CSU PUEBLO

2024 Academic Program Assessment Report
Leadership Studies

Program current assessment plan here:

Program prior assessment report here:

Report Completed By:	Patricia Orman Ph.D.
Date Report Completed:	May 28, 2024
Faculty members involved in this Assessment:	Shelly Moreschini, MA; David Volk, D.Mus

Brief Statement of Program Mission and Goals:	As noted in the updated assessment plan, a fix was proposed in spring 2023 to rebuild PLP 260, change the text, review the expectations, develop stronger writing assignments, focus on discussion and work toward cohort decisions regarding the junior class project--PLP 360--a team practicum where all students work on a community project or issue. This year's sophomores, for example, determined they would tackle homelessness in their fall 2024 project. The problem-solving discussions witnessed by the instructor and the faculty mentors suggest this a true step forward to bridge the gap between the self-focus of the first two courses and the group/community focus of the upper division experience. Also see Closing the Loop.

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 / Problem Solving	Date	Method	Artifacts	Criteria	Results	Analysis	Action
Self-Leadership: PLP Scholars will understand, synthesize, and evaluate their personal readiness for leadership by communication effectively through written and oral means as measured by course assignments and two portfolios.	Fall 2017 (and indirectly in 2020)	Artifact Review and Portfolio Assessment	Students in 4 F 2023 required PLP courses: PLP 160/N=18/1 written assignment; PLP 260/N=13/Portfolio #1; PLP 360/N=13/Project Reflection; PLP 460/489/N=11/Final Portfolio (inc 489 students from Summer 2023; Spr 2024 51 artifacts.	160/260 students: 80% meet or exceed minimum levels of expectation--2 or 3 on program rubric; 360/460/489 students: 90% meet or exceed minimum levels of expectation3.5-4 on rubric.	160: N=16 (2 students DNP) 81% met or exceeded goal (13/16); 260: N=13; 84.6% exceeded expectations; 15.4% met expectations; 360: N=13; 100% met expectations. See note below. 76.9% expeeded expectations; Note: This assignment was not specifically prompted for self-leadership, but because some students excelled here, we made the adjustment.	This pilot process examined work for all core classes. The PLP 360 assignment was not particularly strong for this measure, so we will re-write an assignment for 2024-25. However, with three strong cohorts moving forward, we were pleased with the knowledge gained and explicated in their written assignments. Seniors writing skills improved individually, but were not as strong as underclassmen coming through the ranks.	Now that we are examining written work from every course each semester, we will revise assessment assignments and develop a more specific rubric for single artifacts. Although faculty grade via rubric, the assessment rubrics are more program-specific.
2. 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). (As measured through assignments and portfolios.)	Fall 2022 (This was re-assessed in 2023-24 to evaluate the "slippage" problem between PLP 260 and PLP 360 noted during the pandemic years, and the resulting changes made to help resolve the problem. See closing the loop.)	Single artifacts + two portfolios. See closing the loop.	PLP 260/360/460 students in Fall 2023. 489 students in Summer 2023; Spring 2024 Toal artifacts: 35 (First year students are not assessed on problem solving skills until sophomore year.)	Sophomores: 70% should meet or exceed minimum level of performance., A 2 on the 5-point rubric scale. Juniors/Seniors: 80% should meet or exceed minimum level of performance. 3 or 3.5 on 5-point scale.	260: 84.6% met or exceeded on this SLO; 360: 100% met the minimum; 76.9% exceeded the goal. 460/489: 9 /11 completed portfolio. 100% met minimum levels (3/3.5); 66.6 exceeded minimum levels.	Strong sophomore and junior cohorts showed well on problem-solving skills. As a group, seniors (the "covid cohort") did not rise to same levels. Loss of face to face time, class cancellations and changes in expectations took its toll. A relatively high attrition rate contributed to poorer confidence levels.	Faculty agree that pandemic years harmed all SLO goals, however, a renewed focus on bridging "weak links" should help strengthen cohort cohesion and bolster overall success on a class by class basis.

Comments on part I:	As noted in the updated assessment plan, a fix was proposed in spring 2023 to rebuild PLP 260, change the text, review the expectations, develop stronger writing assignments, focus on discussion and work toward cohort decisions regarding the junior class project--PLP 360--a team practicum where all students work on a community project or issue. This year's sophomores, for example, determined they would tackle homelessness in their fall 2024 project. The problem-solving discussions witnessed by the instructor and the faculty mentors suggest this a true step forward to bridge the gap between the self-focus of the first two courses and the group/community focus of the upper division experience. Also see Closing the Loop.

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?
Curriculum Changes as described in comments above.	For at least five years, the gap between the sophomore and junior course materials grew. The changes and restructuring of the curriculum in its midsection was much needed.	Changes were discussed in last year's assessment. Several retreats and follow up meetings re-built two syllabi, communicated to strudents and followed up.	We did what we said we would do: Swapped adjunct faculty, changed texts, discussed changes with students, and sought advice from alumni through a Spring 2024 survey.	Excellent suggestions and ideas from alumni, including the addition of mentoring programs, more speakers, and additional opportunities for ongoing students.

Comments on part II:	The intensive faculty retreats, meetings, one and one sessions with adjunct faculty, and addiitonal oversight by the PLP directors and CHL director helped to re-shape two classes simultaneously. The junior class group project was an enormous undertaking, but student responses and reflections, input from supervisors, and two outstanding oral presentations illustrated that with front-end preparation and additional oversight, the projects--while not perfect--became teaching moments for all concerned. Further, the feedback from alumni regarding recommendations for students will help guide us through the 25th anniversary of PLP at CSU Pueblo, and beyond. The sophomore "shadow-ships" were equally valuable with opportunities for rising juniors to begin their moves from self-awareness and leadership development to community action and impact.