Colorado State University – Pueblo Academic Program Assessment Report for AY 2016-2017   Due: June 1, 2017

Program: President's Leadership Program   **Date report completed: May 27, 2017**

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

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 that level?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
SLO #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	Fall 2015 (assessed annually)	Portfolios and Oral Presentation See included rubrics for programmatic assessment and oral presentation.	18 2nd Year leadership studies students; 11 graduating seniors in the leadership studies minor. Artifacts included shadow portfolios from each sophomore plus an oral	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.	16/18 (88%) 2nd year students met or exceeded expectationsfor oral communication of leadership preparation at the close of this second course; 14/18 (77%) met the written expectation. 11 seniors	Our primary goal (and outcome) is student preparation for leadership. While our students have made great strides in their oral presentation style, organization, content, and confidence, the clarity and critical thought of the measured written communication skills remain a concern.	Additional writing assignments within each course will help us determine student levels of preparation at each juncture—first year through final course. Because students come in as a cohort group, but graduate at different times throughout a four-year period, it becomes more difficult to measure by cohort, therefore, a set of measures at the end of each course will be

course assignments and two portfolios.			presentation. Seniors also submitted a portfolio from their internship experiences plus an oral presentation to the cohort and/or class. The two sets of artifacts are reviewed individually, but senior portfolios are compared to each student's 2nd year submission (if completed. See Comment 2)		completed the required portfolio and oral presentation phases. 9 of 11 (82%) met or exceeded expectations for senior students at the oral presentation level, but written evidence revealed that only 7 of 11 (63%) communicated these ideas as clearly and effectively as expected. (See Comment 1)		tabulated and monitored for improvement on a student by student basis. This will also allow us to expand the final portfolio into a more comprensive document for both course and program assessment. Importantly, because all six outcomes have now been assessed, it is critical that we review our SLOs thoughtfully in the next year to determine if we are missing a measure, need to eliminate an outcome, re-draft our language for greater accuracy, and to plan future rounds of assessments plans. Further, by examining outcomes, updates to program courses and related experiences (volunteerism, community service, project development) can be more fully developed. (See additional notes below.)
SLO#3: PLP scholars will describe, apply, and criticize	First full assessment of this outcome	Portfolios and oral presentations.	18 2nd year students; 11 graduating seniors	We expect that 80% of PLP students will meet or	15/18 (83%) students communicated an	Current 2nd year students described and applied leadership theory	*For this year's assessment, we utilized 2nd year "shadow" students and senior level

major leadership theories and be able to interpret theoretical foundations through a historical perspecitive. 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. (original language as published.) SLO #3 has now been changed to include three leadership practice touch			Artifacts involved included portfolios from each student plus an oral presentation to the class or selected student and supervisor groups. (Same as SLO#1)	exceed our minimum level of performance (*as measured through the shadow experience and the senior internship.)	understanding of leadership practices and styles through their written portfolio; 14 of 18 (77%) clearly outlined their understanding of leadership theories and qualities in oral presentation.	and knowledge of practices and styles confidently in both oral presentation and the written word. Overall, the 2nd year student performances were stronger and more thorough than some senior-level presentations. In an interesting twist, faculty readers did discover that seniors have improved in their understanding of leadership practices and theories related to leadership styles as evidenced by a comparison of their 2nd year portfolios and their final portfolios.While overall writing quality and clarity might not be significantly better, their use of leadership content and self-analysis was thoughtful and more confident in their	internships to measure understanding of leadership principles. More frequent analysis of this outcome is necessary to our program, thus outcome-based assignments in each course will be reviewed, monitored, and included in the final (senior level) portfolio to assure a true course by course review of the student's trek through the program to ascertain strengths and weaknesses. This requires that all instructors include an assignment to measure leadership theory (and related outcomes) at some point within each of the four core courses. As noted above, our course "flow" has changed in the last few years, requiring that we continue a more stringent review of the program as a whole.

points—shadow, junior project, internship.					essays and discussion.	

Comments on part I: 1) Because students continue to practice their oral preparation and presentation skills through our courses and others, presentations are strong and "showy" (PowerPoint and Prezi slides are informational, well-organized and creative), but the parallel content in the written documents (essays, journals, related artifacts) is not as consistently strong as would be expected—especially among otherwise high-achieving students. As noted above, our concerns about student writing skills across the curriculum remind us that changes in class assignments may be necessary to improve student writing across the curriculum and to help determine changes or additions to the program over time.

