



CONCEPTS & CONNECTIONS:

— Longitudinal Studies of Leadership Outcomes —

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The Assessment of Citizen Leadership: College and Beyond

By Edward D. Smith

Civic engagement is once again being promoted as central to the mission of higher education (Chickering, 2003; Schneider, 2002), but how does one assess the extent to which this rather elusive mission is being achieved? Here's one approach.

When Patty Cormier became President of Longwood in 1996, she led us on a year-long journey of self-analysis to determine our strengths and weaknesses. As a result of this process, we decided to capitalize on our strong tradition of student involvement by revising our Mission Statement to focus on civic engagement. Longwood's Mission Statement now includes the following sentence: "Longwood College is

an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society." Given the mission-driven focus of the institutional effectiveness criterion of the Southern Association of Colleges and Schools, civic engagement, or specifically, our concept of "citizen leaders" moved to center stage.

In 1997, we began using the College Student Experiences Questionnaire (CSEQ) to measure the impact of our curricular and co-curricular programs on the development of citizen leadership in our students. We found that students who earned leadership awards reported significantly more personal and social gains - and had higher GPAs — than students who did not earn leadership awards (Smith, 2000). Furthermore, Longwood students, in general, scored significantly higher on personal and social gains on the CSEQ when compared with students in peer and aspirational peer institutions. As freshmen, our students have, for over a decade, scored significantly lower than students in comparison groups in ratings of personal and social self-confidence, strengthening our argu-

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ment that the curricular and co-curricular programs of the College are responsible for these gains.

In 2000, we decided to use the National Survey of Student Engagement to help us assess the development of citizen leadership among our students. (Many of the items on this survey are derived from the CSEQ, hence the surveys have similar emphases, although NSSE is more concise and has a higher profile.) In addition to the five benchmark measures that NSSE provides, we asked NSSE administrators to provide us with benchmark comparisons on four other clusters of items from the survey, one of which was a cluster of items that

reflect citizen leadership (referred to as civic engagement). The items we selected from NSSE that we believe reflect this concept are the following:

- Working effectively with others
- Voting in elections
- Understanding people of other racial or ethnic backgrounds
- Being honest and truthful (2000)/Developing a personal code of ethics or values (2002)

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Connections From The Director

We have assembled a very thoughtful group of authors to address our publication theme "Longitudinal studies of leadership outcomes." Before I share about this edition, I would like to highlight a number of important changes and new initiatives taking place with your organization, the National Clearinghouse for Leadership Programs (NCLP).

We are very pleased to announce the appointment of Zaneeta Daver as the new coordinator of the National Clearinghouse for Leadership Programs. Zaneeta is a second year doctoral student in the Counseling and Student Personnel Program (CAPS) at the University of Maryland. She brings to the NCLP years of professional experience in the leadership development area. Most recently, Zaneeta worked as the Assistant Director of Student Activities and Leadership Programs at the University of Miami - Coral Gables. Zaneeta will be formally joining the staff in mid-July. Please join me in welcoming Zaneeta to the NCLP family!

Zaneeta's arrival signals the departure of our current NCLP coordinator Helen Janc, who has served the National Clearinghouse for Leadership Programs for the past two years. Helen is graduating this year with her Master's degree in higher education policy and leadership through the School of Education here at University of Maryland. Helen's thesis *Students' perceptions of leadership development in a statewide higher education student advisory board* is one more important piece of leadership research

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contributing to our bank of information of how leadership experiences and education affects students. Under Helen's leadership we have seen the transformation of the NCLP website (www.nclp.umd.edu). She has directed the full automation of our on-line service center. Through her vision and strong work ethic the NCLP membership and friends have an online access to all past

"We are very pleased to announce the appointment of Zaneeta Daver as the new coordinator..."

Concepts & Connections, to the updated 5th edition of the *Leadership bibliography*, along with the previous edition. She has also redesigned the member resources on our website to facilitate clear and more direct access to the most cutting edge leadership education work being performed. This is just the tip of the iceberg of Helen's contribution to your organization, the National Clearinghouse of Leadership Programs.

Helen, thank you for the past two years of dedicated service to all NCLP members and friends.

The National Clearinghouse for Leadership Programs (NCLP) has completed its 11th year. The Clearinghouse continues to fulfill its mission by "serving leadership educators for over a decade" (as the slogan states). In 2002-03, the mission was fulfilled through:

■ An increase in membership from 357 (as it stood in May 2002) to approximately 400 members at the close of May 2003. Based on the tracking of our membership trends, the Clearinghouse has gained 105 new members this year and experience strong retention of our current membership. It is very clear the leadership education movement is alive and doing very well.

"Helen, thank you for the past two years of dedicated service to all NCLP members and friends."

■ *Concepts & Connections* continues to be a chief informational resource for our members. This year, *Concepts & Connections* focused on three topics: Latino Student Leadership, Experiential Learning, and Longitudinal Studies of Leadership Outcomes.

■ *Leadership Insights & Application* has grown to a series of

fifteen published monographs, four this year. Monographs published from August 2002 until March 2003 include: *Peer leadership* by Andrew Adelman; *Leadership development in fraternities and sororities* by Irene Kao; *Asian Pacific American leadership development* by Daniello G. Balón; and *Outdoor adventure education: A pedagogy for leadership* by Ashley Mouberry. Soon to be available: *Military leadership on college campuses (ROTC)*, *Mentoring in the leadership process*, *First-year student leadership development*, *Establishing foundations of leadership*, *Leadership development*

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within student employment, and Sports clubs as a leadership development arena.

■ Consulting and dissemination of leadership materials to our members and non-members serves as one main pillar of our organization. We have been in daily contact with leadership educators from across the country and internationally. The resources requested, consultations offered, and connections made between and among our members have flourished.

■ The National Clearinghouse for Leadership Programs hosted its annual National Leadership Symposium (NLS). 2002 NLS entitled "Defining moments: Teaching leadership to the millennial generation" was hosted by the Jepson School of Leadership Studies at the University of Richmond, Virginia. The scholars in residence were: Dr. Paul Arntson (Northwestern University), Dr. Jim Cain (Cornell University), Dr. Nancy Huber (University of Arizona), and Dr. Peter Northouse (Western Michigan University). The 106 page *Symposium proceedings*, prepared by Helen Janc, are accessible electronically under the "Resource" webpage on the NCLP's website along with the past issues of *Symposium proceedings*.

The 2003 National Leadership Symposium will again be held at the University of Richmond. This year's symposium theme is "Making the case for leadership education: Leadership lessons learned" featuring Dr. Jan Arminio (Shippensburg University), Dr. Wilfred Drath (Center for Creative Leadership), Dr. Susan Komives (University of Maryland), and Dr. Kathleen Zimmerman-Oster (University of Detroit - Mercy).

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■ In 2002-03, the NCLP website changed its address (www.NCLP.umd.edu). The new website provides an electronic ordering system and tracking tools that automatically up-date on-line directories and membership forms. As the central source of information for our members [and non-members], NCLP has expanded its resources page to more extensive lists of leadership journals, undergraduate and graduate programs, leadership syl-

labi, non-profit organizations, internship opportunities, employment postings, current events (conferences, calls for proposals, seminars, etc.), and National Leadership Symposium archives. The membership page has also expanded to include *Concepts & Connections* archives, interactive *Leadership bibliography*, easy access to CAS standards, and automatic directory system. NCLP will continue to expand with additions of assessment tools page and a message board.

This past spring we have begun NCLP self assessment project. Our goal is to administer a comprehensive self assessment survey to a significant sample of the membership to measure our work. We have begun receiving the survey back from members, and we hope to have our data sample complete by the end of the summer. Your feedback enables us to identify trends, interests, and points for future work as a membership based organization. One very concrete outcome of our self assessment is insight to current topics of interest for *Concepts & Connections*. Volume 12, next year's series, will feature the following

themes: Civic engagement, E-Leadership, and Leadership identity development. I hope you are as excited for these editions as we are to produce them for you. As you can tell we have had a very productive year and see interest in leadership education sustaining on our campuses. Thank you for allow us to be your leadership education resource.

Now, it is my pleasure to introduce this edition of *Concepts & Connections* on "Longitudinal studies of leadership outcomes." Edward Smith, Director of Assessment and Institutional Research at Longwood University shares his approach to assessing the level of civic engagement by students at Longwood University. Elizabeth Beaumont, Research Associate at the Carnegie Foundation for the Advancement of

Teaching, describes a two year study used to identify activities and teaching strategies that may be adapted to prepare students for lives of political engagement. Kathleen Zimmerman-Oster, Associate Professor of Psychology at the University of Detroit Mercy (UDM) and faculty consultant to the Leadership Development Institute UDM, focuses on strategies for evaluating leadership development programs. Cassandra Camille, Coordinator of Student Involvement and Student Leadership Programs at Arizona State University reviews the book *Primal Leadership*. Studying the effects of our leadership

training and education programs continues to evade us in practice. We hope that this edition of *Concepts & Connections* serves as one more resource to further your efforts to understanding the meaning and difference our leadership education work has. ■

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Craig Slack

The Assessment of Citizen Leadership: College and Beyond

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🏠 Contributing to the welfare of your community

We were pleased to find that relative to institutions in the Masters I and II Carnegie Classification in the 2000 administration, Longwood freshmen ranked at the 70th percentile on citizen leadership, and Longwood seniors ranked at the 90th percentile; in 2002, these values were the 60th and 80th percentiles, respectively. While these data provide us with critical benchmark comparisons, they also show gains from the freshman to senior year.

The second new data set that we are developing is one that comes from a major survey of Longwood alumni. It seems clear that the "gold standard" for assessing civic engagement lies in alumni data. Demonstrations that programs affect students' involvement and participation while in college - and the students' perceptions of gains from those programs - is a necessary but not sufficient condition for demonstrating that their values, indeed their lives, have been changed by those experiences. The intent of those curricular and co-curricular programs is that these changes will carry over to life after college; hence, the need for alumni data on citizen leadership.

For over a decade we have been conducting rather brief biennial surveys of alumni. In 2001, and in the face of an impending accreditation self-study, we knew that we had to collect more information than this. We designed a web-based survey of alumni from the previous decade, a much broader population than we had ever surveyed. We knew that we needed to ask more questions, and more intrusive questions, than we had ever asked before if we wanted to address our citizen leadership issue. To compensate alumni for their time, we agreed to conduct a raffle with some significant prizes, including a trip to the Cayman Islands and a laptop computer.

The alumni survey generated a return rate of just under 40% from the

alumni of the 1990s, which was comparable to return rates of previous paper alumni surveys. The data pertaining to careers were significantly elaborated, compared with data from our previous paper surveys, and the data pertaining to community involvement were rich indeed.

More recent alumni (those who graduated between 1997 and 2000 and who therefore fell more clearly under the rubric of citizen leadership) told us that we had done a better job of preparing them for civic leadership (65%) than more mature alumni (those who graduated between 1991 and 1996 — 52%), which corresponds with our enhanced efforts in this area. Slightly more of the recent alumni (44%) said they had assumed a formal or informal leadership role in these various community groups, as compared with more mature alumni (39%). (One might expect younger alumni to be less involved in leadership positions in community groups than their more senior peers.) And while comparative data for community involvement is not easy to come by for college graduates of a particular age group, there is some national data available; although, it is not as recent as we might like (the 1996 National Household Education Survey: Adult Civic Involvement in the United States - conducted by the National Center for Education Statistics and data from the U. S. Census Bureau on voting in the 1996 presidential election). We were pleased to find that our graduates were more likely to have voted than college graduates of that age group and that they were also more involved in community activities than their peers.

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To what extent were these alumni like this when they came to us? Or can we claim some responsibility for their civic engagement? To answer these questions, I conducted cross-tabulations for recent alumni (1997-2000; n = 209) and more mature alumni (1991-1996; n = 281), comparing their responses to items pertaining to citizen leadership on the CIRP Freshman Survey (for those alumni who were in our CIRP data set) with their responses to similar items on the Alumni Survey.

I found a significant relationship between the confidence of these alumni in their leadership ability as freshmen and their self-reports of leadership roles as alumni (Chi Sq = 22.564, df = 12, p = .03) for recent (1997 - 2000) alumni, but not for more mature (1991 - 1996) alumni. Likewise, I found a significant relationship between the expressed goal of these alumni to be a community leader as freshmen and their self-reports of leadership roles as alumni (Chi Sq = 22.730, df = 9, p = .007) for recent alumni, but not for more mature alumni.

However, I also found a significant relationship between the expressed goal of these alumni to be a community leader as freshmen and their self-reports of participation in leadership programs at Longwood (Chi Sq = 10.696, df = 3, p = .013) for recent alumni, but not for more mature alumni. Finally, I found a significant relationship between their self-reports of participation in leadership programs at Longwood and their self-reports of leadership roles as alumni (Chi Sq = 8.208, df = 3, p = .042) for recent alumni, but not for more mature alumni.

I believe that these results can be most parsimoniously explained by what psychologists refer to as a person-situation interaction. Students who graduated from Longwood between 1997 and 2000 (under the citizen leadership mission) and who had an interest in developing their leadership abilities (as expressed by their self-confidence in these abilities as freshmen and their expressed interest in becoming a community leader as freshmen) chose to participate in the enhanced leadership programs offered by the university under the new mission and thereby furthered their leadership skills (as shown by their greater assumption of community leadership roles as alumni). Students who graduated in this period and who did not have an interest in developing these skills were less likely to participate in leadership programs and thereby did not further their leadership skills. For alumni who graduated prior to the citizen leadership mission (1991 to 1996), the requisite leadership programs were not as available (or at least not as explicit) and students could not, therefore, benefit as much from these programs, regardless of interest.

The combined weight of data from the CSEQ, NSSE, and the 2001 Alumni Survey shows clearly that we are achieving our mission to prepare citizen leaders. The values and skills we cultivate in our students are more than transient fashions - they affect their lives deeply, and redound to the benefit of others. 🏠

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Program Spotlight

Educating Citizens and Leaders: Learning How to Promote Political Knowledge, Skills, Motivation, and Involvement in Undergraduates

By Elizabeth Beaumont

In our participatory democracy, both our citizens and our leaders need the knowledge, skills, and motivation necessary to participate thoughtfully and effectively in civic and political life. Yet young Americans, including college students and young graduates, are increasingly disengaged from politics (Putnam, 2000; Project Vote Smart, 1999; Vanishing Voter, 2000; Sax, et al., 2000). Many polls and studies diagnose this problem, but there have been few efforts to look at what can be done *proactively* to increase young people's political interest and participation.

Two key findings from a recent Carnegie Foundation project on civic education in American higher education made apparent to us the severity and complexity of this problem (Colby, et al., 2003). First, while campuses give considerable attention to *civic* engagement of a relatively apolitical variety through volunteerism, service-learning, leadership programs, and other efforts, there is scant attention to specifically *political* engagement, even when the political realm is broadly defined to include all activities intended to influence social and political beliefs of institutions and to affect processes and policies relating to community welfare

"In our participatory democracy, both our citizens and our leaders need the knowledge, skills, and motivation necessary to participate thoughtfully and effectively in civic and political life. Yet young Americans, including college students and young graduates, are increasingly disengaged from politics"

at the local, state, national, or international level (Sax, 1999; Gray, et al., 1999). Most students, including those who express strong commitments to social causes or are leaders on their campuses, lack a well-developed understanding of the importance of a policy perspective on social problems, and few express interest in working with mainstream politics or public institutions for creating systemic change (Harwood Group, 1993).

Second, there is little going on in the way of high quality assessment of programs for civic and political education (American Political Science Association 1999). Not much is known about what really works for helping students feel that what they think and do politically matters to foster in students a greater sense of efficacy and confidence for solving political problems.

The Carnegie Foundation's Political Engagement Project seeks to address these problems in 21 courses and programs, including leadership programs designed to increase college students' political interest and involvement, by studying what seems to work and why. Our collaborative research will include in-depth interviews with faculty and

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Program Spotlight

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program leaders involved in the Project, a survey of civic and political engagement among students in the Project, writing exercises designed to examine how well students can identify and navigate the complexity of difficult political issues, and in-depth phone interviews with students. This research will be integrated into a "toolkit" that we will use to share useful information about key dimensions of political engagement, such as promoting in students a sense of political identity and efficacy, helping them learn to participate in political deliberation and to understand political decision-making, and to gain the ability to use a range of political skills. The toolkit will also share what we learn about a variety of activities and teaching strategies that can help promote different aspects of engagement, such as service learning, democratic pedagogies, interaction with political leaders, and political action projects, and some useful methods for qualitative and quantitative assessment in this area. We hope these findings prove helpful to faculty and student affairs leaders who are interested in using their courses and programs to prepare students for lives of political engagement.

Colleges and universities are the institutions most involved with shaping the values, skills, knowledge, and motivation of our 18 to 28 year olds. Campuses, both public and private, generally acknowledge responsibilities to educate their students for citi-

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to help prepare their students for democratic citizenship, since evidence suggests that well-designed courses and programs, including leadership programs, can positively affect students' civic and political knowledge, values, and involvement (Kirlin, 2000; Delli, Carpini, & Keeter, 1996; Popkin & Dimock, 1999; Niemi & Junn, 1998; Kuh, 1993; Kuh, et al., 1994; Youniss & Yates, 1997; Nie & Hillygus, 2001). Surveys of college students' attitudes suggest that certain measures could help motivate undergraduates to greater levels of interest and participation in politics, such as making politics more transparent by demystifying the process; showing students that politics is an effective way to make

zanship, leadership, and social contribution. The public expects higher education to fulfill this mission, and there is evidence that colleges already have some limited positive effects on students' civic and political engagement (Colby, et al., 2003; Kellogg, 2002; Pascarella & Terenzini, 1991; Verba, Schlozman, & Brady, 1995). Higher education has not been a major player in trying to turn the problem of political disaffection around. Although students graduate with somewhat higher levels of political engagement than their peers, these effects have not been enough to stem the tide of declining political interest and involvement, leaving us in the situation where today's college graduates participate at about the same rate as high school graduates from the prior generation (Putnam, 2000).

It is disappointing that campuses are not taking better advantage of opportunities

concrete changes; offering students more direct contact with candidates and public office holders; and providing incentives such as curricular partnerships between colleges and state or local government in which students earn academic credit for public service (Institute of Politics, 2000). Leadership programs have particular opportunities to assist in this work, both because they are already well-established on many campuses, and because they involve many of the key understandings, skills, motivations, and experiences that we know can contribute to political engagement, such as: communicating effectively with a variety of people, motivating others to get involved or take action, resolving conflicts, finding common ground among competing views and values, thinking about the ethics and consequences involved in different choices and so on. Yet, too often, leadership programs include no focus on this crucial realm of citizenship.

As recent developments illustrate, the problem of young adults' declining political engagement will not resolve itself and requires sustained, systematic, and focused efforts on college campuses. Post-September 11th polls, for example, show that the tragedies led many to report greater interest in politics. In January 2002, 70% of 15-25 year olds said the attacks and subsequent war on terrorism had made them feel more favorably towards government, and 75% said they were at least somewhat more likely to participate in politics and voting (CIRCLE, 2002). Thus far, however, this has not translated into changes in actual participatory behavior, feelings of political efficacy, or other crucial indicators. Young people's reported levels of voter registration in 2002 were actually down compared to 2, 4, & 6 years prior and only about 1/3 said that politics and elections are the way average people get their say in government or are a democratic community's efforts to solve its problems. Most recently, many students have become energized over the war in Iraq, attending teach-ins or speaker programs, staging anti-war rallies and protests, or taking action to express support for the war. As with September 11, however, it remains to be seen whether these initial surges in political interest will yield more than

short-term, limited impacts.

These examples reveal that while it is important to understand and take advantage of the ways in which powerful events can provide opportunities to help young people connect with politics and feel they have a stake in political problems, there is grave need for efforts that are more systematic, are not based solely on volatile emotional responses, and won't fade away as soon as the heated moments pass or the next big headlines hit the newsstands. We need to learn much more about what can be done to effectively address undergraduate's disaffection. It is already clear that campuses need to create political education efforts, or adapt existing efforts, to include a clear focus on the understanding, skills, motivations, and activities related to political engagement. These efforts must possess:

- a) *Staying power and durability*, meaning, they don't rely primarily on external events for their momentum, have the institutional resources and support needed to endure, and have developed methods of motivating students and sustaining their interest beyond initial moments of excitement;
- b) *A focus on productive, creative energy*, meaning, that they channel students' interests, energies, and talents into productive outcomes and action, such as by teaching political skills and how to use them, rather than letting energy and momentum dissipate or channel into negative reactions, like greater frustration and cynicism;
- c) *Opportunities for students to engage in thoughtful, guided reflection*, helping students connect values and motivations with reason, knowledge, understanding; helping students become more thoughtful about political issues and problems and the range of perspectives people bring to them.

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Leadership programs and other existing campus efforts are one way of filling this need, and these are the kinds of efforts the Political Engagement Project will be studying in the next two years. We are optimistic that the work we are conducting will help provide a more complex understanding of what's involved in political engagement, how young people develop the range of knowledge, values, and skills involved in political engagement, and what kind of teaching and learning can contribute to this development. 🏠

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Training & Techniques

How Can I Tell If It's Working?

Ten Strategies for Evaluating Leadership Development Programs in Higher Education

By Kathleen Zimmerman-Oster

The concept of leadership development in higher education, while not new, has experienced steady growth over the several decades. This increase in popularity on college campuses has resulted in an estimate of over 800 curricular and co-curricular programs (Schwartz, Axtman, & Freeman, 1998). Many programs focus on leadership for social change. These endeavors attempt to achieve student outcomes such as improved civic awareness and efficacy, enhanced communication and conflict resolution skills, and the creation of a commitment to volunteerism and social responsibility. However, despite the large number of leadership programs, there is little direction provided in the leadership literature regarding how to document measurable student, institutional, and community outcomes. Evaluation of the variety of programmatic outcomes and dissemination of these results would assist in sustaining a movement that would support future universities and colleges in creating leadership development programs (Burkhardt & Zimmerman-Oster, 1999).

Practitioners involved in the leadership development movement differ in their definitions of the range of items that constitute leadership development (Fulmer, 1997; Klenke, 1993; Spindler, 1992). However, it is generally accepted that leadership can be taught (Hashem, 1997). Documenting this assumption has been the challenge of an emerging body of research coined as "learning leadership theory" (Binard & Burngardt, 1997). The publication of the results of this type of research would ideally produce models, methods, and themes of effective leadership programs for dissemination to leadership educators, administrators, and policy makers.

To gain an understanding of existing leadership development models, methods, and themes, the W. K. Kellogg Foundation funded an external retrospective evaluation of thirty-one leadership development projects funded by the Foundation in 1990 through 1998. The majority of these projects were provided in a variety of public and private higher education institutions. Many of these programs engaged in traditional qualitative evaluation activities, which ranged from conducting focus groups and interviewing participants to full-scale quantitative research involving pre and post testing. While the majority of the grantee evaluation studies documented program success, they were small in scale and contributed little understanding of the long-term impact on not only the student participants, but also on the sponsoring university/college and the surrounding community. The results of the grantee evaluation work were only briefly reported to the Foundation and occasionally to local stakeholders. Despite the array of research sophistication, these studies were seldom published in scholarly journals and not documented for dissemination to a broader audience.

For a review of the programs evaluated and the Hallmarks of effective programs, see *Leadership in the making: Impact and insight from leadership development programs in U.S. colleges and universities*, available from the W.K. Kellogg Foundation or at www.wkkf.org/Programinterests/Leadership. For a review of the evaluation methods used see *Leadership in the making: A comprehensive examination of the impact of leadership development programs on students*, *Journal of Leadership Studies*, 6(3/4), 1999. For a review of long-term impact of WKKF leadership programs see Cress, Astin, Zimmerman-Oster, & Burkhardt (2001). *Journal of College Student Development*, 42 (1), 15-27.

Thus, the challenge of today's leadership development practitioner is not only to create and implement quality programs, but to conduct thorough evaluations that will serve to have a broader impact on the student participants, institutions, local community, and the field of leadership development. This challenge will require viewing evaluation in a strategic way, as a systematic component of all leadership development programming.

Ten strategies for evaluating leadership development programs:

1. Value Evaluation as a Systematic Learning Process

Most people fear and avoid the evaluation process. In fact, many institutions either skip evaluation all together, or wait until after a leadership program is underway before attempting to evaluate it. The Independent Sector promotes the "New Vision of Evaluation." This approach suggests that good evaluation insures program effectiveness, empowerment, and excellence. Thus, evaluation is a natural disciplined process of organizational learning, resulting in effective decisions and results. Evaluation is really the process of asking good questions, gathering information to answer them, and making decisions based on those answers. This process should be ongoing and ingrained into the day-to-day operations of the program to address both internal effectiveness and external results. It is not meant to be a report card process, but rather a developmental process that allows for growth and change.

2. Convene an Advisory Group or a Subcommittee on Evaluation

The evaluation process is the responsibility of everyone involved in the leadership development program - including the participants. The variety of stakeholders involved in the program should continuously ask the questions: "What can we do to get better?" and "How do we know we are doing a good job (with our students, with our institution, with our community)? By creating an advisory group composed of interested and supportive faculty, staff, students, and community representatives, you increase

the likelihood that the right evaluation questions will be asked and that the program will be relevant to those concerned about its success.

3. Create a Logic Model

Many programs start off with tremendous goals and the ambition to accomplish many objectives. However, these goals and objectives are seldom strategically linked to the specific activities that the program intends to employ. Often, observers may see leadership development activities occurring and wonder how they *fit* with what they understood the program to be all about. A Logic Model is a technique that clearly articulates each of the programs goals and objectives, the activities, events, and projects that will occur to accomplish these objectives and a specific way to measure outcomes associated with each objective. The goals should flow logically from the institutional mission to insure sustainability.

4. Conduct Benchmark Studies and Site Visits

"Don't reinvent the wheel." Before settling on an implementation and evaluation model for your leadership development program, review existing programs, and measurement instruments at similar institutions. Look for "best practices" and "lessons learned" that might be useful in your setting. Two useful references to consult include: 1) The Standards and Guidelines for Student Leadership Projects issued by the Council for Advancement of Standards in Higher Education, and 2) The "Leadership in the Making" documents listed above. While it is useful to review program documents and conduct literature reviews, programs always look differ-

"Evaluation of the variety of programmatic outcomes and dissemination of these results would assist in sustaining a movement that would support future universities and colleges in creating leadership development programs"
(Burkhardt & Zimmerman-Oster, 1999).

ent on paper. Conduct site visits to get a three dimensional view of how other programs are actually being implemented and evaluated. When evaluating your own existing program, invite representatives from other programs to visit and provide a fresh perspective on your programmatic processes and outcomes.

5. Develop an Evaluation Plan

Most trips run smoother with a map. An evaluation plan can serve as a map to insure that all of the desired components of an evaluation are conducted. Plans generally include the following items: 1) the list of measurable objectives from the Logic Model, 2) specification of the audience for the evaluation (e.g. funding sources, community, etc.) and the reports that need to be prepared,

3) a procedure for documenting the processes used to accomplish the objectives (e.g. facilitator log books, planning documents, attendance and participation logs and data bases, etc.), 4) a measurement plan to obtain data on each stated objective (e.g. focus groups, pre/post testing) including specific timeframes for collecting the data, 5) a determination of who is responsible (both internally and externally) for conducting each aspect of the evaluation, including data collection, data analysis, and report writing; and 6) describes how the evaluation will be used for program improvements.

6. Conduct A Process Evaluation

One type of evaluation is referred to as "Process Evaluation." This type of evaluation is designed to help form or further develop a program based on information about the process. It involves the examination of inputs

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and activities and answers the questions "What is the program?" and "How does it work?" Process indicators include: program activities, participant and staff characteristics, financial resources, physical plant characteristics, and the theory on which the program operates. Additional indicators might include references to how the leadership program stacks up to the Standards and Guidelines and the Hallmarks of Exemplary Programs listed in *Leadership in the Making*.

7. Conduct A Comprehensive Outcome Evaluation

Another type of evaluation is the Outcome Evaluation. This type of evaluation is designed to determine whether the program has met its own objectives. These measurable objectives should be stated in terms of how the program affects the recipients of the leadership development services at several levels including: changes in knowledge, changes in attitudes, and changes in student behavior. In addition, the cumulative or aggregate effects of the program on the Institution and Community should also be assessed.

8. Employ Quantitative Techniques

Opportunities to count program-related data are always available. Quantitative data measures how much difference your program is making. Sample techniques include:

Baseline Data and Needs Assessment - Gather data about your participants and your community before the program begins to determine what needs exist. This information will help to shape the program objectives as well as serve as "pre-test" data.

Pre-Post Data - (e.g. *Grades, Retention, Program Objectives*) - Once you have determined the objectives of the program, collect additional data and refer back to your needs assessment data. The data collection process should be conducted at various points in the life of the program to determine if changes in student, institution, and community outcomes have occurred as planned.

Data Base and Tracking Systems - Participation Records - It is optimal to create a database and tracking system to store information about the program. Key data to collect include participation information, stakeholder information, and any information that would assist in replicating the program in the future.

9. Employ Qualitative Techniques

Qualitative measures rely on documentation of anecdotes and subjective expression of satisfaction of participants, lessons learned and best practices of program staff and faculty, as well as descriptions of programs processes. Sample techniques include:

Conducting Focus Groups - This involves conducting semi-structured group discussions with participants and with staff. Ideally they should occur throughout the life of the program to gauge progress.

Case Studies - In every program, there are participants and community members who benefit. It is important to document the demographic profile of those who benefit and to track their progress throughout their experience working with your program. It is helpful to document cases where students were successful, as well as cases where students were challenged.

Testimonials - It may be helpful to keep a file of testimonials, quotes, and comments made by students, faculty, and other observers of the students' behavior.

10. Use the Evaluation Results for Program Improvement

Analyze your results and provide ongoing feedback to all of your stakeholders. Create reports for a variety of stakeholders (students, faculty/staff, funding sources, community, leadership development movement/colleagues, scholarly journals) and use the results to revise the program, prepare replication materials, and to promote the program internally, as well as externally. This external publication and promotion will not only garner additional attention to your program, but will likely result in more support for a sustained movement toward valuing leadership development and education for college age students.

Using the variety of evaluation techniques and strategies described above can put your leadership program on the path to success and sustainability. It will also help to continue the creation of leadership development programs on other campuses across the country and prepare students for leadership in the 21st century. ■

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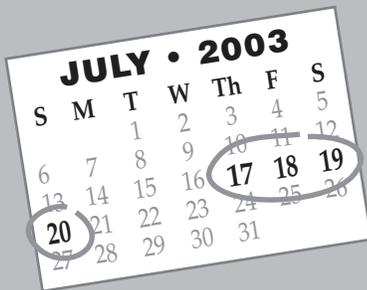
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The Leadership Bookshelf

Primal Leadership

By Daniel Goleman, Richard Boyatzis, & Annie McKee

Reviewed by Cassandra Camille

Studies on leadership have evolved over the years. Understanding leadership has become more and more complex. Leadership, rather the study of leadership, is simultaneously taxing and stimulating. Offering new insights and applications for the process of leadership creates dialogue that enhances our ability to think critically and challenge the status quo.

Multiple individuals have attempted to make sense of "leadership," a word that more recently was added to our language, yet our beginning understandings came from the notion of "leader." With this historical fact, leadership revolved around the leader, hence, focusing on the individual. Today, we are observing a paradigm shift in identifying leadership as a process. One, which encompasses more than an individual, rather multiple individuals, leaders and followers, and the relationship they are able to form in order to be more effective in achieving goals. With the heighten emphasis of leadership being a process amongst individuals; we are reading more leadership literature focused on increasing the effectiveness of individuals within relationships. Goleman, Boyatzis, and McKee (2002) acknowledge this perspective and offer their insight on how to increase individuals' effectiveness within the process of leadership in their book, *Primal leadership: Realizing the power of emotional intelligence*.

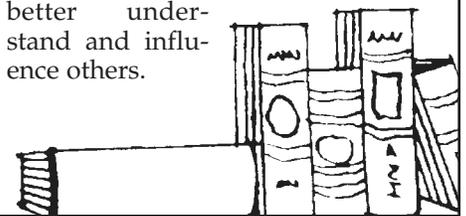
"The fundamental task of leaders, we argue, is to prime good feeling in those they lead. That occurs

when a leader creates resonance—a reservoir of positivity that frees the best in people. At its root, then the primal job of leadership is emotional" (p. 1). The authors advise leaders to become aware of their own emotions in order to better assess that of their followers, hence, increasing their own ability to emotionally connect. With a heightened emotional connectedness, the authors indicate that leaders are better able to influence others.

"Offering new insights and applications for the process of leadership creates dialogue that enhances our ability to think critically and challenge the status quo."

Primal Leadership is divided into three sections: The Power of Emotional Intelligence, Making Leaders, and Building Emotionally Intelligent Organizations. The

focus of the first section is on creating an understanding of emotional intelligence and why is it significant to the leadership process. The second section focuses on equipping individuals to become emotionally intelligent about themselves heightening their leadership abilities. Section three of the book focuses on utilizing emotional intelligence within organizations. Outside of their explanation of the connection between primal leadership and the neuroanatomy of the brain throughout multiple chapters, much of the information shared by the authors reaffirm and validate what we have come to know is critical to effective leadership; recognizing and understanding self in order to better understand and influence others.



Leadership Bookshelf

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The Power of Emotional Intelligence (EI)

"No matter what leaders set out to do—whether it's creating strategy or mobilizing teams to action—their success depends on how they do it.

Even if they get everything else just right, if leaders fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should" (p. 3). The leader's ability to connect emotionally with others is primal for leadership. Goleman, Boyatzis, and McKee (2002) reflect on the fact that when the emotions of the individuals involved are positive,

it ensures that success is more than getting the task done. "When leaders drive emotions positively, ...they bring out everyone's best" (p. 5). The authors call this "resonance." In creating resonance, the individual that is driving the group has the most impact on the mood of the group. Accepting this concept leads one to recognize the effect of emotions within an environment. A successful leader is not only self-aware of their range of emotions, but also has the ability to recognize and assess the emotions of other individuals involved. The authors do not advocate that leader needs to be "nice" at all times, but that they can be effective at presenting the realities of the tasks at hand while providing support to avoid upsetting individuals. Establishing and maintaining this equilibrium enhances the effectiveness of leadership. Not managing this important aspect of leadership creates dissonance, which is reflective of the leader's inability to identify with people's feeling thereby causing disharmony. Dissonant

"In creating resonance, the individual that is driving the group has the most impact on the mood of the group."

leaders include those who are clueless, tyrants, and abusive. They clearly lack the competencies necessary to create resonance within their environment.

The authors research indicates that what makes *Primal Leadership* effective for all engaged in the leadership process is the leaders efficiency within the 19 emotional intelligence (EI) competencies, which are divided into four core EI domains. The authors identify those EI domains critical for developing healthy, positive relationships as self-awareness, self-management, social awareness, and relationship management. The EI domains do not stand individually, through their linkage; an individual is more effective at leading a group or organization.

The EI competencies, outlined by the authors, associated with the domains are:

- Self-awareness: emotional self-awareness, accurate self-assessment, and self-confidence.
- Self-management: emotional self-control, transparency, adaptability, achievement, initiative, and optimism.
- Social awareness: empathy, organizational awareness, and service.
- Relationship management: inspirational leadership, influence, developing others, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Enhancing one's effectiveness within these competencies in combination with one's leadership styles strongly influences the outcome of the group. The authors reflect on six main leadership styles in the last

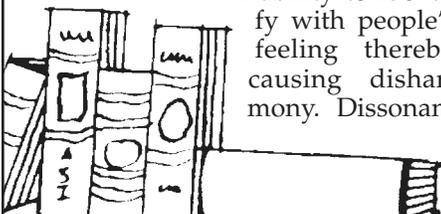
two chapters of this section. They identify leaders' styles that are visionary, coaching, affiliative, and democratic as enhancing resonance. Pacesetting and commanding on the other hand, if used as the primary style consistently, can lead to dissonance. Acknowledging that emotions make a difference and that the leader's emotions greatly influences that of the group or work environment, the authors say helps us see the value in becoming emotional intelligent.

Making Leaders

Engaging in the leadership process requires individuals to be the best leader they can be. Achieving this, regardless of the task or environment, is the same. Goleman identifies the fundamental aspects of leader development are: recognizing who you want to be, who you are, how can you enhance your strengths while minimizing weaknesses, moving out of comfort zones to apply new self knowledge and abilities and lastly, developing relationships that support you through the developmental process. In *Primal Leadership*, the authors describe this process as five discoveries within a self-directed learning process.

The motivation for change to occur is when an individual actually engages in the reflective process of assessing who they want to be and who they really are. The process is inclusive of identifying one's personal vision, passion, values which becomes transparent through the organizations or groups vision and values. One's passion to develop personally becomes a passion they can seek to fulfill through their organizational affiliation. As the process evolves, recognizing the challenges and the realities of the developmental experiences is also critical. Hence, becoming aware of your true strengths and weakness impacts one's ability to move from the real self to the desired self. In this process, one becomes more self-

"Engaging in the leadership process requires individuals to be the best leader they can be."



aware through feedback from others as well as taking initiative to personally be conscientious and observable of self. Although outside input on who you are is helpful, permanent change comes from knowing the truth from within. The gap between these two ideals, the authors suggest, inspires and encourages the individual to close the gap and to change. Yet to implement and sustain the change, the authors emphasize the third, fourth, and fifth discoveries.

Sustaining change requires an individual to create an agenda that outlines the steps that will lead to the desired change. In identifying the steps, the authors recommend that they are practical and manageable with the intent to realize their ideal self. In doing this the individuals are identifying goals for themselves that are very much dependant on the degree of their efficiency during the discovery of the real self. Thereafter, the individual must engage in repetitive practices of new behaviors that support their ideal self, developing and enhancing new behaviors. Doing this requires extensive brain reconfiguration, which is why the authors suggest utilizing multiple ways of learning to retaining focus on the ideal self. Connecting with others in a meaningful way, like with mentors and coaches, provides a safe space for practicing new behaviors and gaining objective feedback on personal development. Creating healthy relations with people who are dedicated to your growth is critical for your development as a more effective leader. Engaging in the self-directive learning of self-discoveries enhances one's ability to identify with others, hence increasing one's EI.

Building Emotionally Intelligent (EI) Organization

Once you have made EI competent leaders, you then have the capacity to develop and sustain EI organizations. An EI organization is one that understands their collective emotional reality. Though the process is more time consuming because it takes into consideration the emotional intelligence of the individual as well as the team or

organization, the benefits are long-term if implemented with the organizational norms and culture at the forefront. Embedded in the process is on-going leadership development of individuals that focus on emotional and intellectual learning (p. 234).

To begin the process, like an individual, the team and organization needs to assess it's ideal self as well as it's real self. For the purposes of maintaining a degree of motivation, assessing the real self within the group is most important according to the authors. They make this note because they recognize that often the goals and vision for the larger organization is future oriented thereby lacking the ability to immediately impact and inspire individuals towards change. Yet if connected to the real self the motivation comes from better understanding how to function effectively to create resonance. The ability of the group to be reflective and engage in self-discovery allows them to further recognize the norms within teams or the culture within the organization that contributes to its overall development and ability to change.

The authors first focus on maximizing EI competencies amongst teams within organizations. Similar to an individual engaging in the four EI domains, a team also needs to collectively become self-aware, self-manage, socially aware, and relationally managed. For example, members must not only be aware of their moods but also aware of the moods of others within the groups and more cognizant of the dynamics that may cause these moods. Another example they offer is that of creating norms which support an inclusive team atmosphere as oppose to setting up an in and out group dynamic. Becoming conscious of the team's collective emotional reality heavily relies on the leaders ability to empathize with the members as well as support them in enhancing their ability to empathize with others. As the team becomes

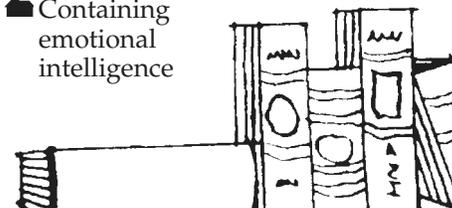
more emotionally intelligent, they are better able to manage group emotions that positively contribute to the effectiveness of the group.

At the same time, EI organizations also develop when the leaders acknowledge the company's emotional reality and habits. Recognizing this in a more complex environment requires the development of systematically creating norms and a culture that support truth and transparency, integrity,

empathy, and healthy relationships (p. 192). Connecting this to the ideal vision of the organization and emotionally connecting people to the vision enhances the organizations ability to change. The process, on an organizational development level, requires the leaders to "uncover the truths" within the organization. Assessing the group's behavior and activities allows the leader to discover the "real" aspects of the organization thereafter engaging the members to take part in creating a new culture that supports the ideal vision. In doing this, the authors recommend engaging the members in what is called dynamic inquiry which uncovers individual's sense of personal reality as connected to the organization and beyond. The information gained from dynamic inquiry helps the leaders relate the individuals' passions and dreams through personal contributions towards attaining the organizations ideal vision.

In summary, the findings the authors present in building a resonant, effective culture, and emotionally intelligent organization includes:

- Discovering the emotionally reality
- Visualizing the ideal
- Containing emotional intelligence



"An EI organization is one that understands their collective emotional reality."

As stated earlier, sustaining an emotionally intelligent organization happens through on-going leadership development programs and experience for members of the organization on all levels. The most effective programs address integrating understanding norms, cultures, and competencies as well as spirit. It engages the individual to continually engage in self-discovery while increasing their ability to recognize the role that emotions play in resonant leadership.

