**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.

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<th>Objective 1:</th>
<th>Integrate Strengths Finder assessments and workshops into FY courses</th>
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| **Action Items** | ➢ 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 | 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) | Roshaunda Ross, NSP Director  
Dartina Dunlap, Career Services |

| Milestones (Identify Timelines) | Total count of strengths sessions presented in FA16 and SP17 |

| Desired Outcomes and Achievements (Identify results expected) | 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. |

‘Reaching Vision 2020’ Strategic Plan-First and Second Year Programs Outcomes
**Goal #4:** Create a two year strengths-based curriculum that focuses on student self-efficacy and building identity capital.

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<th>Objective 2:</th>
<th>Infuse strengths-based ideology and activities into the Emerging Leaders Program</th>
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| **Action Items** | 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** | Pre-and post- self-assessments of program participants  
Assessments of program director during meetings with students |
| **Responsible Person and/or Unit** | Roshaunda Ross, NSP |
| **Milestones** | Launch of new program format in SP17  
Final projects/presentations at end of SP17 |
| **Desired Outcomes and Achievements** | Increase in understanding of strengths and application for leadership  
This is an ongoing effort. |