

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

Assessment Plan: Revised January 2014

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President's Leadership Program: Mission, Goals, and Student Learning Outcomes

Mission: The mission of the PLP is to develop and train emerging leaders at Colorado State University-Pueblo, through a high-quality leadership program focused on academic, experiential, and service learning. Through 18 hours of required coursework, PLP scholars fulfill and earn a minor in Leadership Studies. PLP Scholars are selected based on leadership potential, intellectual curiosity, and commitment to something outside one's self. Established in 2000, this cohort-based program attracts and recruits students entering the University as first-time, full-time students.

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, 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. 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 at CSU-Pueblo is a founding member of the Colorado Leadership Alliance (CLA), a collaborative effort that includes 11 Colorado member campuses with leadership programs.

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 strategies, and internship placements.

Because PLP is both a special program and an academic minor, student enrollees have 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

Student Learning Outcomes 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, 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 tandem 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 shared a set of similar ideas about what scholars should know by completion of their programs.

It is from this process that CSU-Pueblo PLP faculty began tying individual course goals and objectives to overall program outcomes. Such ongoing student learning assessment insures the program remains adaptable, current, and strategic, thereby continuing to produce outstanding graduates who are successful in a variety of leadership roles.

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** where outcome measures could be tracked on a course by course basis. Also included on the Map are “other” opportunities for measuring outcomes in co-curricular activities. In review, we have eliminated two of the goals Student Learning Outcomes. These outcomes are noted below, and the measures on a course by course basis 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 a final portfolio. *We expect that 90% of PLP students will meet or exceed our minimum level of performance.*
- 2) **Ethics:** PLP Scholars will manifest an understanding of leadership ethics and service to others, 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 students will meet or exceed our minimum level of performance.*
- 3) **Leadership Theory/Qualities:** PLP Scholars will describe, apply, and criticize 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 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. *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 case management activities, and through tasks assigned in internship placements. *We expect that 85% of PLP students will meet or exceed our minimum level of performance.*

6) **Civic Engagement:** PLP Scholars will understand and demonstrate the importance of civic engagement and community activism as measured through volunteerism, community and campus service, team projects and class assignments. *We expect that 90% of our students will meet or exceed our minimum level of performance.*

Understanding leadership qualities, noted on the Curriculum Map, was combined with leadership theory because much of the literature and the practices related to it are focused on qualities and standards of leadership developed over time.

Performance Criteria

Two portfolios are collected from PLP Scholars: One is completed at the close of the second core course and the second, and comprehensive, portfolio is submitted as the final document in US 460 or US 489. PLP faculty will review these documents to determine value added based on the six student outcomes noted above. From the pilot study (noted below), we will develop proportions for each performance level, and we expect that 85% of Leadership Studies scholars will meet or exceed our performance criteria. Rubrics currently in pilot testing will evaluate student learning at these two critical junctures.

Curriculum

The Leadership Studies minor core courses and their objectives, in aggregate, meet the outcomes for the program as noted above and as described in the Curriculum Map appended to this document. A core curriculum of four sequential courses (12 credits) is supplemented by elective courses chosen by each student, for a (minimum) total of 18 credits. Because we can only assess the value of the four required courses (US 160, US 260, US 360, US 460 or US 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 demonstrate their learning.

Assessment Methods

The Leadership Studies Minor includes several methods of program and curriculum assessment. Of the methods noted below, the **Student Leadership Practices Inventory (SLPI)** has provided an ongoing opportunity to complete a pre-test on first-year students followed by a post-test at completion of the minor coursework. 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. In the past, the SLPI has been used to assess degree of change from first year to fourth year in each of the five dimensions and is another gauge of three student outcomes—self-leadership, problem-solving and critical thinking. Typically, CSU-Pueblo PLP scholars improve in two categories—challenging the process and enabling others to act. A new rubric will be developed to more closely measure initial skills and self-efficacy as well as growth in leadership abilities.

Other Typical forms of assessment used include:

- Interaction, teamwork, and completed leadership tasks at annual scholar retreats each August (Observation and Written Evaluations)
- Social Responsible Leadership Scale (administered under the auspices of CLA)
- Student online course evaluations each semester
- Online Alumni and Current Student Surveys conducted through Survey Monkey
- 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
- Anecdotal insight from alums, board members, and other professional supervisors
- Faculty review and updates to course syllabi and scheduling changes to positively affect student progress and timely completion
- **Scholar Portfolios (US 260 and US 460/489)**

Student Learning Outcome One: Self Leadership

Self-leadership refers to the process of becoming a leader. As scholar Pentti Sydananlakka notes, "Self-leadership is an enabling process whereby a person learns to know him/herself better and through this better self-understanding is able to steer his/her life better." This consciousness includes development of the physical, mental, social, spiritual, and professional nature of the individual. The development of self-leadership includes attention to oral and written communication skills, interpersonal behaviors, recognition of thought and practice in leadership settings, and readiness for the leadership roles ahead. In Lois Medina's words, it is "exploring the embodiment of leadership" through identity and behaviors.

Students will define, monitor, and explain their leadership skills as measured by their abilities to speak and deliver **oral** presentations. They will develop clearly articulated arguments about leadership qualities and traits as measured by **written** assignments, reports, presentations, and the portfolio. They will comprehend and report on leadership styles and skills through **reflective activities** such as journaling and oral presentations. For this pilot, we are measuring at two levels: sophomore (second year in program) and senior (final semester in program.)

Sophomore Level: **Portfolios: US 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 learning experiences into a portfolio for faculty review.
- Students will analyze and synthesize leadership skills and qualities through oral discussions with mentors and faculty.

Senior Level:

- 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 in the President's Leadership Program.

Student Learning Outcome Six: Civic Engagement

Students will understand and utilize the skills that are needed to lead a successful project, event, and/or the duties and activities required of a non-profit or for-profit organization within the realities of everyday experiences and beyond the comforts of the university setting. Further, students will assess their own capacities for thinking and reasoning as exemplified by the essay and oral presentation components of the US 460/489 portfolio.

Working With Experienced Leaders, US 460. Students are placed in a semester-long, individual internship experience that is accompanied by class discussion. This 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. US-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+). This requires regular contact with a senior, primary supervisor who can work with the student and evaluate his/her work. It also requires consultation with Career Center staff to develop resume, internship access, and other opportunities preparatory to graduation. **Students who opt for US 489 complete 135 hours in the field with limited sessions in the classroom.**

Each scholar submits a comprehensive internship portfolio that includes a 10-page essay reflecting on the 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 will demonstrate ability to research, select and propose, implement and evaluate an approved project plan. They will know how to practice team leadership through active group participation, and respond to these experiences through focused, reflective journaling.

Primary Assessment Method

Applied Leadership Course, US 360, requires successful implementation of group project under the supervision of a selected advisor. Students are graded on both the product they deliver and evidence of progressive learning throughout the course. Assessment includes evaluation by fellow team members and the advisor, as well as self-evaluation through a written final paper, a journal of documented hours and a group presentation that includes a visual production describing the project's purpose, methodology, key insights and recommendations.

1) The feedback from spring 2012 focus groups—combined with responses from supervisors and faculty—has renewed the need for measuring civic engagement in multiple ways—including experiential education across the curriculum.

2) Current syllabi will be re-written to include specific rubrics and to outline specific SLOs within the goal statements for each class.

3) Funding for additional assessment tools will be targeted as resources become available.

Incoming PLP students often bring to campus 12-30 academic credits earned through high school higher education programs or senior to sophomore classes. As a result, programmatic assessment methods, combined with course assessments, become increasingly valuable as the boundaries of the lock-step cohort break away. Tracking progress by cohorts becomes difficult when a number of students finish their degrees at the end of their third year on campus, or—as in the case of business students—move on to complete the master's degree in the 3+2 program.

In preparation for annual assessment activities, PLP faculty have agreed to the following:

- Update all core course syllabi to include learning outcomes language as outlined in the PLP Curriculum Map (attached).
- Convene a student review board to provide feedback regarding specific leadership courses.
- Review comments from US 460 internship portfolios to assess self-reported goals and outcomes reported by students and their supervisors.
- Develop outcomes that will help to measure our diversity goals by AY 2014-15.

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 | | | |
| Lead Theory | 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 | | Intern Placement | 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 | |
| To Be Developed | | | | | |
| Diversity/Global | I | | | | Rtr |
| Weak Area Here..... | | | | | CLA |
| | | | | | T |

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 SLPI forms, oversight and implementation of student and alumni survey documents, participation in alliance-wide normative testing, 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 advisory board members (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-curricula 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 the 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 at least six times per year where they are updated on program changes, research results, cohort successes, and individual awards. The PLP advisory board meets five to six times per year, including a half-day strategic planning retreat, where members are apprised of proposals and current activities. Assessment information is frequently a key topic of discussion. PLP faculty members attend CLA retreats, conferences, and other gatherings to gather new information on best practices, and accompany students to events and activities (such as the Alternative Spring Break destinations). Most public events are open to administrators, but the provost and the president are invited to all advisory board meetings and 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 at general 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 director apprised of pedagogical changes to improve the program offerings. The AD also oversees the completion of action plans and measurement strategies from year to year.

Two outcomes are being measured annually as noted below. We anticipate that self-leadership—or personal preparation for leadership roles—will continue to be measured annually. Based on 2012-13 comments, a new multi-use program rubric will be updated and utilized in each PLP course. Note planned outcome assessment:

Planned SLO Assessment Guidelines*

| 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 Others TBD | All PLP staff |
| 2015-16 | Self-Leadership Problem-Solving | TBD | 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.

US 260 – Leader Shadowing-Portfolio Rubric

| Factor | 5 (Outstanding) | 4 (Very Good) | 3 (Adequate) | 2 (Needs Attention) | 1 (Not Acceptable) |
|--|---|---|--|---|--|
| Preparation, Organization, Completeness | All portfolio items included; Complete, thorough & organized. Professional work. Contract, paper & other key items present and well produced. | Generally strong organization and thoroughness, but some omissions or unprofessional appearance. Contract & other items present and well produced. | Organized, but an item or two is missing or poorly crafted. Portfolio seems incomplete or rushed to completion. Lack of student thoughtfulness limits overall value. | Most items included, but portfolio itself is disorganized and poorly crafted. Binder or other items damaged (or missing altogether). Unattractive, and unrepresentative of advanced PLP work. | Obvious lack of preparation; Incomplete and poorly crafted. Binder or other materials damaged, if present at all. Numerous missing items. Lack of attention to key components. |
| Communication & Writing Mechanics | Excellent, clear, polished, and edited writing throughout. College level discourse and discussion revealed through good use of English grammar, writing mechanics and punctuation. | Generally strong writing. Evidence of thoughtful discussion and clear discussion of ideas and conclusions. Some writing mechanics issues. | Clear but not polished writing. Average discussion and commentary, but lacks editing, attention to writing mechanics or writing flow. Some inconsistencies make value limited. | Inconsistent writing resulting in lack of clarity and meaning. Spotty discussion obvious lack of review to edit or proof work. Numerous mechanical errors and not college level work. | Poor writing throughout resulting in poor communication with reader. Numerous writing or mechanical errors, obvious lack of flow and maturity of writing skill. Not college work and not PLP quality at any level. |
| Content | Portfolio, including paper, reflects the discussion requirements outlined in the Syllabus, including a focus on critical thinking & self-leadership. Content is outstanding and professional. The paper particular shows personal growth. Clear to see how internship changed or engaged behavior. | Portfolio, including paper, reflects assigned elements, Including a focus on critical thinking & self-leadership, but content does not go beyond the basic scope of the assignment. Personal growth evidence is minimal. Internship value not as clear. | Content, including paper, is basically on point, but does not provide key focus on critical thinking or self-leadership. Basic scope of the assignment, but very limited on personal growth. Few or no examples of how the Internship provided value. | Content, including paper, lacks any focus above and beyond the basic assignment. No focus on self-leadership, personal growth, or critical thinking. Limited use of examples of how internship changed or engaged behavior. | Content does not reflect assignment, is limited in scope or clarity. No focus on personal growth, self-leadership, critical thinking, or value of the internship to the student's experience in PLP. |
| Creativity | Overall development is creative, appropriate to student's interest in the actual internship placement, revealing thoughtful and creative development of ideas. The portfolio reflects the interests and individuality of the student in engaging ways—photos, illustrations or other add-on items. Student has stretched through this assignment. | Student's personality is reflected in the portfolio content in creative ways, but is limited to segments of the portfolio. Shows some imagination and thought as illustrated through visual images, photos, or other items. | Some creative thought and development but limited to occasional comments rather than to the portfolio as a whole. Several ideas point to imagination and creative thought. Few or no illustrations or appendices to enhance reader's understanding of the placement. | Limited creative thinking evident. Lacks imagination and interest. Doesn't reflect placement or student particularly well. No added-value items to explain the student's experience. | No evidence of creative thinking in the preparation of the final portfolio. |



US 460 – Working With Experienced Leaders-Portfolio Rubric
CSU-Pueblo President's Leadership Program

| Factor | 5 (Outstanding) | 4 (Very Good) | 3 (Adequate) | 2 (Needs Attention) | 1 (Not Acceptable) |
|---|---|---|--|---|--|
| Preparation, Organization, Completeness | All portfolio items included; Complete, thorough & organized. Professional work. Contract, paper & other key items present and well produced. | Generally strong organization and thoroughness, but some omissions or unprofessional appearance. Contract & other items present and well produced. | Organized, but an item or two is missing or poorly crafted. Portfolio seems incomplete or rushed to completion. Lack of student thoughtfulness limits overall value. | Most items included, but portfolio itself is disorganized and poorly crafted. Binder or other items damaged (or missing altogether). Unattractive, and unrepresentative of advanced PLP work. | Obvious lack of preparation; Incomplete and poorly crafted. Binder or other materials damaged, if present at all. Numerous missing items. Lack of attention to key components. |
| Communication & Writing Mechanics | Excellent, clear, polished, and edited writing throughout. College level discourse and discussion revealed through good use of English grammar, writing mechanics and punctuation. | Generally strong writing. Evidence of thoughtful discussion and clear discussion of ideas and conclusions. Some writing mechanics issues. | Clear but not polished writing. Average discussion and commentary, but lacks editing, attention to writing mechanics or writing flow. Some inconsistencies make value limited. | Inconsistent writing resulting in lack of clarity and meaning. Spotty discussion obvious lack of review to edit or proof work. Numerous mechanical errors and not college level work. | Poor writing throughout resulting in poor communication with reader. Numerous writing or mechanical errors, obvious lack of flow and maturity of writing skill. Not college work and not PLP quality at any level. |
| Content | Portfolio, including paper, reflects the discussion requirements outlined in the Syllabus, including a focus on critical thinking & self-leadership. Content is outstanding and professional. The paper particular shows personal growth. Clear to see how internship changed or engaged behavior. | Portfolio, including paper, reflects assigned elements. Including a focus on critical thinking & self-leadership, but content does not go beyond the basic scope of the assignment. Personal growth evidence is minimal. Internship value not as clear. | Content, including paper, is basically on point, but does not provide key focus on critical thinking or self-leadership. Basic scope of the assignment, but very limited on personal growth. Few or no examples of how the Internship provided value. | Content, including paper, lacks any focus above and beyond the basic assignment. No focus on self-leadership, personal growth, or critical thinking. Limited use of examples of how internship changed or engaged behavior. | Content does not reflect assignment, is limited in scope or clarity. No focus on personal growth, self-leadership, critical thinking, or value of the internship to the student's experience in PLP. |
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