For those that still identify leadership as a one-person show, the research presented by the authors of *Primal Leadership* validates that this is no longer the case. For change to occur, organizationally, within teams and personally, individuals must engage in various levels of discoveries to connect emotionally with self and others to influence change. The prime responsibility of a leader is to create resonance - positive moods that inspire and motivate in both good and chaotic times. ■

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Scholarship and Research Updates

Longitudinal Assessment of Leadership Development

By Susan R. Komives & Kristen Vogt

Longitudinal research is "a type of investigation that involves describing changes in a sample's characteristics over a specified period of time" (Gall, Borg, & Gall, 1996, p. 762). Longitudinal studies may be short-term - the length of a workshop, over a weekend, or a semester - or long-term, such as the time between admission to college and graduation or longer by including experience as alumni. The unit of analysis of longitudinal leadership studies may be individuals or groups.

The most interesting recent longitudinal studies have been sponsored by the Kellogg Foundation. *Leadership in the making* (Zimmerman-Oster & Burkhardt, 1999) overviews 31 Kellogg funded leadership projects and their related individual and organizational outcomes. (The executive summary is available on line at www.wkkf.org). As part of that project, 10 of the 31 colleges were studied further by Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) using data from the Cooperative Institutional Research Program (CIRP) from students who completed the freshman survey and a follow-up four years later. They specifically analyzed fourteen leadership indicators (e.g. willingness to take risks) and a number of composite variables (e.g. leadership skills, civic responsibility). Participating and non-participating students at Kellogg-funded schools were compared to students at a matched set of non-funded schools. At funded schools, leadership participants showed significant increases in most measures over non-participants. Of notable interest

is that non-participants at funded schools showed significant increases in various leadership outcomes compared to their peers at non-funded schools. It appears than simply the presence of a leadership program may have a halo effect as it even benefits non-participants and the campus climate where leadership program exist supports the development of leadership in all students!

Another longitudinal study using CIRP data examined leadership development and the nature of involvements of a national sample of white and African American students by sex (Kezar & Moriarty, 2000). Findings from this freshman to senior year follow-up confirm that different involvements are useful for different groups of students. For example, leadership develops for white men largely in positional roles, through volunteer service for African American men, while participation in a leadership class was a strong predictor for white and African American women.

Some longitudinal studies (Atwater, Dionne, Avolio, Camobreco, & Lau, 1999; Cooper, Healy, & Simpson, 1994; Roush, 1997) examine how individual students change over time in relationship to their leadership positions and involvement in student organizations. A small number of other studies examine relationships between students' collegiate involvements and what they are able to do (or how they are now involved) as alumni. Walter Sommers' (1991) dissertation from Oregon State University studied the "Relationship between college stu-

"Longitudinal research is 'a type of investigation that involves describing changes in a sample's characteristics over a specified period of time.'"

dent organization leadership experience and post-college leadership activity." He found specifically that the college experiences with the greatest influence on post-college leadership activities were amount of involvement (i.e., the number of college leadership activities), the involvement level, and the level of degree attained. There were no differences by gender or academic college. Sommers' kind of study is of interest because most colleges seek to demonstrate how alumni are influenced by their college experience.

Ann Howard (1986) summarized the now classic studies of two AT&T longitudinal samples of managers (one group from the 1950s and another from the 1970s) along with samples of two other managers who were evaluated in assessment centers, job performance, and promotions. College major, frequency and level of involvement in extra curricular activities, and higher education level accounted for more of the variance in management performance than other factors in these studies. The studies described here indicate that involvement in college activities and college level leadership experience clearly matters to later outcomes. There are few longitudinal student group studies, but group level studies such as "A Longitudinal Model of the Effects of Team Leadership and Group Potency on Group Performance" by Sivasubramaniam et al (2002) often use college students in classroom-based interventions to determine some group outcome. These numerous business management and Industrial or organizational psychology studies often conducted in laboratory testing research conditions should not be dismissed, as they do

"It appears than simply the presence of a leadership program may have a halo effect as it even benefits non-participants and the campus climate where leadership program exist supports the development of leadership in all students!"

different levels of development and understanding of leadership. Since students often "self-select" into a leadership program, it is difficult to tell if differences between participants and non-participants are related to their participation or to characteristics unique to students who choose to participate. At the same time, even a non-participant matures and may demonstrate similar outcomes. Because of these real issues, program impact studies should rule out alternative explanations of observed leadership outcomes. In other words, "Because some students may be more inclined to participate in leadership development activities, the outcomes associated with this participation may not reflect the impact of leadership experiences. Instead, these outcomes may be the result of differences in students at the point of college entry (Inputs) and differences among stu-

reflect the student experience.

Another national study using CIRP data found that student's leadership ability was positively related to percent of institutional expenditures on student services (e.g., advising and counseling); negatively related to percent expended on instructional support (faculty salaries); and not related to academic support expenditures (libraries). These relationships occurred in both direct and indirect ways (Smart, Ethington, Riggs, & Thompson, 2002).

Studying students. Typically we are most interested in changes in students and their growth in college. Many college experiences influence a student's leadership development. Furthermore, students may come to college or to a leadership development opportunity at

dents with respect to other college experiences (Environments)" (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001, p. 18). Ultimately, a longitudinal design can account for these additional influences.

I-E-O design. A strong longitudinal design attempts to collect information about *Inputs, Environments, and Outcomes* (Astin, 1991). This I-E-O model developed by Astin (1991) provides a tool to determine the effect of a specific program or environmental factor (such as a college leadership experience) above and beyond factors described above. When possible alternative influences are controlled, scholars are more confident that results are directly connected to the *environment* under study. This confidence creates a clear understanding of the role that a program or experience plays in students' learning and development. Here are some points to consider when creating an assessment plan:

- It is important to know non-college or pre-college characteristics (*inputs*) of the students being studied, as demographic characteristics, high school achievements and experiences, and socio-economic factors of students' home communities also may influence leadership-related outcomes.
- It is helpful to know a baseline (*input*) of learning and development before students participate in a program.
- It is beneficial to know other *environments* and activities that students in a program experience. For example, information about types of coursework and extra-curricular activities can be collected.
- It is important to know whether *outcomes* in a study are also achieved by students who do not participate in the leadership program.

When more controls are added to a study, the assessment process can become very complex. Faculty involved in psychological, educational, or social science research as well as institutional research offices and assessment centers have knowl-

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edge of statistical analysis, which makes them excellent partners for longitudinal studies. Graduate students and undergraduate seniors conducting theses also may be interested in helping to analyze data collected on student leadership experiences.

Not every assessment includes all four elements listed above. A simple longitudinal design can provide a wealth of information about student experiences. One of the simplest designs is a pre/post, where participants are assessed at the start and at the end of an experience. The difference between the *outcome* (Time 2) and a comparable "pre-test" measure (Time 1) helps to show how a student's learning has changed over time.

It is also possible to test at Time 3 and beyond to see if participants retain their learning or transfer it to new situations. For example, at James Madison University in Harrisonburg VA, student leaders of Alternative Spring Break trips completed the Student Leadership Practices Inventory (SLPI; Kouzes & Posner, 1998) at the start of their weekly training in the fall (Time 1), at the end of their training program in February (Time 2), and, finally, after they returned from their alternative spring break trip in March (Time 3). In 2000-2001, students entered the training program with high scores on the SLPI and their scores increased slightly by Time 2. Furthermore, there were significant gains in four of the five practices (including "challenge the process") between Time 2 and Time 3, which covered the actual trip experience. A note of caution: repeated testing like this may create

"College experiences with the greatest influence on post-college leadership activities were amount of involvement (i.e., the number of college leadership activities), the involvement level, and the level of degree attained."

ing students at the post-test to retrospectively assess their competency before the intervention (a measure of THEN), a then/post design attempts to address this phenomenon. There is some interesting evidence that a then/post design uses a more accurate "standard of measure" and shows a more accurate measure of change related to the intervention. Rohs and Langone (1997) report an interesting study measuring such accuracy in leadership impacts.

Composite variables. There is an abundance of data that has been collected across the country describing college students and it is often overlooked as a ready source of information. Several of the highly regarded measures are the CIRP Freshman and College Student Surveys (www.gseis.ucla.edu/heri/cirp.html) from the Higher Education Research Institute at UCLA, the CSXQ and CSEQ (www.indiana.edu/~cseq/) and

"self-fulfilling expectations" regarding the outcome (Krathwohl, 1998, p. 356).

Then/post instead of pre/post. The standard pre/post design is well conceived. But we have all had the experience when we thought we did something pretty well, and then when we learned more about the skill, we realized we weren't as good at it as we thought in the first place! For example, it is not uncommon for students in our graduate counseling program to be motivated to come into counseling because they have been so helpful to others. When they later find out the complex dimensions of the helping relationship their self assessment drops. Although learning has certainly occurred, students' self-ratings at Time 2 may stay the same or drop from their ratings at Time 1. By asking

the newer NSEE College Student Report (www.indiana.edu/~nsse/). It is possible to use this existing data to answer questions about leadership development by creating composite variables that match a program's or institution's definition of leadership. The composite variable is a new construct created out of several items on a survey. The scores on each individual item are added together to create a new score for the composite variable. Ed Smith (2000) at Longwood University recommends using existing data bases (like the CIRP) to show student change over time. Individual institutions participating in national projects like CIRP and NSSE have access to their own data. There also may be survey data collected over time by individual institution's research or assessment offices.

Other Resources

ERIC/AE - ERIC Assessment and Evaluation database. Full text internet library for evaluation, tests & testing, student evaluation, research, and statistical analysis.

- Statistical analysis resources can be retrieved at <http://ericae.net/scripts/ft/ftcongen.asp?wh1=STATISTICAL+ANALYSIS>
- *A primer on experimental and quasi-experimental design*, a brief article describing common longitudinal designs used in education, includes examples of published studies and a poem entitled, "True Experimental Design." <http://ericae.net/ft/tamu/Expdes.htm>
- *Test Locator*, a compilation of databases of tests and test publishers, <http://ericae.net/testcol.htm>

ETS Test Collection Searchable database of surveys, assessment instruments, inventories and tests to incorporate into longitudinal designs. <http://www.ets.org/testcoll/index.html>

Books/Journals. Get a good educational psychology-type research methods book. We recommend Gall, Borg, and Gall's (1996) *Educational research*. This text is easy to read and the quantitative methods section includes a description of the different types of longitudinal studies: trend, cohort, and panel (p. 376-379). Readers are reminded that a number

of journals are available through local campus online data libraries. Full text files are available for such journals as the highly regarded *Leadership Quarterly* and *Group & Organizational Management*. Longitudinal studies in those journals can serve as a design model for campus based projects.

As always, we encourage you to be playful about studying the outcomes of leadership interventions. Even though the positive impact of leadership programs is fairly well established, your own campus may want to assess specific interventions for your distinct populations of students. Let us hear from you. 🏠

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*NCLP would like to welcome **Zaneeta Daver** as the new NCLP coordinator and Concepts & Connections editor! Zaneeta is a Ph.D. student in the Counseling and Personnel Services program at the University of Maryland.*

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Conference Announcements

- 🏠 **July 7-25, 2003 Becoming a Leader in Changing Environments Summer Program, Brussels, Belgium**
The Thierry School's three-week summer program in leadership studies is an outstanding opportunity for combining a practice-oriented program in the learning of leadership with an exposure to the European and world cultures.
For more information e-mail director@thierryschool.org or visit <http://www.thierryschool.org/thysummer2003.htm>
- 🏠 **July 14-16, 2003 15th International Conference on Assessing Quality in Higher Education, Cape Town, South Africa**
University of the Western Cape will host Indiana University/Purdue University sponsored international conference on: Quality assessment and continuous improvement and their impact on institutional development; assessment of teaching and learning; quality models; faculty/staff development; and assessing the impact of innovations in higher education.
For more information visit <http://www.planning.iupui.edu>
- 🏠 **July 16-18, 2003 Institute for Student Leadership, University of Illinois**
The Institute will be hosting its 3rd annual conference in Chicago. Students will have a chance to take core courses in social justice issues, creativity, training, and politics & collaboration. In addition, they will have an opportunity to take workshops, learn through peer discussion groups, and participate in service learning.
For more information visit <http://www.paper-clip.com/institutel/summer03.html>
- 🏠 **July 16-19, 2003 Leadership Educators Conference, Anchorage, Alaska**
Association of Leadership Educators will be hosting a conference under a theme "Frontiers of leadership: Peoples, places & programs."
For more information visit <http://www.aces.uiuc.edu/~ALE/>
- 🏠 **August 11-23, 2003 East-West Center Conference, Honolulu, Hawaii**
Changing Faces program on Women's Economic Empowerment in Asia, the Pacific, and the United States will be held in Honolulu.
For more information visit <http://www.EastWestCenter.org/sem-ov.asp>
- 🏠 **August 13-15, 2003 9th Annual Conference on Distance Teaching & Learning, Madison, Wisconsin**
Widely recognized as a premier conference in distance education, this event attracts more than 1000 distance educators, trainers, and executives representing over 550 organizations from US, Canada, and around the world. Attendees are experienced professionals and newcomers in distance education representing higher education, business, K-12 schools, non-profits, government, and the military.
For more information e-mail distel@education.wisc.edu
- 🏠 **September 5, 2003 The Kenneth E. Clark Student Research Award (deadline)**
The Center for Creative Leadership is sponsoring this award to recognize outstanding unpublished [leadership development] papers by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center. The winner of this award will receive a prize of \$1,500 and a trip to the Center to present the paper in a colloquium.
For more information visit <http://www.ccl.org/index.shtml>
- 🏠 **September 22-26, 2003 Building Learning Organizations - New Perspectives for Individual and Collective Learning [Course], Boston, MA**
The course will be facilitated by Robert Hanig and Beth Jandernoa from the Society for Organizational Learning. In this program participants focus on concepts, methods, and tools of organizational learning, and how to apply them in an organizational and personal context. The purpose of this course is based on a simple premise: that there is no better way to learn about learning organizations and how they can be brought about than to create such an organization. The course emphasizes that knowledge is really the capacity for action and that learning is the development of that capacity.
For more information contact Michael & Terri Seever 231-439-9132 (phone) seever@gtlakes.com

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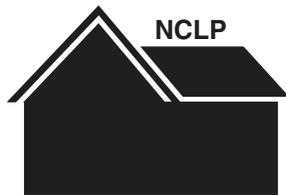
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