

Center for Honors and Leadership
President's Leadership Program and Leadership Studies Minor
Student Learning Outcome Assessment Plan

President's Leadership Program (PLP) and Leadership Studies Minor

Colorado State University-Pueblo – Center for Honors and Leadership

Assessment Plan: Updated with Summary Sheet, May 2024 (Submitted with this document)

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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 oneself. 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. In June 2019, the Center for Honors and Leadership (CHL) was created to include both the University's Honors Program and the President's Leadership Program under the direction of Dr. David Volk. (Also see CHL Mission/Goals, pg 4)

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. In line with CSU Pueblo mission and vision, 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 is a founding member of the Colorado Leadership Alliance (CLA), a collaborative effort that includes 10 Colorado member campuses with leadership programs. Although this organization has stepped back to let individual campus programs develop their own program goals and connections to other campuses, we maintain a group alignment through online programming, attachments to the Boettcher Foundation and other statewide foundations.

Program Goal Update: Based on assessment and feedback data from recent assessment submissions, and recognizing the university's changing vision, branding, and goals, the President's Leadership staff and students are examining program goals (and SLOs) in more depth to align with CSU-Pueblo's “people's university” focus. Further, we are reexamining the program's compatibility with the Council for the Advancement of Standards in Higher Education's (CAS) standards statement for student leadership programs (2015) as a model for further study. We are striving to integrate several PLP and Honors courses/experiences to unify and engage students in both programs while maintaining the integrity and values of each independently. As a result, the recently edited Center for Honors and Leadership Student Learning Outcomes, are included in this document as well.

Overarching 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 and inclusion strategies, as well as 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 join travel abroad with Honors students and community partners.

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 (pgs 8-9 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.

- 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/Ethical Behavior:** 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.*
- 3) **Leadership Theory/ 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.*
- 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 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% our minimum level of performance.*

Earlier Recommendation: SLOs 4) Critical Thinking Skills and 5) Problem-Solving Skills be re-written as Center for Honors and Leadership (Common) Outcomes for concurrent and/or similar experiential

opportunities—including team practicum, internships, service learning and group project assignments that both Honors and Leadership Studies minors complete.

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.*

CHL Mission and Goals

Mission: The Colorado State University Pueblo Center for Honors and Leadership (CHL) equips students to be purposeful in the design of their college experience. Our courses are experiential and focus academically on self-leadership, ethics, service learning, and community engagement. The CHL supports life-long academic and professional planning for each student.

CHL Program Goals:

- **To foster collaboration and natural synergies between the Honors and Leadership Studies minors while sustaining the unique strengths and purpose of each program**
- **To promote experiential learning across both curricula**
- **To help each CHL student identify and plan CSU Pueblo experiences that explore and support lifelong academic and professional goals**
- **To ground the work of our students in community engagement and service to others**
- **To embed the study and understanding of ethics in each CHL course.**

Leadership Studies Minor – Performance Criteria

Two digital portfolios are collected from PLP Scholars: The first is completed and reviewed at the close of the second core course (PLP 260) and the second, more comprehensive, portfolio is submitted as the final document in PLP 460 and 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 90% 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 CID 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.

Programmatic Assessment Methods

The Leadership Studies Minor includes several methods of program and curriculum assessment. Of the methods embraced, the **Student Leadership Practices Inventory (SLPI)** was the first nationally-normed instrument used to compare our students to those in other programs nationwide. It 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 at 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.) While a “handy” and documented survey tool, we did not find this a satisfactory measure for post-testing our students. Further, as the cost of these instruments increased combined with the difficulty of getting these surveys completed for students transferring into the program, adding PLP/Leadership Studies “late” in the student's academic career, or issues around limited access to digital testing, the PLP faculty decided to suspend use of the instrument. The onset of COVID protocols cemented the suspension, although we may consider a digital version of the instrument in the future if dollars and availability permit. In AY 2023-24, three different instruments were piloted, but none met the robust qualities of the SLPI. Staff members have been collecting anecdotal data from students, alumni, and ad hoc 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 one or more student outcomes (see general process description below)
- Interaction, teamwork, and completed leadership tasks at annual scholar retreats each August (Observation and Written Evaluations)
- Student online course evaluations each semester, and/or other audits created for use
- Online Alumni and Current Student Surveys conducted through Google Sheets. (Results from an alumni survey dropped in April 2019 were analyzed following the assessment report deadline for AY 2018-19. That summary and a brief follow-up plan are noted in Assessment Results and Continuous Processes on Pages 9-10. A follow-up to this alumni survey originally scheduled for AY 2022-23 will be completed in Spring 2024.)
- 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
- Insights from alumni, campus faculty/staff, and other professional observers
- Faculty review and updates to course syllabi and scheduling changes to positively affect student progress and timely completion

- Student analysis and synthesis of leadership skills and qualities through discussions with mentors and faculty, and as of Fall 2015, students develop an oral presentation or “defense” of their portfolios. Further, students who co-create their leadership experiences provide personal feedback of their experiences during the oral presentation stage(s).

