Major Themes from Student Learning & Engagement

Assessment Results and End of Year Reports

Assessment-Related Improvements

Campus Living & Learning

Residential students are satisfied with opportunities to interact with faculty and staff. Greater satisfaction with faculty occurs in living-learning centers and residential colleges (LLCs & RCs). Therefore, CL&L continues to invest significant resources in the faculty-in-residence program. This includes South and North Russell residence halls. In addition, CL&L is expanding the faculty partner program for residence halls without faculty-in-residence. Another program under final review is a First Year Experience theme that includes academic connections for residence halls with LLCs and RCs.

Students indicate living on campus has helped them articulate their core values, academic and career goals, and grow spiritually. LLCs and RCs have higher means on these measures. Therefore, CL&L has continued to grow these programs with the roll out of the Baylor & Beyond LLC and the Education LLC. In addition, CL&L has increased their dissemination of individual student results on an evaluation of their goals, spiritual growth, and values.

New Student Programs

There needs to be increased consistency in the forms of communication to incoming students and parents. Changes have included improving the format of emails that attract attention and allow for data collection on open rate. In addition, developing a brand image for all web, print, social media and other media has created a more consistent theme.

There is a desire for increased communication prior to Orientation. Steps taken in the past year include videos on the New Student Programs website on how to prepare for Orientation, in addition to posting the Orientation schedule on-line sooner and integrating an app, called Guidebook, which can be easily downloaded by all Orientation attendees.

Academy for Leader Development

The Academy had students in the Leadership Living-Learning Center complete the Multi-Institutional Study of Leadership (MSL) in both the fall and spring semester. The pre-post results indicated that group leadership values are stronger after living in the Lead LLC. The group leadership values are based in the Social Change Model of Leadership and include 1) collaboration, 2) Common Purpose, and 3) Controversy with Civility. Another result was that individual leadership increased but not as significantly as desired. However, in the third domain of leadership (group, individual are the other two), societal leadership, Lead LLC students experience much greater gains than the control group.

Improvements taken in concert with and as a result of positive data include an expansion of the Lead LLC from a one-year program to a multi-year program. This multi-year program now includes multiple leadership classes over a potentially 4-year timeframe that can result in an 18-credit Leadership Minor. These post first year classes include 1) informed engagement, 2) organizational management, 3) peer leadership for the new student experience, 4) peer leadership for health & wellness, and 5) peer leadership for community engagement. With increase student engagement in classes such as these in addition to living in the residence after their first year serving in a leadership role in the LLC, results on the MSL study are not surprising.
**Overall Student Learning & Engagement Improvements**

I. **Grew Existing Programs**
   1. Lead LLC and Leadership Minor combined increasing from 75 students to over 300 students
   2. Additional Faculty-in-Residence positions (1 more each year) and new Living-Learning Centers (Baylor & Beyond, Education, Transfer) and new Residential College (Teal)
   3. Students involved in Living-Learning Programs more than doubling in recent years
   4. Number of students attending Line Camp continuing to increase, now over 2,000 of incoming students
   5. Peer Leaders increasing from 15 to over 150 and Peer Leader iterations increasing from the New Student Experience to six current options with interest in several more.
   6. Size of the Dining Advisory Council increasing from less than 10 to over 15.

II. **Expanded Curricular Connections**
   1. Leadership minor going from 3 to over 150 students in the past four years
   2. The CL class transitioning from a 2 to 3 credit class with readings centered on many of the great texts of community development in Christianity
   3. The NSP student leader class moving from 2 to 3 credits and integrating Christian formational readings.
   4. Academy of Leader Development's implementation of a multi-year curriculum including the introduction of five new upper year classes to enhance the educational programing in LEAD.
   5. Adapted the Introduction to Leadership course in the Lead LLC to a New Student Experience seminar class for all incoming Lead students and adapted the LEAD mentor curriculum to focus on success in college.

III. **Formed and Strengthened Partnerships**
   1. Lead LLC formed new partnerships with Community Engagement & Service, Career and Professional Development and Paul L. Foster Success Center to facilitate a strengthened co-curricular experience.
   2. Academy Leadership Lecture Series partners include Counseling Center, Chapel, Texas Hunger Initiative, IJM – Justice Week Initiatives, and Multicultural Affairs.
   3. Campus Living & Learning developed new partnerships with the Curriculum and Instruction Department (Education LLC), Health, Human Performance, & Recreation (Fitness, Wellness, and Outdoor Adventure LLC), ITS and Purchasing (Procurement process for Starrez), Title IX Office (training and crisis response)
   4. New Student Programs strengthened existing relationships with academic partners in Orientation by holding semester partner meetings and providing regular electronic updates. NSP also developed new partnerships with Robbins College (Orientation presentations), Baylor Publications (Orientation), and external marketing groups (publicity for Line Camp).
   5. Serving or leading university committees focused on Leadership (Jennie), Libraries and ITS (Jeff), Accreditation (Jennie), Emergency Response (Jeff and Tiffany), Data Analytics to Improve Graduation (Jeff)

IV. **Increased attention to Vulnerable or At-Risk Students at Baylor**
   1. Creation of a First-in-Line VISTA position that provided extensive outreach to first generation college students and planned a Summer Bridge program for these students.
   2. Formed a new Mapworks Strategic Leadership Committee to provide more attention to students in need of help at Baylor and created another VISTA position to focus on these students.
   3. Offered student leader training in the Academy, CL&L, and NSP on supporting vulnerable students.
   4. Targeted at-risk incoming students to attend Orientation, Line Camp, and the summer bridge program.
   5. Revamped the CL selection process to provide greater opportunities for diverse candidates to succeed.
   6. The Lead LLC is intentional about attracting vulnerable students to their program and their retention rates for these students are extraordinary when compared to vulnerable students’ success not in Lead.

V. **Strengthened Staffing**
   1. Developed a more robust Resident Learning staff leadership structure with spans of oversight within benchmarked guidelines.
   2. Within CL&L, added a permanent budget manager position, a permanent residential space manager, and a full-time two-year temporary position for Student Outreach through Admissions and marketing.
   3. With support from the Vice-President’s Office, made permanent a position focused on the New Student Experience and the Peer Leader program.
4. With support from the Vice-President’s Office, developed two doctoral level positions focused on assessment administration and assessment analysis.
5. Partnered with Human Resources to develop standard job description components for LLP Program Directors and transitioned several of these positions to full-time roles (Baylor & Beyond, Fine Arts, Health, Wellness, & Outdoor Adventure)
6. Created the two previously mentioned VISTA positions to provide support and advocacy for emerging issues focused on student success.
7. Developed a much more robust NSP Student Leadership Team Structure to reduce the focus on 1-2 key positions in NSP for overseeing summer programs.

VI. Improved Communications to Constituents
1. Ready to roll out a multi-year process of updating the CL&L website
2. Added pre-arrival videos to the NSP website to help students and parents come prepared
4. Added new videos within Orientation on the Baylor Experience, Judge Starr’s Welcome, and Athletics.
5. Published entirely revamped CL&L publications focused on the on-campus experience and moving to BU.
6. Developed a new Academy for Leader Development website
7. Partnered with multiple Living-Learning Programs to brand their communities.
8. Increased the profile of the Leadership Lecture series by creating a brand identity and targeted marketing
9. Developed an entire marketing plan for the First in Line program

Student Learning & Engagement Goals

1. Maintain residence hall refurbishment momentum through Penland, Martin, and Collins Halls.
2. Improve student success with a focus on the retention rate in each year of college in addition to an improved 4-year graduation rate. (e.g. use of Mapworks, Line Camp attendance, LLP outreach)
3. Adapt to divisional alignment in a manner that best serves Baylor and her students.
4. Develop new 3-year operational plans for each department
5. Expand opportunities for new students to get involved, engaged, and learn at Baylor including
   a) Ongoing growth of the New Student Experience Peer Leader program; particularly to large (over 50) sections of NSE classes,
   b) Expansion of Line Camp spots for new students
   c) Exploration of a coaching program that taps into the previous U/BU instructors and provides them with groups of students who might benefit from their outreach and support
   d) Partner with Student Activities in the ongoing development of a co-curricular advising program that helps new students find meaningful out-of-class involvement that helps them feel like they belong at BU.
Specific Department Highlights, Challenges and Goals

New Student Programs

New Student Programs Highlights
1. "Thinking Free" sessions
   The team was prompted to consider shortening the Line Camp program so that a combination session of Orientation and Line Camp could occur Mon-Fri or Tues-Sat. Some other new ideas emerged from thinking outside the box, including the idea to have “one team” of student leaders all summer.
2. The "Plan Your Summer" web page and printed brochure
   This web site is a valuable resource to parents and students as they consider which Orientation to attend, whether or not to attend Baylor Line Camp, and then looking ahead to Welcome Week. I am so appreciative of the great working relationship our department had with Austin Kertesz.
3. Student leader video interviews
   This new idea provided a much more productive first round of interviews, plus - it enabled having an efficient process so that all was complete prior to Thanksgiving. This change in process was a boost to employee wellbeing. The team broke down a "we have always done it this way" wall.

