

Program Review Self Study Questions

Leadership Academy Program

Program Overview

1. Department Name:

This program review self study is focused on the Leadership Academy program, which is one of two certificate-based leadership development programs under the Lois J. Swanson Leadership Resource Center (LRC). Additionally, the LRC is a leadership focused center under the Office of Student Life and Development (SLD), which is a department under the Division of Student Affairs.

2. Department Mission

Leadership Academy Mission:

As part of the Lois J. Swanson Leadership Resource Center, the mission of the Leadership Academy is to prepare California State University, Long Beach (CSULB) students to be the world's best leaders and maximize their leadership potential with a commitment to serve others. The Leadership Academy program is open to all CSULB students.

Lois J. Swanson Leadership Resource Center Mission:

Through the implementation of the principles of the Social Change Model of Leadership Development, the Lois J. Swanson Leadership Resource Center (LRC) takes a comprehensive approach to cultivating leaders who are able to create positive changes in their own lives, their organizations, and communities.

Student Life and Development Mission:

To develop and provide co-curricular opportunities that cultivate community, ethical leadership, and personal development.

Section I: Mission and Goals

1. Describe your activities and programs and how those compliment the mission of your department/program.

The Leadership Academy uses the Social Change Model of Leadership Development as the theoretical framework for the program. Developed through the UCLA Higher Education Research Institute, the Social Model of Leadership Development has two primary goals:

- 1) To enhance student learning and development in the areas of self-knowledge and leadership competence.
- 2) To facilitate positive social change that undertakes actions to support communities to function more effectively and humanely.

The Social Change Model of Leadership Development approaches and examines leadership development from three specific perspectives or values: Individual Values, Group Values, and Community/Societal Values. Additionally, the Social Change Model of Leadership Development focuses on seven core competencies of leadership, which are also known as the “7C’s.”

The curriculum of the Leadership Academy program is comprised of a requirement of seven workshops and 10 hours of community service. The 7C’s are embedded within the facilitation and focus of each workshop. The following is a table that portrays the workshop requirements, 7C’s, and workshop focus. It is important to note that the workshops may be done in any order with the exception of the Post Workshop, which acts like a capstone-like workshop to tie together the key learning objectives of the program and a discussion of future leadership development plans for students as they complete the Leadership Academy program.

Also, all Leadership Academy workshops are open to all CSULB students regardless if they are officially enrolled into the Leadership Academy program. Students who attend workshops will still receive credit if they later choose to officially enrolled into the Leadership Academy program.

Cluster / Workshop Title	Social Change Model Competencies	General Workshop Focus
Cluster: Self Workshop 1 Working Title: My Leadership Self	Consciousness of Self	This workshop will focus on identifying the values and beliefs and their relationship to leadership and leadership development
Cluster: Self Workshop 2 Working Title: Congruency & Commitment	Congruence Commitment	This workshop will focus on synthesizing positionality within the context of one’s leadership role(s) and commitment(s)
Cluster: Group Workshop 1 Working Title: Teamwork and Communication	Collaboration Common Purpose	This workshop will focus on effective communication and teambuilding
Cluster: Group Workshop 2 Working Title: Understanding Conflict & Restorative Justice	Controversy with Civility	This workshop will focus on understanding conflict and restorative approaches to conflict.
Cluster: Society Workshop 1 Working Title:	Citizenship	This workshop will focus on ethical decision making

Ethical Decision Making & Inclusive Excellence		within the context of leadership and community
Cluster: Society Workshop 2 Working Title: Society, Advocacy, & Building Communities	Citizenship	This workshop will focus on understanding the functions of internal systems within communities/societies
Post Workshop	Final Overview of the Social Change Model	This workshop will focus on reviewing the Social Change Model and approaches to implementing the Social Change Model

In addition to the workshop requirements, 10 hours of community service is required for each Leadership Academy student. Volunteer service should allow students to implement/practice leadership skills (i.e. communication skills, teambuilding, etc). In addition, volunteer service should provide some type of unpaid direct service towards an underserved/underrepresented population. Students do not have to complete all 10 hours through one particular agency. Community Service Hours may also be combined from other community service opportunities.

Please see the attached “Leadership Academy Curriculum” document for more detailed information.

The Leadership Academy curriculum supports the missions of the Leadership Academy, the LRC, and SLD by providing comprehensive leadership development opportunities available to all CSULB students.

2. How does the mission embrace student learning and development?

The Student Learning Outcomes (SLO) for all Leadership Academy workshops are grounded in identifying the overall learning and development of students who participate in each workshop and the program as a whole.

The missions of the Leadership Academy program, LRC, and SLD were purposely weighed upon when the Leadership Academy program was re-visited, re-imagined, and re-designed in Spring 2018. This resulted in the re-development of the Leadership Academy curriculum and SLOs.

3. In what ways does the department/program mission complement the mission of the institution?

The CSULB mission states that:

“CSULB is committed to providing highly valued undergraduate and graduate educational opportunities through superior teaching, research,

creative activity and service for the people of California and the world. The University places value on educational opportunity, excellence, diversity, integrity and service.” (CSULB, n.d.)

The Leadership Academy program complements the mission of CSULB by providing opportunities and experiences focused on the leadership development of students that is grounded in research, creative/interactive activities, and community services.

Research:

Leadership Academy uses the Social Change Model of Leadership Development as its theoretical framework that shapes and guides its curriculum. Additional research and theoretical models are also embedded into the preparation and facilitation of workshops, such as the True Colors leadership assessment, Restorative Justice models, and ethical decision making models.

Creative/Interactive Activities:

Leadership Academy workshops are not lecture-based but are centered on leadership skills learning surrounded by interactive activities that allow students to better understand and apply newly acquired skills.

Service:

Leadership Academy students are required to completed community service as part of the curriculum which allows them to provide service to communities in need with opportunities to practice/apply their leadership skills (such as communication and teamwork).

4. Briefly describe changes and trends in the functional area, and what your program did to respond.

The Leadership Academy program began in the Fall of 2004. There was no record of any formal re-assessment of the program. With this in mind and the trend of a decrease of student participation in Leadership Academy workshops, the Leadership Academy program began a re-assessment process in the Spring of 2018 with the assistance of Dr. Kerry Kilma, Assistant Director of Assessment and Evaluation for the Division of Student Affairs.

As part of the re-assessment process, other leadership development theories and models were reviewed. However, both Dr. Kilma and Dr. Matt Cabrera (Leadership Academy Coordinator at that time) agreed that the Social Change Model of Leadership Development still served as an appropriate theoretical framework for the Leadership Academy program.

Additionally, this re-assessment process modified the Leadership Academy workshop curriculum from a 14 workshop program to a 7 workshop program where each newly designed workshop specified SLOs and specific leadership competencies from the Social Change Model of Leadership Development.

The other workshops that were previously offered as part of the Leadership Academy program were re-packaged as a new leadership certificate program called the Emerging Leaders Certificate program which complemented the Leadership Academy program.

5. How have your goals evolved or changed over the years to guide your area and best support students?

Although the goals of providing students opportunities for leadership development have not changed, the program and department are always considering the delivery options of the program and the needs of students.

Application to the Leadership Academy used to be required by attending an orientation workshop which was offered twice a month during the Fall and Spring semester. However, after informal feedback from students, the application process to the Leadership Academy program was redeveloped into a completely online application process through BeachSync.com. Additionally, 2 hours of office hours were established twice a month for both Fall and Spring semester. These office hours were established to provide students opportunities to walk-in a meet the Leadership Academy coordinators to answer any questions/concerns they may have regarding the program.

Additionally, the community service requirement was reduced from 20 hours to 10 hours after informal discussions with students and discussions with other similar leadership programs at other campuses.

These changes were recently enacted in Summer 2019.

6. Identify the priorities for your program/department for the future. Indicate how your area arrived at these priorities.

Additional Facilitators outside of SLD Staff

In years past, the Leadership Academy program had a breadth of facilitators from SLD, campus partners, off-campus partners, and other stakeholders. As the years progressed, many of these past facilitators retired or left their organizations, which had partnership relationship with the Leadership Academy program. Additionally, in past years, funding was available to provide stipends for facilitators, more specifically for the annual leadership conferences. As a result of these situations, workshop facilitators shifted to mainly SLD staff and some remaining or new campus partnered staff persons. Additionally, rebuilding this breadth of facilitators allows for a

more diverse set of experiences, examples, and perspectives for students to learn from.

