



Program Name	Date Completed
President’s Leadership Program/Center for Honors and Leadership	May 30, 2026
Report Completed By	Report Contributors
Patricia Orman, Ph.D.	Shelly Moreschini, David Volk, Shanna Farmer, Steven Trujillo
Brief Statement of Program Mission and Goals	
PLP/Leadership Studies minor at CSU P is committed to developing critically thinking 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 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
Review of revised course approach, instructor swap, text, and course outcomes in PLP 260 during Fall 2023 to prepare PLP 360 students for successful team project in Fall 2024.
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
Fall 2023
C. What were the recommendations for change in the previous cycle?
Team project success in Fall 2024, creating role model effect for future classes would need further observation and success in Fall 2025 and beyond.
D. How were the recommendations for change acted upon?
Success in 2024 was replicated in Fall 2025 and with further modifications in the chain of courses, the preparation value of PLP 260 followed by strong oversight created improved confidence among students, and a better capture of the PLP six outcomes. (See comments below.)



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

Students not only reported greater confidence, but students following up in the Fall 2025 cohort found new teamwork habits and a willingness to work together in ways they had not previously. Although the Fall 2025 project was designed well, the impacted population was a smaller group of community members. The students all reported how much they had learned from this project in ways that they didn't expect despite a disappointing turnout.

Enter Comments on Table I Closing the Loop Below

The Leadership Studies focus on the connective missteps between PLP 260 and 360 led to the major changes in preparation and piloted in 2023. The new preparation phases have now been repeated twice since the pilot. The three cohorts that have completed the preparation change have all reported a greater understanding of community leadership and the roles of government, nonprofit agencies, community businesses and volunteerism. The roles of leaders are critical.

Although our pilot group—the class of 2026—is the first to complete their undergraduate studies, their excellence in their capstone course (PLP 460 or 489) is a direct result of their learning bonds from PLP 260 and PLP 360 as identified in their final portfolios and their conversations with faculty during the final class briefings. In short, the gains from preparing for the junior class project (PLP 260) and the project itself made their final singular roles as leaders a successful mix of placements from El Pomar Foundation and the United Way to co-created opportunities in entrepreneurship.



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
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.
B. Semester and year this SLO was previously reported on before this cycle.
2020-21
C. Describe the assessment method for this SLO(s).
Classroom artifacts—book reviews and oral presentation
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
30 PLP 160 students in a mixed cohort/Reisher student classroom. 26 artifacts were reviewed for this assessment. (1 student drop; three incompletes)
E. Explain the expected proficiency level and proportion of students who should reach this level.
If these students were in an advanced class, 80% would meet or exceed the minimum level of performance.
F. Provide Assessment results and number of students who met defined proficiency level.
More than 75% of student submissions met proficiency. Of these 20 students, a combination of the written artifact and the oral presentation led to a B or better.



G. Describe what the results or trends indicate about student performance.

Testing a lower division class with these review assignments provided a opportunity to determine the creative choices of books selected, the understanding of leadership theories or behaviors, the ability to share these experiences with their classmates in a public discussion provided a cross section of ideas that may have been missing in a cohort-only classroom. (See comments below.)

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

Because students completed peer review as well, each student received immediate feedback from classmates, the instructor and the class assistant, next year's review process will include more observation and feedback on the oral presentation component and further discussion on the role of leadership literature.

Enter Comments on Table II AY 2026 Assessment Below

This class of 30 was the largest first year class in PLP history. A typical class is about 15 students. The impact of the Reisher scholar program not only doubled this intro class, it provided a mix of non-traditional and traditional students, including students who were entering at a different level (sophomore or junior). Further, this artifact provided an interesting shift in the leadership literature chosen for the assignment itself. Non-traditional students tended to select unusual texts for their presentations while the traditional first year students sought out more familiar and well-known selections on leadership. The variety of selections from *The Brothers Karamazov* to a memoir about the Vietnam war demonstrate the shift in selections from earlier choices in PLP 160 to more creative and challenging texts. This suggests a shift in discussion and learning among the scholars as well. This evaluation provides a first step in scaling our program to include a more expansive cross section of students on our campus while striving for developing leaders among leaders in a variety of community and career roles.



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
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 project.
Semester and year this SLO was previously reported on before this cycle.
2018-2019
B. Describe the assessment method for this SLO(s).
Portfolios, oral presentations and slide development
C. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
12 second-year Leadership Studies students in Fall 2025; 10 senior Leadership Studies students in Summer and Fall 2025.
D. Explain the expected proficiency level and proportion of students who should reach this level.
Because these are portfolio courses, 80% of students are expected to meet or exceed minimum level of performance. The sophomore group is likely to be less than 80%.
E. Provide Assessment results and number of students who met defined proficiency level.
7/12 of sophomores exceeded expectations; 3 met expectations; 2 did not meet or exceed; 9 of 10 senior students exceeded expectations. One student met expectations.



F. Describe what the results or trends indicate about student performance.
Comparing second year students to fourth year students suggests that seniors would be better prepared to complete the course assignments with more evidence of critical thinking in their speaking and written materials. The sophomores, however, were stronger in discussion examples than the numbers might indicate. Further, sophomores were examining the roles of leaders within the organization while the seniors were looking at project completion and using the leader/mentor as a guide for their success and completion. And, depending on the choice of location/leader, the examples of critical thinking skills were not always as obvious or clearly presented as we might hope.
G. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.
Critical thinking is difficult to evaluate. PLP staff members are concerned about the processes of comparison, therefore, we are seeking two nationally normed instruments to pilot in Fall and Spring 2026-2027 to examine critical thinking and ethics. Further, we will require all instructors to include specific assignments that engage students in these issues. All of our PLP SLOs are initiated in PLP 160, but when students crossover into honors courses or related options, tracking the focus on critical thinking, ethics, and leadership theory becomes a harder task.

Enter Comments on Table II AY 2026 Assessment Below
Changes in PLP/Leadership Studies curriculum or approaches to learning have been piloted in the past successfully for the most part. Returning to normative instruments to cross-check our SLOs examining our teaching approaches, preparing our adjuncts for larger classes and additional leveling activities require planning and patience. Our June 3, 2026 semi-annual retreat will focus on these issues and help to build our plan for 2026-2027. This may result in re-examination of our current SLOs as well as tackle the challenges of AI- driven policies and other campus requirements. Importantly, the collection of available instruments catalogued at James Madison University appears to provide access to free or low-cost instruments. We nixed a normed instrument just prior to the pandemic because of cost and access factors, but this new resource offers strong choices.

PLP 160 Oral Presentation Rubric – Leadership Book Review

Presenter: _____ Name of Book/Author: _____ Date: _____ Evaluator: _____

Category	Criteria	Points
Content & Analysis (40 pts)	• Understanding of Book (10)	40
	• Critical Analysis (15)	
	• Application (10)	
	• Originality (5)	
Organization & Structure (20 pts)	• Introduction (5)	20
	• Logical Flow (10)	
	• Conclusion (5)	
	• Clarity & Articulation (10)	
Delivery & Presentation Skills (25 pts)	• Clarity & Articulation (10)	25
	• Engagement (5)	
	• Professionalism (5)	
	• Use of Time (5)	
Visual/Supporting Aids (10 pts)	• Relevance (5)	10
	• Design & Clarity (5)	
	• Response Quality (5)	
Question & Answer (5 pts)		5
Total		100

1. What were the strongest parts of this presentation?
2. What is one area that could be improved?
3. What is one leadership lesson from this book you could apply in your personal leadership journey?

Additional comments: