<u>President's Leadership Program and Leadership Studies Minor</u>
<u>Student Learning Outcome Assessment Plan (2018-2019)</u>

President's Leadership Program (PLP) and Leadership Studies Minor
Colorado State University-Pueblo
Assessment Plan: Updated January-March 2019
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President's Leadership Program: Mission, Goals, and Student Learning Outcomes

Program Mission: The Leadership Studies Program at CSU-Pueblo 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 18 hours of required coursework, PLP scholars fulfill courses to earn a minor in Leadership Studies. PLP Scholars are selected based on leadership potential, intellectual curiosity, and commitment to something outside one's self. Established in 2000, this cohort-based program attracts and accepts students entering the University as first-time, full-time students. In recent years, however, "latter day" scholars and transfer students are accepted into the program as identified.

Institutional Mission: The President's Leadership Program supports the mission of the university by providing enhanced leadership learning experiences for students. In addition to providing visibility and prestige as a special program of the University, the PLP assists in the transition of leadership students, through experiential and service learning opportunities, to become civically and socially responsible leaders in society and the working world. PLP also creates and develops new leadership opportunities between students and campus/community leaders (government, for-profit, non-profit) via volunteerism, leader shadowing, service projects, and internship placements. The President's Leadership Program at CSU-Pueblo is a founding member of the Colorado Leadership Alliance (CLA), a collaborative effort that includes 10 Colorado member campuses with leadership programs.

Program Goals: Based on assessment and feedback data from the May 2018 assessment submission, and recognizing the university's changing vision, branding, and goals, the President's Leadership staff and students are examining program goals (and outcomes) in more depth to align with CSU-Pueblo's "people's university" focus. Further, as PLP moves into its twentieth year on campus, we are re-examining the program's compatibility with the Council for the Advancement of Standards in Higher Education's (CAS) standards statement for student leadership programs (2015).

Program Goals: The President's Leadership Program Goals include the following:

- To provide a sequence of courses and professional placements centered in the concept of transformational leadership.
- To offer challenging experiential opportunities for students in diverse leadership settings.

- To showcase individual student interests and goals through mentorship, personal development strategies, and internship placements.

Because PLP is both a special program and an academic minor, early student enrollees helped to shape the following vision: To create multi-culturally competent transformational leaders who will serve the communities in which they live and work. Crucial to the development of participants' leadership skills and practices are the acquisition of intercultural competence, social consciousness and civic responsibility, as well as ethical and altruistic attitudes and behaviors.

Student Learning Outcomes

Although PLP student learning outcomes were established to measure the specific learning objectives established in 2000 and modified in 2006, recent campus wide workshop sessions clarifying the formative value of program assessment have convinced us that some SLOs need to be re-written to better measure program expectations, and some strategic planning tasks need further attention. However, the SLOs noted below are published objectives and two of these—ethical behavior and critical thinking—were examined in 2018-2019 following an all-outcome review during 2017-2018.

Student Learning Outcomes (SLOs) are necessary to program assessment as they relate directly to evidence gathering and evaluation of what students have learned in their experience as PLP scholars with a Leadership Studies minor. These include student competence in personal leadership skills and interpersonal skills (coupled together under **self-leadership**), **leadership theory** and history, **ethical behaviors**, **critical thinking, problem-solving** and decision- making, and **civic engagement**. These outcome categories initially were established in concert with the Colorado Leadership Alliance in 2005-2006 as CLA member schools began to share academic and programmatic best practices. Academic directors from each campus met over a period of three to five months to determine a set of common outcomes through which individual campuses might share and compare goals and opportunities. Although individual campus outcomes varied in priority and execution, all campuses share a set of similar ideas about what scholars should know by completion of their programs.

