

**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-April 2015**

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

**Program 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.

**Revised Leadership Studies 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.

**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 potentially 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 via co-curricular activities—such as volunteerism, participation in student leadership on campus, and related opportunities. 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 through experiential education opportunities as measured through volunteerism, community and campus service, team projects, class assignments, and guided reflection activities throughout . *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 (US 260) and the second, and comprehensive, portfolio is submitted as the final document in US 460 or US 489. In addition, other in-class measures—such as oral presentation assignments—are used to monitor students in all four levels of program progress. PLP faculty collect these artifacts each fall semester for review between January and March. On an annualized basis, we expect that 85% 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** evaluates student growth between 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 leadership studies courses (12 credits) is supplemented by a required course in public speaking (typically SP 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 (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 optimize 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 at least 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. This will be integrated into the assessment curriculum in 2015-2016. In addition to evaluation of the performance criteria noted earlier, other typical forms of evaluation that contribute to 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—See end note.
- 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

### **Student Learning Outcome One: Self Leadership (Assessed Annually)**

Self-leadership refers to the process of becoming a leader: As an educational process, the leadership studies minor focuses on the student's preparation for and readiness for leadership. Scholar Pentti Sydanaanlakka 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 demonstrate their leadership skills as measured by their abilities to speak and deliver **oral** presentations. Additionally, 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, group discussion, and presentation.

Sophomore Level: **Portfolio: 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, and beginning in Fall 2015, students will provide an oral presentation or "defense" of their portfolio

Senior Level: **Portfolio + Oral "Defense": US 460 Working with Experienced Leaders OR US 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 in the President's Leadership Program.
- Each student prepares a professional 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.

**Student Learning Outcome Two: Ethics (Assessed Fall 2014/Spring 2015)**

PLP scholars will manifest an understanding of leadership ethics and service to others, and illustrate, analyze, and assess their own leadership qualities in relation to theoretical principles. Although discussions of ethical behaviors are woven through all Leadership Studies courses, the current assessment focuses on ethical dilemmas as revealed in two courses—US 360 Applied Leadership and US 460 Working with Experienced Leaders.

**Applied Leadership US 360**, requires successful implementation of a 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. In Fall 2014, the juniors chose to develop and produce an ethics conference for emerging leaders in response to a request from the Center for American Values. The actual conference was held on Friday, February 6, 2015. Students submitted "final papers" in December, but continued their work through the conference. Attendees completed conference evaluations and students met to de-brief on the event. Their post-conference responses included both oral comments and written responses to several questions derived from their final papers.

**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 and limited sessions with classmates and faculty.**

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 were 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.

Although sophomore/senior portfolios help to measure our key student learning outcome—self-leadership development—the senior portfolios also help to measure each of the other outcomes in one or more ways. In 2014, for example, the examination of ethical behavior and student observations of their supervising leaders was a particular focus. Further, students have two internship options with differing parameters so their interaction with classmates, opportunities for discussion, and "time in the field" vary considerably.

#### *Primary Assessment*

The academic director reviews all portfolios, focusing on specific outcomes, and faculty share in review of selected portfolios for discussion and evaluation. A comparison of sophomore to senior growth—as outlined by the rubric criteria—allow us to evaluate change from the first portfolio submission to the second and final submission. The programmatic rubric, revised in 2013, is used to examine both entries for each student, and to determine growth or change.

Ethical behaviors are also "assessed" through scholar retreat activities, class discussions in all four leadership studies courses, and through work completed at the annual student leadership summit sponsored by the Colorado Leadership Alliance each January.

## PLP Curriculum Map

Course	160	260	360	460/489	Other
<b>Self-Lead</b>	<b>I</b>	<b>R</b>		<b>E/M</b>	Exp
-Oral	Presentation	Presentation		Presentation	
-Written	Essays	Papers, Reports	Journaling	Portfolio	Elec
-Argumentation		Shadowing	Project Development		SLPI
-Reflection/Vals	Journaling	Shadowing	Journaling		Vol
<b>Ethics</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R/M</b>	Rtrt
-Personal	Sit Analysis	Observation	Observation	Journaling	Elec
-Organizational	Book Reports	Shadowing	Project Reports	Journaling	Summit
-Community		Papers			
<b>Lead Theory</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R/M</b>	Exp
-Major Theories	Testing	Presentation		Portfolio	Norm
-App Theory	Discussion	Papers, Shadowing	Project Assignments	Lead Role	Summit
-Critical Analysis		Discussion, Papers			
<b>Lead Qualities</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>E/M</b>	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
<b>Crit Thinking</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	
-Def/Basics	Journaling	Shadowing	Team Project	Journaling	SLPI
-Examine		Presentation	Project Reports	Journaling	Summit
-Exercise		Discussions/Papers	Project Completion	Portfolio	Job
<b>Prob-Solving</b>	<b>I</b>	<b>R</b>	<b>E/M</b>	<b>R</b>	Elec
-Basic Activities	Exercises	Presentation		Portfolio	Rtr
-Participation		Shadowing		Intern Placement	Job
-Analysis/Action			Team Project		
-Project Mgmt.			Team Project	Lead Roles	
<b>Civ Engagement</b>	<b>I</b>	<b>R</b>	<b>E/M</b>	<b>R</b>	Vol
-Caring/Helping	Com Ser		Team Project		CLA
-Observe/Anal		Shadowing	Team Project	Journaling	Rtr
-Action			Team Project	Placement	
<b>To Be Developed</b>					
<b>Diversity/Global</b>	<b>I</b>				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-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 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 2013-14 comments, the oral presentation rubric was tested in all courses and is now in full revision.

A new 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 EE scholar status for Spring 2015. Further, the two directors joined a different professional organization, the Association of Leadership Educators, to gain access to both experiential education opportunities and other emerging pedagogies in leadership education. In preparation for annual assessment activities, PLP faculty members have agreed to a set of assessment assumptions and to the following:

- Update all core course syllabi to include current 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/US 489 internship portfolios to assess self-reported goals and outcomes reported by students and their supervisors.
- Work with CSU-Fort Collins to participate in nationally-normed assessments

#### **Planned SLO Assessment Guidelines\***

<b>Academic Year</b>	<b>Outcome(s) Assessed</b>	<b>Assessment Method(s)</b>	<b>Responsible Party(ies)</b>
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)  Other: TBD	Experiential Artifacts	Moreschini

\*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.