Academic Program Assessment Report for AY 2019-2020

Program: President's Leadership Program

(Due: June 1, 2020)

Date report completed: May 27, 2020

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Please describe the 2019-2020 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2020. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

Brief statement of Program mission and goals: Development of critically-thinking young leaders who represent multicultural Colorado and who will communicate clearly, create new visions, solve problems, and transform their communities in Colorado and beyond.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2019-2020 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
Self-Leadership: PLP scholars will understand, synthesize, and evaluate their personal readiness for leadership by	Spring 2019	Students were assessed via digital portfolios and through oral presentation. Program and oral presentation	12 students completing the senior capstone courses, PLP460 or PLP489.* and 12 of 13 sophomores	90% of seniors will meet or exceed our minimum level of performance and 80% of sophomores	Ten of 12 seniors met or exceeded our minimum level of overall performance. 2 of 12 met our	The impact of oral presentation development in the first-year and sophomore courses, followed up with team presentations in the	We had not planned to report on the Self-Leadership SLO this cycle, but until we study and re-write several outcomes, the self-leadership SLO is the best measure of program progress and development. This is SLO #1 and is measured annually to provides a

communicating effectively through written and oral means as measured by course assignments and two portfolios.		rubrics attached to this template.	registered for PLP 260. (Capstone course students completed over 3 terms: 3 in Summer 2019, 5 in Fall 2019, and 4 in Spring 2020. This group included 9 seniors and 3 rising juniors.)	will meet or exceed our minimum level.	minimum level. Ten of 12 soph-omores who Completed the portfolio & presentation met or exceeded expectations. In fact, for the first time, half of the students met this outcome at senior level, posting 4.5 tp 5 on our scale.	junior class and oral presentations in the senior capstone is more and more obvious each fall term. When half of the sophomores deliver at senior level or better, we recognize the composite value of communication skills built into every course. As noted, this is particularly noticeable in the sophomore course oral presentations of their leader shadow portfolio documents.	<mark>baseline for us, whether reported or not.</mark>
Ethics: PLP scholars will manifest an understanding of leadership ethics, including the value of diversity and inclusion, and service to others. They will illustrate, analyze, and assess ethical behaviors as demonstrated in written work and oral presentation in the classroom and in community/public settings.	Spring 2019	Additional assignments and discussion outcomes provided by students and faculty, plus evidence as made available in the portfolios.	Same as above.	85% of PLP seniors and 75% of PLP sophomores will meet or exceed our minimum level of performance..	Only 7 of 12 capstone students specifically addressed ethical issues in a measurable way. Five of 12 reporting sophomores addressed ethics in either the oral presentation or the portfolio.	More concrete and specific analysis, plus follow-up, needs to be implemented to measure the value of this outcome.	<mark>We have discovered that while our portfolio and presentation system works to measure four or five of our current SLOs, the ethical behavior SLO needs additional work and development to provide updated parameters. By adding new elements to help students prepare and present their ideas and evidence of learning, within each of the preceding courses, we should be better prepared to build this SLO assessment into our portfolio/presentation model that has served us so well. We will be monitoring these activities around ethics more closely to be certain that each course unit builds on previous units, beginning with PLP 160—which has added an entire new unit into the course syllabus. Further input from</mark>

| | | | | | | | students will be sought over Summer 2020 to collect more details for discussion before final syllabi are approved.
As new partners in the Center for Honors and Leadership (established in June 2019), PLP and Honors staff are still working on ways to integrate and complement the learning goals and outcomes between the two programs. While keeping the programs unique, there are multiple ways that Leadership Studies and Honors can benefit from some course work together. Ethical principles bridge teaching in both arenas, thus our goal is to further align common pedagogy and re-examine the outcomes for each minor appropriately. A planned panel on ethics and related topics had to be scuttled this spring due to the COVID 19 closure, but this is the type of partnering activity we would like to develop for CHL scholars. |
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Comments on part I: *PLP student cohorts are defined at college entry. Students take cohort-only courses PLP 160-260-360 as an entry group. However, fast-track students or students with substantial entry credits are allowed (with permission) to take one of the available capstones, PLP 460 or PLP 489, concurrently with PLP 360 or in a semester following completion of PLP 260. Thus, students completing the capstone may not have a full leadership minor program completed at the time the second portfolio is submitted. These students are seniors based on total credits earned, but not yet seniors in the Leadership Studies minor. Increasingly, students are graduating early or compressing programs. (Examples include 3+2 programs in business or science fields.)

We also continue to work to develop policies to measure readiness for students who transfer into CSU-Pueblo from leadership programs at other schools, and those CSU-Pueblo students who join after the relevant cohort has completed PLP 160, Introduction to Leadership. Further, because all of our PLP required courses are EE (experiential education) designated, developing virtual or hybrid experiences for these students will be the challenge during the remaining months of 2020 and beyond.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Outcome 2: Ethics, as noted above.	Fall 2018 (The report that led to change was created in May 2019)	Based on focus group discussions, anecdotal comments, and feedback, we purposely chose to re-examine the ethics standard in Fall 2019, while simultaneously working with honors students and developing new programmatic and curricula changes. Further, we noted a need to review and potentially revise some Leadership Studies outcomes, particularly as we were merging into the Center for Honors and Leadership as of June 2019.	As noted in our May 2019 report, a meeting of all PLP teaching faculty resulted in a team approach where each instructor agreed to include additional ethics discussions, assignments, and/or activities to capture more data about ethical behaviors and current ethical dilemmas. These additions varied from course to course. PLP core courses with full seat time are only taught in the fall semester. Follow-up meetings, events, and focus groups are scheduled in the spring semester. We have begun revising the language of several outcomes, including ethics, but that process is still ongoing as we seek student feedback.	More specific reporting from students plus additional activities are needed to fully upgrade the coverage of ethical issues. We did not get enough feedback to allow consistent measuring of ethical behavior growth. Plus, follow-up focus groups in Spring 2020 were not completed due to the March campus closure. As noted in Part 1, we are in year 2 of examining this "problem" area, and now that we have some anecdotal reports, we need a specific document to measure the changes/results more concretely. If we choose to combine this outcome with Honors, this may help us to engage the issue more holistically. We are also considering the development of a leadership ethics course co-created by faculty and students with build-in assessment tools recommended through best practices review.

Comments on part II: Although we were less satisfied with our initial adjustments to the ethics outcome measurement, we did begin to develop changes to the experiential components of our program as a result of the switch to remote learning in March. The guideliines for internships have been revised to include virtual or hybrid formats, and the hybrid model for PLP 460 initiated in Fall 2018 was extended further in Fall 2019 to accommodate appropriate seat time changes and related online discussions via Blackboard.

As noted in our revised Assessment Plan for 2019-2020 submitted in early April, further adjustments to our teaching platforms will result in a variety of assessment changes, including what types of assignments and projects are prescribed, how faculty use hybrid and online options as needed, and the number of students who continue "on track" through the program. While it is our plan to modify our SLOs to include more attention to the inclusion and diversity aspects of our curriculum—a measure that we have always focused on but not measured particularly well—these modifications will be devised in collaboration with Honors faculty and students. There has been discussion suggesting a singular set of outcomes for the Center, but a final decision on this concept has not been discussed. **See attached addendum on Ethical Discussion Summary included with rubrics.**

PLP program assessment serves three purposes for the Leadership Studies minor.

1) It meets the standard required by the University for all major and minor academic programs
2) It provides feedback from campus colleagues regarding the process and progress of our PLP students and their learning, and
3) It provides a means to measure "added value" from entry to capstone by reviewing portfolios that address course rubric dimensions as well a means to connect Leadership Studies and Honors.