Colorado State University- Pueblo Academic Program Assessment Report for AY 2013-2014   Due: June 2, 2014

Program: President's Leadership Program   Date: June 1, 2014

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Please complete this form for <u>each undergraduate, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department.   Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at http://www.colostate-pueblo.ed u/Assessme nt/ResultsAnd Reports/Pages/defau lt.aspx.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs **were assessed** during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last **assessed?** Please **indicate** the **semester** and year.	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the **assessment process.**	D. Who was **assessed?** Please fully describe the student group(s) and the number of students **or artifacts** involved.	E. What is the expected **achievement** level and **how many** or what proportion of students should be at it?	F. What were the results of the **assessment?**	G. What were the **department's conclusions about** student **performance?**	H. What changes/improvements to the <u>program</u> are planned based on this **assessment?**
Self Leadership: PLP scholars will understand, synthesize, and eva lulate their	Fall 2012	**Portfolios from US 260/US 460 classes. Rubrics attached.**	**Graduating seniors {460) in Leadership Studies minor** (N=lO);	**900/o will meet or exceed minimum level of performance.**	**9/10 seniors met or exceeded the minimum level of**	**Seniors were at varied levels of performance, but showed improvement from US 260 portf()lf() - -_\l'{ritten**	**Assessment plan did not utilize an oral presentation component which should be added in 2014-15. Sophomore instructor and intern**

personal readiness for leadership by communicating effectively through written and oral means as measured by course assignments and a final portfolio.			Sophomores in LS minor (N=13)	(See rubric)	performance. **1** student was borderline. 12/13 sophomores met or exceeded minimum level. **1** student did not.	work still needs practice and further attention in future semesters.Sophomores (with **1** exception) were very strong in both written and oral presentations. Seniors were evaluated on both written and oral presentation scales adapted by the program.	established an exemplary oral presentation piece which may have strengthened oral presentations among students. For assessment purposes, sophomores were not evaluated on an oral standard.
Civic Engagement: PLP scholars will undertstand and demonstrate the importance of civic engagement and community activism as measured through volunteerism, community and campus service, team projects and class assignments.	Fall 2012	Portfolios from US 260/460 classes, plus self-reported community service tracking forms. Oral presentations during Fall 2013.	Seniors {N=lO); Sophomores (N=13), plus anecdotal evidence from student interviews.	90%will meet or exceed minimum level of performance. {See rubric)	10/10 seniors met or exceeded minimum level of performance via internship placements. 7/10 received exemplary reviews from supervisors. 12/13 sophomores met or exceeded minimum levels of performance.	Seniors need further direction about reporting on and reflecting their experiences so that supervisors may also better evaluate scholar experiences. Sophomores selected excellent shadow placements and took experiences seriously. Panel feedback was handled well.	Provide students with more detailed pre-placement advice so that "realities" of civic engagement are in place more quickly-allowing professionals to better utilize placements. All students need to develop their reflective skills to make the connections between theory and practice.

Comments: A strong sophomore class, with some experimental activities, allowed this cohort to develop their experiences-and their portfolios-more readily. A US 260 grading rubric-aligned with the US 460 rubric-helped prepare students for reporting and reflection. We need to focus further on the reflection component.

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from **the assessment** plan.	B. When was this SLO last assessed? Please indicate the **semester and year.**	C. What were the **recommendations for change** from the previous **assessment?**	D. Were the **recommendations for** change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or **the new recommendations?**
Self-leadership and Civic Engagement. See above.	Fall2012	**Separating grading rubrics from program assessment rubrics.**	**Yes.**	**As noted earlier, more attention to reflection and experiential education guidelines will strengthen the self-leadership aspects as well as the preparation for more active civic engagement. Also see note below.**

Comments: PLP has vigorously supported experiential education throughout the nearly 15 years of leadership studies, therefore, PLP programming and course work will continue to support the civic engagement outcomes by utilizing the EE programming initiatives set up for 2014-15. We also recommend that all PLP courses have a specific assessment activity that can be evaluated from scholar to scholar and cohort **to cohort. Thus, each scholar will be "assessed" in every class in specific ways.**

Leadership Studies Program Assessment Rubric 2013-14

CSU-Pueblo President's Leadership Program

Factor	5 - Outstanding	4 - Vely 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 conunittcd to personal and Professional conmetcnce.	Applies the concept of «Jcading from the inside out" by applying the skills learned and demonstrating them on a regular basis in their own personal life to become a beller leader for others.	Recognizes the value and skills involved in self-leadership and applies certain aspects, but docs 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 laycred (grey) context AND can recognize cross ·elationships among the ISSUCS.	Recognizes llmt etllical issues when issues are presented in a complex, multilayered (grey) conlcxt 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 rclationshi ps.
Leadership theory	Connects and extends knowledge (1b.cts, theories, etc.) from one's own academic study/ field/discipline to civic engagement and to one's own participation in civic li!C, 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 lilC, politics, and government.	Is able to connect knowledge (1b.cts, theories, etc.) from one's own study/field/discipline to civic engagement and statts to shape his/her own participation in civic life, politics, and government.	Begins to connect knowledge (k'lcts, 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 (k1cls, theories, etc.) fi"om one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic lite, 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,	01fcrs biased interprc::tations 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-.fhllacious conclusions. Justilics key results and procedures, explains assumptions and reasons.	arguments (reasons and claims) pro and con. 01Ters analyses and evaluations of obvious alternative points of view. Draws warranted, non-fullacious 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 corrccl conclusions arc. Begins to s.ce how one **j**ustifics results or procedures, starts to explain reasons.	relevant counter-arguments. Ignores or superficially evaluates obvious allemative points ofvicw. Draws unwmTantcd or f.11lacious l..'Oncltisions. Justifies few results or procedures, seldom explaiits reasons.	the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious altemative points of view. Argues using lhllacious or irrelevant reasons, and unwatTanled claims. Does not justify results or proeedmes, nor explain reasons.
Problem solving	Achieves, clear, unambiguous conclusions from the data. Employs creativity in the search ibr 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 sec the real world relevance of problem Understands examples of a logical interpretation of data.	Begins to identify problem types. Relics on standardized solution methods, rather than guesswork or intuition. Understands the level of complexity of a problem.	Cannot identify problem types. Relics 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 ii'om 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 ii'om a sense of civic-identity.	Provides little evidence of her/his experience in civic-engagement activities and docs not connect experiences to civic-identity.