

President's Leadership Program and Leadership Studies Minor
Student Learning Outcome Assessment Plan (2017-1018)

President's Leadership Program (PLP) and Leadership Studies Minor

Colorado State University-Pueblo

Assessment Plan: Updated January-March 2018

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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 accepts 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 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 past two years of aligning more fully with these designations, we have begun to look more closely at “across the board” experiential opportunities through campus-initiated activities, such as Todos Santos, and encouraged PLP scholars to participate in CLA experiential weekends—a new series of activities announced in January 2018.

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 (page 8 of this plan)** 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 (PLP 360) 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 (PLP 460 or 489). *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 the program. *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 early 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** (included with this document) helps faculty to evaluate 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, establish and provide documents for the program outcomes 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. (Beginning with the 2016-17 university catalog, all Leadership Studies courses now utilize the 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 directed to students who complete all course work. 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. If approved, this instrument will be integrated into the assessment process (as appropriate) in 2018-19 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. Typical forms of evaluation that have been used to evaluate program development include:

- Annual assessment of two student outcomes (see general process description below)
- 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 (A new version in progress for Summer 2017 implementation was postponed to Summer 2018 to permit more student input in its development.)
- 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
- Insight from alumni, board members, and other professional observers
- Faculty review and updates to course syllabi and scheduling changes to positively affect student progress and timely completion
- 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

Portfolio Assessment: General Process

In practice, PLP annual program review includes portfolio assessment at the close of two courses—PLP 260/Leadership in Service Organizations, and PLP 460/Working with Experienced Leaders. Each portfolio submission is accompanied by an oral presentation to the scholar’s classmates and/or supervisors, plus faculty and advisory board members as available. The process is initiated by the academic director with support from the PLP director and adjunct faculty members.

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. Depending on the SLO targeted in a particular AY, specific qualities or observations will accompany the “defense” process.

Senior Level: **Portfolio + Oral “Defense”: PLP 460 Working with Experienced Leaders OR PLP 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. Faculty will evaluate the student on all six SLO’s according to the program rubric and measure change from PLP 260 submissions.

- 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.

Assessment Focused Course Descriptions

- **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 course 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 Program Rubric) and SLOs “assigned” to the course content. (See Curriculum Map.) Binders are retained for comparison with senior portfolios in PLP 460 or 489.
- In recent semesters, for example, students enrolled in PLP 260 shadowed a state legislator, local attorneys, a veterinarian, four non-profit organization directors, a legislative affairs director for the Pueblo Board of Water Works, area teachers, and several CSU-Pueblo leaders, including the new president, Dr. Timothy Mottet.
- **Working with Experienced Leaders, PLP 460.** Students are placed in a semester-long, individual internship experience that is accompanied by class discussion during weekly work sessions. This assignment 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. PLP-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 on site). This requires regular contact with a senior, primary supervisor who can work with the student and evaluate his/her work. This process also requires consultation with Career Center staff to develop a resume, secure internship access (as appropriate), and locate opportunities preparatory to graduation. **Students who opt for PLP 489 complete a minimum of 135 hours in the field and some limited sessions with faculty, and occasionally other students. In every case, the core requirement is that each student must take on a leadership role that can be documented in a final portfolio. PLP 489 is offered in spring and summer semesters on a demand basis and is reserved for scholars who are offered in-depth placement opportunities with a lengthier field assignment—often out of town or out of state. Further, students may also need a placement outside of the scheduled fall semester schedule so they may finish other courses or because they are graduating in an “off” semester.**

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

As noted in the Ongoing SLO Assessment Guidelines below (pages 10-11), AY 2017-18 was designated as the Review Year for all six PLP Student Learning Outcomes. Because all six have been assessed since our pilot began in 2011—and SLO 1 – Self Leadership is assessed annually—we felt it was time to examine our outcomes against the revised academic and programmatic missions of the minor program. This task provides the meat for the 2018 report to be delivered in June. The six outcomes are addressed briefly below, but our findings and conclusions will be addressed in that annual report.

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

Student Learning Outcome Two: Ethics/Ethical Behavior (Assessed 2014-15)

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, this assessment focuses on ethical dilemmas as revealed in two courses—US/PLP 360 Applied Leadership and US/PLP 460 Working with Experienced Leaders. Applied Leadership 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 final written 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 February 6, 2015. Students submitted "final papers" in December, but continued their work after the holidays and implemented the

conference in February. All students submitted post-conferences papers and held a follow-up evaluation and discussion session with questions derived from their post-conference responses.

Student Learning Outcome Three: Leadership Theory (Assessed 2016-17)

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 leadership theory, skills, and maturity and secondarily on other selected outcomes.

Student Learning Outcome Four: Critical Thinking (Assessed during Piloting Phases 2011-2012)

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 reflections experiences of PLP 260 and through the junior class (PLP 360) project and the senior internship. Because critical thinking skills are difficult to review in a systematic way in such courses, the focus this year will be to develop discussions and assignments that reflect leaders' need for examining issues at a deeper level. This is a preliminary activity as the focus on problem solving will require more attention. In the pilot phase, we were still crafting the SLOs to measure in the future. This is a target for 2019-20 as well.

Student Learning Outcome Five: Problem Solving (Assessed 2015-16)

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. Although students practice these skills in every minor course, the focus in 2015-16 was on the development of skills as demonstrated through experiences on the job in two courses—Applied Leadership and Working with Experienced Leaders. PLP 360 requires successful implementation of a group project: The juniors chose to remodel and upgrade the learning center at El Centro del Quinto Sol on Pueblo's east side. They solicited and received donations of more than \$10,500 for this project. Working with the City of Pueblo, numerous in-kind donations and student hours resulted in the naming of the Learning Center as the CSU-Pueblo Learning Center. Students presented their project plan and implementation results to the Pueblo City Council, and to campus cohorts soon thereafter. Seniors who participated in PLP 460/Working with Experienced Leaders also took leading roles in projects throughout the area. Each student outlined these efforts and results—particularly focusing on the problem-solving aspects—to their classmates and instructors in December 2015.

Student Learning Outcome Six: Civic Engagement (assessed during Piloting Phase 2011; 2013-14)

Students will understand and utilize the skills 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 460/489 portfolio requirement. Students will compare their experiences in the sophomore course shadowing experiences with local leaders, as well as to evaluate their time as volunteers—either as an individual or in a volunteer group. *(Note: Civic engagement is a foundational outcome and value of the President’s Leadership Program. This SLO was evaluated twice in the early years of campus-wide assessment. As a result of this process, sophomores were then required to prepare oral presentations to help exhibit their leadership skills and to provide a comparable element for evaluating growth from sophomore year to senior year—particularly in the area of civic engagement.)*

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.

Primary Assessment (Summary)

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 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		Internship	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 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 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)	Experiential Artifacts	Moreschini
	Other: Leadership Theory/ Leadership Qualities	Discussion Topics; Student portfolios in PLP 260 & 460	All PLP staff
2017-18	All: Review of Outcomes	Portfolios; Supervisor Review	All PLP staff
2018-19	Ethics/Ethical Behavior	TBD (See Challenges, below)	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.

Challenges:

- 4 of 6 SLOs are “easy” to measure—self-leadership, leadership theory, problem-solving, and civic engagement; 2 are difficult—ethics, critical thinking
- Blurred cohort boundaries make assessment an ongoing, semester by semester activity because students come and go throughout the academic year. The cohort perimeters are blurred when students graduate early (or late), change majors, take on extra majors or programs
- Limited faculty/staff put undue responsibility onto program director
- Third-year course (PLP 360—The Team Practicum) is community-based opportunity for student leadership and problem solving, but large student groups make it challenging for director who oversees this course
- Student transfers do not complete portfolios/defenses before/upon entry making comparisons and growth values of these students difficult. Posttest only.

SLO	Value	Assessed	How Measured?	Comments
Self Leadership	High	Annually	Journaling, papers, Oral presentation, projects, portfolios	Critical SLO; program base but may be too comprehensive as single outcome
Leadership Theory/ Styles	Mid-Hi	Pilot; 2016	Book reviews; papers; Discussion; Shadowing & Internship experiences;	Important for developing leadership roles; A specific Leadership paper requirement needed?
Ethics	Mid-Hi	2014-15	Projects; Panels; papers Retreat activities; guest Speakers; Shadowing	Difficult to measure! Need more engaging ways to evaluate growth & change
Critical Thinking	Med	2013-14	Papers, journaling; 360 projects; Retreat work	Hard to measure; Need ways to “train” students to think more critically
Problem Solving (experiential)	High	2015-16	Volunteering; Projects & Internships; Retreat Activities	Frequently measured as a value of experiential learning
Civic Engagement	High	Pilot; 2013-14	Volunteering; Shadowing & Internships; 360 projects; Community action and board work.	Program foundational elements. Program is EE by design. Need a “wider” range of choices