

Roy H. Park Leadership Fellows Program

2008 TRIAD FOUNDATION REPORT



Cornell University
The Johnson School



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Executive Summary

The Roy H. Park Leadership Fellows Program marked the 10th anniversary of its first matriculating class during the 2007–08 academic year with a Triad Foundation New York City celebration. The event, which was attended by almost half of all our Park alumni, was a real testament to the legacy of the program and the important role it has played in the lives of our fellows and life at the Johnson School.

Over the last decade, the Triad Foundation has helped us build this program into one that fulfills all of its original promise. We attract some of the best and brightest MBA students, and have developed a nationally recognized program that has wide-ranging benefit for the school and the surrounding community. We now have a higher quality student, have developed a strong leadership curriculum that is also offered to the rest of the student body, and have helped increase the visibility of the school. Most importantly, the program has affected the very fabric of the school, benefited a broad range of constituencies in the local community, and imparted a message of leadership that our Park Fellows and others will continue to model as future business leaders.

In almost every respect, the program is completing its strongest year ever. All the indicators listed and discussed in this report and summarized in Attachment E demonstrate that the program is serving its intended purposes. A number of the key indicators are at or near all-time highs and point to the development of an outstanding program. Highlights include:

- The demonstrated ability of the program to expand the Johnson School applicant pool, and consistently attract candidates away from other top schools. The number of applications and the yield for the fellowship have increased, and are at or near all-time highs. The yield, in particular, is close to any top program in the country, and exceeded by only Harvard and Stanford. Moreover, the vast majority of the fellows indicate that they would not have matriculated without the fellowship and the Park program.
- An expanded admissions effort has increased applications for the school as a whole 23 percent and 27 percent (preliminary) in the last two years, respectively, and raised the current yield for the school to a historic high. The Park program and the recruiting weekends have played an integral role in this effort and helped make this success possible.
- As a group, the Park Fellows consistently and significantly out perform their peers academically, with an average of about 30 percent graduating with distinction (top 10 percent of the class) over the last decade.
- The program plays a leading role in enhancing the

diversity of the school, particularly among women, who represent on average 40 percent of the Park Fellows compared to less than 30 percent for the school as whole.

- As a group, the Park Fellows consistently and significantly out perform their peers in career placement, averaging almost 15 percentage points better than the school as a whole. This placement rate is also equal to or better than any top school in the country.
- Park Fellows completed a total of 17 service leadership projects this year, an all-time high, as a number of fellows chose to do multiple projects. We believe this is a reflection of an overall sense of community responsibility among the fellows.
- Both current fellows and Park alumni show high degrees of satisfaction with the quality and impact of our leadership programming. The 2008 internal satisfaction rating reported an all-time high of 4.8 on a five-point scale.
- Park alumni give their time and money to the school and to other volunteer activities in far greater proportion than their non-Park peers.

In addition to the normal program improvement changes described in this report, our most notable plan for the coming year is to further strengthen Park alumni giving to the Johnson School. With the first class of Park Fellows nine years out, we feel that the time is right to make a more concerted effort in reaching out to the Park cohort separately, especially in the older classes. Building on our past success in alumni giving and participation, we entered the planning phase for that effort this spring.

This report describes our continuing and collective efforts to make the Roy H. Park Leadership Fellows Program the best of its kind in the world. It is our hope that the people who participate in the program will be transformed by their experience, and that they will look back on their time at the Johnson School as something that significantly influenced their careers, and even possibly their entire lives. Further, we hope that their lives will balance individual achievement with personal contribution to the world. This is a report of our continuing progress in fulfilling that vision.

Attracting the Best and the Brightest MBA Students

Admissions

One of the clear purposes of the Triad Foundation grant is to elevate the overall quality of the student body of the school. The recruiting and selection process of the admissions office is critical to the success of that strategy. In fact, we believe that our success in recruiting qualified students is the single most important leverage point we have for creating and

sustaining a world-class program.

Overall, the school has been very successful in its recruiting efforts for each of the last two years. Applications increased 23 percent and 27 percent (preliminary), respectively, for the classes of 2009 and 2010, and the Johnson School was the only top 20 school to experience double-digit increases in both those years. The factors contributing to this success are:

- The admissions office has almost doubled the number of recruiting events held, due in part to participation in a new MBA recruiting tour, and the Park Fellowship is featured prominently at every one of these events.
- The admissions office has greatly increased its outreach and follow-up efforts with prospective students, with electronic and personal contacts at each step from the admissions office, current students, and alumni.
- As one of the premier programs in the country, the Sustainable Global Enterprise Program attracts a growing number of candidates with approximately 20 percent of all applicants indicating that it is their intended major or immersion.
- Expanded efforts to feature and integrate the Park program in every step of the recruiting process, along with the program's growing reputation and ability to attract MBA talent on its own.

In terms of the Park recruiting effort itself, the extended admissions process we implemented four years ago, with the support of the Triad Foundation, has proved to be a crucial recruitment and selection tool for the Park program, and also a powerful showcase for both the program and the Johnson School. This year, we brought 112 Park candidates to campus for a second visit. These additional visits give us the opportunity to screen for leadership potential among an otherwise highly qualified pool, and to sell both the financial and experiential benefits of the program and the school.

In competing with other top schools, the program's financial benefit is often not enough to attract top candidates, especially in the very competitive marketplace that will continue over the next few years. The interview and associated interactions with students that result from the extended admissions process provide us with the opportunity to sell the otherwise subtle, but powerful experiential aspects of the program and the school, which many candidates might otherwise have difficulty fully appreciating.

As was the case in previous years, the feedback we received regarding the expanded selection process has been very positive from all involved. The selection committee's first-hand knowledge of each the candidates has resulted in a richer, and sometimes more pointed discussion of candidate credentials, as well as a greater confidence in admissions decisions. The candidates also report being impressed with the process. Feedback from both those who receive fellowships and those who do not show us that the process is unique, and conveys an important message to candidates

about the culture of the school and the special opportunity of the Park Fellowship. The process, which is highly visible within the school, has also impressed current students about the rigors of the program's selection process.

The impact of this extended admission effort has proved to be very important to both the Park program and the school. First, the selection process has helped us ensure our Park Fellows truly represent the school's best foot forward. This has important implications for the program's reputation among future students as well as recruiters. Second, there is a greater appreciation for the program among other students, resulting in less tension around the program. The process is



"My experience at the Johnson School has been truly enriched by my Park project, due to the variety of people across the school and greater Johnson School community we were able to work with. Being a Park Fellow has helped shape my outlook on a career by forcing me to take a hard look at myself, test, and continually re-test where my interests and leadership strengths truly lie. In many ways, the Park program led me to my post-MBA career choice, strategy consulting, through this process of intensive and continual self-discovery."

Shahnaz Shustari, MBA Class of 2008

Pre-MBA Employer: The Methodist Hospital System (Operations Project Analyst, Houston, Tex.)

Future Employer: McKinsey & Company (Houston, Tex.)

Park Project: Shustari and another Park Fellow planned and implemented Dividends through Dialogue (DTD), a series of Johnson School workshops and participatory sessions that explored effective communication, goal setting, cultural diversity and sensitivity, and other crucial leadership tools for success in today's business world. Twenty-three members of the Johnson School community attended DTD @ Johnson Day, including first- and second-year students, accelerated MBA students, and faculty members.

transparent, involves many non-Park students, and many of the unsuccessful candidates still matriculate to the school. Third, there is also greater commitment among the Park Fellows cohort as a whole. Participation in program and school activities has been solid since implementation of the new process, which was not always the case previously.

Finally, the impact of the recruiting weekends and the Park recruiting effort overall are having a direct and positive impact on the school's ability to attract and yield top candidates. As we did last year, for instance, we held six Park recruiting receptions hosted by staff and Park alumni in six different cities. This serves to increase interest and expand the applicant pool not only for the Park program, but also for the school. The recruiting weekends have also helped us yield top candidates who were denied the fellowship, and may have been lost to other top schools.

Admissions Indicators

Applications

With our expanded recruiting efforts and asking every domestic student to apply for admission to the program, Park applications have more than doubled the last two years. In years past, there were many who, for various reasons, did not apply but would have been solid candidates. These changes have expanded our pool and ensured that every candidate with solid potential is considered.

Number of Park Applications

2002	335
2003	258
2004	230
2005	311
2006	290
2007	552
2008	696

“This program is truly amazing. It does a wonderful job of linking our academic experience with real-life leading.”

—Student comment from the 2007-08 program review and assessment

Yield

Over the years, we have seen a steady and significant rise in the quality of students in the Park Fellows program. Yield is a standard measure of the overall quality and attractiveness of a program, and is calculated as a percentage of those accepting a fellowship from among those offered. The following table shows the comparative yield for Parks and other students over the history of the program. The first five Park classes are approximated yield. We have no yield for the sixth class, as we experimented that year with no separate application process.

Park Yield

Class	Park	Non-Park
1999	70%	50%
2000	90%	46%
2001	80%	53%
2002	70%	49%
2003	70%	50%
2004	58%	
2005	71%	53%
2006	58%	45%
2007	61%	43%
2008	68%	45%
2009	79%	51%
2010	83%	75%

(preliminary)

The yield averaged 70 to 80 percent over the first seven years of the program, which compared very favorably to other top 15 schools. The yield then dropped significantly for the classes of 2006 and 2007 to 58 percent and 61 percent, respectively. We believe the reasons for this drop were due to the program maturing, and as such it began attracting a more competitive pool of applicants. The yield rose again, however, to its former levels in recent years and is up to 83 percent (preliminary) for the class of 2010. This compares very favorably to any top school in the country, and we believe is due to the combination of the new recruiting weekends and the program's increasing ability to attract applicants based on its reputation. We are finding the recruiting weekends, in particular, to be very useful in selling the value and special nature of the program.

