

Governors State University

Student Affairs and Enrollment Management: Reaching Vision 2020

Focus Area: First and Second Year Programs

Leader(s): Roshaunda Ross

Implementation Year: 2016-2017

Goal #4: Create a two year strengths-based curriculum that focuses on student self-efficacy and building identity capital.

Objective 1:	Integrate Strengths Finder assessments and workshops into FY courses
Action Items	<ul style="list-style-type: none"> ➤ Share and encourage strengths philosophy with FY faculty All Mastering College instructors were exposed to strengths and taught it during class. Other faculty who teach lower division students were taught about the strengths model and philosophy during their meeting prior to Fall, 2017. ➤ Train NSP Peer Mentors on Strengths Quest Peer Mentors were trained on Strengths during the Mastering College faculty/Peer Mentor session before Smart Start. ➤ Integrate strengths session/assignments into Mastering College course A Strengths lecture was integrated into each Mastering College section. Moreover, utilizing strengths was a theme throughout the semester. During the SP17 section, strengths was used to form their groups and emphasized as they completed their group project. ➤ Facilitate strengths sessions in FYS courses Strengths sessions were presented in one FYS course and one Honors English course.
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	<ul style="list-style-type: none"> ➤ Survey of strengths sessions from Mastering College students ➤ Number of strengths sessions facilitated during classes ➤ Comparison of strengths survey from FA16 to SP17 Mastering College sections
Responsible Person and/or Unit (Data collection, analysis reporting)	<ul style="list-style-type: none"> ➤ Roshaunda Ross, NSP Director ➤ Dartina Dunlap, Career Services
Milestones (Identify Timelines)	<ul style="list-style-type: none"> ➤ Total count of strengths sessions presented in FA16 and SP17
Desired Outcomes and Achievements (Identify results expected)	<ul style="list-style-type: none"> ➤ Facilitate at least three strengths sessions in FY courses each semester This was completed in both semesters. ➤ Raised awareness of how strengths can be used for academic success This is an ongoing effort.

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Objective 2:	Infuse strengths-based ideology and activities into the Emerging Leaders Program
Action Items	<ul style="list-style-type: none"> ➤ Revamp Emerging Leaders Program ELP was revamped. Over the six week program in Spring, 2017, these students strived to answer the question “What type of leader do I want to be?” and created a leadership development plan for their years at GSU. ➤ Utilize Strengths Quest and MBTI assessments during program This was not completed. However, the students who participated in ELP were also students in the Mastering College course. So, they were exposed to the Strengths ideology in class. ➤ Integrate journaling about strengths utilization and observations Journaling was a key component of ELP. Students journaled after each session as well as when they observed a ‘leadership-in-action’ option. ➤ Create final project/presentation involving strengths This was not completed. But it will be completed next year.
Indicators and Data Needed <small>(Measures that will appraise progress towards the strategic objective)</small>	<ul style="list-style-type: none"> ➤ Pre-and post- self-assessments of program participants ➤ Assessments of program director during meetings with students
Responsible Person and/or Unit (Data collection, analysis reporting)	<ul style="list-style-type: none"> ➤ Roshaunda Ross, NSP
Milestones <small>(Identify Timelines)</small>	<ul style="list-style-type: none"> ➤ Launch of new program format in SP17 ➤ Final projects/presentations at end of SP17
Desired Outcomes and Achievements <small>(Identify results expected)</small>	<ul style="list-style-type: none"> ➤ Increase in understanding of strengths and application for leadership This is an ongoing effort.