

Cornell College
Departmental / Program Assessment Plan
Assessment Project Outline

Department / Program:	Division of Student Affairs
Person Submitting this Form:	Heidi Levine
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Outcome(s) Being Assessed:

- Engage in leadership opportunities; develop effective leadership skills/traits

Assessment Question(s):

Given the outcome(s) being assessed, what do we want to find out? What information will be useful to us?

- Through what experiences (both intentional & unintentional) and in what ways do students develop leadership skills?
- Among students who feel a strong sense of connection/engagement, what experiences and conditions have contributed to/helped foster their engagement?
- How can we more intentionally foster leadership development opportunities for Cornell students?

Intended Uses of the Assessment:

How will the results of the assessment be used? How can we ensure the information will be useful to us?

Use baseline data regarding student leadership development and engagement to formulate qualitative assessment of students serving in a variety of leadership roles (e.g., PA, Civic Engagement coordinator, Greek organization presidents). Use data to evaluate to what extent programs and other opportunities that contribute to leadership development are readily accessible to students and to create additional pathways to leadership experience and development.

Gathering and Analyzing Evidence:

What is the best way to get the information we need? What evidence already exists? From whom do we need to collect information? Use the grid below – or one of your own making – to outline your plan for collecting and analyzing evidence.

Method to Collect Evidence	Method to Analyze Evidence	Assessment Question Addressed	Timeline
Review 2009 MSL data		Baseline of student leadership development	Summer, 2011
Review 2009 NSSE data		Baseline of student involvement	Summer, 2011
Student leader focus groups	Student Life staff	Developmental opportunities/experiences of current student leaders	AY 2011-12

Method to Collect Evidence: brief description of what will be collected, how, by whom.

Method to Analyze Evidence: brief description of how evidence will be analyzed, by whom.

Assessment Question Addressed: specify which outcome / question is being addressed.

Timeline: when will data be collected and analyzed.

Interpreting Evidence:

What strategy will we use to make meaning of the results? How will we ensure we use the information? Our plan for interpreting the results and using them to inform our practice is:

1. Use 2009 MSL & NSSE data to obtain baseline on student involvement and leadership development
2. Link data to records of student involvement, identifying any relationships between campus leadership roles and engagement/development
3. Review qualitative data to identify experiences student leaders commonly have/had that contributed to leadership development
4. Conduct analysis linking activities/programs currently offered and the experiences identified by student leaders
 - a. Develop intentional pathways to existing programs
 - b. Identify programmatic gaps and develop new initiatives to meet related needs

Involvement:

Who will be involved in this assessment project? What role will each of us play?

- Heidi Levine: Coordinate initial data analysis with assistance from Becki Elkins and RJ Holmes-Leopold
- Gwen Schimek, Tera Kringle, Kara Trebil: Conduct qualitative assessment with student leaders