Challenges this past year for New Student Programs:
1. New Student Programs is experiencing stress in professional staffing structure to support needs of Orientation and Baylor Line Camp programming. In the operational plan it is proposed to hire an additional position to oversee Baylor Line Camp details so that Associate Director can provide supervision and direction to the overall student leadership team.
2. There is a challenge to keep web site up to date. In addition, the department is still dependent on outside help with online reservation forms for Orientation and Baylor Line Camp.

New Student Programs’ Goals for Next Year:
1. Propose revenue plan to address removal of in-kind wage
2. With the one-time budget allocation occurring Summer 2015, we will submit plan of how those funds will be provided for Baylor Line Camp moving forward. Proposal will be submitted by December 2015 so that fees for Baylor Line Camp may be advertised no later than January 2016.
3. Organize professional staffing structure to support summer programs
4. Hire for our current open position
5. Find collaborators for marketing and communication needs for department

Campus Living & Learning

Campus Living & Learning’s Highlights
1. Worked with Budget Office to increase hall programming budgets by ~50%; receiving an additional $16,000 for residence halls. All residence halls will now receive $10/resident, beginning Fall 2015.
2. Successfully housed ~400 extra first-year students.
3. Worked with Associate Director and Student Outreach Coordinators to overhaul marketing and customer service efforts. Collaborated on position design and funding with Enrollment Management to create CL&L Student Outreach Coordinator, where 40% of position is focused on Admissions efforts.
4. New website is designed and now under construction.
5. Completed RFP process for new housing software, Starrez, which would allow for increased efficiency, security, and customer satisfaction.
6. Consistent participation in RCC and NRHH over this year. NACURH involvement is also on the rise.
7. Improve process for CL applicants to attract and hire more candidates from underrepresented populations.

Challenges this past year for Campus Living & Learning:
1. University Parks Security Gate. This gate has been an issue since we took over property management in Fall 2012. The ongoing drama of it breaking and being fixed for days, then breaking again, had become routine. As a result, our staff became someone complacent with the status of the continually broken gate.
Communication from our end with Aramark should have been more direct, and should have involved upper-level administrators, but did not.

**Campus Living & Learning’s Goals for Next Year:**
1. Work with Resident Learning to Identify at-risk students living on campus and have staff reach out to those students who don't have another faculty or staff member connecting to these students
2. Successfully host SWACUHO 2016 (February) and prepare for hosting Big XII CHO & Housing Operations conference (October 2016).
3. Successful integration of Starrez
4. Increased delineation of First Year Experience, LLC and RC models
5. Continue to maximize staff and student input in refurbishment and other CL&L construction projects.

**Academy for Leader Development**

**Academy for Leader Development Highlights**
1. Leadership Living Learning Center - Increases the number of student leader positions. Grown from 20 to 85 student leader positions.
2. Integrated an e-portfolio into the LEAD curriculum (LDS1301 and LDS2301).
3. Introduced new leadership development retreats on (a) Strengths and Calling, (b) Developing personal leadership capacity and (c) Applying leadership for social justice.
4. Leadership Minor – Eight new leadership courses were introduced in the past two years. Increased the number of students minoring in leadership from ~15 students in 2011 to ~180 in 2014).
5. Leadership Scholarships - Increase marketing and outreach materials for new and existing students.
6. Peer Leader Program - Expand to multiple new iterations (i.e. health and wellness, inter-group dialogue, service, inter-group dialogue and mental health and wellness).
7. Academy Lecture Series - increased average number of students attending the lecture from 150 to 300. Developed new partnerships for the lecture to maximize resources, increase outreach and enhance the overall quality of on-campus speakers.
8. The vast majority of departments completed the assessment review process prior to collecting their data. In addition 11 reports were received on time (in comparison to 8 last year.

**Challenges this past year for the Academy for Leader Development:**
1. Assessment of the assessment work demonstrated our staff need for more support developing appropriate methodologies, analyzing data, interpreting findings, and implementing changes based upon results.

**Academy for Leader Development’s Goals for Next Year:**
1. Transition the Leadership LLC from a first-year experience program to a four-year residential college
2. Work with the School of Education to develop a process for academic advisement for students who are (or who are considering) minoring in leadership.
3. Facilitating a process for updating departmental assessment plans
4. New Student Experience framework The new student experience is moving towards a framework for course approval that will lead to greater clarity and consistence
5. Further establishing an assessment office that operates efficiently and effectively.

**New & Renovated Facilities and Budgets**

**New & Renovated Facilities Highlights**
1. Helped coordinate final stages of South Russell refurbishment.
2. Participated in weekly OAC meetings throughout the North Russell project
3. Engaged in Penland refurbishment contractor selection and participated in design efforts.
4. Engaged in Elliston Chapel design including stained glass development
5. Participated in Penland Crossroads dining expansion/renovation OAC meetings throughout summer 2014
6. Participated in Memorial dining renovation design discussions. Coordinated feedback from Student Life and partners, specifically Honors Residential College and LEAD LLC.
7. Coordinated design, construction, and final make-ready of conversion of former Collins dining hall into new Collins Lounge space over summer 2014.
8. Coordinated selection of and communication with Student Dining Advisory Committee, including interface with Baylor Dining leadership and students for monthly meetings throughout fall and spring.
9. Increasingly coordinated and analyzed information related to emerging dining issues; monthly meetings with dean, Angie McGregor, and dining leadership.
10. Oversaw work area budget communication and preparations for Phases 1 and 2 of FY16 budget.
11. Worked with New Student Programs on issues related to summer 2015--dining plans and agreements, student worker payment

**Challenges this past year for New & Renovated Facilities:**
1. Poor student turn-out at the Dining Services Advisory Committee

**New and Renovated Facilities' Goals for Next Year:**
1. Serve as strong liaison between CL&L and Construction Services on the North Russell refurbishment
2. Facilitate CL&L’s, the LLP Leadership Team’s, and Student Life’s engagement in Penland refurbishment
3. Serve as strong liaison between Student Life and Construction services on Memorial Dining refurbishment
4. Guide process for Martin residence hall design
5. Develop partnerships for mentoring, giving, or serving. Implement quarterly messaging to former student leaders and staff that provides our staff and student “alums” with interesting, exciting, and informative information on the work of CL&L, NSP, and the Academy.
Assessment Report 2014-2015

Introduction
The Department of Campus Living & Learning at Baylor University creates authentic Christian communities where students form friendships, cultivate social and leadership skills, and grow in integrity and faith. We promote academic success and spiritual development within a relationally driven and diverse community.

Reporting Structure

Campus Living & Learning Mission
Campus Living & Learning creates diverse residential environments that support learning and faith development through relationally driven communities.

Campus Living & Learning Goals
We help students:
- Examine *residential experiences* in relation to authentic Christian community.
- Relate intentional *faith* development to living in authentic Christian community.
- Demonstrate responsibility in creating *inclusive* authentic Christian community.
- Develop *self-advocacy* to provide a balanced approach to everyday life in the context of authentic Christian community.
- Employ behaviors that foster *intellectual* development within authentic Christian community.

