



2021 Academic Program Assessment Report

Leadership Studies

Program current assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/plp_assessment_plan_2020final.pdf

Program prior assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/plp-minor-assessment-report-2020.pdf

Report Completed By:	Patricia Orman, Ph.D. Academic Director, PLP
Date Report Completed:	May 27, 2021
Faculty members involved in this Assessment:	Shelly Moreschini, MA; Dr. David Volk, Shanna Farmer, MA; Steven Trujillo, MBA

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:

The President's Leadership Program is committed to developing 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 through the Leadership Studies minor and programmatic opportunities via the Center for Honors and Leadership.

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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	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 communicating effectively through written and oral means as	Although we assess this SLO annually, we will not be reporting on this outcome for the 2020-2021 assessment year.						
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							
Creative Leadership: PLP Scholars will describe, apply, and critique major leadership theories and be able to interpret theoretical foundations through a historical perspective.	In pre-planning our SLO assessment cycles, Creative Leadership—including a newly-developed course for an online						
Critical Thinking Skills: PLP Scholars will understand the methods and skills needed for critical thinking and decision-making and be prepared to interpret situations and cases							
Problem-Solving Skills: PLP Scholars will apply problem-solving skills by taking on volunteer and community service projects, through staff-directed case management activities, and through tasks assigned in internship placements (PLP 460 or 489). We expect that 80% of PLP seniors will meet or exceed our minimum level of performance. 70% of sophomores should meet or exceed 75% of our minimum level of performance.	Fall/Spring, 2015-2016	Portfolio Assessment	15 senior-level students who completed PLP 460 and/or PLP 489 over three semesters— Summer 2020, Fall 2020, and Spring 2021. These two courses are the capstones for the Leadership Studies minor and may be taken any semester after PLP 360. One student completed both PLP 460 and PLP 489 in two separate semesters. Despite COVID protocol limitations, all 15 students completed their	80% of PLP seniors will meet or exceed minimum level of performance for this SLO.	Based on the comparisons made by the academic advisor, with input from three additional CHL faculty, it appeared that all but two of the 16 placements were successful considering the situations of the protocols required. The remaining two were shortened to "Plan B" options with the same agencies, but limited in access. As most of the tasks described in their placements focused on solving	As none of us has had the challenge of a pandemic to overcome with face to face, hybrid, and virtual placements, faculty members agreed that greater attention to multiple platforms is critical for the future and growth of the program. Although students faced a cross-section of challenges in their efforts, their supervisors were	We are working on a database to organize and share opportunities with both Leadership Studies and Honors students. We are meeting regularly with the campus Internship Coordinator and several community partners to address better communication, training, and legal education essential to a sustain a robust internship program.

Civic Engagement: PLP Scholars will understand and demonstrate the importance of civic engagement and community activism through experiential education opportunities as	Fall/Spring, 2017-2018 (as part of all outcome review process.	Portfolio & Oral Presentation Assessment	22 second-year students who enrolled for PLP 260 - Leadership in Service Organizations - during Fall 2020.	We expect that 90% of PLP scholars will meet or exceed our minimum level of performance. Twelve of the 18 who completed	That 75% of the students reached 'exceeds expectations' of performance during a COVID year is phenomenal. But the	Despite the COVID issues that impacted every student during the Fall 2020 semester, several of the	The pandemic issues that developed reminded all PLP instructors of the issues related to site agreements for EE
<p>Comments on part I:</p> <p>Thanks to a series of strategic planning sessions in 2020-2021, including a day-long retreat on April 19, 2021, the faculty of the Center for Honors and Leadership have agreed to develop CHL student learning outcomes to facilitate the development of a composite honors/leadership minor to provide another option for students who wish to capture opportunities from both programs. This will permit students to enroll in cross-listed courses, eliminating the requirement of completing two full sets of minor requirements. More importantly, this will encourage students to enroll in the experiential opportunity best suited to their academic and career goals, reduce tuition costs, and allow graduation plans to move forward in a more predictable manner than was previously possible. Further, vetting of experiential placements, orientation and training sessions for students and/or mentors can evolve for both programs in parallel ways under a common system. Additionally, all CHL faculty were engaged in developing new strategies and formats for online teaching. Dr. David Volk and Shelly Moreschini recently completed the Quality Matters online teaching certificate following 10 weeks of course modules. Dr. Volk also participated in faculty trainings and seminars on new teaching tools and strategies, while all faculty sought out podcasts, webinars and related course materials to locate best practices. The transition to hybrid or virtual teaching platforms, if the need should arise, or if these options were more appropriate to program growth, has been an all-program, all-Center activity.</p>							
<p>Because the backbone of the Leadership Studies minor is experiential education--learning, then applying, leadership principles as outlined in our six SLOs--2020-2021 was a challenging year to secure, offer, and provide meaningful experiences for some 60 student students in the program. As in programs across the nation, classroom instruction moved from face to face to hybrid and then to virtual in waves that kept students, faculty, and community partners in pivot mode. PLP 260--Leadership in Service Organizations--(22 students) and PLP 460/489--the leadership capstones--(15 students/16 placements) were particularly vulnerable to the fluidity of protocols, individual needs or demands, and community safety fears. Not to mention the quarantines and the illness itself.</p>							
<p>Although 16 internships were completed between Summer 2020 and Spring 2021, the shadow experiences engaged in PLP 260 challenged faculty and students in myriad ways. Four students were unable to complete the 30-hour "shadow" requirement and the remaining 18 students had to be strategic in their activities to complete interactions with mentors. In most cases, shadow experiences moved to virtual or hybrid modes, but in several cases, students were either afforded limited access early in the placement cycle or denied access altogether late in the process. Although PLP faculty anticipated necessary changes, students and mentors were not clear enough in their mutual responsibilities to fully sustain the hybrid models over a four-month period.</p>							
<p>Steven Trujillo, PLP 260 instructor, noted a special need for working with organization/mentor access opportunities with Plan B options, plus a greater pre-course training for students who will be seeking fall semester mentors. PLP Academic Director Trish Orman will be working with rising sophomores to help them prepare for this experience PRIOR to the 2021-2022 CHL Scholar Retreat in mid-August.</p>							
<p>II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.</p>							
<p>A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.</p>	<p>B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.</p>	<p>C. What were the recommendations for change from the previous assessment column H and/or feedback?</p>	<p>D. How were the recommendations for change acted upon?</p>	<p>E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?</p>			
<p>Ethics SLO- 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....</p>	<p>Fall 2019; Spring 2020</p>	<p>"Complete the process" was the takeaway we gathered from feedback over two previous reviews, and from colleagues and direct reports who have encouraged CHL activities.</p>	<p>Students enrolled in PLP 360/The Team Practicum researched and developed a new course to be piloted in PLP 491 during Fall 2021. Under the direction of instructor Shanna Farmer, and guided by other faculty, a student team created the course, developed and delivered an oral presentation supporting their work in December 2020. In Spring 2021, the course pilot was added to the Fall 2021 schedule. Leadership Studies and Honors Students are encouraged to enroll, but it is open to all students.</p>	<p>Once the pilot is evaluated and reviewed, CHL faculty plan to add it to the curriculum as an elective course. The "ethics team" reported a sense of pride regarding the trust placed in their work, acknowledging that university protocols and syllabus requirements would likely change their initial modules and assignments. Further, the designated instructor will likely shape the course syllabus for final review with the University CAP Board.</p>			

<p>Working with the new University internship coordinator and the General Counsel's Office, we began redeveloping the legal and practical issues surrounding the EE expectations and delivery settings for both Leadership Studies and Honors. As a result of these meetings, webinars, strategy sessions, and discussions with the Career Center and specific internship and "shadowship" supervisors, we are developing new procedures and new vetting practices to prepare students, faculty, and supervisors with the appropriate documents necessary to provide placements that are safe, appropriate, engaging, and productive for all parties.</p>	<p>N/A</p>	<p>N/A</p>		<p>This process will be reviewed and added to the re-write for the CHL assessment plans in 2021-2022.</p>			
<p>Comments on part II:</p>	<p>#1 In 2019, PLP faculty began a series of assessment-related activities to provide better evaluation of the ethics/ethical behavior SLO. Two student focus groups were convened in the Spring 2019 semester to help evaluate the concerns. Based on their findings, additional assignments and measures were added to each of the four PLP core courses. Unfortunately, these supplemental assignments were not enough to engage faculty confidence. A secondary focus group conclusion was "create our own" ethics course. Thus faculty posited the idea to engage a student group within PLP 360--The Team Practicum to create the course. The group researched, organized, designed, and prepared plans to pilot a course in ethical leadership. In Fall 2021, Dr. Derek Lopez--the instructor chosen by the student team--will offer this course via PLP 491 Special Topics. The tracking of program development has been included in 2019 and 2020 assessment reports, and the final discussion will be a centerpiece item of our new assessment plan to be completed in the summer and early fall of this year.</p>						

Leadership Studies Program Assessment Rubric 2020-21

CSU-Pueblo President's Leadership Program

Factor	5 - Outstanding	4 – Very good	3 - Adequate	2 – Needs attention	1 – Not acceptable
Self-Leadership	Demonstrates self-leadership skills daily and continually works to improve, knowing that "leading oneself" involves both the utilization of behavioral and mental techniques. Is committed to personal and professional competence.	Applies the concept of “leading from the inside out” by applying the skills learned and demonstrating them on a regular basis in their own personal life to become a better leader for others.	Recognizes the value and skills involved in self-leadership and applies certain aspects but does not go “above and beyond” in applying or committing to personal and professional competence.	Recognizes the value and skills involved in self-leadership but does not actively work to develop or apply those concepts in his or her own life.	Has begun to understand the concept of self-leadership but does not recognize how it applies to him or herself.
Ethics	Recognizes that ethical issues when presented in a complex, multi-layered (grey) context AND can recognize cross-relationships among the issues.	Recognizes that ethical issues when presented in a complex, multilayered (grey) context OR can grasp cross-relationships among the issues.	Recognizes obvious ethical issues and grasps the complexities or inter-relationships among the issues.	Recognizes basic and obvious ethical issues and grasps (incompletely) the complexities or inter-relationships among the issues.	Recognizes basic and obvious ethical issues but fails to grasp complexity or inter-relationships.
Leadership theory	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Is able to connect knowledge (facts, theories, etc.) from one's own study/field/discipline to civic engagement and starts to shape his/her own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.

Critical thinking	<p>Accurately interprets evidence, statements, graphics, questions, etc.</p> <p>Identifies the salient arguments (reasons and claims) pro and con.</p> <p>Thoughtfully analyzes and evaluates major alternative points of view.</p> <p>Draws warranted, judicious, non-fallacious conclusions.</p> <p>Justifies key results and procedures, explains assumptions and reasons.</p>	<p>Accurately interprets evidence, statements, graphics, questions, etc.</p> <p>Identifies relevant arguments (reasons and claims) pro and con.</p> <p>Offers analyses and evaluations of obvious alternative points of view.</p> <p>Draws warranted, non-fallacious conclusions.</p> <p>Justifies some results or procedures, explains reasons.</p>	<p>Begins to correctly interpret evidence, statements, graphics, questions, etc.</p> <p>Starts to identify strong, relevant counter-arguments.</p> <p>Begins to evaluate obvious alternative points of view.</p> <p>Understands what warranted or correct conclusions are.</p> <p>Begins to see how one justifies results or procedures, starts to explain reasons.</p>	<p>Misinterprets evidence, statements, graphics, questions, etc.</p> <p>Fails to identify strong, relevant counter-arguments.</p> <p>Ignores or superficially evaluates obvious alternative points of view.</p> <p>Draws unwarranted or fallacious conclusions.</p> <p>Justifies few results or procedures, seldom explains reasons.</p>	<p>Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.</p> <p>Fails to identify or hastily dismisses strong, relevant counter-arguments.</p> <p>Ignores or superficially evaluates obvious alternative points of view.</p> <p>Argues using fallacious or irrelevant reasons, and unwarranted claims.</p> <p>Does not justify results or procedures, nor explain reasons.</p>
Problem solving	<p>Achieves, clear, unambiguous conclusions from the data.</p> <p>Employs creativity in the search for a solution.</p> <p>Recognizes and values alternative problem solving methods, when appropriate.</p>	<p>Focuses on difficult problems with persistence.</p> <p>Can work independently with confidence.</p> <p>Sees the real world relevance of problem.</p> <p>Provides a logical interpretation of the data.</p>	<p>Focuses on more complex problems with persistence.</p> <p>Can work under supervision with confidence.</p> <p>Begins to see the real world relevance of problem.</p> <p>Understands examples of a logical interpretation of data.</p>	<p>Begins to identify problem types.</p> <p>Relies on standardized solution methods, rather than guesswork or intuition.</p> <p>Understands the level of complexity of a problem.</p>	<p>Cannot identify problem types.</p> <p>Relies on guesswork or intuition rather than standardized solutions.</p> <p>Does not understand the level of complexity of a problem.</p>

Civic engagement	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic-identity and commitment.	Understands that involvement in civic engagement activities is generated from a sense of civic-identity, not so much from course requirements	Assumes that involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic-identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic-identity.
------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------