

Annual Summary of Day One 2016

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Program Overview

The Day One Leadership Program is a fall semester experience for incoming freshmen at Mississippi State University. The focus of the program is leadership development, community engagement, and a better understanding of what it takes to be successful in college. During the 2016/2017 year, a total of 210 incoming freshmen from Mississippi and other area states participated in Day One. Collectively, just over 13,500 hours of education and community engagement were delivered through this program.

Program Goals

The goals for the Day One Leadership Program each year are: 1.) Recruit a diverse student body to Mississippi State by focusing on the unique opportunity Day One provides for students to develop their leadership potential; 2.) Assist freshmen in their transition to college life by fostering a living-learning community in their residence halls, providing faculty/staff mentors, and connecting students with campus resources; 3.) Introduce basic leadership knowledge and concepts to better prepare students for



leadership roles in life; 4.) Provide students with team-based, student-directed service-learning leadership opportunities with community partners; 5.) Address and reinforce student civic responsibility through service-learning commitments; 6.) Expose students to real-world leaders; 7.) Emphasize individual character development and personal growth; and 8.) Encourage student engagement in leadership roles within the university and all aspects of life.

Day One Leadership Program

Enrollment Data

Prior to the 2016 fall semester there were 701 Day One applications. Of that number, 418 were labeled as completed applications and 283 labeled as incomplete. Three hundred and sixty-three (363) people were invited to participate in Day One, 291 accepted the invitation, and 210 actually had the Day One class (SLCE 1002) on their schedule when classes began in August. Six (6) of those students audited the class as part of the ACCESS program, which is for students with cognitive and/or physical disabilities. The majority of participating students were from Mississippi (56.4 percent) with 43.6 percent from out-of-state. Females comprised 67.2 percent of the participants. The racial demographics were approximately 46.1 percent African-American, 46.1 percent Caucasian, and 7.8 percent other (Hispanic, Native American, Asian, and No Identification Given).

Program Structure

The Day One program consists of a two-credit (2) hour class that students add to their regular fall academic schedule. A major component of the program and each student's class grade is a community service project. Students with similar interests are placed on a team that is assigned to a particular community agency. It is with this agency that the student team creates and implements a service project. Each student is expected to contribute at least 20 hours of service to the agency over the course of the semester. The teams typically have two mentors. One mentor is a staff or faculty member at Mississippi State, and the other is an upper classman that participates in the Montgomery Leadership Program. Students meet during the semester on Monday, Wednesday, and Friday of each week.



On Monday and Wednesday, students break into pods. Pods consist of three to four community service teams whose agencies are similar in nature. It is during the Mondays and Wednesdays where the bulk of planning and problem-solving takes place. On Fridays, all Day One students meet together in a large on-campus auditorium. Fridays consist of lectures from various authorities on leadership topics and real-world leaders. Some of the topics covered on Fridays are the value of community service, successful principles of leadership, stages of team development, selling your story, and the social change model of leadership.

The Day One program was established in 2007, at the direction of then Mississippi State president Robert H. Foglesong. The structure and curriculum was originally developed by Student Leadership and Community Engagement Director Cade Smith and Mississippi State professors Tom Carskadon, April Heiselt, Melissa Moore, and Allison Pearson. In 2016, Mississippi State staff members Cade Smith, Carmen Wilder, Kinya Beckwith, Matt

Interis, and Stephen Williams delivered the Day One program. The service projects where many of the Day One lessons were applied were at the following area agencies: Aiken Village Preschool, BeeHive Homes of Starkville, Boys & Girls Club – Columbus, Boys & Girls Club – Starkville, Camp Seminole, Caring Days, Child Development Center, Discovery House, East Alternative Education, Elizabeth A. Howard 4-H Therapeutic Riding, English Language Institute, Habitat for Humanity, Ms. Smith's Tutoring, Noxubee Wildlife Refuge, Oktibbeha County Humane Society, Overstreet Intermediate School, Palmer Home Hope Reins Riding, Salvation Army, Sudduth Elementary, Sudduth SEED Garden, T. K. Martin Center, The Claiborne at Adelaide, Transformers, Vickers Personal Care-Starkville, and West Point Animal Shelter.

Assessment of Day One

Two complementary assessments were made available to all Day One students the first and last weeks of the fall semester. The primary reason for the assessments was to measure the effectiveness of the Day One program. A secondary reason was to determine what, if any, changes might need to be made to the program for the upcoming year. A paired comparison was completed using data from the

94 students that completed the pre and post survey. A five (5)-point scale was used in both assessments, with five (5) being the most positive response and one (1) being the most negative response.

As with most programs at a university, Day One always makes an effort to select a diverse group of students that closely resembles the demographics of the entire freshman class (Appendix A, Table 1). In 2016, the demographics for both groups were fairly close except in the areas of gender, race/ethnicity, and Pell grant. Among Day One, 32.8% were male and 67.2% were female while among all freshmen it was 46.7% male and 53.3% female. In the area of race, Day One was 23% higher in African American enrollment and almost 23% lower in White enrollment when compared to the incoming class of freshmen. The gap in those receiving Pell Grant was similar to the gap seen in the area of race. Almost seventeen (17) percent more of Day One students received the Pell Grant compared to the freshman class.

At the beginning and the end of the semester students were asked to select their reason for joining Day One from a common list of choices (Appendix A, Table 2). Before classes started, Day One students said living in Rice Hall or Cresswell had the least effect on their decision. The greatest influences on their decision to join Day One were the opportunities to perform community service and enhance leadership skills. The least and most influential forces on their decision were the same in the Post Day One survey. In comparing the different reasons from pre to post, there was very little difference for the majority of categories. The smallest differences were a one (1) percent decrease for "Live in Rice Hall"; a one (1) percent increase for "A friend recommended Day One"; and a one (1) percent increase for "Do community service work." The largest difference was a two (2) percent decrease on "enhance my leadership skills."

The Day One program has eight (8) specific goals (Appendix A, Table 3). Each student was asked on the Post survey about whether each of the goals had been met. With Strongly Agree having a numeric value of 5 and Agree a value of 4, the average score for each goal was between 4.00 and 4.46. The goal Day One was least effective (4.00) in reaching was helping students make an effective transition to college life, while it was most effective (4.46) in meeting the objective of allowing students to engage in civic responsibility through service learning. In terms of overall positive attitudes, students felt the strongest (94%) about the program enabling civic engagement through service learning, allowing interaction with a diverse student body, and encouraging engagement in leadership roles. The students felt the most unsure (77%) about Day One's ability to help with the transition to college life. As a whole, students believed that Day One met its objectives. The average score given for all goals was 4.34 and the average percentage of positive responses was 90.

Students were asked to give their opinion on 17 statements in the pre and post opinion surveys that dealt with an inclination to lead (Appendix A, Table 4). The lowest and highest of student opinion in each of the surveys were for the same particular statements. Day One students felt the least (1.27,



1.50) about having too many personal concerns to worry about other peoples' problems, and they felt the strongest (4.66, 4.71) about the honor of leading others. Including the mentioned statements, twelve (12) of the statements showed an increase in their average value from the August to December surveys. The largest increase (0.59) was for the statement dealing with parents/guardians being active in local politics. The positive change in pre and post values was considered significant on six (6) particular statements while one (1) negative change in value was significant.

In considering their past experience of working toward a goal or project, Day One students were fairly consistent from the beginning to the end of the semester (Appendix A, Table 5). Like the numbers dealing with an inclination to lead, the highest and lowest values for the pre and post surveys fell to the same statements. Students gave their strongest affirmation (4.59, 4.56) to the idea that they have goals in their mind. The Day One students felt the least (1.43, 1.50) about not having a previous knowledge of teamwork. Of the 18 statements, only 6 showed a slight decrease in average value from pre to post. The largest increase (0.41) in value was for understanding why teams perform poorly. Two (2) of the decreasing changes and two (2) of the increasing changes in value were considered significant.

Looking ahead, students were asked to think about how involved they might be in their community (Appendix A, Table 6). Day One students had an overall positive attitude about the future. The students



showed the least (3.62, 3.88) amount of enthusiasm for wanting to improve the community by opposing existing governmental policies. Students felt the strongest about telling the truth in the pre and post surveys (4.73, 4.63). Four (4) of the changes in value from pre to post were significant.

Like in the previously discussed table, students were asked to think about the future. However, this time they were specifically asked if they saw a need or problem in their

community how confident were they to complete tasks necessary to address the need or problem (Appendix A, Table 7). An example was to contact a politician. Overall, student confidence grew in this area between August and December. Students said they were most confident in the pre-survey (4.22) on their ability to identify individuals or people to help with a problem. Students showed the highest confidence in the post survey for the same statement (4.35). They were least confident in the pre and post surveys (3.48, 3.66) about their ability to organize a petition. The largest jump in student confidence (0.39) was in their ability to write an opinion letter to a local newspaper. Six of the changes in confidence were considered significant.

