

## **Are we learning to lead, or just having fun? Evaluating learning outcomes in a co-curricular leadership development program.**

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## **Introduction**

There has been an increasing interest in developing leadership skills in engineering students to improve the ability of the profession to influence change in a highly technological world [1]. Various pedagogical and programmatic approaches have been employed to help develop engineering leaders, including formal courses, certificates and minors, as well as co-curricular programs [2] [3]. However, an ongoing challenge is evaluating the success of these programs [4].

For curricular programs, it is possible to evaluate student deliverables to look for evidence of skill development, and course evaluations provide other data on how students value the course content and delivery. However, for smaller co-curricular programs, evaluation requires more extensive effort and planning to obtain the information needed. Co-curricular program evaluation is often complicated by a lack of resources for assessment, yet it is important that any significant co-curricular investment generates evidence to justify it. Without this kind of evaluation, leadership programs might be accused of delivering “Leadertainment” [5] – activities that are enjoyable, and might generate goodwill and profile for engineering leadership, but perhaps do not move the needle enough to justify the allocation of resources.

This paper describes a program evaluation framework that has been introduced at the Troost Institute for Leadership Education in Engineering (ILead) at the University of Toronto (UofT) for a co-curricular program for student club leaders. The program and its learning outcomes are described, the evaluation framework presented, and the results and lessons learned from our first trial of the approach are shared.

## **Engineering Leadership Program Evaluation**

The literature on engineering leadership program evaluation is relatively limited. Most studies have attempted to find a method of assessing student leadership behaviour. Novosolich and Knight [6] provide an overview of leadership assessments for engineering undergraduate student leadership programs. They note that assessments are mechanisms for measuring how well students have met learning outcomes, whereas program evaluation is the process by which instructors can determine the effectiveness of their program design. They discuss the importance of aligning student assessment to clearly defined program learning outcomes and the challenge of balancing the data collection necessary for meaningful program evaluation with available resources and survey fatigue. The same authors, in an earlier study [7], related self-reported measures of leadership to student characteristics and college experiences. They found evidence that co-curricular experiences in student driven teams, engineering internships, and non-engineering and clubs can help them to develop leadership skills. They found that curricular emphases – for example on leadership related concepts - had the strongest relationships on student leadership skills.

A few institutions have attempted to track student success from their engineering leadership programs post-graduation, primarily through surveys. Researchers at U of T evaluated the impact of their curricular and co-curricular program through a survey of over 800 alumni with 25 follow up interviews [8]. The ILead program at U of T program is relatively diffuse; students could take academic leadership courses or participate in various duration co-curricular programs, from 2-hour workshops to 30-hour cohort-based programs. There was no attempt to assess alumni leadership using any validated instrument; alumni were instead asked to reflect on how their involvement in ILead programming had impacted their career. Alumni reported an impact of leadership courses on their self, team, organizational and societal leadership. Those alumni who had participated in both co-curricular programming and courses reported the highest degree of impact.

In the most significant alumni study to date, Magarian and Rahaman surveyed the career outcomes of alumni of the co-curricular Gordon-MIT Engineering Leadership Program (GEL), including their evaluation of GEL's impact on their engineering leadership skills and their sense of the program's value [9]. The GEL program is a comprehensive one- or two-year experience and its participants are a well-defined cohort. Over 70% of their respondents (n=280) agreed or somewhat agreed with the statement that "I can attribute advancement in my career, at least in part, to skills I gained during the GEL program." The survey gathered information on what aspects of the program had been most impactful. Leadership was not assessed by any instrument, but differences in career trajectories versus graduates who had not participated in GEL were noted. The analysis suggested areas of curricular refinement for the program.

### **Program Evaluation Framework**

The current study describes a much smaller evaluation exercise for a small co-curricular program. The ILead program team at U of T wanted to build a consistent program evaluation framework that could be used across all its programs, enabling continuous improvement and demonstrating the relative efficacy of its programs. By creating a consistent framework, it is hoped that curricular and co-curricular offerings can be compared, and results eventually aggregated to give an overall sense of ILead's success as a leadership institute. Kirkpatrick's framework for training evaluation [10], which is commonly used in professional development programs, was selected as a model. The Kirkpatrick framework considers Reaction, Learning, Behavior and Results. Reaction refers to the degree to which participants find the program favorable, engaging and relevant; learning refers to the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation; behavior refers to the degree to which participants apply what they learned during the program; and results refer to the degree to which targeted organizational outcomes occur as a result of the program or initiative [10].

The program evaluation framework begins with the key objective for the program to be evaluated, then links learning outcomes to corresponding interventions and activities. The program designer must also describe how Reaction, Learning, Behavior and Results will be assessed. The program evaluation process was piloted in Summer 2024 for a student club leader program.

## Program Description: The Summer Fellowship

The Summer Fellowship program at U of T was first launched in 2015 to support leaders of engineering student clubs and organizations [11]. There are close to 100 student run clubs and teams in the faculty, including discipline clubs, design teams, professional development groups, music, societal, cultural and hobby clubs. The Summer Fellowship program was developed by staff and has been iterated over the past nine years by a succession of leadership education specialists on the ILead team.