It is from this process that CSU-Pueblo's PLP faculty began tying individual course goals and objectives to overall program outcomes. Such ongoing student learning assessment ensures the program remains adaptable, current, and strategic, thereby continuing to produce outstanding graduates who are prepared to be successful in a variety of leadership roles as they develop their careers. **Further, staff involvement with the Experiential Education (EE) Task Force resulted in EE course designations for all Leadership Studies minor courses, meeting both program and course goals.** As of August 2016, all PLP courses have EE designation. In the past three years of aligning more fully with these designations, we have begun to look more closely at "across the board" experiential opportunities through campus-initiated activities, such as Todos Santos, and encouraged PLP scholars to participate in CLA experiential weekends—a new series of activities announced in January 2018. **In addition, further review of CAS domains suggests that while we have designed a strong outcome structure, a re-writing of the outcomes might create better interrelationships within our student programming.**

In the initial planning for university assessment procedures, PLP staff referred to the initial eight program goals developed through the self-study process. As planning evolved, these goals were translated into six outcomes and summarized on the **PLP Curriculum Map (page 9 of this plan)** where outcome measures could be tracked on a course by course basis. Also included on the Map are "other" opportunities for measuring outcomes via co-curricular activities—such as volunteerism, participation in student leadership on campus, and related opportunities. These outcomes are described below, and the course by course measures are itemized in the Curriculum Map. **2018-2019 Targets: SLOs 2 & 4.**

1)   **Self-Leadership**: PLP Scholars will understand, synthesize, and evaluate their personal readiness for leadership by communicating effectively through written and oral means as measured by course 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.*

2)   **Ethics:** PLP Scholars will manifest an understanding of leadership ethics and service to others, illustrate, analyze, and assess ethical behaviors 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 level of performance.75% of sophomores will meet or exceed that level.*

3)   **Leadership Theory/Qualities:** PLP Scholars will describe, apply, and critique major leadership theories and be able to interpret theoretical foundations through a historical perspective. Students will be prepared to assess their own leadership qualities in relation to theoretical principles as they practice their leadership styles in placement settings such as the junior class project and the senior internship. *We expect that 80% of PLP students will meet or exceed our minimum level of performance.*

4)   **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 beyond surface arguments. Students will observe and understand the critical thinking habits of mentors and leaders as 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.*

5)   **Problem-Solving Skills:** PLP Scholars will apply problem-solving skills by taking on volunteer and community service projects, through 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.*

6)   **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 campus service, team projects, class assignments, and guided reflection activities throughout the program. *We expect that 90% of our students will meet or exceed our minimum level of* performance*.*

(NOTE: Understanding Leadership Qualities, noted on the Curriculum Map, was combined with leadership theory because much of the literature and the practices related to it are focused on qualities and standards of leadership developed over time.)

Performance Criteria

Two digital portfolios are collected from PLP Scholars: One is completed at the close of the second core course (PLP 260) and the second, and comprehensive, portfolio is submitted as the final document in PLP 460 or PLP 489. As noted below, oral "defenses" now accompany both the sophomore portfolio and the senior internship experience portfolio, a change from early assessment processes. In addition, other in-class measures—such as public speaking assignments—are used to monitor students in all four levels of program progress. PLP faculty members collect these artifacts each fall semester for review between January and March. On an annualized basis, we expect that 85% of Leadership Studies scholars will meet or exceed our performance criteria goals. Grading rubrics are aligned from course to course, and a single **Program Rubric** (included with this document) helps faculty to evaluate student growth between these two critical junctures. The addition of the oral defense element at each level now enables faculty and students to monitor speaking skill development from benchmark to benchmark.

Curriculum

The Leadership Studies minor core courses and their objectives, in aggregate, establish and provide artifacts for the program outcomes as noted above and as described in the Curriculum Map appended to this document. A core curriculum of four sequential leadership studies courses (12 credits) is supplemented by a required course in public speaking (typically COMR 103) and an elective course (or courses) chosen by each student, for a (minimum) total of 18 credits. Because we can only assess the value of the four leadership studies courses (PLP160, PLP 260, PLP 360, PLP 460 or PLP 489), faculty members continue to review recommended electives for Leadership Studies minors. Based on course by course objectives and assignments, students have numerous opportunities to optimize their learning. (Beginning with the 2016-17 university catalog, all Leadership Studies courses now utilize the PLP prefix approved in October 2015. All course numbers and titles remain the same.)

Assessment Methods

The Leadership Studies Minor includes several methods of program and curriculum assessment. Of the methods noted below, the **Student Leadership Practices Inventory (SLPI)** has provided an ongoing opportunity to complete a pre-test on first-year students followed by a post-test at completion of the minor coursework directed to students who complete all course work. The SLPI measures the scholar's level of confidence against five leadership measures—challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. In the past, the SLPI has been used to assess degree of change from first year to fourth year in each of the five dimensions and is another

gauge of at least three student outcomes—self-leadership, problem-solving and critical thinking. Typically, CSU-Pueblo PLP scholars improve in two categories—challenging the process and enabling others to act. A new rubric may be developed to more closely measure initial skills and self-efficacy as well as growth in leadership abilities. Staff members have been collecting anecdotal data from students, alumni, and advisory committee members to build language for an assessment document and for exploratory surveys, however, staff have sought out nationally-normed measurement tools as well. Typical forms of evaluation that have been used to evaluate program development include:

- Annual assessment of two student outcomes (see general process description below)
- Interaction, teamwork, and completed leadership tasks at annual scholar retreats each August (Observation and Written Evaluations)
- Social Responsible Leadership Scale (administered under the auspices of CLA—See end note)
- Student online course evaluations each semester, and/or other audits created for use
- Online Alumni and Current Student Surveys conducted through Survey Monkey (A new version in progress for Summer 2018 implementation was postponed to Spring 2019 to permit more student input in its development. This instrument is currently being developed for an April drop.)
- Student composite GPA analysis and comparison each semester for faculty and staff review
- Written and Oral evaluations from professionals who oversee students in projects and internships
- Insight from alumni, advisory council members, and other professional observers
- Faculty review and updates to course syllabi and scheduling changes to positively affect student progress and timely completion
- Students analyze and synthesize leadership skills and qualities through oral discussions with mentors and faculty, and as of Fall 2015, students develop an oral presentation or "defense" of their portfolios.

Portfolio Assessment: General Two-Tier Process

In practice, PLP annual program review includes portfolio assessment at the close of two courses—PLP 260/Leadership in Service Organizations, and PLP 460/Working with Experienced Leaders. Each portfolio submission is accompanied by an oral presentation to the scholar's classmates and/or supervisors, plus faculty and advisory board members as available. The process is initiated by the academic director with support from the PLP director and adjunct faculty members. As of Fall 2018, these portfolios were digitalized through a Googledocs project set up by IT coordinator Adam Pocius.

Sophomore Level: **Portfolio + Oral "Defense": PLP 260: Leadership in Service Organizations**

- Students will demonstrate leadership readiness (self-leadership) through self-reflection, journaling, discussions, and interaction with shadow mentors and will devise and integrate learning experiences into a portfolio for faculty review.
- Students will analyze and synthesize leadership skills and qualities through oral discussions with mentors and faculty and develop an oral presentation or "defense" of their portfolio. Depending

on the SLO targeted in a particular AY, specific qualities or observations will accompany the "defense" process.

Senior Level: **Portfolio + Oral "Defense": PLP 460 Working with Experienced Leaders or PLP 489 Field Experience in Leadership**

- Through reflective journaling, oral discussion, and essay reports in his/her portfolio, each student generates a clear picture of the internship experience as it compares to the experience of leadership readiness. The senior portfolio will critique leadership perspectives and measure the student's growth in the President's Leadership Program. Faculty evaluate the student on all six SLO's according to the program rubric and measure change from PLP 260 submissions.
- Each student prepares a professional visual presentation and defense of the internship experience for delivery to all cohorts, supervisors, faculty, and guests. Using a common oral presentation rubric, the presentation is evaluated for assessment purposes.

    Assessment Focused Course Descriptions
- **Leadership in Service Organizations (PLP 260)** is a three-credit course with a two-hour classroom component and a lab that includes 30 hours of leadership observation in the field— preferably with a service, governmental, educational, or non-profit organization, although students are also permitted to observe for-profit leaders in a variety of settings. Each student selects a leader/mentor to "shadow" for a period of 10-12 weeks. Through guided in-class discussions and journaling assignments, the students share their observations, reflections, and conclusions with classmates and instructors, and also meet with classmates in group settings to discuss leadership observations, practices and styles.

- Each scholar prepares a portfolio following course rubric guidelines as well as an oral presentation (using PowerPoint or Prezi software) for an audience of classmates, faculty, and shadow leaders/mentors. The orals are delivered over a two-week period—the last week of class and finals week. Using a program-standardized rubric, faculty observers evaluate the oral presentations and submit them for further review by the academic director. Portfolios are evaluated and graded by the course instructors to determine final grades. The academic director reviews each binder, comparing the content against programmatic factors (see Program Rubric) and SLOs "assigned" to the course content. (See Curriculum Map.) Binders were retained for comparison with senior portfolios in PLP 460 or 489, but with digital software, comparisons can be made via access to individual student files from year to year.

- In recent semesters, for example, students enrolled in PLP 260 shadowed a state legislator, several local attorneys, a veterinarian, four non-profit organization directors, a legislative affairs director for the Pueblo Board of Water Works, area teachers and coaches, the city police chief, and a number of CSU-Pueblo leaders, including our president, Dr. Timothy Mottet.

- **Working with Experienced Leaders, PLP 460**. Students are placed in a semester-long, individual internship experience that is accompanied by class discussion during weekly work sessions. This assignment requires the composition and negotiation of a contract that is agreed upon by both the organization and faculty advisor. The contract specifies the terms and conditions of the

internship and poses fundamental questions the student hopes to answer through the internship experience. PLP-460 requires an average of 4-6 hours per week spent focusing on the internship (minimum semester requirement: attending class as scheduled and 60+ hours on site). This requires regular contact with a senior, primary supervisor who can work with the student and evaluate his/her work. This process also requires consultation with Career Center staff to develop a resume, secure internship access (as appropriate), and locate opportunities preparatory to graduation. **Students who opt for PLP 489 complete a minimum of 135 hours in the field and some limited sessions with faculty, and occasionally other students. In every case, the core requirement is that each student must take on a leadership role that can be documented in a final portfolio. PLP 489 is offered in spring and summer semesters on a demand basis and is reserved for scholars who are offered in-depth placement opportunities with a lengthier field assignment—often out of town or out of state. Further, students may also need a placement outside of the scheduled fall semester schedule so they may finish other courses or because they are graduating in an "off" semester.**

- Each scholar submits a comprehensive internship portfolio that includes a 10-page essay reflecting both the experiences of the internship and his/her skills in self-leadership, ethical behavior, problem-solving, and self-evaluation. This encourages each student to examine the Leadership Studies minor through the application of learned and applied principles. Students were evaluated on the ability to research, select and propose, implement and evaluate an approved placement plan. They will know how to practice team leadership through active group participation, and respond to these experiences through focused, reflective journaling.

2018-19 Outcomes Assessment Focus

AY 2017-18 was designated as the Review Year for all six PLP Student Learning Outcomes. Because all six have been assessed since our assessment pilot in 2011—and SLO 1 – Self Leadership has been assessed annually—we felt it was time to examine our outcomes against the evolving academic and programmatic missions of the minor. This task provided the fuel for the report submitted in May 2018, and reinforced the challenges observed in our 2017-2018 Assessment Plan.

Based on examination of all six outcomes in 2017-18, SLO 1 – Self Leadership was set aside in 2018-19, and the focus placed on two "challenging" outcomes, SLO 2 –Ethics/Ethical Behavior, and SLO 4—Critical Thinking. (See excerpts from PLP 2017-18 comments included on pages 11-12.)

Student Learning Outcome Two: Ethics/Ethical Behavior (Assessed 2014-15 & 2017-18)
PLP Scholars will manifest an understanding of leadership ethics and service to others, and illustrate, analyze, and assess their own leadership qualities in relation to theoretical principles. Although discussions of ethical behaviors are woven through all Leadership Studies courses, this assessment focuses on ethical dilemmas as revealed in two courses—PLP 360 Applied Leadership and PLP 460 Working with Experienced Leaders. Applied Leadership requires successful implementation of a group project under the supervision of a selected advisor. Students are graded on both the product they deliver and evidence of progressive learning throughout the course. Assessment includes evaluation by fellow team members and the advisor, as well as self-evaluation through a final written paper, a journal of documented hours, and a group presentation that includes a visual production describing the project's purpose, methodology, key insights and recommendations. In a primary effort during Fall 2014, for example, the juniors chose to develop and produce an ethics conference for emerging leaders in

response to a request from the Center for American Values. The actual conference was held on February 6, 2015. Students submitted "final papers" in December but continued their work after the holidays and implemented the conference in February. All students submitted post-conferences papers and held a follow-up evaluation and discussion session with questions derived from their post-conference responses. The purpose of our focus this year is on the artifacts collected, the assigned readings and discussions centered on ethical behaviors in leadership, and student feedback regarding ethical knowledge, analysis, and evaluation. (Also **see strategy summary** below.)

Student Learning Outcome Four: Critical Thinking (Assessed during Piloting Phases 2011-12 & 2017-18)
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 leaders as evaluated through the shadowing and reflections experiences of PLP 260 and through the junior class (PLP 360) project and the senior internship. Because critical thinking skills are difficult to review in a systematic way in such courses, the focus this year will be to develop discussions and assignments that reflect leaders' need for examining issues at a deeper level. This is a preliminary activity as the focus on problem solving will require more attention. In the pilot phase, we were still crafting the SLOs to measure in the future; in 2018-19 we are focusing on the artifacts assigned, the discussions and other classroom activities outlined in the syllabi in key courses, the rubrics used to measure the documents collected, and overall expectations of satisfactory completion outlined within the SLO itself. This SLO may be a target for 2019-20 review as well. **See strategy summary** below, submitted on February 19, 2019.

Primary Assessment (Summary)
The academic director reviews all portfolios, focusing on specific outcomes, and faculty share in review of selected portfolios for discussion and evaluation. A comparison of sophomore to senior growth—as outlined by the rubric criteria—allows us to evaluate change from the first portfolio submission to the second and final submission. The programmatic rubric, revised in 2013-14, is used to examine both entries for each student, and to determine growth or change.

Strategy Summary Addendum: February 19, 2019
Following a convocation workshop on assessment in January 2019, and a follow-up discussion on February 14, 2019, the PLP program and academic directors sent a strategy summary to Dr. Helen Caprioglio to outline our assessment focus for the final report due in May 2019:

- PLP will close the loop on two assessment "projects" to locate better artifacts and develop better measurement strategies for outcomes on ethics and critical thinking.
- Follow up on the digital portfolio pilot initiated in Fall 2018 to include all PLP scholars, and
- Re-build oral assessment rubrics to bring them in line with all oral presentations through the minor course requirements.

Specific Strategies: 1) Complete focus groups on ethics education and critical thinking currently underway;
2) Review digital platforms to ascertain best collection platforms and appropriate access
3) Re-build and prepare to pilot new oral assessment rubrics, and
4) Review CAS outcomes, including the social change model of leadership development as we re-write student outcomes for the Leadership Studies minor.

PLP Curriculum Map

Course	160	260	360	460/489	Other
Self-Lead	I	R		E/M	Exp
-Oral	Presentation	Presentation		Presentation	
-Written	Essays	Papers, Reports	Journaling	Portfolio	Elec
-Argumentation		Shadowing	Project Development		SLPI
-Reflection/Vals	Journaling	Shadowing	Journaling		Vol
Ethics	I	R	R	R/M	Rtrt
-Personal	Sit Analysis	Observation	Observation	Journaling	Elec
-Organizational	Book Reports	Shadowing	Project Reports	Journaling	Summit
-Community		Papers			
Lead Theory	I	R	R	R/M	Exp
-Major Theories	Testing	Presentation		Portfolio	Norm
-App Theory	Discussion	Papers, Shadowing	Project Assignments	Lead Role	Summit
-Critical Analysis		Discussion, Papers			
Lead Qualities	I	R	R	E/M	Vol
-Def/Traits	Testing	Presentation	Observation	Journaling	SLPI
-Take on Roles	Grp Project	Presentation; Papers	Team Project	Intern Placement	
-Project Mgmt.	---		Team Project	Intern Placement	Vol/CLA
Crit Thinking	I	R	R	R	
-Def/Basics	Journaling	Shadowing	Team Project	Journaling	SLPI
-Examine		Presentation	Project Reports	Journaling	Summit
-Exercise		Discussions/Papers	Project Completion	Portfolio	Job
Prob-Solving	I	R	E/M	R	Elec
-Basic Activities	Exercises	Presentation		Portfolio	Rtr
-Participation		Shadowing		Internship	Job
-Analysis/Action			Team Project		
-Project Mgmt.			Team Project	Lead Roles	
Civ Engagement	I	R	E/M	R	Vol
-Caring/Helping	Com Ser		Team Project		CLA
-Observe/Anal		Shadowing	Team Project	Journaling	Rtr
-Action			Team Project	Placement	

Course Codes: I=Introduce; R=Reinforce; E=Emphasize; M=Master
Other Codes: Elec= Elective; Exp=Experience; CLA=CLA activities, scholars; Vol=Volunteering; Rtr=PLP annual retreat;
SLPI=Student Leadership Practices Inventory; Norm=Normative Tests (SRLS, etc.); Job=Job experience; T=Travel

Assessment Results

- The academic director oversees and evaluates assessment processes, including administration and scoring of SLPI forms, oversight and implementation of student and alumni survey documents, participation in alliance-wide normative testing as available, and maintains a routine review of course syllabi in conjunction with the director.
- The academic director maintains and distributes aggregate GPA and inventory data to faculty, students, and advisory council members (as appropriate). In conjunction with the executive director, the AD works with faculty and students to develop strategies for specific course changes, development of new co-curricular activities and opportunities, and elective opportunities.
- Assessment results are used to change course assignments and scheduling, and to elicit new elective choices for students in the minor.
- Because inventories and other measurement devices require funding sources, these items are planned for during the budgeting process. Further, student travel, visits to the annual CLA summit, the annual scholar retreat, and other activities are budgeted through operational funding. The program director routinely applies for additional grants and stipends to supplement PLP initiatives focused on civic engagement and problem-solving.
- PLP scholars meet as a group at least six times per year where they are updated on program changes, research results, cohort successes, and individual awards. The PLP advisory council meets at the request of the director. PLP faculty members attend CLA retreats, conferences, and other gatherings to gather new information on best practices and accompany students to events and activities as time and funding allows and participate in workshops focusing on experiential education. Most public events are open to administrators, but the provost and the president are invited to all special events and are copied in on news releases and other notices regarding student or program achievements.
- Students meet with the academic advisor privately and in group advising and information sessions and make advising appointments to get progress updates as needed.

Continuous Processes

The academic director is chiefly responsible for maintaining the assessment processes and keeping the director apprised of pedagogical changes to improve the program offerings. The AD also oversees the completion of action plans and measurement strategies from year to year.

Two outcomes are being measured annually as noted below. We anticipate that self-leadership—or personal preparation for leadership roles—will continue to be measured regularly. Based on Fall 2018 comments, the PLP 260 oral presentation rubric –with adjustments--was recommended as an oral defense rubric for programmatic evaluation to maintain continuity among key oral assignments

A new focus on experiential education (EE) was initiated in 2014 to update the service learning/civic engagement foundation of the Leadership Studies minor and the President's Leadership Program as a whole. The academic continued work on the campus EE task force, and the executive director applied

for and earned EE scholar status for Spring 2015. Further, the two directors joined a more academically suitable leadership organization, the Association of Leadership Educators, to gain access to both experiential education opportunities and other emerging pedagogies in leadership education. In preparation for annual assessment activities, PLP faculty members have agreed to a set of assessment assumptions and to the following:

- Update all core course syllabi to include current learning outcomes language as outlined in the PLP Curriculum Map.
- Convene a student review board to provide feedback regarding specific leadership courses.
- Review comments from US 460/US 489 internship portfolios to assess self-reported goals and outcomes reported by students and their supervisors.
- Work with CSU-Fort Collins to participate in nationally-normed assessments as available
- Integration of EE language and additional reflective analysis as outlined by the campus quality initiative on experiential education; faculty will actively participate in EE work groups, sessions, and forums as much as possible.

Ongoing SLO Assessment Guidelines*

Academic Year	Outcome(s) Assessed	Assessment Method(s)	Responsible Party(ies)
2013-14	Self-Leadership Civic Engagement	260/460 Portfolios	Orman, Trujillo
2014-15	Self-Leadership Ethics	260/460 Portfolios Ethics Conference Papers + Student Feedback	All PLP staff Moreschini, Orman
2015-16	Self-Leadership Problem-Solving	260/460 Portfolios Experiential Artifacts	All PLP staff Moreschini
2016-17	Self-Leadership (EE) Other: Leadership Theory/ Leadership Qualities	Experiential Artifacts Discussion Topics; Student portfolios in PLP 260 & 460	Moreschini All PLP staff
2017-18	All: Review of Outcomes	Portfolios; Supervisor Review	All PLP staff
2018-19	Ethics/Ethical Behavior Critical Thinking	Portfolios; Focus Groups and alumni surveys	All PLP staff
2019-20	Ethical Behavior SLO Re-writes	Class Assignments/Exercises Revised Portfolio Review	All PLP staff Orman
2020-21	Leadership Theory	Summative Testing	All PLP staff

*Based on student, staff, and university feedback, these student learning outcomes may be re-examined as appropriate to meet the overall goals of the President's Leadership Program and the Leadership Studies minor.

Challenges (Observed in 2017-18 Assessment Plan; Reinforced and modified here as appropriate)

- 4 of 6 SLOs are "easy" to measure—self-leadership, leadership theory, problem-solving, and civic engagement; 2 are difficult—ethics, critical thinking—will be measured as needed
- Blurred cohort boundaries make assessment an ongoing, semester by semester activity because students come and go throughout the academic year. The cohort perimeters are blurred when students graduate early (or late), change majors, take on extra majors or programs
- Limited faculty/staff put undue responsibility onto program director
- Third-year course (PLP 360—The Team Practicum) is community-based opportunity for student leadership and problem solving, but large student groups made it challenging for director who oversees this course. (Beginning in Fall 2018, an adjunct faculty member took on this course.)
- Student transfers do not complete portfolios/defenses before/upon entry making comparisons and growth values of these students difficult. Posttest only.
- It is clear through student feedback and faculty discussions that CAS standards and changes in student learning measures have some value as we examine our SLOs for clarity and/or re-write.
- Plans to offer course work with broader scope—global perspectives, collaborative efforts with CSU-Fort Collins or other statewide leadership programs—have been difficult to establish because of challenges noted above and limited financial resources.

SLO	Value	Assessed	How Measured?	Comments
Self Leadership	High	Annually	Journaling, papers, Oral presentation, pro-Jects, portfolios	Critical SLO; program base but may be too compre-hensive as single outcome
Leadership Theory/ Styles	Mid-Hi	Pilot; 2016	Book reviews; papers; Discussion; Shadowing & Internship experiences;	Important for developing leadership roles; A specific Leadership paper requirement needed?
Ethics	Mid-Hi	2014-15	Projects; Panels; papers Retreat activities; guest Speakers; Shadowing	Difficult to measure! Need more engaging ways to evaluate growth & change
Critical Thinking	Med	2013-14	Papers, journaling; 360 projects; Retreat work	Hard to measure; Need ways to "train" students to think more critically
Problem Solving (experiential)	High	2015-16	Volunteering; Projects & Internships; Retreat Activities	Frequently measured as a value of experiential learning
Civic Engagement	High	Pilot; 2013-14	Volunteering; Shadowing & Internships; 360 pro-Jects; Community ac-tion and board work.	Program foundational elements. Program is EE by design. Need a "wider" range of choices

As noted earlier, all six outcomes were assessed at some level during 2017-18. As noted in our report of May 2018, additional work on changes in syllabi, more faculty involvement, better focus on artifacts and rubrics, as well as re-examination of SLOs should benefit the program and our students.