Day One students generally had a positive (4.13) feeling about their action team's performance (Appendix A, Table 8). Students felt the least positive (3.70) about how their team performed when compared to other teams; however, they were the most positive (4.43) about their team meeting their project goals. In terms of overall positive feelings, the highest percentage (93%) said their team met the goals they had set for their project. The lowest (63%), but still beyond a majority, said they felt like their team outperformed other teams.

Overall, the Day One program received a favorable grade from students at the semester's end (Appendix A, Table 9). Eighty-nine percent (89%) judged Day One as a good learning experience. The average value (4.34) for the statements evaluating the program's overall success was just above four (4) with five (5) being the highest possible value. Within this group of survey statements, students gave the highest marks to Day One enabling the making of friends from different walks of life (4.45), helping them become better leaders (4.36), and exhibiting the impact leadership has on addressing challenges (4.36). The lowest grade (4.22) was for Day One's effectiveness in easing the transition to college.

Each of the Day One action teams had a member of the Montgomery Leadership Program (MLP) serve as a mentor during the fall semester (Appendix A, Table 10). Day One students rated their experience with MLP students as positive. The average positive value and percentage was 4.39 and 89, respectively. In terms of specific actions, MLP Fellows received the highest (4.54) numbers for being likeable. Just behind that (4.49) was the MLP Fellow's ability to provide support during the semester and show how to develop leadership skills (4.39). The lowest score (4.17) for the MLP Fellows was their ability to ease students' transition to college.

Like the MLP Fellows, the Mississippi State staff members (Mentors) responsible for implementing Day One were evaluated by Day One students (Appendix A, Table 11). The staff received scores just slightly behind the MLP Fellows – 4.24 and 86 percent. Day One staff received its highest marks (4.41) for their likeability, while the next highest marks (4.34) were for being responsive to student needs. The lowest marks (4.04) were for helping solving first semester problems.

Day One students were asked about the agencies and organizations where they performed community service and implemented their service projects (Appendix A, Table 12). Students, overall, enjoyed the community organizations they partnered with during the semester. The affirming average score and percentage for the community partners were 4.51 and 91 percent. The highest marks went to the idea that the community agency enabled students to work with others different from themselves (4.59). The lowest marks (4.43) went to the community agency's likeability.

Outside of the community agency, students were asked to evaluate the actual service-learning experience (Appendix A, Table 13). Day One students viewed the service-learning experience favorably. The average value for all related statements was 4.35 and the average percentage of positive responses was 90. The students gave the highest marks to liking service-learning (4.49) and developing a greater understanding of my responsibilities as a citizen (4.47). Service-learning did not do as well (4.13) in helping make the Friday Forum content real.

In the past, a major part of Day One was students living in the same residence hall and on the same floor as other Day One students (Appendix A, Table 14). However, beginning in 2014, Day One housing became optional for students. About fifty percent (50%) chose to live in Day One residence halls. As a whole, the average values for the residence portion of the survey were somewhat positive. The average



value was 3.86 and the affirming percentage was 68. The highest mark went to residence hall likeability (4.36). Day One students gave the lowest marks (3.47) on the idea that their particular residence hall provided a unique positive experience when compared to others.

The Day One students' opinion of their action team was very close to their opinion of other things in the program (Appendix A, Table 15). The overall average value and percentage were 4.32 and 89. The two most positive aspects of the action team were the opportunities to practice leadership (4.45) and learn how to work with people (4.51). The action team's ability to make the transition to college easier was the least popular with an average value of 4.09 and a positive response percentage of 83.

All teams had a MSU faculty/staff mentor during Day One. Students had a general positive feeling about the role the mentor played during the fall semester (Appendix A, Table 16). Students gave an average value of 4.24 and 86 percent of the responses were positive. The highest valued (4.39) aspect of the mentors was their likeability. Just behind that (4.26) was the mentor's ability to provide support during the semester. Mentors seemed to have the smallest impact (4.09) on the students' transition to college.



With the Monday and Wednesday classes in Day One differing from the class on Friday, students were asked to judge them separately. In terms of overall average value and percentage, the Monday and Wednesday classes (Appendix A, Table 17) fared close to the Friday class (Appendix A, Table 18). The former received a 3.71 and 67 percent while the latter received a 3.82 and 73 percent. The highest marks for the Monday and Wednesday classes went to students being able to form study groups or learn from others (3.82). Students found the Friday classes did best in helping them gain a better understanding of leadership (4.04). Monday and Wednesday classes were the least effective in helping students build relationships outside their action team (3.50). The Friday classes received the lowest approval for easing the transition to college (3.40).

Each week during the semester, Day One students were asked to give their thoughts on a particular question provided by their mentor (Appendix A, Table 19). The responses were officially called Weekly Reflections. The average post-Day One value given by students was 4.03 and the average percentage was 78. Day One students were most positive about feeling safe expressing their thoughts and ideas through the Reflections (4.45) and that Reflections gave the Mentor the opportunity to better understand each team member (4.40). Students gave the lowest marks (3.43) to Reflections helping them understand leadership.

In looking at Day One in its totality, the program has a positive image and effectively meets its objectives. Some areas that might need a minor adjustment are gender balance, student interaction during the Monday/Wednesday classes, understanding the importance of the Friday forum, and the benefits of the Reflections. Although there are areas that might need attention, there are many more areas that do not. Several examples are maintaining racial balance, integrating out-of-state students, advocating for low socio-economic students, teaching team-building skills, providing effective mentors, and securing meaningful service-learning experiences. Like any other program, Day One has room to improve, but it is a program that serves a very diverse group of students and meets a vital need in their educational development.



Appendix A

Table 1. Day One 2016 and Freshman Class 2016 Demographics¹

	Day One (N=204)	Entering First-Semester Freshman Class ² (N=3624)
Gender		
Male	32.8%	46.7%
Female	67.2%	53.3%
Race/Ethnicity		
White	46.1%	68.9%
African American	46.1%	23.1%
Other	7.8%	8.1%
Residential Status		
In-State	56.4%	58.8%
Out-of-State	43.6%	41.2%
Financial Aid		
Pell Grant	48.0%	31.5%
ACT score		
12-16	2.0%	2.2%
17-20	26.0%	20.2%
21-24	30.4%	30.1%
25-28	26.0%	25.9%
29-32	15.2%	17.1%
33-36	1.0%	4.4%
Average Score	23.6	24.4

¹Data was provided by Enterprise Information Systems at Mississippi State University on December 13, 2016. Does not include six (6) ACCESS students.

²Includes students enrolled in Day One.

Table 2. Day One 2016 Pre and Post Assessment - Reasons students joined Day One

	Pre ¹ (N=94) ³	Post ² (N=94) ³
Live in Rice Hall	1%	0%
Live in Cresswell Hall	1%	1%
Live in Moseley Hall	6%	6%
Get to know to other freshmen	21%	22%
A friend recommended Day One	6%	7%
Do community service work	28%	29%
Enhance my leadership skills	28%	26%
My parents encouraged me	9%	9%

¹Pre-Survey was completed the week prior to the start of class.

²Post-Survey was completed just after the final exam.

³There were 94 students that completed both the voluntary pre and post-surveys.

Table 3. Day One 2016 Post Assessment - Reaching Day One Goals

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. Day One helped me transition effectively to college life.	4.00	77%
2. Day One helped prepare for leadership roles in life.	4.29	89%
3. Day One helped me participate in team-based, student-directed, service-learning opportunities with community partners.	4.42	92%
4. Day One allowed me to engage in civic responsibility through service-learning commitments.	4.46	94%
5. Day One allowed me to interact with real-world leaders.	4.32	88%
6. Day One helped me focus on individual character development and personal growth.	4.37	91%
7. Day One allowed me to interact with a diverse student body.	4.44	94%
8. The Day One program encouraged me to engage in leadership roles within the university and all aspects of life.	4.44	94%
	4.34	90%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 4. Day One 2016 Pre and Post Assessment - Inclination to Lead

	Pre ^{1,5} (N=94) ⁴	Post ^{2,5} (N=94) ⁴	Change	Significance ³
1. I am the type of person who does not want to lead others.	1.62	1.70	0.09	
2. It is an honor to lead others.	4.66	4.71	0.05	
3. I can contribute more to a group as a follower than I can as a leader.	2.48	2.63	0.15	+
4. I am a leader by nature.	3.79	3.85	0.06	
5. I have a tendency to take charge in most groups or teams that I work in.	3.60	3.78	0.19	
6. I can contribute more to a group as a leader than I can as a follower.	3.69	3.67	-0.02	
7. Leading others is a thankless job.	3.15	3.36	0.21	
8. I am only willing to lead a group if there are clear advantages for me in being a leader.	1.86	1.81	-0.05	
9. I am the type of person who wants to lead others.	4.13	4.21	0.09	
10. I feel people have a duty to lead others if they are asked to lead.	3.86	3.82	-0.04	
11. I have too many of my own problems to worry about to be concerned about the problems of other people.	1.27	1.50	0.23	+
12. I feel that I have a duty to lead others if I am asked to lead.	4.35	4.29	-0.06	
13. It is not right to decline leadership roles.	2.90	2.68	-0.22	-
14. I would never agree to lead just because others voted for me.	2.23	2.48	0.24	+
15. My parents/guardians are active in their local community.	3.35	3.71	0.36	+
16. My parents/guardians are active in local politics (e.g., school board, city council, etc.)	2.61	3.20	0.59	+
17. My parents/guardians do volunteer work in our community.	3.29	3.60	0.31	+

¹Pre-Survey was completed the week prior to the start of class.

²Post-Survey was completed just after the final exam.

³Determined by Student T-test, two-tailed paired comparison. - or + = (P-value <0.05)

⁴There were 94 students that completed both the voluntary pre and post-surveys.

⁵Pre and Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 5. Day One 2016 Pre and Post Assessment - Project Management, Interpersonal Behaviors and Understanding of Teams

	Pre ^{1,5} (N=94) ⁴	Post ^{2,5} (N=94) ⁴	Change	Significance ³
1. I think about my progress when I'm working on a project.	4.40	4.49	0.09	
2. I consciously have goals in my mind.	4.59	4.56	-0.02	
3. I keep a record of progress in my tasks.	4.10	4.08	-0.02	
4. I try to do more than my assigned responsibilities.	4.06	4.14	0.07	
5. I take action to solve problems on my own.	4.28	4.34	0.06	
6. I think up ways to solve problems.	4.30	4.44	0.14	
7. I try to think of positive changes I can make in my project.	4.46	4.54	0.08	
8. I set time deadlines for achieving tasks.	4.18	4.29	0.10	
9. I took steps to ensure everyone participated in group discussions.	3.98	3.82	-0.16	-
10. I took the group's ideas and developed specific plans of action.	4.10	4.06	-0.03	
11. I reminded other team members of the team's goals.	4.18	4.19	0.01	
12. I steered team members towards on-topic conversations.	3.90	3.98	0.07	
13. I addressed conflict immediately by raising it for discussion with other team members.	3.74	3.62	-0.12	
14. I tried to calm down team members that were in conflict.	4.15	3.91	-0.23	-
15. I assumed leadership.	3.68	3.83	0.15	
16. I know how to make teams more effective.	3.85	4.16	0.31	+
17. I understand why some teams perform poorly.	3.84	4.26	0.41	+
18. I don't know much about teamwork.	1.43	1.50	0.07	

¹Pre-Survey was completed the week prior to the start of class.

²Post-Survey was completed just after the final exam.

³Determined by Student T-test, two-tailed paired comparison. - or + = (P-value <0.05)

⁴There were 94 students that completed both the voluntary pre and post-surveys.

⁵Pre and Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 6. Day One 2016 Pre and Post Assessment - Civic Attitudes

	Pre ^{1,5} (N=94) ⁴	Post ^{2,5} (N=100) ⁴	Change	Significance ³
1. If you love your country and community, you should notice its problems and work to correct them.	4.27	4.39	0.12	
2. I oppose some city/state/US policies because I want to improve my community.	3.62	3.88	0.26	+
3. Being actively involved in community issues is my responsibility.	4.05	4.20	0.15	+
4. Being concerned about state and local issues is an important responsibility for everybody.	4.19	4.31	0.12	
5. I will do volunteer work to help needy people.	4.63	4.62	-0.01	
6. I will get involved in issues that affect my community.	4.48	4.46	-0.02	
7. I will work with a group to solve a problem in the community where I live.	4.39	4.49	0.10	
8. I think people should assist other people who are in need of help.	4.71	4.63	-0.08	
9. I think it is important for people to follow rules and laws.	4.52	4.45	-0.08	
10. I help when I see people in need.	4.45	4.48	0.03	
11. I am kind to other people.	4.50	4.52	0.02	
12. I think it is important to tell the truth.	4.73	4.63	-0.10	-
13. Being actively involved in community issues is my responsibility.	4.13	4.42	0.30	+
14. Being concerned about state and local issues is an important responsibility for everybody.	4.17	4.33	0.16	
15. I believe I can make a difference in my community.	4.50	4.47	-0.03	
16. By working with others in the community, I can help make things better.	4.54	4.62	0.08	

¹Pre-Survey was completed the week prior to the start of class.

²Post-Survey was completed just after the final exam.

³Determined by Student T-test, two-tailed paired comparison. - or + = (P-value <0.05)

⁴There were 94 students that completed both the voluntary pre and post-surveys.

⁵Pre and Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 7. Day One 2016 Pre and Post Assessment - Civic Skills to Address Community Problems

	Pre ^{1,5} (N=94) ⁴	Post ^{2,5} (N=94) ⁴	Change	Significance ³
1. I can create a plan to address the problem.	4.14	4.33	0.20	+
2. I can get other people to care about the problem.	3.94	4.22	0.28	+
3. I can organize and run a meeting.	3.99	4.26	0.27	+
4. I can express my views in front of a group of people.	4.06	4.35	0.29	+
5. I can identify individuals or groups who could help me with the problem.	4.22	4.35	0.14	
6. I can write an opinion letter to a local newspaper.	3.55	3.94	0.39	+
7. I can call someone on the phone whom I had never met to get their help with the problem.	3.95	4.25	0.30	+
8. I can contact an elected official about the problem.	3.87	3.96	0.08	
9. I can organize a petition.	3.48	3.66	0.18	

¹Pre-Survey was completed the week prior to the start of class.

²Post-Survey was completed just after the final exam.

³Determined by Student T-test, two-tailed paired comparison. - or + = (P-value <0.05)

⁴There were 94 students that completed both the voluntary pre and post-surveys.

⁵Pre and Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 8. Day One 2016 Post Assessment - Action Team Performance

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. I felt like I belonged to my Action Team.	4.09	83%
2. I was happy to be a member of my Action Team.	4.15	85%
3. My Action Team was one of the best in the class	3.78	63%
4. I feel that individuals in my Action Team wanted to perform well.	3.96	73%
5. Students in my Action Team helped each other learn.	4.13	82%
6. My Action Team teammates treated each other with respect	4.22	85%
7. When someone on our Action Team did well, everyone on the team felt good.	4.25	86%
8. My Action Team teammates felt like they were part of a community where people cared about each other.	4.19	82%
9. My Action Team met deadlines.	4.29	86%
10. My Action Team met their Project goals.	4.43	93%
11. The overall professionalism of my AT was good.	4.15	82%
12. My Action Team performed very well.	4.30	84%
13. I feel my Action Team performed better than any of the other Action Teams.	3.70	64%
	4.13	80%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 9. Day One 2016 Post Assessment - Overall Day One Program

	Post ^{1,2} Average	Post Agree + Strongly Agree
1. Overall, the Day One Leadership Community helped me understand the impact of leadership in addressing real challenges.	4.36	88%
2. Overall, the Day One Leadership Community was a good experience.	4.33	89%
3. The Day One Leadership Community helped me successfully transition to college life.	4.22	82%
4. The Day One Leadership Community helped me become a better leader.	4.36	88%
5. I was able to make friends from different walks of life because of the Day One Leadership Community.	4.45	92%
6. I liked the Day One Leadership Community.	4.30	87%
	4.34	88%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 10. Day One 2016 Post Assessment - MLP Fellow

	Post ^{1,2} Average	Post Agree + Strongly Agree
1. My MLP Fellow modeled effective leadership skills for me.	4.39	90%
2. My MLP Fellow helped my Action Team understand how to develop leadership skills while working on our Service-Learning Project.	4.37	91%
3. My MLP Fellow was available to provide support throughout the semester.	4.49	91%
4. The relationship I had with my MLP Fellow made the transition to college easier.	4.17	77%
5. I liked my MLP Fellow.	4.54	93%
	4.39	89%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 11. Day One 2016 Post Assessment - Leaders of Day One

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. The leaders of Day One were concerned with my individual development.	4.30	89%
2. The leaders of Day One helped me successfully transition to college life	4.12	79%
3. The leaders of Day One helped me solve problems that I faced during my first semester at MSU.	4.04	80%
4. The leaders of Day One were responsive to my needs as a Day One student.	4.34	91%
5. I liked the leaders of Day One.	4.41	91%
	4.24	86%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 12. Day One 2016 Post Assessment - Community Partner

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. My Community Partner helped me understand my role in being a good citizen.	4.51	93%
2. My interaction with my Community Partner enabled me to better understand leadership.	4.46	88%
3. Serving my Community Partner enhanced my ability to work with people different from me.	4.59	96%
4. My Community Partner benefited from my Service-Learning experience.	4.54	93%
5. I liked my Community Partner.	4.43	87%
	4.51	91%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 13. Day One 2016 Post Assessment - Service-Learning Experience

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. My Service-Learning experience made what I learned in Leadership Forum real.	4.13	86%
2. My Service-Learning experience helped me develop as a leader.	4.43	94%
3. Service-Learning helped me develop a greater understanding of my responsibilities as a citizen.	4.47	96%
4. Service-Learning helped me make a successful transition to college life.	4.23	82%
5. I liked Service-Learning.	4.49	92%
	4.35	90%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 14. Day One 2016 Post Assessment - Residence Hall

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. The relationships I made in my residence hall eased my transition to college.	3.76	65%
2. Living in my residence hall enhanced my ability to build relationships with people different from me.	3.85	72%
3. Freshmen who did not live in my residence hall missed out on a positive experience at MSU	3.47	50%
4. I liked living in my residence hall.	4.36	86%
	3.86	68%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 15. Day One 2016 Post Assessment - Action Team

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. As a member of my Action Team, I learned how to work with people.	4.51	97%
2. The relationships I made in my Action Team made the transition to college easier.	4.09	83%
3. Working in my Action Team helped me develop better leadership skills.	4.32	88%
4. My Action Team gave me an opportunity to practice leadership.	4.45	95%
5. I liked my Action Team.	4.23	85%
	4.32	89%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 16. Day One 2016 Post Assessment - Mentor

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. My Mentor modeled effective leadership skills for me.	4.23	87%
2. My Mentor helped my Action Team understand how to develop leadership skills while working on our Service-Learning Project.	4.25	87%
3. My Mentor was available to provide support throughout the semester.	4.26	85%
4. The relationship I had with my Mentor made the transition to college easier.	4.09	79%
5. I liked my Mentor.	4.39	90%
	4.24	86%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 17. Day One 2015 Post Assessment - Monday and Wednesday Class

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. My Monday and Wednesday classes in SLCE 1002 gave me an opportunity to learn about projects of other Action Teams.	3.74	66%
2. The Monday and Wednesday classes enabled me to build relationships with people outside my Action Team and other people in Day One that I did not know.	3.50	62%
3. It is easier to form a study group or get help from other people due to my entire Action Team being in the same class.	3.82	71%
4. The Monday and Wednesday classes helped me make a successful transition to college.	3.70	64%
5. I liked the Monday and Wednesday classes' structure.	3.77	73%
	3.71	67%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 18. Day One 2016 Post Assessment - Friday Forum

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. In the Friday Leadership Forum of SLCE1002, I gained a better understanding of leadership.	4.04	79%
2. I learned leadership skills in the Friday Leadership Forum.	3.98	77%
3. Because of the Friday Leadership Forum, I better understand how I can be a leader.	4.00	82%
4. The Friday Leadership Forum made the transition to college easier.	3.40	55%
5. In the Friday Leadership Forum, I gained an understanding of ethical responsibilities of leadership.	3.98	82%
6. I liked the Leadership Forum.	3.51	64%
	3.82	73%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree

Table 19. Day One 2016 Post Assessment - Weekly Reflections

	Post ^{1,2}	Post Agree + Strongly Agree
	Average	
1. The weekly Reflections helped me understand leadership.	3.43	56%
2. The Reflections gave me an opportunity to share my personal thoughts on the different parts of Day One.	4.23	85%
3. I learned about myself writing the Reflections.	3.86	72%
4. The Reflections allowed my Action Team Mentor to learn about me.	4.40	90%
5. I felt safe in expressing my sincere thoughts and concerns while writing my Reflections.	4.45	93%
6. I liked the Reflections.	3.84	74%
	4.03	78%

¹ Post-Survey was completed just after the final exam.

² Post-Survey values were 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, and 1=Strongly Disagree