Each year, student club executive leaders apply to become Fellows to develop their leadership capacity based on a Change Project they want to lead for their club. Each summer, 10-15 Fellows are selected based on their written applications and a brief interview process. The criteria for selection include student readiness for the program and the nature of their change project; there is also an effort to create a diversity of Fellows across clubs and to achieve a reasonable gender balance. The Summer Fellows are usually working during this time in summer employment or internships, and the cohort meets in person in the evening once a week over three months. For the past two years of the program, the Fellows have also been matched with volunteer industry coaches who provide feedback, guidance, and support at specific points of the program.

## Program Evaluation: Linking Learning Outcomes and Interventions

The key objective of the Summer Fellowship program is to **prepare student leaders to navigate and practice organizational leadership**. Eight learning outcomes for the program were chosen from a wider set of leadership learning outcomes developed by ILead to inform its suite curricular and co-curricular offerings. The eight learning outcomes were each tied to specific learning interventions appearing throughout the weekly learning sessions. Each of the eight learning outcomes was addressed in at least two weekly interventions within the sessions. The eight learning outcomes for the Summer Fellowship are outlined in Table 1.

**Table 1: Learning outcomes (LO) for the Summer Fellowship, matched to weeks in the program.**

Learning Outcome	Leadership Focus	Intervention Week(s)
LO1: Apply leadership theories to personal and professional development	Self	W2, W4, W6, W7, W8
LO2: Uncover and challenge students' beliefs, assumptions, habits and blind spots	Self	W6, W4
LO3: Use tools and inventories to elevate students' self-awareness, confidence and self-efficacy	Self	W1, W2
LO4: Use a variety of tools and approaches to foster positive relationships	Relational	W1, W4, W5, W7, W8
LO5: Collaborate with others to achieve a common goal	Team	W4, W5, W7

LO6: Apply frameworks and tools to navigate conflict skillfully	Team	W5, W7
LO7: Apply leadership theories to club and workplace experiences	Organization	W2, W4, W5, W6, W7, W8
LO8: Find ways to enact small-scale positive change alongside others in my organization	Organization	W4, W5, W6

Table 2 summarizes the weekly lesson topics and activities, linked to learning outcomes. The book, “The Student Leadership Challenge” by Kouzes and Posner [12] was used as a reading guide to support Fellows as they went through the program, complemented by activities that have been developed by the ILead team over the years. E-learning modules were created by the programming team to support the students as pre-work for some modules.

**Table 2: Summer Program topics and activities by week, with readings from “The Student Leadership Challenge” indicated for each week indicated in *italics* and targeted learning outcomes (LO).**

Session	Topic	Activities
Week 1	<b>Program Orientation: Introducing the program &amp; building community</b> <i>Leadership Challenge: Overview</i>	Check in, Hopes & Fears, Culture Document Development, Orientation eLearning module, Student LPI, Leadership Walks – LO3, LO4
Week 2	<b>Values: Identifying, naming and understanding your values &amp; strengths</b> <i>Leadership Challenge: Model the Way</i>	VIA Character Strengths Assessment, Values & Virtues eLearning module, Reflection connecting self-awareness with team and org. Values, integrating org. Values & norms into Change Project v1 – LO1, LO3, LO7
Week 3	<b>Listening Clinic: Building skills for deep, active listening and asking good questions</b> <i>Leadership Challenge: Model the Way</i>	Deep Listening eLearning module, Change Project Articulation Peer Feedback Groups – LO4, LO5, LO7, LO8
Week 4	<b>Spheres of Influence: Tools and frameworks for solving complex problems</b> <i>Leadership Challenge: Inspire a Shared Vision</i>	Spheres of Influence Worksheet, Systems Mapping Activity – LO1, LO2, LO4, LO7, LO8
Week 5	<b>Feedback: Models and systems for giving and receiving feedback</b> <i>Leadership Challenge: Challenge the Process</i>	Feedback eLearning module, Change Project Peer & Industry Coaches feedback groups – LO1, LO4, LO5, LO6, LO7, LO8
Week 6	<b>Organizational Culture: Assessing and influencing team and organizational culture</b> <i>Using an EDI Lens in Change Projects</i> <i>Leadership Challenge: Challenge the Process</i>	EDI & Organizational Culture – Challenge the Process workshop, Org. Culture Inventory & Reflection, Org. Culture eLearning module – LO1, LO2, LO7, LO8
Week 7	<b>Compelling Communication: Making your message sticky</b> <i>Leadership Challenge: Enable Others to Act</i> Coach Feedback Groups (The Pitch): Change Project v3 feedback	Compelling Communication - Intro to Compelling communication/making your message sticky (SUCCES model[15]), Pitch development, Change Project Peer & Industry Coaches feedback groups – LO1, LO4, LO5, LO6, LO8

Week 8	<b>Creating a Culture of Appreciation, Recognition &amp; Celebration</b> <i>Leadership Challenge: Encourage the Heart</i>	Closing & Final Reflection – Encourage the Heart module, Warm Fuzzies/Celebrating accomplishments, Reflecting on leadership evolutions – LO1, LO4, LO7
Weeks 9-10	<b>Independent Work: Change Project Finalization and Presentation Prep</b>	
Week 11	<b>Final Leadership Learning &amp; Change Project Presentations</b>	

A key aspect of the Summer Fellowship is the Change Project, an opportunity to plan strategic and deliberate change that will have meaningful impact on the student club/organization that the Fellow is leading. Fellows begin by articulating their Change Project to define what they want to do and why and then workshop their project throughout the duration of the program. With the support of the dedicated Leadership Education Specialist and assigned Change Project Coaches, each student receives customized input and support in their Change Project development as well as regular peer feedback sessions throughout the program. The summer program concludes with participants delivering a final presentation outlining the change project for their respective club or organization that they plan to implement during the academic year. A program extension is offered to the Fellows to enable them to continue accessing support and feedback during the implementation phase of their change projects. The extension takes the form of check-ins every 1-2 months along with continued access to the industry coaches during the academic year.

Self-Leadership development is addressed in the curriculum through the introduction of leadership frameworks, theory application (via Change Project iteration), interventions rooted in equity diversity and inclusion, and self-awareness. Students complete the VIA Character Strengths assessment [13] and Kouzes and Posner's Student Leadership Practices Inventory (LPI) self-assessment [14] is used to give Fellows a baseline rating on the frequency with which they exhibit 30 proven leadership behaviours.

The program places significant focus on Relational Leadership tools and approaches, through the inclusion of the Student Leadership Challenge, and through sessions such as Spheres of Influence (which helps students to think about the network of relationships in which their change projects sits) and Giving & Receiving Feedback. Additionally, every Fellow has the opportunity to facilitate the opening activity of each session in a small group, enabling them to showcase Relational Leadership skills within their co-facilitation groups as well as to support positive relationship building amongst their peers.

Team Leadership skills are woven throughout the program, via the presentation of relevant theories via modules such as a Listening Clinic and Organizational Culture as well as through the peer feedback groups established to provide feedback and input on Fellows' Change Projects.

Interventions that facilitate Organizational Leadership skills include the focus on the Change Project throughout the program, as well as the Organizational Culture and Feedback modules, which focus on using leadership practices to positively impact one's organization.

## Program Evaluation: Planning for Data Collection

As per the program evaluation framework, data sources were planned for Reaction, Learning, Behaviour, and Results. A summary of the data sources is shown in Table 3.

**Table 3: Planned data sources for evidence to be used in program evaluation.**

<b>Reaction</b>	<b>Learning</b>	<b>Behaviour</b>	<b>Results</b>
- Fellows pre-survey, post-survey I, post-survey II	- Fellows pre-survey, post-survey I - Coach pre-survey, post-survey I - LPI - VIA Character Assessment - Listening Clinic Rubric - Change Project Feedback Rubric - Change Project versions 1, 2, 3, Final - Final Presentation assessment rubric	- Fellows post-survey II - Coach post-survey II	- Fellows post-survey II

Fellows were asked to self-assess against the learning outcome statements in pre- and post-surveys. All surveys were administered online. The pre-surveys were completed before the first session, and post-survey I after the final session of the summer. Post-survey II was completed in January 2024, after the Fellows had completed an academic semester to test if the improvements seen in learning and behaviour were maintained and resulted in action at the clubs.

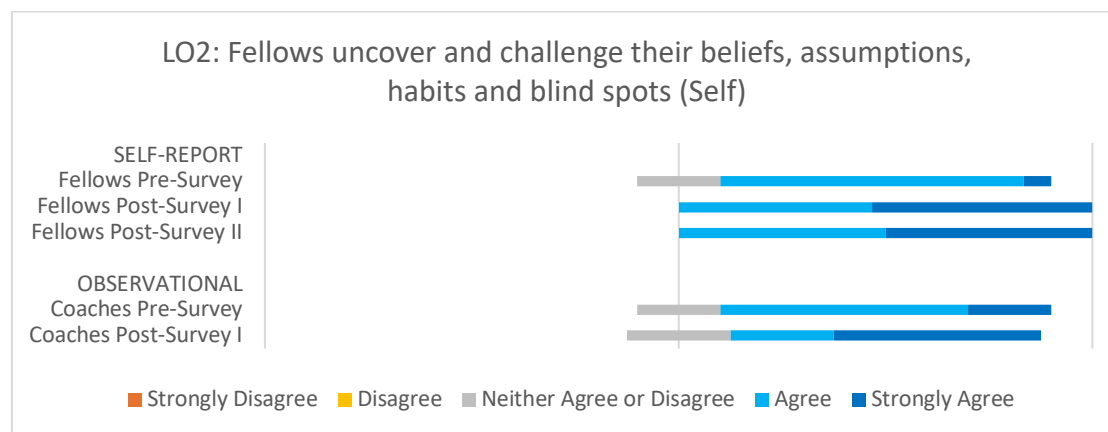
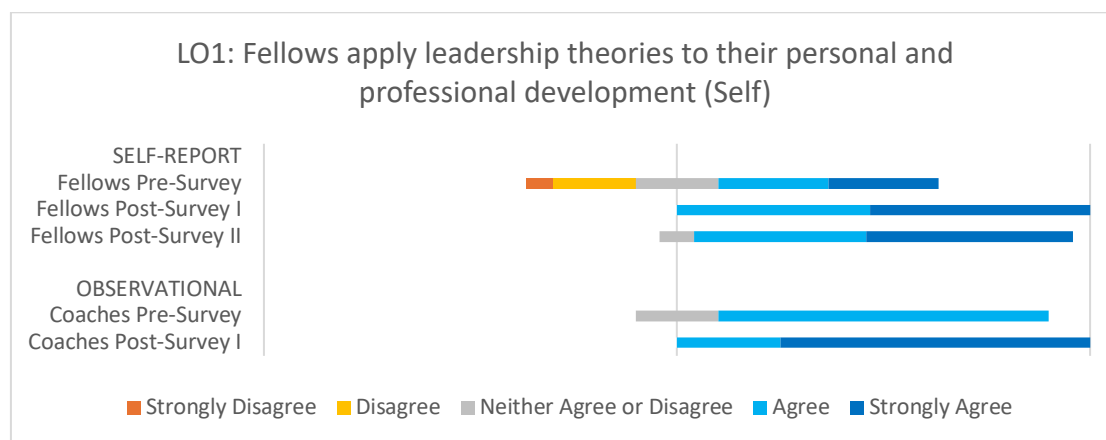
Each learning outcome was tested against a 5-point Scale (Strongly Disagree/ Disagree/ Neither Agree nor Disagree/ Agree/ Strongly Agree) using the language of the learning outcome. The same questions were used for pre- and both post-surveys. Surveys also included open ended question to gather program feedback and key learnings. Appendix A lists the full set of questions.

The Fellows surveys were augmented with Coach surveys to avoid relying solely on student self-assessment. Coaches responded to the survey based on the observable behaviors of their Fellows as they related to each learning outcome. The surveying structure for coaches mirrored that of the Fellows – a pre-survey after the first time they met with their small group, a post-survey after their final meeting within the program timeline, and a second post-survey in January 2025. Coach surveys were administered online.

## Program Evaluation Findings

For the Summer 2024 program, the cohort was 15 Fellows, representing 11 student clubs. Fellows were all undergraduate students, with more than half having just completed their 3<sup>rd</sup> year or out on their Professional Experience Year<sup>1</sup>. Typical cohorts include students from all disciplines; in this cohort, only civil engineering was not represented. The Fellows were primarily female identifying students (11 of 15). Five industry coaches were used to support the Fellows.

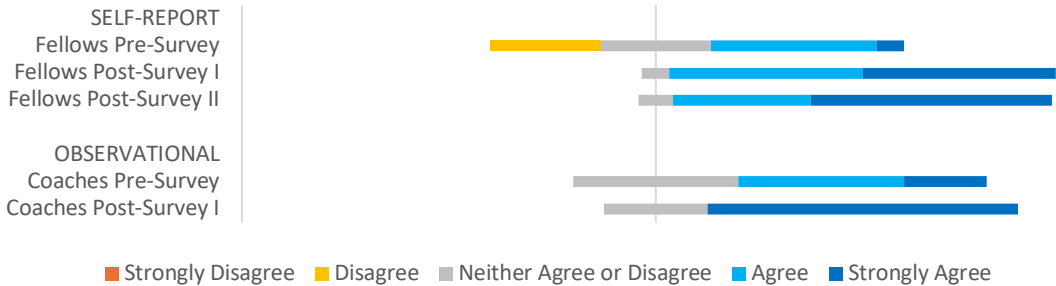
The following figures share the survey results for each learning outcome, normalized for the number of people who responded. The response rate for the Fellows on all three surveys was very good – all 15 Fellows completed the pre- and post-survey I; 12 completed post-survey II. All five coaches completed the pre-survey, four coaches completed post-survey I, and only 3 coaches completed post-survey II. Of the three coaches who answered post-survey II, only one had had further meetings with their mentees; therefore, the post-survey II assessments of learning outcomes are not included in the figures below. The results are all presented then discussed in relation to the Kirkpatrick framework and complemented with data from the open-ended question responses.



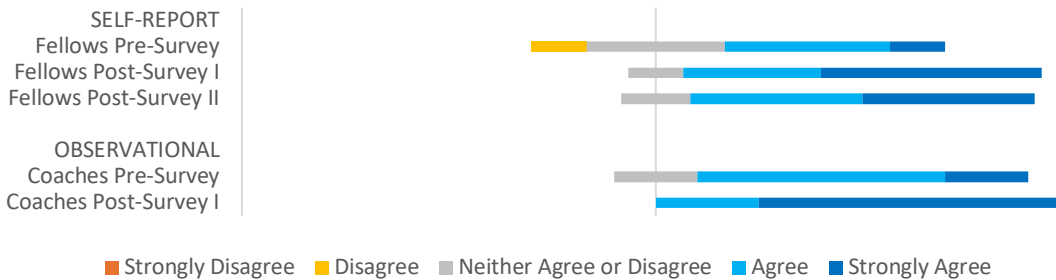
<sup>1</sup> At U of T a more than 80% of students do a 12-16 month paid industrial internship between the third and fourth year of their degree.



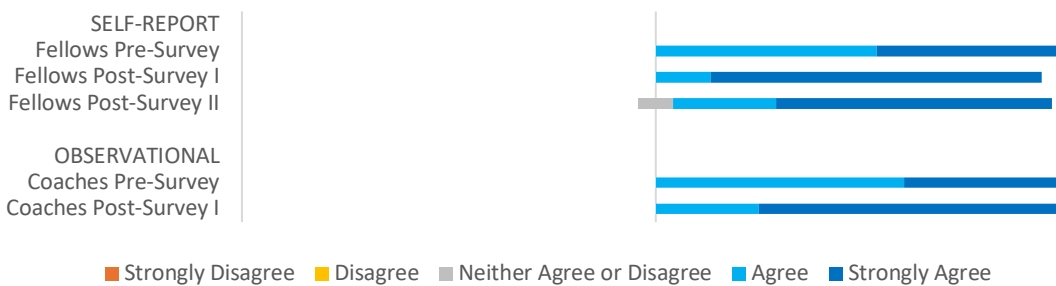
### LO3: Fellows use tools and inventories to elevate their self-awareness, confidence, and self-efficacy (Self)

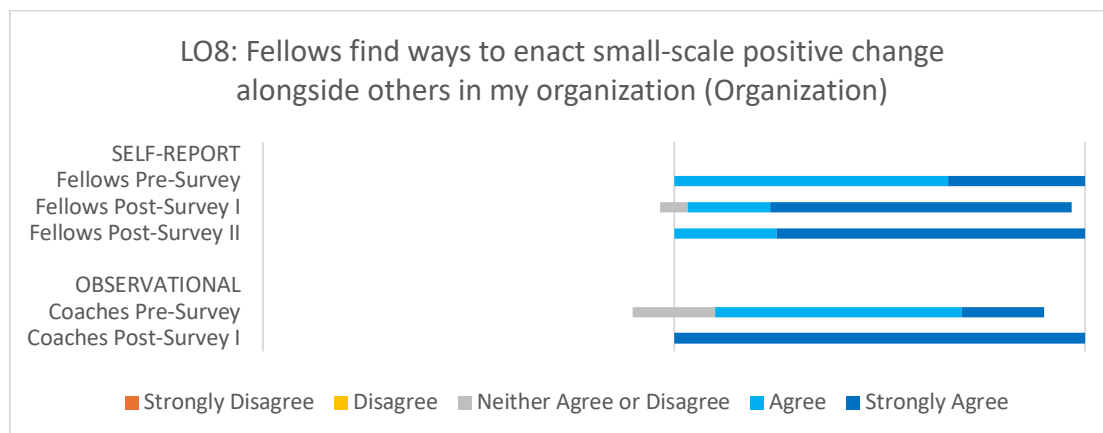
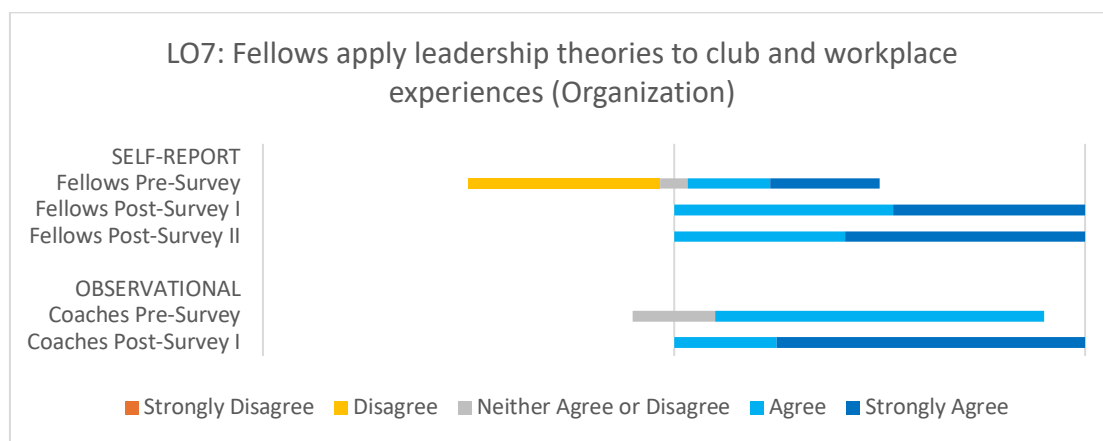
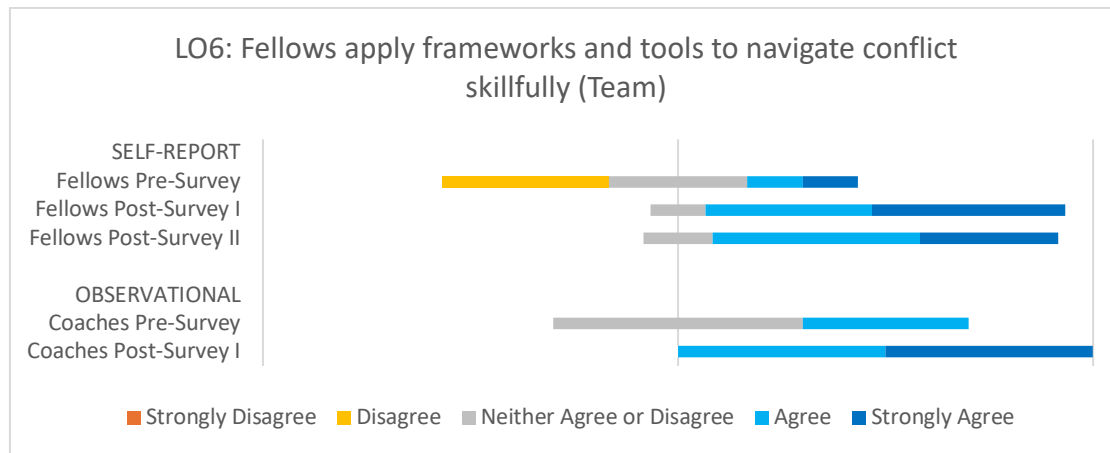


