
University Student Centers

So What, Now What?

The Division of Student Life Assessment Committee continues to gather data on the Leadership and Integrity bank of questions and is beginning the data gathering process on the Global Understanding Learning Domain bank of questions. As we focus our work on helping to develop a division-wide culture of assessment and on a continuous cycle of improvement, we will work together to encourage University of Delaware students to effectively utilize programs and services to learn, grow, and develop in their personal lives, their careers, and their community involvement.

