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This chapter provides practical advice for developing a comprehensive assessment plan. Two examples from institutions that have created both individual and program-level assessment plans for leadership programs are shared.

Developing a Comprehensive Assessment Plan

Kimberly A. Piatt, Tearney R. Woodruff

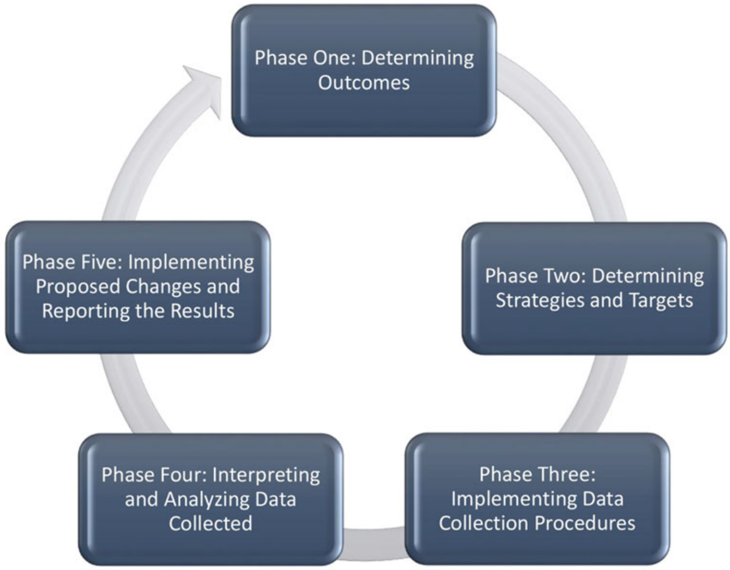
Assessment is the vehicle by which educators move programs forward and provide accountability to stated objectives. It enables educators to demonstrate program value to students and other stakeholders. Many leadership educators understand the need for conducting quality assessment and desire the power good data can wield, yet they are lost on where to begin. This chapter offers a brief overview of the comprehensive assessment cycle, specific instructions and strategies for implementation, and examples of how two postsecondary institutions have used this process.

What Is a Comprehensive Assessment Plan?

An effective assessment plan is a systemic and ongoing process (Zimmerman-Oster, 2000). Leadership educators should establish a well-conceived process to ensure that all aspects of the cycle, not just the learning outcomes and assessment tools, are given consideration. Data analysis, reflection, and strategic planning yield great rewards for programs that seek ongoing improvement and innovation. The specific details of an assessment cycle may vary depending on the needs of a program (Owen, 2011). In general, a well-conceived plan includes several distinct phases as outlined in Figure 2.1. Each of these will be discussed throughout the chapter.

New Directions for Student Leadership, no. 151, Fall 2016 © 2016 Wiley Periodicals, Inc., A Wiley Company
Published online in Wiley Online Library (wileyonlinelibrary.com) • DOI: 10.1002/yd.20198

Figure 2.1. Comprehensive Assessment Cyle



Adapted from: Maki, 2004

Meet the Schools. Throughout the chapter, concrete examples of the assessment process are provided from two institutions: The College at Brockport and Texas A&M. Not only varying in size, type, and location, these two institutions include a school with a well-established, national award winning program with a multifaceted assessment strategy and a school currently at the formative stages intentionally creating a meaningful program grounded in evidence-based practice.

The College at Brockport.

- Medium-sized, public, comprehensive, liberal arts institution with 8,100 students
- Part of the State University of New York system
- More than 120 club sports and organizations
- Leadership Theoretical Framework: Social change model of leadership development (Higher Education Research Institute, 1996)

The Leadership Development Program (http://www.brockport.edu/leadership/), is a multilevel, developmentally sequenced, cocurricular certificate program that emphasizes individual growth and leadership for the purpose of social change and civic learning. Participants engage in opportunities including workshops, mentorships, community projects, practica, and capstone experiences. The program, open to all students, awards more than 200 certificates annually. Nearly 200 faculty, staff, and alumni volunteer with the program, serving as mentors, project advisors, committee members, and presenters. The program has been recognized with a NASPA Grand Bronze Excellence award and was named the NASPA Student Leadership Programs Knowledge Community Spotlight Program of the Year in 2014. From the beginning, a thorough assessment cycle was established through learning outcomes emphasizing social change, assessment tools measuring individual growth and program effectiveness, and strategic goals that further the program's mission.

Texas A&M University.

- Large, public, research university with 59,000 students
- Part of the Texas A&M University System
- Over 1,000 recognized student organizations
- Theoretical Framework: Leadership identity development model (Komives, Longerbeam, Owen, Mainella, & Osteen, 2006)

Texas A&M is known for not only the caliber of the leaders it produces, but it also boasts a strong assessment-focused culture that includes a department dedicated to supporting assessment initiatives within the Division of Student Affairs and a nationally recognized project on student leadership learning. The Maroon & White Leadership Society (maroonandwhite.tamu.edu) is a leadership certificate program within Texas A&M's Division of Student Affairs that began in 2014 to guide approximately 200 participants in developing their identity as leaders through engaging in leadership development, education, and training (Allen & Roberts, 2011). Participants receive one-on-one leadership coaching with a faculty or staff member that challenges them to reflect on their leadership learning and develop their leadership identity. The designation of signature programs, opportunities fulfilling high-impact practice standards, and a mentor relationship support the goal that graduates leave with a deeper understanding of who they are as leaders and how they can make an impact in their respective communities.

Getting Started

Prior to creating or refining an assessment plan, educators should closely examine the program and the current processes, considering the following:

Purpose. Assessment should not be a performance review but should provide data to improve student learning and program offerings, revealing areas of growth potential (Suskie, 2009). Establishing this perspective with colleagues allows true assessment to occur, rather than as a means of proving employee worth. If the true purpose of the assessment cycle is improvement, unflattering results are embraced. This kind of information could highlight the need for further training, gaps in knowledge, or other issues in a program. Rather than manipulating the assessment process to emphasize areas of success, good assessment practices value all the results. Assessment should not be conducted for its own sake, and data collected should be used intentionally.

Alignment. Educators should look holistically at the assessment picture, not just at individual program components; it is easy for the process to become disjointed and lack alignment. Reviewing the alignment ensures that theory, outcomes, methods, targets, analysis, and practice are connected in a logical and coherent manner.

Institutional Context. To establish a sustainable and worthwhile assessment cycle, educators understand how strategies and assessment fit within the context of a school or organization. Educators reflect on culture and values, paying attention to how the various initiatives and assessment tools contribute to the overarching vision. Consider the following:

1. What is the organization's mission? What are the espoused values?
2. What beliefs about leadership does the school hold?
3. How do the identified outcomes relate to the mission of the program?
4. In what ways can the assessment data contribute to demonstrating institutional effectiveness?

Programs with great impact align with the campus culture. When this is accomplished, the likelihood increases that the results will be used on a larger scale. For example, Texas A&M's Maroon & White Leadership Society is referenced in the Division of Student Affairs' strategic plan. Taking into consideration the recommendations of a decade of discussions within the Division of Student Affairs, the university's undergraduate learning outcomes, and the need for high-impact practices, one of the advantages of the program's assessment plan is that it captures student leadership learning throughout campus. The program was intentionally constructed to accomplish this objective in conjunction with its purpose. As such, the coordinator employs a wide lens to capture the story of leadership development from a university-wide perspective. Learning outcomes map to the division's strategic plan and the university's undergraduate learning outcomes to help convey the program's connection to stakeholders throughout the university.

Timeline of the Cycle. Including a timeline ensures that each phase receives appropriate consideration. In cultures where a thorough assessment cycle already exists, as is the case at Brockport and Texas A&M, timelines may be determined by departmental or institutional deadlines for assessment results to be shared. In these instances, it is still important to determine the timing of the assessment process so that things are not left until the last second. Conversely, when establishing an assessment process independently, self-imposed timelines allow for increased accountability. Consider the following:

1. Does the institution currently have an assessment calendar?
2. During what times of year does it make sense to implement each of the phases? When will stakeholders need information necessary for decision-making?
3. How long will it take to gather and analyze data?
4. When does resource allocation occur? What impact could this have on the timing of the assessment plan?

Taking extra time to consider the bigger picture before establishing an assessment cycle allows programs to be embedded within institutional culture and provide for a more significant impact.

Phase One: Determining Outcomes

There are many different types of outcomes that exist within a comprehensive assessment plan. These outcomes may fall into the following categories:

1. Overall program effectiveness—reviewing the bigger picture to determine how the program affects participants.
2. Individual student development—examining the growth of each student individually.
3. Student learning—outcomes that articulate the knowledge, skills, or attitudes students will attain.
4. Student satisfaction—identifying what aspects students enjoy within the programs.
5. Demographics and scope—quantitative outcomes such as enrollment numbers or participant characteristics that can provide insight into program impact.

Writing Outcomes. Outcomes are the blueprint for what a program will produce, and it is important to have intentionality and direction. An essential first step in writing outcomes is mapping to the larger picture (Komives & Schoper, 2006). What should participants know or be able to do as a result of the program? Outcomes must be clearly written and measurable, specifying both the context (the situation in which the outcome is to occur) and the behavior (the observable knowledge, skills, or attitude demonstrated). It is important to incorporate varying levels of learning when setting outcomes and use action verbs to create demonstrable outcomes.

If outcomes currently exist, they should be regularly evaluated. Are they aligned, specific, and measurable? Even though outcomes are the end result, they are also the start of the process and the foundation from which to build upon. Creating assessment plans for new programs can feel like setting sail without a destination in mind; however, it is best to choose a couple of outcomes and adjust the course as needed. Texas A&M's program recognized the need to reevaluate its outcomes in its first year. The coordinators assembled a committee, including an expert in curriculum redesign, which produced a much better foundation for program assessment and growth. This process also stimulated interest from other campus programs to strategically reevaluate their leadership curriculums. Critical reflection such as this can be equally valuable for programs with longer tenures and established outcomes.

One useful resource when creating or refining learning outcomes is Bloom's Taxonomy (Anderson & Krathwohl, 2001), which categorizes learning based on six cognitive domains, as shown in Table 2.1.

Comprehensive assessment plans include outcomes that start out broad and then drill down into specific strategies. An example of this can be seen in Figure 2.2. At Brockport, all outcomes for the Leadership Development Program connect back to the divisional priorities and institutional mission to ensure consistency and program relevance to the college culture.

Reviewing Outcomes. Determining outcomes for a program that has not yet been established is challenging and requires flexibility. Assessment is a continual process of reevaluating, adjusting, and improving, not a task to be completed (Suskie, 2009). Texas A&M's program captures the diversity of student leadership learning on campus by supplementing a students' individualized journey through facilitated reflection regarding their various leadership experiences on campus. As such, the outcomes were stated in broad and vague terms that did not consistently match an individual's experience. It was difficult to find common themes, to be comprehensive, and to achieve specificity when providing such individualized freedom to participants and trying to satisfy such diverse stakeholder needs. Rather than continue with broad, weak outcomes, coordinators wiped the slate clean and critically identified consistent tangible deliverables. This enabled them to articulate measurable and aligned learning outcomes, specify where the learning occurred, and project a plan for data collection similar to Brockport's plan (see Figure 2.2).

Phase Two: Determining Strategies and Targets

Phase Two analyzes the larger outcomes to develop more specific actions related to the overall assessment plan.

Refining/Creating Strategies. Once well-conceived outcomes are established, the next step is to identify measures best suited to evaluate them. A variety of measures exist, so in determining the approach for data collection, consider the following key concepts:

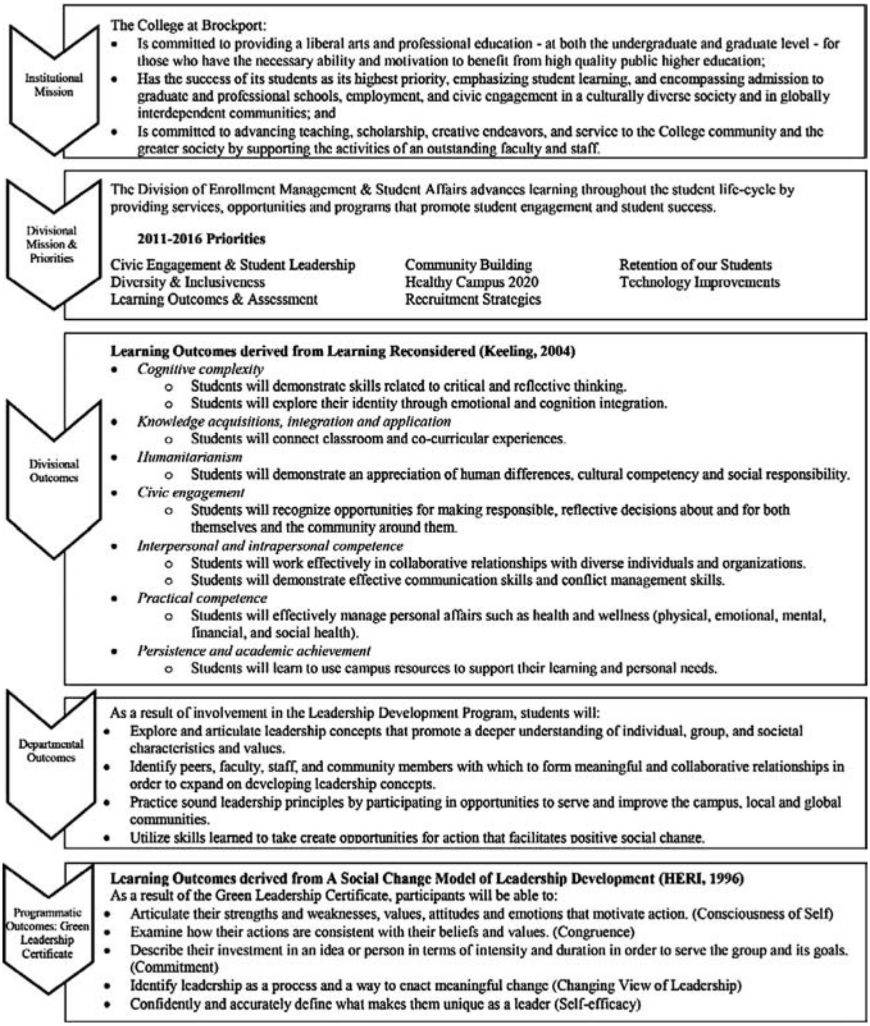
Alignment. Measures should align with outcomes; sometimes they were initially created haphazardly and do not address the actual program. Moreover, alignment to institutional priorities and a unit's strategic plan provides program validity.

Table 2.1 Potential Assessment Tools Categorized in Bloom's Taxonomy

Category	*Description*	*Suggested Action Verbs*	*Potential Assessment Tools*
Remembering	Memorization of knowledge, ability to recall answers	Articulate Define Describe Identify List Recognize	Survey questions Quick interviews Quizzes One-minute papers Presentations
Understanding	Demonstrating understanding by interpreting knowledge	Compare Discuss Distinguish Explain Reflect Summarize	Journal reflection Interviews Pre-/posttests Rankings Presentations Graphic organizers
Applying	Using knowledge in contextual situations	Complete Demonstrate Plan Practice Solve Use	Simulations Projects Learning contracts Rubrics Portfolios Observations
Analyzing	Interpreting concepts to determine patterns and relationships	Categorize Contrast Diagram Differentiate Examine Prioritize	Discussions Rubrics Reflections Behavioral interviews Research
Evaluating	Making judgments and forming opinions about concepts learned	Assess Critique Defend Justify Recommend Support	Case studies Deliberative dialogues Reflections 360 evaluations Portfolios
Creating	Synthesize information to form new ideas or unique solutions	Design Develop Initiate Modify Produce Test	Case studies Capstone projects Rubrics Focus groups Portfolios Essay

Focus. Quality is more important than quantity. Educators should focus on the most important outcomes—those necessary for the program to be successful and meaningful—and find effective methods of measuring them.

Figure 2.2. Assessment Flow Chart



Practicality. How much time did students actually spend in the learning environment? The method should reflect the amount of time and richness of learning. A 1-hour presentation might have one learning outcome and a 1-minute paper as the measure, whereas a yearlong leadership experience might have five outcomes and multiple measures.

Creativity. Measuring a particular outcome is usually not as impossible as it seems. Intimidation regarding assessment or reverting to what has been done limits access to the evidence of learning that occurs in programs. Typically, there are rich data to unearth—data that will move a program forward and demonstrate its value to education.

Purpose. The purpose of the methodology should align with an outcome. What is important to know? How will it be used? What is already known? What is being gathered through other methods? Before deciding on a methodology, educators should ask "How will I use these data?" If the data will not be used, they should not be collected.

Types of Measures. The methodologies available to choose from are extensive, and surveys, in particular, can seem to be a faithful friend. However, comprehensive assessment plans use a number of methods, including pretest/posttest, post-then, focus groups, interviews, reflections, observations, rubrics, surveys, portfolios, and more (Starcke & DeLoach, 2012). Multiple methods can be employed based on the outcome, time available, and resources needed. For example, if possible, educators should assess prior knowledge to understand student growth by the end of a leadership experience.

Both Texas A&M and Brockport employ a mixed methods approach. Foundational assessment tools are rubrics created to assess student leadership development and quality reflection as demonstrated both written and orally. Capstone projects are the cumulative pedagogical assessment. The reflection process and rubric complement each other to document a longitudinal profile of students' leadership journeys and the program's impact in both a qualitative and quantitative manner.

Frequency of Assessment. Another aspect to determine is frequency of implementation. To avoid overassessing educators should be selective and think long term. Will the data gathered actually change every year, or would it be more efficient to have longer intervals between assessments? For example, assessing the marketing of a program every year may be redundant unless there is a change to analyze. Moreover, assessing the alumni perspective or long-term impact of a program may mean taking a snapshot of one group and reevaluating them 5 to 10 years later.

Audience. Who is being assessed? Inclusion of every student may not be necessary. Random sampling provides the same picture but will alleviate assessment fatigue that leads to lackluster participation and poor data. Larger response rates may be need to accurately analyze data. The second audience to consider is the audience who will consume the results. What type of data would they deem most valid and useful? If seeking support for a program, one methodology may be more persuasive than another. Some stakeholders find the rich personal story of qualitative assessment more appealing, others prefer the bottom-line nature of quantitative data, and still others prefer both. The learning that occurs within leadership programs is valuable but is most useful when legitimized. How do academic units and aspirational benchmarks assess learning? Often, it helps to see assessment through an external lens when determining which methodologies are best.

Keep Demographics in Mind. When designing strategies, consider the methods that can be used to collect demographic information about participants. Gathering this information will allow you to analyze the data later using categories such as race, ethnicity, gender, and others to ensure program inclusivity.

Think Outside the Box. Sometimes documenting leadership learning seems elusive, so educators may seek to gather only students' self-reported learning or satisfaction. However, it is vital to also seek direct measures of student learning. Perhaps these data are already being gathered without recognizing their value or without a plan for how to document student learning. Examples include reflections, written papers, interviews, capstone projects, and documentation of observations of student learning through rubrics.

There are multiple options for assessment methods that can be used without surveying to excess. Satisfaction surveys often focus on program outcomes, which are useful for educators to gauge the experience of participants but may omit a key element—student learning. Are students demonstrating their learning (direct method) or simply indicating they learned something (indirect method)? At Brockport, workshop evaluations originally asked students to evaluate the extent to which they thought the workshop helped them grow in their individual values. Although it was useful to know what students thought about the workshops, the assessment was intended to determine what was actually learned. The questions were changed to ask the student more concretely about the learning they experienced.

EXAMPLE:

Learning Outcome: Students will be able to describe their core values.
Indirect Question: On a scale of 1–5, how much did this workshop help you learn how to describe your core values?
Direct Question: After attending this workshop, please describe three of your core values.

Both questions can be useful in the assessment cycle. The indirect question provides insight into what participants think about the workshop, informing decisions about the perceived effectiveness of the session. The direct approach, however, actually allows students to demonstrate what they have learned, a more persuasive evidence of student learning. If direct evidence is not possible, multiple indirect assessment still provides some tangible evidence of learning (Suskie, 2009).

Another strategy to consider is invoking a more authentic process that uses pedagogy already embedded in a program (Suskie, 2009). How can a program's current approach to teaching or developing leaders lend itself to assessing leadership learning? Examples may include self-reflection papers, interviews, projects, or 1-minute papers. At Brockport and Texas A&M, students use journal reflections throughout the program as a tool to deepen learning and spark intentional conversations with mentors. These reflections are collected and analyzed to determine leadership learning: both for the overall program by looking at general themes and for each student by looking at individual student responses.

Data previously gathered by outside units may also exist. These data include graduation rates, retention data, national surveys, and so forth. Chapters 5 and 7 provide examples about how national data can be used. It is not necessary to independently capture these data, but it can be used to tell an interesting story—one that can either validate a program or stimulate change. For example, the leadership program at Brockport works with their Research, Analysis, and Planning office to examine how students in the program compare to their Brockport peers based on institutional data from the National Survey of Student Engagement (http://nsse.indiana.edu/). As a result, they were able to determine several areas in which students in the program were outperforming their peers, such as engaging in conversations about difference and feeling connected to the college, providing useful information to share with stakeholders.

Refining/Creating Targets. Once the outcomes and methodology are established, educators should identify performance targets, or criteria for success, for all outcomes, including those pertaining to program effectiveness, student satisfaction, and student learning. At Brockport, one target is to have at least 90% of participants report that the relationship with their mentor was beneficial. A reasonable target may be difficult to determine especially when a program or an outcome is new. What would constitute success at this point? Making targets too easily achieved may hinder program growth.

For guidance on reasonable targets, educators can benchmark other programs, institutions, or national standards to see what they define as success. If available, performance indicators (e.g., past numbers from a program) provide insight to determine new targets. Targets are part of the strategic plan that gives direction to the future.

Finally, targets need to be intentional. One such area for consideration is program size; they should not grow for the sake of growth. Educators should keep in mind available resources and overall goals. For any target, there is an ideal point to reach; educators should be intentional about striving for what is best for a program and the students' leadership learning.

Phase Three: Implementing Data Collection Procedures

Once the preliminary planning has been completed and outcomes, methods, and targets have been created, data collection can begin. There are several strategies that allow for a more seamless process.

Involvement of Others. By involving others in the process, opportunities open for collecting a plethora of data as well as diverse interpretations of the results. Involving others increases overall campus buy-in of leadership programming. Appropriate questions to ask include:

1. Who are the stakeholders? Who can contribute to the success of the program and its assessment processes?
2. What are the goals of each of the stakeholders, and in what ways can the program assist them? Are there areas of common interest?
3. In what ways can others be involved in your assessment strategies?
4. How can others be included in the analysis of data and the strategic planning?

Capitalizing on experts and available resources is essential. When Texas A&M's program wanted to enhance alignment of its assessment plan and curriculum, they partnered with Texas A&M's Center for Teaching Excellence to engage in a curriculum redesign process in the context of a cocurricular program (Fowler, Lazo, Turner, & Hohenstein, 2015). Bringing an outside expert to evaluate their assessment plan for congruency served as a valuable audit early in the program's tenure.

Resources Needed. Certainly, the resources required to implement a comprehensive assessment plan can be considerable and may scare even the bravest practitioners away. However, connecting to the bigger picture and involving others can offset this cost. Texas A&M's program used a talented pool of graduate students to quickly put into place a wide array of assessment strategies. The graduate students were a valuable resource, eager to put their knowledge into practice and gain experience in assessing leadership learning.

Implementation Suggestions.

- Before implementing an assessment tool, colleagues could review the instrument and test it (Suskie, 2009). The feedback and modifications suggested may be essential to assessment validity.
- It is not always necessary to create an original instrument (Suskie, 2009). Texas A&M's program modified published rubrics such as leadership identity development rubric (Komives et al., 2006) to use as a measure of student learning rather than crafting an entirely original rubric.
- Methods should be calibrated. For the programs at Texas A&M and Brockport, trainings for faculty and staff to use rubrics for evaluation of its participants are essential. These individuals are just as much a part of the assessment mechanism as the tool used. They need practice in order to calibrate the methodology and support test reliability.

Phase Four: Interpreting and Analyzing Data Collected

Once the data have been collected, it should not gather dust on the shelf. With an increased need to "do more with less," educators may be overwhelmed in finding time for deep analysis. However, this is an essential part of the process and warrants dedicated time set aside for review. Tools like Qualtrics, SPSS, and others allow examination of quantitative data, whereas coding schemes can be used for qualitative information. For both Brockport and Texas A&M, offices exist to support departments seeking to collect and analyze data. Consulting with an expert can assist with data analysis.

Strategies for Reviewing Data.

- Involving others enhances review process. They can offer new insights and suggestions. The analysis process will be strengthened with multiple raters and reviewers. Participants feel valued in the process when their suggestions are considered and used.
- Data analysis requires a scheduled time:
  - For one-time events, a post meeting a few weeks after the event to make suggestions for future improvements and record decisions is probably enough.
  - For ongoing assessments, like regular workshops or student journal responses, time should be blocked off for weekly or monthly review.
  - Halfway through the year, coordinators should schedule time to check in on outcomes and targets. This time can be used to reflect on the achievement of goals, usefulness of assessment measures, and determine changes.
  - A yearly retreat provides offsite opportunities for thoughtful reflection. Stakeholders and participants could be provided journal articles and assessment data in advance. This allows time for brainstorming and free flow of ideas and thoughts.

Analyze the Results. Once data is collected, it is useful to consider the following questions:

1. What is the data indicating? Are there connections that can be inferred?
2. How are the results interrelated? Does some data support or contradict other data?
3. In what ways have intended outcomes not been reached? How have they been met? Is there variance by demographics or other student differences that needs to be explained?
4. What strategies proved to be most effective? Least effective?
5. Are the initially identified outcomes still relevant?
6. Did the assessment strategies measure what they were intended to measure?

When analyzing the results, educators should use other information, such as national research in the field of leadership development. Brockport is a regular participant in the Multi-Institutional Study of Leadership (MSL). In 2013, Dugan, Kodama, Correia, and Associates used findings from the MSL to identify four high-impact practices for student leadership development. As a result, Brockport's Leadership Development Program was evaluated to determine the extent to which students engaged in these practices and incorporated more of each pedagogy.

Once the results have been examined and current research explored, an action plan could address the following:

1. Points of pride—what are aspects of the program should continue?
2. What changes need to be made (pedagogy, program format, assessment cycle, resources)?
3. What are the goals for the upcoming assessment cycle?
4. Do the outcomes, measures, and targets need refining?

As part of the annual assessment cycle at both Brockport and Texas A&M, each department identifies goals for the upcoming year based on a review of assessment data and current research. In the annual report, goals from the previous year are examined and discussed.

Phase Five: Implementing Proposed Changes and Reporting the Results

Too often, assessment results are not shared with others for a variety of reasons. Staff may be hesitant to share lackluster results for fear that program weaknesses will be exposed or job security will be in question. This way of thinking conflicts with the primary goal of assessment—to serve as a vessel for program improvement (Suskie, 2009). Conversely, staff members are also cautious to boast about the great work being done. In the field of education, recognition allows sharing promising practices to advance programs.

There are many benefits of sharing the results of an assessment process. It creates a transparent process and builds legitimacy. Additionally, leadership education is not limited to one area. A variety of offices or departments may be invested in a program's findings. This promotes further collaboration and will yield benefit for all. When findings and improvements are shared with program participants, they will be more likely to engage in assessment measures in the future.

Tracking and sharing data can also allow for acquisition of additional resources. In an environment where resources are being stretched, being able to show program growth along with achievement of outcomes may lead to increased funding or personnel. Additionally, assessment information can be used to submit grant proposals or even apply for awards and other forms of recognition.

When reporting out, educators should know the audience and purpose for sharing. For example, students may be enticed by testimonials of what participants gained from the program. Alumni are interested in how the program has improved or flourished since their time. Employers will want to see specific skills that students gain as a result. In a high school setting, college admissions offices may be intrigued to learn more about the caliber of student participating in a program. Whoever the audience, the message should be tailored to increase receptivity.

There are many ways to report findings. Annual reports offer a formal way to present results and may be of the most interest to administrators looking to evaluate effectiveness. Brockport creates visually appealing closing-the-loop documents to offer a more enticing document to share with alumni, employers, or colleagues. Program newsletters and presentations to stakeholders also offer opportunities for exposure. Sharing quick results on social media is a great way to engage students and provide snapshots of a program. Regardless of the mechanism for reporting results, it is important to share the program's story.

Final Thoughts—No Excuses

This chapter is meant to serve as a resource and guide for practitioners in the midst of creating an assessment plan from scratch or refining current processes. However, it is just the beginning. A true assessment plan is a living document that should be modified to meet the changing landscape of a program. There is great value in having a plan, of being intentional, and of providing better leadership learning experiences. When in the throes of leadership education—meeting with students, planning programs, addressing crises, and the exhausting laundry list of things that never seem to get done—it is easy to relegate assessment to the back burner, but the experience will lack intentionality and rigor.

An assessment plan is like a curriculum plan for a teacher. Although a teacher can walk in to teach without a curriculum, the learning environment is haphazardly assembled; students may learn something, but it is not consistent and intentional. Assessment plans map out expectations of learning, determine opportunities for learning to occur, and analyze whether goals of learning were met. It is not easy, especially for new programs, and it can feel like building a bridge while walking across it—scary and overwhelming. If the builder only pays attention to the work, they may be disappointed that the bridge they built did not end where they had hoped. Even when deadlines loom and the list seems endless, leadership educators take the time to look up and think about where their effort is leading.

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