

UTILIZING THE KIRKPATRICK MODEL TO EVALUATE A COLLEGIATE HIGH-
IMPACT LEADERSHIP DEVELOPMENT PROGRAM

A Thesis

by

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ABSTRACT

The Dr. Joe Townsend '67 Leadership Fellows is a high impact leadership development program offered through the Agricultural Leadership, Education, and Communications department of Texas A&M University in College Station, Texas. The goals and objectives of the program are to create better-equipped college graduates with enhanced leadership skills and abilities. The program focuses on helping its members further develop in five specific areas, developing self, developing others, organizational management skills, vision, and values. Although the Fellows program has been an active program since its creation in the spring of 2009, there have not been any formal evaluations performed on the program.

The purpose of this study was to determine the effectiveness of the Fellows program through the use of Kirkpatrick's Evaluation Model, Bloom's Taxonomy, and Ajzen's Theory of Planned Behavior. A summative evaluation was used to assess whether or not the program had been meeting its stated objectives. The entire group of students who once participated in the Fellows program was sent a survey through Qualtrics to determine the success rate of the Fellows program through the four sections of Kirkpatrick's Evaluation model, Reaction, Learning, Behavior, and Results. The data collected was then analyzed to determine if the objectives of the study were met.

As a quantitative study, the results found were very clear. The participants scored statistically significant scores on all four portions of Kirkpatrick's model. The overall

effectiveness of the Fellows program, per the data collected, was deemed successful, and the results from the participants were both positive and promising for the program. Recommendations for future practitioners and researchers, as well as other leadership programs, were made based on the study's conclusions.

DEDICATION

I would like to dedicate this thesis to the three most important men in my life, my father, my husband, and my soon to be born baby boy. Daddy, you have loved me and supported me every second of every day of my life. You understand me more than I understand myself sometimes. Thank you for everything you've done for me and the unwavering love and guidance you give to me. Kenton, the only way I could truly thank you enough is if I wrote another document as long as this one to fully explain my feelings. You have been my light in the darkness, my rock, and my heart. There is without a doubt no possible way I could have completed this graduate program, or made it through life, without you. I love you more than life itself. To our baby boy, when I found out you were on the way I was nervous, a little overwhelmed, and above all ecstatic. You have been my greatest inspiration, my biggest joy, and the deepest encouragement I have needed to finish strong. Your dad and I already love you so much and we cannot wait to meet you in just a few short weeks!

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The t-tests conducted in Chapter IV of this document were ran by Professor Robert Strong of the Department of Agriculture Leadership, Education, and Communications. The student completed all other work conducted for this thesis independently.

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CHAPTER I

INTRODUCTION

The number of students who go to college every year is increasing. Boatman and Long (2016) stated, “the percentage of high school graduates who enroll in higher education has increased since the 1970s” (p. 654). While an increase in college attendance is important, the involvement of those students enrolled in higher education is also a factor that needs to be studied. Involvement in campus organizations increases the benefits a student receives from college by fostering networks and personal skills (Boatman, 2016; Long, 2016). Most students are more impacted by the programs and organizations they are involved in, rather than the courses they take specifically to graduate. Students who feel connected to their institution (either academically, socially, or both) are more likely to stay enrolled than those that feel disconnected, and students will drop out of college at the time their commitments to the institution and to their education are low (Kuh et al. 1991;Tinto 1975). For students to be more successful in their coursework, they need to be involved in extracurricular activities, experiential learning opportunities, high impact experiences, and student organizations. Astin’s (1984) Theory of Involvement stated the amount of learning for students is directly proportional to quality or quantity of their involvement in college, either inside or outside the classroom. Coker (2017) stated “the broad-ranging benefits of individual forms of experiential learning are widely recognized” (p. 5). In addition to being involved in the programs offered outside of the classroom, it is also beneficial for

students to hold leadership positions and be in leadership-based programs (Coker et al. 2017). The Multi-Institutional Study of Leadership (2015) found students who held more leadership positions scored significantly higher on measures of congruence, commitment, consciousness of self, collaboration, handling controversy with civility, citizenship, overall socially responsible leadership, resiliency, leadership efficacy, complex cognitive skills, and social perspective-taking.

Importance of Leadership

“Our rapidly changing society desperately needs skilled leaders who are able to address complex issues, build bridges, and heal divisions” (W. K. Kellogg Foundation, 2000, p. 31). Leadership scholar Bernard M. Bass stated, “Leadership is one of the world’s oldest preoccupations” (1990, p. 3). Leadership can be seen in all facets of the world, all industries, occupations, and sectors. Northouse noted that, “leadership is a highly sought-after and highly valued commodity” (2016, p. 1). Mumford, Zaccaro, Harding, Jacobs, and Fleishman claim, “leadership can be framed not in terms of specific behaviors, but instead in terms of the capabilities, knowledge, and skills that make effective leadership possible” (2000, p. 12). Not only is leadership valuable and desired, it is also needed to successfully complete tasks and accomplish goals.

Leadership helps people stay focused and disciplined (Heifetz & Laurie, 1998). “Leaders must define significant problems, gather information, formulate ideas, and construct prototype plans for solving the problem” (Mumford et al., 2000, p. 157). Although leadership as a whole is important, leadership education is a very important aspect to

consider. Most students do not gain the skills needed to be a successful leader while in their academic careers, therefore “cannot perform decision-making and problem-solving tasks associated with their profession” (Edens, 2000, p. 55). The foundation of leadership education is “at the heart of leadership education, most would include the need to train students to grasp the problems and issues facing society, to develop analytical and problem-solving skills, to learn to communicate and work effectively as members of a team, to have experience working in groups, to learn to work with people of diverse backgrounds, cultures, and academic disciplines, to learn to establish goals and motivate others to achieve those goals, and to know how to speak and write effectively” (Welch, 2000, p. 71).

Leadership Programs

Leadership programs offered at colleges and universities assist in the growth of future leaders and their leadership development. “In the case of leader development, the emphasis typically is on individual-based knowledge, skills, and abilities associated with formal leadership roles” (Day 2001, p. 584). Another way to perceive leadership development is as “an integration strategy helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives”(Day, 2001, p. 586). Leadership development, as defined by the Center for Creative Leadership, is “the expansion of a person’s capacity to be effective in leadership roles and processes. Leadership roles and processes are those that enable groups of people to

work together in productive and meaningful ways” (Van Velsor, McCauley, & Moxley, 1998, p. 4). Involvement in leadership programs, both before and during students’ college years, is very pertinent for their growth and development as leaders. In fact, numerous post-secondary institutions are developing and formalizing the study of leadership at both undergraduate and graduate levels through majors, minors, certificates, or selected course offerings (White, 2006). Although institutions are incorporating more formal leadership learning courses, “knowledge is a necessary first step, but by itself it is not sufficient for changing leadership behavior. The new knowledge must be put into action. Skills encompass the action domain of learning” (McDonald-Mann, 1998, p. 107). Therefore, it is crucial for students to get involved in leadership programs.

Evaluation of Leadership Programs

Over the last 30 years, there has been a rapid increase in leadership programs at universities and colleges across North America (Astin & Astin, 2000; Dugan & Komives, 2007). However, as leadership programs continue to increase in number, a lack of consensus persists regarding how these programs should be designed to teach (Eich, 2008). Due to the increase in leadership programs, there is an even higher need for program evaluations and assessments. Not all programs are deemed effective and appropriate based on their program objectives. As defined by Gall, Borg, and Gall, “Educational evaluation is the process of making judgments about the merit, value, or worth of educational programs” (1996, p. 680). To help ensure leadership programs are

teaching students significant information that will help in their future leadership endeavors, program evaluations are needed to solidify the programs. Brungardt and Crawford noted, “assessment and evaluation of leadership programs help ground programs in the needs of students while working within the constraints of academe” (1996, p. 37). In addition to the effectiveness of leadership programs, financial support of these programs is also an important aspect to consider when looking at the value of the program. “Leadership educators in an era of fiscal tightness understand the importance of program justification and survival” (Brungardt & Crawford, 1996, p.47). Without the proper fiscal support, a program will not survive despite how effective the program is to the students involved. Moreover, despite the growing evidence that structured leadership programs benefit students, little is currently known about the best methods for making such interventions (Posner, 2009). “Effective leadership education must address foundational questions, such as theoretical framework, curricular content, instructional methods, and assessment” (Middlebrooks & Allen, 2008). This is a major reason why evaluations are so important. The best way to help figure out the best methods for program development is through current program evaluations, as well as, basing future programs on the recommendations found through those assessments.

High Impact and Experiential Learning

High impact and experiential learning go hand in hand with classroom and lecture based learning. Actually, experiential learning is not to replace lecture or theory, instead they should compliment one another (Keyser, 2000). Wren stated, “providing the

student with the opportunity to observe or participate in actual leadership situations enhances and reinforces the lessons of the classroom” (1994, p. 76). High impact learning and experiential learning are very similar concepts, however, one was created from the other. When it comes to experiential or active learning, students must take an active role in their learning, often increasing their motivation (Chickering, 1977). Not only does experiential learning help increase a student’s motivation, there are numerous other benefits of this type of learning style as well. Genuine benefits of experiential learning include: demanding higher order intellectual skills; exposing students to social issues increasing the potential for continued “enlightened citizenship”; increasing retention and understanding of ideas and realities; the opportunity to understand that the written word is not always gospel, but that neither is experience; and bridging the chasm between the collegiate and the professional work world with experience (Chickering, 1977). The text *The Essential Learning Outcomes* described four reasons that support experiential activities, (a) “knowledge of human cultures and the physical and natural world”, (b) “intellectual and practical skills”, (c) “personal and social responsibilities” and (d) “integrative and applied learning” (Kuh, 2008, p. 4). After the success of the experiential learning concept, George Kuh, expanded upon the successful learning strategy with the articulation of the concept of “high impact learning” (Kuh, 2008). High impact learning was defined as “an active, time-intensive, high level of engagement that builds bridges from learned experiences that are meaningful to learners” (Kuh, 1995, 2008). High impact learning is “a learning and teaching method that has shown to be sweeping the nation’s institutions of higher education, high impact learning practices to

produce better quality college graduates” (Kuh, 2008). Kuh (2008) coined high impact learning in an effort to increase high quality engagement among teaching faculty and students. He focused on the following aspects in created his idea: (a) peer interaction, (b) specific leadership roles, (c) academic activities, (d) formally paid for duties completed, (e) faculty contact, (f) differences of inquiry based on gender, (g) travel ability, (h) limitations, based on type of college attended and institutional ethos and (i) college atmosphere and devotedness (Kuh, 1995). From there, he then shared ten educational practices that foster a high impact learning environment: (a) first-year seminars and experiences, (b) learning communities, (c) common intellectual experiences, (d) writing-intensive courses, emphasis writing in various formats, (e) undergraduate research, (f) collaborative assignments or projects, (g) diversity and/or global learning, (h) internships, (i) community-based learning and (j) capstone courses as a final product (2008). The more a student is involved in these types of practices, the higher quality of college experiences they will have.

Program Background

The Dr. Joe D. Townsend '67 Leadership Fellows is a program offered through the Agricultural Leadership, Education, and Communications department at Texas A&M University in College Station, Texas. The program was built to help “bridge the educational gap between learning/understanding and grasping/implementation” (Townsend, 2008, para. 1). After a few undergraduate students showed interest in further developing their understanding of leadership theory, some donors were acquired, and the

program was initiated in the spring of 2009. Offered during spring semesters, the vision of Fellows is to “change the world through enhanced leadership capacity and positive relationships with the global community” (Townsend, 2008, para. 1). Students involved in Fellows demonstrate numerous characteristics that unify them together in the Fellows program. A desire to learn, engagement in, and knowledge of leadership, service and team-orientation, and passion for excellence are a few of the characteristics in which the Fellows possess. The program is a “prestigious, rigorous, and unique environment where selected students enhance their leadership skills in an arena – beyond the university – that supports the fellows’ trials, errors and successes” (Townsend, 2008, para. 2). To be eligible for the program, one must be a sophomore, junior or senior interested in enhancing your knowledge and experiences in leadership, a student in the College of Agriculture and Life Sciences at Texas A&M University in College Station, Texas, must have completed a minimum of 45 credit hours by the end of the fall semester leading to the spring semester you wish to be involved, and have a GPA of a 2.5 or better.

Program Logistics

To apply to the program, students must submit a cover sheet, their answers to two leadership questions, a two-page resume including current and past organizations, activities, and service programs, a photo for identification purposes, and a grade and reference release signature. After a rigorous application process, as seen in Table 1, the selected Dr. Joe Townsend Leadership Fellows enroll in a three-credit course through the ALEC department titled Advanced Professional Leadership Development (ALED

401). The course includes guest lecturers, who provoke group discussion, a retreat prior to the course commencement, a field trip during the semester, and a service project. Other activities the Fellows participate in include, “communicating with a mentor to facilitate relevance to future contexts, shadowing an outstanding leader to enhance understanding of current reality, studying a leader of their choice in-depth to challenge perspective, increasing understanding of leadership theory by bringing together readings and real life examples, and participating in formalized team development to increase proficiency in groups and teams” (Townsend, 2008).

Table 1. *Fellows application process*

Date (Month)	Activity/Action
September	Applications available
October	Applications Due Notification of interview selections Sign up for interview time Interviews Notification of Fellows selection
November	Dr. Joe Leadership Fellows dinner and 1 st meeting
December	Leadership Fellows lunch
January	Commencement of Fellows semester Mandatory Fellows retreat
March	Mandatory Field trip
May	Conclusion of Fellows semester

Program Objectives

Through the course work and the collaboration with other members of the Dr. Joe Townsend Leadership Fellows, students participating in the program “contribute to the world [as] graduates with enhanced leadership capacity for positive relationships in

the global community” (Townsend, 2008, para. 1). The program focuses on five key leadership competencies, also known as the Five Point Leadership Pillars, (1) expanding one’s vision, (2) developing self, (3) developing others, (4) serving organizations, and (5) reinforcing positive values (Townsend, 2008). When dividing up the five leadership competencies, a list of attributes directly relate to each competency. The attributes are used as a guide for Fellows to use to reach leadership success. Just like the early trait theories of leadership, the lists of attributes are not considered a checklist for successful leadership. “Competency goal-attainment is recorded using a matrix-based analytical model...which provides a basis for inventorying, describing, planning and coordinating Agricultural Leadership Fellows attainment of program goals” (Townsend, 2008, para. 4). Table 2 displays the assessment section of the Dr. Joe Townsend Leadership Fellows program executive summary.

Table 2. *Five point leadership competencies and correlated attributes*

Five Point Leadership Competencies	Attributes
Developing Self Leaders are successful by learning how to be:	Dependable, Healthy, Balanced in Own Life Perspective, Energetic, Persistent, Dedicated, Courageous, Disciplined, Intellectually Sound, Respectful of Self, Knowledgeable of Personal Limitations, Knowledgeable of Personal Bias, Open to Learn from Others, A Role Model, An Initiator, A Follower
Developing Others Successful leaders foster an environment where leaders and followers are able to:	Motivate, Mentor, Communicate, Build Consensus, Develop, Train, and Facilitate Teams, Inspire, Take Care of People, Instill Confidence, Value Service, Express Sensitivity, Humility, Empathy, Understand Culture, Manage Conflict, Mediate, Empower Others, Confront Others with Compassion
Organizational Management Successful leaders are able to:	Train Others in Appropriate Skills, Develop Others' Potential, Communicate, Manage Time, Use Appropriate Etiquette, Listen, Respond to Crisis, Assess Needs and Delegate Tasks, Organize People and Tasks Effectively, Plan and Execute Meetings, Use Effective Public Speaking, Use a Systems Thinking Approach
Vision Successful leaders are able to:	Set Goals, Build Vision, Share Vision, Solve Problems, Analyze, Achieve Shared Goals, Look Forward, Think Strategically, Be Creative, Think Outside the Box, Deal with Change, Make Change, Understand Culture, Anticipate Crisis, Take Risks
Values Successful leaders model:	Confidence, Patriotism, A Service Approach, Sensitivity, Empathy, Civility, Humility, Patience, Tact, Commitment, Emotional Poise, Responsibility, Maturity, Loyalty, Intellectual Attainment, Spiritual Attainment, Appreciate and Celebration of Diversity, Integrity, Trust, Ethical Decision Making, Doing the Right Thing, A Work Ethic

CHAPTER II

LITERATURE REVIEW

Program Evaluation

Program evaluation is crucial to the effectiveness of a program. A systematic process for gathering and interpreting information in order to assess the implementation of objectives is called evaluation (Neyazi, 2016). Schalock (2001) defined Effectiveness Evaluation as the determination of the extent to which a program has met its stated performance goals and objectives. Without evaluation, it is nearly impossible to know how successful a program truly is. Evaluation is defined as a study designed and conducted to assist some audience to assess an object's merit and worth (Stufflebeam, 2000). The more that is known about a program, the more effective the program will be. The models used to guide evaluations bear a close relationship to the effectiveness and utility of those evaluations (Bates, 2004). Rossi and Freeman (1993) defined evaluation research as "the systematic application of social Research procedures for assessing the conceptualization, design, implementation, and utility of... programs" (p. 5). An evaluation is a systemic process to determine the worth, value, or meaning of an activity or process (Philips, 1997). Evaluations are based on whether or not program objectives are accomplished or not. Boulmetis and Dutwin (2000) defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved.

Summative Evaluation

A summative evaluation is a comprehensive evaluation of a project after the project has been completed. Summative evaluation deals directly with the outcomes of programs, and whether or not the outcomes were predicted or not (Stufflebeam, 2017). This type of evaluation is very beneficial to finding out whether or not a program is useful. Indeed, summative assessment, even when mainly assessment of learning, should have a beneficial effect on student learning, engagement, and motivation to learn (Didicher, 2016). Such evaluations help interested audiences decide whether a project—refined through development and formative evaluation—achieved its goals, met targeted needs, made a significant contribution in an area of professional and societal interest, and was worth what it cost (Stufflebeam, 2017). This type of evaluation draws together and supplements previous evaluative information to provide an overall judgment of the project’s value (Stufflebeam, 2017).

Kirkpatrick’s Evaluation Model

The Kirkpatrick’s Evaluation Model is an infamous and diversely used evaluation model. Phillips (1991) stated the Kirkpatrick Model was probably the most well known framework for classifying areas of evaluation. Reio (2017) also stated “one of the most well-known and widely used evaluation models for training and development programs is the four-level evaluation model by Donald Kirkpatrick” (p. 35). People in all types of industries use Kirkpatrick’s model to evaluate their programs

and trainings. Survey results indicated the majority (81%) of HRD executives attached some level of importance to evaluation and over half (67%) used the Kirkpatrick Model (ASTD, 1997). By far the most popular approach to the evaluation of training in organizations today is Kirkpatrick's (1976) framework of four 'levels' of criteria. The four levels of criteria can be found in Figure 1.



Figure 1. *Kirkpatrick's evaluation model reprinted from (Kirkpatrick Partners, 2009).*

The model “has provided straightforward system or language for talking about training outcomes and the kinds of information that can be provided to assess the extent to which training programs have achieved certain objectives” (Bates, 2004, p. 341).

Kirkpatrick's evaluation model creates an effortless training evaluation process by creating an easy to use, foolproof guide to evaluating trainings and programs.

Kirkpatrick insisted that information about level four outcomes is perhaps the most valuable or descriptive information about training that can be obtained (Bates, 2004).

Kirkpatrick's model is also known for its “potential for simplifying the complex process of training evaluation” (Bates, 2004, p. 342). “Kirkpatrick's model is still widely utilized due to its simplicity and practicality” (Kirkpatrick & Kirkpatrick, 2006; Twitchell,

1997).

The different levels of Kirkpatrick's model all serve different purposes, although many researchers have opposing ideas of the model. "At Level 1, the focus is on the learner's reactions to the program" (Reio et al., 2017, p. 36). Positive reactions can help ensure students gain the most from the leadership programs they participate in.

However, "favorable reactions to training do not, by themselves, guarantee that learning (Level 2), or improved performance (Level 3) has occurred, Kirkpatrick stresses many organizations are overlooking the importance of Level 1 evaluation" (Kirkpatrick, 1959; Kirkpatrick & Kirkpatrick, 2005, 2006). Kirkpatrick also "emphasizes that there can be no guarantee that a favorable reaction to the training program assures learning, positive behavioral change, and favorable organizational results" (Kirkpatrick 1959; Kirkpatrick & Kirkpatrick, 2005, 2006). It is because of this that it is important "to evaluate both reaction (Level 1) and learning (Level 2) in case no change in behavior (Level 3) occurs (Reio et al., 2017, p. 36).

"Kirkpatrick's Level 2 is content evaluation, the examination of what [students] learned as a result of participating in the program" (Reio et al., 2017, p. 36). The Learning stage of Kirkpatrick's model deals directly with learning objectives from the program and whether or not those objectives were met. Kirkpatrick defined learning "as the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program" (Kirkpatrick & Kirkpatrick, 2006, p. 22). It is not advised that Levels 3 and 4 be addressed before addressing Level 2. Bersin (2003) stated, "it is evident in the literature that Level 2 evaluations remain the most popular

level used to evaluate training programs.” It is important “to provide evidence that the [students] acquired knowledge and skills from the training [or program], thereby demonstrating the merit of the program” (Reio et al., 2017, p. 36). Without Level 2 assessments, Level 3 cannot successfully be determined. As Kirkpatrick and Kirkpatrick (2006) stressed, “Evaluating learning is important. Without learning, no change in behavior will occur” (p. 50).

In the workplace context, “Level 3 measures employees’ job performance by determining the extent to which employees apply their newly acquired knowledge and skills on the job” (Kirkpatrick, 1960). The same goes for students in a leadership program. Level 3 measures behavioral changes implemented through the program they participated in. Reio (2017) mentioned “this level of evaluation is critical, as it addresses the issue of learning transfer” (p. 36). It is perceived if a student does not apply what they have learned in the leadership program, the program’s “effort cannot have an impact on the organizational results (Level 4)” (Reio et al., 2017, p. 36).

Kirkpatrick even mentioned, in contrast with what other researchers deem important,

“I believe that level 3 is the forgotten level. Lots of time, energy, and expense are put into levels 1 and 2 by training professionals because these are the levels that they have the most control over. Executives are interested in level 4, and that is as it should be. That leaves level 3 out there on its own with no one really owning it” (Kirkpatrick & Kirkpatrick, 2006, p. 83).

With that being said, Level 3 evaluations are not one to overlook. In a broader sense, “no final results can be expected unless a positive change in behavior (performance) occurs”

(Reio et al. 2017, p. 36).

When referring to the final level of Kirkpatrick's model, Level 4 is the ultimate indicator of the success of a program. Dealing directly with the results of the program, most evaluators are the most interested in this level. "Level 4 is the most important and also the most challenging level to assess" (Kirkpatrick, 1960; Kirkpatrick, 1998; Phillips, 1996; Werner & DeSimone, 2005). Although it is the most challenging and expensive level to assess, most researchers are tempted to only assess this level, as well as Level 3, when conducting their evaluations of a program. "Kirkpatrick contends that it is a serious mistake to bypass Level 1 and 2 and only conduct Level 3 and 4 evaluations" (Reio et al., 2017, p. 37). The problem with dismissing the importance of evaluating levels 1 and 2 is that by doing so, one "could easily lead to the wrong conclusions about the effectiveness of the intervention and the training program's overall result" (Kirkpatrick 1959; Kirkpatrick & Kirkpatrick, 2005, 2006).

All levels of Kirkpatrick's Evaluation model are extremely important in determining the overall effectiveness of a training or program. "Kirkpatrick's model is outcome and objective-oriented and focuses on determining the results of a program" (Reio et al., 2017, p. 40). Although Kirkpatrick's model does not include formative evaluation levels, its main purpose is to assess the overall effectiveness of programs. Some evaluators are critical of Kirkpatrick's model, seeing as "it is a summative evaluation model, which only takes place after the training program has been conducted to assess whether the training program worked, and provides a summary report of the training outcomes for consideration of its continuation and/or its improvement" (Reio et

al., 2017, p. 40). Kirkpatrick's model was not designed to evaluate the planning and creating of the leadership program, but merely to assess the final result. When using Kirkpatrick's model, it is important to assess all four levels to ensure the most accurate evaluation outcomes. In conclusion, "limiting an evaluation to one particular level almost certainly will not provide an adequate picture of the overall outcomes of any training program" (Reio et al., 2017, p. 49).

Kirkpatrick's model has made valuable contributions to training evaluation thinking and practice. Not only has Kirkpatrick's model been a great evaluation tool, it also has been a building block for other evaluation models. The model has also served as a useful—if preliminary—heuristic for training evaluators (Alliger & Janak, 1989) and has been the seed from which a number of other evaluation models have germinated (Holton, 1996; Jackson & Kulp, 1978; Kaufman & Keller, 1994). The Learning level of Kirkpatrick's model will be assisted using Bloom's Taxonomy to help determine the level of learning the Fellows achieved. In addition to Bloom's Taxonomy, Ajzen's Theory of Planned Behavior will be used to strengthen the research done on the Behavior level of Kirkpatrick's model.

Bloom's Taxonomy

Bloom's Taxonomy "is used by students, teachers and universities to gain an enhanced overview of the learning process and the cognitive stages" (Sarfraz, 2017, p. 41). Cognition is the scientific concept meaning the mental processes contained in obtaining knowledge and understanding, covering thinking, knowing, remembering,

judging, and problem solving (Special Education Support Service, 2009). “Lower levels of Bloom’s taxonomy describe acquisition of knowledge and facts whereas higher levels of Bloom’s taxonomy describe complex thinking skills, including application of knowledge to practical problems, analysis of competing interpretations, and creation of new knowledge or alternative interpretations of existing findings” (Stanny, 2016, p. 2). It involves six levels of learning, knowledge or remembering, comprehension or understanding, application or applying, analysis or analyzing, synthesis or evaluating, and evaluation or creating. Knowledge or remembering refers to “the lowest level of learning results in the cognitive sphere” (Ulum, 2016, p. 1676). It involves “remembering items without any further thinking procedures” (Ulum, 2016, p. 1676). Comprehension or understanding “is the capacity to see the meanings of objects” or to “understand the facts, ideas and their links” (Sarfraz, 2017, p. 41). Application contains “apply[ing] the facts, knowledge and methods in various ways in new or old situations,” while analysis means to “examine and collate ideas and information into sections through the identification of causes, inferences and evidence that supports simplifications” (Sarfraz, 2017, p. 41). Analysis “necessitates an understanding of content and structural pattern of the material, and thus learning results employing analysis comprise a higher level of thinking than comprehension and application” (Ulum, 2016, p. 1676). The last two levels of learning are synthesis and evaluation. Synthesis means to “evaluate and combine the facts and information in various ways through propositioning substitute resolutions or merging the elements in a new arrangement” (Sarfraz, 2017, p. 41). Lastly, evaluation “contains the capacity to

evaluate the value of material for a specific aim, settled on certain principle decided by learners or instructors” (Ulum, 2016, p. 1676). Evaluation “contains thinking processes from all the former ones and is thus the highest in the ladder of cognition processes” (Ulum, 2016, p. 1677). The six levels of Bloom’s Taxonomy can be found in order in Figure 2.

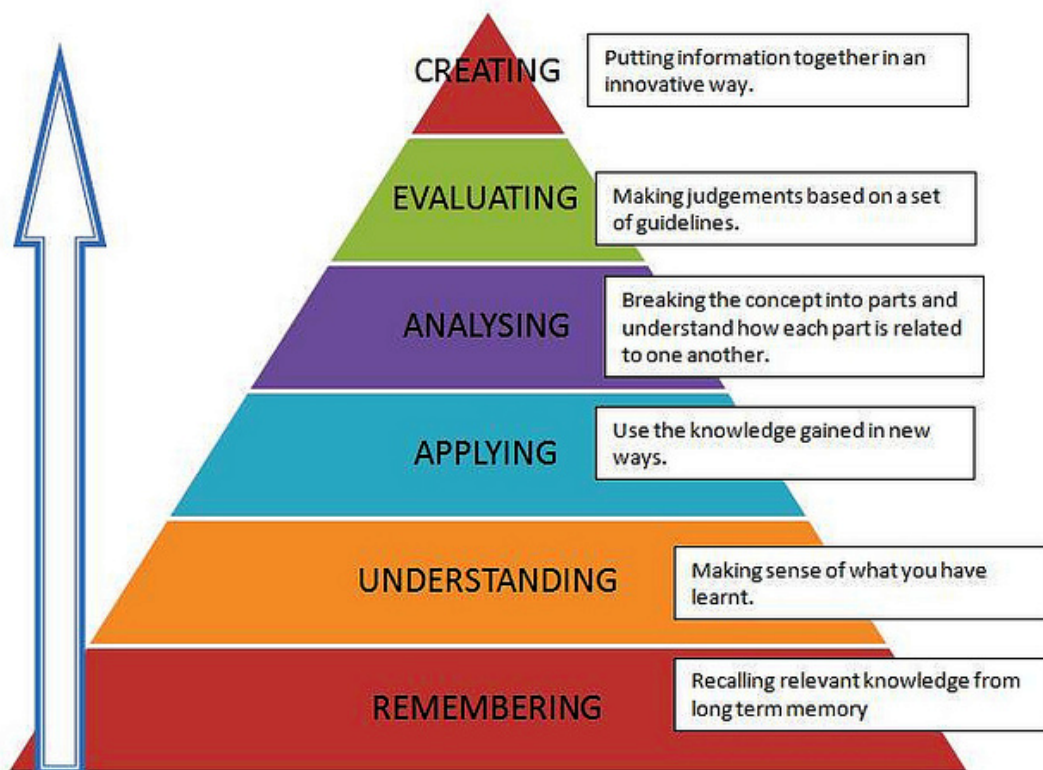


Figure 2. Bloom's taxonomy reprinted from (Robyn, 2014)

“Taxonomy is hierarchical; each step is located at the upper steps as well, which means high levels cover the levels at down” (Ulum, 2016, p. 1674). Bloom’s taxonomy “classifies thinking skills into six hierarchically organized categories that range from

lower-level cognitive skills (know and understand) through higher-order cognitive skills (apply, analyze, evaluate, create)” (Bloom, 1975). Uses for practical purposes are oftentimes grouped into three groups: low level - knowledge or understanding - that emphasizes memory and basic understanding; medium level - application or analysis - involving the ability to use the material, and high level - synthesis or evaluation - which involves applying the concepts to new areas and developing new idea (Betts et al., 2016, p. 5).

Bloom’s taxonomy “has various features making it the most generally employed taxonomy in the education field” (Ulum, 2016, p. 1676). Assaly and Igharia (2014) mention the following, “the taxonomy is educationally oriented and can be used to distinguish between groups of objectives that teachers use for writing curricula, study programs and lesson plans, the levels are clearly and logically defined, the taxonomy discusses thinking processes ranging from the simple to complex with each level resting upon the previous one, and it is comprehensive in that each behavioral objective can be categorized according to the taxonomy”.

Ajzen’s Theory of Planned Behavior

Theory of Planned Behavior developed out of a theoretical tradition that considered attitudes as a major influence on human behavior (Smith, 1932; Stagner, 1942; Thurstone & Chave, 1929). Created by Ajzen, the “Theory of Planned Behavior actually identified a small set of causal factors that should permit explanation and prediction of most human social behaviors. Briefly, according to the theory, a central

determinant of behavior is the individual's intention to perform the behavior in question" (Fishbein & Ajzen, 2010, p. 5). Per the theory, there are three different types of considerations that help people articulate their intentions. Furthermore, Fishbein and Ajzen (1975) posited that the "link between attitudes and behavior might best be explained by an appeal to specific behavioral intentions. That is, attitudes about performing a behavior would predict behavioral intentions to enact the behavior, which would in turn predict behavior" (p. 5). Behavioral intentions are "determined by attitudes towards the behavior, subjective norms surrounding the behavior, and perceived behavioral control"(). "As such, according to the Theory of Planned Behavior, behavioral intentions are framed as the motivational component of the model, or one's conscious plan or decision to exert effort to perform the target behavior" (Fishbein & Ajzen, 2010, p. 5). The first are readily accessible or salient beliefs about the likely consequences of a contemplated course of action or performing the target behavior, beliefs which, in their aggregate, result in a favorable or unfavorable attitude toward the behavior (Fishbein & Ajzen, 2010, p. 5; Nissoon & Earl, p. 3). "A second type of consideration has to do with the perceived normative expectations of relevant referent groups or individuals. Such salient normative beliefs lead to the formation of a subjective norm—the perceived social pressure to perform or not to perform the behavior" (Fishbein & Ajzen, 2010, p. 5). Subjective norms are simplistically "beliefs about whether others think one should engage in the behavior" (Nissoon & Earl, p. 3-4). "Finally, people are assumed to take into account factors that may further or hinder their ability to perform the behavior, and these salient control beliefs lead to the

formation of perceived behavioral control, which refers to the perceived capability of performing the behavior” (Fishbein & Ajzen, 2010, p. 5). These three intentions can be found in Figure 3.

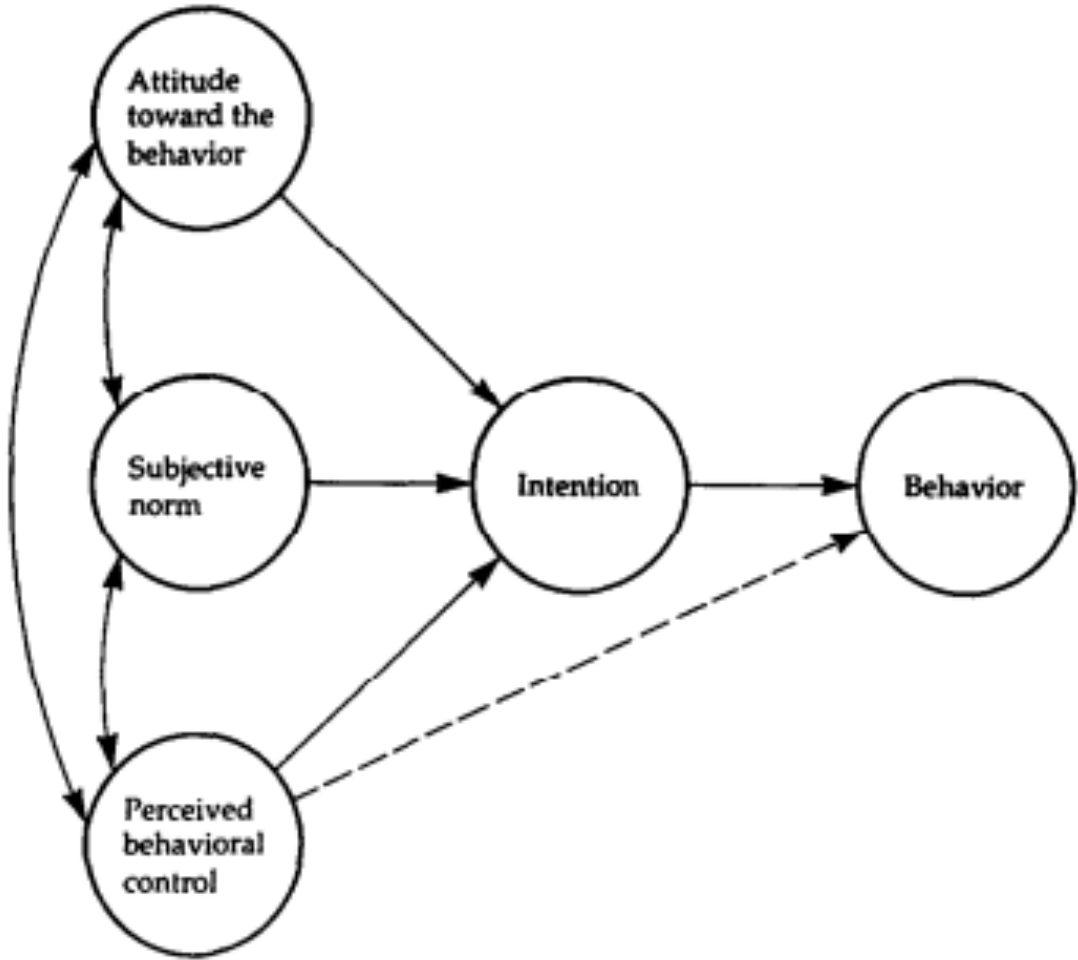


Figure 3. Theory of planned behavior reprinted from (Ajzen, 1991)

The Theory of Planned Behavior “proposed that the primary determinants of behavior are an individual’s behavioral intention and perceived behavioral control” (Nisson & Earl, p. 3). It is seen, “the more favorable the attitude and subjective norm with respect to a behavior, and the greater the perceived behavioral control, the stronger should be an individual’s intention to perform the behavior under consideration” (Fishbein & Ajzen, 2010, p. 5). Therefore, “behavioral intentions were then identified as the best predictor of behavior” (Fishbein & Ajzen, 1975).

Conceptual Framework

Through the use of Kirkpatrick’s Evaluation Model, the long-term effectiveness of the Fellows program and its impact on the students who participated in the program can be determined. Seeing whether or not there is a direct correlation between the current leadership abilities of the students who once participated in this program and the program itself will help us to determine whether or not the program is productive. Kirkpatrick’s Evaluation Model was further described in the introduction portion of this proposal. Additional information on the ALEC Leadership Fellows program can be found in the introduction section, as well as, evaluation effectiveness.

Purpose and Objectives

The purpose of this study is to assess the overall effectiveness of the Fellows program. The objectives of the program itself is to help the students grow in five different areas, developing self, developing others, organizational management, vision,

and values. The purpose of this study is to help ensure that the before mentioned objectives were met. Being a donor sponsored program, another factor that will influence the purpose of this study is justifying its continuation to its current and future donors, as well as University officials. The specific objectives that this study will address are:

1. Describe the extent participants discerned the program achieved its objectives respective to Kirkpatrick's model;
2. Assess the level of Bloom's Taxonomy enforced through the Fellows program;
3. Define the top developed attributes, in relation to Results, the Fellows strengthen while participating in the program; and
4. Investigate the effects of Reaction, Learning, Behavior, and Results on program objectives.

CHAPTER III

METHODOLOGY

Quantitative Research

Quantitative research can be done in numerous different ways. Factual questionnaires, surveys, and inventories are just a few of the examples of ways to collect quantitative data. Inventories are considered a “document on which participants in a research project are asked to report their attitudes or preferences—their likes and dislikes, their approvals and disapprovals” (Thomas, 2011, p. 15). “An important strength of questionnaires [and inventories] is that they enable a researcher to collect a large quantity of data in a relatively short period of time” (Thomas, 2011, p. 14). Another key factor of questionnaires and inventories is that “data can be collected from people in distant places if the questionnaires are sent by regular mail or over the Internet” (Thomas, 2011, p. 15).

Census Study

For this study, all 114 ($N = 114$) participants of the Dr. Joe Townsend Leadership Fellows program planned on being surveyed and included in the evaluation. However, of the 114 participants in the program, only 108 were successfully contacted, while the other 6 were not reachable with the contact information we had access to. Seeing as this college program was and still is very selective of their members, the number of students who have participated in the Fellows program are very few. With that being said, the

study was most effective as a census study to get a more accurate data collection. Table 3 shows the total number of participants in the Fellows program over the course of its existence.

Table 3. *Number of Fellows' participants per year*

Total Number of Participants in Fellows	<i>f</i>
Year in Fellows	
2009	17
2010	12
2011	8
2012	10
2013	12
2014	14
2015	11
2016	13
2017	17

“Conducting a census often results in enough respondents to have a high degree of statistical confidence in the survey results” (Cvent, 2016, p. 1). When it comes to program evaluations, “it’s important to give everyone the opportunity to provide feedback” (Cvent, 2016, p. 1). The more people you have participate in a evaluation questionnaire, the more statistically relevant your evaluation becomes. A disadvantage to census surveys is the lack of response rate. Seeing as you are trying to get everyone to respond to your survey request, not everyone is going to be able to respond and complete the survey. Although this is the case for most studies, census or not, it is important to get as high of a response rate as possible. The most common use of a census study is through the U.S. Census Bureau. “The Census Bureau's mission is to serve as the leading

source of quality data about the nation's people and economy” (United States Census Bureau, 2017, p. 1).

Instrumentation

The instrument used to conduct this study was a 24-question survey. The instrument was assessed for content validity by a team of researchers at Texas A&M University and deemed valid for the study’s objectives. The evaluation contained mainly Likert-type questions, however, there was a few open-ended questions for the participants to elaborate their responses if needed (see Table 4). The questionnaire included participant personal characteristics, and the four level of Kirkpatrick’s Evaluation model, Reaction, Learning, Behavior, and Results.

Table 4. *Questionnaire questions and section created through Qualtrics*

Survey Question Sections	Questions
Personal	The year the student participated in Fellows.
Demographics	The year the student graduated from Texas A&M University. Age Race
Reaction	Overall thoughts on the Fellows program. Would they participate in Fellows again? Their favorite part of Fellows. Their least favorite part of Fellows. What was the most impactful part of the program?
Learning	Current endeavors (student, graduate student professional, entrepreneur, other) Did the things they learned in fellows help their current endeavors? Are they holding any leadership positions? List and describe those leadership positions.
Behavior	Did the Fellows program help them prepare for their current endeavors? Did they gain any contacts through the Fellows program? Do they utilize the Fellows network in their current endeavors? Do they use any skills learned while participating in the fellows program? Did their views of themselves as leaders change due to the Fellows program?
Results	How did being involved in Fellows their current leadership positions? How well did Fellows help them to strengthen the Developing Self attributes? How well did Fellows help them to strengthen the Developing Others attributes? How well did Fellows help them to strengthen the Values attributes? How well did Fellows help them to strengthen the Organizational Management attributes? How well did Fellows help them to strengthen the Vision attributes?

Through the use of the Likert-type questions and the open response boxes, the data collected was used to determine the overall success of the Fellows program. The survey was designed to help decide whether or not the Fellows program achieved all four stages of the Kirkpatrick's Evaluation Model. Although their time at Texas A&M and how Fellows effected that time is important, the objectives of the Fellows program are directly correlated to future successes. Therefore, the elements of the Fellows program, if any, which helped the Fellows in their future endeavors will be determined.

Data Collection

“For more than 75 years, sample surveys have remained a remarkably useful and efficient tool for learning about people's opinions and behaviors” (Dillman et al., 2009, p. 1). Careful selection of survey questions through a tailored design and completing a census study helped with the data collection. “Tailored design is the development of survey procedures that work together to form the survey request and motivate various types of people to respond to the survey by establishing trust and increasing the perceived benefits of completing the survey while decreasing the expected costs of participation” (Dillman et al., 2009, p. 38). The survey was sent out through Qualtrics and the data was collected through Qualtrics as well. “For most surveys, for example, it is typical to receive only one maybe two contacts in a 10-day period; anymore begin to become irritating” (Dillman et al., 2009, p. 36). Although the “optimal timing sequence for web surveys has not, we believe, been determined yet,” there are basic rules and timing sequences that should be followed (Dillman et al., 2009, p. 279). When it comes

to the prenotice, the survey invitation, the thank you/reminder contact, and the final thank you email, each needs to be sent with enough time in between so that the communication is not annoying, but also so that the prior contact has not yet been forgotten (Dillman et al., 2009, p. 278-279).

Out of the 114 Fellows that participated in the Fellows program since 2009, 108 were capable of being contacted. Of the 108 contacted, 88 completed the survey and were able to be evaluated. After the initial contact was sent to the Fellows, 46 participants completed the survey. Six days after the initial contact was sent, the first reminder was sent to those participants who had yet to complete the survey. After the first reminder, 20 more participants completed the survey. Lastly, three days after the first reminder was sent, the second and final reminder was sent to those who had yet to complete the survey. After the final reminder, 22 participants completed the survey leaving our final number of respondents at 88 out of the initial 108. The response rate for the survey ended up being 81.48%. Table 5 shows the number of respondents after each contact.

Table 5. *Respondents after each contact*

Number of Respondents	<i>f</i>	%
After initial contact	46	52.27
After first reminder	20	22.73
After final reminder	22	25.00

Data Analysis

Microsoft Excel was used to analyze the data once it is all collected. By using Microsoft Excel, as well as SPSS, the respondents answer choices were analyzed based on the five sections of the survey, personal characteristics, Reaction, Learning, Behavior, and Results. By analyzing the questions in the four sections of Kirkpatrick's model, the overall objectives of the Fellows program could be determined effective or not. Cronbach's alpha was utilized *ex post facto* to assess the reliability coefficients of each construct; Reaction earned a .91, Learning's reliability coefficient was .69, Behavior scored a .84, and Results earned a .83 reliability coefficient. "Descriptive statistics are used to describe the basic features of the data in a study" (Trochim, 2006, p. 1). They also "provide simple summaries about the sample and the measures" (Trochim, 2006, p. 1). An advantage of descriptive statistics includes condensing a large amount of data into a smaller, simpler form of data. A disadvantage of descriptive statistics includes the fact that they don't go very in depth. When it comes to deeper statistics, inferential statistics are used when "you are trying to reach conclusions that extend beyond the immediate data alone" (Trochim, 2006, p. 1). Inferential statistics go beyond the surface of the data to find deeper meaning of the statistics themselves. The independent variables analyzed in this study included all of the variables except results. The results found using Kirkpatrick's model was dependent on the other variables in the study.

When conducting the study, a main concern was nonresponse error. "Nonresponse error occurs when the people selected for the survey who do not respond are different from those who do respond in a way that is important to the study"

(Dillman et al., 2009, p. 17). Non-response error may exist when less than an 85% response rate occurs (Babbie, 2013). The best way to eliminate the possibility of a nonresponse error is to tailor the design to best meet the audience's needs. Making the survey as quick as possible, creating an eye appealing design, and giving good incentives as to why the respondents should participate are all ways to reduce the chance of nonresponse error (Dillman et al., 2009, p. 17).

According to Lindner, Murphy, and Briers (2001), there are three approaches to test for non-response error. The method used to test for non-response error in this study was method two. Method two consists of comparing early respondents to late respondents. Method two "is an extrapolation method in which non-respondents are considered to be a linear extension of the latest respondents, and a trend may be detected across respondents based on relative earliness or lateness to respond (Lindner et al., 2001, p. 52). Early, after first contact, respondents were compared to late, second and third contact, respondents and no significance in the data existed. Therefore, nonresponse error did not exist in the data (Lindner et al, 2001).

Limitations

The limitations for this study included, a potentially high nonresponse rate, not being able to get in contact with all prior Fellows participants, not receiving enough information to determine the effectiveness of the program, and only evaluating one leadership program. However, after collecting the data, it was found that the response rate was 81.48%. In addition to the successful response rate, the total number of Fellows

that participated in the program equaled 114. Of that total number, 108 were successfully contacted and only 6 were unable to be contacted. Lastly, seeing as effectiveness is determined by whether or not a program meets its objectives or not, it was found that the program did in fact meet its objectives, therefore the effectiveness of the program could be determined.

CHAPTER IV

FINDINGS

Demographics

Through the Qualtrics survey, participants answered questions related to Kirkpatrick's Evaluation Model, as well as demographic questions. Out of a total of 108 surveys sent through Qualtrics, 81.48% were completed (n=88). Of the 88 surveys that were completed, 58% were women (n=51) and 42% were men (n=37). Surveys were sent to Fellows who participated as early as the first program in 2009 through the most recent program being 2017. The highest respondent rate came from the 2016 Fellows group with 13 Fellows responding (n=13). The lowest respondent rate came from the 2010 Fellows group with only 7 Fellows responding (n=7). The majority of the Fellows that responded classified themselves as either White or Caucasian (n=77). Participants could select one specific current endeavor or they could select as many options that applied to them. Of the 88 respondents, the majority claimed to be a professional (n=60). Of the 60, 48 selected they were solely a professional, while the remaining 12 resonated with multiple current endeavors with professional being but one of them. The rest of the participants' classifications can be found in Table 6, along with the rest of the demographics from the study. When it comes to whether or not these Fellows are currently holding leadership positions, 72.77% responded that they were currently holding a leadership position (n=64), while 15.91% responded that they were not (n=14), and 11.36% responded that the question was not applicable to their situation (n=10).

Table 6 shows the rest of the descriptive data collected in the demographic section of the Qualtrics survey.

Table 6. *Demographic variables from the Qualtrics survey*

Demographic Variables	<i>f</i>	%
Year Participated in Fellows:		
2016	13	14.8
2009	12	13.6
2017	12	13.6
2015	10	11.4
2012	9	10.2
2013	9	10.2
2011	8	9.1
2014	8	9.1
2010	7	8.0
Year Graduated from Texas A&M:		
2017	18	20.5
2016	12	13.6
2015	12	13.6
2014	12	13.6
2010	8	9.1
2012	8	9.1
2013	7	8.0
2011	6	6.8
2009	5	5.7
Gender:		
Female	51	58.0
Male	37	42.0
Race:		
White	77	87.5
Other	9	10.2
Black or African American	1	1.15
Native Hawaiian or Pacific Islander	1	1.15
American Indian or Alaska Native	0	0.0
Asian	0	0.0
Current Endeavors:		
Professional	48	54.55
Graduate Student	13	14.77
Student	6	6.82
Entrepreneur	6	6.82

Table 6 *continued*.

Demographic Variables	<i>f</i>	%
Professional, Entrepreneur	4	4.55
Other	3	3.41
Professional, Other	3	3.41
Graduate Student, Professional, Entrepreneur	2	2.27
Graduate Student, Professional	2	2.27
Student, Professional	1	1.14
Holding a Leadership Position:		
Yes	64	72.7
No	14	15.9
Not Applicable	10	11.4

Kirkpatrick's Evaluation Model

The Qualtrics survey was split into five categories that helped guide the objectives of the study using Kirkpatrick's Evaluation Model. The five categories included, demographics, and the four portions of Kirkpatrick's model, reaction, learning, behavior, and results. Some of the questions pertaining to the Reaction portion of Kirkpatrick's model were evaluated on a five-anchor scale, while the others were evaluated on a six-anchor scale. The Learning portion was evaluated using a six-anchor scale and had an average score of 5.24 (m=5.24). Behavior was evaluated using a four-anchor scale and a six-anchor scale. Lastly, the Results were evaluated using a four-anchor scale and had an average score of 3.32 (m=3.32). The rest of the data collected from each section of Kirkpatrick's model can be found in Table 7.

Table 7. *Four Levels of Kirkpatrick's evaluation model*

Kirkpatrick's Evaluation Model	N	M	SD
Learning	88	5.24	0.03
Behavior	88	4.17	0.23
Reaction	88	3.78	0.29
Results	88	3.32	0.06

Reaction

The Reaction section of Kirkpatrick's Evaluation Model, based on a five-anchor scale, possessed questions about specific aspects of the Fellows program. The participants overall thoughts on the program were very positive ($m=4.18$), on a scale of one to five with one being far short of expectations and five being far exceeds expectations. Of the 88 respondents, 85 selected meets expectations or higher, while only three respondents selected short of expectations. No participants selected far short of expectations. When it comes to specific aspects of the Fellows program, the impact of guest lecturers was the highest-ranking aspect ($m=3.75$). The lowest-ranking aspect was the impact of other aspects ($m=2.89$). However, it is to be noted that of the rest of the aspects all participants ranked the aspect on a scale of one to five with one being least impactful and five being most impactful, while only 18 participants ranked the "other" option on the same scale. The data from the Reaction level of Kirkpatrick's model can be found in Table 8.

Table 8. *Data from the Reaction Level of Kirkpatrick's model*

Kirkpatrick's Model: Reaction	M	SD
Overall thoughts on Fellows program	4.18	0.88
Impact of guest lectures	3.75	1.44
Impact of the field trip	3.51	1.22
Impact of fellow program members	3.36	1.27
Impact of the retreat	3.07	1.27
Impact of other aspects	2.89	1.45

Note: Overall Mean= 3.46, Overall SD= 0.21

The last question analyzed through the Qualtrics survey was past participants' willingness/desire to participate in Fellows program again if given the opportunity. This question was asked using a six-anchor scale with one being strongly disagree and six being strongly agree. The Fellows, on average, concurred that they would participate in the Fellow program again ($m=5.67$). The data also had a standard deviation of 0.69 ($SD= 0.69$). In collecting this data, all participants selected agree or higher, with only three participants selecting somewhat agree and one participant selecting disagree.

The other two questions in the reaction section were frequency questions asking what the Fellows' favorite and least favorite parts of the Fellow's program were. Of the different parts of the program, the most participants claimed guest lecturers to be their favorite part ($f=37$). The retreat was the option the least amount of participants selected as their favorite part ($f=7$). When it comes to the participants' least favorite part of the Fellow's program, the least amount of Fellows selected the field trip ($f=6$). The majority of the participants selected "other" as their least favorite part ($f=59$). The respondents who selected "other" were then given the option to explain what "other" part of the

program was their least favorite. Of the 59 respondents, 34 of them used the “other” option to explain that they did not have a least favorite part. Of the remaining 25 respondents, common themes in their responses included wanting more reconnection opportunities with other Fellows alumni, wanting more time in the program and throughout the week, and the tendency for some Fellows members to be too social during class time by getting off topic. Table 9 shows the data collected from the frequency questions asked on the Qualtrics survey in the Reaction portion of the model.

Table 9. *Data from the frequency questions in the Reaction Level of Kirkpatrick's model*

Kirkpatrick’s Model: Reaction	<i>f</i>	%
What was your favorite part of Fellows?		
Guest Lecturers	37	42.0
The Field Trip	21	23.9
Fellow Program Members	15	17.0
Other	8	9.1
The Retreat	7	8.0
What was your least favorite part of Fellows?		
Other	59	67.0
The Retreat	12	13.6
Fellow Program Members	7	8.0
Guest Lecturers	4	4.6
The Field Trip	6	6.8

After collecting data from the Reactions portion of Kirkpatrick’s Evaluation model, *t*-tests were ran to assess whether or not there was a significant difference between men and women when it came to their reaction of the Fellows program. Surprisingly, the results found were not as expected. The men who participated in the Fellows program showed to have a higher mean ($m=3.59$) than the women who

participated (m=3.34). Table 10 shows the rest of the data collected from the *t*-test results.

Table 10. *t*-test results comparing Reactions scores of men and women

Reaction Scores	n	M	SD	<i>t</i>	p
Male	34	3.59	.49	2.77	.01
Female	55	3.34	.46		

Note: $p < .05$

Learning

Per the participants responses, it is seen that the Fellows believed that being a part of the program not only helped their current endeavors (m= 5.25), but it also helped prepare them for their current endeavors as well (m= 5.23). This data can be found in Table 10. Seeing as 72.7% (n=64) of the Fellows who participated in this study claim to be currently holding leadership positions, as discussed in the demographics section above, it can be inferred that participation in the Fellows program has been beneficial both during their time as a Fellow and also in preparation for their futures.

Table 11. *Data from the Learning Level of Kirkpatrick's model*

Kirkpatrick's Model: Learning	M	SD
The things you learned in Fellows helped your current endeavors	5.25	0.87
Did the Fellows program help you prepare for your current endeavors	5.23	0.83

Note: 1= Strongly Disagree, 2= Disagree, 3= Somewhat Disagree, 4= Somewhat Agree, 5= Agree, 6= Strongly Agree

Note: Overall Mean= 5.24, Overall SD= 0.03

Behavior

In regards to Behavior per Kirkpatrick's model, some questions were asked with a six-anchor scale, while the others were asked using a four-anchor scale. The three questions asked using a six-anchor scale can be found in Table 11 with an average score of 4.94 (m=4.94). When asked whether or not being involved in Fellows affected their current leadership positions, the Fellows who participated in the survey felt that the program was very useful (m=5.19). The Fellows' views of themselves as leaders, on average, changed due to their participation in the program (m=4.94). The Fellows also agreed that they gained contacts through their involvement in the Fellows program (m=4.70). Due to the fact that some of the Behavior level data was collected using a six-anchor scale, while the others were collected using a four-anchor scale, the six-anchor scale questions can be found in Table 11, while the four-anchor scale questions can be found in Table 12.

Table 12. *Data from the Behavior Level of Kirkpatrick's model using a six-anchor scale*

Kirkpatrick's Model: Behavior	M	SD
How did being involved in Fellows affect your current leadership positions	5.19	0.88
Did your views of yourself as a leader change due to the Fellows program	4.94	1.02
Did you gain any contacts through the Fellows program	4.70	1.17

Note: Overall Mean= 4.95, Overall SD= 0.14

Questions asked using a four-anchor scale had an average score of 3.01 (m=3.01). Located in Table 12, most of the participants felt they currently use the skills they learned while participating in the Fellows program (m=3.60), some participants felt

they were utilizing the Fellows network while others were not (m=2.42). Of the 88 respondents, 36 claimed they probably or definitely utilize the Fellows network, while 52 claimed they probably or definitely do not utilize the Fellows network.

Table 13. *Data from the Behavior Level of Kirkpatrick's model using a four-anchor scale*

Behavior	M	SD
Do you use any of the skills you learned while participating in the Fellows program	3.60	0.56
Do you utilize the Fellows network in your current endeavors	2.42	0.93

Note: Overall Mean= 3.01, Overall SD= 0.26

After collecting the data from the Behavior section of Kirkpatrick's Evaluation model, *t*-tests were ran to determine if there was a difference between men and women and their behavior results after participating in the Fellows program. Table 14 shows that the men on average scored significantly higher in the Behavior portion of Kirkpatrick's model (m=4.99) in comparison to the women who participated (m=4.81).

Table 14. *t*-test results comparing Behavior scores of men and women

Behavior Scores	n	M	SD	<i>t</i>	p
Male	32	4.99	.33	2.01	.03
Female	54	4.81	.39		

Note: p. < .05

Results

Overall, of the five pillars of the Fellows program, the responses show that the Fellows found the greatest growth in their Values ($m= 3.37$), while they found the least amount of growth in the development of their Organizational Management Skills ($m= 3.27$). When it comes to the Developing Self objective, leaders are successful by learning how to be dependable, dedicated, persistent, and the rest of the attributes under the Developing Self pillar. The Developing Others objective measures success by claiming that successful leaders foster an environment where leaders and followers are able to communicate, build consensus, and other developing attributes.

Organizational Management means that successful leaders are able to listen, manage time, as well as the rest of the competencies. Vision involves successful leaders are able to set goals, be creative and numerous other attributes. Lastly, Values entails successful leaders model maturity, commitment, and fifteen other attributes also.

The five pillars were evaluated on a four-anchor scale, with one being strongly disagree and four being strongly agree. However, the means in five pillars showed satisfying improvement and awareness. All five of the pillars have relatively similar means and standard deviations, with the overall standard deviation for the entire results section being 0.06 ($SD=0.06$). This data can be found in Table 13.

Table 15. Overall data from the Results Level of Kirkpatrick's model

Results: Five Pillars of Fellows	M	SD
Values	3.37	0.05
Vision	3.32	0.04
Developing Others	3.31	0.06
Developing Self	3.29	0.06
Organizational Management Skills	3.27	0.07

Note: Overall Mean= 3.32, Overall SD= 0.06

The largest section of questions came from the Results portion of Kirkpatrick's Evaluation Model. Participants were asked how much the Fellows program helped them achieve certain attributes or competencies. In the Developing Self portion of this survey, the greatest mean came from the Fellows ability to be open to learn from others (m= 3.59), while the lowest mean came from their ability to be healthy (m= 3.02). When it comes to Developing Others, valuing service was where the Fellows grew the most (m= 3.53), while their ability to mediate proved to be the lowest (m=3.09). Organizational Management skills are an important part of the Fellows program. In this section, the Fellows developed the skill of using appropriate etiquette the most (m=3.55), and the skill of training others in appropriate skills the least (m=2.99). Training others in appropriate skills was also the lowest overall attribute throughout the entire Results portion of the survey. As far as Vision is concerned, the Fellows saw the least amount of growth in anticipating crisis (m=3.01), however, the most improved attribute for not only the Vision portion, but also the entire Results section of the survey, was setting goals (m=3.63). The remaining attributes and competencies for the Developing Self portion can be found in the table below, Table 14.

Table 16. *Individual data from sections of the Results Level of Kirkpatrick's model*

Kirkpatrick's Model: Results	M	SD
Developing Self		
Open to learn from others	3.59	0.54
Dedicated	3.44	0.62
Balanced in own perspective	3.33	0.56
Respectful of self	3.33	0.66
Persistent	3.32	0.60
Intellectually sound	3.32	0.62
A role model	3.32	0.64
An initiator	3.32	0.64
Knowledgeable of personal bias	3.30	0.66
Dependable	3.28	0.57
Knowledgeable of personal limitations	3.28	0.68
Courageous	3.24	0.57
Disciplined	3.24	0.68
Energetic	3.22	0.61
A follower	3.16	0.79
Healthy	3.02	0.71
Developing Others		
Value service	3.53	0.55
Communicate	3.49	0.59
Express sensitivity, humility, empathy	3.38	0.63
Empower others	3.34	0.57
Instill confidence	3.34	0.64
Take care of people	3.33	0.66
Motivate	3.32	0.64
Confront others with compassion	3.32	0.67
Understand culture	3.32	0.70
Build consensus	3.31	0.57

Table 16. *continued.*

Kirkpatrick's Model: Results	M	SD
Mentor	3.31	0.70
Develop, train, facilitate teams	3.26	0.73
Inspire	3.24	0.68
Manage conflict	3.13	0.69
Mediate	3.09	0.71
Organizational Management Skills		
Use appropriate etiquette	3.55	0.62
Communicate	3.45	0.57
Listen	3.45	0.59
Use effective public speaking	3.41	0.65
Manage time	3.28	0.69
Develop others' potential	3.20	0.65
Use a systems thinking approach	3.20	0.68
Organize people and tasks effectively	3.19	0.69
Plan and execute meetings	3.19	0.76
Assess needs and delegate tasks	3.18	0.75
Respond to crisis	3.06	0.82
Train others in appropriate skills	2.99	0.72
Vision		
Set goals	3.63	0.63
Look forward	3.41	0.62
Share vision	3.41	0.65
Build vision	3.39	0.60
Achieve shared goals	3.38	0.65
Be creative	3.36	0.66
Think outside the box	3.36	0.66
Solve problems	3.33	0.66
Think strategically	3.33	0.67
Understand culture	3.33	0.69
Analyze	3.33	0.71
Deal with change	3.33	0.72
Take risk	3.25	0.68
Make change	3.24	0.68
Anticipate crisis	3.01	0.72

Table 16. *continued.*

Kirkpatrick's Model: Results	M	SD
Value		
Ethical decision making	3.50	0.64
Maturity	3.49	0.59
A service approach	3.49	0.61
Commitment	3.49	0.61
Doing the right thing	3.48	0.64
Confidence	3.47	0.61
Integrity, trust	3.47	0.61
Responsibility	3.44	0.58
A work ethic	3.42	0.66
Loyalty	3.41	0.64
Sensitivity, empathy, civility	3.36	0.65
Humility, patience, tact	3.35	0.63
Intellectual attainment	3.32	0.64
Appreciate and celebration of diversity	3.28	0.69
Emotional poise	3.27	0.64
Spiritual attainment	3.01	0.78
Patriotism	3.00	0.76

Note: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

Note: Overall Mean= 3.32, Overall SD= 0.06

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to assess the overall effectiveness of the Fellows program. Being a donor-sponsored program, another factor that influenced the purpose of this study was justifying its continuation to its current and future donors and university officials. The specific objectives that this study addressed are:

1. Describe the extent participants discerned the program achieved its objectives respective to Kirkpatrick's model;
2. Assess the level of Bloom's Taxonomy enforced through the Fellows program;
3. Define the top developed attributes, in relation to Results, the Fellows strengthen while participating in the program; and
4. Investigate the effects of Reaction, Learning, Behavior, and Results on program objectives.

Objective I

The first objective in this study was to describe the extent participants discerned the program achieved its objectives respective to Kirkpatrick's model.

Conclusions

The objectives of the Fellows program is to help its members improve and/or develop a set of five competencies, each with its own set of skills and attributes, throughout their time in the program. Seeing as all but one attribute, in one specific competency, scored a mean higher than 3.0 on a 4-anchor scale, with four being strongly agree and one being strongly disagree, one can conclude that the program met and continues to meet its objectives.

Implications

Schalock (2001) defined Effectiveness Evaluation as the determination of the extent to which a program has met its stated performance goals and objectives. For this study, the way to determine effectiveness, or whether or not the objectives were achieved, was by the participants results in the competencies and attributes questions. It is important “to provide evidence that the [students] acquired knowledge and skills from the training [or program], thereby demonstrating the merit of the program” (Reio et al., 2017, p. 36). It is perceived if a student does not apply what they have learned in the leadership program, the program’s “effort cannot have an impact on the organizational results (Level 4)” of Kirkpatrick’s Evaluation Model (Reio et al., 2017, p. 36). Seeing as the participants showed improvement in the competencies and attributes, it is confirmed that the program’s objectives were met.

Recommendations for Researchers

One recommendation for future researchers would be to perform a pre- and post-survey of the competencies and attributes affiliated with each competency of each member of the Fellows program. By doing this, one can make educated assumptions on which attributes the Fellows came into the program with and which ones they did not possess. It can also help determine how effective the Fellows program is on helping its members improve and/or develop those competencies over the course of their time in the program. Another thing to consider with future research is the whether or not some things changed throughout the course of the program. For example, the first few years of the program had a different professor overseeing the program than the rest of the years of the program. In addition to the professor change, seeing what aspects of the program changed would be highly beneficial when comparing and contrasting the data from each program's year. Where and how extensive the field trip and retreat were could help better explain the differing of opinions in that data. What guest speakers spoke throughout the semester the particular member was involved could also impact their view and overall thoughts on the program.

Recommendations for Practitioners

Recommendations that would be good for the practitioner include execution of a needs assessment after the application process but before the beginning of the program semester to assess the desired outcomes of each individual participating in the program. A needs assessment is “a systematic process for identifying the dimensions on which

impactees need to achieve or maintain satisfactory functioning” (Davidson, 2005, p. 243). Needs assessments can also be called performance needs, which is more commonly known as “a ‘need to do’ something, a ‘need to be’ something, or a ‘need to be able to do’ something” (Davidson, 2005, p. 243). Although “it is preferable to look into the underlying causes of identified performance needs at the program design stage,” it can still be done once the program is underway” (Davidson, 2005, p. 41). By doing so, the practitioner can determine what is most important to each member before starting the program. Although all assignments must be equal amongst participants, having at least one assignment that focuses on their specified desired outcome would help ensure that outcome is met. The more one knows about their members/participants the better one can prepare for the program semester.

Objective II

The second objective of this study was to assess the level of Bloom’s Taxonomy enforced through the Fellows program.

Conclusions

For objective two, it was found after collecting the data from the Qualtrics study, that there was not enough information to accurately achieve or meet this study objective. Additional data and research was needed to successfully meet this objective.

Recommendations for Researchers

Future researchers should look into either creating their own survey to further collect data upon this research study or expand the current survey that was used to incorporate more connections to Bloom's Taxonomy. When it comes to either designing one's own survey or using a previously existing survey, the more recommended way would be to use an already existing survey. "Developing a 'good' instrument usually takes a fair amount of time and effort, not to mention a considerable amount of skill" (Fraenkel et al., 2015, p. 114). Fraenkel also mentions, "choosing an instrument that has already been developed takes far less time than developing a new instrument to measure the same thing" (p. 114). Incorporating questions either in a survey or through an interview that could help the researcher evaluate the level of Bloom's Taxonomy achieved throughout the program would help achieve the objective. Seeing as objective II correlates directly with the Learning portion of Kirkpatrick's model, as well as Bloom's Taxonomy, creating questions to include in the survey regarding each level of Bloom's Taxonomy would help achieve this objective. It would also strengthen the Learning section of the survey, therefore increasing the reliability coefficient. By doing this, the second objective in the research study can be better achieved and understood.

Recommendations for Practitioners

A recommendation for the practitioner would include utilizing Bloom's Taxonomy when creating the course/program objectives and assignments. Seeing as

Bloom's Taxonomy is more effective in the planning process of the course design, implementing it would be of great value to the student's achievement of the course objectives and effectiveness. Bloom's Taxonomy was originally meant to help develop rubrics and measure learning (Bloom, 1956; Krathwohl, 2002) and is still used in evaluation (Athanassiou, McNett & Harvey, 2003; Barker & Hapkiewicz, 1979; Bissell & Lemons, 2006; Lipscomb, 1985); however in practice the most extensive use is in course and curriculum development and design (Christopher, Thomas & Tallent-Runnels, 2004; Chyung, & Stepich, 2003; Foote, 1998; Noble, 2004;). Another recommendation would be to select/create assignments that would help the students develop/gain specific program attributes/competencies per the program objectives. By doing so, the practitioner can better guarantee the desired objectives and outcomes will be met.

Objective III

The third objective in this study was to define the top developed attributes, in relation to Results, the Fellows strengthen while participating in the program.

Conclusions

Per the data collected in this study, one can conclude that through the Fellows program, the participants left the program being more open to learn from others, having a stronger value of service, knowing how to better use appropriate etiquette and how to set goals, and having a more ethical decision making process. There were numerous

other attributes that the Fellows' participants left the program having a higher competency in, although the before-mentioned attributes were the highest.

Implications

“Kirkpatrick’s model is outcome and objective-oriented and focuses on determining the results of a program” (Reio et al., 2017, p. 40). This is why Kirkpatrick’s Evaluation Model was used to determine the effectiveness of the Fellows program. The fourth and final level of Kirkpatrick’s model is the Results section. The Results level deals directly with whether or not the program met its stated objectives or not. Seeing as the program’s objectives were whether or not the participants gained/strengthened the before mentioned attributes, this objective was very simple to determine. “Level 4 is the most important and also the most challenging level to assess” (Kirkpatrick, 1960; Kirkpatrick, 1998; Phillips, 1996; Werner & DeSimone, 2005). It is also perceived if a student does not apply what they have learned in the leadership program, the program’s “effort cannot have an impact on the organizational results (Level 4)” (Reio et al., 2017, p. 36). That is why this objective was addressed in this study.

Recommendations for Researchers

One recommendation for future researchers, like mentioned earlier, and a way to test the Results portion of Kirkpatrick’s Model would be to perform a pre- and post-survey over the individual attributes and competencies in the program’s objectives.

Seeing which attributes and competencies the Fellows start off with will help better determine how much they improve or develop in those skills through the course of their involvement with Fellows.

Recommendations for Practitioners

A recommendation for practitioner would include finding ways to increase the diversity among its members of the Fellows program including major, age, whether they were a full-time or part-time student, whether they were a full-time or part-time worker, regular versus non-traditional student, and things of that nature. By diversifying the types of members participating in the program, one could potentially strengthen different attributes and competencies for future program years. Another way to continue to strengthen top ranking, as well as lower ranking attributes and competencies would be to create a Fellow's Alumni network either through a website, Facebook, or LinkedIn. By doing so, the alumni would be able to remain in contact with one another and potentially continue to strengthen those attributes.

Objective IV

The fourth and last objective of this study was to investigate the effects of Reaction, Learning, Behavior, and Results on program objectives.

Conclusions

The Fellows participants found the most growth in Learning and Results portions of Kirkpatrick's Evaluation Model. However, per the reliability coefficients for the Learning portion of Kirkpatrick's model, the Learning statistics collected were not deemed reliable. Having only a few questions on the Qualtrics survey relating to the Learning portion of the model, there was not enough data collected to correctly judge the learning outcome of the Fellows program. The other three portions of the model and survey, Reaction, Behavior, and Results, on the other hand, were all deemed statistically significant and reliable. Although these are notable statements, growth comes from improving the areas in which the program is lacking. All of the sections of Kirkpatrick's model had very similar means, however, Reaction and Behavior proved to have the lowest means. These are the sections of the model that should be addressed for improvement. Surprisingly, the men who completed the survey had higher scores in both Reaction and Behavior than the women who completed the survey. Although this goes against most research regarding men and women in leadership programs and situations, the data found is assumed that the men had further to increase in their skills and abilities than the women did.

Implications

Kirkpatrick's Evaluation model "has provided a straightforward system or language for talking about training outcomes and the kinds of information that can be provided to assess the extent to which training programs have achieved certain

objectives” (Bates, 2004, p. 341). When selecting this evaluation model, it was an obvious decision to assess all four levels of Kirkpatrick’s model. Although it can be common to do so, “Kirkpatrick contends that it is a serious mistake to bypass Level 1 and 2 and only conduct Level 3 and 4 evaluations” (Reio et al., 2017, p. 37). The problem with dismissing the importance of evaluating levels 1 and 2 is that by doing so, one “could easily lead to the wrong conclusions about the effectiveness of the intervention and the training program’s overall result” (Kirkpatrick 1959; Kirkpatrick & Kirkpatrick, 2005, 2006). Seeing as the purpose of this study was to determine the overall effectiveness of the Fellow’s program, all four levels had to be addressed. Additionally, “limiting an evaluation to one particular level almost certainly will not provide an adequate picture of the overall outcomes of any training program” (Reio et al., 2017, p. 49). Based on the data collected, it is seen that “favorable reactions to training do not, by themselves, guarantee that learning (Level 2), or improved performance (Level 3) has occurred, Kirkpatrick stresses that many organizations are overlooking the importance of Level 1 evaluation” (Kirkpatrick, 1959; Kirkpatrick & Kirkpatrick, 2005, 2006). Kirkpatrick also “emphasizes that there can be no guarantee that a favorable reaction to the training program assures learning, positive behavioral change, and favorable organizational results” (Kirkpatrick 1959; Kirkpatrick & Kirkpatrick, 2005, 2006). Although all the levels of Kirkpatrick’s model were assessed, it is crucial to see the importance of Levels 1 and 2 evaluations. When comparing the collected means of men and women, it was found that the men scored higher in the Reaction and Behavior sections of the survey. It was also found that 58% of the

participants were women and 42% were men. This type of data found is very contradictory to what most leadership studies say about men and women participants. In fact, Dillman (2014) stated, “as is commonly the case, women responded to the survey at higher rates than men” (p. 89). Although women did respond at a higher rate in this study, the percentages of men and women were much closer than anticipated.

Recommendations for Researchers

When analyzing the data from this research study, one recommendation that can be made for future researchers is to investigate the effects of Kirkpatrick’s Evaluation Model on the program objective using a different type of research method. Seeing as this study was a quantitative research study, to get a better idea of the personal reactions and behaviors of the Fellows participants, a qualitative study would be very beneficial. “Qualitative research could provide insight into various problems, such as identifying some of the underlying factors that account for the weak, but statistically significant relationships sometimes found in the literature. Qualitative research may also help to identify variables that have not yet been considered or quantitatively tested” (Reio et al., 2017, p. 49). When evaluating the collected data per the study’s objectives, another recommendation to be made is to perform a cost-benefit analysis to help better justify the program being donor sponsored. By merely conducting data analysis to determine effectiveness of the program, some donors may be willing to continue funding, however, others may not.

Recommendations for Practitioners

Focusing more on improving the Reaction and Behavior portions of Kirkpatrick's Evaluation Model would help the Fellows program be more efficient in meeting its objectives. However, it is important to state that all the portions of Kirkpatrick's Model were relatively close in mean. However, "limiting an evaluation to one particular level almost certainly will not provide an adequate picture of the overall outcomes of any training program" (Reio et al., 2017, p. 49). With that being said, it is still important to focus on the least developed portions when looking for ways to increase the effectiveness of the Fellows program.

Recommendations for Other Leadership Programs

When it comes to leadership programs in general, a few things to consider are the diversity of the program, getting more applicants to apply for the program, comparing and contrasting different years the program took place, and making sure learning objectives of the program are available for program donors and university officials. Not only is it good for the program to get more applicants, it is better for the students involved as well. Students who feel connected to their institution (either academically, socially, or both) are more likely to stay enrolled than those that feel disconnected, and students will drop out of college at the time their commitments to the institution and to their education are low (Kuh et al. 1991;Tinto 1975). Changes that have taken place since the start of the leadership program can create a lot of discrepancies in the data collected in future research studies. In addition to the changes that have taken place

throughout the course of the program, how long it has been post involvement in the program could also affect their views of the program. Someone who participated in the program a year ago may remember the effects of the program better than someone who participated in the program the first year it was offered. Objectives to measure the differences of the different years of the program would help give a better insight to the data, as well as its effectiveness per year the program took place. Lastly, collecting more demographic data including major, whether they were a full-time or part-time student, whether they were a full-time or part-time worker, regular versus non-traditional student, what classification they were when they participated in the program, and things of that nature. Questions like the ones above could give a better insight to the diversity of the students participating in the Fellows program. As a few Fellows mentioned in their surveys, offering reconnections events or gatherings with past alumni of the program including guest speakers, past professors and faculty, and other university officials, would be a great way to remain in contact with the program and its members. By doing this, the affects of the leadership program would last longer and stretch further the longer the participants were separated from the program itself.

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APPENDIX A

APPROVAL OF RESEARCH

DIVISION OF RESEARCH



APPROVAL OF RESEARCH Using Expedited Procedures

August 01, 2017

Type of Review:	Submission Response for Initial Review Submission Form
Title:	Utilizing the Kirkpatrick Model to Evaluate a Collegiate High-Impact Leadership Development Program
Investigator:	Robert Strong Jr, PhD
IRB ID:	IRB2017-0504
Reference Number:	056337
Funding:	None
Documents Approved:	IRB Application Version 1.2 Information Sheet (English) Version 1.0 Recruitment Email 2.0 Version 1.0 Secondary Email Version 1.0 Qualtrics Survey
Special Determinations:	N/A
Risk Level of Study:	Not Greater than Minimal Risk under 45 CFR 46 / 21 CFR 56
Review Category:	Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Dear Robert Strong Jr, PhD:

The IRB approved this research from 08/01/2017 to 07/31/2018 inclusive.

It is recommended that you submit your next continuing review by 06/30/2018 to avoid a lapse in approval. Your study approval will end on 07/31/2018.

Your study must maintain an **approved status** as long as you are interacting or intervening with living individuals or their identifiable private information or identifiable specimens.

Obtaining identifiable private information or identifiable specimens includes, but is not limited to:

1. using, studying, or analyzing for research purposes identifiable private information or identifiable specimens that have been provided to investigators from any source; and
2. using, studying, or analyzing for research purposes identifiable private information or identifiable specimens that were already in the possession of the investigator.

In general, OHRP considers private information or specimens to be individually identifiable as defined at 45 CFR 46.102(f) when they can be linked to specific individuals by the investigator(s) either directly or indirectly through coding systems.

If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1-855-795-8636.

Sincerely,
IRB Administration

APPENDIX B

INSTRUMENT

Q1 What are your overall thoughts on the Fellows program?

Far exceeds expectations (1)

Exceeds expectations (2)

Equals expectations (3)

Short of expectations (4)

Far short of expectations (5)

Q2 If given the chance, would you choose to participate in Fellows again?

- Strongly agree (1)
 - Agree (2)
 - Somewhat agree (3)
 - Somewhat disagree (4)
 - Disagree (5)
 - Strongly disagree (6)
-

Q3 What was your favorite part of Fellows?

- The retreat (1)
- The field trip (2)
- Guest Lecturers (3)
- Fellow program members (4)
- Other (5) _____

Q4 What was your least favorite part of Fellows?

- The retreat (1)
- The field trip (2)
- Guest lecturers (3)
- Fellow program members (4)
- Other (5) _____

Q5

For this question, please rank each option on a scale of 1 to 5, with 1 being very impactful and 5 being not very impactful.

What was the most impactful part of the program?

_____ The retreat (1)

_____ The field trip (2)

_____ Guest lecturers (3)

_____ Fellow program members (4)

_____ Other (5)

Q6 How would you best describe your current endeavors?

Student (1)

Graduate Student (2)

Professional (3)

Entrepreneur (4)

Other (5) _____

Q7 The things you learned in Fellows helped your current endeavors.

Strongly agree (1)

- Agree (2)
 - Somewhat agree (3)
 - Somewhat disagree (4)
 - Disagree (5)
 - Strongly disagree (6)
-

Q8 Are you currently holding any leadership positions?

- Yes (1)
 - No (2)
 - Not Applicable (3)
-

Q9 If yes, please list and describe your current leadership positions.

Q10 Did the Fellows program help you prepare for your current endeavors?

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Somewhat disagree (4)
- Disagree (5)
- Strongly disagree (6)

Q11 Did you gain any contacts through the Fellows program?

- Strongly agree (1)
- Agree (2)
- Somewhat agree (3)
- Somewhat disagree (4)
- Disagree (5)
- Strongly disagree (6)

Q12 Do you utilize the Fellows network in your current endeavors?

Definitely yes (1)

Probably yes (2)

Probably not (3)

Definitely not (4)

Q13 Do you use any of the skills you learned while participating in the Fellows program?

- Definitely yes (1)
- Probably yes (2)
- Probably not (3)
- Definitely not (4)

Q14 Did your views of yourself as a leader change due to the Fellows program?

- Strongly agree (1)
 - Agree (2)
 - Somewhat agree (3)
 - Somewhat disagree (4)
 - Disagree (5)
 - Strongly disagree (6)
-

Q15 How did being involved in Fellows affect your current leadership positions?

- Extremely useful (1)
- Moderately useful (2)
- Slightly useful (3)
- Slightly useless (4)
- Moderately useless (5)
- Extremely useless (6)

Q16

While participating in the Fellows program, the Five Point Leadership Model was used to assess your growth in certain areas.

When it comes to Developing Self portion of the program, the Fellows program helped you as a leader be:

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Dependable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Healthy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balanced in own perspective (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energetic (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persistent (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplined (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectually sound (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectful of self (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Knowledgeable of personal limitations (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of personal bias (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open to learn from others (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A role model (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An initiator (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A follower (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17

While participating in the Fellows program, the Five Point Leadership Model was used to assess your growth in certain areas.

When it comes to Developing Others portion of the program, the Fellows program helped you foster an environment where you are able to:

	Strongly disagree	Disagree (2)	Agree (3)	Strongly agree (4)
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(1)

Motivate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build consensus (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, train, facilitate teams (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspire (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take care of people (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill confidence (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value service (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Express sensitivity, humility, empathy (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand culture (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage conflict (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mediate (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empower others (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confront others with compassion (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18

While participating in the Fellows program, the Five Point Leadership Model was used to assess your growth in certain areas.

When it comes to Organizational Management Skills portion of the program, the Fellows program helped you be able to:

	Strongly	Disagree (2)	Agree (3)	Strongly agree
<hr/>				

disagree

(4)

(1)

Train others in appropriate skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop others' potential (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage time (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use appropriate etiquette (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to crisis (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess needs and delegate tasks (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize people and tasks effectively (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Plan and execute meetings (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use effective public speaking (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a systems thinking approach (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19

While participating in the Fellows program, the Five Point Leadership Model was used to assess your growth in certain areas.

When it comes to Vision portion of the program, the Fellows program helped you be able to:

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Set goals (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build vision (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Share vision (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve problems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieve shared goals (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look forward (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think strategically (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be creative (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think outside the box (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with change (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Make change (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand culture (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipate crisis (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take risk (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20

While participating in the Fellows program, the Five Point Leadership Model was used to assess your growth in certain areas.

When it comes to Values portion of the program, the Fellows program helped you to model:

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Confidence (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Patriotism (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A service approach (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity, empathy, civility (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humility, patience, tact (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional poise (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loyalty (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Intellectual attainment (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiritual attainment (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciate and celebration of diversity (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity, trust (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical decision making (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing the right thing (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A work ethic (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q21 What year did you participate in the Fellows program?

Year (1)	
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Q22 What year did you graduate from Texas A&M University?

Year (1)	
----------	--

Q23 What is your gender?

- Male (1)

- Female (2)

Q24 What is your race?

- White (1)
- Black or African American (2)
- American Indian or Alaska Native (3)
- Asian (4)
- Native Hawaiian or Pacific Islander (5)
- Other (6)