Marketing

The Leadership Academy program has had a history of poor marketing as compared to other campus partners. A majority of past marketing efforts have been relegated to low cost opportunities, such as tabling at events to which SLD have been invited, quick mention during SOAR sessions, quick mention during past student officer trainings, and by word of mouth from current students, past students, and faculty/staff. A more rigorous marketing campaign that includes more visible signage (i.e. posters, fliers, and banners), increased social media presence, increased interaction with students in relevant courses and programs, and additional support staff to manage and execute marketing strategies and campaigns.

Advisory Board

Since the inception of the LRC, there was an Advisory Board that consisted stakeholder representatives – faculty, staff, students, alumni, and off-campus partners. Although more symbolic in nature than functional, the Advisory Board met at least once a semester to discuss updates of the LRC and its programs and to discuss future opportunities. This Advisory Board was dissolved approximately 5 years ago. However, this is a prime opportunity to re-establish an Advisory Board with more specific goals towards being more functional than symbolic.

Workshop Expansion

Workshop expansion not only includes additional facilitators but more specifically focuses on content and delivery. Access to other leadership assessments to incorporate into the existing curriculum would provide students additional evaluation and goal setting opportunities towards their leadership and professional endeavors. Such assessment includes, MBTI, Enneagram assessment, Strengths Finder, and Insights Discovery. However, many of these leadership assessments require purchasing copyrighted assessment material and/or costly specialized facilitator training.

Section II: Student Success Data Tables

1. Department Overall Data (aggregate level of data- number of students served each semester)

Year	# of Graduates
2019	49 Leadership Academy Graduates 61 Emerging Leaders Certificate Program Graduates (first year of program)
2018	69 Leadership Academy Graduates
2017	88 Leadership Academy Graduates
2016	73 Leadership Academy Graduates
2015	77 Leadership Academy Graduates

Year	# of Newly Enrolled Students
2018-2019	157
2017-2018	164
2016-2017	209
2015-2016	174
2014-2015	113

2. Retention/Persistence Data for students served

Retention/Persistence data is not collected nor relevant to the programming needs of the Leadership Academy Program.

3. Graduation Data for students served (4 year and 6 year graduation rates)

Graduation data is not collected.

4. Data that has been used for program improvement

Data that has been collected and used for program improvement include:

- Workshop evaluations
- Re-Assessment process from Spring 2018
- Focus Group sessions during Fall 2019
- List of Leadership Academy program graduates by academic year
- Annual Executive Summaries

Section III: Improving Student Learning and Development

1. How has the department/program utilized student learning outcomes to measure student learning and development?

Through the re-assessment process during Spring 2018, SLOs were created for each specific Leadership Academy workshop. Additionally, workshop assessments were

created for each workshop that assessed workshop SLOs and general feedback for facilitators. Workshop assessments were coded into a Qualtrics survey for data entry and analysis.

2. Describe the assessment conducted and reported over cycle (5 years).

As mentioned previously, currently assessment is done using workshop evaluations that are entered and analyzed using Qualtrics. This specific round of assessment has have been done only for one full academic year since the re-assessment process of the Leadership Academy program in Spring 2018.

Prior to the re-assessment process, workshop evaluations were collected using the BeachSync post event evaluation feature and paper evaluations after workshop attendance. Only assessment data from 2016-2017 were found in LRC records.

3. How has the department/program utilized the results of student learning outcomes to understand the effectiveness of the program?

Because the recently re-developed workshop assessments better reflect and assess SLOs, data collected from the workshop assessments provide a clearer understanding of the effectiveness of the Leadership Academy program with regard to SLOs.

As workshop evaluations are reviewed and analyzed, certain data indicate that student learning was consistent with the planned learning outcome(s). In other cases where SLO assessment results were not strong with regard to student learning, LRC staff consider factors that may have attributed to less favorable data. Workshop facilitators are consulted regarding the less favorable data to better inform their future preparation of poorly scored workshop(s).

4. How has the department/program utilized assessment and data to close the loop and change practice/not change practice as a result of the assessments or data?

As mentioned above, assessment data informs us to what extent student learning is achieved as assessed against established SLOs. Favorable assessment data informs us not to change any practice or approach to student learning; whereas less favorable assessment data allows us to re-evaluate workshop content, delivery, and provides opportunities for discussion with workshop facilitators.

Section IV: Alignment to the CAS Standards

Programs and Services

1. Describe the programs and services you provide, and how you implement strategies for outreach and promotion?

Per CAS 1.1 and 2.2, Student Learning Program (SLP) must prepare students to engage in a learning process of leadership that is grounded in theory, values, inclusive, and related to the institution’s mission and must provide opportunities for students to develop their leadership philosophies which includes understanding of self, of others, of community, and of how to engage within multiple contexts while understanding diverse populations. Consistent with CAS 1.1 and 2.2, Leadership Academy is a leadership certificate program open to all CSULB students and focuses to prepare CSULB students to be the world’s best leaders and maximize their leadership potential with a commitment to serve others.

The Leadership Academy program is grounded with the 7 core leadership competencies, values, and philosophy of the Social Change Model of Leadership Development.

More specifically, the Leadership Academy program is comprised of a requirement of seven workshops and 10 hours of community service. The 7C’s are embedded within the facilitation and focus of each workshop. It is important to note that the workshops may be done in any order with the exception of the Post Workshop, which acts like a capstone-like workshop to tie together the key learning objectives of the program and a discussion of future leadership development plans for students as they complete the Leadership Academy program.

Also, all Leadership Academy workshops are open to all CSULB students regardless if they are officially enrolled into the Leadership Academy program. Students who attend workshops will still receive credit if they later choose to officially enroll into the Leadership Academy program. Lastly, all required Leadership Academy workshops are offered at least twice per semester.

With regard to outreach and promotion of the Leadership Academy program, we implore a number of strategies to accomplish this:

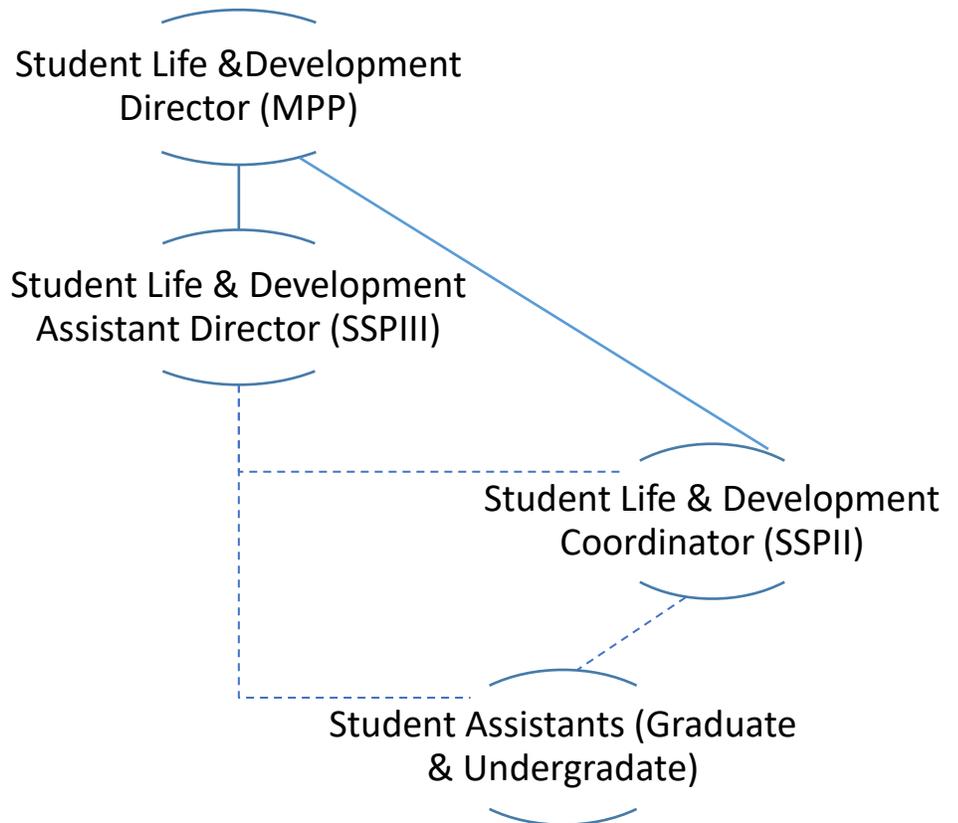
Outreach & Promotion Strategies	Details
Social Media	<ul style="list-style-type: none"> • We regularly post on Instagram, Facebook, and Twitter. • We have gained approximately 150 new followers during Fall 2019 alone.
Outreach to Campus Programs	<ul style="list-style-type: none"> • We are regularly invited to campus programs/departments to present to their students and/or staff; including Housing, EOP, and ASI
Collaboration with Campus Programs	<ul style="list-style-type: none"> • We regularly collaborate with campus programs/departments on various events. For example:

	<ul style="list-style-type: none"> • Tabling for Beach Transition Transfer Center event • Collaboration for the hosting of the Leadership at the Beach annual conference.
Tabling	<ul style="list-style-type: none"> • We table on campus at least 2-3 times per semester.
Guest Presentations	<ul style="list-style-type: none"> • We are regularly requested to do presentations. For example: • Rec 321 course request a guest lecture every Fall semester • We provide leadership workshops for the EOP Summer Bridge programs, HSI:STEM Summer Peer Mentor Training, and BUILD Summer trainings.

2. How is your program/department structured to balance efficiency and effectiveness to meet the outcomes and goals?

The LRC Staff consists of the Student Life and Development (SLD) Assistant Director and SLD Coordinator who act as the main professional staff for the LRC and leadership programs. Both officially report to the SLD Director; however, the SLD Assistant Director acts as the staff lead for the SLD Coordinator. In the event that there are student assistants, then those students report to both the SLD Assistant Director and SLD Coordinator.

The basic structure of the LRC staffing is as follows



According to CAS 2.1, 3.1, and 4.1, SLPs must assess student learning by regularly developing, reviewing, evaluating, and revising program goals and additionally develop assessment plans and document achievements. These strategies allow for SLPs to balance efficiency and effectiveness to meet the outcomes and goals. With this said, the LRC Staff accomplishes these strategies on a regular basis by revisiting and redeveloping annual goals with the SLD Director. Annual goals have a focus on increasing participants, completion rates, program delivery, partnerships, and marketing.

Additionally, CAS 2.3 states that SLP must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and promote student learning, development, and success. To accomplish this, the LRC Staff continues to maintain and build collaborative partnership with various campus partners.

3. Describe the resources you have to implement your programs and services. What resources do you have or not have to effectively implement your programs and services.

The following is a list of current resources available to implement our programs and services:

- SLD Coordinator with 20% responsibility towards Leadership programs
- SLD Assistant Director with 25% responsibility towards Leadership programs
- Financial resources are shared as part of the overall SLD general operating budget
- Discretionary funds available as needed from accrued profit of past leadership events where students were charged a participation fee.
- Standalone Leadership Resource Center (LRC) where 2 staff members are placed
- Dedicated 10 hour graduate assistant through the Cynthia Johnson Fellow program overseen by the Educational Leadership Department

The following is a list of resources that are needed to more effectively implement your programs and services:

- Dedicated funding specific to leadership programs to fund marketing campaigns, host most leadership events, incentives for student participation, and incentives for future workshop facilitators and speakers.
- Full time staff dedicated solely to leadership programs
- Access to appropriate rooms and room availability
- ADA – i.e. training to facilitate with persons with disabilities
 - Access to Translation services (document conversation and interpreters)
- Ability to provide online opportunities toward leadership development
- Training for facilitators

Student Learning, Development and Success & Assessment

1. **What are the most significant student learning and development outcomes of the department/program? How do these align to the outcomes of CAS learning and development outcomes (knowledge acquisition, cognitive complexity, intrapersonal development, interpersonal competence, etc.)?**

The outcomes of the Leadership Academy program are consistent with the SLP outcomes according to CAS 3.1.

The attached LRC Workshop Assessment Report for 2018-2019 details the assessment of learning outcomes for workshops during the 2018 – 2019 academic year. The following summarizes learning and development outcomes consistent with CAS 3.1:

- **Knowledge Acquisition, Integration, Construction, and Application**
 - Self Workshop 1 focuses on identifying and developing students' values and beliefs with regard to leadership.

- Self Workshop 2 focuses on synthesizing students' positionality within the context of their leadership role(s).
 - Group Workshop 1 focuses on learning communication styles and teamwork strategies.
 - Group Workshop 2 focuses on understanding conflict and restorative approaches to address conflict.
 - Society Workshop 1 focuses on ethical decision making processes.
 - Society Workshop 2 focuses on effects of leadership on societal and community dynamics.
 - Post Leadership Academy Workshop focuses on the continued development and adaptation of the Social Change Model of Leadership development.
- **Cognitive Complexity**
 - Self Workshop 2 focuses on synthesizing students' positionality within the context of their leadership role(s).
 - Group Workshop 1 focuses on learning communication styles and teamwork strategies.
 - Group Workshop 2 focuses on understanding conflict and restorative approaches to address conflict.
 - Society Workshop 1 focuses on ethical decision making processes.
 - Society Workshop 2 focuses on effects of leadership on societal and community dynamics.
 - Post Leadership Academy Workshop focuses on the continued development and adaptation of the Social Change Model of Leadership development.
- **Intrapersonal Development**
 - Self Workshop 1 focuses on identifying and developing students' values and beliefs with regard to leadership.
 - Self Workshop 2 focuses on synthesizing students' positionality within the context of their leadership role(s).
 - Group Workshop 1 focuses on learning communication styles and teamwork strategies.
 - Group Workshop 2 focuses on understanding conflict and restorative approaches to address conflict.
 - Society Workshop 1 focuses on ethical decision making processes.
 - Post Leadership Academy Workshop focuses on the continued development and adaptation of the Social Change Model of Leadership development.
- **Interpersonal Competence**
 - Self Workshop 1 focuses on identifying and developing students' values and beliefs with regard to leadership.
 - Group Workshop 1 focuses on learning communication styles and teamwork strategies.

- Group Workshop 2 focuses on understanding conflict and restorative approaches to address conflict.
 - Society Workshop 1 focuses on ethical decision making processes.
 - Society Workshop 2 focuses on effects of leadership on societal and community dynamics.
 - Post Leadership Academy Workshop focuses on the continued development and adaptation of the Social Change Model of Leadership development.
- **Humanitarianism and Civic Engagement**
 - Group Workshop 1 focuses on learning communication styles and teamwork strategies.
 - Group Workshop 2 focuses on understanding conflict and restorative approaches to address conflict.
 - Society Workshop 1 focuses on ethical decision making processes.
 - Society Workshop 2 focuses on effects of leadership on societal and community dynamics.
- **Practical Competence**
 - Group Workshop 1 focuses on learning communication styles and teamwork strategies.
 - Group Workshop 2 focuses on understanding conflict and restorative approaches to address conflict.
 - Society Workshop 1 focuses on ethical decision making processes.
 - Society Workshop 2 focuses on effects of leadership on societal and community dynamics.
 - Post Leadership Academy Workshop focuses on the continued development and adaptation of the Social Change Model of Leadership development.

Prior to the 2018 – 2019 academic year and before the re-assessment of the Leadership Academy program, there were no clearly stated Student Learning Outcomes for each workshop. Although each workshop prior to fall 2018 were assessed using a post workshop evaluation, all workshops used the same evaluation which did not allow for more specific assessment and evaluation of the workshop with regard to Student Learning Outcomes. Additionally, only assessment data from 2016-2017 were found in LRC records. The following is a summary of the assessment data:

Fall 2016

- 438 individual workshop evaluations collected
- 32 Workshops provided
- Evaluation Questions:
 - I have learned new skills
 - Strongly agree = 73.1%
 - I now have a greater knowledge of the subject

- Strongly agree = 74.4%
- I would recommend this workshop to others
 - Strongly agree = 79.5%
- This workshop has assisted in my overall leadership development
 - Strongly agree = 76.0%

Spring 2017

- 323 individual workshop evaluations collected
- 32 Workshops provided
- Evaluation Questions:
 - I have learned new skills
 - Strongly agree = 60%
 - I now have a greater knowledge of the subject
 - Strongly agree = 59.4%
 - I would recommend this workshop to others
 - Strongly agree = 65.6%
 - This workshop has assisted in my overall leadership development
 - Strongly agree = 62.5%

2. What is the demonstrated impact of the department/program on student learning, development, and success?

The following is a brief summary of the 2018-2019 assessment data:

Overall, when students were asked if the workshop they attended was engaging, on average over 79% answered “Strongly Agree.”

