**Directions**

The Learning and Development Outcomes Reporting template (LADOR) was created the Student Affairs Assessment Advisory Council as a tool to provide departments with:

* Documentation on the history and effectiveness of a program
* Results to inform decisions about future goals and directions of programs
* An executive summary that can be shared with divisional and institutional stakeholders

Some considerationsfor completing the LADOR are as follows:

* You are NOT expected to complete each stage of the assessment cycle within a given timeframe.
* You may continue to add information to an existing LADOR.
* You may fill out any section you deem relevant to your current assessment process.

**Madison Leadership Center**

*Assessment Report: Dukes Leadership Seminar Series*

May 2015

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# Executive Summary

The executive summary provides a brief, 2-page summary of the assessment cycle of the program.

**Overview of Program**

Provide a brief description of the program and its intended outcomes. If the program has conducted parts of the assessment cycle in the past, please provide a brief description. More details can be found in the [Introduction](#_Introduction).

**Intended Outcomes for the Current Assessment Cycle**

Complete here…

Identify the student learning outcomes that are being measured in this assessment cycle. Summarize the rationale and context for the current assessment plan, and identify the stakeholders involved. More details can be found in [Specifying Student Learning Outcomes](#_Program_Goals_and) and [Rationale and Context of Outcomes Assessment](#_Rationale_and_Context).

**Assessment Method**

Complete here…

Briefly explain the assessment and measurement methods associated with intended outcomes.

Complete here…

**Results and Implications**

Summarize the results and how they will be used for program-related decisions. More details can be found in [Analyzing Data, Reporting Results, and Maintaining Information](#_Analyzing_Data,_Reporting) and [Using Results for Program-Related Decisions](#_Using_Results_for).

**Relating Results to Departmental, Divisional, and JMU Goals**

Complete here…

Summarize how the assessment results of the program support department, divisional, and JMU goals. More details can be found in [Connecting Results to Department, Divisional, and JMU Goals](#_Connecting_Results_to).

Complete here…

Example Executive Summaries

For example executive summaries, please see SAUP Departmental Assessment Projects posted on the SAUP assessment advisory council website:

<https://www.jmu.edu/studentaffairs/staff-resources/saac/projects.shtml>

# Introduction

Provide an overview of the program and a plan for the assessment cycle timeline. See completed examples of this section in the Online Resources.

**Department**:

Madison Leadership Center

**Program**:

Dukes Leadership Seminar Series

**Program Coordinators**:

Dolley Madison & Benjamin Wright

**Assessment Report Authors**:

Dolley Madison & Benjamin Wright

**Dates of Data Collection** (if applicable):

September 2014-May 2015

## Target Population

Define the target population for this program.

The target population of students for the Dukes Leadership Seminar Series are approximately 50 college students who would like to gain leadership experience and skills. Prior to participating, students need to complete a form indicating how the leadership skills learned in the seminar will help them to reach their future goals. Applicants are chosen based on their personal statements and dedication to improving their community. Three judges rate the application materials, and the 50 top-rated students are invited to participate in the seminar series.

## Theory, Research, and Needs Informing the Program

Identify and cite the relevant theory and research supporting the program for the target population, and explain how it supports the program. Describe student needs that are driving the program development or delivery.

Previous research suggests that leadership experiences as an undergraduate student is associated with civic engagement and holding leadership positions in the local community (Hungadunga, Hungadunga, Hungadunga, & McCormick, 2012). In order to help students “be the change” in their local communities following their undergraduate education, the Dukes Leadership Seminar Series was developed to promote skills associated with being an effective leader. Specifically, previous research suggests that communication, meeting management skills, interpersonal conflict resolution skills, project management skills, and time management skills are all associated with effective leadership (Dumont, 2010). In order to promote these skills, the Dukes Leadership Seminar Series was developed to provide professional development opportunities and group projects requiring the use of these skills.

**Rationale and Context of Outcomes Assessment**

Provide rationale and context for the current assessment plan. Identify the stakeholders involved in the process to specify student learning outcomes. If the program has gone through the assessment cycle in the past, provide a context for the current assessment activities based on previous activities.

The Dukes Leadership Seminar Series was developed to help students “be the change” as leaders in their local communities after graduating from the university. Because this program markets to students that they will gain skills associated with being an effective leader, program coordinators and stakeholders feel it is important to assess student learning and development outcomes resulting from participation in the seminar series. Program stakeholders include several community partners and faculty at JMU. This is the first time the Dukes Leadership Seminar Series has been assessed; however, the learning objectives were written last year (2013-2014 academic year).

# Assessment Cycle

Below is the full assessment cycle, which serves as the basis for the organization of this document. Please note this may be a multi-year process. Resources for each component of the cycle can be found throughout the document.

# Specifying Student Learning Outcomes

Student learning outcomes refer to what students should know, think, or do as a result of participating in the program. The **longest amount of time** in the assessment cycle should be dedicated to establishing realistic learning outcomes, because all other aspects of the assessment cycle will be tied to these outcomes since they are the foundation. Learn about specifying student learning outcomes and see completed examples of this section in the Online Resources for Specifying Learning Outcomes.

## Program Goals and Learning Outcomes

Specify the measureable student learning outcomes of the program (and overarching goals if applicable). Identify how the program’s learning outcomes map to departmental, divisional, and JMU goals.

Overarching Goal: Students will gain skills associated with being effective leaders following their participation in the Dukes Leadership Seminar Series (DLSS).

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | Activity/Seminar | Assessment/Instrument | Timeline |
| **As a function of participating in the DLSS, students will be able to identify qualities of effective professional communication.** | Call Me Definitely  | 8 multiple choice items (4 mapped to written communication, 4 mapped to oral communication) | Pretest: before the seminar series beginsPost-test: following the Call Me Definitely exercise |
| **As a function of participating in the DLSS, students will be able to manage a project-planning meeting with community partners.** | Community Action Planning Meeting   | Meeting Management Rubric (raters are community partners) | Rating: During the community action planning meetingOctober 2014 |
| **As a function of participating in the DLSS, students will be able to employ effective interpersonal conflict resolution techniques during a role-play exercise.** | Can’t We All Just Get Along? | Interpersonal Conflict Resolution Rubric (raters are program coordinators) | Rating: During the interpersonal conflict resolution exerciseFebruary 2015 |
| **As a function of participating in the DLSS, students will be able to employ effective project management techniques in an applied situation.** | Community Action Planning Meeting, Part II Community Action Project | Project Management Rubric (raters are community partners and group members) | Rating: Following completion of the community action project March 2015 |
| **As a function of participating in the DLSS, students will increase in their self-reported control over their schedule and time management.** | Time Will Tell | Time Management Mastery (TMM) scale (Bowie, 1973) | Pretest: before the seminar series begins Post-test: following the last seminar in the seriesApril 2015 |

# Creating and Mapping Program to Outcomes

Mapping the program to the outcomes refers to specifically identifying how the program components (e.g. activities, curriculum) relate to each learning outcome. Learn about creating and mapping program to outcomes and see completed examples of this section in the Online Resources for Creating and Mapping Program to Outcomes.

## Map of Program Components to Outcomes

Identify program components that directly relate to individual learning outcomes. For each learning outcome, specifically identify the program components, delivery method, duration, and the stakeholder responsible. You may want to utilize a table to help illustrate the connections between the program components and the outcomes. If the program has been assessed in the past, describe the planned program changes based on previous assessment results and if those changes were actually implemented in the current assessment cycle.

Goal: Students will gain skills associated with being effective leaders following their participation in the Dukes Leadership Seminar Series (DLSS).

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | **Activity/Seminar** | Assessment/Instrument | Timeline |
| As a function of participating in the DLSS, students will be able to identify qualities of effective professional communication. | **Call Me Definitely** | 8 multiple choice items (4 mapped to written communication, 4 mapped to oral communication) | Pretest: before the seminar series beginsPost-test: following the Call Me Definitely exercise |
| As a function of participating in the DLSS, students will be able to manage a project-planning meeting with community partners. | **Community Action Planning Meeting** | Meeting Management Rubric (raters are community partners) | Rating: During the community action planning meetingOctober 2014 |
| As a function of participating in the DLSS, students will be able to employ effective interpersonal conflict resolution techniques during a role-play exercise. | **Can’t We All Just Get Along?** | Interpersonal Conflict Resolution Rubric (raters are program coordinators) | Rating: During the interpersonal conflict resolution exerciseFebruary 2015 |
| As a function of participating in the DLSS, students will be able to employ effective project management techniques in an applied situation. | **Community Action Planning Meeting, Part II****Community Action Project** | Project Management Rubric (raters are community partners and group members) | Rating: Following completion of the community action project March 2015 |
| As a function of participating in the DLSS, students will increase in their self-reported control over their schedule and time management.  | **Time Will Tell** | Time Management Mastery (TMM) scale (Bowie, 1973) | Pretest: before the seminar series begins Post-test: following the last seminar in the seriesApril 2015 |

