<u>**President's Leadership Program and Leadership Studies Minor**</u>
<u>**Student Learning Outcome Assessment Plan (2016-1017)**</u>

**President's Leadership Program (PLP) and Leadership Studies Minor**
**Colorado State University-Pueblo**
**Assessment Plan: Updated January-April 2017**
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**President's Leadership Program:  Mission, Goals, and Student Learning Outcomes**

**Program 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. Through 18 hours of required coursework, PLP scholars fulfill courses to 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. In recent years, however, "latter day" scholars and transfer students are accepted into the program as identified.

**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, the 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 10 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, early student enrollees 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 (SLOs) 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 and 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 (concert?) 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 share 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 ensures the program remains adaptable, current, and strategic, thereby continuing to produce outstanding graduates who are prepared to be successful in a variety of leadership roles as they develop their careers. **Further, staff involvement with the Experiential Education (EE) Task Force has resulted in EE course designations for all Leadership Studies minor courses, meeting both program and course goals.** As of August 2016, all PLP courses have EE designation.

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 two portfolios. *We expect that 90% of PLP seniors will meet or exceed our minimum level of performance. 80% of sophomores should meet or exceed that performance level.*

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 seniors will meet or exceed our minimum level of performance.75% of sophomores will meet or exceed that level.*

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 junior class project and the senior 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 as evaluated through the shadowing and reflection experiences of PLP 260 and through the junior class project. *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 80% of PLP seniors will meet or exceed our minimum level of performance. 70% of sophomores should meet or exceed 75% of 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*.*

(NOTE: 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 (PLP 260) and the second, and comprehensive, portfolio is submitted as the final document in PLP 460 or PLP 489. As noted below, oral "defenses" now accompany both the sophomore portfolio and the senior internship experience portfolio, a change from previous assessment processes. In addition, other in-class measures—such as public speaking assignments—are used to monitor students in all four levels of program progress. PLP faculty members 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. The addition of the oral defense element at each level now enables faculty and students to monitor speaking skill development from benchmark to benchmark.

**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 COMR 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 (PLP160, US 260, PLP 360, PLP 460 or PLP 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. (Please note that as of the 2016-17 university catalog, all Leadership Studies courses will utilize the new PLP prefix approved in October 2015. All course numbers remain the same. )

**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 may be developed to more closely measure initial skills and self-efficacy as well as growth in leadership abilities. Once completed, this instrument will be integrated into the assessment curriculum in 2017-18 on a pilot basis. Staff members have been collecting anecdotal data from students, alumni, and advisory board members to build language for an assessment document and for exploratory surveys.  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 (new version in progress for Summer 2017 implementation)
- 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 alumni, 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. This important SLO is assessed annually as an ongoing review to monitor baseline expectations and to inform needed changes in course assignments.

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**. The portfolios/presentations focus heavily on growth of self-leadership skills and maturity, and secondarily on other selected outcomes.**

Sophomore Level:  **Portfolio + Oral "**Defense":  PLP 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 as of Fall 2015, students develop 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 Three: Leadership Theory/Qualities (Assessed Fall 2016/Spring 2017)**

PLP scholars will describe, apply, and criticize major leadership theories and be able to interpret theoretical foundations through a historic 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 the junior class project and the senior internship PLP 360 Applied Leadership and PLP 460 Working with Experienced Leaders. (NOTE: In Fall 2016, this outcome was assessed via placements in PLP 260 and PLP 460/489, the comparative portfolio courses used to measure student progress for the Leadership Studies minor.)

In recent years, PLP assessment processes have focused on civic engagement, ethics, and problem solving, but in Spring 2016 it became clear that our visions and interpretations of good leadership practices were being challenged at multiple levels, including the national political arena. Following a March 2016 panel discussion focused on decision-making—how we select our leaders and what qualities to emphasis in our decisions—it became obvious that we had to re-examine how to teach best practices in leadership. Although this focus on "chaotic" leadership prevailed throughout all courses taught during Fall 2016, the primary examination centered on the sophomore and senior level classes.