Summary of Program Assessed
Academic Initiatives - supports and embraces the academic initiatives of the University through intentional student interactions and programming through the creation of residential communities that nurture and support residents’ academic success.
Learning Outcomes for Program

<table>
<thead>
<tr>
<th>Goals</th>
<th>Residential Experiences</th>
<th>Faith</th>
<th>Inclusivity</th>
<th>Self-Advocacy</th>
<th>Intellect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Describe the importance of living together.</td>
<td>Select a church to attend.</td>
<td>Construct an environment that engages differences.</td>
<td>Explain how personal behavior impacts the community.</td>
<td>Explain the benefit of interacting with faculty and staff in residential community.</td>
</tr>
<tr>
<td>Calling</td>
<td>Recognize opportunities to develop as leaders.</td>
<td>Evaluate how faith relates to one’s calling.</td>
<td>Demonstrate care for community members.</td>
<td>Examine their major as it relates to calling.</td>
<td>Relate academic commitment to development of calling.</td>
</tr>
<tr>
<td>Wholeness</td>
<td>Describe how participation helps develop meaningful relationships.</td>
<td>Examine their faith.</td>
<td>Practice effective conflict management.</td>
<td>Value making informed decisions for themselves.</td>
<td>Construct community that encourages passionate scholarship.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Explain the importance of serving within their community.</td>
<td>Describe how faith informs their actions within their communities.</td>
<td>Recognize the role of interdependence in community.</td>
<td>Recognize the importance of community standards.</td>
<td>Give examples of learning through leadership opportunities.</td>
</tr>
</tbody>
</table>

*Figure 1*

**Improvements over the past 3-5 years to help achieve outcomes**

Our departmental goals and outcomes stated in Figure 1 were established in spring 2013, so this is the first year in which the Academic Initiative area specific goals and outcomes will be under review. Therefore, this assessment review will concentrate on the identified outcomes highlighted above in green. Regardless, since 2002, Campus Living & Learning has been intentionally pursuing the development of residential communities that support student learning through shared partnerships with academic departments and faculty. This has resulted in 11 Living-Learning Programs, 13 faculty members living in our residential communities, and the use of MAP-Works retention software to support student retention, academic success, and integration into the Baylor community.

**Assessment Methodology**

In April 2014, Campus Living & Learning utilized a nationally-recognized assessment survey called “EBI Resident Satisfaction” to provide us with benchmarking data relevant to the student experience of living on campus. CL&L utilized this data to assess the three outcomes highlighted above.

Educational Benchmarking Inc. (EBI) (now known as “Skyfactor”), in partnership with The Association of College and University Housing Officers-International (ACUHO-I), developed the Resident Assessment survey as a systematic, comprehensive, confidential analysis comparing residents’ perceptions of living on campus. In the 2013-14 academic year, the survey was completed by 326,000 students at 297 universities with a 45 percent national response rate. At Baylor, we provided the survey to students living on campus using random sampling of 49 percent for each Community Leader’s community. The survey was distributed electronically, open over a three week period with five email reminders. All
participants who completed the survey were entered into a drawing for four $100 gift certificates to the Baylor Bookstore as a compensation for their time. Of the 2,493 students provided the survey, 1,402 students responded, for a 56 percent response rate. As compared to all benchmarking categories, only one Select 6 institution reached a higher survey response rate than Baylor as seen in Figure 2.

![Response Rates](image)

Figure 2

Figure 3 highlights self-reported participant demographics for both Baylor and all participants.

![Demographic Question Table](image)

Figure 3

The survey consists of 100 questions grouped into 22 factors that measure satisfaction and learning. Questions fell into two broad sets: 1) demographic questions and 2) perception questions. A 7-point scale was used to measure satisfaction, with a “1” indicating strong disagreement/dissatisfaction, a “4” indicating a neutral answer and a “7” indicating strong agreement/satisfaction. A “satisfactory” benchmark score within the EBI survey is 5.5. Figure 4 highlights the color coding legend used by EBI to demonstrate factor data.
The data presented below utilizes a comparison between our three residential community types: 1) Living-Learning Programs (Living-Learning Centers and Residential Colleges), 2) Traditional Residence halls (first-year student communities), and 3) Apartments (upper-division students). The survey also provides for “Institutional Specific Questions” that allow for assessing university specific programs, services, or personnel.

**Results and Interpretation**

**OUTCOME 1: Intellect//Community: Students who live on campus will explain the benefit of interacting with faculty and staff in residential community**

The first outcome under review examines the extent to which students benefit from interacting with faculty and staff while living on campus. One of the 22 factors within EBI is “Faculty/Staff Interactions” in which students respond to two questions that ask specifically about the extent to which living on campus provided residents with opportunities to interact with residence hall staff and faculty/instructors outside of the classroom. When looking at the overall factor score, 58.4 percent of residents said that they were very/slightly satisfied with the opportunities to interact with staff and faculty (Figure 5).

When compared to our external benchmarks (Select 6, Carnegie, and All Institutions), we outperform our Select 6 by .26 mean, but are close behind the Carnegie benchmarks with a .07 mean difference and .09 for All Institutions. This suggests that we are tracking closely nationally and performing better than Select 6 institutions (Figure 6).

When the questions target: 1) residence hall staff and 2) faculty (Figure 7), the results indicate a higher satisfaction rate with residence hall staff (5.07 mean) as compared to faculty (4.29 mean).
To further examine these two questions, data can be analyzed by residential community area. For both questions, students in Living-Learning Programs scored higher satisfaction than Traditional Residence Halls and Apartment-Style Communities (Figure 8).

To what extent has living in on-campus housing provided opportunities to interact with: Residence hall staff

<table>
<thead>
<tr>
<th>Population</th>
<th>N</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living-Learning Programs (Living-Learning Centers, Residential Colleges, Engaged Learning Groups)</td>
<td>552</td>
<td>5.34</td>
</tr>
<tr>
<td>Traditional Residence Halls (Collins, Martin, North Russell, Penland, Kokemot)</td>
<td>520</td>
<td>4.97</td>
</tr>
<tr>
<td>Apartment-Style Communities (Arbors, East Arbors, Farmont, Gables, and Brooks Flats and North Village apartments not affiliated with a living-learning program)</td>
<td>203</td>
<td>4.60</td>
</tr>
</tbody>
</table>

To what extent has living in on-campus housing provided opportunities to interact with: Faculty/Instructors outside of the classroom

<table>
<thead>
<tr>
<th>Population</th>
<th>N</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living-Learning Programs (Living-Learning Centers, Residential Colleges, Engaged Learning Groups)</td>
<td>545</td>
<td>4.68</td>
</tr>
<tr>
<td>Traditional Residence Halls (Collins, Martin, North Russell, Penland, Kokemot)</td>
<td>505</td>
<td>4.07</td>
</tr>
<tr>
<td>Apartment-Style Communities (Arbors, East Arbors, Farmont, Gables, and Brooks Flats and North Village apartments not affiliated with a living-learning program)</td>
<td>199</td>
<td>3.79</td>
</tr>
</tbody>
</table>

Provided that our LLPs are associated with academic units and have faculty living in residence (FIR), this seems like a logical outcome as to why they have higher means than the other two community types. Still, the LLP means of 4.68 for faculty interaction and 5.34 for staff interaction are still slightly short of the benchmarked EBI means of 5.5. However, this is in line with the benchmarking data as seen in Figure 9. In fact, our student interaction with residence hall staff demonstrates positive differences against all benchmarking categories. For faculty interaction, our student data shows that we are higher than Select 6 and closely in line with Carnegie and All Institutions. In all, this is favorable and speaks highly of our hall staff and faculty interaction within our residential communities.
Since 2004, Baylor has steadily increased the number of faculty living on campus in our residential communities. The faculty are selected through a very competitive interview process and, to date, we have 13 faculty living in 13 different residence halls or apartments. As such, two of our ISQs examined Faculty-in-Residence interaction specifically (Figure 10). When asked how frequently students interacted with the FIR, 6.6% indicated they interacted daily and 20.6% reported weekly interaction. This is very positive data supporting the many varied ways in which our FIR seek to interact with residents. For example, many hold weekly events at the same time and place such as Weekly Teas (Brooks College), Lob Talks (Teal Residential College), coffee and donuts on Thursday mornings as going to class (Heritage House), or Wednesday afternoon coffee and cookies when coming home from class, studying or work (University House).

Visibility within the community also rendered positive results with 57.4% students stating their FIR was visible to them within the community. Faculty-in-Residence are strongly encouraged to attend all hall programs hosted by hall or LLP staff in addition to any programming they do themselves for students. This increases their overall visibility within the community and encourages informal interaction with students. Many FIRs also “hang out” in hall lobbies in order to dialogue with students informally.
OUTCOME 2: Intellect//Calling: Students who live on campus relate academic commitment to development of calling.

The second outcome under review examines academic commitment and calling as a result of living on campus. Several EBI factors and questions shed positive light on the achievement of this outcome. Factor 13 (Learning: Intrapersonal Development) (Figure 11), demonstrates students reporting that living on campus has assisted them in “better articulating” (question verbage) their core values, academic goals, and career goals at an overall mean of 5.08.

To view this data through the lens of residential community type and its potential impact on student academic commitment and calling, Figure 12 once again shows Living-Learning Programs with higher means in all three areas: Core Values, Academic Goals, and Career Goals.
As a result of my on-campus living experience, I can better articulate my: Academic goals

![Figure 12](image)

Given these Living-Learning Programs have explicit academic connections, it is logical to see higher results related to academic commitment. Institutional Specific Questions (Figure 13) also enabled us to have students reflect on their faith development or ability to grow spiritually as a result of living on campus. Over 64% of students agreed that living on campus enhanced their ability to grow spiritually, whereas 82.6% of students agreed that the hall staff created an environment supportive of faith development.

![Figure 13](image)

When comparing this Baylor specific data to the benchmarks, we consistently see positive mean differences when compared to our Select 6 institutions, while just being slightly under in our Carnegie and All Institutions comparisons as seen in Figure 14. Again, these comparisons demonstrate positive gains with respect to helping our students examine their academic commitment and calling as a result of living on campus.
OUTCOME 3: Intellect//Wholeness: Students who live on campus construct community that encourages passionate scholarship.

The third outcome under review examines the extent to which students believe that their residential community supports or encourages their learning and scholarship. With regard to academic transition and performance, student reported performance is higher in LLPs than traditional halls or apartments (Figures 15 and 16). Again, with these means being slightly short of the benchmarked EBI means of 5.5, we look forward to future longitudinal increases as we continue to focus on academic integration.

Overall, my on-campus living experience improved my academic transition to college

Figure 14

Figure 15
Regarding your on-campus housing experience, to what degree has living in on-campus housing enhanced your academic performance?

When examining why LLP students report higher in performance related to academics, Factor 17, LLC Connections and Support really highlights the positive results of Baylor’s Living-Learning Centers and Residential Colleges. In every question, Baylor outperformed our Select 6, Carnegie and All Institution means. This is very positive and affirming data that supports Baylor’s past, current, and future support and investment in these seamless living and learning experiences for students. It also confirms the significant work and commitment of many faculty, staff and students who have participated in, and worked to advance, these programs.
Plans for Future Improvement

Faculty involvement within Baylor’s residential communities has been a long standing priority. Living-Learning Programs and Faculty-in-Residence have been the strongest contributors toward this goal. Over the past 10 years, we have added 11 LLPs and 13 Faculty-in-Residence. As our older, traditionally first-year student communities are refurbished over the next eight years (one hall per year), we will add Faculty-in-Residence apartments to each community that currently does not have one. This will bring our total of Faculty-in-Residence to 16!

When examining the question: “To what extent has living in on-campus housing provided opportunities to interact with: Faculty/instructors outside of the classroom,” 58.4 percent of residents said that they were very/slightly satisfied with the opportunities to interact with staff and faculty (Figure 3). In Figure 18, the highlighted halls indicate which halls have FIRs. When comparing overall means, it appears that those communities with a FIR are reporting higher satisfaction with faculty/staff interaction than those with no FIR. This data supports our departmental goal of increasing our number of FIR across campus, in order to increase interaction and academic success. However, we should also note that the mere presence of a FIR is not enough, as some halls with FIRs still scored lower than some halls without. Reconsidering FIR programming and interaction within specific communities might shed light onto the discrepancy in means. However, it is good to note that students living on campus in general believe that living on campus enhances their interaction with faculty.

Furthermore, this year’s staff in Penland hall (where there is currently not a FIR) made a concerted effort to increase faculty involvement through a program entitled Faculty Partner. Six faculty/staff from across campus partnered with a CL who selected them and those faculty members have attended hall programs throughout the academic year. Based on
Penland’s success this year, it would be wise for halls currently without a FIR to consider implementing such programs, as well as FIR communities who might want to supplement faculty involvement. However, it should be noted that this is best implemented when the hall directors are passionate about creating this type of faculty engagement within their community and leading that vision with their Community Leaders’ involvement and support.

In addition, our department is currently considering our plans for the first-year communities (Penland, Martin, Collins, Kokernot) as they are in the refurbishment queue. Under consideration is a Freshmen Year Experience model in which living there is not application-based like LLPs, but yet academic partners still support our communities in unique ways that support student learning and development.

Finally, more specific reports have been prepared for Living-Learning Programs and Faculty-in-Residence (attached). These indepth reports are ready to be shared and reviewed in depth with our LLPs and FIRs for their input which will aid in further analysis.

Plans for future improvement related to academic commitment, passionate scholarship and sense of calling include continuing to engage our academic partners in the pursuit of our desired outcomes. Two spiritual formation questions were asked of first-year students in the fall MAP-Works assessment and a summary of names who responded favorably was provided to RHDs and Resident Chaplains relevant to this data set for their follow up with individual students:

1) I would like to talk to someone about the Christian faith. (4) Agree or (5) Disagree
2) If you are not involved in a church, would you like to be? (4) Probably or (5) Definitely

Additionally, a specific Living-Learning Programs summary from EBI data (attached) will be provided to LLP program directors and faculty-in-residence/faculty masters as a means of continuous evaluation and program improvement. The associate director for academic initiatives will schedule meetings with LLP partners and FIRs this fall semester to discuss the reports in depth and assist in the development of response plans/goals for acknowledging positive outcomes and improvement plans.
Introduction to Department
Baylor University’s New Student Programs creates shared experiences - Orientation, Baylor Line Camp, and Welcome Week - that foster belonging and excitement for new students that inspire them to take ownership of their unique Baylor story.

Reporting Structure

Department Mission
New Student Programs creates shared experiences that inspire new students to connect and thrive.

Department Vision
All new students will engage in shared experiences that foster belonging and excitement and that inspire them to take ownership of their unique Baylor story.

Department Learning Goals
In fulfillment of its mission, New Student Programs seeks to nurture students’ academic, intra-personal and inter-personal development.

New Student Programs helps students relate how HOPE, INTENTION, and COURAGE are pathways for them to thrive at Baylor and beyond.

Summary of Program Assessed
New student Programs Assessment Cycle

<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment Plan by Year and Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Camp</td>
<td>2013-14 2016-17 2020-22 2024-25</td>
</tr>
<tr>
<td>Welcome Week</td>
<td>2015-16  2018-19 2023-24 2026-27</td>
</tr>
</tbody>
</table>

New Student Programs assessed Orientation this year. Orientation is a two day experience designed to connect students and their guests to Baylor, in order that they may discover all Baylor has to offer. At orientation, students and their guests are invited to explore Baylor’s exceptional academic programs and learning environment, while experiencing our unique supportive community.
### Learning Outcomes for Program

<table>
<thead>
<tr>
<th>Students who use New Student Programs will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hope</strong></td>
</tr>
<tr>
<td>Communicate positive expectations for new students to thrive in transition. <strong>SL</strong></td>
</tr>
<tr>
<td><strong>Intention</strong></td>
</tr>
<tr>
<td>Analyze how their passions connect with on campus opportunities. <strong>O WW</strong></td>
</tr>
<tr>
<td>Relate enthusiasm for learning to academic thriving. <strong>O WW</strong></td>
</tr>
<tr>
<td><strong>Courage</strong></td>
</tr>
<tr>
<td>Discuss what it means to be called. <strong>LC</strong></td>
</tr>
<tr>
<td>**Communicate positive expectations for new students to thrive in transition. <strong>SL</strong></td>
</tr>
<tr>
<td>**Explain the relationship between strengths and a meaningful future. <strong>LC</strong></td>
</tr>
<tr>
<td>Reflect on their life and connect it to the story they want to live. <strong>LC WW</strong></td>
</tr>
<tr>
<td>**Discuss what it means to be called. <strong>LC</strong></td>
</tr>
<tr>
<td>**Describe how they can leverage their strengths to support personal growth. <strong>LC</strong></td>
</tr>
<tr>
<td>Create a healthy community that supports care for others. <strong>SL</strong></td>
</tr>
<tr>
<td>**Demonstrate creative thinking/solutions to remove obstacles for people to be seen and loved. <strong>SL</strong></td>
</tr>
<tr>
<td>**Give examples of opportunities for community service in Waco. <strong>LC</strong></td>
</tr>
</tbody>
</table>

Throughout the year, New Student Programs engaged in a process of more clearly defining the department’s purposes and aspirations. New Student Programs has adopted the notion of thriving as its primary understanding of student success. Thriving is a holistic construct that emphasizes individual well-being across three dimensions: 1) academic, 2) intrapersonal, and 3) interpersonal. According to Schreiner (2010), students who are thriving are “fully engaged intellectually, socially, and emotionally. Thriving college students not only are academically successful, they also experience a sense of community and a level of psychological well-being that contributes to their persistence to graduation and allows them to gain maximum benefit from being in college” (p. 4). The notion of thriving offers a more robust conceptualization of student success than previous models, which often draw heavily from theories of student departure and tend to rather simplistically view student success as synonymous with persistence to graduation. While understanding of persistence is vital in working with students, thriving seeks to extend this knowledge by emphasizing areas of opportunity for both students and institutions. The notion of thriving resonated with the staff and aligns closely with New Student Programs past findings and current work. The model proved to be a good fit with the desired outcomes of our programs, and the NSP team has sought to infuse the core elements of the theory into New Student Orientation, Baylor Line Camp, and eventually into Welcome Week.

### Assessment Methodology

The purpose of this assessment project is to better understand the experience of parents of incoming first-year students as they journey alongside their students through their transition to Baylor. Research suggests that parents and families can have significant influence on students’ success in college. In Challenging and Supporting the First-Year Student, Ishler and Upcraft (2005) cite a number of studies that underscore the positive effects of parental involvement and support, particularly on student persistence (Lang & Nora, 2001; Bean & Vesper, 1992). In recognition of their importance in the transition process of students, colleges and universities now offer considerable orientation programming for parents and families (Mullendore & Banahan, 2005; Barefoot, 2005).
A focus group format invited open dialogue about information that was or was not adequately covered both before and during the program, along with discussion of effective modes of communicating important information.

Focus Group Questions:
**Before Attending Orientation**

1. On a scale of 1-10, with 1 being extremely unprepared and 10 being extremely prepared, how prepared did you feel for the New Student Orientation experience prior to arriving on campus? Please explain your response.
   a. What aspects of Orientation did you feel most prepared for? Why?
   b. What aspects did you feel least prepared for? Why?

2. On a scale of 1-10, how prepared do you believe your son or daughter felt for the experience prior to arriving on campus? Please explain.

3. As best you can recall, what communication channels were most effective at delivering important information related to the Orientation experience?
   a. Less effective?

4. Having experienced Orientation, what information do you feel would be most important for Baylor and New Student Programs to communicate to students and guests prior to Orientation?

5. What do you believe would be the most effective means of communicating this information?

**Experience During Orientation**

6. What specific information or content do you believe was adequately addressed during the Orientation experience?

7. What specific topics or activities did you expect to be featured at Orientation that you felt were not sufficiently addressed?

8. What suggestions do you have for enhancing the overall Orientation experience for families and other guests?

9. What suggestions do you have for enhancing the overall Orientation experience for students?

**After Attending Orientation**

10. What words or phrases do you believe would best describe your son or daughter’s feelings immediately after attending Orientation?

11. How satisfied do you believe your son or daughter was with his or her Orientation experience? Please explain.

12. On a scale of 1-10, with 1 being extremely unprepared and 10 being extremely prepared, how prepared do you believe your son or daughter felt to attend Baylor after participating in New Student Orientation? Please explain.

Participants for the focus groups were Baylor employees who had attended Orientation with their children in the last two years. A list of approximately twenty names was compiled with the help of Judy Maggard, Director of the Parent Network and Dr. Martha Lou Scott, Associate Vice President for Student
Life. These individuals were invited to a focus group setting at Baylor's McMullen Faculty Dining Center where lunch would be served. Three times were arranged. Unfortunately, with last minute change of plans from the participants, one focus group was cancelled. Two focus groups were held: three participants in the first one; two participants in the second. Both focus groups were recorded. One person from New Student Programs served as the moderator, one served to take notes, and a third member was an observer. We conducted a thematic analysis on the qualitative data obtained from focus groups. This analysis came from the initial note taker’s notes combined with the notes compiled during a review of the recording. This allowed for identification of recurring themes and the creation of categories for making meaning from data.

Assessment Questions
Through this assessment initiative, New Student Programs aims to gain clarity on parents’ expectations of, preparation for, and experiences at New Student Orientation. In particular, the department seeks feedback on parents’ sense of readiness for Orientation before the program, as well as their level of satisfaction after attending the program.

Question 1
To what extent do parents believe they are prepared for a meaningful Orientation experience prior to attending?

Question 2
To what extent did students reflect on their orientation experience with their families?

Results and Interpretation
Overview
Interaction between the Department of New Student Programs and incoming students and their parents typically begins in February and March each year as reservations for New Student Orientation and Baylor Line Camps open. The department serves and supports these groups from the point of initial program sign-up through participation in Orientation, Baylor Line Camp, and Welcome Week. This is a time of considerable change for students and for families, as students conclude their high school experiences, take initial college enrollment steps, and begin the difficult yet exciting process of transitioning out of past roles and relationships and into new ones in a new setting. Parents and students alike often have a wealth of questions and uncertainties as students join the Baylor community. These cover the gamut from program-specific—such as completing the reservation process and advising and course registration—to questions about the first-year and beyond—such as housing and meal plans, joining student organizations, and even job placement after graduation. Parents often take an active role in assisting students as they together seek answers and advice on these and many other topics. Parents and other guests are highly encouraged to attend New Student Orientation with their students, and there is a variety of programming at Orientation designed with these specific attendees in mind.

Orientation Communication
Students encounter a number of programs and other required or highly encouraged steps as they move out of the application stage upon acceptance to Baylor and into the enrollment and pre-matriculation stages. There is considerable communication to students about these processes, including email, goBAYLOR, websites, videos, and others. These messages also originate from a variety of places at the university.

The findings from the focus groups suggest that there may be little consistency on the primacy of certain forms of communication. Participants varied in their responses as to the preferred mode of receiving information about Orientation. For example, some strongly appreciated print pieces while others almost immediately discarded or simply lost track of such pieces. Parents were consistent in their sense that students are not yet accustomed to regularly checking their Baylor email. Supplementing communication
with additional forms should therefore be a priority for the department. Some parents had difficulty finding information about signing up for Orientation and about available sessions and dates.

Orientation Experience
A frequent finding was that the Orientation schedule is very full and leaves little time for decision-making during the experience. Parents also noted the clear emphasis that the student should be taking ownership of his or her Baylor education and be the key decision maker. Baylor personnel consistently spoke directly to the students, rather than rely on parents to guide decisions. While this was understood and appreciated by parents, they also expressed being somewhat taken aback by this reality. Parents would be well-served by an explicit message from the university that this will likely take place during Orientation.

Parents also stated they would appreciate detailed schedule information in advance of Orientation, to allow for a better understanding of the entire experience and to plan their time based on their own priorities. Participants also suggested that sample financial bills be made available in advance, as well as more robust information and resources to prepare students for their advising and class registration appointments.

Student Perspective
When asked to share specific words that might capture how students felt immediately after Orientation, parents consistently said that students felt “excited” and “official.” There was also recognition that students experienced a mixture of anxiety and enthusiasm about coming to Baylor in the fall. Interestingly, participants expressed the possibility that students’ overall sentiments about Orientation may be closely connected to their sense of satisfaction with their fall class schedule.

Multiple participants acknowledged that their son or daughter was unsure about attending Baylor coming in to Orientation, and some believed there was still uncertainty after Orientation. However, a number of parents were effusive in stating the positive role that attendance at Baylor Line Camp had in “sealing the deal” for their student in choosing to attend Baylor.

Conclusion
In general, participants had very positive feelings about the overall Orientation experience and noted how warm and welcoming Baylor and Orientation personnel were. The parents in the study believed their sons and daughters felt prepared to begin their Baylor experiences in the fall after participating in New Student Orientation.

Parents are an extremely important constituent for New Student Programs and for Baylor at large. They play a vital role in supporting new students in transition, and their level of comfort and satisfaction with Baylor can be highly influential in students’ own perceptions. Particularly in the late spring semester, NSP likely interacts with parents over the phone even more frequently than with students. A richer understanding of parents’ expectations will enable the department to plan more targeted messages and resources, which will contribute to students’ successful transition to the university.
**Overview of the Department**
The Academy for Leader Development was established in 2004 by the Division of Student Life at Baylor University to create a common place where diverse individuals studying, researching or practicing leadership in the context of a Christian worldview will benefit from collaboration. The purpose of fostering greater synergy among “leadership thinkers” is guided by an aspiration to provide a meaningful forum for talented Baylor students to develop their strengths in preparation for answering a call to sustained leadership in whatever their chosen vocations, whether in public life, private enterprise, social issues, or the church.

**Reporting Structure**

![Diagram showing the VP Student Life, Dean, Student Learning & Engagement, Academy for Leader Development, Leadership LLC, Leadership Scholarships, Minor in Leadership Studies, Leadership Lecture Series, and Peer Leader Program]

**Department Mission**
The Academy for Leader Development provides curricular and co-curricular transformative leadership development experiences to prepare Baylor students to make a difference in a diverse and interconnected global society.

**Department Learning Goals**
In fulfillment of its mission, the Academy for Leader Development seeks to nurture students’ personal, inter-personal, and systematic leadership abilities. We help students:

1. Apply a variety of leadership theories to their leadership practice.
2. Critically examine their intra-personal leadership capacity.
3. Create inter-personal relationships across differences.
4. Evaluate systematic structures that support/impede social justice.

**Summary of Program Assessed: Leadership Living Learning Center**
The Leadership Living Learning Center (LEAD LLC) is a four-year residential experience that challenges and equips students to live a more meaningful life, and to influence others to make a positive impact on their world. LEAD cultivates students' leadership ability by preparing them for and engaging them in hands on experiences and by providing continuous feedback and reflection on their leadership development.

**Learning Outcomes for LEAD LLC**
Through the LEAD LLC, students will:

1. Compare and contrast philanthropy, volunteerism, community service and service learning.
2. Apply strengths to leadership practice.
3. Discuss philosophy of leadership.
4. Manage personal balance in leadership practice.
5. Evaluate how identity impacts leadership practice.
6. Create and maintain inclusive communities that recognize the value of diversity.
7. Assess opportunities for informed engagement.

**Improvements over the past 3 years to help achieve outcomes**
Several improvements have been made to the LEAD LLC program within the past few years:

1. Growth in the program from 75 students to 300 students.
2. Increase in the number of upper year students from 15 to over 100.
3. Development and implementation of a multi-year co-curriculum, including year-specific retreats hopefully in the future, along with all community retreats. For example, this year first-year students were offered a retreat on Strengths and Leadership. Informal assessment indicated the retreat provided the students with an opportunity to think deeply about some of the material they had learned in LDS1301 and apply leadership theory to their own strengths and leadership practice. Also, several new leadership development sessions on health and wellness were offered to LEAD students this year including a session on sexual violence. These sessions were well received by students and many have reported how helpful they were. New partnerships were established with Community Engagement & Service, Career and Professional Development and Paul L. Foster Success Center in order to facilitate this strengthened co-curricular experience.
4. Development and implementation of a multi-year curriculum including the introduction of 5 new upper year classes, with significantly more involvement from number of academic units to enhance the educational programing in LEAD.
   a. Informed Engagement
   b. Organizational Management
   c. Peer Leadership for New Student Experience
   d. Peer Leadership for Health & Wellness
   e. Peer Leadership for Community Engagement & Service
5. Adaptation of a New Student Experience seminar class via the LDS1301 – Introduction to Leadership course all incoming students take.
6. Revised the LEAD mentor curriculum to focus on success in college. LEAD LLC has a high proportion of vulnerable students and in order to help enhance their academic success, the mentor curriculum was revised to focus on success in college. This included academic study skills, homesickness, time management etc.
7. Introduction of an e-portfolio to the New Student Experience LDS 1301 course this year. Students presented their e-portfolio in December to faculty and staff guests from across the university. This leadership e-portfolio will now be incorporated into more of the leadership courses so that students may build a robust e-portfolio during their four years of learning.
8. Over $1.3 million in scholarships awarded to 450 LEAD students in financial need. This scholarship helps us attract vulnerable students to our program and our data shows we retain these students in high numbers.

2015 Assessment Questions
1) To what extent has the LEAD LLC contributed to your leadership development?
2) To what extent are leadership and service connected?

Assessment Methodology

Quantitative
During the first year of their experience, students within the LEAD LLC will participate in leadership courses, engage in intentional reflection with mentors, attend lectures on leadership, and take part in a service project for the Waco community. In 2012-2013, a group of LEAD LLC students was assessed in the early fall and late spring with the Multi-Institutional Study of Leadership (MSL). The survey was administered electronically through Baseline. The survey took approximately 15 minutes to complete.

An additional sample of 320 students was selected by Institutional Research and Testing for the purpose of a control group. This sample was matched demographically to the LLC sample. This sample received the Multi-Institutional Study of Leadership survey in the early fall and late spring as well. It was administered electronically through the same software.
The quantitative data was analyzed in two ways: (1) by looking at the factors of the Social Change Model of Leadership and (2) by looking at the learning outcomes of the department in terms of leadership. Since the study is longitudinal, the analysis looked at change over time.

Looking at the factors of the Social Change Model of Leadership.
The Multi-Institutional Study of Leadership (MSL) research team was interested in understanding the experience of undergraduate that contributed to leadership outcomes. The input, which is the environment, and the outcome, which is leadership, represents what students bring to campus. One aspect of the theoretical model was related to the Social Change model (SCM). For that reason, a large section of their instrument included domain related to SCM. The SCM has been represented in a diagram showing the bi-directional influence between three main values: (a) individual values, (b) group values, and (c) societal values (See Figure 1). This perspective suggests that leadership is a relational transformative process that is learned through the influence of the environment.

![Diagram of the Social Change Model](image)

Figure 1. The Social Change model of Leadership Development

Since leadership within this model is conceptualized a combination of three factors (i.e., individual, group, and societal values) and this longitudinal study includes a control group, a mixed ANOVA was used to determine the changes in each of the three predetermined factors.

Looking at the learning outcomes of the department in terms of leadership.
The Academy for Leader Development is also interested in determining the extent to which the students participating in the LEAD LLC are achieving the intended learning outcomes. For this reason, the first step taken was matching all the questions on the Multi-Institutional Study of Leadership to each of the seven learning outcomes. Then, the mean of the LEAD LLC students’ post-test scores (i.e. after the first year of learning has taken place) was used to graph the students’ self-perception of achievement within each learning outcome.

Qualitative
A focus group consisting of upperclassmen LEAD students was conducted. All upperclassmen LEAD students (the same students who took the MSL survey their freshman year) were invited to participate in this focus group. Lunch was provided as to encourage maximum participation. Twelve questions guided the conversation but participants were encouraged to expand at length on their observations. This focus group was recorded and then transcribed. Then, a thematic analysis of the comments was conducted.

Results
Group leadership values are stronger after living in LEAD LLC
The main aspect of leadership studied by the MLS is the Social Change Model (SCM). One aspect of the SCM is group leadership. The group leadership values represent (1) collaboration, (2) common purpose, and (3) controversy with civility. According to SCM, collaboration is working with others in a common effort, sharing responsibility, authority, and accountability. Common purpose is having shared aims and values, as well as involving others in building a group’s vision and purpose. Controversy with civility is when an individual is capable of recognizing that differences in viewpoint are inevitable and that such difference must be aired openly with civility.

For the group leadership values factor, the mean can range between 11 and 55. According to the data, at pre-test, students who enter the LEAD-LLC and the general population had the same mean (i.e., 44). Although both groups showed growth in group leadership values, students who participated in the leadership living learning center program showed more positive growth over time.

Feedback from the focus group indicated that LEAD LLC provides numerous opportunities to initiate conversations regarding the importance of communities that value diversity and collaborate. Students remarked about opportunities such as being challenged in their LDS 1301 course to put themselves in a situation where the student is a minority in some way or seeing the movie 40 Years a Slave with other community members and then having a conversation regarding that experience. One student remarked, “...that experience taught me how to be more comfortable asking questions... being in an environment where we all recognize that we’re all diverse and that we value that and that people are willing to learn from each other and teach each other and that really helped me grow.”

Students also expressed the need and desire for diversity within their community. “...You want diversity there and you make sure it’s there and you don’t, essentially, wait for diversity to fall into your lap, and if it doesn’t you’re okay with it, but instead actively [seek] out a diverse group of people and independence. And I think LEAD does a good job of that commitment to diversity.” Another student said “...I think it’s not just striving for diversity for diversity’s sake, but realizing that every person comes from unique backgrounds and cultures and experiences, and because of that, we all make our community better when we come together.” The students are actively valuing inclusivity and diversity while simultaneously creating a community that demonstrates that value.

Students likewise demonstrated a strong understanding of their philosophy of leadership and how their personal identity (as well as others’ identities) impact their leadership practice. In the focus group, students articulated various traits that they view as important to leadership such as valuing others’ opinions, having a respectful environment, being courageous and communicating effectively. One student expressed how their LDS 1301 course was instrumental in helping “us break down a bunch of preconceived notions about what we think a leader is and what leadership entails and what kind of people are leaders.” A common theme amongst the students is that leadership entails pushing others around you to excel and maximizing their potential. This same theme includes valuing everyone around you as expressed by one student: “I think I very intentionally try to push them to see what they do have to offer. And I think that a lot of people are broken and they just feel like they don’t have worth but not a single person on this planet is like that.”

Students not only demonstrated growth in their group leadership values via the MLS but also in the focus group. Upperclassmen in LEAD demonstrated a strong grasp of their philosophy of leadership and also discussed how their identity and others’ impacted leadership practice. The students’ inherent value of diversity and its value to creating community is the most remarkable piece of the group leadership values.

**Individual Leadership Increases But Not As Significantly As Desired**

The individual leadership values of the SCM represent (1) consciousness of self, (2) congruence, and (3) commitment. According the SCM, consciousness of self is when an individual is self-aware of his or her beliefs, values, attitudes, and
emotions that motive him or her to take action. Congruence represents actions consistent with the individual’s values and beliefs. In other words, a congruent person is thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others. The SCM defined commitment as having significant investment in an idea or person, both in terms of intensity and duration.

For the individual leadership values factor, the mean can range between 17 and 85. According to the data, at pre-test, students who will enter the LEAD LLC and the general student population had similar means (i.e., 64 and 62). However, for the post-test, students who participated in the Leadership program showed slight growth over time in the individual leadership values; while, the general student population showed slight decrease in leadership values.

Students resonated with the congruence factor of individual leadership. One student simultaneously linked congruence in leadership to strengths in leadership: “The biggest strength is knowing who somebody is. Like if that person is completely congruent with the way that they act and the way they speak that is the biggest strength of a leader.” Likewise students resonated with knowing their strengths and utilizing them but also being aware that others’ strengths may be different. One student said, “…you just have to really learn how to use your strengths the right way and between LEAD and CL everybody here has helped me to do that so much.” This statement reflects not only an understanding of utilizing your strengths but also balancing others’ strengths to achieve success.

During a time in their lives when many students struggle with finding themselves, determining what they believe in, and committing to their beliefs, LEAD students are growing in their individual leadership values. The control sample of general students meanwhile declined in their leadership values. (There was only a slight decline and this is after students’ freshman year. We hypothesize that the students are more aware and insecure about their leadership abilities and may not feel equipped to challenge their leadership but that this data point would not continue to decrease but may in fact stabilize if not slightly increase with each passing year.) This data is a strong indication of the effectiveness of LEAD LLC while also an indication of achievement of the individual leadership tied learning outcomes (apply strengths to leadership practice, discuss philosophy of leadership, manage personal balance in leadership practice, and evaluate how identity impacts leadership practice).

**Students living in LEAD LLC experience tremendous growth in social leadership values**

The last of the three components of the SCM is social leadership values. Social leadership values represent citizenship. The SCM explains that citizenship is when the individual or a group becomes responsibly connected to the community and to society through some activities. In addition, another characteristic representing citizenship is recognizing that members of communities are not independent, but interdependent.

According to the data, students in the general population had a slightly higher social leadership value pre-test mean. Both groups showed growth at the post-test; however, students who participated in the leadership program showed more positive growth.

Students expressed a strong understanding of informed engagement through their focus group comments. One student commented, “…we talked about social change and focusing on the root cause of problems instead of just treating the
Several students expressed critical thinking when it came to service in LEAD. Several believed that sometimes people are out doing service but are just physically present and not necessarily helping. This is an excellent view of the students in LEAD critically examining service and informed engagement. One student remarked, “I think it’s encouraging when people are like ‘oh service it’s like not great. It’s not really well organized. We can do better.’ Because that sort of like, that proves to an extent that at least some people don’t want to just get by. They don’t want to meander and feel like they are doing [nothing], they want to actually make an impact. So, I think even within service not being super effective it like drives people to make it better, which is development of a leader. It’s like sort of overcoming adversity in a sense.” Another student commented on how LEAD has improved regarding service from year to year, “...One thing this year that I have like loved as compared to years’ past is that the service that we’ve chosen to be a part of has been intentionally thought out and we are not doing service just for our sake... The service we are doing this year, like working with specific people and going to the same place week after week, I think we have got the right idea. And like we still have kinks to work out but like I think we are definitely moving in the right direction.” We are grateful for the students’ critical approach as this directly relates to our learning outcomes regarding critically approaching volunteerism and service learning and seeking opportunities for informed engagement. We also obviously want to offer more effective means of service learning for our students as well so this is an opportunity for continued improvement.

Students in LEAD LLC exhibited a strong understanding and growth in social leadership values, compared to the general student population. LEAD is doing a great job of educating their students in this regard but can also seek to improve the quality of service opportunities.

Looking at the learning outcomes of the department in terms of leadership
The Academy for Leader Development has identified 7 learning outcomes to be developed in students participating in the leadership program:

1. Compare and contrast philanthropy, volunteerism, community service and service learning
2. Apply strengths to leadership practice
3. Discuss philosophy of leadership
4. Manage personal balance in leadership practice
5. Evaluate how identity impacts leadership practice
6. Create and maintain inclusive communities that recognize the value of diversity
7. Assess opportunities for informed engagement

| Self-Evaluation on Learning Outcomes for Students who Participated in the Leadership Program |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | 2 | 3.5 | 3 | 3 | 3 | 3 |
According to the data, students participating in the LEAD LLC program scored higher than average on learning outcomes one, three, four, five, and six which represent respectively the ability to compare and contrast philanthropy, volunteerism, community service and service learning, the ability to discuss your philosophy of leadership, manage personal balance in your leadership practice, evaluate how identity impacts leadership, and to create and maintain inclusive communities that value diversity. Learning outcome seven regarding the ability to assess areas for informed engagement was only slightly above an average score. Meanwhile, learning outcome two regarding applying your strengths to your leadership practice was below an average score so this is certainly an area for improvement. For examples of questions on the MSL utilized to measure each learning outcome, please see appendix A.

Final Conclusions
In summary, LEAD LLC is effective not only as a program in growing leadership skills in students but also in achieving its stated learning outcomes. Compared to a control group of general Baylor students (matched sample), LEAD LLC students showed more growth in all categories of the Social Change Model utilized by the Multi-Institutional Study of Leadership. This same conclusion was also supported by the information received through the focus group consisting of upperclassmen LEAD LLC residents. Another consideration to take note of is that LEAD LLC historically has more vulnerable (i.e. minority, first generation, and low socioeconomic) students as residents. Not only are these students retaining at a nearly 100% rate, but these students are experiencing stronger leadership growth than their matched counterparts in the general student body population. This is a strong argument for involvement of vulnerable students within a proven-to-be-successful program.

Plans for Future Improvement
The Leadership Living Learning Center is meeting our stated learning outcomes for residents and increasing leadership growth in our students as compared to general Baylor students. However, there are certainly areas for improvement that will enable us to enhance achievement of the learning outcomes and further the Academy for Leader Development’s mission.

1. The learning outcomes with the lowest mean (apply strengths to your leadership practice as well as assess opportunities for informed engagement) are an area for strong improvement.
   a. Since the students receiving this assessment back in 2012-2013 are now upperclassmen in LEAD LLC, they have not benefitted from some of the more recent courses added to the leadership options. We now have an Informed Engagement course students can take to improve their breadth and depth of knowledge regarding the last learning outcome. The upperclassmen also reflected on how service has slowly changed year to year within LEAD to become more about informed engagement and lasting impact. However, with those changes have come some logistical and practical problems we are still working through. Providing strong opportunities for our students to be involved in the community and understanding the importance of informed engagement are priorities for LEAD LLC moving forward.
   b. All our incoming Baylor students take the Strengthsfinder test before coming to the university. However, little follow-up is done with the students to help them better understand the information they received and then in turn applying it. Our results demonstrate that in-depth follow-up regarding strengths is needed in order to help our students utilize this information in their leadership practice. Content is beginning to be built into LDS1301 and 2301 courses. Part of the planned approach to this is incorporated by the year-specific retreats. In Fall 2014, half of the retreat was focused on strengths awareness and training. Students took Myers-Briggs and were educated on what that meant. LEAD LLC should continue to incorporate more applicable strengths development in their year-specific retreats.

2. Individual leadership values as measured by the MSL had the least growth in LEAD LLC students as compared to the general student population. Moving forward, it will be important to focus on student’s personal confidence in their leadership as well as continue to focus on the group and social aspects of leadership. It would also be interesting to administer this survey to those graduating from LEAD LLC as their confidence in their individual leadership may have grown tremendously from year 1 to year 4. At the end of year 1, they may simply be more aware of what they do not know regarding leadership based on their new knowledge from their theory courses and most of them have also not experienced a leadership role to put their knowledge into action yet.
3. Consider ways to further engage our vulnerable student population. LEAD LLC is not only doing an excellent job of retaining our vulnerable students at a much higher rate than the general student body population but these students are also benefitting from greater leadership growth and knowledge. How can we continue to impact a wider audience of vulnerable students?

