EXECUTIVE SUMMARY

The Leadership Studies minor is a multidisciplinary academic program that has as its central concerns the ethical dimensions of leadership and the global common good. Leadership, within the mission of St. Norbert College, is defined as a process of envisioning worthy goals and persuading and enabling others to pursue and achieve them. The courses in the program examine ethical issues and principles relevant to leadership theories and styles of leadership, the dynamics of leaders interacting with followers, the impact of leaders on organizations and communities and leadership skills such as goal setting, effective communication and assessment.

The Leadership Studies Minor Program is governed by the Leadership Studies Advisory Committee. The Committee consists of three elected faculty members, the Director of the Leadership Studies Minor Program, the faculty member who teaches the LEAD 400 course, and the Associate Dean to whom the Leadership Studies Director reports.

Since the 2000-01 academic year, the Leadership Studies program has had an average of 27 declared Minors and has graduated an average of six Minors per year. These numbers are significantly larger than those for other independent Minor programs, and compare favorably with the numbers for all other academic Minors at the College.

The Leadership Studies program has many positive aspects: 1) the program fits well with the mission of the College, 2) there is a strong level of student interest, 3) there is a strong co-curricular program in leadership (LSI), 4) there is a small but committed core of faculty, and 5) it is an interdisciplinary program with strong academic rigor.

While the program has a number of positive aspects it also faces significant challenges: 1) there are some curriculum issues that we face, such as the range of course offerings and frequency with which courses are offered; 2) institutional support (e.g. advocacy by administrators, participation by faculty, financial resources, etc.) is not as strong as we would like to see it; and 3) the program has not been marketed effectively to students / faculty / administration, and most people know of the program only by word-of-mouth.

The Leadership Studies Advisory Committee believes that there are many opportunities to enhance the program. There is a tremendous need for leaders in society— projections are for a significant shortage of leaders in the near future. Hence, there is a
market for students graduating with Leadership Studies Minors. Few comparable programs exist among our peer and aspirant schools; in fact, few programs exist nationally. This calls us to promote our unique Leadership Studies Minor both internally and externally.

An important question faces the College as the Leadership Studies minor program reaches a crucial juncture. The program can continue to limp along in a piecemeal fashion, cobbling together a patchwork of courses and faculty, or the College can commit additional resources to the program in order to increase staffing, improve curriculum development, and enhance the visibility of the program internally and externally.

Leadership Studies Minor Program Review 2006-07

I. MISSION STATEMENT

St. Norbert College Mission Statement

As a Catholic, liberal arts college embracing the Norbertine tradition of community, St. Norbert College is committed to providing an educational environment that is intellectually, spiritually, and personally challenging.

Leadership Studies Program Mission Statement

The Leadership Studies Minor, like St. Norbert College as a whole, is committed to providing an educational environment that is intellectually, spiritually and personally challenging. Specifically, the leadership studies minor graduates students with:

- broad knowledge and deep understanding of leadership,
- the ability to use this knowledge and understanding to analyze their own behavior as leaders and followers, and
- a commitment to apply this knowledge and understanding in ways that benefit the groups, organizations and communities to which they belong.

Leadership Studies and St. Norbert College’s Core Values

Since its founding in 1898, St. Norbert College has been dedicated to educating students to serve and provide leadership in their communities. Inspired by the Norbertine tradition and core values of service, community, and subsidiarity, the leadership studies program emphasizes ethical commitment linked to understanding and action. The notion of the interconnectivity of leadership and service sets our program apart from those of other colleges. Further, leadership is most effectively learned and understood through a combination of academic rigor and practical training. The courses of the Leadership Studies minor examine current and past theories in the field, as well as leadership practices in context of philosophy, ethics, psychology, political science, and communications. The hallmark of the College’s program is the integration of the knowledge derived from the academic minor with a wide range of cocurricular leadership programs. This integration ensures that students have an ample opportunity to apply and develop leadership skills and practices outside of the classroom environment.
II. PROGRAM DEMOGRAPHICS

Outline of the Leadership Minor Program

The Leadership Studies minor is a multidisciplinary academic program which takes as its central concerns the ethical dimensions of leadership and the global common good. Leadership, within the mission of St. Norbert College, is defined as a process of envisioning worthy goals and then persuading and enabling others to pursue and achieve these goals. Courses in the Leadership Studies program examine ethical issues and principles relevant to leadership, theories and styles of leadership, the dynamics of leaders interacting with followers, the impact of leaders on organizations and communities, and leadership skills such as goal setting, effective communication and assessment.

Students must declare a minor in Leadership Studies no later than the second semester of their junior year. No more than two courses in student’s major may count toward the minor. LEAD Minors who entered the College in 2001 and later are expected to assemble a Leadership Studies Portfolio of papers and projects from LEAD courses. This portfolio serves two purposes: it is the basis for an integrated project in the Capstone course and is used assessment purposes.

Leadership Studies Minor (6 courses): LEAD 200 Introduction to Leadership Studies, LEAD 400 Leadership Studies Capstone, and four additional courses, one from each of the following four areas:

**Ethics:** Courses in this area center around the formal study of ethics. They focus on theories of the human good and norms of conduct. Courses available: PHIL 315 Ethics; PHIL 325 Ethics: International Issues; PHIL 320 Business Ethics; and RELS 333 Christian Ethics: Theology and Society.

**Interpersonal/Small Group:** These courses examine the relationship between a leader and a small group. More specifically, course content emphasizes the direct influence the leader has on the individual members of the group, and the dynamics between the group and the leader in terms of the interpersonal relationships likely to arise within groups. Courses available: PSYC 325 Group Dynamics; COMM 222 Small Group Communication; and COMM 324 Persuasion.

**Institutional/Societal:** Courses in this area explore the interactive relationship between leader(s) and followers within the context of societal entities or large organizations (e.g., national leaders and their constituencies, or CEOs and the members of their corporate organization). Courses available: BUAD 337 Behavior in Organizations; COMM 322 Business and Professional Speaking; COMM 426 Organizational Communication; and POLI 336 Executive Leadership.

**Leadership in Context:** Courses in this area place the study of leadership within a particular context such as a discipline, political system, culture, historical period, gender, or ethnic group, or will make comparisons across two or more contexts. Courses available: LEAD 350 Leadership in Modern Mass Movements; LEAD 360 Gender and Leadership; LEAD 378 Leadership and Society; LEAD 389 Special Topics in Leadership; MILS 201 Basic Leadership and Management 1 (Fall); and MILS 202 Basic Leadership and Management 2 (Spring).
Leadership Studies Courses

LEAD 200 Introduction to Leadership Studies
This course focuses on definitional issues (What is leadership?) and explanation (How does it work?). The course also acquaints students with theories and styles of leadership.

LEAD 201 Practicum
1/2 Half Course / 2 Semester Credits
Course is structured around a practicum in which students will be immersed in an organization (on or off campus). Students will demonstrate knowledge and ability in various approaches, frameworks and activities of leadership theory. Reflection and direct feedback will form a large scope of the experience through journaling, structured mentor relationships, self-assessment and written reflection. The course serves as 1/2 equivalent to LEAD 200. Completion of LEAD 201 and 202 are the equivalent to LEAD 200. Students may not receive credit for LEAD 200 and 201 or 202. January Semester.

LEAD 202 Leadership: Introduction to Theory
1/2 Half Course / 2 Semester Credits
Introduces and acquaints students with the history of leadership studies, past and current leadership theories and styles, and their use in daily life. It focuses on definitional issues (What is leadership?) and explanation (How does it work?). The course serves as 1/2 equivalent to LEAD 200. Completion of LEAD 201 and 202 are the equivalent to LEAD 200. Students may not receive credit for LEAD 200 and 201 or 202. Summer.

LEAD 350 Leadership in Modern Mass Movements
This course will examine both the theory and practice of leadership within the context of mass movements. These include religious movements, movements of social or environmental concerns, and nationalist movements from all regions of the world throughout the modern era. This course will seek to answer three questions in order to highlight and fully understand the significance of leadership in each of these movements. First, although leadership styles tend to differ according to doctrine and aspiration, what characteristics do all leaders of mass movements share in common? Second, why do individuals join and/or support mass movements? Third, how do leaders of mass movements motivate their followers? Prerequisite: LEAD 200.

LEAD 360 Gender and Leadership
Gender and Leadership examines a number of questions regarding the relationship of gender and leadership in different contexts: business, the political arena, and social movements. The course will address several questions, e.g. the role of gender in the emergence of leaders, the role of gender in the evaluation of leaders, the role of gender in explaining different leadership styles, and the role that gender plays in the success or failure of leaders. The course will examine the theoretical literature on gender and its relationship to leadership from a number of disciplinary perspectives—communications, political science, psychology, and sociology. In addition, the course will also use case studies in order to determine the importance of gender and leadership in specific circumstances. Prerequisites: LEAD 200 or sophomore standing.

LEAD 378 Leadership and Society
This course provides an in-depth and critical assessment of various approaches to the
roles that power, authority, leadership, and influence play in society. It studies the functioning of power in the social structure and contrasts that with the roles of authority and influence in culture. Leadership is studied in the linkages between structure and culture where values and institutions crucially intersect. The impact of leadership within various social institutions and across cultural, structural, and individual levels of interaction is examined. Its contributions to maintenance, change, and cohesiveness of communities and society-at-large is also studied. Students must read, report, and critique texts, research and debate issues, interview community leaders, and contextualize the contributions these leaders make. Keeping a reflective detailed journal and engaging in various team projects will be required. Cross-listed as SOCI 378. Prerequisite: LEAD 200.

**LEAD 389 Special Topics in Leadership**
This is a seminar course that is offered whenever a mutual interest in a more specialized topic in Leadership Studies exists for a faculty member and a sufficient number of students.

**LEAD 400 Leadership Studies Capstone**
This course combines skills development and practical applications with the synthesis and integration of theories and concepts of leadership. The course provides students with the opportunity to observe, demonstrate, and apply socially responsible leadership on campus and in the community. As part of the seminar, students may participate as a discussion leader in the introductory leadership studies course, intern in a local service organization, or conduct original research on a leadership subject. Prerequisites: LEAD 200, Senior Standing, or consent.

**FACULTY IN LEADERSHIP STUDIES AND COURSES GENERALLY TAUGHT**
The Leadership Studies Minor Program is governed by the Leadership Studies Advisory Committee. The Committee consists of three elected faculty members, the Director of the Leadership Studies Minor Program, the faculty member who teaches the LEAD 400 course and the Associate Dean to whom the Leadership Studies Director reports. Current members of the committee include:

Dr. Paul Schnorr, Sociology *(Term ends 2009)*
Dr. Stuart Korshavn, Psychology *(Term ends 2008)*
Dr. Laurie MacDiarmid, English *(Term ends 2007)*
Dr. David Wegge, Political Science, Leadership Studies Director
Dr. Joseph Tullbane, Associate Dean for International Education
Ms. Shelly Mumma, Director, Leadership, Service and Involvement

*Leadership Studies Minor Program Review 2007 Page 7*
The Leadership Studies Minor is a multidisciplinary program in which students meet many of the requirements of the Minor by taking classes in several different disciplines as well as taking at least two courses, LEAD 200 and LEAD 400, specifically designated as LEAD courses. As a result, the LEAD program involves faculty members both directly and indirectly.

These faculty members come from many areas of the College. Since the program’s inception in 1994, seven different faculty members or faculty teams have taught the LEAD 200 course, and, likewise, seven different faculty members or teams have taught the LEAD 400 course.

For the past five years, Dr. Tullbane has taught the LEAD 200 course. In contrast, the LEAD 400 course has not enjoyed the same level of consistency—in the past eight
years, the LEAD 400 course has been taught by six different faculty members, and, for one year, was not offered.

**Faculty Teaching LEAD Designated Courses**

Dr. Carol Cortez, Communications (1994, 2000: LEAD 200)
Dr. Eliot Elfner, Business Administration (1995: LEAD 400)
Dr. Thomas Faase, Sociology (1995-2007: LEAD 378)
Mr. Corday Goddard, Residential Life (2006-2007: LEAD 389)
Dr. Paul Johnson, Philosophy (1995: LEAD 200)
Dr. Garth Katner, Social Science (1994-1998: LEAD 300, LEAD 350)
Dr. Elizabeth King, Political Science (1995-2003: LEAD 200, LS400)
Ms. Tammy Klumpyan, Student Life (2003-2005: LEAD 400)
Dr. Stuart Korshavn, Psychology (2006: LEAD 400)
Dr. Emily Langdon, Student Life (1997-2000: LEAD 200, LEAD 400)
Ms. Julie Massey, Office of Faith, Learning and Vocation (2006: LEAD 400)
Ms. Nancy Mathias, Student Life (2006: LEAD 400)
Ms. Shelly Mumma, Student Life (2007: LEAD 400)
Dr. Michael O’Malley, Adjunct (2000: LEAD 350)
Mr. Patrick Opatz, Business & Finance Office (1999: LEAD 375)
Dr. Kathy Shellogg, Student Life (1995: LEAD 400)
Dr. Bob Vanden Burgt (2001: LEAD 200)
Dr. Lora Warner, Adjunct (1996: LEAD 200)

**Leadership Studies Minor Program Review 2007 Page 8**

**Faculty Teaching LEAD 200 & LEAD 400 By Year**

**LEAD 200 (100)**

1994 Dr. Carol Cortez
1995 Dr. Elizabeth King/Dr. Stuart Korshavn/ Dr. Paul Johnson
1996 Dr. Lora Warner
1997 Dr. Emily Langdon (2 sections)
1998 Dr. Emily Langdon (2 sections)
1999 Dr. Emily Langdon
2000 Dr. Emily Langdon
2001 Dr. Carol Cortez/Dr. Joe Tullbane/ Dr. Robert Vanden Burgt
2002 Dr. Joe Tullbane/Dr. Elizabeth King
2003 Dr. Joe Tullbane/Dr. Elizabeth King
2004 Dr. Joe Tullbane
2005 Dr. Joe Tullbane
2006 Dr. Joe Tullbane

**LS 400**

1995 Dr. Elliot Elfner/Ms. Kathy Shellogg
1996 Not Offered
1997 Dr. Elizabeth King
1998 Dr. Emily Langdon
1999 Dr. Emily Langdon
2000 Gwen Newman
2001 Not Offered
The number of faculty involved, and the consistency of those faculty teaching in the key Leadership Studies courses, are causes for concern. The LEAD Minor must frequently patch together faculty and courses to ensure that student needs are met. One could argue that this has a positive side effect: the Minor provides students with a variety of perspectives on leadership. However, the downside may be more serious. It is a sign of instability in LEAD staffing, and far too often LEAD must turn to adjunct faculty to meet staffing needs. Furthermore, as so many faculty move into and out of the LEAD program, students do not clearly identify a faculty member with the program. (While it would seem that the Director of the LEAD program serves as the Minor’s point person, in recent years the Director has not taught a LEAD required course. Special effort may need to be made by the Director to play a more active and visible role in this regard.)

A positive development over the years has been the collaboration between the Leadership, Service and Involvement (LSI) co-curricular program in Student Life and the LEAD academic Minor program in Academic Affairs. This collaboration has been part of the program since its inception and has been further solidified in recent years as the job description of the LSI Director has been revised to include responsibility for teaching one LEAD course per year. The collaboration between LEAD and LSI is a strength of the program, and is quite unique when compared to other LEAD programs across the nation.

**NUMBER OF MINORS & GRADUATES**

The Leadership Minor Program is the largest stand-alone minor program at St. Norbert College. Over the life of the program, from 1994 to the present, 234 students have designated themselves as Leadership Studies Minors. Currently, the LEAD program has 22 designated Minors. Over the past seven years (2000-2007), the LEAD Minor program has averaged 27 designated minors. In the previous five-year period (1994-1999), the LEAD Minor program averaged 9 designated minors. (Graph 1)
Over the life of the program, LEAD has graduated 55 Minors and is expected to graduate an additional 8 in May 2007. Over the years, there has been considerable variation in the number of students graduating with an LEAD Minor. (Graph 2.)

Leadership Studies Minor Program Review 2007 Page 10

Graph 2
Leadership Studies Program Graduates 1995-2006
Using the most recent data available in the Program Review Data Book provided by the Office of Institutional Effectiveness, the Leadership Studies Minor would rank as the 20th largest out of 35 majors based on the number of students designating LEAD as a Minor. The LEAD Minor would rank 14th out of 33 majors based on the number of students graduating with the Minor. The ratio of graduates to declared minors has been .32 over the life of the LEAD program. In only three years has it fallen below the college average.

COURSE ENROLLMENTS /CLASS SIZE
Course enrollments in LEAD have been uneven across time and courses. Enrollments in the LEAD 200 course vary from a low of seven in 1996-97 to a high of 44 (two sections) in 1997-98. LEAD 200 enrollments have become more stable in the past few years under Dr. Tullbane’s leadership, with enrollments averaging just over 21 students per year. This year, the LEAD 200 course was moved to the spring semester in order to better recruit students from the Emerging Leaders LSI program into the LEAD academic program. Current enrollment in the LEAD 200 course is 31. (Table 1 and Graph 3)

Leadership Studies Minor Program Review 2007 Page 11

Table 1
Leadership Studies Courses Offered and Enrollments By Year

<table>
<thead>
<tr>
<th>LS Course</th>
<th>200 201 300 350 360 375 378 389 400 494 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>13 7 15 35</td>
</tr>
<tr>
<td>1995-96</td>
<td>9 9 18</td>
</tr>
<tr>
<td>1996-97</td>
<td>7 15 17 2 41</td>
</tr>
<tr>
<td>Year</td>
<td>Enrollments</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>1997-98</td>
<td>44</td>
</tr>
<tr>
<td>1998-99</td>
<td>21</td>
</tr>
<tr>
<td>1999-00</td>
<td>17</td>
</tr>
<tr>
<td>2000-01</td>
<td>10</td>
</tr>
<tr>
<td>2001-02</td>
<td>25</td>
</tr>
<tr>
<td>2002-03</td>
<td>14</td>
</tr>
<tr>
<td>2003-04</td>
<td>21</td>
</tr>
<tr>
<td>2004-05</td>
<td>14</td>
</tr>
<tr>
<td>2005-06</td>
<td>21</td>
</tr>
<tr>
<td>2006-07</td>
<td>14</td>
</tr>
</tbody>
</table>

---

**Totals**: 247 5 27 25 1769 14 73 1469

---

**Leadership Studies Minor Program Review 2007 Page 12**

**Graph 3**

**LEAD 200 Enrollment 1994-2006**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>32</td>
</tr>
<tr>
<td>1995-96</td>
<td>21</td>
</tr>
<tr>
<td>1996-97</td>
<td>14</td>
</tr>
<tr>
<td>1997-98</td>
<td>25</td>
</tr>
<tr>
<td>1998-99</td>
<td>10</td>
</tr>
<tr>
<td>1999-00</td>
<td>17</td>
</tr>
<tr>
<td>2000-01</td>
<td>21</td>
</tr>
<tr>
<td>2001-02</td>
<td>44</td>
</tr>
<tr>
<td>2002-03</td>
<td>7</td>
</tr>
<tr>
<td>2003-04</td>
<td>9</td>
</tr>
<tr>
<td>2004-05</td>
<td>13</td>
</tr>
<tr>
<td>2005-06</td>
<td>0</td>
</tr>
<tr>
<td>2006-07</td>
<td>5</td>
</tr>
</tbody>
</table>
Several of the upper level LEAD courses have only been taught once or a few times. Most, with the exception of LEAD 378, have not been taught since 2000-01. This represents a considerable weakness in the LEAD program offerings and suggests that students are taking their LEAD Minor requirements outside of LEAD designated courses. The LEAD 378 course has been cross-listed with Sociology 378 and hence is offered on a regular basis. The Political Science Discipline has recently agreed to crosslist Political Science 336 Executive Leadership with LEAD as well. This course is offered every other spring semester.

ADVISING LOAD
All LEAD Minors tend to be advised by a faculty member in their major or another faculty member outside of Leadership Studies. It may be important for the LEAD program to have a faculty member or the Director designated as the LEAD advisor.

COURSE SECTION SIZES
The average student-faculty ratio in LEAD designated courses from 1994 to the present is 11.6. The 2001-02 academic year was a bit of an anomaly as only one course was offered with an enrollment of 25. If that anomaly year is dropped out of the analysis, the average ratio drops to 10.4. This does not include courses outside of the LEAD designation, and LEAD Minors take most of their courses to fulfill the minor requirements outside of LEAD designated courses. (Graph 4)

Graph 4
LEAD Average Course Section Size 1994-2006
(Number of Students enrolled in LS Courses/Number of Faculty Teaching)
10.3
8.8
15.5
9.3
25
8 7.8
10
14.3
10.3
9
10.7
0
5
10
Students who minor in Leadership Studies come primarily from two disciplines: Communications and Business Administration. They tend to make the decision to minor in LEAD in their junior year and, in terms of gender distribution, appear to reflect the general distribution of gender in the College. (Table 2)

Table 2
Profile of Current Leadership Studies Minors
(n=22)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>41%</td>
</tr>
<tr>
<td>Women</td>
<td>59</td>
</tr>
<tr>
<td>Class Year</td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>10%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>5</td>
</tr>
<tr>
<td>Junior</td>
<td>50</td>
</tr>
<tr>
<td>Senior</td>
<td>36</td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
</tbody>
</table>
Business Administration 27%
Communication 59
International Business 5
Religious Studies 5
Sociology 5

---------------------------------------------------------------

Cumulative Grade Point Average 3.09

GRE/LSAT/MCAT SCORES
These scores are not available for LEAD Minors.

GRADE DISTRIBUTIONS
Grade distributions for LEAD courses appear to be very similar to those of the College as a whole. (Table 3)

Table 3
Leadership Studies Grade Distribution
1993-2005

LEAD SNC 1993-2002
Average Average
Grade Percent Percent

A 27% 27%
A/B 25 18
B 23 21
B/C 11 10
C 6 10
CD 2 3
D 1 3
F 1 2
W 5 4

III. TEACHING AND LEARNING, SCHOLARLY/CREATIVE EFFORTS AND SERVICE
The 2005-2007 SOOT data for all courses with a LEAD designation were pooled and analyzed. These data were then compared with the latest overall college averages from 2006, and the percentage difference was calculated for each item. The individual items were then arranged to reflect the areas where Leadership Studies compared most favorably with college averages and the areas where the LEAD Minor compared the least favorably with college averages. (Table 4 and 5)

Table 4
Student Opinion of Teaching (SOOT) Data
Cumulated Leadership Studies Courses 2005-2007 (LEAD label, n=124)
Percentage Strongly Agree or Agree

Leadership Studies Minor Program Review 2007 Page 15
Leadership College Overall
Studies F2006 Difference

Student Actively Participates 98% 89% +9%
Student Does Part to Learn 93% 94% -1%
Instructor Treats with Respect 96% 98% -2%
Student Well-Prepared 94% 96% -2%
Instructor Challenges Students 94% 97% -3%
Student has Increased Knowledge 90% 96% -6%
Instructor Creates Favorable Climate 90% 96% -6%
Instructor Shows Enthusiasm 92% 99% -7%
Instructor Well-Prepared 87% 95% -8%
Learning Assessment with App. Methods 85% 94% -9%
Instructor Evaluates Fair and Consistent 86% 95% -9%
Instructor Answers Questions Clearly 83% 94% -11%
My Interest in Subject Deepened 76% 87% -11%
Course Objectives Clearly Defined 81% 95% -14%
Student Able to Meet with Instructor 83% 97% -14%
Class Materials Explained Clearly 75% 92% -17%

Leadership Studies Minor Program Review 2007 Page 17
Table 5
Student Opinion of Teaching (SOOT) Data
Cumulated Leadership Studies Courses 2005-2007 (LEAD label, n=124)
(Percentage Indicating Excellent or Very Good)

Leadership College Overall
Studies F2006 Difference

Overall Rating of Course 55% 73% -18%
Overall Rating of Instructor 67% 80% -13%
Student Overall Self-Rating 70% 68% +2%

Indicators of Student Satisfaction with Leadership Studies
Generally speaking, while the students evaluated the individual items that reflect instructor preparation and classroom instruction quite highly, with the exception of “Student Actively Participates,” these were below college averages. (Table 4) In eight of the 16 individual items, 90% or more of the students agreed or strongly agreed with statements indicating desired qualities. For six more items, 80% or more agreed or strongly agreed. Only two items—Clarity and Interest in Subject Matter Deepened—fell below the 80% satisfaction level; instead, 75% and 76% agreed or strongly agreed, respectively. In contrast, only 55% of students rated these courses as excellent or very good, and 67% rated the instructors as excellent or very good. Thus, it appears that Leadership Studies courses and instructors fall somewhat below the college average. Naturally, these ratings raise a level of concern. While it is unclear precisely why these lower ratings exist for LEAD courses and instructors, we believe that a few factors may come into play. The scores for the LEAD 200 course, a course in which there has been some consistency in faculty coverage, are at the College average overall. The lower scores appear more in upper division courses, and in LEAD 400 in particular. These
lower scores may be due to several factors:
1) the LEAD 400 course has not been taught by the same instructor in any of the past few years—faculty teaching the course tend to be “field testing” a new course each time they offer it;
2) the expectations for LEAD 400 are quite different from those of any of the other courses in the Minor (students must produce a portfolio as well as create and implement a leadership project in the community;
3) recently, the course was team taught, and in this case it is often difficult to assess individual instructors’ ratings. (Table 5)
Assessment of student satisfaction with the Leadership Studies Minor using data from the Current Student Survey must be done with some caution. The small number of respondents who are Leadership Studies minors—20 between 2004 and 2006—makes the data somewhat volatile. That said, in most areas of assessment, the Leadership Studies Minor compares favorably against the college average assessment of all minors. (Table 6) The one glaring exception to these favorable comparisons is in the “Range of Courses Offered,” with a 41% negative difference between LEAD and the College average. A cautious interpretation of these data would be that, generally, students are satisfied or very satisfied with the LEAD Minor to a slightly greater degree than students in other Minors—with one very notable exception, “Range of Courses Offered.”

**Table 6**

<table>
<thead>
<tr>
<th>Leadership Studies Minor</th>
<th>Current Student Survey Data</th>
<th>Student Satisfaction Ratings 2004-2006¹</th>
<th>(Percent Satisfied or Very Satisfied of those who expressed an opinion)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Quality of Course Content</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acquire Depth of Knowledge in Minor Field</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall Minor Program</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality of Advisement</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Preparation</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grad School Preparation</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality of Curriculum</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality of Instruction</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range of Courses Offered</td>
<td>45%</td>
</tr>
</tbody>
</table>

¹ Source: Current Student Survey
² n=20 Students
³ n=415 Students

**Scholarly / Creative Efforts and Service:**
Since Leadership Studies is an interdisciplinary minor program, several faculty members from multiple disciplines teach courses in the program. To utilize all of their
scholarly, creative and service contributions would give an inappropriate picture of the contributions of the Leadership Studies faculty. To provide what we believe is a more realistic view of the LEAD Faculty contribution, we will consider only the contributions of three faculty: Dr. Tullbane (LS 200), Ms. Shelly Mumma (LS 400), and Dr. Wegge (LS Director).

These faculty regularly contribute to the curriculum and LEAD program. Drs. Tullbane and Wegge both serve on the LSI Advisory Board, a Board chaired by Ms. Mumma. Drs. Tullbane and Wegge have also both presented seminars in the LSI certification program. In addition to her regular duties as Director of LSI, Ms. Mumma contributes her service to the College’s Communications Board and the Speaker’s Committee. Ms. Mumma also has several leadership presentations as well as a publication in the *Journal of Leadership Education*.

**Leadership Studies Minor Program Review 2007 Page 20**

**IV. INDICATORS OF STUDENT LEARNING OUTCOMES**

**Indicators of Teaching Effectiveness**

In 2004-2005, and again in 2005-2006, the Leadership Studies Minor program assessed the effectiveness of its instruction, particularly in LEAD 200 Introduction to Leadership Studies and LEAD 400 Leadership Studies Capstone.

In line with our revised mission statement, we are interested in tracking two learning outcomes in graduating minors:

1. Minors should be able to identify and understand theories of leadership, the roles that leaders play, leadership styles and skills, and the ethical frameworks that guide leaders.
2. Minors should be able to apply theories of leadership, the roles that leaders play, leadership styles and skills to their work as emerging leaders.

In order to assess student learning and practice on these two levels, we developed

- a LEAD Capstone Assessment Exam to test critical knowledge of leadership theories, roles, styles and skills,
- a senior survey,
- an external assessment of a service project off-campus, and
- an exit portfolio designed to illustrate students’ ability to put their critical learning into practice.

We have read through and scored two successive series of surveys and portfolios, and one class worth of exams. In addition, as a result of our first portfolio read-through, we have revised the portfolio rubric to allow us to better see the areas of deficiency and will revise the standard to be achieved.

**Student Outcomes**

**Outcome #1: Minors will understand theories of leadership, roles that leaders play, leadership styles & skills and ethical frameworks that guide leaders.**

*Direct Measure: LEAD Capstone Assessment Exam*

Standard to be Achieved: Performance standards to be established once at least 30 students have completed the LEAD Capstone Exam.

Results: The LEAD Capstone Exam was administered for the first time in May 2006. Four students enrolled in the LEAD 400 course completed the Exam: the scores were 34%, 52%, 58% and 82% correct, and the average score was 56.5%. The LEAD Advisory Committee will continue to review these results as each LEAD 400 class
completes this exam. *Four students is too small a sample to produce any definitive conclusions.*

**Leadership Studies Minor Program Review 2007 Page 21**

Self-Reported Measure: Capstone Student Assessment Survey

Standard to be Achieved: 85% percent of the class will indicate that they are Satisfied or Very Satisfied with the “depth of knowledge acquired.”

Results: This plan was implemented last year. On the LEAD 400 Capstone Student Assessment Survey administered in May 2006, 100% of the students indicate that they are Satisfied (50%) or Very Satisfied (50%) with the “depth of knowledge acquired” in the LEAD Minor Program. The survey was administered to a total of four senior LEAD minors enrolled in the LEAD 400. (Appendix I)

**Outcome #2: Minors will be able to apply theories of leadership, roles that leaders play, leadership styles & skills, and ethical frameworks.**

Direct Measurement: LEAD Capstone Portfolio Assessment

Standard to be Achieved: 50 percent of the class will score 15 or higher of 6-24 possible points. (We will revise this standard to meet the new portfolio assessment rubric used in May 2006.)

Results: In the spring semester of 2006, the Leadership Studies Advisory Committee revised the rubric by which the LEAD 400 Course Portfolios are to be evaluated. (Appendix II.) Hence, direct comparison with results from 2005 is not possible. The maximum point value that can be achieved for a single Portfolio is now 12. All four student Portfolios were evaluated by three members of the Leadership Studies Advisory Committee. The evaluations ranged from a low of 5.33 to a high of 9.17. The average score was 6.9 / 12. (Table 7)

**Table 7**

Summary of Overall Portfolio Ratings

<table>
<thead>
<tr>
<th>Faculty #1</th>
<th>Faculty #2</th>
<th>Faculty #3</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #1</td>
<td>6 6 10</td>
<td>7.33</td>
<td></td>
</tr>
<tr>
<td>Student #2</td>
<td>5 5 6</td>
<td>5.33</td>
<td></td>
</tr>
<tr>
<td>Student #3</td>
<td>6 6.5 5</td>
<td>5.83</td>
<td></td>
</tr>
<tr>
<td>Student #4</td>
<td>9 9 9.5</td>
<td>9.17</td>
<td></td>
</tr>
</tbody>
</table>

Overall rating provided by the faculty members were generally consistent. As with last year, student portfolios received the highest ratings on the “Presentation” criterion (2.4 out of a possible 4.0) and the lowest rating on the “Application and Integration of Leadership Models and Theories” criterion (2.2 / 4.0). The score on the remaining criterion, “Analysis or Level of thought” was 2.33 / 4.0. Once again, all scores were at least at the “Adequate” level. However, the committee believes that progress needs to be made in all areas. Expectations in terms of the criteria will need to be made clear to the students.

Direct Measure: LEAD Capstone Project External Assessment Survey (Students work directly with organizations to implement a program/project for the organization and are evaluated by their organizational supervisors.) (Appendix III)

Standard to be Achieved: 80% percent of the class will score Above Average or higher.
when evaluated by an evaluator external to the Leadership Studies Minor program. The evaluation scale to be used will be:

1=Poor
2=Below Average
3=Average
4=Above Average
5=Excellent

Results: This measure was utilized for the first time in the spring semester of 2006. The four students in the LEAD 400 course provided a leadership training program for students in the Howe Elementary After School Program. They were supervised by Julie Massey at the College and by Maribeth Frinzi, AmeriCorps VISTA Service Learning Coordinator for the College and the YMCA 21 C Program. For the “Overall” assessment provided by the site supervisor, 100% of the LEAD 400 students received scores of 4 (Above Average). For the project as a whole, the students received 45/50 (90%) points. The site supervisors took their assessment role very seriously and provided a number of positive comments about each of the students.

Self-Reported Measure: Capstone Student Assessment Survey (Appendix I)

Standard to be Achieved: 85% percent of the class will indicate that they are Satisfied or Very Satisfied with “Providing you with skills necessary to become an effective leader.”

Results: Due to a mix-up this specific item, “Providing you with skills necessary to become an effective leader” was not included in the Capstone Student Assessment Survey. It will be added for the Spring 2007 class. However, the administered survey did measure results on nine other questions useful in evaluating the LEAD Minor Program. On the item “Overall Minor Program,” 75% (3 students) indicated that they were “Very Satisfied” and 25% (1 student) were “Satisfied.” The following items garnered “Satisfied” or “Very Satisfied” from all LEAD 400 students:

- Quality of Instruction
- Quality of Curriculum
- Quality of Course Content
- Acquire Depth of Knowledge in the Field
- Preparing You for Your Prospective Career
- Preparing You for Graduate or Professional School
- Overall Minor Program

Leadership Studies Minor Program Review 2007 Page 23

On two items, Range of Courses Offered and Quality of Advisement, one student (25%) expressed a “Dissatisfied” response.

Leadership Studies Assessment Achievements 2005-2006
1. Completed the first LEAD Minor Assessment Report.
2. Reviewed and revised the Leadership Studies Mission Statement.
3. Developed and administered the Capstone Assessment Exam.
4. Developed and administered the External Evaluator Assessment Survey.
5. Reviewed and revised the Portfolio Assessment rubric.
6. Conducted a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.
7. Established a set of Strategic Goals for 2006-07

Assessment Plans

As a result of assessment, the leadership studies minor will continue to administer the
subject exam in LEAD 400 and will consider administering it in LEAD 200 for a benchmark. Further, LEAD instructors will inform students in LEAD 200 about the portfolio requirement in the capstone course, and LEAD 400 instructors will familiarize students with the portfolio rubric early in the course. In addition, the LEAD Minor Advisory Committee will perform a transcript course audit on all LEAD graduates in order to see where content weaknesses may lie. LEAD leadership will continue to work toward acquiring a dedicated faculty member for the Minor, as well as toward educating faculty about the Minor, in order to address advising, course range and offerings, and critical thinking concerns.

Leadership Studies Minor Program Review 2007 Page 24

V. OTHER INDICATORS OF PROGRAM ACHIEVEMENT AND CONTRIBUTION

Program Viability
Over the past four years, the program graduated an average of six leadership minors per year (with a low of four in 2002-3 and 2005-6, and a high of ten in 2003-4). In 2005-6, the number of declared minors (29) is three times larger than the number for the next independent minor, Classical Studies, and the number compares favorably with the numbers for other academic minors at the College, ranking seventh for minors overall. Given that the introductory course is not part of the College’s General Education program, it is all the more impressive that students are enrolling in the above numbers.

Contributions to Other Programs at the College
Because of its nature as an integral part of a broader curricular/co-curricular program, the Leadership Studies Minor, overall, and LEAD 200, in particular, is very popular with student leaders and prospective student leaders at the College. Most of the students filling upper leadership positions in the College’s student organizations have completed at least the introductory course, and many are declared Leadership Studies Minors. It would appear that the program reaches far more of the student body than the typical academic field of study.

In terms of course offerings, LEAD 200 and LEAD 400 are the only dedicated courses in the Minor. That noted, leadership courses are offered in Business Administration, Communication, Military Science, Philosophy, Political Science, Psychology, and Religious Studies.

In another arena, an “Introduction to Leadership Studies: Theory and Practice” course will be offered in the Green Bay School District Academy programs, beginning in school year 2007-2008. This will serve as a recruitment tool for both the College and the program.

Use of Technology
LEAD courses tend to utilize the “smart classrooms” exclusively, as they (particularly LEAD 200) use a mix of Word and Power Point, as well as video and audio case studies in the practical applications portion of the courses. Students in the current section of LEAD 400 use blogs (www.blogger.com) as a vehicle for reflective writing.

Uniqueness/Distinctiveness of Program
The LEAD minor program integrates theory and practice, and offers curricular and cocurricular opportunities that can lead to personal growth. The program has attained national recognition—at a recent conference for leadership educators, a speaker
publicly recognized the excellence of St. Norbert’s overall leadership program and the unique contributions of both academic and student affairs to the development of student leaders.

Leadership Studies Minor Program Review 2007 Page 25

Contributions to Diversity
The students taking this independent academic Minor reflect the same basic ethnic diversity as the rest of campus. In the past three years, seven of 66 students enrolled in LEAD 200 were domestic or international diversity students (more than 10%). The gender breakout in LEAD 200 mirrors the College’s 58-42 split. Declared LEAD Minors have included African American, Native American, Vietnamese, Montenegrin, Filipino-American, Latin American, Japanese, and Chinese students.

Development
The most significant example of grant development can be identified in the founding of the Leadership Studies minor itself. A substantial Kellogg grant in 1994 was instrumental in the development of the integrated leadership program at SNC. Additionally, a small endowment in LSI to support a Scholar-in-Residence program has benefited the LEAD program. Finally a proposal has been developed for the funding of an endowed faculty chair in Leadership, although this has not materialized to date.

Evidence of strategic planning
During the 2005-06 academic year members of the Leadership Studies Advisory Committee individually identified the strengths, weaknesses, opportunities, and threats (SWOT) of the program. The LEAD Director compiled the responses.

Strengths
• The program fits well with the mission of the College.
• There is a strong level of student interest in the Minor.
• There is a strong co-curricular program in leadership (LSI).
• There is a small but committed faculty.
• The Minor is an interdisciplinary program with strong academic rigor.

Weaknesses
• The range of course offerings is limited and those that could fulfill requirements of the Minor are not easily recognized by students (they are not cross-listed).
• Institutional support (advocacy by administrators, participation by faculty, financial resources, etc.) for the Minor is not strong.
• The program is not marketed to students / faculty / administration—most people know of the program only by word-of-mouth.

Opportunities
• There is a tremendous need for leaders in society. Projections are for a significant shortage of leaders in the near future.
• There is a market for Leadership Studies. Several other institutions have successful Leadership Studies Programs already in place.
• The Leadership Studies minor is a great complement to most majors.
• We need to increase students' awareness of the program and their appreciation of its value.

Leadership Studies Minor Program Review 2007 Page 26

• The study of leadership could be integrated into the First Year Experience, the General Education program, the co-curricular program in Leadership, Service
and Involvement, or *Communio*, the first year liberal arts seminar now being piloted, and the development of a new core curriculum.

- Synergistic relationships among external constituencies, the Leadership Studies minor, and Leadership, Service, and Involvement could be developed.

**Threats**

- Lack of institutional commitment could leave the program floundering.
- Faculty workload and disciplinary requirements may leave the program as an afterthought to many.

This SWOT analysis shaped the strategic goals for the program for 2006-07. These goals include:

- To complete the program review.
- To meet with President Hynes and Dean Marsden to gauge the level of institutional support for the program.
- To develop and implement a marketing plan for the program. The initial audiences for this marketing effort might include First Year Experience Mentors, Student Government Association, and participants in the Emerging Leaders program.
- To work to diversify the curriculum.

**Efforts to attract grant funding**

The program developed a proposal for an endowed faculty chair (2005) in response to a request for proposals from the College Advancement office. The program has not pursued other grants, or other forms of public and private support.

**Success indicators for career preparation**

Preparing students for specific careers is not central to the mission of the program.

**Other indicators of program quality**

Relevant indicators of program quality have been presented in previous sections of this report. The following section on peer comparison also provides an indication of program quality. We believe this range of data provides an adequate basis for evaluating the quality of the program.

**Response to previous program reviews or other assessments**

There are no previous program reviews or assessments.

*Leadership Studies Minor Program Review 2007 Page 27*

**Peer Comparisons**

An analysis of SNC’s peer and aspirant institutions reveals that St. Norbert College is one of the few to have an academic leadership program. Interestingly, two colleges, Marian and Edgewood, have had success in developing graduate degree programs in Leadership.

Looking beyond our comparison institutions provides further evidence that our program is unique and well structured. According to the National Clearinghouse of Leadership programs, a number of universities offer either a Major or Minor in Leadership Studies. Surveying about 26 programs nationwide, nine programs offer Majors in their own department. These colleges also have Minors. The remaining programs were interdisciplinary Minors requiring between 15 and 24 credit hours.

The SNC Minor program compares favorably with other programs nationally. At SNC, we require all students to take an introductory leadership theory course, LEAD 200. Twenty-two programs also require a similar course. We require a capstone course, LEAD 400, while only ten other programs also require such a course—several programs
do require a practicum, internship, field work, service or research course. Depending on the organization of those requirements, such courses might be similar to our capstone experience.

Ten Leadership Studies programs require a second Leadership Theory course beyond the introductory level. This is a course that we do not offer at SNC, but have discussed as a possibility.

Eight programs offer a course in Ethics. Thirteen programs offer courses in the category of Interpersonal/Small Group. Some of these programs list multiple offerings in this category. Thirteen programs also offer courses in the Institutional/Societal category, and thirteen programs offer courses in the category of In Context.

Overall, it appears as though our Minor is fairly similar to others across the country. However, the number of programs that require some type of practicum, internship, service, field work, etc., makes us wonder if we aren’t requiring our students to do enough applied work in this area.

It was impossible to tell how often courses are offered at other universities or to know how many students graduate each year with a Minor in Leadership Studies. These would be areas that would be helpful to know in comparison to SNC’s Leadership Studies Minor.

Some unique courses offered at other schools include:

- Recreational Activities and Leadership (Indiana University)
- Entrepreneurial Leadership (Graceland)
- Systems Thinking (Marquette)
- Images of Print & Film (University of Southern Florida)

Central Michigan University requires each student to take one of three tracks of electives in addition to the core of four courses. The tracks are 12 credit hours. The three tracks are: 1) Interpersonal & Group Interaction, 2) Human Behavior & Development, and 3) Social, Political or Historical Context. It’s an interesting idea to have their students focus in one these areas to this degree.

VI. SUMMARY

The Leadership Studies minor at SNC fits well with the overall mission of the College and offers a unique opportunity for students. Few comparable programs exist among our peer and aspirant schools; in fact few programs exist nationally. This calls us to promote the Leadership Studies Minor both internally and externally.

Leadership Studies at SNC is also unique in that we have an effective academic program and a well established Leadership, Service and Involvement program in Student Life. The Leadership program enjoys strong enrollment compared to other Minors at the College and has significant opportunities for growth. The high level of enrollment exists even in the absence of a Major in leadership and with few attempts to actively recruit students into the program. However, the Leadership studies minor program faces considerable challenges in staffing, curriculum design and course coverage.

An important question faces the College as the Leadership Studies Minor program reaches an important juncture. The program can continue to limp along in a piecemeal fashion, cobbling together a patchwork of courses and faculty, or the College can
commit additional resources to the program in order to increase staffing, improve curriculum development, and enhance the visibility of the program internally and externally. The Leadership Studies Advisory Committee has developed several goals that it will pursue in the next few years:

1) to meet with SNC administrators to gauge the overall support for the Leadership Studies Program;
2) to conduct a thorough review of the curriculum to determine how to respond to the concerns raised in this program review—an initial step will be to conduct a transcript audit to see how students flow through the Leadership Studies minor;
3) to develop a marketing plan to enhance the visibility of the program internally; and
4) to explore the possibility of hiring a faculty member whose focus would be Leadership Studies; this may be done as a joint appointment with another discipline.

The future can be very bright for Leadership Studies at SNC. We want to move the program forward to achieve its full potential.

Leadership Studies Minor Program Review 2007 Page 30

APPENDICES

Leadership Studies Minor Program Review 2007 Page 31

Appendix 1: Leadership Studies Minor Program Assessment

For the Leadership Studies Minor ONLY please indicate your level of satisfaction with each of the following. For each item please check the appropriate box to the right indicating your level of satisfaction.

- Quality of instruction.
- Comments:
- Quality of curriculum overall (e.g. nature of required courses, types of courses offered; sequencing of courses, etc.)
- Comments:
- Range of courses offered.
- Comments:
- Quality of course content.
- Comments:
- Quality of advisement.
- Comments:
- Acquire depth of knowledge in the field.
- Comments:
- Providing you with skills necessary to become an effective leader
- Comments:
- Preparing you for your prospective career.
- Comments:
- Preparing you for graduate or professional school.
- Comments:
- Overall minor program.
- Comments:

Leadership Studies Minor Program Review 2007 Page 32

Appendix II

Leadership Studies Minor Portfolio Evaluation Rubric Spring 2006

Criteria Exceptional (4) Good (3) Adequate (2) Inadequate (1)
Analysis or
Level of Thought
Score:
*impressive, masterful*
- clear and compelling thesis/main point that synthesizes all supporting ideas
- complete awareness of audience and best use of evidence and ideas to appeal to that audience
- convincing self evaluation or assessment reveals the significance of each observation
- use of *best* supporting detail and examples in each case consistently original thought takes risks that pay off

*thoughtful, reaching*
- clear thesis/main point attempt to incorporate all supporting ideas into main point
- some awareness of audience and attempts to appeal to that audience
- self evaluation that is mostly honest or objective use of supporting details and examples for each observation or assertion (though not always the best) reveals the significance of the central idea (but maybe not all supporting claims) attempts original thought (might be uneven) takes some risks but often
plays it safe

*general, superficial*
- thesis/main point is clear but may be general supporting ideas follow from the main idea arguments may be general or supported by too few examples or details to be convincing little awareness of audience attempted self evaluation may be unconvincing or incomplete
the significance of the central idea may not be clear
doesn’t attempt original thought: no risks
reads more as a response to an assignment than as a stand alone project
incorrect, incomplete, inaccurate
thesis/main point unclear, incorrect or absent
supporting ideas don’t follow main idea
arguments are not convincing because evidence is lacking, unclear, or incorrect for the case
no self evaluation
the significance of the main idea is not clear
doesn’t attempt original thought
reads as an incomplete response to an assignment

**Application and Integration of Leadership Models and Theories**
depth and breadth, mastery
portfolio demonstrates mastery of models and theories
reveals the individual’s unique philosophy on leadership in the context of established models and theories
demonstrates personal development in the understanding of leadership as a concept of study and practice
developed understanding of most theories and models demonstrates knowledge of most models and theories describes the individual’s approach to leadership in the context of established models and theories in an attempt to be unique
demonstrates development in the understanding of leadership
general understanding of most salient models and
theories
some application of theories and models to personal experience
some reflection on leadership practice in the context of theories and models
(sometimes general or incorrect)
describes the individual’s incomplete understanding of salient models and theories
little or no application of theories and models to personal experience
little or no reflection on leadership practice in the context of theories and models
no individual philosophy of leadership, or philosophy

Leadership Studies Minor Program Review 2007 Page 33

Score:
shows reflective leadership practice
uses 4+ models in the opening definition of leadership
shows the beginnings of reflective leadership practice and the ability to connect experience to models and theories
uses 3+ models in the opening definition of leadership approach to leadership in the context of models and theories
shows an awareness of the need for reflective leadership
uses 2+ models in the opening definition of leadership that doesn’t take into account models and theories (uses one or no models in the opening definition of leadership)
doesn’t demonstrate the need for reflective leadership

Presentation

Score:
polished, imaginative complete (might even go beyond the expectations)
well organized
appeals to audience
wide range of artifacts and
evidence included in a
clear, convincing fashion
impressive communication
skills (nuanced writing free
from grammatical or
mechanical errors, startling
and effective layout)
complete, distinctive
complete (might attempt to go
beyond expectations)
well organized
appeals to audience in most
cases
range of artifacts included in a
clear, mostly convincing
fashion
good communication skills
(strong writing free from
grammatical or mechanical
erors, layout)
utilitarian
complete (fulfills
expectations)
organized
artifacts included in a clear
attempt to fulfill the
requirements
writing is clean (free of most
grammatical or
mechanical errors)
layout is deliberate and
consistent if not effective
sloppy, weak
disorganized
incomplete
missing artifacts or evidence
inconsistent or confusing
layout
writing is poor (consistent
grammatical or
mechanical errors)

Total Score: ___/12

Leadership Studies Minor Program Review 2007 Page 34
Appendix III

St. Norbert College
Leadership Studies Project Experience

Evaluation of Leadership Studies Student’s Performance
Student _______________________________ Site Supervisor _______________________________
Supervisor title _______________________________ Project Site

Have you discussed this evaluation with the student? Yes No
Thank you for taking the time to complete this evaluation of the Leadership Studies student’s performance. In addition to benefiting the student, you comments will help us improve future projects with your organization, other organizations, and other interns.

**Evaluation Ratings**

Please use the following scale to rate the Leadership Studies student’s performance

NA = Not applicable or not able to judge, 1 = poor, 2 = below average, 3 = average, 4 = very good, 5 = outstanding

- Looked for new responsibilities, took initiative
- Displayed active desire to learn from and contribute to organization
- Adapted to new circumstances, expectations, people, problems, etc.
- Accepted and made positive use of criticism
- Demonstrated creative, problem solving skills, etc.
- Sought out resources with organization and its affiliates
- Showed judgement about when to seek further guidance
- Demonstrated leadership
- Was punctual and dependable
- Attended to details
- Managed time and energy well
- Met deadlines
- Was friendly and courteous
- Overall assessment of Leadership Studies student

**OPEN ENDED COMMENTS**

Please comment briefly upon any of the following general areas that you feel are appropriate.
1. What are the Leadership Studies student’s major strengths?
2. What areas should the student concentrate on in terms of needed improvement?
3. Were there notable areas in which the student showed that he or she had gained new skills, insights, values, confidence, etc.?
4. To what extent were the student’s contributions useful to the organization?
5. Please add any additional perceptions / comments you may have.

Signature _______________________________ Date _______________

**Leadership Studies Discipline Program Review Report**

Prepared by the Curriculum and Educational Policy Committee
March 15, 2007

The Curriculum and Educational Policy Committee reviewed the Leadership Studies Discipline on March 15, 2007. Dr. David Wegge was present to provide commentary on the discipline’s program review document and to answer questions from the Committee. The following report summarizes strengths, observations, concerns, and recommendations as identified by the Curriculum and Educational Policy Committee.

**Strengths:**

The report clearly articulated the relationship between the Leadership Studies program and the College's mission, especially in the area of core values.

The discipline benefits from a strong collaboration with LSI (Leadership, Service and Involvement).

The report was transparent in the presentation of information and cross-referencing of issues.

The Leadership Studies capstone design as described is innovative and challenging.

A strong number of Minors has been maintained over the years.

The assessment plan has clearly articulated learning outcomes and approaches and the program is developing assessment data.

The report described the differences between their current program situation and the issues that will need to be addressed in the future.
Observations:
Students declare their minor relatively late in their academic career.
The program lacks its own leadership.
The program is not taking the opportunity to tie into related programs to enhance diversity.
Student evaluations (SOOTs) are the only measure of program evaluation.
The qualifications and accomplishments of the Leadership Studies faculty were described briefly.
LEAD 360 has not been taught in 13 years.
The current Director has not taught in the Leadership Studies program.

Concerns:
The Student Survey indicated dissatisfaction with the range and consistency of course offerings and with leadership of the program over the years.
SOOT data indicated that the majority of sub-scores and overall course ratings were below the College average.
Students appear to lack a clear level of expectation in regards to the LEAD 400 course.
The report lacks a holistic plan for additional institutional support.
Faculty teaching rotation and curricular offerings has been inconsistent.
The report lacked discussion of academic advising issues.
The programmatic link between Leadership Studies and LSI is not inadequately marketed.
Late declaration of the Leadership Studies minor results in problems in attracting minors, estimating course demand, advising, and completion of the minor.

Recommendations:
LEAD 200 and LEAD 400 SOOT data should be separated for analysis.
Consider a stand alone certificate program in addition to the Leadership Studies minor.
Leadership Studies needs to identify a rotation of courses that students and advisors know will be offered on a multi-year basis.
More aggressively market the program to the SNC community, utilizing the role of advisors.
A clearer set of student expectations for LEAD 400 needs to be developed and the program should consider spreading out requirements in a more manageable way. The program should consider ongoing service requirements or the development of capstone portfolios.
Expand Leadership Studies program offerings through cross listing and special topics courses.
Actively clarify the roles and responsibilities of the Leadership Studies Advisory Committee.
Include CVs of all contributing Leadership Studies faculty in future reports and clearly articulate scholarship directed to Leadership Studies.
Develop a plan for increased institutional support.
Develop a plan for formalized faculty appointment to Leadership Studies and consider a full-time appointment in order to provide more viability to the future of the program.
Address the concerns as indicated through SOOT data and develop program quality standards.