**Leadership in Service Organizations (PLP 260)** is a three-credit course with a two-hour classroom component and a lab that includes 30 hours of leadership observation in the field—preferably with a service, governmental, educational, or non-profit organization, although students are also permitted to observe for-profit leaders in a variety of settings. Each student selects a leader/mentor to "shadow" for a period of 10-12 weeks. Through guided in-class discussions and journaling assignments, the students share their observations, reflections, and conclusions with classmates and instructors, and also meet with classmates in group settings to discuss leadership practices and styles.

Each scholar prepares a portfolio following rubric guidelines as well as an oral presentation (using PowerPoint or Prezi software) for an audience of classmates, faculty, and shadow leaders/mentors. The orals are delivered over a two week period—the last week of class and finals week. Using a program-standardized rubric, faculty observers evaluate the oral presentations and submit them for further review by the academic director. Portfolios are evaluated and graded by the course instructors to determine final grades. The academic director reviews each binder, comparing the content against programmatic factors (see Programmatic Rubric) and SLOs "assigned" to the course content. Binders are retained for comparison with senior portfolios in PLP 460 or 489. (See Curriculum Map.)

In Fall 2016, for example, students enrolled in PLP 260 shadowed a state legislator, a local attorney, a veterinarian, two non-profit organization directors, a legislative affairs director for the Pueblo Board of Water Works, an area teacher, and several leaders at a local utility company—among others. Student observations of meetings, events, speeches, presentations, one-on-one conversations and appointments provided ample opportunities for students to observe and assess leadership qualities in a variety of situations. Students completed SWOT analyses, solicited or developed organizational charts, and

examined organizational culture through their 30-hour analyses. Because the US national election and other political activities occurred simultaneously, discussions—including a panel of local professionals— provided a variety of perspectives on leadership change.

**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 a resume, secure internship access, and locate opportunities preparatory to graduation. **Students who opt for US 489 complete a minimum of 135 hours in the field and some limited sessions with classmates and faculty. In every case, the core requirement is that each student must take on a leadership role that can be documented in a final portfolio.**

Each scholar submits a comprehensive internship portfolio that includes a 10-page essay reflecting on 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.

*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—allows us to evaluate change from the first portfolio submission to the second and final submission. The programmatic rubric, revised in 2013-14, is used to examine both entries for each student, and to determine growth or change. The program rubric and the new oral defense rubric are attached to this document

**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 |
| | | | | | CLA |
| Weak Area Here………………. | | | | | 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 as available, 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 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 community 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 for use with routine assignments. A programmatic evaluation rubric for oral presentations at the sophomore and senior levels was developed from experiential education open source samples and targeted for PLP use.

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 and earned EE scholar status for Spring 2015. Further, the two directors joined a more academically suitable leadership 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 as available
- Integration of EE language and additional reflective analysis as outlined by the campus quality initiative on experiential education will continue through the 2016-2017 course cycles.

**Ongoing SLO Assessment Guidelines***

| Academic Year | Outcome(s) Assessed | Assessment Method(s) | Responsible Party(ies) |
|---|---|---|---|
| 2013-14 | Self-Leadership<br>Civic Engagement | 260/460 Portfolios | Orman, Trujillo |
| 2014-15 | Self-Leadership<br>Ethics | 260/460 Portfolios<br>Ethics Conference Papers<br>+ Student Feedback | All PLP staff<br>Moreschini, Orman |
| 2015-16 | Self-Leadership<br>Problem-Solving | 260/460 Portfolios<br>Experiential Artifacts | All PLP staff<br>Moreschini |
| 2016-17 | Self-Leadership (EE) | Experiential Artifacts | Moreschini |
| | Other: Leadership Theory/<br>Leadership Qualities | Discussion Topics; Student<br>portfolios in PLP 260 & 460 | All PLP staff |
| 2017-18 | All: Review of Outcomes | 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.