Portfolio Assessment: How it Works and How it Changed

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 in Googledocs. Each student establishes an account when entering the program, and no later than entry into PLP 260. Any documents, assignments, reports, or creative materials can be housed here for senior review. Although program faculty evaluate sophomore and senior level portfolios, annual additions to portfolios were not consistent. During a pilot effort in Fall 2022, it became clear that course changes and assessment changes might be necessary.

In January 2023, all PLP faculty and CHL director David Volk participated in a day-long retreat to discuss pedagogical issues in two courses—PLP 260 and PLP 360—that provide transitional content and experiential development for students in the Leadership Studies minor. All agreed that changes in syllabi and a faculty swap would help to prepare students for current and future leadership roles, provide the necessary background for the PLP 360 Team Practicum experiences, and return the program to the original roots and goals established in the early 2000s. Two follow-up meetings determined that an annual review of artifacts from all four course was more appropriate until the SLOs are met and course content is fully re-established.

Portfolio-Specific Process:

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 their learning experiences into a portfolio for faculty review.
- Students will analyze their observations of and experiences with 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 may 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 throughout the President’s Leadership Program. Faculty evaluate the student on all six SLO’s according to the program assessment rubric and observe change and growth from PLP 260 submissions.

- Each student prepares an appropriate 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; in addition, they 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 digital portfolio, 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 state legislators, several local attorneys, a veterinarian, numerous 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 former university presidents.
- **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 placement 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-

- Although cohort alignment is desirable in PLP, students enter and progress at different rates, permitting completion of requirements quickly and graduation. The PLP 489 option allows for a more individualized program for each student.
- 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 are 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.
- Partly as a result of closures, health concerns, and limited resources during the pandemic, students developed opportunities through hybrid and remote options, and several of our recent placements have been hybrid internships by design.
- Beginning in Spring 2021, PLP faculty encouraged students to co-create their experiential learning, particularly in the 460/489 senior capstone projects. Since then, it has become a primary focus as PLP students are acquainted with the Ultimate Future Self concepts examined in the Honors 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			
Creative Lead	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 normative tests, 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 reporting agencies (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 several 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 CHL directors apprised of pedagogical changes to improve academic offerings. The AD also oversees the completion of action plans and measurement strategies from year to year.

Now that PLP is a component of the Center for Honors and Leadership (organized in June 2019 through the Provost's Office), recent actions continue to include recruitment, exploration, discussion, development, trial-and-error, and review to see how and where the two programs can create unique student outcomes, combine student groups and activities, create opportunities for collaborative experiential learning, promote student research, and engage new options for growth and development through programmatic and academic change. As noted earlier, the CHL SLOs are now established and will be further developed and measured as necessary to allow better mapping of Leadership Studies and Honors courses. This process will also include development of new assessment methods that can be reported via CSU Pueblo channels as well as provide opportunities for internal development as well.

A fresh 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. Additionally, the Honors Program has adopted an experiential focus that permits students to utilize experiences in both programs to complete the minor.

In preparation for annual assessment activities, PLP faculty members have agreed to a set of assessment assumptions and to the following:

- Re-write PLP Assessment plan to reflect recent core course evaluations and to fully align with overall CHL programmatic and SLOs. This should be completed in AY 2023-24.
- Update all core course syllabi to include current learning outcomes language as outlined in the PLP Curriculum Map and consider appropriate crossover opportunities for Honors minors. Ongoing through AY 2023-24.
- Convene a student review board to provide feedback regarding specific leadership courses. Established in 2020-21. Ongoing.

- Review comments from PLP 460/PLP489 internship portfolios to assess self-reported goals and outcomes reported by students and their supervisors for the purpose of building a partners database.
- 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 and Assessment History (following pilot efforts in 2011, 2012)

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)	Experiential Artifacts	Moreschini
	Other: Leadership Theory/ Leadership Qualities**	Discussion Topics; Student portfolios in PLP 260 & 460	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
SHIFT TO Center for Honors and Leadership			
2019-20	Ethical Behavior SLO Re-writes	Class Assignments/Exercises Revised Portfolio Review	All PLP staff Orman
2020-21	Creative Leadership/Ethics	Summative Testing	All PLP staff
2021-22	Civic Engagement/Co-creation	Portfolio and Document Review	All CHL staff
2022-23	Civic Engagement/Prob-Solving	Develop/pilot new instruments	All CHL staff
2023-24	Self-Leadership/Prob-Solving	Four-course artifact review	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. **Now called Creative Leadership to combine the theory/qualities of leadership in a more focused way.

Brief Summary of ALL-OUTCOME Review conducted in 2017-2018

SLO	Value	Assessed	How Measured?	Comments
Self-Leadership	High	Annually	Journaling, papers, Oral presentation, projects, portfolios	Critical SLO; program base but may be too comprehensive 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 projects; Community action 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 2019, 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.

Challenges

- DEI—Diversity, equity, and inclusion—topics and projects are built in at every level, yet no specific measure captures the issues. Consideration of JEDI—Justice, equity, diversity, inclusion—issues should be more visible in assessment practices. As a result of our diversity concerns, both CHL Directors participated in the year-long ELEVATE program developed and conducted by Denise Henry through the Center for Teaching and Learning.
- 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. Flexibility options need to be more obvious to students.
- Program transfers do not complete portfolios/defenses before/upon entry making comparisons and growth values of these students difficult. Posttest only. Interventions to capture missing data and provide more “leveling” opportunities are in place but need to be marketed in better ways.
- 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.
- More ongoing programs to develop “shadowships,” service learning or volunteer placements, and internships need to be developed. Several programs are now in place between CHL and United Way of Pueblo County, Pueblo Zoo, Pueblo Library District, public school districts, and recently, Boys and Girls Clubs of Pueblo have provided foundational support for the CHL databases. We are currently establishing program partnerships in the community and plan to widen that program in 2023-2024.

2024 Key Changes to PLP Assessment Plan of April 2023—added to May 2024 version

- Due to concerns about productive transition from PLP 260 to PLP 360, faculty changes were made, syllabi updated, text updated, and focus of the 260 course permitting intentional transition of students from “shadowships” to the team project of PLP 360. Mentoring by senior faculty and frequent oversight to structure support and extra class visits provided important oversight for the piloted change.
- Based on feedback from assessment readers, scholar submissions from all four core PLP classes, including key writing assignments from first and third year students and sophomore/senior portfolios. Although this change had been anticipated, feedback helped push this through.
- Exploratory surveys in progress for current students and follow-up alumni surveys for curriculum and programmatic planning were implemented in April and May 2024

Assessment recommendations/comments from Summer 2023 faculty reads

- Update your planning following pandemic effects and concerns
- Collect more data on a per-class basis rather than just portfolios

Student Learning Outcomes addressed in June 2024 report

- **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.
- **Problem-Solving:** 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 PLP 489).

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Key references in the June 2024 report are available on the following pages:

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|---------------------------------|-------------|
| • CHL Mission and Program goals | Page 4 |
| • Assessment method changes | Pages 5-8 |
| • Continuous process changes | Pages 10-11 |
| • Assessment history | Page 12 |

Note for readers:

- Please review commentaries for additional notes and information

Leadership Studies Program Assessment Rubric 2023-24

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.

Oral Presentation Rubric

Presenter's Name: _____

Topic _____

Evaluator's Name: _____

CATEGORY	4	3	2	1
Preparedness	Speaker is completely prepared and has obviously rehearsed.	Speaker seems pretty prepared but might have needed a little more time to rehearse.	The speaker is somewhat prepared, but it is clear that rehearsal was lacking.	Speaker does not seem at all prepared to present.
Speaks Clearly at a good pace	Speaks clearly and distinctly all (100-95%) the time, kept a good, steady pace, and mispronounced no words.	Speaks clearly and distinctly all (100-95%) the time, but was sometimes too slow or fast, and/or mispronounced a word or two.	Speaks clearly and distinctly most (94-85%) of the time, but went too slow or too fast and /or mispronounced a number of words.	Often mumbles or cannot be understood. Spoke way too slow or too fast, and/or mispronounced a lot of words.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time. Somewhat confusing.	It was hard to tell what the topic was. Very confusing. Speaker rambled.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation. Could be more confident.	Sometimes stands up straight and establishes eye contact. Needs to be more confident in presenting.	Slouches and/or does not look at people during the presentation. Seemed very nervous and/or not very interested.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows understanding of parts of the topic.	Does not seem to understand the topic very well.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Audio-Visual	The audio-visual used enhanced the understanding of the presentation extremely well.	The audio-visual helped enhance the understanding of the presentation.	The audio-visual helped enhance parts of the topic. Presenter could have utilized it better.	The audio-visual did not enhance the meaning of the presentation. Presenter did not use well.

Constructive Feedback: