

leadersfor today

ASSESSMENT REPORT

STUDENT INVOLVEMENT CENTER
DIVISION OF STUDENT DEVELOPMENT
SAINT LOUIS UNIVERSITY

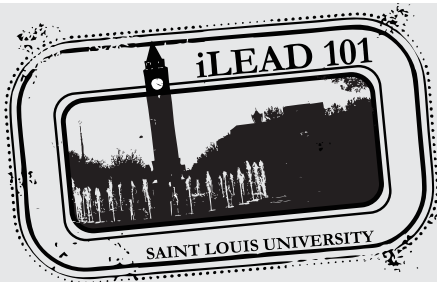
iLEAD: Servant Leadership Experience Assessment Spring 2013

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Overview and Purpose



iLEAD 101 is the first phase of the iLEAD: Servant Leadership Experience

The iLEAD: Servant Leadership Experience embodies the University mission by engaging undergraduate students at Saint Louis University in the transformation of society and serving with and for their community through their development as agents of local and global social change. A progressively challenging Servant Leadership experience focusing on a student's first year, sophomore/junior year, and senior year, iLEAD incorporates a multi-disciplinary approach to help students fuse their academic experiences to their long-term, professional goals through their intentional formation as servant leaders. iLEAD integrates many of the already existing Servant Leadership programs at Saint Louis University and contributes to the development and progress of the St. Louis community.

All students who participate in any of the three phases of the iLEAD: Servant Leadership Experience program will take an assessment of Servant Leadership. The assessment will utilize Astin's (1993) Input-Environment-Outcome (I-E-O) college impact model. Students will take a pre-assessment at the start of iLEAD 101, an impact assessment during iLEAD 201, and a post-assessment during iLEAD 301. All the data collected from these assessments will be maintained in one centralized location, allowing us to see patterns over time and to track individual students throughout their experiences at Saint Louis University within Servant Leadership. The data collected from these assessments will be used to determine whether or not we have been successful in preparing students to be agents of global and local social change.

For the 2012/2013 academic year, the assessment strategies included a pre-assessment, post-assessment, and instructor graded learning rubrics. The intent of these iLEAD 101 assessments was to determine the overall level of learning and growth as servant leaders for each student. The following assessment includes only the pre and post-assessments. The learning rubrics used by the instructors were found to be inconsistent. Strategies will be put into place to improve this for the future.

“I learned what it takes to be a leader and it definitely takes more than I originally thought. iLEAD is a great program.”

Outcomes Assessment

This assessment addresses the following questions:

- Is there a significant increase in learning for all students across all Servant Leader learning outcomes?
- Do the results on learning growth differ between freshmen and upperclassmen students?
- Do students rate iLEAD as a quality leadership program, when compared to other leadership experiences they have had?
- Are students satisfied and would they recommend iLEAD to others?
- Is there a significant difference in a student's iLEAD experience between freshmen and upperclassmen?
- Is there a relationship between club involvement and POST servant leadership outcomes?
- Is there a relationship between leadership involvement and POST servant leadership outcomes?
- Are there any significant relationships between various club involvements and any of the POST servant leadership outcome measures?

The Student Involvement Center initiated this assessment at the end of the spring 2013 semester, which was the culmination of both the fall 2012 iLEAD cohort and the spring 2013 iLEAD cohort. The Office of The University Registrar provided some data for this assessment. The Assistant Director for the Student Involvement Center conducted data analysis and reporting.



.96

Point increase from the pre-assessment to the post-assessment

The average score increase for the development of all servant leadership skills taught in the iLEAD 101 program.
(on a scale of 1-7)

PROCESS

PROCESS

This section describes the data collection process and methodology, participant information, and limitations for the assessment project.

Data Collection

Data were collected on students who participated in either the fall 2012 or spring 2013 iLEAD 101 cohorts. Only students who completed both the pre and post assessments were included in the statistical analyses. Students who completed one assessment, but not the other were excluded unless the data summarized overall demographic statistics. Data were collected from a pre-assessment and a post-assessment.

85

Total enrollment for iLEAD spring 2013

A first pre-assessment was administered online through StudentVoice at the start of the fall 2012 semester for those students who enrolled in the two-semester version of iLEAD 101. A second pre-assessment was also administered, this time through Google Forms, at the start of the spring 2013 semester for those students who enrolled in the one-semester version of iLEAD 101. Both pre-assessments were an online survey instrument that collected data on a student's current knowledge and aptitude for the skills of Servant Leadership, the Qualities of a Servant Leader, and their Leadership Self-Efficacy. The two former scales were developed to measure the learning outcomes for the iLEAD 101 program. The Leadership Self-Efficacy scale was used to determine the likelihood that a student would participate in the leadership process, if given the opportunity.

The post-assessment was administered to students at the Capstone Ceremony during the spring 2013 semester. The post-assessment was a pen and paper survey instrument, which students filled out during the reflective portion of the Capstone Ceremony. The instrument included the Servant Leadership Skills scale and the Servant Leader Qualities scale, as well as the Leadership Self-Efficacy scale. The post-assessment also included several college environment questions such as involvement level, leadership role level, and the number of clubs a student is involved in.

It also included several questions regarding a student's satisfaction with the iLEAD 101 program. Demographic variables included in this assessment were college, year, gender, ethnicity, number of credits taken, cumulative GPA, and housing assignment.

The email address for each student was used as a unique identifier so that data from both assessments could be merged into one single data file. Once the data were merged, preliminary analyses were conducted and scales were assembled and measured.

Participants

Prior to the spring 2013 semester, iLEAD 101 was a two-semester program, where students could enroll sequentially with both semesters back-to-back, or they could choose to extend their enrollment by skipping one or more semesters between the two they participated in. In the spring 2013 semester, iLEAD 101 transitioned into a one-semester program. The total number of students enrolled in the iLEAD 101 program for the spring 2013 semester was 85. Of those students, 2 began their iLEAD experience in the spring 2011 semester, 9 began their iLEAD experience in the spring 2012 semester, 30 began their iLEAD experience in the fall 2012 semester, and 44 began their iLEAD experience in the spring 2013 semester. The 11 Students who began iLEAD prior to the fall 2012 semester were never administered a pre-assessment, and thus excluded from this assessment.

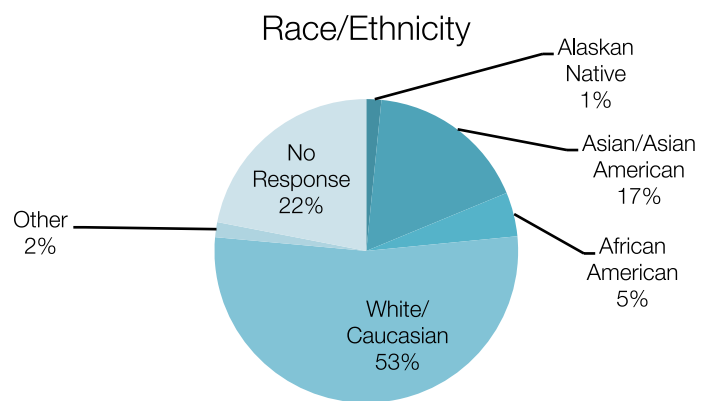
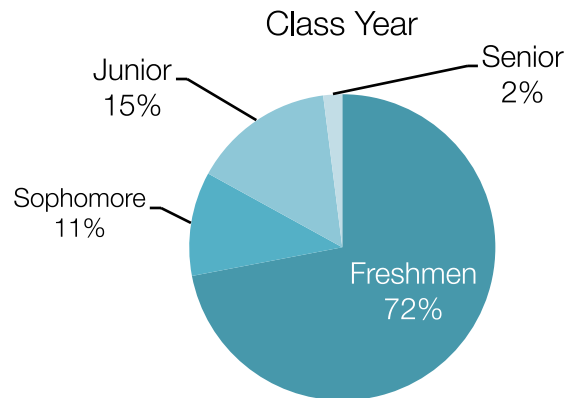
72%

Percent of Freshmen in iLEAD

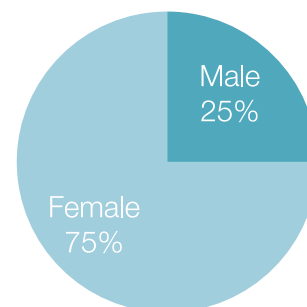
The total enrollment for iLEAD 101 in the spring 2013 semester was 85. Of these students, 74 were administered a pre-assessment. Only 37 students, approximately 50%, completed the pre-assessment.

A total of 54 students (64%) were eligible, based on completion of iLEAD 101 requirements, to graduate from the program. Only these 54 students were given the post-assessment. Of these, 47 completed the post-assessment for about an 87% response rate. The total number of students who filled out both the pre- and post-assessments was 24, which is about 32% of the overall participation in the program.

Of all participants, 72% were freshmen students, 11% were sophomore, 15% were junior, and 2% were senior. Female students make up the vast majority, about 75%, which is not surprising given the demographics and culture of Saint Louis University. Only 53% of participants in iLEAD identified as white/Caucasian. Asian or Asian American ranked the next highest with approximately 17% of participants. African American students made up about 5% of all participants. These numbers would be encouraging, however a large contingent of students, about 22% had no response for race/ethnicity, so it is difficult to determine accurate counts.



Gender



Limitations

This assessment was limited by the collection of pre- and post-data. The data collected were self-report data, and thus can only reflect the experiences and learning of the students participating in the program. Further, data was not collected on all students, and subsequently, the results of these analyses cannot be generalized over and beyond the students who participated in this program.

64

iLEAD 2013 Graduates



94%

Of all participants were satisfied or very satisfied with iLEAD 101

iLEAD participants overwhelmingly approve of how the program is designed and implemented.

FINDINGS

FINDINGS

This section describes the findings of the assessment, which include key findings, a summary of all findings, and discussion and implications.

Key Findings

iLEAD 101 is designed to teach students how to develop the ideal skills of a Servant Leader. This assessment indicates that students are in fact developing these skills and are increasing their capacity to serve others in the process. Overall, students report an increase in the development of servant leadership learning outcomes as well as an increase in an interest to take on leadership roles and to participate in the leadership process. iLEAD 101 is helping students to learn how to be effective servant leaders for the 21st Century and is equipping them with the skills needed to help transform society.

Major Findings

- All servant leadership learning outcomes increased between the pre- and post-assessments. All increases with servant leadership skills were statistically significant increases.
- Students are far more likely to participate in the leadership process after having completed the iLEAD 101 program.
- In general, upperclassmen tend to have greater growth in the outcomes than do their freshmen counterparts. The greatest growth for freshmen was with Critical Thinking, an increase of 1.11 points, while the greatest growth for upperclassmen was with Community Building and Empowerment, an increase of 1.60 points. These numbers may reflect a more accurate self-appraisal of entering abilities on behalf of upperclassmen.
- Students rate iLEAD an 8.21 out of a 10 when comparing iLEAD to other leadership programs they have participated in.
- Overall, students who are more involved in clubs and organizations or take on leadership roles in clubs and organizations tend to have greater development in overall servant leadership development.
- Students who are more involved in clubs and organizations developed stronger stewardship, community building and empowerment, and critical thinking skills. They also have a stronger development of Magis and a higher leadership self-efficacy.
- Cultural group involvement tends to have the greatest effect on servant leadership development. Students involved in cultural groups (which is about 30% of the iLEAD cohort) have greater development in overall servant leader skill development, listening and communication, stewardship, multicultural competence, and critical thinking. Students in these groups also tend to have a greater leadership self-efficacy.



The average number of clubs an iLEAD participant is involved with

“Not only do you need to have the skills to be a good leader, but you also need to know how to use them to implement change in the community.”

Brief Statistics

- 87% of participants rate iLEAD 101 a 7 or more on a scale of 1-10, in comparison to other leadership programs.
- 94% of participants were either satisfied or very satisfied with iLEAD 101.
- 89% of participants would recommend iLEAD 101 to a friend.
- 92% of participants are involved in clubs or organizations on a deeply committed level
- 68% of participants have never held a leadership role in a club or organization.
- iLEAD participants are involved on average in about 4 different types of clubs or organizations.
- The average score increase for all servant leadership skill development from the pre-assessment to the post-assessment was .96 points (on a scale of 1-7).
- The average score increase for all servant leader qualities development from the pre-assessment to the post-assessment was .12 points (on a scale of 1-7).
- The average score increase in a student’s leadership self-efficacy from the pre-assessment to the post-assessment was .94 points (on a scale of 1-7).

Testimonials

Selected Quotes from Students

- I learned that sometimes leaders need to put themselves on the bottom of the pyramid in order to see what is really going on as a whole.
- I learned how to better appreciate diversity and the importance of respecting other people's opinions and concerns when it comes to being an effective servant leader.
- Leadership is leading in your community through service and helping others.
- I've learned to be careful when communicating with people because not everyone comes from the same background and we don't all have the same meaning/understanding of some words.
- A good leader doesn't have to tell others that they are the leader.
- Not only do you need to have the skills to be a good leader, but you also need to know how to use them to implement change in the community.
- I learned what it takes to be a leader and it definitely takes more than I originally thought. iLEAD is a great program.
- Servant leadership was not something I had ever really heard of before, and I really like it!

Summary of Findings

College Environment Variables

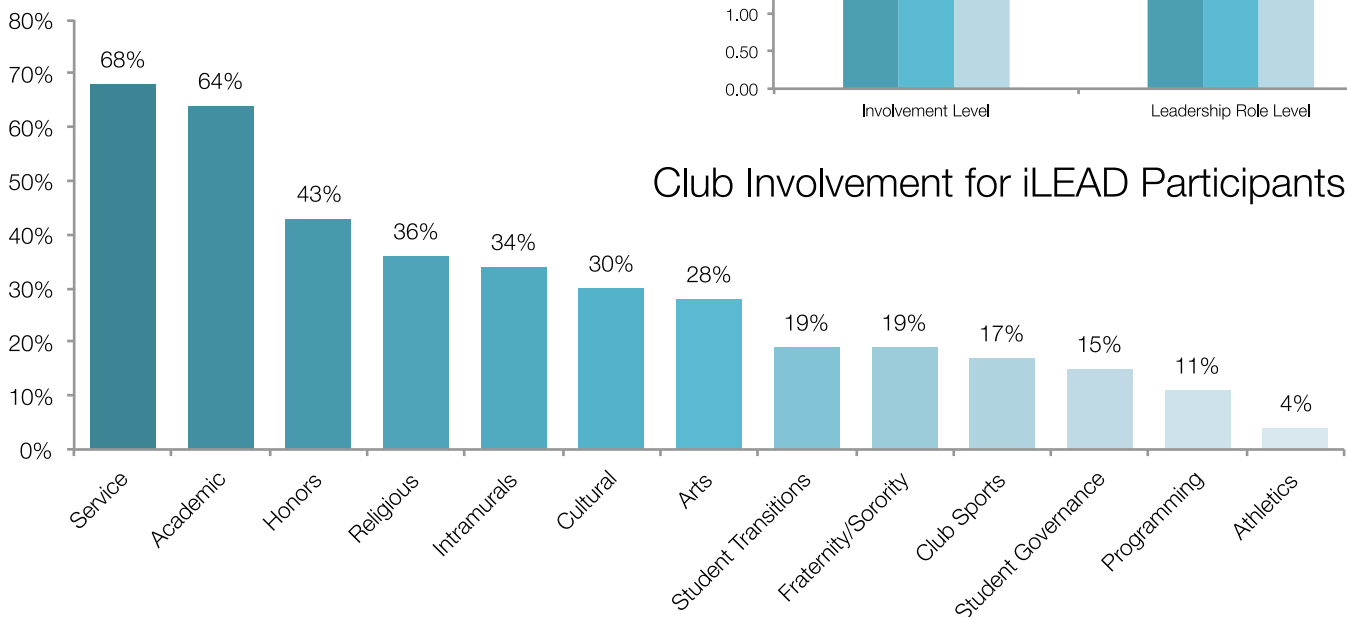
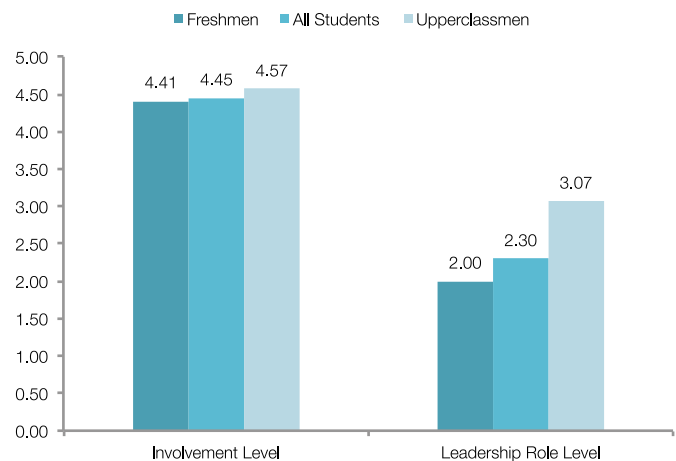
Involvement and Leadership Role Level

Participants in the iLEAD 101 program rate their level of involvement in clubs and organizations at a 4.45 out of 5.00, indicating that they were involved “many times” over the past semester. When asked how often they took on a leadership role within their organizations, participants rated their level of leadership role involvement at a 2.30 out of 5.00, indicating that they were involved in a leadership role “once” over the past semester. Freshmen students however had a significantly lower rating on leadership role involvement than did upperclassmen students. Freshmen rated leadership role involvement at a 2.00, while upperclassmen rated themselves at a 3.07, a mean difference of 1.07.

Clubs and Organization Involvement

iLEAD 101 requires participants to join at least two clubs or organizations. When participants join, they often choose service clubs, with 68% of participants involved, followed closely by academic groups at 64% and honors groups at 43%. About 30% of participants join cultural groups and about 19% of participants join a social fraternity or sorority.