4. As mentioned previously, it would be helpful to administer this survey to not only our incoming students and then follow-up with them at the end of their first year but also to our students who have lived within the community for all 4 years and continue to compare those students to a matched sample. This is a good follow-up opportunity to determine how growth continues to take place (hopefully) through multiple spans of involvement (1 year, 2 years, 3 years, and finally 4 years) within the LEAD LLC.

Appendix A – MSL Questions Related to Learning Outcomes
(note: some items are reverse scored on the Likert scale)

Learning Outcome 1 – Compare and contrast philanthropy, volunteerism, community service and service learning.

1) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   – I believe I have responsibilities to my community.

2) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   – I give time to making a difference for someone else.

3) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   – I work well with others to make my communities better places.

4) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   – I have the power to make a difference in my community.

5) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   – I am willing to act for the rights of others.

6) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   – I participate in activities that contribute to the common good.

7) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   – I believe I have a civic responsibility to the greater public.

Learning Outcome 2 – Apply strengths to leadership practice.

1) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I actively listen to what others have to say.

2) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I think it is important to know other people’s priorities.

3) How confident are you that you can be successful at the following: - Leading others.

4) How confident are you that you can be successful at the following: - Organizing a group’s tasks to accomplish a goal.

5) How confident are you that you can be successful at the following: - Taking initiative to improve something.

6) How confident are you that you can be successful at the following: - Working with a team on a group project.

7) Please indicate your level of agreement with the following statements: - I spend time mentoring other group members.

8) Please indicate your level of agreement with the following statements: - I am a person who can work effectively with others to accomplish our shared goals.

Learning Outcome 3 – Discuss philosophy of leadership.

1) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – Creativity can come from conflict.

2) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I work well when I know the collective values of a group.
3) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I share my ideas with others.

4) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – Greater harmony can come out of disagreement.

5) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am comfortable initiating new ways of looking at things.

6) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – It is important to develop a common direction in a group in order to get anything done.

7) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – When there is a conflict between two people, one will win and the other will lose.

8) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas: - Common values drive an organization.

9) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas: - I enjoy working with others toward common goals.

10) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas: - Collaboration procedures better results.

11) Please indicate your level of agreement with the following statements: - It is the responsibility of the lead of a group to make sure the job gets done.

12) Please indicate your level of agreement with the following statements: - A person can lead from anywhere in the organization, not just as the head of the organization.

13) Please indicate your level of agreement with the following statements: - I think of myself as a leader ONLY if I can head the group (e.g., chair, president).

14) Please indicate your level of agreement with the following statements: - Group members share responsibility for leadership.

15) Please indicate your level of agreement with the following statements: - Leadership is a process all people in the group do together.

Learning Outcome 4 – Manage personal balance in leadership practice.

1) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am able to articulate my priorities.

2) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – Things about which I feel passionate have priority in my life.

3) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am willing to devote the time and energy to things that are important to me.

4) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am focused on my responsibilities.

5) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas? – I hold myself accountable for responsibilities I agree to.
Learning Outcome 5 – Evaluate how identity impacts leadership practice.

1) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I have low self-esteem.

2) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – My contributions are recognized by others in the groups I belong to.

3) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – My behaviors reflect my beliefs.

4) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am genuine.

5) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I support what the group is trying to accomplish.

6) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – It is easy for me to be truthful.

7) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am usually self-confident.

8) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am seen as someone who works well with others.

9) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – My behaviors are congruent with my beliefs.

10) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am committed to a collective purpose in those groups to which I belong.

11) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I contribute to the goals of the group.

12) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – There is energy in doing something a new way.

13) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am uncomfortable when someone disagrees with me.

14) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I know myself pretty well.

15) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I stick with others through difficult times.

16) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – It is important to me to act on my beliefs.

17) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal
study group. For consistency, use the same group in all your responses.) – I can make a difference when I work with others on a task.

18) Since starting college, how often have you: - Held a leadership position in a college organization (e.g., serving as an officer in a club or organization, captain of an athletic team, first chair in a musical group, section editor of the newspaper, chairperson of a committee)

19) Since starting college, how often have you: - Been an involved member or active participant in an off-campus community organization (e.g., PTA, church group)

20) Since starting college, how often have you: - Held a leadership position in a community organization (e.g., serving as an officer of a club or organization, leader in a youth group, chairperson of a committee)

21) Since starting college, how many times have you participated in the following types of training or education that developed your leadership skills (e.g., courses, resident assistant training, organization retreats, job training) – Short-term experiences (e.g., individual or one-time workshops or ongoing retreats, lectures, or training)

22) Since starting college, how many times have you participated in the following types of training or education that developed your leadership skills (e.g., courses, resident assistant training, organization retreats, job training) – Moderate-term experiences (e.g., a single course, multiple or ongoing retreats, conferences, institutes, workshops, and/or training)

23) Since starting college, how many times have you participated in the following types of training or education that developed your leadership skills (e.g., courses, resident assistant training, organization retreats, job training) – Long-term experiences (e.g., multi-semester leadership program, leadership certificate program, leadership minor or major, emerging leaders program, living-learning program)

24) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   - My actions are consistent with my value.

25) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   - I could describe my personality.

26) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   - I can describe how I am similar to other people.

27) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   - I can be counted on to do my part.

28) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   - Being seen as a person of integrity is important to me.

29) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   - I follow through on my promises.

30) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?
   - I am comfortable expressing myself.

31) How confident are you that you can be successful at the following: - Leading others.

32) How confident are you that you can be successful at the following: - Organizing a group’s tasks to accomplish a goal.

33) How confident are you that you can be successful at the following: - Taking initiative to improve something.

34) How confident are you that you can be successful at the following: - Working with a team on a group project.

35) Please indicate your level of agreement with the following statements: - I spend time mentoring other group members.

36) Please indicate your level of agreement with the following statements: - I am a person who can work effectively with others to accomplish our shared goals.

37) How confident are you that you can be successful at the following: - I do NOT think of myself as a leader when I am just a member of a group.

38) How confident are you that you can be successful at the following: - I feel inter-dependent with others in a group.

39) How confident are you that you can be successful at the following: - I know I can be an effective member of any group I choose to join.

Learning Outcome 6 – Create and maintain inclusive communities that recognize the value of diversity.

1) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I am open to others’ ideas.

2) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I value differences in others.

3) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal
study group. For consistency, use the same group in all your responses.) – Hearing differences in opinions enriches my thinking.

4) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I struggle when group members have ideas that are different from mine.

5) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I respect opinions other than my own.

6) During interactions with other students outside of class, how often have you done each of the following in an average school year? – Talked about different lifestyles/customs.

7) During interactions with other students outside of class, how often have you done each of the following in an average school year? – Held discussions with students whose personal values were very different from your own.

8) During interactions with other students outside of class, how often have you done each of the following in an average school year? – Held discussions with students whose religious beliefs were very different from your own.

9) During interactions with other students outside of class, how often have you done each of the following in an average school year? – Discussed your views about multiculturalism and diversity.

10) During interactions with other students outside of class, how often have you done each of the following in an average school year? – Held discussions with students whose political opinions were very different from your own.

11) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?

   – Learning more about things that are new to you.

Learning Outcome 7 – Assess opportunities for informed engagement.

1) Please indicate your level of agreement with the following statements: (For the statements that refer to a group, think of the most effective, functional group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses.) – I value opportunities that allow me to contribute to my community.

2) How often have you engaged in the following activities during your college experience? – Paid attention to national issues.

3) How often have you engaged in the following activities during your college experience? – Paid attention to global issues.

4) How often have you engaged in the following activities during your college experience? – Was aware of the current issues facing the community surrounding your institution.

5) How often have you engaged in the following activities during your college experience? – Signed a petition or sent an email about a social or political issue.

6) How often have you engaged in the following activities during your college experience? – Bought or did not buy a product or service because of your views about the social or political values of the company that produces or provides it.

7) How often have you engaged in the following activities during your college experience? – Contacted a public official, newspaper, magazine, radio, or television talk show to express your opinion.

8) How often have you engaged in the following activities during your college experience? – Took part in a protest, rally, march or demonstration.

9) How often have you engaged in the following activities during your college experience? – Been an involved member or active participant in college organizations.

10) During interactions with other students outside of class, how often have you done each of the following in an average school year? – Discussed major social issues such as peace, human rights, and justice.

11) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?

   – I believe I have responsibilities to my community.

12) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?

   – I am willing to act for the rights of others.

13) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?

   – I participate in activities that contribute to the common good.

14) In thinking about how you have changed during college, to what extent do you feel you have grown in the following areas?

   – I believe I have a civic responsibility to the greater public.