FLP Assessment Findings

Each year, the Freshman Leadership Program (FLP) participants—first-year students, mentors, and execs—, are responsible for completing a culminating portfolio project. This portfolio allows for the qualitative analysis of learning from each cohort of students.

Cohort #1: FLP Class of 2015; the first-year students participating in FLP’s curriculum

Definition of Leadership

Leadership Styles
- Heroic Leadership: 17.24%
- Visionary/Transformational: 32.76%
- Integrity: 15.24%
- Ethical: 12.07%
- Followership: 6.90%
- Servant: 12.07%

Students will write their own definition of leadership: Students will create their own definition of leadership after learning about different leadership theories and practicing their own leadership style through events and activities within and outside of the program.

“Despite the struggles and challenges I have faced, I want to use my strength, loyalty, and compassion to lead a life of example that will benefit myself and those around me through my career, faith, and love for others.”

– Andrew Birkeland, FLP ’15

Personal Mission Statement

76%

“The reason I am where I am today is because I have lived everyday like it is a gift and treated it like my last. As time progresses, I will continue to be a leader and be brave enough to stand up for my beliefs and values even if I am in the minority. I hope to be in a position where I can look back on my Bluejay career and feel I gave 100%.”

– Libby Brower, FLP ’15

65% of students grew in their leadership via self-awareness; 20% to personal strength; & 15% via personal faith.

Cohort #2: FLP Class of 2014; 20 students returned to FLP serving as mentors for the incoming cohort

Leadership Growth as a Mentor

65%

“I think the hardest part about [being a mentor] was realizing that you can’t do it all by yourself. There comes a point in your realization where you have to recognize that you have done the best you can and trust in others to step up to the plate.”

– Ryan Kwapisiowski, FLP ’14

Mentors will revisit their own definition of leadership: Mentors will reflect on their definitions of leadership and apply specific aspects of their mentor role to various leadership theories, identifying one primary theory to which their model of leadership adheres.

42% of students mentioned adhering to personal values in the mission statement; 38% mentioned self-awareness; 33% mentioned acheivement; and 33% mentioned service.

65% of students made a connection to Servant leadership; 20% to Followership; & 12% to each of Heroic, Integrity, and Jesuit leadership.

“During my time in FLP, I have grown in my leadership from all of the speakers, workshops, and events the program provides, but also through the help of the close relationships I have formed with those in the program over the last 3 years.”

– Rachel Vaca, FLP ’13

Cohort #3: FLP Classes of 2014, 2013, & 2012; 9 students serve on the FLP executive team to coordinate specific programmatic components

Definition of Leadership

Leadership Styles
- Heroic Leadership: 12%
- Visionary/Transformational: 12%
- Integrity: 8%
- Ethical: 4%
- Followership: 20%
- Servant: 20%
- CU/Jesuit Leadership: 12%

Executives will apply leadership theories to their positions: Students will articulate how various experiences associated with their executive team positions fit within the structure of various leadership development models.

32% of students made a connection to servant leadership; 20% to Followership; & 12% to each of Heroic, Integrity, and Jesuit leadership.

“As a leader, it is important to realize that you are not naturally more knowledgeable or more able than the people you are leading. Therefore, it is essential for a leader to constantly be considering how they can learn from the people they are leading.”

– Paul Miller, FLP ’13

Executive Success

66%

“One major quote that I have been able to cultivate and make by own is ‘The Freshman Leadership Program does not create a leader; it brings out the leader that is already there.’”

– Abby Kern, FLP ’14

66% of executive team members raised their GPA during their year-long year; 22% maintained their GPA during their term; and 11% mentioned acheivement.