# Selecting/Designing Instruments

To measure the program’s learning outcomes, instruments need to be identified by selecting existing instruments or developing new instruments. CARS can help with this section unless otherwise indicated. Learn about selecting/designing instruments and see completed examples of this section in the Online Resources for Selecting/Designing Instruments.

## Map of Outcomes to Instruments

Identify each learning outcome and the specific measures that will be used to assess the outcome. You may want to utilize a table to help illustrate the connections. Attach instruments in the appendices. If changes were made to an instrument, provide an appendix charting the items that have changed and the rationale.

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | Activity/Seminar | **Assessment/Instrument** | Timeline |
| As a function of participating in the DLSS, students will be able to identify qualities of effective professional communication. | Call Me Definitely  | **8 multiple choice items (4 mapped to written communication, 4 mapped to oral communication)** | Pretest: before the seminar series beginsPost-test: following the Call Me Definitely exercise |
| As a function of participating in the DLSS, students will be able to manage a project-planning meeting with community partners. | Community Action Planning Meeting   | **Meeting Management Rubric (raters are community partners)** | Rating: During the community action planning meetingOctober 2014 |
| As a function of participating in the DLSS, students will be able to employ effective interpersonal conflict resolution techniques during a role-play exercise. | Can’t We All Just Get Along? | **Interpersonal Conflict Resolution Rubric (raters are program coordinators)** | Rating: During the interpersonal conflict resolution exerciseFebruary 2015 |
| As a function of participating in the DLSS, students will be able to employ effective project management techniques in an applied situation. | Community Action Planning Meeting, Part II Community Action Project | **Project Management Rubric (raters are community partners and group members)** | Rating: Following completion of the community action project March 2015 |
| As a function of participating in the DLSS, students will increase in their self-reported control over their schedule and time management.  | Time Will Tell | **Time Management Mastery (TMM) scale (Bowie, 1973)** | Pretest: before the seminar series begins Post-test: following the last seminar in the seriesApril 2015 |

## Description of Instruments

Provide a name and description of the instruments selected or designed, and the reason that particular instruments were chosen to measure the outcomes; what they are measuring; reliability and validity scores (if known); scoring instructions; and the number of items. You may want to utilize a table to help provide this information.

##

Madison Leadership Office is scoring the open-ended questions tied to the outcomes above using the rubric created previously with CARS’ assistance.  The graduate students and Assistant Director who facilitate this program will be the ones conducting the scoring process.  CARS will be introducing this group to rubrics and doing calibration on scoring prior to the actual scoring process.  In addition, CARS will be evaluating inter-rater reliability for this method and then discussing this with the group.

## Additional Information to Collect

Identify information to collect that will help determine if the program affects groups differently (e.g. gender, students’ interest in participating); CARS can help with this. Identify information to collect that may be of interest to program administrators (e.g. how students learned about the program); members of the SAUP Assessment Advisory Council can help with this, because it does not address the assessment of learning outcomes but may help with other aspects of program evaluation. With any additional information, identify the purpose for collection.

Program coordinators plan to compare outcomes between males and females to ensure that all students are gaining from the Duke Leadership Seminar Series. Additionally, the program coordinators would like to ensure a diverse group of students participate in the seminar series. Consequently, additional student demographic information will be collected and reported so that future marketing efforts can be adjusted to recruit a diverse applicant pool.

# Examining Implementation Fidelity

Implementation fidelity refers to the alignment of the planned program and the implemented program. Therefore, this section documents the program that was actually delivered. Learn about examining implementation fidelity and see completed examples of this section in the Online Resources for Examining Implementation Fidelity.

## Process to Examine Implementation Fidelity

Describe the process used to examine implementation fidelity (e.g. who conducted the study; when, where, how).You may want to include an appendix of the fidelity measure.

Each seminar had an implementation fidelity checklist associated with it. Specifically, the seminars were planned in such a way that each activity is scheduled in advance and can be documented. The implementation fidelity checklist included four rating areas including level of adherence to the program, quality of implementation, the amount of time spent on each activity, and the responsiveness (or engagement) of students. Because both program coordinators attend all seminars, there were two implementation fidelity checklists completed for each seminar in the series.

# Collecting Outcomes Information

Collecting information refers to the actual data collection process. Learn about collecting outcomes information and see completed examples of this section in the Online Resources for Collecting Outcomes Information.

## Process for Collecting Data

Describe the timeline for when and how data was collected and by whom. You may want to utilize a table to help provide this information. Describe the method for collecting data, including instrument administration and training provided for administering; methods utilized to have students take measures (e.g. mandatory, incentives); and the number of times data was collected in this assessment cycle. Also, describe control groups (if applicable) and identify how information was collected from these students. Describe any differences between the original data collection plan and what actually occurred. You may want to utilize a table to help provide this information.

Complete here…

Data were collected at scheduled times either below or after students participated in different seminars in the series. All pre- and post-measures were administered via paper and pencil format and were strictly voluntary. Because the measures used for our assessments were unique to the seminar series, there was no control group included in our comparisons.

Data were collected following each seminar in the series and following the timeline:

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | Activity/Seminar | Assessment/Instrument | **Timeline** |
| As a function of participating in the DLSS, students will be able to identify qualities of effective professional communication. | Call Me Definitely  | 8 multiple choice items (4 mapped to written communication, 4 mapped to oral communication) | **Pretest: before the seminar series begins****Post-test: following the Call Me Definitely exercise** |
| As a function of participating in the DLSS, students will be able to manage a project-planning meeting with community partners. | Community Action Planning Meeting   | Meeting Management Rubric (raters are community partners) | **Rating: During the community action planning meeting****October 2014** |
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| As a function of participating in the DLSS, students will be able to employ effective project management techniques in an applied situation. | Community Action Planning Meeting, Part II Community Action Project | Project Management Rubric (raters are community partners and group members) | **Rating: Following completion of the community action project****March 2015** |
| As a function of participating in the DLSS, students will increase in their self-reported control over their schedule and time management.  | Time Will Tell | Time Management Mastery (TMM) scale (Bowie, 1973) | **Pretest: before the seminar series begins****Post-test: following the last seminar in the series****April 2015** |

# Analyzing Data, Reporting Results, and Maintaining Information

In order to determine the effectiveness of a program, data analysis is necessary. CARS can help with this section unless otherwise indicated. Learn about analyzing data, reporting results, and maintaining information; see completed examples of this section in the Online Resources for Analyzing Data, Reporting Results, and Maintaining Information.

## Data Analysis and Statistical Results

Thoroughly describe data analysis and statistical results by outcome. Identify the techniques used to analyze the data. Typical quantitative analysis would include descriptive statistics, results of practical and significance tests, and tables/graphics that describe the findings. Typical qualitative analysis would include number of responses, emergent themes, and tables/graphics that describe the findings. For each learning outcome, provide a summary of the implementation fidelity results and the impact of fidelity on the outcomes assessment results. You may want to utilize a table or include an appendix to help provide this information.

Table 1

*Students’ Pre- and Post-test Scores on Dukes Leadership Seminar Series Outcomes*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | Pretest | SD | Posttest | SD | Difference | *p* | *d* |
| Written Communication  | 2.73 | 1.04 | 3.13 | 1.10 | 0.40 |  0.05 | 0.37 |
| Oral Communication | 3.11 | 1.14 | 3.77 | 1.26 | 0.66 | <0.01 | 0.55 |
| Conflict Resolution | 15.21 | 5.02 | 18.24 | 5.27 | 3.03 |  0.01 | 0.59 |
| Meeting Management | 14.03 | 4.82 | 16.17 | 6.20 | 2.14 |  0.01 | 0.39 |
| **Project Management** | **14.64** | **3.92** | **19.17** | **4.10** | **3.53** | **<0.01** | **1.13** |
| Time Management | 12.88 | 6.08 | 13.96 | 4.12 | 1.08 |  0.01 | 0.21 |

A total of 48 students completed the seminar series both the pretest and the posttest via paper and pencil survey administration. Overall, students increased on each of the six outcomes assessed during the current assessment cycle.

## Interpretation of Results

Interpret the data analysis and statistical results in context of the program and previous assessment results. As a student affairs professional, describe the meaning of the quantitative data regarding the program. The interpretation of results is primarily the responsibility of program coordinators in conjunction with colleagues.

The results of the current assessment cycle indicate that the 48 students who completed the program on average increased on each of the outcome measures from the pre-test to the post-test. Program coordinators were largely pleased with the above results – particularly the large gains students exhibited in their ability to manage projects. However, program coordinators believe students’ time management skills could be improved through additional program interventions and providing students with time management resources.

# Using Results for Program-Related Decisions

It is critical to determine how to utilize the information obtained through data analysis, statistical results, and interpretation of the results. Prior to completing this section, a meeting with assessment stakeholders (e.g. CARS, program coordinator) is strongly encouraged to inform any program-related decisions. This section should be completed by the program’s Department. Learn about using results and see completed examples of this section in the Online Resources for Using Results for Program-Related Decisions.

## Using Results for Program Improvement or Continuation Decisions

Restate the learning outcome and honestly identify if the outcome was met or not. The program may not need to be changed at this point or continued. If there are plans to change the program, describe the plan for reworking the program. If this program has been assessed in the past, put these plans in historical context.

Each of the learning outcomes articulated in this report were met in the current assessment cycle. Because this was the first year collecting student learning outcomes data for the Dukes Leadership Seminar Series, the results from this year will serve primarily as a benchmark for future assessment cycles.

Because program coordinators would like to see larger gains on the time management student learning outcome, program coordinators plan to incorporate a new scheduling activity into one of the seminars as well as provide students with an online resource for maintaining electronic schedules.

## Using Results to Make Changes to the Assessment Process

If applicable, describe a plan for improving aspects of the assessment cycle (e.g. revising instruments, changing data collection timeline). The response for the “Interpretation of Results” section may highlight changes that are needed.

The current assessment plan fit within the timeline of the seminar series; however, the administration of surveys to students during the first seminar took longer than anticipated. Consequently, there will be more time allotted in the future to accommodate.

## Using Results for Program Administration

Describe other ways that the assessment results can be utilized in addition to improving student learning outcomes. For example, describe how this information will be utilized to obtain additional financial or human resources, help market the program to students, recruit facilitators, or staff training.

The information collected during the current assessment cycle indicated that the group of students who completed the seminar series was not as diverse as program coordinators would have liked. In order to promote diversity and the inclusion of diverse students, program coordinators will be advertising more heavily in targeted areas (e.g., CMSS student organizations).

# Connecting Results to Departmental, Divisional, and JMU Goals

Identify how the assessment results of the program contribute to supporting departmental, divisional, and JMU goals. This section should be completed by the program’s Department in consultation with Department leadership.

After meeting with leadership in our office, we believe the assessment of the Dukes Leadership Seminar Series provides evidence of the university and our office meeting the following James Madison University goals:

**Student Life & Success**

We support student academic and careersuccess by providing opportunities to applylearning and development, practice goodcitizenship, foster health and wellness, and live in community.

* Goal 11A: The university will ensure that student life and success functions bridge and balance curricular and co-curricular efforts, extending academic and experiential learning with application and reflection.
* Goal 11B: The university will provide high quality, research-based, nationally recognized student support programs and services.
* Goal 11C: The university will provide high quality advising, services and programs that directly support students' career and professional development goals and desired outcomes following graduation.

# Additional Final Thoughts

Please feel free to add any other information that is not already included in this document.

Program coordinators and leadership within the Madison Leadership Center are pleased with the results from the current assessment cycle. We look forward to improving the Dukes Leadership Seminar Series programming based on the results in order to improve students learning outcomes for next year.

## Location of Data and Documentation of Cycle

Identify the specific location (e.g. department server, physical location) where the data and other documentation of this assessment cycle is stored. It is strongly encouraged that departments document the process for selecting and designing instruments; including their pros/cons, reliability and validity scores, and stakeholders involved.

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