Involvement Levels for iLEAD Participants



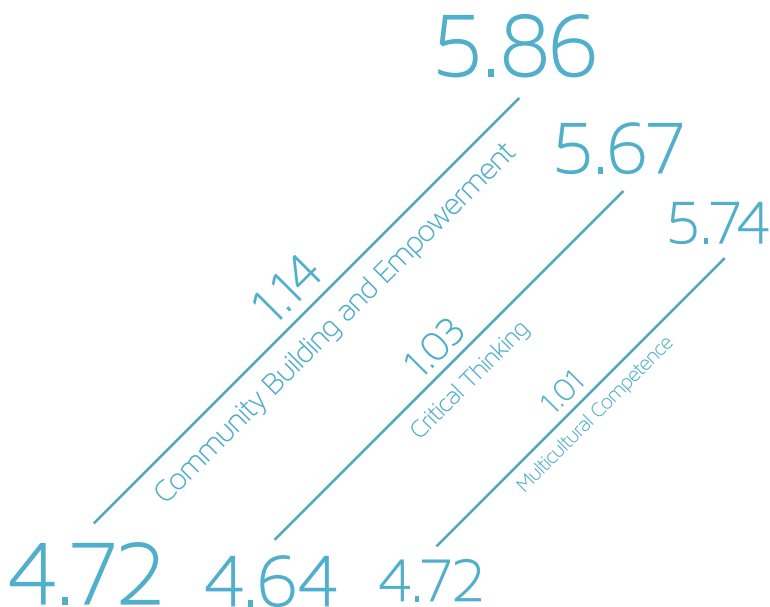
Club Involvement for iLEAD Participants

Outcome Findings

Assessment Question 1

Is there a significant increase in learning for all students across all Servant Leader learning outcomes?

Overall, there are statistically significant increases from the pre-assessment to the post-assessment in the learning outcome scores for all Servant Leader Skill outcomes, the overall Servant Leadership Qualities outcome, and the Leadership Self-Efficacy outcome. The greatest area for growth was within the Servant Leader Skill outcomes. The overall score increase was .96 for all servant leader skill outcomes. The community building and empowerment skill increased by 1.14, the critical thinking skill increased by 1.03, the multicultural competency skill increased by 1.01, the stewardship skill increased by .92, the discernment skill increased by .90, and the listening and communication skill increased by .75. No individual Servant Leadership Qualities outcomes had significant increases, but all six did increase from the pre-assessment to the post-assessment. The overall score increase was .12 for all servant leadership qualities outcomes. Finally, the increase for the leadership self-efficacy outcome was .94.

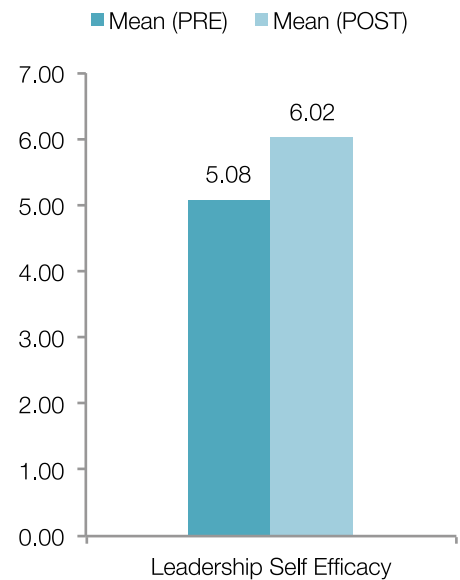


Assessment Question 2

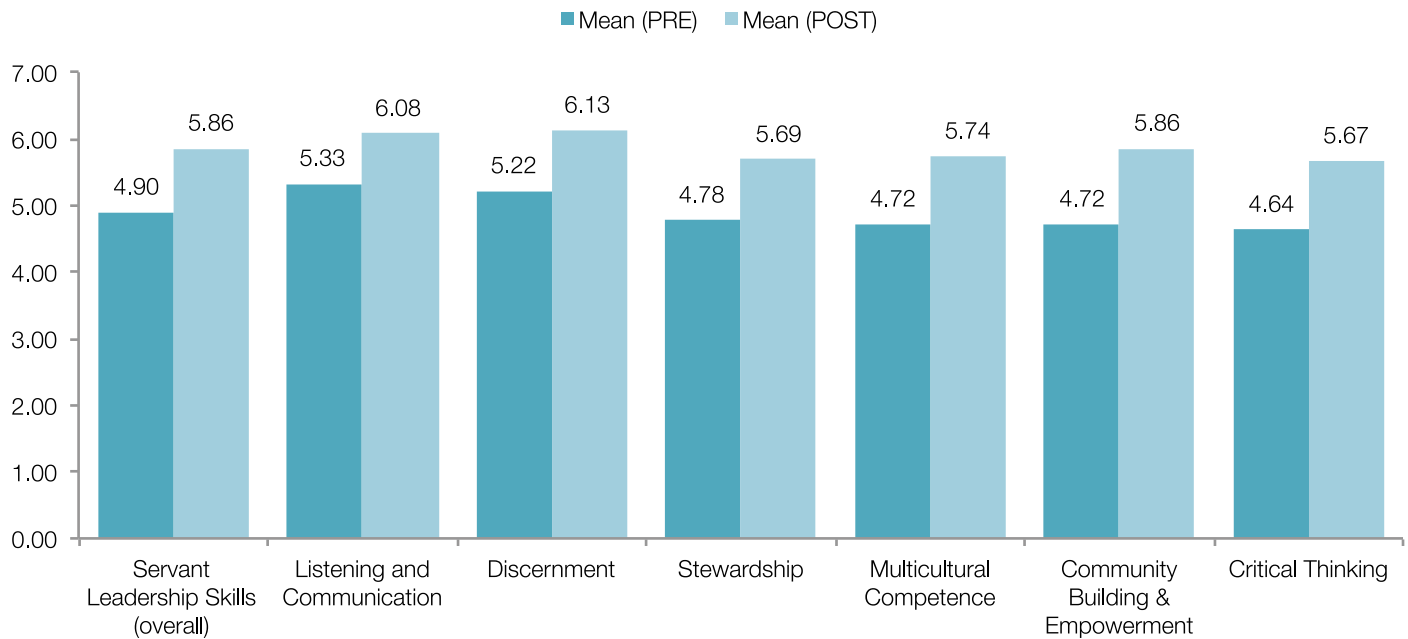
Do the results on learning growth differ significantly between freshmen and upperclassmen students?

The results on learning growth do differ between freshmen and upperclassmen, but they are not statistically significant. The mean increase for upperclassmen on the overall servant leader skill outcome is 1.14, while freshmen had a mean increase of .89, a difference of only .25. The largest difference in score increases was with community building and empowerment. Freshmen scores had a mean increase of .96, while upperclassmen scores had a mean increase of 1.60, a difference of .64.

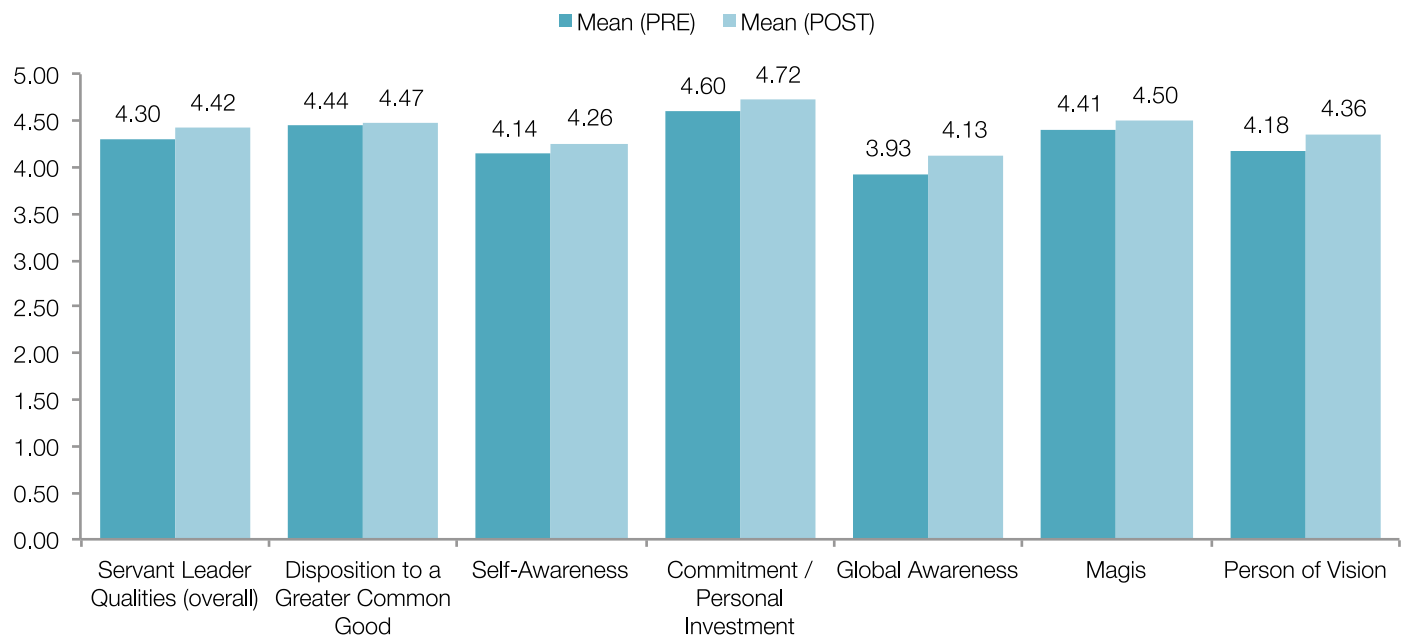
Leadership Self-Efficacy



Servant Leadership Skill Development



Servant Leader Quality Development



Assessment Question 3

Do students rate iLEAD as a quality leadership program, when compared to other leadership experiences they have had? Are students satisfied and would they recommend iLEAD to others?

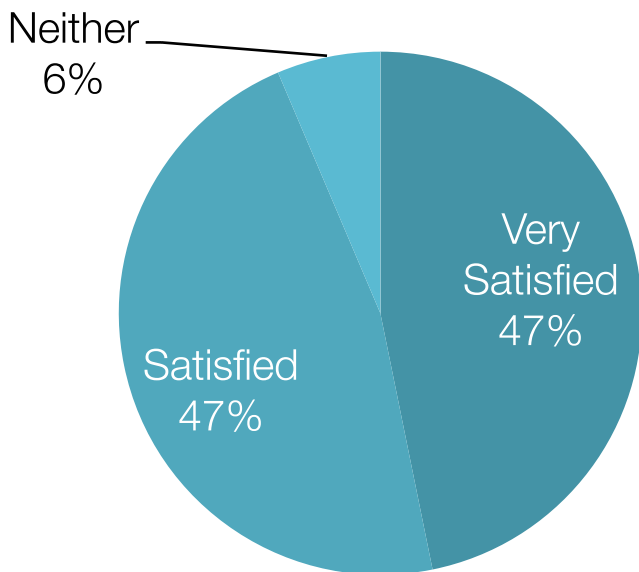
Participants were asked to rate their level of satisfaction with the iLEAD 101 program, and participants rated it a 4.40 out of 5.00, indicating a “satisfied” rating. Similarly, participants said that they would “likely” recommend iLEAD to a fellow student or incoming freshmen student, rating this a 4.40 out 5.00 as well. Finally, participants were asked how they would rate iLEAD 101 in comparison to other leadership training programs they have participated in, and iLEAD 101 received an average score of 8.21 out of 10, which indicated a “high” rating.

Assessment Question 4

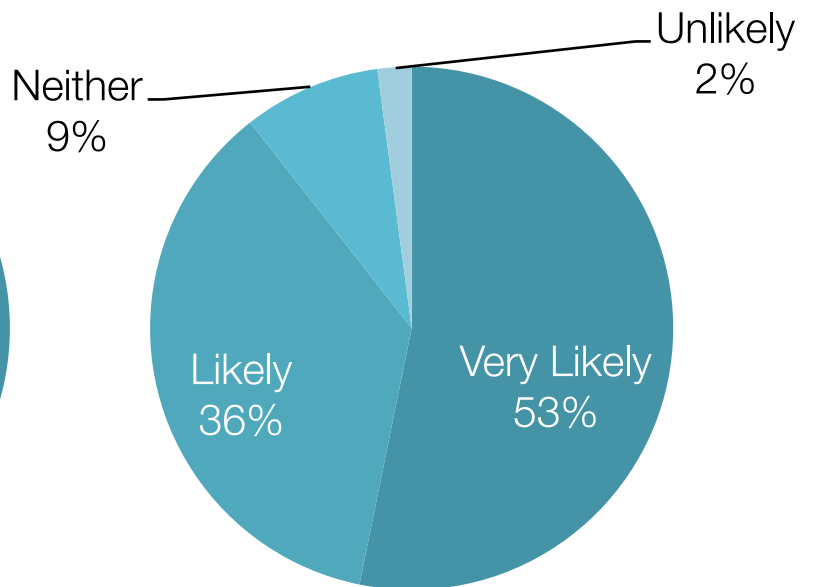
Is there a significant difference in a student's iLEAD experience between freshmen and upperclassmen?

There are no significant differences between freshmen and upperclassmen with regard to their iLEAD experience. Generally, freshmen ratings are lower than upperclassmen ratings. Freshmen rate iLEAD overall at an 8.00 and upperclassmen rate iLEAD at an 8.64. Freshmen students rate their satisfaction at a 4.22 and upperclassmen rate their satisfaction at a 4.79. Finally, freshmen students rate a recommendation of iLEAD at a 4.25 and upperclassmen rate a recommendation at a 4.71.

Satisfaction with iLEAD



Would Recommend iLEAD



Assessment Question 5

Is there a relationship between involvement level and POST servant leadership outcomes?

There are several statistically significant relationships between involvement level and post servant leadership learning outcomes. There are positive correlations with involvement level and overall servant leader skills (.438), the stewardship skill (.423), the community building and empowerment skill (.434), the critical thinking skill (.404), the Magis quality (.631) and leadership self-efficacy (.526).

Assessment Question 6

Is there a relationship between leadership role involvement and POST servant leadership outcomes?

There are several statistically significant relationships between leadership role involvement level and post servant leadership learning outcomes. There are positive correlations with leadership role involvement level and the stewardship skill (.471), the multicultural competence skill (.568), the community building and empowerment skill (.430), the person of vision quality (.482), and leadership self-efficacy (.487).

.631

Correlation between
Magis and Involvement
Level

.526

Correlation between
Leadership Self-Efficacy
and Involvement Level

Assessment Question 7

Are there any significant relationships between various club involvements and any of the POST servant leadership outcome measures?

There are several statistically significant relationships between post servant leadership learning outcomes and several different types of clubs, including religious clubs, cultural clubs, club sports, fraternity and sorority life organizations, and athletic teams. Religious clubs have positive correlations with the stewardship skill (.442), the multicultural competence skill (.465), the community building and empowerment skill (.456), the person of vision quality (.533), and leadership self-efficacy (.571). Cultural clubs have positive correlations with the overall servant leader skill outcome (.480), the listening and communication skill (.490), the stewardship skill (.457), the multicultural competence skill (.486), the critical thinking skill (.436), and leadership self-efficacy (.467).

Fraternity and sorority organizations have negative correlations with the disposition to a greater common good quality (-.495). Athletic teams have negative correlations with the overall servant leadership quality outcome (-.482), the self-awareness quality (-.460), and the global awareness quality (-.534). Club sports have negative correlations with the overall servant leader skill outcome (-.583), the listening and communication skill (-.418), the discernment skill (-.566), the stewardship skill (-.419), the multicultural competence skill (-.469), the community building and empowerment skill (-.590) and the critical thinking skill (-.545).

.568

Correlation between
Multicultural Competence
and Leadership Role

Discussion and Implications

iLEAD 101 is designed to teach students how to develop the ideal skills of a Servant Leader. This assessment indicates that students are in fact developing these skills and are increasing their capacity to serve others in the process. Overall, students report an increase in the development of servant leadership learning outcomes as well as an increase in an interest to take on leadership roles and to participate in the leadership process. iLEAD 101 is helping students to learn how to be effective servant leaders for the 21st Century and is equipping them with the skills needed to help transform society.

A possible area for improvement may be around the ideal Servant Leader qualities, which students seem to be developing at a much lower rate. This may be due to the lack of emphasis on the qualities during iLEAD 101. In addition to an increase in learning and development, students also rate iLEAD very high and are generally satisfied with the program overall. Finally, student involvement in clubs has a significant impact on how a student develops the skills of a servant leader. Servant leader skill development significantly increases when students get more involved in clubs and organizations. In fact, students who are involved in cultural groups tend to have the greatest increases in servant leadership development.

Assessment Question 1

Is there a significant increase in learning for all students across all Servant Leader learning outcomes?

The data show that all skill-based outcomes increased significantly. All servant leadership learning outcomes increased between the pre and post-tests and all were statistically significant increases. In general, Servant Leadership skill development learning outcomes increased the most of any of the outcomes. This is consistent with the design of the iLEAD 101 program. The average increase in learning was .96 points (on a scale of 1-7). Servant Leader qualities increased by only .12 points.

This suggests that there was much less focus on the qualities of being a Servant Leader during the iLEAD 101 program. A student's leadership self-efficacy, which is their likelihood that they would engage in leadership behavior, also increased by .94 points. This may suggest that a student's interest in being a leader increases as they become more competent in their leadership skills.

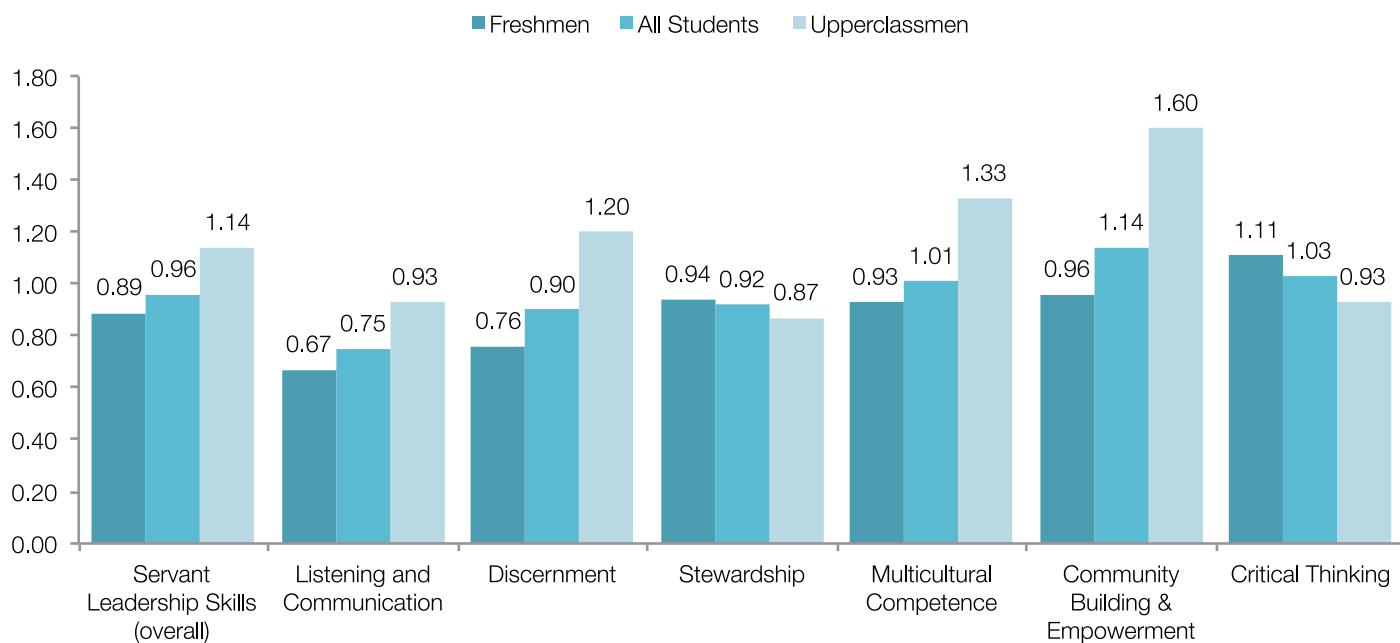
Specifically, students had the most growth with the development of community building and empowerment skills. This had an average increase of 1.14 points. Critical thinking had an increase of 1.03 and multicultural competence had an increase of 1.01 points. Listening and Communication skills had the least gain at .75 points, however this is likely due to students having rated themselves very high on the pre-test in this area and was the highest rated skill. The highest rated skill on the post-test was discernment and the highest rated quality on the post-test was Commitment/Personal Investment, which was also the highest rated quality on the pre-test.

These data show that student learning is occurring greatly around the servant leadership learning outcomes for skill development, which is an emphasis for the program. The data also indicates that students are more likely to engage in the leadership process after having participated in iLEAD 101. While servant leadership outcomes for quality development is much lower, the development of qualities are not directly taught, but yet are discussed and encouraged to explore. This may suggest that a more direct approach to introducing the qualities and emphasizing them during portions of iLEAD 101 is warranted.

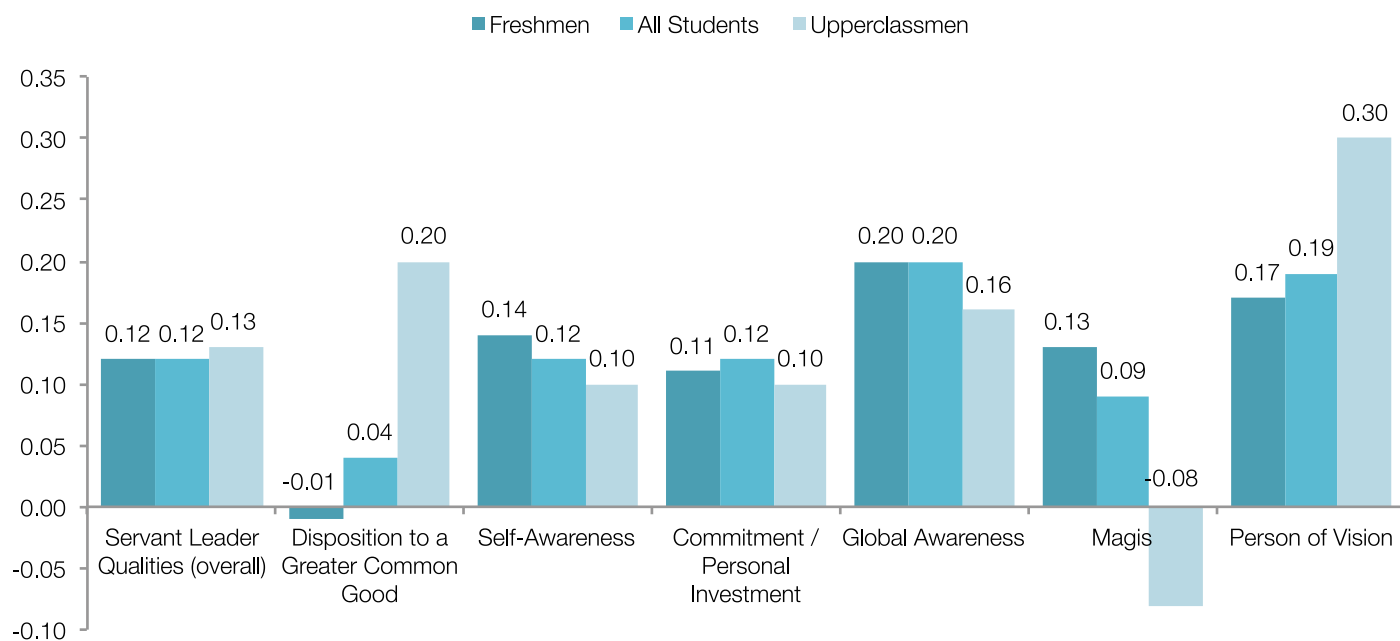
14%

The average learning growth rate for all servant leadership skills

Servant Leadership Skill Growth During iLEAD 101



Servant Leader Quality Growth During iLEAD 101



Assessment Question 2

Do the results on learning growth differ significantly between freshmen and upperclassmen students?

The data show that there are significant differences in learning growth between freshmen and upperclassmen. In general, upperclassmen tend to have greater growth in the outcomes than do their freshmen counterparts. Upperclassmen had greater growth in all of the outcome measures except Stewardship, Critical Thinking, Self Awareness, Global Awareness, and Magis.

The greatest growth for freshmen was with Critical Thinking, an increase of 1.11 points, while the greatest growth for upperclassmen was with Community Building and Empowerment, an increase of 1.60 points. The least amount of growth for freshmen was with Listening and Communication (again this was listed as the highest rated skill on the pre-assessment), an increase of .67 points, while the least amount of growth for upperclassmen was with Stewardship, an increase of .87 points. These numbers may reflect a more accurate self-appraisal of entering abilities on behalf of upperclassmen.

Assessment Question 3

Do students rate iLEAD as a quality leadership program, when compared to other leadership experiences they have had? Are students satisfied and would they recommend iLEAD to others?

The data show that students are satisfied with the iLEAD program and would recommend it to others. Students rate iLEAD an 8.21 out of a 10 when comparing iLEAD to other leadership programs they have participated in. This response is considered high. Students are generally “Satisfied” with iLEAD and rate it a 4.40 out of 5. Students would “Likely” recommend iLEAD to other students and rate it a 4.40 out of 5.

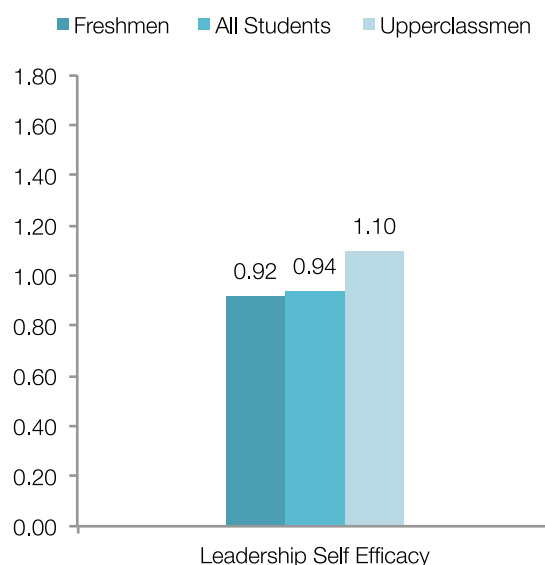
When analyzing comments, a common theme was that students wanted time to “practice” these newly learned skills in real-world situations. This is not surprising given iLEAD 101’s short curriculum of 1 semester. iLEAD 201 should be marketed to these students as a “Leadership Laboratory” where they can practice these skills in real-world situations.

Assessment Question 4

Is there a significant difference in a student’s iLEAD experience between freshmen and upperclassmen?

There are no significant differences between freshmen and upperclassmen with regard to their iLEAD experience. Both sets of students had an overall positive experience and were satisfied with the program. Upperclassmen ratings are generally higher than freshmen.

Leadership Self-Efficacy Growth During iLEAD 101



Assessment Question 5

Is there a relationship between involvement level and POST servant leadership outcomes?

The data show that there are significant relationships between involvement and servant leadership development. A component of iLEAD 101 is for students to be involved in at least 2 clubs or organizations. However, their involvement level within those organizations will differ from student to student. There are significant relationships between a deeper commitment to involvement and the development of several servant leadership concepts. Overall, students who are more involved tend to have greater development in general servant leadership skills. Specifically, students who are more involved developed stronger stewardship, community building and empowerment, and critical thinking skills. They also have a stronger development of Magis and a higher leadership self-efficacy. However, involvement level appears to have little to no effect on a student's development of their listening and communication skills, discernment, or multicultural competence.

Students who are more involved in clubs and organizations have greater development as Servant Leaders.

Assessment Question 6

Is there a relationship between leadership role involvement and POST servant leadership outcomes?

The data show that there are significant relationships between leadership roles and servant leadership development. There are several significant relationships between taking on leadership roles in clubs and servant leadership development. Students who take on leadership roles tend to have a greater development of stewardship, multicultural competence, and community building and empowerment skills. They also have a stronger development of the person of vision quality and a higher leadership self-efficacy. However, leadership role participation appears to have little to no effect on a student's development of listening and communication, discernment, and critical thinking. Between the two above student experiences (involvement level, leadership role involvement level) students seem to lack development of listening and communication and discernment. Given that students already rated listening and communication skills so high, this is less of a concern. However, discernment, which is defined as a decision making approach that incorporates sound moral judgment, attention to multiple points of view, and the alignment of personal and communal desires, is a much greater issue. More attention to how discernment is developed while being a member or leader of a club is essential to developing servant leaders and preparing students to tackle the tough issues in our society.

Assessment Question 7

Are there any significant relationships between various club involvements and any of the POST servant leadership outcome measures?

There are several significant relationships between some club involvements and servant leadership development. Cultural group involvement tends to have the greatest effect on servant leadership development. Students involved in cultural groups (which is about 30% of the iLEAD cohort) have greater development in overall servant leader skill development, listening and communication, stewardship, multicultural competence, and critical thinking. Students in these groups also tend to have a greater leadership self-efficacy.

Club sport involvement seems to have an unfortunate negative relationship with servant leadership skill development. Students who participate in Club sports (which is about 17% of the iLEAD Cohort) tend to have lower skill development than those who do not. More examination of this is needed.

30%

Of iLEAD participants are involved in Cultural Clubs, which has the greatest POSITIVE impact on servant leadership.

17%

Of iLEAD participants are involved in Club Sports, which has the greatest NEGATIVE impact on servant leadership.

"I learned how to better appreciate diversity and the importance of respecting other people's opinions and concerns when it comes to being an effective servant leader."



8.21

The rating students give iLEAD 101 on a scale from 1 to 10

Participants rate iLEAD 101 an 8.21 on a scale of 1-10, in comparison to other leadership programs.

ACTIONS

ACTIONS

This section describes the recommendations and action items that the assessment has prompted.

Recommendations & Action Items

The following represent several recommendations for ways in which the iLEAD 101 program can be adjusted to meet the needs of our students and to improve upon the potential for growth and learning development.

Recommendations & Action Items

1. The iLEAD curriculum changed in the spring 2013 to resemble more of a seminar than standalone workshops. This change was prompted by assessment done in the fall 2012 semester. It is recommended that these changes become permanent and that iLEAD continue to recruit freshmen students to participate in iLEAD 101 during their spring semester.
2. iLEAD 101 should incorporate one new additional seminar (in addition to the current six), which should focus on the ideal qualities of a Servant Leader. Student development in this area was very low across the board and an over-emphasis on the ideal qualities of a servant leader may assist in helping students identify more as servant leaders.
3. When analyzing comments, a common theme was that students wanted time to “practice” these newly learned skills in real-world situations. iLEAD 201 should be marketed to these students as a “Leadership Laboratory” where they can practice these skills in real-world situations.
4. Involvement in cultural programs seems to have more of an impact on the development of servant leadership skills than in any other involvement type. An examination of this should be conducted and consideration for how to encourage involvement in a cultural club or organization, as one of the iLEAD components, should be explored.
5. The instructor-graded rubrics for the seminars should be evaluated for their usefulness and appropriateness. Instructors had a difficult time utilizing these rubrics for all students consistently. Strategies should be put into place to improve upon this for the future.



92%

The percentage of participants that are involved in clubs or organizations on a deeply committed level