



**Clemson Athletics:
Women's Leadership Academy**

an evaluation report by:

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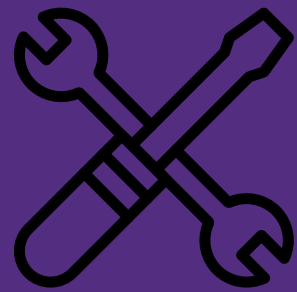
WHAT IS POWER?

POWER is a one-of-a-kind program for Clemson female student-athletes and is believed to be one of few in the nation focusing on this area. Clemson Athletics currently offers an affinity group for all female student-athletes called WE, or Women Empowering, through Student-Athlete Development. "POWER" embodies the strength of Clemson's female student-athletes, while also incorporating the WE name.

- 1. How is POWER measuring success amongst its participants?**
- 2. How is POWER developing its strategic objectives, and who is driving this process?**

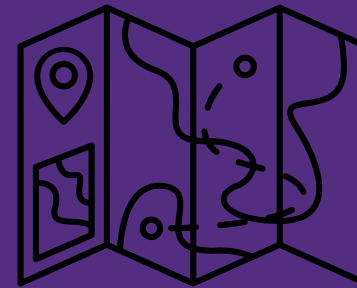


PROGRAM COMPONENTS



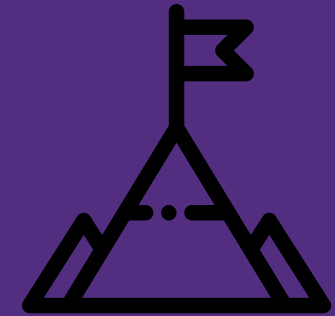
WORKSHOPS

8 total
75 minutes each
2 female facilitators



SUMMER PD TRIP

Corporate exposure
Professional development
Networking



LEADERSHIP SUMMIT

Hosted by the cohort
4 hours
5 workshops
CU staff, coaches, donors, &
student-athletes attend

Stakeholders



- Lead designers & facilitators
- Clemson Athletics Staff
- IPTAY
- Clemson Student-Athlete Department
- Clemson Athletic coaches
- Clemson Athletic Administrators
- Prospective participants
- Other similar collegiate programs
- Professional athletics organizations
- Participating industry leaders

Audience

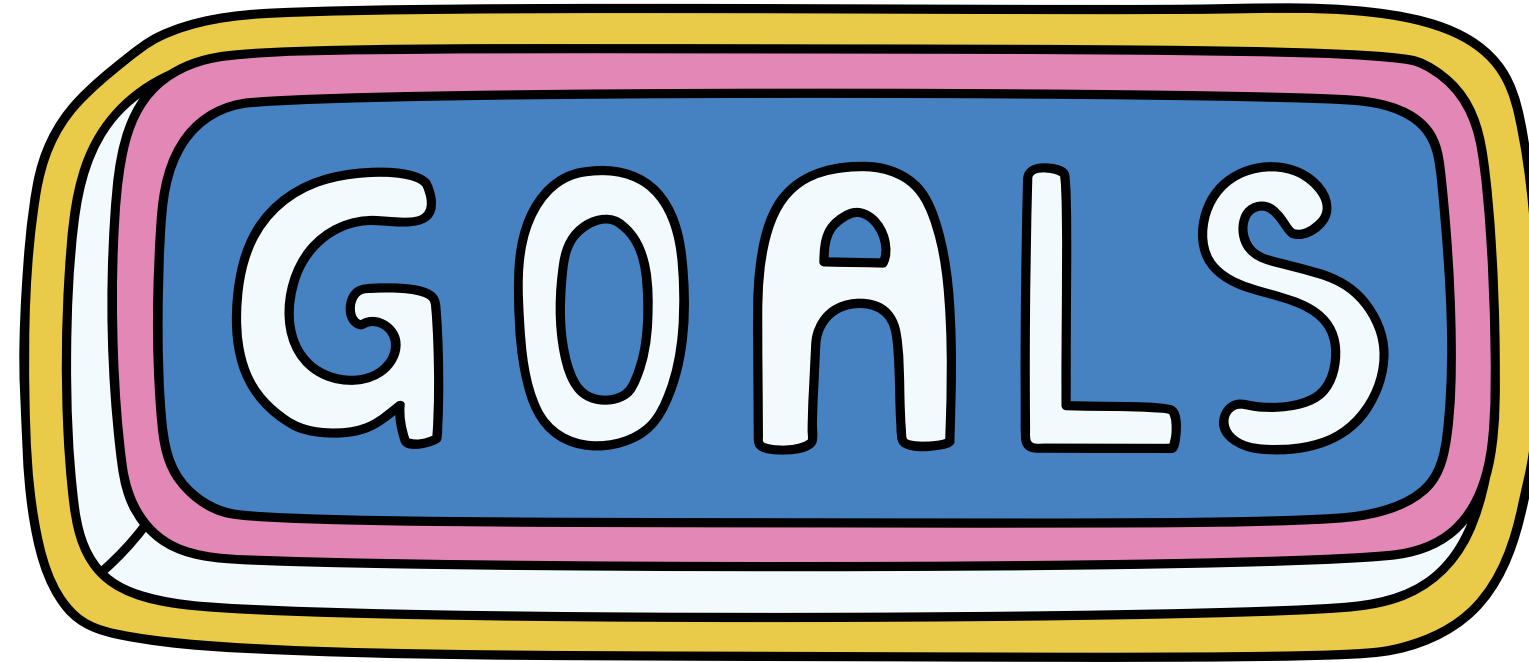


- Program faculty
- Program administrators
- Coaches and athletic staff
- Hear Her Roar / IPTAY donors



<https://clemsontigers.com/power-womens-leadership-%20academy/>





Short-term

- Awareness of current state
- Implement evaluation feedback to ensure future transformative, empowering, and positive experience

Long-term

- Gain internal competency
- Conduct annual cohort evaluation
- Build on prior cohort's experience



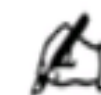
Evaluation Design

One-Group Pretest- Posttest Design (Russ-Eft & Preskill, 2009)

Survey program participants upon their acceptance into POWER and again annually to gauge self-assessed growth



Sample



Pretest 1



Intervention



Posttest 1



Posttest 2...

Sample Survey Questions

Question responses are:

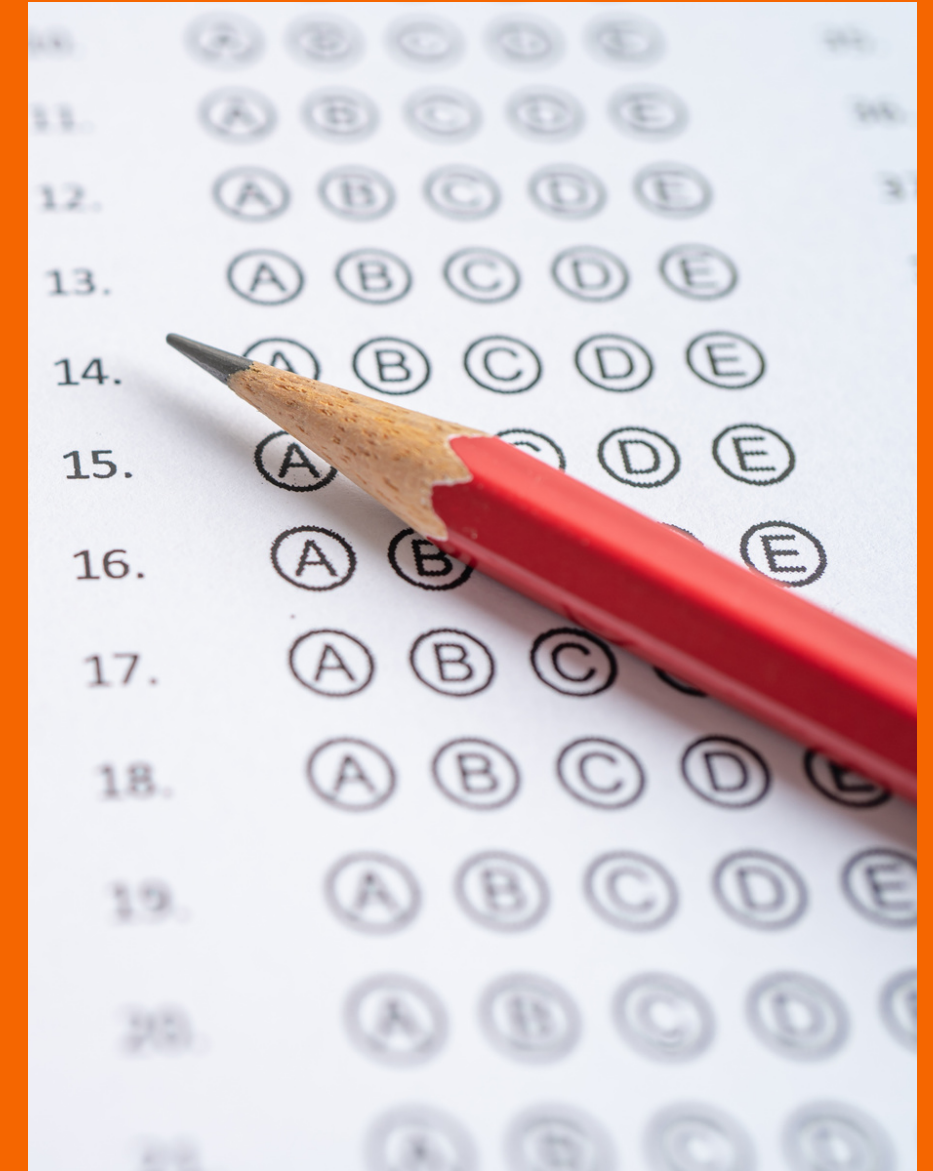
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Likert-Scale Questions:

- POWER has helped me feel more confident in my abilities.
- POWER has helped me develop a stronger sense of self-ownership.
- I feel connected to the POWER advisors and other participants.
- POWER has connected me to professional opportunities and mentors.
- POWER has prepared me for life after Clemson.

Open-ended questions:

- Have could you have better capitalized on the opportunities offered within POWER?
- How has POWER helped prepare you for the next part of your academic, athletic, and/or professional journey?
- What is one thing you would change about POWER if given the chance?



Survey Respondents

Convenience sampling - Current POWER Cohort & POWER Alumni





Results - Current Cohort

87% of respondents agree or strongly agree that POWER helped them feel more confident in their abilities.

100% of respondents agree or strongly agree that they have a sense of self-ownership.

75% of respondents agree or strongly agree that they feel professionally prepared for life after Clemson.

Results - Alumni

100% of respondents agree or strongly agree that POWER helped them feel more confident in their abilities.

89% of respondents agree or strongly agree that POWER connected them to professional opportunities and individuals that strengthened their professional network.

89% of respondents agree or strongly agree that feel they capitalized on their opportunity in POWER.



Of current and alumni respondents,
94% would recommend POWER
to another student-athlete.



The future belongs to those who believe in the beauty of
their dreams.

ELEANOR ROOSEVELT

Areas to Sustain: Sound Bites from Surveys

“

POWER gave me the **opportunity to find my voice and own my strengths**. I have made so many new connections and have gained confidence in spaces I never thought possible. I know how to hold myself professionally and still show up authentically.

“

I got to **make everlasting relationships** with advisors, other participants, and businesswomen. It also helped me understand my own identities, strengths, and weaknesses much better which gave me power moving forward after my year as a part of POWER.

Areas to Improve: Sound Bites from Surveys

“

I think it would have been helpful to have done some more “public speaking” to the group as a whole so we got a chance to hear from each person and learn about the way they own their power earlier in the program.

“

I had external conflicts I couldn't control that took away my ability to participate a couple times.

Recommendations

FUNDRAISING

Funding is needed to continue. Launch aggressive fundraising efforts with new and existing donors.

CONTINUOUS CURRICULUM REVIEW

There is an everchanging landscape of college athletics. POWER must continually review of the curriculum each year to stay relevant.

BALANCE DEMAND

Demand from the student-athletes continues to grow. Administrators must balance this with a high-quality offering.

MARKETING & NETWORKING

Social media exposure needs to continue to expand which will help with funding and networking opportunities.

Return on Leadership Development Investment (RODI)

“Decisions regarding leadership training and development ought to use a similar approach as the process leads to organizations incurring cost for an anticipated benefit, like any other investment.” - Avolio et. al. (2010)

$$\text{RODI} = (\text{NTdSDy} - \text{C}) / \text{C}$$

N = number of participants in development intervention.

T = expected time duration of change in leadership behaviors (converted to fraction in years such that a year and 6 months would be 1.5).

d = effect size of intervention, also considered as the average outcome difference between trained participants and untrained counterparts.

SDy = standard deviation of dollar-valued job performance among untrained employees.

When dollarized performance metrics are unavailable, the performance metric may be a function of 40% of annual salary. In this case, 40% of one's annual salary is a conservative estimate of that individual's dollar value to the firm in terms of performance.

C = total cost of training the expected number of participants.

Implications

One-Group Pretest-Posttest Design



(Russ-Eft & Preskill, 2009)



THE IMPACT OF POWER

POWER CLASS OF 2023-24

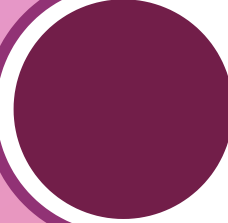
ABY VIEIRA
SOFTBALL



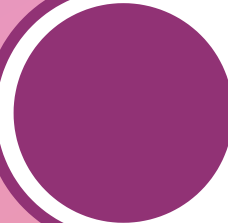
MY SUPERPOWER

ANALYTICAL
A PERSON WHO LIKES
TO EXAMINE FACTS AND
INFORMATION
IN A VERY CAREFUL
WAY

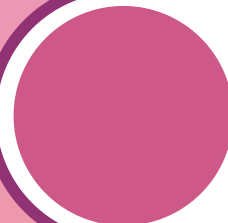
APPENDICES



A: Results from the 23-24 student-athlete survey:



B: Results from the alumni survey.



C: Historical survey data

REFERENCES

Avolio, J., Avey, J., Quisenberry, D. (2010). Estimating return on leadership development investment. *The Leadership Quarterly*, 21(4), 633-644. <https://doi.org/10.1016/j.leaqua.2010.06.006>.

Power Women's Leadership Academy (2024, March 26). Clemson Tigers Official Athletics Site. <https://clemsontigers.com/power-womens-leadership-academy/>.

Russ-Eft, D. F., & Preskill, H. S. (2009). *Evaluation in Organizations: A Systematic Approach to Enhancing Learning, Performance, and Change*. Basic Books.

