



2023 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](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/2022/leadership-studies-assessment-report-2022.pdf](https://www.csupueblo.edu/assessment-and-student-learning/_doc/2022/leadership-studies-assessment-report-2022.pdf)

Report Completed By: Patricia Orman, PhD

Date Report Completed: May 25, 2023

Faculty members involved in this Assessment: Shelly Moreschini, David Volk, Shanna Farmer, Steven Trujillo

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 experiences offered 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 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.							
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. 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.							

<p>Creative Leadership: 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.</p>							
<p>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.</p>							
<p>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.</p>							
<p>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.</p>	2021-22	Portfolio assessment	21 Senior Leadership Studies students enrolled in PLP 460 or PLP 489 in Summer 2022 and Fall 2022, plus 14 sophomore Leadership Studies students enrolled in PLP 260 during Fall 2022. All students are participants in the President's Leadership Program.	90% of students at both assessment levels should meet or exceed minimum levels of performance.	14 out of 21 seniors exceeded expectations. 6 out of 21 met expectations, and 1 student did not finish. In the sub-category of problem-solving by co-creating their own placement job descriptions, 7/21 students developed their own placements and guided their own development during the placement period.		
					11 Sophomores who completed shadowships met or exceeded expectations; 3 students completed the shadow project, but did not fully meet the requirements of the assignments designed for the placement. Sophomores were not evaluated on the co-creation criteria as this was a pilot year for this item.		
<p><b>Comments on part I:</b></p>	<p>As noted in our updated plan, the limits and challenges encountered during the pandemic kept faculty from making extensive changes to the portfolio process. Because we are working on new instruments to measure pre- and post-PLP values and learning</p>						
<p><b>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.</b></p>							

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?			
	Further, faculty have determined that with the changes engaged through the Center for Honors and Leadership, the PLP assessment plan will be re-written to include more cross-over options for students enrolled in both programs. Students from each PLP course will be evaluated via contributions to a revised portfolio system at the end of each semester to better monitor course by course progress of each student and better account for students who may transfer into the program outside the "normal" lock-step process. This move occurred, in part, as a result of comments made during assessment discussions regarding the limitations of portfolio review. These upcoming changes will also offset some of the issues created when students transfer in without a portfolio ;baseline.						
<b>Comments on part II:</b>	PLP faculty discovered several gaps in course construction and delivery as a result of the recent pandemic interruptions. Although students are entering the workforce, higher education and/or community leadership, their within-minor development hit several rough points because two mid-program courses--PLP 260 and PLP 360--lacked the linkages necessary to strengthen the pipeline created in the cohort progress from self-leadership to taking the lead. As a result of student comments and reports from the student advisory plus observations from faculty members, CHL held an all-faculty retreat in January 2023 to determine best options to re-build the sophomore/junior syllabi. A follow-up all-faculty meeting in March confirmed a shift in course content. The two courses are now in re-building for Fall 2023, the adjunct faculty will swap roles, and all faculty will monitor progress in these two courses.						