



(Due: June 1, 2018)

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Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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 <u>last</u> assessed?	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? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
Self-Leadership: PLP Scholars will understand, synthesize, and evaluate their personal readiness for leadership by communicating	This SLO is evaluated annually.	Copies included with PLP Assessment Plan and submitted with this report.	Sophomores enrolled in PLP 260/F 17; (N=12) ; Total of Seniors enrolled in PLP 460 or PLP 489 during Sum 17; Fall 17;	80% of sophomores will meet or exceed our minimum performance level. 90% of PLP seniors will	11 of 12 sophomores (92%) met or exceeded our minimum standard. 16/17 (94%) met or exceeded that	Sophomore class is extremely strong in writing and oral skills; imposed oral presentation requirement for second-year students is helping to prepare	Self-Leadership: Build in more discussion on ethical principles, administer ethics pre-test to enhance the overall self-leadership measures. (See comments below.)

effectively through written and oral means as measured by course assignments and two portfolios.			Spring 18 (N=17)	meet or exceed our minimum level of performance. (Meet/exceed —2.5 to 4 for sophomores; 3.5 to 5 for seniors.)	standard. Students ranked in the 3-4 range on the rubric.	them for leadership roles. Seniors (including true seniors and juniors eligible for graduation) scored even higher on the rubric (4-5)	
<p>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.</p> <p>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</p>	2014-15	Class assignments; portfolios. Portfolios include an oral presentation and discussion of content.	Sophomores enrolled in PLP 260/ Fall 17 (N=12). Total of Seniors enrolled in PLP 460 or PLP 489 during Sum 17, Fall 17, Spring 18 (N=17)	75% of sophomores assessed will meet or exceed our minimum level of performance. 80% of seniors will meet or exceed that standard. (Meet/exceed —2.5 to 4 for sophomores; 3.5 to 5 for seniors.)	Based on portfolio review, only about ½ of sophomores illustrated a clear understanding of ethical principles. 10/17 seniors— 59% addressed and discussed ethical issues of leadership	As noted below, measuring ethics is difficult at many levels. Assignments and portfolio guidelines do not address this outcome as clearly as they should, often resulting in poorer than expected outcomes in cohort portfolios or assignments.	Ethics: 1) Develop and administer a pre-test/post-test for all four cohorts beginning Fall 2018, then measure first years and juniors as they move through the required sequence. 2) Emphasize ethical discussion in all classes. 3) Locate new activities and measures for ethical behavior changes to include in each of the four sequence courses.
	2016-17	Class assignments; Portfolios. Portfolios include an oral presentation and discussion of content.	See above.	80% of PLP students will meet or exceed our minimum level of performance. (Meet/exceed —2.5 to 4 for sophomores; 3.5 to 5 for seniors.)	About 80% of sophomores met or exceeded our expectations. Among seniors, 14/17 (82%) met or exceeded our expectations for senior level work (4-5 on the program rubric).	Leadership theory and self-assessment of leadership style are combined into one outcome here. Portfolio assignments help us to gauge changes in student understanding of styles and the theory behind them. In cases where we have only one portfolio measurement (transfer students do not currently provide a sophomore level portfolio), the degree and type of change is	Leadership Theory/Qualities: In a world where drastic changes in leadership styles are now being reviewed and researched, this “academic” approach requires more thought and study. This applies to student observation of self and others as well. By addressing the changes in leadership approaches as illustrated in the evolving literature, we can better measure student understanding of theoretical principles.

