



Program Name	Date Completed
<b>PLP (Leadership Studies minor)</b>	<b>May 31, 2025</b>
Report Completed By	Report Contributors
<b>Patricia Orman, Academic Advisor, PLP</b>	<b>Shelly Moreschini, Admin Director, PLP; Dr. David Volk, CHL Director, Shanna Farmer, MA, adjunct faculty; Steven Trujillo, MBA, adjunct faculty</b>
Brief Statement of Program Mission and Goals	
PLP/Leadership Studies Minor at CSU Pueblo is committed to developing critically thinking your leaders who represent multicultural Colorado and who will communicate clearly, create new visions, solve problems, and transform their communities in Colorado and beyond.	

### Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

<b>A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.</b>
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. (As measured through assignments and portfolios.)
<b>B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?</b>
Fall 2022
<b>C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)</b>
This ongoing issue of "slippage"—reported in both 2023 and 2024, and resulted in a curriculum change and faculty swap (see Leadership Studies report June 2024)—began to shift in Fall 2023 with some success, but needed more data and implementation to show a full shift in problem-solving activities among students.



**D. How were the recommendations for change acted upon?**

Following initial success in community impact discussions and group process, PLP 260 instructor Shanna Farmer fully re-designed her discussions, textbook use and prompts, and re-designed a specific Assessment Summary template to gather student feedback and experiences for students preparing for PLP 360/The Team Project, with the hope that the Homelessness project would move forward in Fall 360 with instructor Steven Trujillo.

**E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?**

Although these third year students did not complete as many pre-fall semester sessions as planned, they maintained their group identity and working with Trujillo and other CHL faculty advocates in Fall 2024, the students solved a myriad of planning, organizational, financial, communication and execution problems and developed a successful half-day event on homelessness—delivered at Pueblo's Crazy Faith Ministry on Saturday, December 7, 2024.

**Enter Table I Closing the Loop Comments Below**

Problem-solving and critical thinking SLOs were addressed throughout the semester. In their detailed reflection papers submitted in December, every student addressed the importance of preparing ahead (the work with PLP 260 instructor Farmer) to understand the dynamics of community engagement and impact. By working as a team, delivering services as promised by a specific date, and reporting on both the process and the results to multiple audiences, both on and off campus, their work directed by instructor Trujillo was successful. Some 172 homeless individuals were served on December 7. Every student in the class participated fully, and despite some hiccups along the way, the problem-solving elements were addressed and supported with visiting guests to the class and Trujillo's guidance. Further, the "slippage" observed in previous academic years appeared to be minimized considerably. Simultaneously, the second-year students in PLP 260, who completed assessment summaries for Fall 2024, appear to also have benefitted from Ms. Farmer and are on their way to a productive team project in Fall 2025. By observing the oral presentation of the Project Linking Pueblo students, the rising juniors are working through group texts and meetings to build their own team success story.

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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

<b>A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.</b>
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. (90% of seniors will meet or exceed minimum level of performance; 80% of sophomores will meet or exceed. (These proficiency levels are under review currently to include all four cohort levels.)
<b>B. Semester and year this SLO was reported on prior to this cycle.</b>
Fall 2021
<b>C. Describe the assessment method for this SLO.</b>
Examination of four assignments, one from each cohort: (PLP 160) First year journals, (PLP 260) Sophomore Portfolios + oral presentations (PLP 360) Final Reflection Papers + oral presentations; (PLP 460/489) Working with Experienced Leaders (Internships)+ oral presentations
<b>D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.</b>
PLP 160—18 journals Fall 2024; PLP 260—16 portfolios Fall 2024; PLP 360—11 reflection papers+ oral presentations Fall 2024; PLP 460/489 10 senior portfolios over Summer and Fall 2024; Spring 2025 (Team Project Oral presentations specifically addressed ethical issues, so are included here for review, however all oral presentations were viewed and reviewed during the process.) Total artifacts addressed here: 66
<b>E. Expected proficiency level and proportion of students who should reach this level.</b>
160: Introductory level only*, no proficiency level established but estimated at about 50% at this point. 260: 80% should reach proficiency, and about 80% (13 of 16) reached

this level; 360: 90% should reach proficiency and 100% reached proficiency in this cycle. (Last year the proficiency level for both juniors and seniors was adjusted to 90%.)

**F. Assessment results and number of students who met proficiency level.**

160: Introductory level only\*, no proficiency level established but estimated at about 50% at this point. 260: 80% should reach proficiency, and about 80% (13 of 16) reached This level. 360: 90% should reach proficiency and 100% reached proficiency in this cycle. (Note: Last year, the proficiency level for both juniors and seniors was informally adjusted to 90%.) 460: 90% should reach proficiency. Of the 11 students who completed internships this past cycle, 9 students reached full proficiency. "9.9" students should have met proficiency. This is an anomaly.

**G. Describe what results indicate about student performance.**

Overall, students in all four cohorts are doing far better in defining, examining, recognizing and analyzing the implications of ethical behavior in themselves and others with whom they work.

**H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.**

We will continue to work on all six SLOs and focus on the interaction between students in Leadership Studies, Honors, and our new Community Impact Certificate. Because students have the opportunity to complete their minors with a mix of courses under the CHL umbrella, we need to provide appropriate advising, guidance, support, and bridges between parallel courses to assure both student success and program progress. We have also outlined more opportunities to use assessment-based prompts in each course, including online PLP courses, to better measure the total impact of the minor courses on individual students who complete courses via different venues.

Because our CHL minors and certificate are useful for numerous majors on campus, but resources to maintain minor completion, we need to provide the appropriate connective tissue between our offerings and those of our students in multiple fields—including STEM fields (nursing, biology, health, etc.) business (management, accounting, marketing, etc.) as well as the social sciences, arts, and education—our focus on Ultimate Future Self pathways can build parallel skills for their academic and professional futures.