The schoolwide yield has also jumped significantly this year for all the same reasons the applications increased, as mentioned previously. We expect this to decline over the next few months, but still remain at a historical high.

Interestingly, the yield for the pool of candidates who attended one of the recruiting weekends and were either wait-listed or denied the Park Fellowship was 25 percent, 42 percent, 39 percent, and 55 percent (preliminary) for the classes of 2007, 2008, 2009, and 2010, respectively. This is

significantly lower than the Park or schoolwide yields. Given that this is the school's top pool of candidates, we believe this means that many of these top candidates simply would not matriculate without the fellowship. These yields may even be a little higher than what they would otherwise be because many in these pools were sold on the school as a result of the recruiting weekend and decided to come regardless of the fellowship.

As we reported in the past, we continue to compete directly with traditionally ranked top 10 schools. This was not always the case in the earlier years of the program. For the incoming class of 2010, we lost two to Tuck and one each to Kellogg, Chicago, and Stern, but we have also done well in attracting students away from these programs. Again, we believe these results are testament to our growing ability to meet the original strategic objective of attracting top students from other schools to the Park Fellows program. The following chart is a sampling of how we did in attracting candidates away from other top schools for the classes of 2007 through 2009 (some fellows had multiple offers from top schools).

Competitive Record Against Other Top Schools

	2007		2008		2009	
	Won	Lost	Won	Lost	Won	Lost
Michigan	3	2	5	2	4	1
Kellogg	3	4	1	2	5	0
Harvard	0	2	0	3	0	2
Wharton	2	1	0	0	1	1
Chicago	0	1	2	0	1	1
Columbia	1	3	2	0	2	0
MIT	1	1	2	3	2	0
Tuck	1	0	4	0	7	1
Duke	2	0	1	0	1	1
Darden	3	0	2	0	1	0
Stanford	0	3	0	1	0	0
NYU	1	0	3	0	6	0

Two years ago, we also began collecting information on why Park Fellows decide to apply and matriculate to the Johnson School. In doing this, we are trying to assess whether the fellowship serves to expand the applicant pool to the Johnson School as a whole, and attract candidates who might otherwise have matriculated to another top school. We surveyed the current classes of Park Fellows with the following results.

Reasons for Applying and Matriculating

	2007	2008	2009
How did you learn about the Park Fellowship?			
Referral	56%	50%	50%
Through the School	44%	50%	50%

Was the Park Fellowship **a** factor in deciding to apply?

Yes	56%	50%	73%
No	44%	50%	27%

Was the Park Fellowship **the** factor in deciding to attend?

Yes	75%	75%	77%
No, would have attended anyway	25%	25%	23%

Of those who said no, they would have attended anyway, about half said the reason was the Park recruiting weekend. These data clearly indicate the ability of the program to expand the Johnson applicant pool, and to play a growing role in drawing candidates away from other top schools.

Diversity

The incoming class of 2010 is every bit as diverse and strong as its predecessors. The program continues to play a leading role in the school's drive to increase the diversity of the student body. There will be two African Americans and 12 women among the entering class of 26 Park Fellows. These populations are traditionally underrepresented in MBA programs, and in the last several years their representation in the Park Fellows program (particularly women) has been greater than it is in the Johnson School as a whole. These are highly qualified candidates that we hope will help the school in its drive to increase student diversity. The following table presents the Park record on recruiting women and minorities (including Latino, Asian, and Native Americans) over the years.

"I think the program has been hugely beneficial. It has brought a lot of important issues to my attention and increased my leadership aptitude significantly."

—Student comment from the 2007-08 program review and assessment

Women and Minorities as a Percent of Class

Class	Women		Minorities	
	Park	School	Park	School
1999	31%	15%		
2000	28%	27%	9%	16%
2001	25%	27%	9%	20%
2002	34%	27%	17%	24%
2003	44%	29%	20%	19%
2004	39%	28%	11%	24%
2005	39%	29%	22%	
2006	40%	31%	20%	17%
2007	38%	28%	23%	20%
2008	44%	25%	20%	18%
2009	46%	28%	19%	22%

The work backgrounds of the group are just as diverse, and include several who have risen to senior positions in consulting firms, managed nonprofit organizations, served in the military, and worked on Wall Street. Several more have started and run more traditional businesses, most have already had senior-level experience, and many have had diverse international experience. A sampling of previous organizations includes (see Attachment A for complete listing):

- JP Morgan
- PricewaterhouseCoopers
- Raytheon
- Merrill Lynch
- Eastman Kodak
- Citigroup
- Boeing
- US Army
- Toyota Motors

As in previous years, every entering Park Fellow has also been active in community service activities ranging from working with youths, immigrants, and homeless people to serving on not-for-profit boards and leading alumni associations. They have been tutors, coaches, Big Brothers, Big Sisters, scoutmasters, fundraisers, and volunteers for a wide range of community service programs. Several have served on political campaigns and been actively involved in promoting the arts.

In the coming year, we will again aggressively focus our efforts to attract the very best and brightest to the program.

Academic and School Performance

The current Park Fellows are fulfilling the expectations we had for them when they were admitted. They have distinguished themselves academically, in elected office, and in service to the school.



“The Park program provides a forum to experiment with leadership from two angles—recognized industry professionals and peers. I remember a Park Fellows-only dinner featuring Bob Galvin (former CEO of Motorola), and thinking there weren’t many programs that could offer the type of access that the Park program could provide. My program peers were all recognized as proven (and still aspiring) leaders, and were an invaluable source of wisdom.

I do not necessarily believe that one can be taught to be a leader; however, the Park program provided a supportive environment that afforded me many opportunities to hone existing leadership skills and take risks to develop my personal leadership style. A solid general leadership skill set has been invaluable throughout my career as I have transitioned across multiple industries and have advanced to new levels of responsibility. Being recognized as a leader opens doors to a limitless set of opportunities, in which the required subject matter expertise is of secondary concern.”

Marianne Diamond, MBA Class of 1999

Pre-MBA Employer: UBS Securities

Current Employer: Fidelity Investments

Park Project: Diamond was in the first Park class and worked on a business case to expand the services being offered by the local Catholic Charities chapter in Dryden, NY. Catholic Charities is a nonprofit organization that serves low- and moderate-income families and individuals.

GMAT

Academically, all of the first 11 classes have been outstanding. The average GMAT scores increased initially, and then declined and leveled off over the last few years. As reported in the past, we continue to weigh the GMAT less heavily in the selection process than in the early years. This reflects a conscious effort to emphasize leadership qualities, life and work experience, and community service in our selection process. We have done this because past experience showed that we missed awarding the fellowship to deserving students due to their relatively lower GMAT scores—the kind of students, who, when we changed our policy, proved to be outstanding performers and contributors to the school.



“The Park program emphasizes authentic leadership. In selecting a career, it is critical to find one that is a good match for one’s leadership style, skills, and aspirations. The program enabled me to define a professional vision that encompasses a diverse set of personal values. This vision gives me a foundation for professional success and the opportunity to inspire others.”

Nicole Craddock, MBA Class of 2008

Pre-MBA Employer: Overlake Hospital Medical Center (Strategic Planning)

Future Employer: Lehman Brothers (Investment Banking)

Park Project: Craddock led the marketing team for Cornell’s entry in the Solar Decathlon, a contest for college students sponsored by the U.S. Department of Energy to design, build, and operate attractive, energy-efficient solar homes which ends in a competition on the national mall in Washington, D.C. Her project focused on the creation of marketing collateral and a new web site for the Cornell team, which were judged components of the competition. The project gave her the opportunity to work with a broad-based group of students across the university, from landscape architecture to engineering.

Nonetheless, the Park Fellows as a group consistently have higher GMAT scores than their peers. The GMATs for both the Parks and non-Parks increased significantly this year.

Average GMAT Scores

Class	Park	Non-Park
1999	670	660
2000	680	660
2001	720	680
2002	700	680
2003	690	670
2004	690	680
2005	700	680
2006	700	680
2007	690	660
2008	690	680
2009	678	681
2010	724	698 (preliminary)

Academic Distinction

The Park Fellows also graduate with distinction in far greater proportion than their peers. To graduate with distinction, a student must graduate in the top 10 percent of the class. As a group, the Park Fellows have consistently out performed their peers in this regard.

Class	Percent of Parks Graduating With Distinction
2001	31%
2002	28%
2003	41%
2004	28%
2005	21%
2006	25%
2007	17%
2008	40%
2009	35%

In-School Service

The Park Fellows have also distinguished themselves in school activities as demonstrated by their disproportionate representation in student clubs and elected offices. For the last several years every one of the Park Fellows has held an office in one of the clubs and participates in one of the school’s volunteer activities or community service events. Club officer positions held by fellows include the following:

- Several Park Leadership Fellows have held the chair or vice chair positions of the Student Council—the most prestigious student-elected positions in the school. This year four out of 12 Student Council members are Park Fellows.
- Unlike the earlier years of the program, there are no longer any criticisms about the fellows not taking enough of an active role in the Johnson School. We believe this is a great testament to our recruiting efforts, as well as our efforts to groom the leadership qualities of the Park Fellows group as a whole.

Placement Results

We believe that another key measure of high-caliber students is a demonstrated ability to place them in meaningful and substantive summer internships and full-time positions. This requires preparing Park Fellows to succeed in acquiring the positions of their choice.

The MBA job market has experienced a rebound in the last few years. Compared to its peers, the Johnson School has done very well during this time, ranking sixth last year among top 20 schools in placement by graduation. This year the school is on pace with last year, with no perceptible impact from recent changes in the economy. The Park Fellows, however, do much better. The overall percentage of Park Fellows placed at graduation has ranged from 83 to 100 percent since 1999, putting them well ahead of their peers at the Johnson School and significantly above any top school in the country. Moreover, on average, the Park Fellows receive more job offers than do other students, and based on recruiter feedback, they also perform better than others in the interview process. Overall, we believe the placement results are a testament to the overall quality and stature of the Park program.

Percent Placed at Graduation

Class	Parks	Non-Parks
1999	100%	86%
2000	100%	88%
2001	100%	86%
2002	83%	67%
2003	82%	68%
2004	100%	64%
2005	96%	80%
2006	100%	86%
2007	96%	87%
2008	100%	75%

(projected at time of this report)

Historically, many of those who were not placed at graduation were pursuing narrow and sometimes non-traditional job opportunities, something made possible by the fellowship. Like their peers, the vast majority of Park Fellows are placed in Fortune 500 companies. The Park Fellows, however, receive a disproportionate share of offers from some of the most prized employers. These include placements at McKinsey, Bain, Lehman, and Goldman Sachs, and others. The class of 2008 is similarly well positioned to continue in this tradition (see Attachments C and D).

Alumni Program

The objective of the Roy H. Park Leadership Fellows Alumni Association (PLFAA) is to provide a lifelong experience for Park Fellow alumni through social and professional networks. The PLFAA has a set of program officers, as well as coordinators for each class. The PLFAA involves alumni through newsletters, an annual dinner in New York City, and other social events to help them remain active. Laura Chulak, class of 2003 and currently at Welch Allyn, serves as PLFAA president. At this point, the PLFAA has assumed full responsibility for alumni programs and drives the development and delivery of all related events.

In past years, the highlight for the year was the annual April alumni dinner event in New York City. The annual dinner is designed to build a strong network, share business and

“The most valuable piece of the Park program is the durability and the relevance the program has sustained for me. It has been six years since my time at Cornell and many of the skills I honed at the Johnson School in accounting, finance, brand, etc., have become dated. Today it is the Park experience that remains the most relevant. I have little doubt the Park program will continue to add value to my life in the future.”

Vice President, Investment Firm

community service ideas, and ensure that each alumnus receives a consistent and engaging message about the program.

10th Anniversary Celebration

This year the highlight was the 10th anniversary celebration at the Rainbow Room in New York City, which was made possible through the generosity of the Triad Foundation. The event marked an important milestone for the program, and was a great opportunity for the fellows to reconnect and celebrate their experiences in the program and since graduation. Dean Joe Thomas, Roy H. Park Jr., President David J. Skorton, and Alumni President Laura Chulak gave remarks, and spoke about the merits and impact of the program. In all, 115 out of 251 of the alumni (46 percent), and 45 out of 50 of the current fellows (90 percent), or 53 percent of all fellows together were in attendance. This level of attendance among alumni exceeded expectations and set a benchmark for alumni programs of the school. There was a real sense of pride in the air, and the event proved a real testament to the enduring impact of the program on the lives of the Park Fellows and the program’s continued ability to fulfill its intended purposes.

“I have to say that I am very appreciative of the chance to experience the program and all it had to offer. I believe that much of what I learned has been so integrated into my practices that I don’t even recognize the Park program as the source of my behavior. Suffice it to say, it is a significant influencer in my life.”

Senior Consultant, Consulting Firm

One of the fellows remarked, “Having the opportunity to recognize all the work the school and the foundation have put into this program was the highlight for me. It is an honor to be part of this program and the evening was a wonderful celebration of all those who helped make it what it is today.”



Alumni Giving

We continue to work to ensure Park Fellow alumni are integrated into the Johnson School alumni community. This includes participation in school events, sharing personal and professional updates, and giving back to the school.

Giving back to the school is one solid measure of this integration and participation. The table below compares Park with non-Park alumni average giving to the school over the years since graduation. On the whole, Parks are much more likely to give than non-Parks, and also tend to give more than non-Parks. This is what we would expect. What is particularly significant is the greater percent of those who give, especially as time goes on since the date of graduation. This would indicate the Parks may have a longer lasting commitment and obligation to the school than their other classmates. The difference in average gift size is not as great, and may be explained by similar starting point salaries in early careers.

As mentioned previously, our plan for the coming year is to further strengthen Park alumni giving to the Johnson School. Building on our past success in alumni participation, we feel the time is right to make a more concerted effort in reaching out to the Park cohort separately.

Average Giving Per Year Since Graduation

Class	Percent Giving		Average Gift Size	
	Park	Non-Park	Park	Non-Park
1999	35%	21%	\$1,154	\$251
2000	30%	15%	\$493	\$468
2001	39%	13%	\$871	\$642
2002	39%	25%	\$866	\$875
2003	35%	22%	\$683	\$518
2004	52%	24%	\$582	\$359
2005	72%	59%	\$498	\$344
2006	74%	58%	\$264	\$189



Alumni Satisfaction

Finally, as reported last year we conducted our second survey of alumni to evaluate the impact of the program on the lives of Park Fellows after graduation. The survey was also conducted for a control group of other Johnson School graduates for comparison purposes. The response rates were 62 percent and 42 percent for the fellows and the control group, respectively, which we consider good. The response rates are lower than the last survey for a couple of reasons, including that the survey was longer and that people have been out of school longer, and therefore are less likely to participate or have an accurate address.

The overall results are comparable to the first survey. However, it is tricky to compare the two because we asked slightly different questions and used a different scale for statistical purposes. The program components have also changed over time making comparisons difficult from year to year. Overall, the results show a great deal of satisfaction with the program, and provide evidence that the program is fulfilling its promise. A full copy of the survey results accompanies this report. Highlights include the following:

- **Impact on Decision to Attend the Johnson School**—Sixty percent of the graduates indicated that the fellowship was the deciding factor in their decision to attend the Johnson School, while another 31 percent said it was an important factor. This compares to 64 percent and 32 percent, respectively, from the 2003 survey. Only two percent said they would have matriculated anyway because the Johnson School was their first choice.
- **Value of Program Components to Leadership Development**—Overall the fellows were very satisfied with the major components of the program. Ninety-seven percent rated the overall program valuable or very valuable. Of the individual program components, 91 percent indicated the workshop sessions were valuable to very valuable to their experience as a Park Fellow, followed by 80 percent for the reflection days, 76 percent for the classroom sessions, 70 percent for the service leadership projects, and 64 percent for the speaker series. These results are comparable or slightly higher than the results from the previous survey.

“The Park program was a great experience for me. I have continued to use the skills I learned in both my professional and personal life.”

Customer Service Manager, Airline Company

“I have carried the awareness, honesty, and relationship-building skills I learned in this program to my professional and volunteer activities and they are what make me stand-out as a leader.”

Director, Investment Advising Firm

- **Program Impact**—Similarly, the Park Fellows indicate that participation in the program has had a positive impact in shaping their lives as professionals. The highest rated factors in terms of percent reporting that the impact was valuable or very valuable are the following. These percentages tend to increase in more recent years of the program.

Enhanced Graduate School Experience	95%
Increased Self-Awareness	91%
Support Opened Opportunities	88%
Encourages Self-Growth	88%
Introduced People Who Remain Friends	86%
Made Me a Better Leader	85%
Improved Team Work	80%

- **Volunteer Activities**—Seventy-three percent of the Park Fellow alumni compared with 50 percent of Johnson School alumni sampled in the survey volunteered time or money to alumni and other community service organizations. They were 75 percent and 54 percent, respectively, for the 2003 survey. On average, Park Fellows also donated more time and money than did their counterparts.
- **Career Development**—Although alumni were asked to list the positions, salaries, and responsibilities in management and leadership since graduation, we are still assessing the results for trends.

“As president, my job is all about leadership. The self-awareness I developed in the program has helped me to capitalize on strengths and improve weaknesses.”

President, Electric Company



“Through the Park Leadership Fellows Program, I have learned the important role that frequent personal reflection and self-awareness play in the development of leaders. When I came to the Johnson School, I knew that I would receive a world-class MBA education that would provide the technical and business skills required to advance my career in a competitive, global workplace. What I did not anticipate, however, was the dramatic impact that the Park program would have on my personal development. Exercises in personal mastery created a framework in which I was encouraged to take a deep, introspective look at myself. By identifying and focusing on my strengths, values, and goals in life and in my relationships with others, I believe I have come away with a better understanding of who I am, and how I can best apply my skills and beliefs to become a more broad and effective leader.”

Christopher Koza, MBA Class of 2008

Pre-MBA Employer: Deloitte Consulting

Future Employer: Goldman, Sachs & Co.

Park Project: Together with another Park Fellow and the offices of admissions, alumni affairs, and technology services, Koza worked to revamp a Johnson School program that pairs admitted students with a first-year and a second-year MBA student and an alumnus based on geographic location, career interest, and immersion interest. JSPALs (Johnson School Personalized Admissions Links), scheduled to launch in fall 2009, will use a robust database created by Koza and others to automatically make the pairings.

Developing an Enriched Leadership Development Program

There are three primary components of our leadership development program:

- The leadership development curriculum consists of experiential training opportunities with some of the top leadership experts in the country and numerous elective courses and workshops that provide a rigorous intellectual understanding of leadership theory and practice.
- Access to senior executives and global leaders. Park Leadership Fellows serve as hosts to some of the most influential thought leaders and corporate executives in the world. The Roy H. Park Distinguished Lecture Series, the Mark Wurzel Lecture Series, and smaller, more informal seminars provide Park Fellows with opportunities to explore the most important social, strategic, and ethical questions facing business leaders today.
- The Service Leadership Project, where Park Fellows are expected to initiate, manage, and complete projects that will contribute to a meaningful, permanent change in the Johnson School, Cornell, or Ithaca communities.

The Leadership Development Curriculum

As discussed in previous reports to the Triad Foundation, we continue to make changes to the curriculum component of the program. These changes reflect lessons learned and the ongoing commitment we have to make this the very best program of its kind in the nation. We believe that we have made great progress towards this goal. Our benchmarking studies of other top MBA programs place the Roy H. Park Leadership Fellows Program and the Johnson School in the forefront in leadership development.

Program Philosophy

As reported last year, we underwent an extensive revision of how we convey the program’s essence and philosophy to prospective students. Accordingly, we developed the following presentation.

The Roy H. Park Fellowship is about extraordinary leadership—ambition as well as humility, passion as well as intellect, and achievement as well as service. Join it and explore not only what it takes to be a successful business leader but also how to lead a rich and rewarding life of doing well, while doing good. We give you the tools, we give you the experience, and we give you the lifelong network.

Foundation in Personal Mastery

Personal Mastery is about knowing and discovering oneself for the purposes of understanding who you are as a leader, what developmental changes you want to make, and how you want to apply your talents in this world.

Challenges You to Grow as a Leader—You do not invent your natural leadership style, you discover it. This means stepping out of your comfort zone to face new challenges, to grow as a person, and to expand your realm of possibilities. Every act of leadership is an act of courage, and you will model this through the challenges you face in this self-discovery process.

And Empowers You to Pursue Your Passions—Confucius said “find work that you love and you will never work another day in your life.” We impel you early to take a hard look at this issue. If your professional aspirations are lined up with your passions, you will not only be successful, but also happier and healthier. The fellowship not only begs this question, but also affords you greater financial freedom to experiment with it.

Dynamic and Innovative Program

An Innovative Vision—The two-year developmental sequence of class sessions and experiences that the fellows go through together makes the Park program a unique and powerful experience in management education. It is built on a principle of developing leaders from the inside-out, and it not only instills an inspiration for becoming the best that you can be, but also a desire to make a positive difference in the world.

Balancing Leadership Theory—The developmental sequence starts with a process of discovering leadership. As a Park Fellow, you will explore the leading theories and frameworks, and have an opportunity to deepen your understanding of them through case discussions. You will also be asked to define leadership for yourself and to use that definition as a model to live by.

With Practice and Learning by Doing—Leadership development is like learning how to swim—you only learn after jumping in. So after reflecting on the intellectual frameworks of leadership and developing your own definition, you will apply your understanding through exercises, simulations, school activities, and service projects in the community. Each of these areas serves as a practice field for developing leadership skills along four broad dimensions:

- Personal Mastery—How do I learn and what do I want to become as a leader?

- Interpersonal Mastery—How do I model that skillfully, particularly in relationships and conducting difficult conversations?
- Team Mastery—How do I develop a diverse group into a high performing team?
- System Mastery—How do I manage and lead change in an organization?

Diverse Learning Community

A Diverse Group, Sharing a Common Commitment—One of the distinguishing features of the program is its theme of diversity—“from all walks of life, into all walks of life.” By almost any measure the Park Fellows are a diverse group of interesting and unique people who are united around a common commitment to leadership. No matter where you are in life, or what your particular profession, function, or place in society is, as a Park Fellow you are called to serve as a voice of positive influence and proactive change.

And a Community of Learning Partners—If nothing else, leadership is about relationships and is learned through relationships. As a Park Fellow you will partner with others in your learning process through coaching, mentoring, role playing, and challenging one another throughout the two-year experience. In fact, you will probably learn more from one another than from any other aspect of the program. As a result, deep and long lasting relationships and sense of community develop.

That Extends into an Active Alumni Network—This learning community extends into the alumni experience. Being a Park Fellow is a lifelong commitment to your development as a leader, and it is nurtured through an active Park Leadership Fellows Alumni Association and programs that serve to promote learning, networking, and advancement throughout your career. Every year, newsletters, networking opportunities, and reunion events serve to keep the growing Park community thriving.

Inspired Leadership

The result is a leadership ideal—visible, distinguished, and selfless—that all Park Fellows are inspired to attain. They are driven to excel, dedicated to excellence, and committed to the greater good. Moreover, their example of balancing professional achievement with personal contribution to the world, serves to inspire others to do the same.

Legacy of Service

Finally, through community service projects, contributions in the school, and a commitment to social responsibility, Park Fellows leave a rich legacy service. The student-run Big Red Venture Fund and the Big Red Incubator are just two of the more visible examples of the Park project legacy at the Johnson School. But the fellows have also conducted over 80 projects in the local community ranging from working with youth at risk to helping launch start-ups to bringing alternative air services to Ithaca. And this commitment to service is enduring. A recent alumni survey shows the vast majority of Park Fellows continue to be involved in the betterment of their communities long after graduation.

Program Curriculum Review for 2007–08

Implementation of this concept has been a developmental process. Each year we test different topics, styles, and approaches and draw on lessons learned to implement something new in the following year. Our first comprehensive program was implemented in 1999–2000, but continues to evolve. The key components of the two-year experiential learning curriculum are outlined here (see Attachment D for a brief content description of the two-year sequence).

- **Feedback from Current Workplace**—In the spring, all accepted fellows take a 360-degree feedback assessment at their current place of employment.



“The Park Fellows Leadership Program provides a curriculum of coursework for a distinct cohort of students who are expected to become future leaders. I learned more about my personality and personal behaviors through introspective study than I would have discovered through a typical program. Although some of this was done in the classroom, most of it was through peer relationships. In fact, a few of my colleagues still turn to one another for business, career, and personal advice. In a short seven years, I grew from a consultant at Bain & Company to the president of Cabo Yachts. The leadership and networking skills that the program provided were instrumental in my rapid career development.”

Austin Rothbard, MBA Class of 2000

Pre-MBA Employer: Ivey, Harris, & Walls, Inc.

Current Employer: Cabo Yachts

Park Project: Rothbard and another Park Fellow worked closely with WVBR, a struggling local radio station, to pinpoint some of its problems and develop a business plan that specifically addressed its financial needs. WVBR is still in operation today.

“Every aspect of the program is outstanding! It was the highlight of my time at Cornell, and no doubt will be the training I draw upon most in my professional career.”

—Student comment from the 2007-08 program review and assessment

- **Foundations in Leadership**—In the two weeks before fall semester classes begin, students attend the course, Foundations in Leadership, along with other incoming students. This course was originally piloted by the Park Fellows program and grew in such popularity that we offered it to all incoming students as part of their orientation program for the first time in the fall of 2001. The course uses feedback from the school’s 360-degree feedback assessment survey, as well as from other instruments and simulations, to evaluate current leadership strengths and weaknesses of the students. The students use this assessment to establish a personalized learning plan. This learning plan is revised periodically and provides the framework for continually developing a well-rounded set of leadership skills throughout the two-year MBA experience.
- **Classroom Track**—Classroom meetings are designed to follow up on personal goals set in Foundations in Leadership and explore the issues of leadership in depth. At these meetings, we introduce the leadership model, and tie the personal learning plans and developmental experiences of the program to that model. We also use these meetings (in conjunction with the workshops) to discuss leadership concepts and follow through on the developmental skill building sequence of personal, interpersonal, team and system mastery introduced two years ago (see Attachment D for content description). At the end of the first year, fellows also take the in-school version of the Johnson 360. This enables us to capture multiple rounds of personal assessments within the same benchmarking framework, and gives the fellows a better sense of their progress on personal learning goals.
- **Coaching Teams**—To support this developmental process, we also put the Park Fellows into peer groups for feedback, coaching, and support for making progress on their learning plans and following through on other leadership assignments. These meetings and the peer review process are also used to ensure that every Park Fellow is taking full advantage of the program and fulfilling expectations.
- **Workshop Track**—In addition to the classroom track, the Park Fellows attend six to eight full-day workshops. The workshops are designed to supplement the developmental sequence of the classroom track, and

provide the Park Fellows with more intense learning opportunities that might not otherwise be available (see Attachment D for content description). The Park Fellows attend these sessions as a group to help sustain their sense of a supportive learning community.

- **More Practice in Extracurricular Activities**—Throughout their two-year MBA experience, the Park Fellows are encouraged to develop and practice skills by participating and playing leadership roles in clubs, volunteer activities, and other class events.
- **Reflection Days**—At the beginning of the spring semester we bring both classes of Park Fellows together for a half-day workshop to reflect on their learning plans and on the program. It is an opportunity for the Park Fellows to receive individual feedback on their plans, and for them to provide the school with feedback on the program as well as school activities overall. At the February 2008 Reflection Day, we conducted an evaluation of the program, and on a scale of one to five, the Park Fellows rated their overall satisfaction with the program a 4.8. We were very pleased with this outcome.
- **Advanced Workshop: The Arizona Experience**—For those wanting a more in-depth experience in developing interpersonal, team, and leadership skills, many of the Park Leadership Fellows have taken the Arizona Experience (formerly the Adirondack Experience). This is a one-week outdoor experience focusing on team and leadership training, as well as on environmental awareness that has been supported by the school successfully over the last 18 years. This optional course combines all elements of the learning cycle.
- **Self-Directed Learning and Practice**—During the second year, fellows interested in exploring the theory of teams and leadership in greater depth take courses in ethics, leading teams and organizations, and leadership case studies. Much of the second year, however, is occupied by the service leadership projects (see description of current projects). The Park Fellows also are encouraged to develop and incorporate their own assessment and feedback measurement processes in all of their activities, so they can fully internalize the tools necessary for continuous learning.
- **Joint Class Activities and Social Events**—To improve networking among Park Fellows and support the development of lifelong friendships, we periodically bring both classes together for social events, fun activities, and volunteer efforts. These include joint class breakfasts, happy hours, and one-on-one mentoring.
- **Community Service Events**—In the fall and spring of each year, we bring the two classes together to do community service. We believe this is important to further impart the message of socially responsible business leadership. In the fall and spring of this year,

for instance, 45 fellows returned to *Compos Mentis*, a local mental health program for youth, for cleaning, planting and weeding the site.