<p>to theoretical principles as they practice their leadership styles in placement settings such as the junior class project and the senior internship.</p> <p>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 evaluated through the shadowing and reflection experiences of PLP 260 and through the PLP 360 project.</p>	2013-14	Class assignments and portfolios. Portfolios include an oral presentation and discussion of content.	See above.	80% of PLP students will meet or exceed our minimum level of performance. (Meet/exceed —2.5 to 4 for sophomores; 3.5 to 5 for seniors.)	2/3 (66%) of sophomores revealed strong critical thinking skills (3-4 range on the program rubric. 12/17 (71%) of seniors showed strong critical thinking skills as illustrated in their portfolios.	harder to observe. Again, critical thinking is a tough measure among students from multiple disciplines and with varied portfolio interpretations. More emphasis on critical reasoning issues—both in portfolios and in other projects and assignments might be beneficial as we target the abilities and growth of our students.	Critical Thinking: Design better activities and assignment guidelines to capture their reasoning abilities in different situations. Some placements or projects, for example, do not lend themselves to critical thinking measures in obvious ways. We must plot some less obvious ways and then evaluate them.
<p>Problem Solving Skills: PLP Scholars will apply problem-solving skills by taking on volunteer and community service projects, through case management activities, and</p>	2015-16	Class assignments and portfolios. Portfolios include an oral presentation and discussion of content.	See above.	70% of sophomores will meet or exceed our minimum level of performance. 80% of PLP seniors will meet or exceed	9/12 or 75% of sophomores illustrated problem-solving skills through their shadow placement portfolios and discussion (3-4)	Both cohorts showed excellent problem solving skills in the units measured. It is clear that other assignments, volunteering, and the team project (PLP 360) provide excellent opportunities for solving problems and	Problem Solving Skills: 1) As part of our plan for 2018-19, PLP 360 is being revamped, allowing us an opportunity to evaluate student skills as a team. 2) Clarify use of problem-solving as part of all four class syllabi.

through tasks assigned in internship placements (PLP 460 or 489).				that standard. (Meet/exceed —2.5 to 4 for sophomores; 3.5 to 5 for seniors.)	13/17 (76%) of seniors met or exceeded expectations in problem solving skills (4-5 range on rubric).	determining strategies.	
Civic Engagement: PLP Scholars will understand and demonstrate the importance of civic engagement and community activism through experiential opportunities as measured through volunteerism, community and campus service, team projects, class assignments, and guided reflection activities throughout the program.	2013-14	Class assignments and portfolios. Portfolios include an oral presentation and discussion of content.	See above.	90% of our students will meet or exceed our minimum level of performance. (Meet/exceed —2.5-4 for sophomores; 3.5 to 5 for seniors.)	11/12 (92%) of sophomores met or exceeded our minimum level. 16/17 (94%) of seniors met or exceeded this standard. Both cohorts rated in The 4-5 range on the program rubric.	Civic engagement is a top priority among our students, but the measures we use for program assessment relate to the classroom work they complete through activities, placements, and the reflections they submit. Because we measure students at the end of “year 2” and again at “year 4”, we are measuring accumulated experiences at two levels of achievement: Our sophomores have completed two classes; our seniors four.	Civic Engagement: Include measurement from the junior class project in assessment review for 2018-19. This will help to measure the changes in the curriculum, plus aggregate more data about students who transfer into the program after the sophomore year. (See note below.)

- 1) Comments on part I: Following the review of six separate outcomes against a variety of different student opportunities and placements, the PLP faculty determined several important changes needed to occur for the 2018-19 academic year. **The end comments at the close of Part II are summative regarding this year’s assessment as well.** Further, several challenges that were outlined in this year’s Assessment Plan addendum explain the concern regarding transfer students who enter after the sophomore year. Most of these students are transfers from Pueblo Community College who do not have a sophomore level portfolio for review and evaluation. We continue to play “catch up” with students throughout the final courses of their minor. We are working on solutions to this problem/challenge.
- 2) Review of all six PLP SLOs this year helped us to verify areas of measurement and development accuracy. It is difficult to measure ethical behavior in a consistent way. While other SLOs are tackled more readily through portfolio methods and related assignments or activities, ethical behavior changes that occur from entry to graduation is problematic. To a certain degree, critical thinking measures are not optimum either. Therefore,

- a. Implement an “in house” pre-post testing instrument specific to ethical behavior. In Fall 2018, we will survey all four current cohorts with the same pilot document, and then determine a tracking system to review changes in responses to ethical challenges or situations. Our thanks to outgoing interim provost, Dr. Bruce Raymond, for his counsel on this idea. We have found several sources of information to develop this pilot in preparation for our first class sessions in August.
 - b. After Fall 2018, use the ethical behavior “standard” for the first year and third year students, to measure ethical behaviors and their growth/change in maturity and knowledge around these questions or practices.
- 3) PLP 360/The Team Practicum requires a reworking of the syllabus to include developing student knowledge and skills in project management. Because the course centers on one (or more) team projects, the goal is to develop those team development/delegation/accountability skills that are necessary for a successful outcome. Secondly, the students would benefit from a community-based partner to develop the course processes from a realistic and focused perspective that could serve to modify the overall impact of the “project” in ways that could direct outcomes, policies, and/or community conversations. Summary:
- a. Develop a new syllabus to include project management/ethics guidelines/related content.
 - b. Assign a community partner/adjunct faculty member to the course.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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 to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Self-Leadership: PLP Scholars will understand, synthesize, and evaluate their personal readiness for leadership by communicating	Self-Leadership is assessed annually.	Four years ago, an assessor questioned why we didn’t require an oral presentation for our sophomore portfolio students. At the time, we only required seniors to prepare and deliver orals.	Three years, our sophomore faculty added the oral portfolio requirement to their syllabi. The students are evaluated by a faculty team in the same manner as the seniors. Further, COMR 103 (or equivalent college level public speaking course) was	Our “longitudinal” results have been outstanding. Most sophomores have completed COMR 103 by the time the sophomore presentation occurs. This “practice” round has been so effective that seniors are challenged to be as professional and thorough in presenting content as their sophomore peers. This was an amazing transformation of self-leadership as studied in PLP 160 (oral book reviews, group presentations, etc.) and then

effectively through written and oral means as measured by course assignments and two portfolios.			added as a REQUIREMENT for the minor. Previously it had been strongly recommended, but not required of every student.	continued through the sophomore presentations and beyond. Although we had proposed a sophomore oral requirement in our planning, the feedback from the assessment process put the decision into implementation.

Comments on part II: In meetings with PLP faculty over the past 9 months, we have agreed on two additional changes/updates for PLP programming in 2018-19:

- 1) The bridges between our programming efforts and the academic course content and expectations are certainly intentional and measurable, but we want to do a better job of connecting spring semester sessions with academic discussions from the fall term. By coordinating these activities with other opportunities on campus, and focusing ALL-PLP cohort events to include off-campus offerings (such as sessions at Todos Santos or other locations) as well, we will encourage students to seek more national—and specifically international—experiences in the semesters and years ahead. These activities could include special academic courses inspired by our experiential education partners, leadership practicums or field placements, or tie-in projects with other campus departments or agencies.
- 2) Finally, after considerable discussion about the practicality of our current portfolio system—based on three-ring binders of artifacts and student text—we are now developing a system to permit digitalized portfolios—as in Cloud-based portfolios—to permit students to upload content into a gradable and assessment-ready format. This was a discussion we shared with the Experiential Education ad hoc committee several years ago, but we are now developing for actual use in Fall 2018. An initial planning process is currently underway for presentation to the IT committee for review and future approval.

Leadership Studies Program Assessment Rubric 2017-18

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 points of view. Draws warranted, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons.	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons.	Begins to correctly interpret evidence, statements, graphics, questions, etc. Starts to identify strong, relevant counter-arguments. Begins to evaluate obvious alternative points of view. Understands what warranted or correct conclusions are. Begins to see how one justifies results or procedures, starts to explain reasons.	Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons.	Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant 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.

President's Leadership Program: Oral Assessment

(For use in assessing oral portfolio presentations for PLP 260 & PLP 460/489)

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 2017-18

CSU-Pueblo President's Leadership Program

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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	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant	Begins to correctly interpret evidence, statements, graphics, questions, etc.	Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong,	Offers biased interpretations of evidence, statements, graphics, questions, information, or

	arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons.	arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons.	Starts to identify strong, relevant counter-arguments. Begins to evaluate obvious alternative points of view. Understands what warranted or correct conclusions are. Begins to see how one justifies results or procedures, starts to explain reasons.	relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons.	the points of view of others. Fails to identify or hastily dismisses strong, relevant 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.

President's Leadership Program: Oral Assessment

(For use in assessing oral portfolio presentations for PLP 260 & PLP 460/489)

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	5		
	Poised; Relaxed; Confident	5		
	Enthusiastic, energetic	5		
	Clear vocal quality; Good pacing	5		
	Well-organized, rehearsed talk	10		
	Appropriate attire, mannerisms	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?)	10		
	Experiences Related to Goals (Did scholar's presentation explain goal achievement?)	15		
	Activities and Leadership Relationships Clearly Explained (Were journal assignments and other connections explained?)	10		
	Conclusions about leadership (How did this experience help build leadership skills, behaviors?)	15		
Presentation Mechanics (15%) Based on the assignment guidelines for the portfolio and the related oral presentation	Well organized, easy to follow	5		
	Visuals related to presentation	5		
	Minimal mistakes, errors	5		
Score		100		

General Comments and Suggestions to Scholar: