CSU PUEBLO

2022 Academic Program Assessment Report		Program current assessment plan here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/plp_assessment_plan_2020final.pdf
Leadership Studies		Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/leadership-studies-2021-assessment-report.pdf

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Date Report Completed:	May 24, 2022
Faculty members involved in this Assessment:	Shelly Moreschini, David Volk, Shanna Farmer

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 communcate 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 evaluatetheir personal readiness for leadership by communicating effectively through written and oral means as measured bycourse assignments and two portfolios.We expect that 90% of PLP seniors will meet or exceed our minimum level of performance.80% of sophomores should meet or exceed that performance level.	2019-2020	Portfolio and Document Reviews	Nine senior-level students completing the Leadership Studies minor during the Summer and Fall semesters of 2021 and the Spring semester of 2022. Students completed one of the two capstone courses, PLP 460 or PLP 489. Students are eligible for the capstone upon completion of minor electives and PLP 360.	90 % of PLP seniors will meet or exceed our minimum level of performance for this SLO.	Only one student (8.1%) did not meet or exceed our expected level of performance. Four students exceeded our expectations; four students met our expectations based on the program rubric developed to measure development and progress for students in the program.	As this was a small sample and these students were impacted by COVID protocols established by the University and their placement sites, we feel this measure is positive, but not as conclusive a marker as we would wish. Also see comments below.	We are developing a more holistic assessment plan based on the improved interrelationships between the Leadership Studies minor and the Honors minor. These two programs, now housed under the Center for Honors and Leadership, are developing toward a focus of Ultimate Future Self to provide students with the opportunity to "share" the two minors while providing distinctive avenues for personal and professional development. Also see notes below.		
Ethics: PLP Scholars will manifest an understanding of leadership ethics, including the value of diversity and inclusion,andservice to others. They willillustrate, analyze,and assess ethicalbehaviors as demonstrated in written work and oral presentation in the classroom and in community/public settings. We expect that 85% of PLP seniors will meet or exceed our minimum levelof performance. 75% of sophomores will meet or exceed that level.									
Creative Leadership: PLP Scholars will describe, apply, and critiquemajor leadership theories and be able to interpret theoretical foundations through a historical perspective. Students will be prepared to assess their own leadership qualitiesin relation to theoretical principles as they practice their leadership styles in placement settings such as thejunior class project and the seniorinternship.We expect that 80% of PLP students will meet or exceed our minimum level of performance.									

Critical ThinkingSkills: PLP Scholars will understand the methods and skills needed for critical thinking and decision-making and be prepared to interpret situations and cases beyond surface arguments. Students will observe and understand the critical thinking habits of mentors and leadersas evaluated through the shadowing and reflection experiences of PLP 260 and through the junior class (PLP 360) project.We expect that 80% of PLP students will meet or exceed our minimum level of performance.							
Problem-Solving Skills: PLP Scholars will apply problem-solving skills by taking on volunteer and community service projects, throughstaff-directedcase management activities, and through tasks assigned in internship placements(PLP 460 or 489).We expect that 80% of PLP seniors will meet or 4exceed our minimum level of performance. 70% of sophomores should meet or exceed 75% of our minimum level of performance.							
Civic Engagement: PLP Scholars will understand and demonstrate the importance of civic engagement and community activism through experiential education opportunities as measured through volunteerism, community and class service, team projects, class assignments, and guided reflectionactivities throughoutthe program.We expect that 90% of our students will meet or exceed our minimum level of performance.	2017-2018	Document review; Draft rubric included with this assessment report will help us to evaluate co-created experiences as well as established experiences. This is a pilot project.	Nine senior-level students completing either PLP 460 or PLP 489 during the Summer and Fall semesters of 2021 and the Spring semester of 2022.	90% of PLP seniors will meet or exceed our minimum level of performance for this SLO.	Five of the nine students (55%) created their own internship experiences, developed or co-developed the job description for their placement, and established a new level of self-leadership in the community by completing their learning outcomes/goals. As noted earlier, eight of nine students met or exceeded our self-leadership goals, thus 91.9 met or exceeded our civic engagement goals as well.	This is a new measure of the Civic Engagement SLO, and in the future, this SLO will be re-written to illustrate the multiple uses of experiential learning within the CHL programming and course offerings. Because more than half of the N group students took new paths and created new opportunities for future students, we feel this is a viable and useful option for students who wish to be more proactive in the development of their capstone leadership experiences before completing the minor.	As noted, the SLO will be re-written and re-evaluated to encourage more co-creation options for students seeking non-traditional internship experiences. Clearly, it is critical that current internship options--as developed withinCHL or provided through the Career Center staff--not be ignored or set aside in favor of student-created placements alone.

Comments on part I:	Despite the COVID protocol limitations imposed on all faculty and students between March 2020 and December 2021, the CHL faculty have been working toward a set of common outcomes that will permit and encourage more student flexibility, options for growth, and co-creation opportunities within the two CHL minors in future semesters. (See updated PLP and Honors assessment plans.) The move toward allowing and encouraging student-directed civic engagement placements was somewhat unstructured until Spring 2021 when two students took on self-developed internship projects with local agencies. Both were extremely successful and provided a baseline for more student-focused planning. Until recently, faculty advisors depended on established internships or field placements that had been internally vetted and outlined in an informal database. Occasionally, students brought new projects or ideas to the table, but were not active in developing the actual experiences, writing a job description suited to the tasks or objectives determined by the agency or office. In this new iteration, students co-author their experiences--based in part on the learning objectives/outcomes they wish to achieve or as developed through their major degree programs.

Ironically, nine students are currently enrolled in PLP 489 for the Summer 2022 term. Of this nine, four were co-created by the student in concert with a supervisor. Another 10-12 students will be enrolled in PLP 460 with the option of co-creating their job descriptions. These will be measured in the 2022-23 assessment cycle.

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.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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?			
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 develop ethical programming.	2020-2021	Completing the process and evaluating results of the Ethics course option.	Although the ethics course developed by students in Fall 2020 was offered as scheduled, the enrollment was low, the course was primarily a remote offering, and the feedback was not sufficient to determine whether a permanent PLP ethics course should be developed for submission to the University's Curriculum Committee.	CHL faculty will meet during the Summer 2022 session to review the course concept and determine whether to re-build the course, offer a second special topics course to re-test it during non-COVID protocols, develop a more crossover course focused on both leadership studies and honors students, or to table the measure entirely.			

Comments on part II:	As noted in the updated assessment plan, and based on the ongoing changes being developed to marry experiences between honors and leadership students, CHL faculty are working to build a stronger base for students who seek either or both of the CHL minors. In any case, the foundational work developed by Dr. Volk through the UFS--ultimate future self--concept will serve as a baseline to provide an important value-added approach for students who are selected for one or both of our programs.									

Leadership Studies Program Assessment Rubric 2017-18

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 issues are 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	Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant	Begins to correctly interpret evidence, statements, graphics, questions, etc.	Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong,	Offers biased interpretations of evidence, statements, graphics, questions, information, or

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

President's Leadership Program: Oral Assessment

(For use in assessing oral portfolio presentations for PLP 260 & PLP 460/489

Category	Scoring Criteria	Total Points	Score	Comments
Nonverbal/Verbal Skills (35%) Based on skill levels developed during Years 1 and 2 in PLP.	Holds attention, good eye contact Poised; Relaxed; Confident Enthusiastic, energetic Clear vocal quality; Good pacing Well-organized, rehearsed talk Appropriate attire, mannerisms	5 5 5 5 10 5		
Content (50%) Based on the assignment parameters and expectations of the written work and the assigned guidelines for preparing an oral presentation.	**Goals and Purpose of Experience** (What was the intent of the project or experience?) **Experiences Related to Goals** (Did scholar's presentation explain goal achievement?) **Activities and Leadership** Relationships Clearly Explained (Were journal assignments and other connections explained?) **Conclusions** about leadership (How did this experience help build leadership skills, behaviors?)	10 15 10 15		
Presentation Mechanics (15%) Based on the assignment guidelines for the portfolio and the related oral presentation	Well organized, easy to follow Visuals related to presentation Minimal mistakes, errors	5 5 5		
Score		100		

General Comments and Suggestions to Scholar: