New Mexico State University

Detailed Assessment Report
2015 - 2016 Center for Learning & Professional Development
As of: 2/14/2017 03:18 PM MDT
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

The Center for Learning & Professional Development supports the mission of NMSU by orienting, training, and developing University employees to increase knowledge, improve skills, and develop essential competencies needed to foster employee advancement, organizational efficiency, productivity, and demonstrated excellence.

Goals/Objectives

G 1: Support Efficient and Effective Process Improvements

In an effort to remain efficient and add value to our business processes, complete or make significant progress towards implementation of the high priority projects.

G 2: Increase Information/Awareness of Policies and Procedures

In an effort to provide information or awareness, complete or make significant progress towards implementation of the high priority projects that satisfy this end.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O 1: Enhance the NMSU leadership training program

In order to better prepare supervisors and managers for the leadership challenges they currently face and to enhanced management and leadership skills of current employees to enable better succession planning, CLPD will enhance the current leadership training opportunities by offering a leadership academy. The Aggie Leadership Training Academy is a staff leadership certification program for NMSU personnel currently in supervisory and higher level management positions. The program is managed by the Human Resource Services Center for Learning & Professional Development (CLPD) with advisory oversight by the **ALTA Task force**.

The Aggie Leadership Training Academy is an opportunity for discovering your personal leadership capacities to support the University's strategic priorities and diversity goals. Participants meet monthly. Sessions include facilitated group dialogues, guest speakers, activities, and exercises. The setting is safe and respectful, yet challenging. Those selected for the program will develop their leadership capacities to effectively interact with members of our university community and build open, dynamic, and respectful working and learning environments.

Strategic Plan Associations

New Mexico State University
1.5.2 (5B) Effectively utilize existing resources
1.5.3 (5C) Provide effective and efficient non-academic programs through continuous evaluation

Related Measures

M 1: Evaluating ALTA

Learners that are enrolled in the ALTA program completed an evaluation of the each session at the end of the session. The evaluation was consistent across all sessions. Learners were asked to respond to the following items on a scale of 1 - 5 with 5 being the highest rating.

The evaluation statements are as follows:

1. The information will help build my leadership skills
2. The activities helped develop my leadership skills
3. The session today was time well spent and held my interest
4. The activities were relevant to my role as a leader
5. I feel confident that I can apply what I learned today in my job
6. The session today was administered well
7. The room setup was comfortable and conducive to learning
8. The structure of the presentations and activities flowed well
9. The location was convenient
10. The session materials were relevant to the topic
11. Catering and refreshments were good
12. Overall rating of the session today

For the purpose of this assessment, the evaluation questions that are most closely examined are those that indicate the perceived quality and applicability of the training in meeting the needs of employees with leadership responsibilities. These questions include:

3. The session today was time well spent and held my interest
4. The activities were relevant to my role as a leader
5. I feel confident that I can apply what I learned today in my job

Source of Evidence: Evaluations

Target:
Since the 2016 ALTA program is the inaugural effort, we were not sure how the learners would rate their experience. Also, since this report is being filed after-the-face and on a ad hoc basis there are limits to the applicability of this target. The general expectation was that the program would be as effective as other programs delivered and/or coordinated by CLPD, in that, on average, learners would rate their experience as above neutral (positive) indicating either an average score between 4 and 5 on the 5-point rating scale for all questions directly applicable to the perceived quality of instruction and the applicability of the knowledge, skills, and abilities learned in the program as they relate to real-world business situations.

Simply stated, for each of the three target questions related to program quality and applicability indicated below, we expect an average rating greater than or equal to 4.

The questions in focus for this target include:
3. The session today was time well spent and held my interest
4. The activities were relevant to my role as a leader
5. I feel confident that I can apply what I learned today in my job

Finding (2015 - 2016) - Target: Met
The results of the evaluation were tabulated by calculating the arithmetic mean (average) score across all learners and by all sessions. The complete results are displayed below.

For the target questions for this assessment, we see an overall question average for each being:

The session today was time well spent and held my interest = **4.40**
The activities were relevant to my role as a leader = **4.41**
I feel confident that I can apply what I learned today in my job = **4.37**

With that, we see that each target question average score across all sessions was greater than or equal to 4 and thus the speculative target was met.

There are some inherent limitations with this type of data and analysis. First, the information collected is self-report data and not a direct indication of learning or relevancy as might be the case in a performance-based test or other measure of student learning. Also, the Likert scale style data, while numeric, is essentially categorical and analysis using arithmetic mean has limited applicability.

Evaluation question	Session 1 Average	Session 2 Average	Session 3 Average	Session 4 Average	Session 5 Average	Session 6 Average	Overall Question Average
The information will help build my leadership skills	4.53	4.28	4.47	4.62	4.40	4.13	4.40
The activities helped develop my leadership skills	4.37	4.28	4.53	4.54	4.33	4.00	4.34
The session today was time well spent and held my interest	4.47	4.33	4.59	4.62	4.27	4.13	4.40
The activities were relevant to my role as a leader	4.47	4.44	4.65	4.38	4.47	4.06	4.41
I feel confident that I can apply what I learned today in my job	4.37	4.44	4.47	4.46	4.47	4.00	4.37
The session today was administered well	4.42	4.33	4.41	4.46	4.40	4.38	4.40
The room setup was comfortable and conducive to learning	4.37	3.50	3.47	4.46	4.47	4.44	4.12
The structure of the presentations and activities flowed well	4.53	4.33	4.47	4.54	4.47	4.25	4.43
The location was convenient	4.63	4.06	4.35	4.31	4.40	4.56	4.39
The session materials were relevant to the topic	4.74	4.50	4.71	4.54	4.40	4.38	4.54
Catering and refreshments were good	4.74	3.83	4.24	4.38	4.33	4.31	4.31
Overall rating of the session today	4.68	4.50	4.53	4.67	4.47	4.19	4.51
Average rating per session	4.53	4.24	4.41	4.50	4.41	4.23	
Overall average of sessions	4.38						

Related Action Plans (by Established cycle, then alpha):

Follow-up on 2016 Cohort
Established in Cycle: 2015 - 2016
One limitation of the questions used to measure applicability is that the learner was essentially attempting to forecast how wel...

For full information, see the *Details of Action Plans* section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Follow-up on 2016 Cohort

One limitation of the questions used to measure applicability is that the learner was essentially attempting to forecast how well the learning would meet their needs on the job. While one could make a reasonable guess based on previous experience on the job, it's also important to take a longer term view of the applicability of knowledge, skills, and abilities learned in the sessions as it relates to the experiences of the learners as they returned to their leadership roles in various departments across NMSU.

As such, an action plan to follow-up with the 2016 ALTA cohort has been planned.

Minimally, all 2016 ALTA cohort learners will be provided with an optional survey that will at least ask learners to evaluate the same questions related to the quality of the training and the perceived applicability. Namely, these three statements will be evaluated by learners on a scale of 1 - 5 with 5 being the highest score:

Participating in ALTA was time well spent and held my interest
The activities in the ALTA sessions were relevant to my role as a leader
Since completing the ALTA program I found that what I learned was directly applicable to my job

In addition to such questions, more open-ended questions might provide additional insight into the challenges and opportunities that ALTA learners experienced after leaving the program and results will help the ALTA task force and CLPD staff to better plan for future offerings of ALTA.

Established in Cycle: 2015 - 2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome):
        Measure: Evaluating ALTA | **Outcome:** Enhance the NMSU leadership training program
Responsible Person/Group: Center for Learning & Professional Development Involvement of the 2016 Cohort is essential but optional
Additional Resources: Web-based survey instrument used to deliver the follow-up evaluation. Some help from the Office of Institutional Analysis may be needed to deliver and fine-tune the evaluation.

Analysis Questions and Analysis Answers

1. Engagement: How did you engage faculty, administrators, staff, students and/or other stakeholders in discussing results of the assessment and determining the effectiveness of the assessment in measuring the identified outcome(s)? Include meeting dates, topics of discussions, audience and any decisions made.

The results of this assessment, being the findings related to quality and applicability of the training program, were not widely distributed or communicated. Only Human Resources and the ALTA Task Force were presented with the results. Since the ALTA Task Force has an ongoing charge, this information is being used to help formulate future ALTA program activities.

See attached ALTA Program Summary Report for additional details.

In addition to the specifics of the evaluations, ALTA participants created a deliverable as part of the program's activities. At the end of the program the ALTA Cohort created a **Core Values Statement** which highlights the key institutional values that the group believed to be in place at NMSU. They produced this statement by conducting some research and they published a report on their findings in addition to the statement. See attached for additional details.

Connected Documents
        ALTA Core Values Report
        Executive Summary for UAC

2. Impact: Discuss the impact of your assessment. Does the data collected answer the question you had about the intended outcome? If not, why? Did you learn anything about the intended outcome you did not anticipate? If so, what? Did the assessment provide sufficient information about the outcome that you can now make informed decisions about programs/practices or specific, directed improvements to programs/practices?

The data collected had certain limitations that made it difficult to be conclusive about the quality of the program, however results showed that in reference to other measures of this type of training, the results were inline with expectations. There are some inherent limitations with this type of data and analysis. First, the information collected is self-report data and not a direct indication of learning or relevancy as might be the case in a performance-based test or other measure of student learning. Also, the Likert scale style data, while numeric, is essentially categorical and analysis using arithmetic mean has limited applicability.

It probably would have been better to evaluate the final project using a rubric and having several independent raters as a more formal form of assessment.

More broadly, there was some insight gained based on feedback from learners, instructors, and ALTA Task Force members and this significantly contributed to a more detailed understanding of lessons learned and changes to address going forward as detailed in the Program Issues and Lessons Learned document (see attached).

Connected Document
        ALTA 2015 Program Issues and Lessons Learned

3. What specifically did your assessment show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)

The assessment showed high ratings in many areas, including the target questions used in this assessment report and non-target questions that were also asked.

4. What specifically did your assessment show regarding opportunities for improvement. Describe how you intend to address those issues over the next year. If you met all targets, what specifically do you intend to do in the next assessment cycle to promote continuous improvement in your area?

A detailed document regarding the opportunities for improvement is attached.

Connected Document

5. Specifically, what have you learned about your program, and/or your students' learning?

The program was instructed by leaders at NMSU who volunteered to teach ALTA participants in some key areas of leadership. This collaborative approach to instruction and program development created a sense of comradery and shared purpose. The program demonstrated the strengths of having Aggies teach Aggies compared to bringing in an outside training consultant to teach leadership skills. As a result, the general consensus was that the instructors were great and contributed significantly to the success of the program.

6. Provide a brief summary of your program, department, or unit's activities in the current assessment cycle. You might want to describe a major accomplishment or explain how your area contributed to Baccalaureate Experience learning, or to Vision 2020. Alternatively you may want to discuss how your program is using this assessment to inform decisions and actions for improvement. This summary should be appropriate for broad audiences.

The nature of activities for the department are too board to discuss here, but in reference to ALTA and the continued impact that the program makes on NMSU, we must discuss the final project and what it has meant since the 2016 ALTA program created the NMSU Core Values Statement.

As proposed, the core values statement was presented in the final "celebration" session for the group and the report was delivered. Following this, the Core Values Statement was brought the University Admin Council, which is an official board of NMSU made up of Deans and VPs. Provost Dan Howard promoted the Core Values Statement and put it before this body for them to adopt the Core Values statement created by the ALTA Cohort as the official Core Values Statement for NMSU, noting the importance of such a distinction as part of our accreditation and upcoming re-affirmation of accreditation process.