2) Portfolio assessment is a major component of the Leadership Studies minor, however, we also utilize the Student Leadership Practices Inventory to help locate student interpretations of their leadership knowledge as students enter the program, and then again (as appropriate) upon completion of the minor. Again, because students graduate throughout the academic year, getting completed SLPI documents distributed and returned has been an increasingly difficult process. Further, some students take advantage of leadership internship opportunities "out of sequence" and thus may not have completed all minor requirements before a field placement is approved. In future semesters, we must be diligent about getting forms completed and returned—especially since these nationally-normed instruments are an expense to the program.

PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2016-2017 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?
SLO 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.

PLUS

SLO 3 Leadership Theory/QualitiesP LP Scholars will describe, apply, and criticize major leadership | Assessed annually

First full assessment | One (2016) reader asked how we determined the percentage of students meeting or exceeding expectations. In our pilot plan, the percentages were an educated guess based on outcomes observed in other programs. These have been fairly accurate over time, however, as we review all outcomes, these expectations will be studied as well.

 In earlier assessments, readers encouraged us to do more assessment of oral presentation (including the rubric used) since this public speaking element was so central to our primary SLO.

Natural correlate outcome to self-leadership | Yes. In the past two years, students in PLP 260 have been required to prepare and present an oral presentation outlining the key elements of the sophomore shadow experience as a companion to the written portfolio submitted for grading in the course. An oral assessment rubric was developed in 2015 for use by course instructors and assessment faculty. (Note: This "demand" on adjunct faculty to include this new grading/assessment element required a syllabus overhaul, but our teaching team stepped up!)

Previously, PLP faculty had added COMR 103 to its list of requirements for the minor. | Although students are required to complete oral presentations (both individual and group} in ALL leadership studies courses, the semester-end sophomore-level oral "exam" was a new element that challenged and engaged the scholars, and provided enormous insight into their skills (or fears) as speakers. Their abilities to organize, examine, analyze, and summarize their leadership observations and experiences in presentation format permitted us to sort through individual student strengths and weaknesses. By targeting specific needs, students could be encouraged to seek additional help or mentorship from classmates or faculty. Further, we discovered that upcoming cohorts were considerably better skilled as speakers than we predicted. As strong as the Fall 2015 group was, the Fall 2016 cohort was outstanding overall—a real challenge to their senior level peers. This further validated our decision to add COMR 103 to the required list of courses rather than keep it on the recommended list.
Because we compare sophomore-level portfolio work to senior-level work on a student by student basis each year, we are |

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 iin placement settings such as the junior class project and the senior internship.			Other: Development of a local instrument to evaluate perceptions of leadership. See final comment below.	now better able to compare self-leadership growth from benchmark to benchmark. This year in particular, we were able to see that change quite clearly—despite our concerns about writing quality noted above. Therefore, our decision to add more course-to-course assignments that may be assembled into the final senior-level portfolio provides a "pathway of growth" that may be examined each year. Although the pathway begins in the first course and related experiences such as the new scholar orientation, placements in leadership begin in the PLP 260 with the shadow assignments. (See curriculum map.) Additionally, our Community Advisory Board has been a great source of recommendations, ideas, and support as we develop our database of shadow, project, and internship opportunities. By modifying the list of placement slots to include a greater variety of leadership opportunities, we predict that students may complete their minors with greater satisfaction and understanding of leadership change. Individual course syllabus changes will also focus student attention to these changing perspectives.

Comments on part II:

As noted above, our concerns about critical thinking/writing skills have led us to an expansion of the senior level portfolio, a grading and assessment element completed at the close of PLP 460 or 489. This expansion will require diligence among all PLP faculty to include an "assessable" assignment to capture student self-leadership growth over a period of two to four years. Coordination is crucial because students now enter the program at several levels—first-year (immediately from high school), via transfer from PCC's program (or other community colleges), and through late entry from referrals on campus. As recently as four years ago, the only entry point was from application to the first-year cohort prior to high school graduation. [This entry

modification evolved after discussions with our Community Advisory Board and faculty from Colorado Leadership Alliance campuses endorsed our plan to provide additional opportunities for entry into the program and the minor.]

This portfolio change also helps to alleviate the growing comparison problem: As we compare sophomore to senior development, we are missing portfolio/presentation "results" from late entry students—particularly the transfer students whose certificate requirements do NOT include a mid-point assessment. Secondly, because we have high-achieving students who often bring in 20 or 30 credits (or more), movement toward graduation happens quickly: Students complete courses throughout the year and take advantage of internship placement opportunities "out of cycle."

In previous assessment cycles and through discussions with colleagues on campus and at our sister institutions, we have reviewed the instruments used to pre-test and post-test our scholars' perceptions of leadership. As noted in our assessment plan, we currently use the Student Leadership Practices Inventory (SLPI). It was our conclusion that perhaps we should develop our own internal instrument for reviewing student change/growth in their perceptions of leadership. Other campuses use different quantitative measures for this purpose and have made several suggestions. However, faculty members have determined that we need to review our outcomes carefully in the next few months, organize focus groups of current students and graduates, and then solicit input more widely through surveys via Survey Monkey or similar instrument. Following this series of activities, we will re-think our uses (or development) of the leadership inventory as a measure or marker. In the meantime, we will continue use of the SLPI.

President's Leadership Program: Oral Assessment

(For use in assessing oral portfolio presentations for US/PLP 260 & US/PLP 460)

Category	Scoring Criteria	Total Points	Score	Comments
Nonverbal/Verbal Skills (35%) Based on skill levels developed during Years 1 and 2 in PLP.	Holds attention, good eye contact Poised; Relaxed; Confident Enthusiastic, energetic Clear vocal quality; Good pacing Well-organized, rehearsed talk Appropriate attire, mannerisms	5 5 5 5 10 5		
Content (50%) Based on the assignment parameters and expectations of the written work and the assigned guidelines for preparing an oral presentation.	**Goals and Purpose of Experience** (What was the intent of the project or experience?) **Experiences Related to Goals** (Did scholar's presentation explain goal achievement?) **Activities and Leadership** Relationships Clearly Explained (Were journal assignments and other connections explained?) **Conclusions** about leadership (How did this experience help build leadership skills, behaviors?)	10 15 10 15		
Presentation Mechanics (15%) Based on the assignment guidelines for the portfolio and the related oral presentation	Well organized, easy to follow Visuals related to presentation Minimal mistakes, errors	5 5 5		
Score		100		

General Comments and Suggestions to Scholar:

Leadership Studies Program Assessment Rubric 2016-17

CSU-Pueblo President's Leadership Program

Factor	5 - Outstanding	4 – Very 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 committed to personal and professional competence.	Applies the concept of "leading from the inside out" by applying the skills learned and demonstrating them on a regular basis in their own personal life to become a better leader for others.	Recognizes the value and skills involved in self-leadership and applies certain aspects, but does 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-layered (grey) context AND can recognize cross-relationships among the issues.	Recognizes that ethical issues when issues are presented in a complex, multilayered (grey) context 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-relationships.
Leadership theory	Connects and extends knowledge (facts, 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.	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 life, politics, and government.	Is able to connect knowledge (facts, theories, etc.) from one's own study/field/discipline to civic engagement and starts to shape his/her own participation in civic life, politics, and government.	Begins to connect knowledge (facts, 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 (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Critical thinking	Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious	Begins to correctly interpret evidence, statements, graphics, questions, etc. Starts to identify strong, relevant counter-arguments. Begins to evaluate obvious	Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious	Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant

	points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons.	alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons.	alternative points of view. Understands what warranted or correct conclusions are. Begins to see how one justifies results or procedures, starts to explain reasons.	alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons.	counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons.
Problem solving	Achieves, clear, unambiguous conclusions from the data. Employs creativity in the search for 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 see the real world relevance of problem. Understands examples of a logical interpretation of data.	Begins to identify problem types. Relies on standardized solution methods, rather than guesswork or intuition. Understands the level of complexity of a problem.	Cannot identify problem types. Relies 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 from 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 from a sense of civic-identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic-identity.