### LO4: Fellows use a variety of tools and approaches to foster positive relationships (Relational)



### LO5: Fellows collaborate with others to achieve a common goal (Team)





As per Kirkpatrick [10], **Reaction** is the degree to which participants found the program favorable, engaging and relevant. Student post-survey I and II open-ended responses indicated a high degree of satisfaction with the program. Students repeatedly expressed gratitude for the program and commented on the benefit of participating in a supportive cohort.

*I have loved this fellowship and the community that has come out of it. My favorite part about the experience is meeting and learning from other student leaders, and the follow up meetings after the summer really help to strengthen these relationships (Fellow, post-survey II)*

*Reflecting on the ILead Summer Fellowship, I've truly come away with a renewed sense of purpose and a deeper understanding of leadership as an ongoing, collaborative journey. The experience pushed me to look beyond traditional leadership paradigms, emphasizing adaptability, self-reflection, and the power of collective action through our "Change Projects." I particularly valued the blend of structured sessions and more personalized, off-cycle coaching, which not only helped me refine my role...but also challenged me to integrate innovative strategies into real-world challenges. (Fellow, post Survey II)*

**Learning** is the degree to which participants acquired the intended knowledge, skills, attitude, confidence and commitment based on their participation [10]. In the pre-survey, the learning outcomes that were self-assessed lowest by the Fellows were those that required some degree of knowledge of leadership theories, frameworks and tools i.e. Learning Outcomes LO1, LO3, LO4 and LO6. Conflict resolution (LO6) was initially rated the lowest of all outcomes. The coaches commented in their pre-surveys that the Fellows appeared to have good knowledge of theories but had not yet started to really apply them; this is likely because Fellows were already well into the program by the time of their first meeting with the coaches (Session 5). Several coaches also commented that the Fellows were good at integrating feedback.

*Each student has a good understanding of the existing tools/frameworks available to help them in their roles. My sense is that it is still mostly theoretical and they haven't successfully applied them in practice or at scale. (Coach, pre-survey)*

As a group, Fellows started out relatively high in their self-assessment of LO2: *I uncover and challenge my beliefs, assumptions, habits and blind spots*. This may be because the Fellows had been introduced to some of these concepts in their engineering curriculum, most notably in instruction on positionality during their design courses. Fellows also rated themselves quite highly on LO5: *I collaborate with others to achieve a common goal*. This might be expected from a group of highly engaged, experienced students who had been selected to be executive leaders in their clubs. All students at U of T also receive a lot of dedicated instruction on teamwork in their design courses.

In the post-surveys, Fellows assessed themselves more highly against all learning outcomes suggesting that they have acquired knowledge and skills and gained some degree of confidence in applying them. It is interesting that the results in post-survey II showed a slight decrease from post-survey I in the percentage of respondents who chose "strongly agree" for several learning outcomes. This softening in self-assessment may be an indication that Fellows' confidence was very high upon completing the summer sessions but reduced as they attempted to put theory into practice during the semester. This is supported by the observation that the two learning outcomes where self-assessment increased further in post-survey II were learning outcomes LO3 and LO7,

i.e. Fellows were more likely to strongly agree that they applied leadership theories and tools to self and to the clubs respectively.

In post-survey I, Fellows tended to focus on the key takeaways about the frameworks and tools, whereas the post-survey II responses were more fulsome and reflective on the challenges they encountered when putting their change projects into action using these frameworks and tools.

*Learning in an environment like this brought me comfort and helped learn that there are already so many developed strategies that enables people to become better leaders with best practices (Fellow, post-survey I)*

*Through this program, I feel I learned more about applying leadership principles in practice. There's a lot of resources available that talk about effective leadership, conflict resolution, etc. but only focus on the ideas behind these practices. Actually, having to apply these ideas in a leadership context is challenging, but I feel better able to do this through my learning in the program! (Fellow, post-survey II)*

In the open-ended answers, Fellows frequently mentioned the instruction and practice of giving feedback as being particularly useful, and several requested more support in conflict management.

**Behavior** refers to the degree to which participants apply what they learned during the program [10]. The increase in student self-assessments for all learning outcomes is one indication of application, but more evidence came from the self-reporting on how the change projects went. Of the twelve Fellows who filled out post-survey II, nine had implemented their change project and reported mostly positive results while acknowledging some challenges. Two Fellows had not implemented their change projects in their original clubs for different reasons, but both had taken their learnings into application at other clubs and were happy with the results. A final fellow was about to implement the change project and so could not yet report.

Many of the changes in self-assessment against the learning outcomes noted above for Learning are also evidence of behavioral change. These are augmented by the coach surveys which reported increases in their assessment of the Fellows against the learning outcomes, though coaches generally rated the Fellows quite highly in their self-leadership behaviors even during the pre-survey. There was only a two-week gap between the pre-survey and post-survey I for the coaches. The coaches were not invited to provide open ended comments on student performance and were also reflecting on multiple Fellows in each answer (each coach had three Fellows) and so there was very limited insight gathered from their responses.

**Results** are the degree to which targeted organizational outcomes occur because of the program or initiative [10]. For this we only have the Fellows self-reports about the changes that they were able to make. The success of their change projects appeared to be varied, in part because the nature of the projects tackled different things on different timelines. Several Fellows were able to report improved participation and attendance numbers and had engagement surveys planned. Other Fellows described challenges encountered that had led to them modifying their change projects.

In a separate short online survey during the program, Fellows were asked about how many students would be directly impacted by their participation in the Summer Fellowship and/or Change Project Implementation. Answers ranged from 1 (coaching a new chair) to 73 (executive members for a particularly large club who would be participating in the change project) for a total of 321 student who would be directly impacted because they would be participating in the change project activities. Indirect impacts (i.e. club members or participants who would benefit from improvements in the quality or number of club activities) was estimated to be 2625.

## **Discussion**

The implementation of the program evaluation framework has provided important insights into the Summer Fellows program. The survey results suggest that Fellows find the program instructive and enjoyable. Fellows felt that they had improved against the learning outcomes, and this was supported by coach observation. More importantly, the results give the program coordinators insights into where there might be opportunity to tweak the program. The high pre-survey results for LO2 and 5 suggest that it may be possible to assume a relatively high starting level of skill and self-awareness for all Fellows, providing a chance to tweak the learning outcomes to a higher stretch goal or focus in another area. For example, managing conflict (LO6) was an area that many students identified as an area where more help was needed.

The creation of the program evaluation framework was an instructive exercise. Developing clearly articulated learning outcomes mapped to the program activities with forethought on how those outcomes could be assessed was found to improve the design and delivery of the program. For example, activities were rearranged between weeks to ensure that each learning outcome was targeted in at least two sessions, and rubrics were created for activities that had not previously had them before. However, although artefacts were collected throughout the program (e.g. VIA Character Assessment, student LPI, and activity rubrics) and used to confirm student knowledge acquisition (e.g. completion of an assessment indicated exposure to it), a strategy for how to analyze and interpret the content of these was not fully established. Given the limited capacity of the team for assessment and evaluation, the programming team plans to focus the evaluation plan on a subset of outcomes next year so that more information can be gathered and specific interventions assessed. With this approach, targeted improvements can be made year over year.

The coach responses to post-survey II were not included in the analysis, though their feedback on how to improve the integration of the coaches will be used in improving the program design next year. The coach survey instrument will be modified to enable more fulsome coach feedback; it is believed that as this is redesigned it will also change the way that we support coaches to better integrate them into the program.

Future work is required to determine if the program makes a difference in sustained leadership behavior and results. One immediate addition to the framework will be to have students complete the Student LPI assessment for a second time when they complete post-survey II, enabling a comparison to their baseline from session I. The collection of 360-type input from club members impacted by the change projects is also being considered, and/or a tracking of club health or maturity. Tracking of Fellows post-graduation has also begun, which might enable a more

fulsome assessment of their leadership in a future study similar to previous work by other authors.

## **Limitations**

This work is based on an instrument designed for program evaluation rather than research purposes. The results from the evaluation are intended to provide insight for continuous improvement of the program and cannot be generalized to describe how engineering students learn to lead. It should also be noted that the Fellows are a select group – highly motivated and, given that they have been selected as student leaders by their organizations, likely already starting with above average leadership skills.

The small number of Fellows in the sample also limits the ability to draw firm conclusions on the efficacy of the program. The results of the surveys are useful as feedback to tweak our program. However, as we repeat and improve the assessment from year to year, can hope to gain some more generalizable insights.

Given that the evaluation tool is primarily based on self-assessment, the results are unreliable. The addition of the coach input provides some indirect assessment based on observation, but there is no training of the coaches for their feedback, and they are not professional coaches or leadership educators. The reliability of the LPI instrument used to assess student leadership has not been evaluated on engineering students; currently, the Student LPI assessment is used by the students and not shared with the program facilitators and so is not informing the program.

## **Conclusions**

The pilot of the program evaluation framework has provided some insights into the effectiveness of the Summer Fellowship program. More work is needed to improve the data collection, but the framework provides a basis for future evaluation of this program and others at U of T.

The most important part of evaluation is getting started – as measurement is attempted, the gaps can be identified and more intentionality added to the design of leadership development programs. Improved program evaluation can then help to justify the continued investment in leadership programs, but it must be focused on well-articulated outcomes matched to sources of evidence that can be gathered and analyzed with a reasonable amount of resources.

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## Appendix A: Survey Questions

Common Questions are indicated via merged cells.

### Fellows Surveys:

Pre-Survey	Post-Survey I	Post-Survey II
Administered before first session	Administered in final session	Administered in January 2025
Name		
Club Name		
How do you hope the Summer Fellowship will impact your leadership?	What was your most significant learning or takeaway from participating in the Summer Fellowship?	
	What was one change in perspective you experienced as a result of participating in the Summer Fellowship?	
	How can we improve the program next year?	
Please indicate the extent to which you agree or disagree that each of the following statements apply to your current experience as a student leader.		
Strongly Disagree/ Disagree/ Neither Agree nor Disagree/ Agree/ Strongly Agree		
<ul style="list-style-type: none"> <li>• I apply leadership theories to my personal and professional development</li> <li>• I uncover and challenge my beliefs, assumptions, habits, and blind spots</li> <li>• I use tools and inventories to elevate my self-awareness, confidence, and self-efficacy</li> <li>• I use a variety of tools and approaches to foster positive relationships</li> <li>• I collaborate with others to achieve a common goal</li> <li>• I apply frameworks and tools to navigate conflict skillfully</li> <li>• I apply leadership theories to club and workplace experiences</li> <li>• I find ways to enact small-scale positive change alongside others in my organization</li> </ul>		
		Please share final progress made on your Change Project - what you've done to date, any challenges you've encountered, planned next steps, and evaluation plans/results. A short paragraph or point form is fine.
		What are your post-graduation plans/aspirations with regards to employment, studies, entrepreneurship, or other ventures?
		How many 1:1 meetings did you have with your coach (beyond the structured program sessions)?



		If you met with your coach beyond the structured program sessions, what were some outcomes/benefits of your meetings? Did you find any challenges in working with your coach?
		Please share any final comments, reflections or questions you have about the Summer Fellowship

### Coaches Surveys:

Pre-Survey	Post-Survey I	Post-Survey II
Administered after first coach session (Session 5)	Administered after final coaching session (Session 7)	Administered in January 2025
Name		
Please indicate the extent to which you agree or disagree that each of the following statements apply to student leaders you are supporting:		
Strongly Disagree/ Disagree/ Neither Agree nor Disagree/ Agree/ Strongly Agree		
<ul style="list-style-type: none"> <li>• They apply leadership theories to my personal and professional development</li> </ul>		
<ul style="list-style-type: none"> <li>• They uncover and challenge my beliefs, assumptions, habits, and blind spots</li> </ul>		
<ul style="list-style-type: none"> <li>• They use tools and inventories to elevate my self-awareness, confidence, and self-efficacy</li> </ul>		
<ul style="list-style-type: none"> <li>• They use a variety of tools and approaches to foster positive relationships</li> </ul>		
<ul style="list-style-type: none"> <li>• They collaborate with others to achieve a common goal</li> </ul>		
<ul style="list-style-type: none"> <li>• They apply frameworks and tools to navigate conflict skillfully</li> </ul>		
<ul style="list-style-type: none"> <li>• They apply leadership theories to club and workplace experiences</li> </ul>		
<ul style="list-style-type: none"> <li>• They find ways to enact small-scale positive change alongside others in my organization</li> </ul>		
Any Comments?		How many times did you meet with your mentees post-formal program sessions?
		Please share any feedback, recommendations of ideas you have for integrating coaches in future Summer Fellowship cohorts.
		I am interested in being contacted to participate as a coach for future Summer Fellowship cohorts (Y/N)