Altogether then, the Park Fellows receive a total of 10 days of high-quality leadership development activities in their first five months at the school, and up to 24 days of experiential training over the two-year period. This is the kind of training that is usually not made available to people until mid-career. We remain confident that nothing else like this exists in other top MBA schools.

Program Review and Assessment

We believe that the program itself should model the very learning behavior that it espouses for the Park Fellows. So as in past years, we again conducted a comprehensive electronic survey containing almost 50 questions for evaluating the different program components including program content, event ratings, instructor evaluations, and peer and individual evaluations. Survey participation was 100 percent and the overall results showed the Park Fellows to be very satisfied with the program. In fact, this year’s score of 4.8 is the highest overall satisfaction rating we have ever received in this evaluation process. Over the years, the overall satisfaction ratings for the program have ranged as follows:

Class	Satisfaction Rating
2001	4.4
2002	4.4
2003	4.5
2004	4.1
2005	4.5
2006	4.4
2007	4.6
2008	4.8

Program Changes for 2008–09

The survey results were discussed at the February 2008 Reflection Day workshop with all the fellows, and here are some of the planned program changes for next year that resulted from that discussion.

Coaching Teams—Although everyone supports the idea of coaching teams, the concept has yet to meet its full potential. The challenges are primarily in achieving the right chemistry within the teams and providing enough structure and guidance so they function fully on their own. Therefore we are making the following changes:

- Eliminate the notion of the second years serving as mentors to first years and make the first- and second-year pairings flat coaching teams. A coaching team of

four without assigned pairings will allow people more flexibility in finding someone in the group with whom they connect well.

- Provide an overall framework of guiding questions and topics for discussion in coaching teams.
- Build in time at the end of class and workshop sessions for coaching teams to meet.
- Strengthen the emphasis on coaching skills by providing an introduction in the first-year experience followed up by a more in-depth exploration in the second year.
- Jump-start the coaching teams with a full-day workshop of both classes modeled after the Dividends for Dialogue Park project.



“The Park program has been instrumental in shaping my career outlook. It provided an opportunity to reflect on my personal strengths and weaknesses, and think of how these align with the skills necessary to perform in the future. By using these reflections, as well as feedback from others, I can better focus the ways I choose to develop myself while at business school. The executive speaker series is also a very interesting aspect of the program. These speakers shared enlightening examples of leadership experiences in their respective careers.”

Jessica Schoen, MBA Class of 2008

Pre-MBA Employer: Dresdner Kleinwort
(Investment Banking)

Future Employer: Lehman Brothers (Equity Research)

Park Project: Schoen assisted Compos Mentis, a local organization that operates a seasonal farm for people with mental illnesses, with business practices such as facilitating efficient communication, maximizing contact with potential donors, and recording the start-up process so the model can be replicated in other communities. The experience built on principles and ideas learned in the classroom.

First- and Second-Year Connections—There continues to be a desire to strengthen the connection and interaction between the first- and second-year classes, therefore we will:

- Jump-start the connection with a full-day workshop of both classes modeled after the Dividends for Dialogue Park project.
- Conduct a joint class camping trip in the spring.
- Add a joint second semester breakfast featuring three Park project presentations (this would also help first years in their thinking about their projects).

Accountability—For a minority of cases, there is a perception that not everyone meets the school involvement requirement of the program. To improve accountability for this aspect of the program we will:

- Add a personalized school involvement and leadership plan to the mission statement exercise in the fall semester.
- Make leadership planning a part of the coaching team discussions.

Second Year, Second Semester Experience—Last year we made changes that strengthened the first semester experience of the second year, this year the feedback was a desire to do more in the second semester. Up to this point, there has been very little programming for the second years in the spring semester in order to give second years more time to work on their projects. Nonetheless, next year we will:

- Add a half-day spring workshop on life planning and shaping careers.
- Add another second half-day workshop to revisit the ropes course as a closure activity for the class.

Access to Senior Executives and Global Leaders

The Roy H. Park Distinguished Lecture Series

The Roy H. Park Distinguished Lecture Series is supported directly by the Triad Foundation, and is designed to bring influential thought leaders and corporate executives to campus to give a lecture or seminar, and engage in candid interactions with students. The series has rapidly gained a reputation for hosting engaging and illustrious speakers, including:

General Walter Ulmer (Ret.), former Commandant of West Point and head of CCL

Robert Galvin, former CEO of Motorola

Ken and Marjorie Blanchard '61, of Blanchard Training and Development

Rod Chu, MBA '71, Chancellor of Higher Education for the State of Ohio

Irene Rosenfeld, PhD '80, President of Kraft Canada

Harvey Golub, Chairman and CEO of American Express

Kevin Hannon, MBA '89, formerly of Enron Capital
Jay Walker, ILR '78, Founder and CEO of Priceline.com
Orit Gadeish, Chairman of Bain Consulting
Jim Johnson, former CEO of Fannie Mae
Dan Carp, CEO Kodak
TJ Rodgers, CEO of Cypress Semiconductor
John Peppers, CEO of Proctor & Gamble

“I am extremely pleased with the program. It has provided much needed balance to the core curriculum and an opportunity to learn about myself and the other fellows in a meaningful way.”

—Student comment from the 2007-08 program review and assessment

Ben Zander, Conductor of the Boston Philharmonic Orchestra
John Bogle, Co-founder and former CEO of the Vanguard Group
Paul Hawken, Entrepreneur and thought leader in sustainable business
Michael Reuttgers, Chairman and former CEO of EMC
Wendy Kopp, Founder of Teach for America
Alan Siegel, partner, Akin Gump LLP
Gerald Ostrov '71, Company Group Chairman, Johnson & Johnson
Robert Kaplan, Professor, Harvard Business School, Co-author of the Balanced Scorecard
Buzz McCoy, former Managing Partner of Goldman Sachs
Michael Mauboussin, Chief Investment Strategist, Legg Mason Capital Management
Larry Tanenbaum, Entrepreneur and Owner of Toronto Maple Leafs
Thomas C. Barry, President and CEO Zephyr Management, L. P.
Kevin Hall, Author, Consultant, and President of the Statue of Responsibility Project
Nick Colucci, President and future CEO, Publicis Healthcare Communications Group
Dan Hesse, CEO, Embarq
Bill Ceasar, Partner, McKinsey
Salmin Amin, President of PepsiCo for the UK and Ireland

We believe that the Park Distinguished Lecture Series is an essential part of the leadership development program. All of the presenters have been very well received, and each has emphasized the importance of values, ethics, character, and service in the performance of his or her responsibilities. The series provides the Park Fellows and other students at the Johnson School with an opportunity to hear mature views on leadership and develop role models based on the experience of seasoned executives. We believe that this is an essential step in arousing the motivation and confidence necessary for students to learn about and explore these issues on their own. This year we hosted two speakers in this program—Bill Ceasar, a partner for McKinsey, and Salmin Amin, president of PepsiCo UK and Ireland. Next year we plan to bring back Dan Hesse, who is now the CEO of Sprint, and Barry Salzberg, CEO of Deloitte USA, and Steve Friedman, former chairman of Goldman Sachs and economic advisor to President Bush.

The Mark Wurzel Speaker Series

Guests in the Roy H. Park Speaker Series are important, but the fellows also want more interactive exposure to top executives. So as reported in the past, for the last three years, Mark Wurzel, MBA '73 and president of Calico Cottage, has supported the fees and expenses of bringing in top executives to speak with the Park Fellows. We piloted the series in the spring of 2004, and have continued with:

Sam Bowers (marketing), Founder and President of Sales Service Institute
Walter Sutton (executive tool kit), Consultant and serial CEO
Kraig Kramers (entrepreneurship), Executive Consultant, and serial CEO
Peter Schutz (leadership), former CEO of Porsche AG
Michael Canic (strategy), CEO, Edge Consulting
Edgar Papke (teams), Author, Consultant and Speaker
Harvin Moore (ethics), Attorney and Real Estate Entrepreneur
We had no speakers this year, as we could not make the schedules work for the ones that we wanted. Next year we plan to bring back Michael Canic (strategy), CEO, Edge Consulting, and Harvin Moore (ethics), attorney and real estate entrepreneur.

The Leadership Trek

For the fifth year in a row, students at the school organized the Leadership Trek visit to West Point and GE. The trek allows students to learn from different corporate views of how leaders are developed. The trek, sponsored by the Park program, is a one-day excursion to corporate learning centers and is open to all students in the school. This spring the trek hosted 55 students (Parks and non-Parks) for a visit to

West Point and GE's Crotonville. The trek was again a great success.

The Service Leadership Projects

As part of the fellowship obligation, each Park Fellow is required to make a significant public service contribution to the Johnson School, the university, or the surrounding



“The Park Fellows program helped me in ways that were subtle, but in the aggregate led to a higher degree of effectiveness and confidence, particularly when it came to interacting with others. The process of making a significant change in oneself is daunting and difficult without a support group. That’s why the Park program is so great . . . everyone is trying to change for the better, and we are all doing it in the same place, on the same schedule, in a nurturing environment. The support from fellow Parks was invaluable. Ultimately, this is the hidden gem of the Park program: It will make you a better communicator and more confident leader if you are willing to embrace making a change in yourself over the course of two years.”

Chris Vansant, MBA Class of 2004

Pre-MBA Employer: B2 Media

Current Employer: Madison Park Group

Park Project: Vansant worked with two other Park Fellows to produce a documentary film about the Park program that featured selected 2004 service projects. The film highlighted how the charter of the Park Fellows Leadership Program was implemented on a day-to-day basis by the class of 2004. Using a combination of on-location filming and interviews with Park Fellows, project sponsors, the Johnson School administration, and the Triad Foundation, the film created a tangible record of the Park program’s impact on the local community that future project sponsors and program applicants can use as a benchmark.

community. The service leadership projects serve as a capstone for leadership development at the Johnson School by providing the Park Fellows with an opportunity to practice their leadership skills, integrate the perspectives of diverse disciplines, and develop an enduring commitment to public service. The projects are structured to focus on service improvements and program enhancements for either nonprofit organizations or for-profit start-ups that stimulate economic development. The service leadership projects benefit not only the client and community, but also the Park Fellows by enabling them to deepen their appreciation of the rewards of public service.

To serve these purposes, the Park Fellows are encouraged to develop projects that meet the following criteria:

- **Small Teams:** Work in teams of not more than six students (Park Fellows or others).
- **Professional Skills:** Require application of business, leadership, and consultation skills of team members.
- **Value Added:** Result in a value-added service to the client. Ideally this means project members will recommend, advocate, and help implement proposed initiatives. It is understood that recommendations will sometimes not be implemented due to circumstances beyond the control of the team.
- **Geographic Location:** Serve the Johnson School, or the greater Ithaca area, primarily defined as Tompkins County.
- **Participant Effort:** Expend the equivalent of a three-credit course in time and effort to constitute fulfillment of the service leadership requirement.

The project experience is framed as a true test of leadership skills as the fellows are asked to make a difference in areas that matter to them and from a position of not having any formal authority or power to make it happen. As such, the Park Fellows are expected to be self-organizing and self-governing with respect to their service leadership projects. Thus, they act as the primary source for initiating and developing project ideas, and consult with the program director for ideas, referrals, and advice on project structure and content.

In this spirit, each project team is also charged with evaluating the personal contributions of itself and its members. Personal evaluations include reflections on personal learning and growth. Peer evaluations reflect the individual’s demonstration of the skills and commitment necessary for success in the project, as well as contributions as a team member and leader. The project is intended to serve as a meaningful experience for all parties involved, and the results are judged on that basis.

Some of the projects take a while to bear fruit. It was just announced this year, for instance, that the Ithaca Wine Center Project from the class of 2003 will be incorporated into the Cayuga Street Garage across from the Holiday Inn in

downtown Ithaca, and that the Longview Retirement Home Expansion Project from the class of 2004 will break ground this spring. John Murphy, Park '04, continued to work on the Longview project long after graduation, frequently updating his analysis until the expansion was approved.

“The Park program is of enormous value to me. I believe that the focus on authentic leadership development is a necessary compliment to the MBA program.”

—Student comment from the 2007-08 program review and assessment

CLASS OF 2008 PROJECTS

We continue to be impressed with the breadth and quality of the projects and their impact. Altogether, the first ten graduating classes of fellows have undertaken 119 projects that affect a broad range of stakeholders in the school and the Ithaca community. This year there were a number of fellows who participated in more than one project. The final projects were again presented in a Park Project Fair held in the atrium of Sage Hall. Attendance was again high and gives evidence to a growing schoolwide appreciation for the efforts of the Park Fellows. It is also through such efforts that the fellows learn to set the example as future contributors to the school and their communities. Here is a brief summary of the 17 projects for the class of 2008 participants.

The Cornell Solar Decathlon

Fellows: Nicole Craddock, Robert Petrina

The 2007 Cornell University Solar Decathlon (CUSD) project concluded in mid-October after a successful weeklong inter-collegiate competition held in Washington, D.C. Cornell participated in the competition with an energy independent home spanning 650 square feet and featuring a unique detached solar covered canopy. The house was designed, built, and exhibited by a team comprised of more than 120 students representing seven Cornell schools. The Park Fellows were responsible for the marketing and fundraising activities. The major marketing function centered on a comprehensive web site that included all of the team's activities, including strategy, design, project updates, and fundraising. The fundraising activities succeeded in securing more than \$120,000 in cash donations and \$80,000 in materials in kind. The web site placed third overall, which was the best performing element for the Cornell team.

The Cornell Automotive X-Prize

Fellows: Kyle Rasmussen

The Cornell Automotive X-Prize Project's vision is to design a 100 mpg-equivalent automobile that will reduce global non-renewable energy consumption and harmful emissions.

The project involved playing a leadership role in building a team of over 70 Cornell students from varying educational backgrounds, including engineering, architecture, human ergonomics, and business to design an automobile that will push the limits of efficiency, feature a distinctive and unique aesthetic design, and be commercially viable in the marketplace. The Cornell AXP is currently one of only 60 teams accepted worldwide through the Letter of Intent Program of the Automotive X Prize Competition, and the team has gained the sponsorship of GE, Popular Mechanics, the Triad Foundation, Cornell University, National Instruments, Tektronix Inc., Toyota, Autodesk Inc., Lockheed Martin, and First Manhattan. Cornell AXP is the only university team worldwide to be accepted into the competition.

Dividends Through Dialogue

Fellows: Nkeruka Okonmah-Sanders, Shahnaz Shushtari

Building on last year's successful Dialogos Project, Dividends Through Dialogue expanded efforts to promote an appreciation of diversity and create an environment where Johnson School MBA students learn to know one another beyond the context of their professional aspirations and achievements. The program focused on developing effective communication, appreciation for diversity, and greater personal efficacy through story telling, exercises, and individual goal setting. The Park Fellows team modified the curriculum for the one-day off-campus retreat, added an on-campus event through the support of a P&G diversity grant, and conducted two events open to the entire Johnson community. There were 42 participants and the programs proved very successful. The school is now considering ways of scaling up the activity next year to reach even more participants.

Office of Diversity and Inclusion Web Site

Fellow: Dawn Randall

In an effort to expand the school's ability to attract minority and lesbian, gay, bisexual, and transgender MBA candidates, this project focused on designing a web site that serves as a virtual point of contact for resources for the current student body. The web site acts as an initial point of contact for information related to diversity resources for both prospective students and current MBAs. Features include a view of student life, faculty and staff engagement with diversity issues, application guidance from admissions, current students and alumni, and interactive blogs and chat rooms among faculty, staff, students, and MBA candidates. The forecasted launch date of the site is the fall 2008 semester.

DeWitt and Boynton After-School Business Program

Fellows: Daniel Lentz, Melissa Sommers

Building on last year's effort, this project continued to develop an interactive business education program for the Dewitt and Boynton middle school after-school programs. The after-school programs, sponsored by Tompkins Community

Action, act as educational safe havens for middle-schoolers during the vulnerable late-afternoon hours—a time when many of its participants would otherwise be subject to the risks of abuse, negative peer pressure, drugs, and more. The project focused on delivering a business curriculum for the middle schools and creating a relationship between the Cornell community and the local middle school programs. Two Cornell teams visited the schools weekly to teach more than 40 children the principles of business in a team-based, fun environment. The curriculum was similar to the Park Fellowship's finalist weekend activities, combined with activities facilitated by the Cornell Outdoor Education group. The semester of visits culminated with the student teams competing to become the most "profitable" enterprise to win a small monetary award.

Career Management Web Site

Fellows: Greg Foster, CJ Martin

This project assisted the Johnson Career Management Center in evaluating and recommending ways to optimize its online recruiting site. Activities involve soliciting feedback from students about their experiences with the current platform and reviewing different platforms (functionalities, etc.) to find the optimal "combination" of functions. The goal is to find the most powerful, useful, and intuitive platform that will greatly maximize the online recruiting experience for both students and staff. The benefits will provide a more efficient conduit in which students can match their career interests with the needs of employers.

The Paleontological Research Institute Marketing Plan

Fellows: Philip Haar, John Paul, Clint Stone

This team of Park Fellows conducted a comprehensive assessment of the Paleontological Research Institute's marketing and visitor tracking processes for the Museum of the Earth and public education programs. The purpose of the effort was to address three questions: 1) Given current income levels, what is the best marketing strategy? 2) What are the most effective uses of limited marketing dollars? and 3) What is the market picture now of visitors, members and donors, and where should it be in reaching PRI's long-term goals? These long-term goals include raising an \$8 million endowment, increasing visitors to 60,000 per year, increasing membership to 3,000 and raising \$400,000 consistently in the annual fund. After analyzing historical visitor data and gathering information from a number of different sources, the team prepared and made recommendations to the entire staff.

Southside Community Center Entrepreneurship Program

Fellow: Kenneth Cox

The Southside Community Center, Inc., affirms, empowers, and fosters the development of self-pride among the African-American citizens of greater Ithaca. Through forums and activities in education, recreation, political

and social awareness, the Southside Community Center is a community resource center. This project focused on developing entrepreneurship awareness by conducting an interactive workshop with the center's youth. It focused on the advantages of entrepreneurship, and developing a snack bar for the center where the youths could actually practice their entrepreneurship and management skills.

YMCA Triathlon

Fellow: Tej S. Bhattal

For the last 20 years, the Ithaca YMCA has held an annual triathlon as fundraiser for local charities. The goal for this year's event is to raise scholarship funds for underprivileged children in the community. The project focused primarily on raising visibility of the event through additional marketing and increasing connections with potential donors. Activities included creating a computer database for tracking and connecting with donors, calling local stores and businesses for sponsorship, recruiting volunteers to help with the event, designing T-shirt logos, and assisting generally with every aspect of the event.

Johnson School Personalized Admissions Team

Fellows: Chris Koza, Sarah Scudder

The goals of this project were to create a coordinated and consistent program in which all admitted students receive a personalized welcome to the Johnson School, and to establish "instant networks" among students and alumni based on geography and career interests. This effort involved conducting a needs assessment of the various stakeholders, and designing a database and interactive features of a networking program residing in the admissions office. The benefits include creating multiple touch points for personal interactions for admitted students, demonstrating the depth and breadth of the Johnson community to prospective students, and engaging alumni in the recruiting of students. The planned launch date of the program is fall 2008.

Carriage House Café Management Plan

Fellows: Anahita Gharabaghi, Amy Knapp

The mission of the Carriage House Café is to provide a place for the community members of the Crossroads Life Center to come together and share ideas and a meal. Over the last few years, it has grown substantially from a small bakery and café to a busy restaurant operating six days a week. The café reached its kitchen space capacity, and the lack of planning has contributed to growing problems in meeting customer and bottom-line demands. This project identified, evaluated, and recommended a variety of strategies for improving financial management, marketing, service delivery, and human resource management practices.

Compos Mentis

Fellows: Pamela Hurwitch, Jessica Schoen

Compos Mentis, Latin for “in control of your mind,” is a not-for-profit that offers a seasonal haven and place to enjoy the outdoors for young adults who have been diagnosed with depression, bi-polar disorder, Asperger’s, or schizophrenia. It first opened for the summer of 2007 season. This project focused on assisting Compos Mentis with their business practices, particularly in developing efficient communication methods among volunteers, board members, and staff, identifying and maximizing contact with potential donors, and developing a sustainable business model for operations.

Johnson Board Fellows

Fellows: Mark Hartman, Mythily Kamath

As future business leaders of America, Johnson School MBA students will hopefully be socially involved and find ways to give back to their local community. To prepare them for this challenge, Johnson Board Fellows is an effort designed to give Johnson students an opportunity to serve on the boards of local non-profit organizations. Board fellows gain hands-on experience as a non-voting board member, connect with the community, and develop tools for successful community leadership throughout their careers. The intent is get students in the habit of contributing to non-profit organizations after they graduate from the Johnson School. This project focused on designing and launching a pilot program, and involved a handful of students chosen as board fellows and a small number of local non-profits. In the long term, the Johnson Board Fellows will be a student-run program, and expand to involve more students and non-profits.

Lingua Learning

Fellows: Jeff Fuchs, Elizabeth Langlois

Lingua Learning was first established several years ago as a Park project. The mission of the organization is to provide language immersion courses for children in the Ithaca community between the ages of three and 10. While many immersion programs are very vocabulary intense and take place in a classroom, Lingua was designed to make the learning fun by learning languages through games and crafts. This project focused on resurrecting Lingua and it was re-launched in the spring of 2007 offering classes in Spanish, French, and Mandarin. The program ran eight classes each, attracted 48 students, and was considered quite successful. Fall participation in the program fell off significantly as several elementary schools recognized the value of the program and began offering similar programs.

Alternative Federal Credit Union Micro-Entrepreneurship Fund

Fellow: Jeff Fuchs

In conjunction with the Johnson School Micro-Finance Club, the goal of this project is to build a micro-entrepreneurship fund with the Alternatives Federal Credit Union. The purposes of this fund are to stimulate economic strategy that

would raise funding with an initial \$25,000 goal, creating guidelines and goals for the fund, setting up a process for reviewing business plans and proposals, and developing a feedback loop with donors on the status of the fund and businesses.

POWERSPORTS, LLC

Fellows: Pamela Hurwitch, Dawn Randall, Melissa Sommers

POWERSPORTS, LLC is a new business venture started by Emilie Liebhoff, Johnson School MBA '07. The mission of POWERSPORTS is to empower girls to become more self-confident, independent, and influential women by teaching them that their self-worth is linked to far more than physical beauty. The fellows helped launch a pilot summer camp for POWERSPORTS that combined intense athletic and leadership training and instruction with a collaborative leading-edge, mother-daughter curriculum for girls ages 10 to 16. Specific support included web site design and creation, marketing, fundraising for scholarships, running the actual pilot camp, and managing post-event activities that included follow-up surveys and program feasibility research for future programs.

Johnson School Real Estate Fund

Fellows: Ben Weissbourd, Damien Greenburg

In collaboration with the Johnson School and the School of Hotel Administration, the fellows worked toward a goal of creating an experiential real estate learning program for MBAs seeking careers in real estate, including real estate development, investing, banking, and private equity. Specifically, the Johnson Real Estate Fund will offer a student-run investment vehicle for students interested in real estate, provide a new and significant marketing tool for the Johnson School, and connect alumni in the field with current students. The project concluded its first year with tentative approval of a joint Johnson School and Hotel School course entitled, Investment in Real Estate Funds and Securities. activity, alleviate poverty in the Finger Lakes Region, and to enhance performance learning for Johnson School students. The project focused on designing a program and overall

ATTACHMENT A—CLASS OF 2010 (preliminary)

Last Name	First Name	College	Company	Career Interest
Baier	Tyler	Cornell	Cornell	Consulting
Barger	Tyler	Cornell	JP Morgan	Consulting/VC
Bruno	Anna	Stanford	Encentuate	Brand
Cole	Ryan	Colgate	National City	Private Equity
Coughin	James	Rhode Island/Yale	Raytheon	Consulting
Drossos	Katherine	Dartmouth	Bentz Whaley Flessner	Brand
Duncan	Christian	UCLA	Verison	Consulting
Dwyer	Matthew	Dartmouth	Merrill Lynch	VC
Follett	Charles	RIT	Eastman Kodak	Consulting
Kenlon	Justin	Carnegie Mellon	Sapient	Consulting
Knight	Kevin	Notre Dame/Columbia	Duff & Phelps	VC
Lewis	Miles	William & Mary	MBIA Insuracne	Sales and Trading
Li	Jennifer	Berkeley	Red Envelop	Consulting
McEnergy	Lauren	Cornell	Citigroup	Investment Banking
Pierce	Martin	West Point	US Army	Operations Mgt.
Morrison	Craig	U Colorado	Sony	General Management
Nigl	Chrysoula	U Washington	Patriot Consulting	International Business
Ragsdale	Tory	U Maryland	State Farm Insurance	Consulting
Ray	Brandon	Texas AM/U Wash	Boeing	Operations Mgt.
Robinson	Derek	Berkeley	Education Finance Partners	Consulting
Schutzman	Paul	U Mary Washington	Oppenheimer Funds	Sustainable Business
Sintuvat	Connie	USC	Toyota Motors	Entrepreneurship
Tacy	Ann	U Penn	Accenture	Consulting
Wilkinson	Courtney	U Vermont	Capital IQ	Private Equity
Zeph	Courtney	Notre Dame	PricewaterhouseCoopers	Private Wealth Management

ATTACHMENT B—CLASS OF 2009

Last Name	First Name	College	Company	Internship
Albright	Karen	Northwestern	Sanofi-Aventis Phama	Travelers
Caposella	Kate	Stanford	The Asia Foundation	Johnson & Johnson
Chang	Michael	UC-San Diego	Glass Lewis Co LLC	Citigroup
Dennis	Mark	Illinois State		American Century
DiNardo	Gregg	Amherst	BNP Paribas	CEI Community Ventures
Findley	Andrea	UCLA	Grameen Bank	Accenture
Gambhir	Ashish	U Maryland	Deloitte Consulting, LLP	Liberty Lane Partners
Gangemi	Jeffrey	Middlebury	BusinessWeek.com	Dun & Bradstreet
Gardent	Sarah	U New Hampshire	Arch Insurance Group	CIGNA
Goodman	Taryn	Cornell	Decision Path Consulting	Kiva Microloans
Greenwood	Damien	Cornell	HVS International	JP Morgan
Herr	Andrew	Williams	Harvard	JP Morgan
Johnson	Kevin	West Point	US Army	Acciona Energy
Jones	Kelli	U Virginia	Circuit City	American Express
Lalumondier	Robert	West Point	US Army	General Electric
Moschella	Joseph	U Wisconsin Madison	von Briesen & Roper	Citi Private Wealth (tentative)
Rainey	Kristen	Princeton	Center for Corporate Citizenship	Banyon Tree
Roher	Kathleen	Michigan	Yale	National Park Service
Roy	David	Vassar	BirdDog Solutions	Satori Consulting
Russolillo	Chad	Fairfield University	MFS Investment Management	Not looking—health issue
Ryan	Casey	Amherst	Deloitte Consulting, LLP	Nepal Mineral Water
Scudder	Sarah	Harvard	Booz Allen Hamilton	3M
Standish	Sarah	Tufts	World Resource Institute	Bain
Stoler	Bailey	Tufts	Whole Foods Markets	Cornell Center for Technology
Syed	Faizan	U Virginia	General Motors	Lehman Bros
Von Oesen	Britta	Colgate	Gaiatech	Lehman Bros

ATTACHMENT C—CLASS OF 2008

Last Name	First Name	College	Internship	Permanent
Bhattal	Tej Pratap	Berkeley	Lehman Bros	Lehman Bros
Cox	Kenneth	U.Tenn/Knoxville	Standard & Poor's	Standard & Poor's
Craddock	Nicole	Whitworth College	Lehman Bros	Lehman Bros
Foster	Greg	SUNY-Buffalo	Deutsche Bank	Deutsche Bank
Fuchs	Jeffrey	U.Wisconsin/Eau-Claire	GE Wind	GE Wind
Gharabaghi	Anahita	USC	Deutsche Bank	Deutsche Bank
Haar	Phillip	Cornell	Accenture	Accenture
Hartman	Mark	Case Western	Liberty Mutual	Mckinsey & Co.
Hurwitch	Pamela	Emory University	JP Morgan Chase	IBM
Kamath	Mythily	Washington Univ.	American Express	American Express
Knapp	Amy	NYU	American Express	American Express
Koza	Christopher	Cornell	Goldman Sachs	Goldman Sachs
Langlois	Liz	Cornell	Mellon Asset Management	Accenture
Lentz	Daniel	U.Texas - Austin	GE Real Estate	GE Real Estate
Martin	CJ	U.Texas - Austin	Morgan Stanley	Lazard Freres & Co
Okonmah	Kay	Tuskegee Inst.	Bayer Health Care	Johnson & Johnson
Paul	John	Carnegie Mellon	Acumen Fund	Ascension Health
Petrina	Robert	Cornell	Yingli Green Energy	Yingli Green Energy
Randall	Dawn	UC - Berkeley	Amgen	Amgen
Rasmussen	Kyle	US Air Force Academy	Cornell X-Prize	Proctor & Gamble
Schoen	Jessica	Northwestern	Lehman Bros	Lehman Bros
Shushtari	Shahnaz	Rice University	Johnson & Johnson	Mckinsey & Co.
Sommers	Melissa	Penn State	Johnson & Johnson	Synthes
Stone	Clint	Southern Utah U	Bear Sterns	Cornell Investment Office
Weissbourd	Benjamin	Stanford	Ackman-Ziff Realty	Urban American

ATTACHMENT D—BASIC PROGRAM AND DEVELOPMENTAL SEQUENCE

The program follows a development sequence patterned after five broad areas of leadership experience—discovering leadership (defining what leadership is, especially for oneself), and applying leadership through the development of personal, interpersonal, team, and system mastery skills.

Fall Semester First Year

Area: Discovering Leadership (What is it?)

- Workshop (full day): Hoffman Challenge Course—Use low and high ropes to bond the group, and to discover leadership and teamwork through experience.
- Classroom: Leadership Theory: Comparison of four popular frameworks in business—Servant, authentic, Level 5 Leadership, and emotional intelligence.
- Classroom: Transformational and Transactional Leadership—The sources of personal power and influence, and when and how to use it.
- Classroom: The Leadership Wheel—A comprehensive and integrated view.

Area: Personal Mastery (Managing self)

- Classroom: Developing personal learning plans, learning from experience, and coaching—Builds on Foundations in Leadership feedback; coaching teams of two are formed and used throughout the experience to follow through learning plans, and support one another on personal leadership challenges.
- Workshop (full day): Personal Mastery—Activities for generating a personal mission, vision and values statement (What do I want to be as a leader?).
- Classroom: Emotional Intelligence—The key to enacting personal mastery ideals authentically and skillfully.

Area: Interpersonal Mastery (Managing relationships)

- Classroom: Difficult Conversations—Theory and developing personal cases for practice in live feedback, conflict, and negotiation opportunities.

Spring Semester First Year

Area: Interpersonal Mastery (continued)

- Workshop (full day): Conflict Resolution—Role play cases with Cornell Interactive Theater Ensemble.
- Classroom: Negotiations—Theory and case role play.
- Classroom: Managing Up—Theory and case study for managing your superiors.

Area: Team Mastery (Managing teams)

- Workshop (full day): High Performance Teams—A team development simulation.
- Classroom: Meeting and group facilitation basics.

Area: Discovering Leadership—Revisited—special topics

- Classroom: Women in Leadership—A case study comparison of Meg Whitman and Carly Fiorina.
- Classroom: Ethics: Leadership's Slippery Slope—Case study of how Merck went from fighting river blindness to the Vioxx disaster.

Area: Personal Mastery—Revisited—feedback

- Classroom: 360 Follow-Up—Take a follow-up 360 at the end of the spring semester to monitor progress towards personal learning goals.

Fall Semester Second Year

Area: Systems Mastery (Managing organizational change)

- Workshop (half day): Dysfunctions of organizational systems: Why managing change is difficult—Tops, middles, bottoms simulation.
- Classroom: Highly Effective Organizations: The ideal to realize—A comparative look of the current thinking, Good to Great, Fortune 100 Best places to Work, and others.
- Classroom: Networking: The value of social capital and how to develop networks for achieving change results—Theory and a case study.
- Workshop (full day): Managing Change—A computer-assisted simulation using the Kotter model as a framework.
- Classroom: Project Management: The basics for managing a large project—particularly geared to Parks.
- Classroom: Boards—Serving as a volunteer on boards.

Spring Semester Second Year

Area: Personal Mastery—Revisited—feedback again

- Workshop (half day): Feedback—A live 360 activity.

ATTACHMENT E–SUMMARY OF KEY PARK PROGRAM INDICATORS (see main body of report for commentary)

ADMISSIONS INDICATORS

Number of Applications

2002	335
2003	258
2004	230
2005	311
2006	290
2007	552
2008	696

Average GMAT Scores

Class	Park	Non-Park
1999	670	660
2000	680	660
2001	720	680
2002	700	680
2003	690	670
2004	690	680
2005	700	680
2006	700	680
2007	690	660
2008	690	680
2009	678	681
2010	724	698 (preliminary)

Yield Compared to School

Class	Park	Non-Park
1999	70%	50%
2000	90%	46%
2001	80%	53%
2002	70%	49%
2003	70%	50%
2004	58%	
2005	71%	53%
2006	58%	45%
2007	61%	43%
2008	68%	45%
2009	79%	51%
2010	83%	75% (preliminary)

Competitive Record Against Other Top Schools

	2007		2008		2009	
	Won	Lost	Won	Lost	Won	Lost
Michigan	3	2	5	2	4	1
Kellogg	3	4	1	2	5	0
Harvard	0	2	0	3	0	2
Wharton	2	1	0	0	1	1
Chicago	0	1	2	0	1	1
Columbia	1	3	2	0	2	0
MIT	1	1	2	3	2	0
Tuck	1	0	4	0	7	1
Duke	2	0	1	0	1	1
Darden	3	0	2	0	1	0
Stanford	0	3	0	1	0	0
NYU	1	0	3	0	6	0

Reasons for Applying and Matriculating

	2007	2008	2009
How did you learn about the Park Fellowship?			
Referral	56%	50%	50%
Thru the School	44%	50%	50%
Was the Park Fellowship a factor in deciding to apply?			
Yes	56%	50%	73%
No	44%	50%	27%
Was the Park Fellowship the factor in deciding to attend?			
Yes	75%	75%	77%
No, would have attended anyway	25%	25%	23%

Diversity: Women and Minorities as a Percent of Class

Class	Women		Minorities	
	Park	School	Park	School
1999	31%	15%		
2000	28%	27%	9%	16%
2001	25%	27%	9%	16%
2002	34%	27%	17%	24%
2003	44%	29%	20%	19%
2004	39%	28%	11%	24%
2005	39%	29%	22%	
2006	40%	31%	20%	17%
2007	38%	28%	23%	20%
2008	44%	25%	20%	18%
2009	46%	28%	19%	22%

ACADEMIC PERFORMANCE: Percent of Parks Graduating With Distinction (top 10 percent of class)

Class	Percent	Class	Percent
1999	31%	2004	25%
2000	28%	2005	17%
2001	41%	2006	40%
2002	28%	2007	35%
2003	21%		

INTERNAL PROGRAM ASSESSMENT: Satisfaction Ratings (scale of 1-5)

Class	Satisfaction Rating
2001	4.4
2002	4.4
2003	4.5
2004	4.1
2005	4.5
2006	4.4
2007	4.6
2008	4.8

CAREER PLACEMENT: Percent Placed at Graduation

Class	Parks	Non-Parks
1999	100%	86%
2000	100%	88%
2001	100%	86%
2002	83%	67%
2003	82%	68%
2004	100%	64%
2005	96%	80%
2006	100%	86%
2007	96%	87%
2008	100%	75%

(at time of this report)

ALUMNI

Program Satisfaction and Impact (2007 survey—percent who found items listed valuable to very valuable)

Overall satisfaction	97%
Enhanced Graduate School Experience	95%
Increased Self-Awareness	91%
Support Opened Opportunities	88%
Encourages Self-Growth	88%
Introduced People Who Remain Friends	86%
Made Me a Better Leader	85%
Improved Team Work	80%

Average Giving Per Year Since Graduation

Class	Percent Giving		Ave Gift Size	
	Park	Non-Park	Park	Non-Park
1999	35%	21%	\$1,154	\$251
2000	30%	15%	\$493	\$468
2001	39%	13%	\$871	\$642
2002	39%	25%	\$866	\$875
2003	35%	22%	\$683	\$518
2004	52%	24%	\$582	\$359
2005	72%	59%	\$498	\$344
2006	74%	58%	\$264	\$189