Overall, when students were asked if the workshop they attended had goals that were clearly identified and achieved, on average over 83% answered “Strongly Agree.”

Overall, when students were asked if the workshop they attended had clear and well presented material, on average 78% answered “Strongly Agree.”

At the end of each workshop evaluation, students were given the option to share additional comments. Below are some highlights from the open-ended responses:

Emerging Leaders Workshop Evaluations:

- “Very interesting and inspirational workshop!”
- “Great workshop! I thoroughly enjoyed our conversations.”
- “I really enjoyed the workshop and learned a lot about myself.”

Leadership Academy Workshop Evaluations:

- “As a MSW student, we talk about restorative justice all the time. After this training, I have a better understanding of what it actually means and how to instill change in society.”
- “Thank you so much for bringing up this issue. I have been struggling to have the best approach in conflict resolution at work.”
- “Thanks for this opportunity to better myself.”
- “The material helped shape my leadership philosophy.”
- “Great workshop, never thought about how social identity can influence leadership roles/strengths.”
- “I thought it was really empowering and made me see things in a different perspective.”
- “I really enjoyed this workshop. It made me reflect on how privileged I am.”
- “[This] workshop is excellent. I learned a beneficial approach [to conflict resolution] that would not involve berating others.”

The attached LRC Workshop Assessment Report for 2018-2019 details the assessment of learning outcomes for workshops during the 2018 – 2019 academic year.

3. How has collaboration in program development and delivery affected its impact or outcomes?

According to CAS 2.2, SLPs must collaborate and involve campus and community partners in the planning, delivery, and assessment. With this said, the Leadership Academy program has various collaborative partners that have affected the development, delivery, and impact of the program. The following table details these partnerships.

<u>Partner</u>	<u>Collaborative Influence</u>
DSA Assessment Office	<ul style="list-style-type: none"> • Assisted in the process of re-assessing the Leadership Academy • As a result, the Leadership Academy curriculum was redeveloped with SLOs and direct assessment processes for assessing SLOs.
Counseling & Psychological Services	<ul style="list-style-type: none"> • CaPS facilitates workshops each semester for leadership students.
EOP – Summer Bridge Programs	<ul style="list-style-type: none"> • Leadership Academy workshops are provided as part of the Summer Bridge program, which allows a

	broader delivery to students, particularly to underserved students.
Housing	<ul style="list-style-type: none"> • LRC Staff has trained Residential Coordinators and other professional staff to facilitate specific leadership workshops. This allows for a broader delivery of leadership workshops. • LRC Staff and Housing staff discuss Resident Assistant and Resident Housing Association student training and overlapping topics through both Housing Training and Leadership Academy. Overlapping topics are credited to all RA and RHA students. This allows for greater delivery of the Leadership Academy program.
HSI:STEM	<ul style="list-style-type: none"> • LRC Staff provide at least 1 leadership workshop during HSI:STEM Peer Mentor summer training. • LRC Staff and HSI:STEM Coordinators also discuss HSI:STEM Peer Mentor training and overlapping topics through both programs. Overlapping topics are credited to HSI:STEM Peer Mentors. • This allows for greater delivery of Leadership Academy program.
University Honors Program	<ul style="list-style-type: none"> • LRC Staff collaborates with UHP at least once a semester to offer leadership development workshops. • Certain UHP Workshops are also offered towards Leadership programs. • UHP
ASI	<ul style="list-style-type: none"> • LRC Staff has provided at least 1 workshop during ASI Retreat trainings in the summer and/or winter sessions. • LRC applies for and receives ASI Grants to assist with annual Leadership at the Beach conference. • Leadership Academy credit is given to ASI Student Leaders.
Office of Student Conduct & Ethical Development	<ul style="list-style-type: none"> • Both office collaborate on possible development opportunities for students.

	<ul style="list-style-type: none"> • Ethical Decision Making workshop and other Leadership Academy workshops are identified as sanctioning options for students.
USU	<ul style="list-style-type: none"> ▪ We facilitate at least 1-2 leadership workshops for USU Student Leadership training days ▪ We provide Leadership Academy completion credit to USU students through the USU Professional Development program ▪ We work with the USU to reserve USU space for workshops and events ▪ Student Conduct
Assessment & Evaluation Office	<ul style="list-style-type: none"> ▪ Assessment & Evaluation Office has provided feedback on Leadership Academy curriculum, Student Learning Outcomes, and Assessment processes.
Student Participants	<ul style="list-style-type: none"> ▪ Student Participants provide feedback through assessment forms, interpersonal communication with LRC staff, and participation in periodic focus groups.

Access, Equity, Diversity and Inclusion

1. How does the department ensure that they create and maintain environments for students, faculty, staff, administrators, and other constituents are welcoming, accessible, inclusive, equitable and free from bias or harassment?

To meet CAS 5.1 with regard to creating and maintaining environments that are accessible, inclusive, equitable, and free from bias or harassment, LRC Staff engage in the following opportunities that supplement their initial masters level training:

- Office of Equity and Diversity Training
- Title IX Online Training
- Online Harassment Training
- Ally Trainings

Additionally, per CSU Executive Order 1097 and CSULB Campus Regulations, the Leadership Academy does not discriminate student participation based on any protected class.

However, further training is needed to better accommodate and understand students with various disabilities. Also, currently, Leadership Academy workshop material, resources, and certain facilities (i.e. staff offices and workshop space) are not fully ADA compliant.

2. How does the department/program advocate for inclusion, multiculturalism, and social justice?

Per CAS 5.1, SLP must advocate for inclusion, multiculturalism, and social justice and must enact culturally responsive, inclusive, respectful, and equitable practices. The following details efforts to address these areas:

As mentioned above, the Leadership Academy program does not discriminate student participation based on any protected class. This allows for a focus on inclusion of participants. Additionally, by allowing all students from different backgrounds and identities to participate in the Leadership Academy program, this provides opportunities for diverse developmental conversations and opportunities.

A number of required Leadership Academy workshops focus on inclusion, multiculturalism, social justice, advocacy, and restorative justice topics. More specifically, the following details specific workshops and the topics included in the workshop material:

Cluster / Workshop Title	Topics Covered
Cluster: Self Workshop 1 Working Title: My Leadership Self	Inclusion
Cluster: Group Workshop 1 Working Title: Teamwork and Communication	Inclusion
Cluster: Group Workshop 2 Working Title: Understanding Conflict & Restorative Justice	Inclusion Multiculturalism Advocacy Restorative Justice Social Justice
Cluster: Society Workshop 1 Working Title: Ethical Decision Making & Inclusive Excellence	Inclusion Advocacy
Cluster: Society Workshop 2 Working Title: Society, Advocacy, & Building Communities	Inclusion Social Justice Advocacy

At least once a semester, we consult with the Office of Multicultural Affairs (OMA) to identify opportunities for OMA staff to conduct workshops for the LRC and/or OMA events/activities that are cross-promoted to Leadership Academy students.

A majority of Leadership Academy workshop facilitators are student affairs professionals with years of training and experience ensuring culturally responsive, inclusive, and equitable practices within their workshops and interactions with students.

Future and additional opportunities for continued training would be an added value and opportunity for LRC Staff and Leadership Academy workshop facilitators. One area of future training would be a focus on serving students with disabilities.

3. How does the department/program enact culturally responsive, inclusive, respectful and equitable practices in provisions of services?

The above prior responses also addresses this prompt regarding how the Leadership Academy program enacts culturally responsive, inclusive, respectful, and equitable practices in the services provided.

4. Describe the process for hiring of personnel in regards to diversity, equity, access and inclusion.

Per CAS 7.1, SLP must hire staff personnel that are qualified to accomplish SLP goals and mission, earned a relevant graduate or professional degree, and be knowledgeable of leadership and student development theories, assessment, and program design. Both LRC Staff members were hired with the minimum qualifications of the follow as stated in their position descriptions:

- Preferred Master's in counseling, student personnel, or other related social science fields
- Knowledge of student development theories and ability to apply theories to student leadership development
- Demonstrated experience with the development and delivery of leadership programs.
- Ability to develop and maintain proactive working relationships with students, faculty, staff, and external constituents.
- Experience working in a multicultural university environment
- Demonstrated experience handling sensitive matters involving groups or individuals with tact and discretion

5. Describe the process for training professionals in regards to diversity, equity, access and inclusion.

Consistent with CAS 7.3, the following details the various opportunities for training LRC Staff with a focus on diversity, equity, access, and inclusion.

LRC Staff come from Student Affairs training and experience which included training on diversity, equity, access, and inclusion.

All LRC Staff are also required to complete online Title IX training.

All LRC Staff also attend training provided through the Office of Equity and Diversity.

All LRC Staff are also encouraged to attend Ally Training programs. The aforementioned training are focused on LRC Staff. However, similar training is not required or offered to guest facilitators, student staff, and/or other volunteers. Also, the aforementioned training are training requirements mandated by CSULB Staff HR policies. With this said, other areas of training outside of these topics are not offered. Funding for access to additional professional development opportunities, such as conferences, would be a welcomed added opportunity.

Leadership, Management, and Supervision & Human Resources

Managers/Leaders

1. How do leaders advance the organization?

Per CAS 6.1, SLP leaders must create a vision, communicate goals, build alliances/coalitions, and incorporate data in decision making.

We employ various measures to accomplish these areas. The LRC Staff and SLD Director periodically reviews the mission and vision of the Leadership Academy program to ensure its relevance to students and stakeholders and to ensure that activities are in place to accomplish the mission and vision.

Additionally, LRC Staff constantly work at maintaining current relationships with stakeholders and partners and actively seek to identify future partnerships.

Decision making is also data informed using qualitative data, quantitative data, formal data collection processes, and informal data collection processes.

2. How do leaders encourage collaboration across the institution?

LRC Staff and SLD Director encourage collaboration across the institution by maintaining existing partnership and seeking to build future partnerships. The SLD Director through the Division of Student Affairs (DSA) managers meetings highlight opportunities for collaboration with other DSA departments and programs. Additionally, LRC Staff also show commitment to campus partners by being involved in campus partner events and activities. For example, LRC staff participated in the Housing RA interview process.

Further collaboration still needs to be done across the institution to develop new partnership and collaborative efforts to connect student with the Leadership Academy program and to provide additional leadership development opportunities for students from other partners and stakeholders.

3. How have leaders empowered personnel and engaged stakeholders?

LRC Staff are empowered by their leadership through the following opportunities:

- Providing financial accommodations for special events and activities for leadership students
- Providing a level of autonomy towards programming and planning consistent with goals and learning outcomes
- Allocation of SLD student assistants for special LRC projects and activities
- Encouraging participation at national conferences, regional conferences, and local training/development opportunities
- Encouraging collaboration with other campus partners

Staff

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?

CAS 6.3 is consistent with CSU Unit 4 – Academic Professionals of California (APC) Union collective bargaining agreement and CSULB Staff HR policies with regard to qualifications and evaluation of personnel. All LRC Staff are Unit 4 APC staff persons and annual staff evaluations follow evaluation protocols as guided by both the APC collective bargaining agreement and CSULB Staff HR processes. Additionally, hiring qualifications are determined by APC collective bargaining agreement and review of CSU staff classification standards.

In addition to annual staff evaluations, LRC Staff attend monthly one-on-one meetings with their leads and supervisors. The purpose of these meetings are to develop, monitor, and support staff and program goals and to identify areas of strength and areas of improvements for both individual staff, the team, and the program. These one-on-one meetings provide additional supportive and evaluative data for annual staff evaluation process.

2. How are professional development efforts designed, how do they support achievement of the department/program mission, and how do they prepare and educate staff on relevant information?

CAS 7.3 indicates that SLPs must provide staff personnel appropriate professional development opportunities and resources to successfully fulfill that needs of the

program, department, and students impacted. Through Staff HR and other CSU requirements, LRC staff personnel are provided opportunities for training and development on topics such as appropriate recording keeping processes, Title IX policies, equity and diversity training, and safety.

However, opportunities for continued training and development on leadership, teambuilding, leadership assessments, and other relevant topics necessary to provide a program grounded in current trends and research are not fully met. Such opportunities are only offered through professional development conferences, webinars, and other resources. There is currently no regularly provided training opportunities on these subject matters.

3. Describe the staffing model to ensure successful program operations?

Please see attached Organization Chart.

4. Describe the department/program philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the department/mission human resource pool.

Per CAS 7.4, SLPs are encouraged to utilize paraprofessional personnel such as graduate assistants, undergraduate student assistants, and volunteers. Through the Federal Work Study program, SLD is able to hire Federal Work Study Student Assistants. These student assistants are cross trained in learning and understanding the Leadership Academy program to both promote and refer students to the program. Additionally, student assistants are utilized to support the Leadership Academy program in various ways, such as marketing, data entry, and miscellaneous clerical office tasks. Also, through our partnership with the Student Development in Higher Education (SDHE) masters program under the Educational Leadership Department, their Cynthia Johnson Fellow is allowed to work 10 hours with the LRC. This fellow provides various graduate level support to the Leadership Academy program, including data analysis, research, and workshop facilitation.

All

1. How are staff and leaders engaging in the ACPA/NASPA professional competency development?

As part of the annual staff evaluation and one-on-one meetings, ACPA/NASPA professional competencies are discussed. Each LRC staff person is asked to review the ACPA/NASPC professional competencies and identify competencies to focus for individual development.

2. How are personnel trained in policy, theories, legislation, and advancements that affect the department programs and services?

LRC staff have at least a master's degree focusing on student affairs and student development. Through their master level training, they were instructed on policies, theories, legislation, and advancement relevant to their work with the Leadership Academy program. Additionally, LRC staff have received other training opportunities to further their development as staff coordinating the Leadership Academy; such training includes ally training and equity and diversity training.

To further meet CAS 7.3, additional opportunities to attend professional conferences and other specialized training opportunities would be ideal for LRC Staff to further their development and knowledge.

3. How are personnel trained on how to recognize and address systems of oppression in the workplace, and facilitate a welcoming and inclusive environment?

To meet CAS 7.3 with regard to training on recognition and addressing systems of oppression and facilitating a welcoming and inclusive environment, LRC Staff engage in the following opportunities that supplement their initial masters level training:

- Office of Equity and Diversity Training
- Title IX Online Training
- Online Harassment Training
- Ally Trainings

However, further training is needed to better accommodate and understand students with various disabilities.

4. How are staff and leaders engaging in the development of competence in the specific functional area?

As mentioned earlier, additional opportunities to attend professional conferences and other specialized training opportunities would be ideal for LRC Staff to further their development and knowledge.

Collaboration and Communication

1. Describe who the department/program collaborates and consults with on campus to enact its programs and services

According to CAS 8.1 – 8.2, SLPs must have strong collaborations with various partners and stakeholders to support the program, communicate the program, engage with the program, and provide opportunities for student engagement and development. The following table is a list of partners and their relationship with the Leadership Academy program. For all our partnerships, the Leadership Academy cross-promotes our partners' events and activities, which is also reciprocated with the Leadership Academy events and activities.

Partner	Relationship
University Honors Program	<ul style="list-style-type: none"> ▪ We have facilitated leadership workshops for UHP students ▪ We provide Leadership Academy completion credit for UHP students.
Educational Opportunities Program (EOP) – Summer Bridge	<ul style="list-style-type: none"> ▪ We facilitated a number of leadership workshops for the various Summer Bridge programs. ▪ We provide Leadership Academy completion credit for Summer Bridge students and Summer Bridge Resident Mentors
Educational Leadership Department – Student Development in Higher Education MS Program	<ul style="list-style-type: none"> ▪ SDHE students are invited to facilitate leadership workshops. ▪ SDHE Cynthia Johnson Fellow works 10 hours with the LRC in the Fall and Spring semesters.
Beach Transfer Transition Center	<ul style="list-style-type: none"> ▪ We facilitate workshops for BTTC students. ▪ We provide Leadership Academy completion credit to BTTC students.
Multicultural Center	<ul style="list-style-type: none"> ▪ Promote the Students Talk About Race (STAR) Training to Leadership Academy students and count this training towards their completion requirements. ▪ Dr. James Saucedo facilitates at least 1-2 workshops per year specifically for the Leadership Academy program.
Office of Multicultural Affairs	<ul style="list-style-type: none"> ▪ Promote OMA Days of Services to our Leadership students. ▪ OMA staff facilitates at least 1 – 2 workshops per year specifically for the Leadership Academy program/events
HSI: STEM	<ul style="list-style-type: none"> ▪ We facilitate at least 1 leadership workshop for the HSI:STEM Peer Mentors during the summer. ▪ We provide Leadership Academy completion credit to HSI: STEM Peer Mentors
BUILD	<ul style="list-style-type: none"> ▪ We facilitate at least 1 leadership workshop for BUILD students during the summer. ▪ We provide Leadership Academy completion credit to BUILD students.

ASI	<ul style="list-style-type: none"> ▪ We facilitate at least 1-2 leadership workshops for ASI Student Leadership training days ▪ ASI provides funding for annual Leadership at the Beach Conference through ASI Grant process. ▪ We provide Leadership Academy completion credit to ASI student leaders.
USU	<ul style="list-style-type: none"> ▪ We facilitate at least 1-2 leadership workshops for USU Student Leadership training days ▪ We provide Leadership Academy completion credit to USU students through the USU Professional Development program ▪ We work with the USU to reserve USU space for workshops and events
Housing	<ul style="list-style-type: none"> ▪ We facilitate at least 1-2 leadership workshops for Housing student staff training days ▪ We facilitated train-the-trainer sessions for Housing staff to train leadership workshop facilitators ▪ We provide Leadership Academy completion credit to Resident Assistants and Residential Housing Association student leaders.
Counseling & Psychological Services	<ul style="list-style-type: none"> ▪ CaPS facilitates at least 2-3 leadership workshops each semester
Project OCEAN	<ul style="list-style-type: none"> ▪ Project OCEAN facilitates at least 1 workshop per semester specific to our Leadership programs. ▪ We provide Leadership Academy completion credit for Project OCEAN student leaders
Career Development Center	<ul style="list-style-type: none"> ▪ CDC facilitates at least 1-2 leadership focused workshops for our Leadership programs. ▪ CDC connects employers with us to serve as workshop facilitators.
Dean of Students	<ul style="list-style-type: none"> ▪ Co-hosted Leadership at the Beach event
Long Beach Hillel	<ul style="list-style-type: none"> ▪ Co-hosted Leadership at the Beach event

COB – Student Center for Professional Development	<ul style="list-style-type: none"> ▪ We facilitates at least 1 workshop per semester for the SCPD program. ▪ We provide Leadership Academy completion credit for SCPD students
Student Health Center	<ul style="list-style-type: none"> ▪ Peer Educators facilitate at least 1 PAUSE training workshops per semester for our Leadership programs. ▪ We encourage Leadership students to attend Wellness Wednesday workshops and provide leadership credit for attendance ▪ We provide Leadership Academy completion credit for Peer Educators and Wellness Warriors
President’s Ambassadors	<ul style="list-style-type: none"> ▪ We facilitate at least 1 leadership workshop during their training days ▪ They provide volunteers for various leadership event needs ▪ We provide Leadership Academy completion credit for President Ambassadors
Student Conduct and Ethical Development	<ul style="list-style-type: none"> ▪ SCED sanctions certain students to attend our Ethical Decision Making Workshop and other possible relevant workshops. ▪ We provide Leadership Academy completion credit to WAVE Student Conduct Board students
Fraternity & Sorority Life	<ul style="list-style-type: none"> ▪ We have provided at least 1 leadership workshop per semester for FSL trainings ▪ We provide Leadership Academy completion credit to FSL students who complete FSL training sessions ▪ FSL Standards of Excellence process requires FSL organizations to have at least 1 organization member a participant of the Leadership Academy program.
REC 321	<ul style="list-style-type: none"> ▪ We guest lecture in REC 321 course every Fall semesters ▪ We provide Leadership Academy completion credit to REC 321 students

2. What are the communication strategies used within the department/program both on campus and off campus (social media, email campaigns, relationships with constituents)?

Per CAS 8.2, the Leadership Academy strives to provide updated and relevant information through various marketing and communication strategies. Strategies include use of Facebook, Twitter, Instagram, BeachSync, website, LRC brochures, workshop fliers, classroom presentations, and email communications.

Ethics, Law, and Policy

1. What are the practices and policies that foster ethical decision making for staff and personnel in the department/program?

CAS 9.1 and 9.2 states that SLPs and its staff must utilize a standards of ethics practice. As student affairs trained staff persons and members of ACPA and NASPA, the ethical standards and principles of ACPA and NASPA are utilized for the Leadership Academy program staff. Additionally, as the Office of Student Life and Development is also situated under the Dean of Students Office, Kitchener's (1984) foundations for ethical decisions are also utilized in our office as shown in the Dean of Student's website.

With this said, there is a need to develop a ethical decision making process specific to the Leadership Academy program and its staff.

2. What are processes and/or practices utilized to ensure the department/program complies with laws, regulations, policies and procedures (this can include executive orders)?

Although there are no specific CSU Executive Order that focuses on SLPs, because the Leadership Academy program is under the umbrella of the Office of Student Life and Development, compliance with laws, regulations, policies, and procedures are ensure through the consultation of the SLD leadership team, Dean of Students Office, and Division of Student Affairs AVPs. This is consistent with CAS 9.3.

3. How are personnel trained on the policies, regulations, laws, and reporting requirements to ensure compliance and legal responsibilities?

Per CAS 9.4, personnel are trained on policies, regulations, laws, and reporting by having access to and reviewing campus policies, regulations, and other compliance. Additionally, personnel receive follow up training on various topics through specialized training sessions such as training offered through Staff HR, Office of Equity and Diversity, and HR Lead Training. Discussion and consultation with SLD Director is always encouraged to identify other areas of training and/or retraining.

Consultation and discussion with SLD Director is always required for situations of uncertainty.

Financial Resources

1. Describe the financial processes the department/program utilizes to ensure stewardship and fiduciary responsibility.

The processes that are used to ensure stewardship and fiduciary responsibility are consistent with CAS 10.3 which ensures that SLP's funds are responsibly managed in accordance with established institutional and governmental policies, laws, and procedures. More specifically, because the Leadership Academy program is under the overall budget responsibility of SLD, all financial processes are conducted and finalized through the SLD Director and the SLD Operations and Fiscal Coordinator. Also, consistent with CAS 10.1 and 10.2, uses of financial resources are consulted with the program and department mission statement to ensure that funding is used to accomplish the mission of the program and department and to provide positive impact on student participants.

Financial budgeting process allows for basic operating expenses for the Leadership Academy program of the primary areas:

- Personnel
- Facilities rental of LRC
- Facilities rental of event space
- Cost of use and regular maintenance of computers, telephones, copy machine, and other technology

2. What areas of financial resources are essential for operation? What financial resources are necessary and absolute to ensure effective operation?

Currently, financial resources for the Leadership Resource Center and the Leadership Academy program come from shared general fund funding with Student Life and Development, ASI Agency Account funds which are accrued revenue from past events with student participation charges, and an ASI Grant to supplement funding for annual Leadership conference.

All financial resources are not stable sources of support. All financial resources have various factors regarding their allocation and usage. However, the most stable would be the SLD General Fund.

With regard to “necessary and absolute” financial resources, we gather that the following financial resources would be “necessary and absolute to ensure effective operation” for the stated reasons:

- SLD General Fund
 - This fund supports payroll of staff and general operating expenses, such as regular maintenance for technology.
- ASI Grants
 - This shows financial support from a campus partner which has been a feeder organization of students to our leadership programs.
 - An ASI Grant is specifically used to supplement the cost involved for hosting the annual Leadership at the Beach event.
- Sponsorship & Donations
 - This builds future opportunities and support from other potential stakeholders.
 - It is our hope to find access to future opportunities for sponsorships and donations.

Technology

1. What ways does the department/program utilize technology to fulfill its mission?

The following tables lists the technology used for the Leadership Programs, its benefits and uses, and concerns and limitations:

Technology	Uses / Benefits	Concerns / Limitations
BeachSync	<ul style="list-style-type: none"> ▪ Hosting workshop RSVPs ▪ Hosting online application process ▪ Sending mass email messages to participants ▪ Hosting relevant documents to be available to participants ▪ Track students’ participation ▪ Only accessible to current CSULB students 	<ul style="list-style-type: none"> ▪ Does not automatically remove students who have already graduated from the University. ▪ Does not properly track student’s Leadership Academy curriculum completion. Only tracks completion of individual workshops.
Facebook, Twitter, and Instagram	<ul style="list-style-type: none"> ▪ Social Media presence to post upcoming events and activities ▪ Used to post motivational leadership quotes 	<ul style="list-style-type: none"> ▪ Requires dedicate time and knowledge to effectively use.

CSULB Hosted Website	<ul style="list-style-type: none"> ▪ Hosting basic information about our programs ▪ Maintained by University 	<ul style="list-style-type: none"> ▪ N/A
Dedicated Email Address (leaders@csulb.edu)	<ul style="list-style-type: none"> ▪ Use to send and receive email communication with students and other stakeholders 	<ul style="list-style-type: none"> ▪ N/A
Qualtrics	<ul style="list-style-type: none"> ▪ Use for data entry of workshop assessment surveys ▪ Use for analyzing workshop assessment surveys ▪ Maintained by University 	<ul style="list-style-type: none"> ▪ N/A

Current technology is consistent with CAS 11.1, 11.2, and 11.3. All technology is accessible to staff and constituents. All technology meets all CSULB security and commuting requirements. Additionally, all technology is relevant to the support needs of the program.

2. Describe how the department utilizes technology to provide multiple modes of communication and facilitation of programs and services.

See above

Facilities and Infrastructure

1. Describe the facilities the program/department utilizes and how it assists/does not assist in the offering of programs and services.

The LRC serves as the main office for the Leadership Academy program. This space allows for the security and protection of private and confidential records as only authorize personnel have access to the LRC. The use of the LRC to support the Leadership Academy program and its coordinators and the protection of records is consistent with CAS 12.1 and 12.2.

Although there is a dedicated LRC for leadership programs, since the LRC and Leadership Academy are programs and functions of the Student Life and Development Office, the LRC and SLD offices are situated one entire floor away from each other. This provides some difficulty when access to the Director and Fiscal

Coordinator is less immediate. Access to some resources, such as copy machine, also provides some inconvenience.

Leadership Academy workshops are presented in rooms in the University Student Union (USU). However, rooms are scheduled as available. Should USU Rooms not be available, academic classrooms would be scheduled for Leadership Academy workshops. Most USU rooms are equipped, maintained, and designed that support the needs of the Leadership Academy workshops; this allows for consistency with CAS 12.1 and 12.2. However, at times, some rooms are not conducive to Leadership Academy workshops. For example, some rooms do not have the workable technology needed to present workshops (i.e. functional A/V equipment). Also, some rooms may have types of furniture that not easily moveable for interactive leadership development activities. These situations are, unfortunately, outside our control.

2. Describe how the department/program works to ensure efficiency in space usage.

The two SLD staff that are responsible for leadership programs are situated in the LRC, which allows for access and consistency. Each staff has their own office space; however, only one of the two has access to a private office space. The other is situated in an office that sits between the lobby and other staff office.

Because the LRC is space rented through the USU, USU facilities staff are responsible for the overall assessment and maintenance of the LRC. There is also a process in place for maintenance requests for the LRC. Over maintenance through the USU is consistent with CAS 12. 4.

3. How does the department enact sustainable infrastructure?

The department enacts sustainable infrastructures through the following actions:

- Moving data management to online resources such as BeachSync and Qualtrics
- Dedication of two staff persons to oversee LRC and Leadership Academy program
- Focus on online marketing via Social Media and email communication
- Annual review and improvement of program goals and learning outcomes as needed
- Dedicated and visible physical location of the LRC since its inception
- Continued partnerships with various campus partners

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Leadership Resource Center Workshop Assessment Report **2018-2019**

Leadership Resource Center Certificate Programs Overview

The Lois J. Swanson Leadership Resource Center (LRC) offers CSULB students unique professional development opportunities to develop their leadership skills through various programs, events, and experiences. The LRC offers two signature certificate programs to the CSULB community: the Emerging Leaders Certificate Program and the Leadership Academy.

Emerging Leaders Certificate Program

- The Emerging Leaders Certificate Program introduces leadership development topics to CSULB students through interactive workshops and experiences.
- Students enrolled in the program are required to complete 5 leadership workshops and 5 hours of community service.

Leadership Academy Program

- The Leadership Academy Program uses the Social Change Model of Leadership Development as its curriculum framework to enhance student's leadership competencies as well as develop their leadership potential.
- Students enrolled in the program are required to complete a curriculum of 7 workshops, 10 hours of community services, and a theory-to-practice reflection assignment.

Overview of Assessment Conducted

After attending a workshop for either the Emerging Leaders or Leadership Academy, participants completed a post-workshop evaluation form in person immediately after the workshop.

The following assessment report contains data collected from 7 different Leadership Academy workshops and 8 different Emerging Leaders Certificate Program workshops conducted

throughout the 2018-2019 academic year each workshop was offered at least twice per semester. Over 400 workshop evaluations were submitted.

Evaluation of Responses

The workshop evaluations included a student satisfaction survey measuring responses on a Likert-style scale, a short-answer section for students to explicitly name concepts learned from the workshop consistent with workshop Student Learning Outcomes, and an open-ended question for additional comments and responses.

Please see appendix for more specific reporting of each workshop evaluation.

Summary of Assessment

Overall, when students were asked if the workshop they attended was engaging, on average over 79% answered “Strongly Agree.”

Overall, when students were asked if the workshop they attended had goals that were clearly identified and achieved, on average over 83% answered “Strongly Agree.”

Overall, when students were asked if the workshop they attended had clear and well presented material, on average 78% answered “Strongly Agree.”

More detailed reporting of each workshop assessment can be found on the attached appendix.

At the end of each workshop evaluation, students were given the option to share additional comments. Below are some highlights from the open-ended responses:

Emerging Leaders Workshop Evaluations:

- “Very interesting and inspirational workshop!”
- “Great workshop! I thoroughly enjoyed our conversations.”
- “I really enjoyed the workshop and learned a lot about myself.”

Leadership Academy Workshop Evaluations:

- “As a MSW student, we talk about restorative justice all the time. After this training, I have a better understanding of what it actually means and how to instill change in society.”
- “Thank you so much for bringing up this issue. I have been struggling to have the best approach in conflict resolution at work.”
- “Thanks for this opportunity to better myself.”
- “The material helped shape my leadership philosophy.”
- “Great workshop, never thought about how social identity can influence leadership roles/strengths.”

- “I thought it was really empowering and made me see things in a different perspective.”
- “I really enjoyed this workshop. It made me reflect on how privileged I am.”
- “[This] workshop is excellent. I learned a beneficial approach [to conflict resolution] that would not involve berating others.”

Future Directions and Implications for Practice

As we transition into the 2019-20 year, the following recommendations based on the assessment data analyzed from the previous year’s workshop evaluations:

- Collect more specific demographic data on Leadership program participants to better understand the students that utilize our services
- Conduct focus groups with former Leadership students that completed the program to better understand their experiences and collect targeted feedback for improvement
- Conduct focus groups with current Leadership students to understand their experiences in the program and areas of improvement for the program
- Utilize campus partnerships to more effectively promote the benefits of our Leadership programs

Appendix

Leadership Academy Self Workshop 1

Student Learning Outcomes:

- 1) Students will be able to identify their Values.
- 2) Students will be able to identify their Beliefs.

Direct Assessment Questions:

- What is one value you hold?
- What is one of your beliefs?

Student Learning Outcome Assessment Results:

- 93.1% of the participants met SLO #1
- 96.6% of the participants met SLO #2

n=29	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	75.9%	24.1%	0%	0%
Workshop was engaging	86.2%	13.8%	0%	0%
Material was clear and well Presented	75.9%	24.1%	0%	0%

Additional Comments:

- Good workshop, enjoyed the interactive portion of it.
- I really enjoyed the workshop because it helped me identify strengths and weaknesses and who I am as a person.
- Interesting working in [True Colors] color groups and expanding on strengths and challenges
- It was interesting to compare how each [True Colors] color works and seeing why they are all cohesive when in a team.
- Small group format helped to better understand the topics.
- Super fun. Definitely using the [True Colors] activity in the future.

Leadership Academy Self Workshop 2

Student Learning Outcomes:

- Students will be able to synthesize their positionality within the context of one leadership role.

Direct Assessment Questions:

- Describe how you lead within your leadership role with consideration of your positionality (eg. values, beliefs, attitudes)

Student Learning Outcome Assessment Results:

- 91.9% of students were able to describe 2-3 components of their leadership.

n=62	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	72.6%	21.0%	3.2%	3.2%
Workshop was engaging	66.2%	30.6%	0%	3.2%
Material was clear and well Presented	69.4%	24.2%	3.2%	3.2%

Additional Comments:

- Enjoyed the 4 P's of Philosophy of Leadership
- Good workshop.
- Got me thinking about where I come from.
- Great content to today's workshop. Useful and applicable. Thank you.
- Great workshop, never thought about how social identity can influence leadership roles and strengths Great workshop.
- I learned a lot and it's really help me reflect on myself as a leader/individual.
- I enjoyed the hands-on activities
- I love this Leadership Academy.
- The presentation was well presented.
- The material provided helped shape my leadership philosophy. Very good presentation. Had me think more about my leadership philosophy and how this can help me in the future for interviews and personal statements.

Leadership Academy Group Workshop 1

Student Learning Outcomes:

- 1) Students will be able to recall 2 communication styles.
- 2) Students will be able to recall 1 strategy for teamwork.
- 3) Students will be able to describe one communication style and it's connection to leadership.

Direct Assessment Questions:

- List two communication styles you learned about today.
- Which teamwork strategy did you learn about today?
- How will you use one communication style in your leadership role?

Student Learning Outcome Assessment Results:

- 92.6% of students met SLO #1
- 88.9% of students met SLO#2
- For SLO#3:
 - 48.1% students were able to identify a communication style to use in their leadership role.
 - 33.3% students were able to connect their communication style with their leadership roles.

n=27	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	95.6%	7.4%	0%	0%
Workshop was engaging	88.9%	11.1%	0%	0%
Material was clear and well Presented	77.8%	22.2%	0%	0%

Additional Comments:

- Good presentation and put together info
- Good stories, good class activities, nice discussions.
- Great use of activities I really enjoyed the activity, especially the marble one.
- It was a fun workshop!
- Workshop was engaging and informative.

Leadership Academy Group Workshop 2

Student Learning Outcomes:

- 1) Students will be able to define conflict in relation to leadership.
- 2) Students will be able to identify one approach to conflict.
- 3) Students will be able to recognize leadership situations where a restorative approach should be used.

Direct Assessment Questions:

- Define conflict in relation to leadership.
- List one restorative justice question.
- As a leader, describe one situation that would need a restorative approach.

Student Learning Outcome Assessment Results:

- SLO #1
 - 53.6% were able to define conflict
 - 46.4% were able to define conflict in relations to a leadership context
- SLO#2
 - 95.7% were able to articulate one restorative justice question
- SLO#3
 - 37.7% were able to incorporate a restorative justice approach to a situation as a leader, very succinctly and thoughtfully.
 - 46.4% were able to incorporate a restorative justice approach to a situation as a leader.
 - 15.9% were able to explain one restorative justice approach.

n=69	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	75.4%	24.6	0%	0%
Workshop was engaging	68.1%	29.0%	2.9%	0%
Material was clear and well Presented	65.2%	32.0%	1.4%	1.4%

Additional Comments:

- As a MSW student, we talk about restorative justice all the time. After this training, I have a better understanding of what it actually means and how to instill change in society.
- I really thought this was helpful b/c I have been trying to work on my listening skills by not interrupting people.
- I wish they had restorative justice groups on high school campuses.
- Learned something new! Thank you.
- Overall good lecture; information given clearly and logically.

- Restorative justice is a new concept that I learned about today. I will try my best to improve on myself.
- Thank you so much for bringing up this issue. I have been struggling to have the best approach in conflict resolve at work.
- Thank you very much for allowing me to participate. I do believe this should be a process when training new employees.
- The shoulder activity was engaging & the restorative questions were informative.
- This workshop has made think of conflict in a different way.
- Very practical and fun!
- Workshop was excellent. I learned a beneficial approach that would not involve berating others. Examples were given to understand. Just make sure to keep conversation going continuously.

Leadership Academy Society Workshop 1

Student Learning Outcomes:

- 1) Students will be able to understand the factors of ethical decision making.
- 2) Students will be able to provide one example of an ethical decision.

Direct Assessment Questions:

- What factors would you consider when making an ethical decision?

Student Learning Outcome Assessment Results:

- 33.7% were able to identify 1 factor to consider when making an ethical decision.
- 63.9% were able to identify at least 2 or more factors to consider when making an ethical decision.

n=83	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	81.9%	18.1%	0%	0%
Workshop was engaging	69.9%	25.3%	0%	4.8%
Material was clear and well Presented	79.5%	42.5%	0%	0%

Additional Comments:

- Enjoyed and learned a lot
- Great facilitator, not monotone/boring, engaging
- Great insight of ethics and values and tips on how to deal with ethical situation
- Great workshop. Learned a lot about ethics.
- Great! Very eye opening. Glad my friend brought me.
- I know that making ethical decisions can be hard, but I will try to work on making well thought out decisions.
- I learned a lot! I enjoyed learning what ethics is and how to apply it to my everyday life. I thought about policies and how it relates to my major and career goals.
- I liked it. I feel confident to make decisions.
- I really enjoyed this workshop. I learned more about myself and how I would approach a situation.
- Overall very good and clear presentation
- The workshop is knowledgeable and helpful for me to understand standard of ethical decision
- Workshop really made me think about my own ethical decisions as a student.

Leadership Academy Society Workshop 2

Student Learning Outcomes:

- 1) Students will be able to describe one current community issue.
- 2) Students will be able to describe how their leadership can effect social/community issue.

Direct Assessment Questions:

- What are three ways you can effect a social/community issue?
- Describe how your leadership can play a role or effect a specific social/community

Student Learning Outcome Assessment Results:

For SLO#1:

- 87% were able to describe 3 ways they can effect a social/community issue.
- 9.8% were able to describe 2 ways they can effect a social/community issue.
- 2.2% were able to describe 1 ways they can effect a social/community issue.

For SLO#2:

- 48.9% were able to articulate how they can incorporate their leadership to effect a social/community issue, very succinctly and thoughtfully.
- 29.3% were able to articulate how they can incorporate their leadership to effect a social/community issue.

n=92	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	79.3%	20.7%	0%	0%
Workshop was engaging	77.2%	22.8%	0%	0%
Material was clear and well Presented	79.3%	17.4%	3.3%	0%

Additional Comments:

- Awesome workshop, I liked the post-it note activity.
- Excellent workshop! I loved the interaction and dialogue that was created.
- Great Workshop! Thanks, I learned how I can address and participate as an individual leader
- I enjoyed the video. I thought it was really empowering and made me see things in a different perspective.
- I really enjoyed this workshop. It made me reflect on how privileged I am.
- The workshop was excellent. The video was related to lesson. Overall, very awesome.
- The workshop was helpful to recognize the current community issue as well as some potential solutions.

Leadership Academy Post Workshop

Student Learning Outcomes:

- 1) Students will be able to apply at least 3 of the 7 Cs to a leadership position
- 2) Students will be able to explain at least 1 strategy to enact change within an organization

Direct Assessment Questions:

- List 3 of the 7C and explain how they connect to your leadership role.
- What is one strategy you can employ to enact change within a group or organization?

Student Learning Outcome Assessment Results:

- SLO#1 – 81.0% were able to list 3 C's and incorporate the C's into their role as a leader.
- SLO#2 - 100% were able to explain one strategy to enact change within a group or organization.

n=21	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	95.2%	4.8%	0%	0%
Workshop was engaging	90.5%	9.5%	0%	0%
Material was clear and well Presented	90.5%	9.5%	0%	0%

Additional Comments:

- Great workshop to self reflect!
- I enjoyed this workshop. It made me reflect on all of the previous workshops.
- Thanks for this opportunity to better myself.
- Workshop was well presented.

Emerging Leaders Workshops

The following workshops were offered at least twice during the 2018-2019 academic year as part of our Emerging Leaders Certificate Program:

- Knowing Me, Knowing You, Knowing Leadership
- Valuing Your Time
- SMART Goals
- Be Your Own Brand
- Activism at the Beach
- Culturally Relevant Leadership
- Time Management

Direct Assessment Questions for all Emerging Leaders Workshops:

- Please list 2 items that you learned for this workshop

Direct Assessment Results

- 95.2% were able to list 2 items that they learned for these Emerging Leaders Workshops.

The following are the general assessment findings for these workshops collectively:

n=62	Strongly Agree	Agree	Disagree	Strongly Disagree
Goals were clearly identified & achieved	90.3%	9.7%	0%	0%
Workshop was engaging	85.5%	14.5%	0%	0%
Material was clear and well Presented	90.3%	9.7%	0%	0%

Additional Comments:

- Facilitator did a great job engaging us and giving us useful examples from his own life.
- Facilitators were great and very knowledgeable on the topic.
- Good workshop-super inspiring!
- Great workshop! I thoroughly enjoyed our conversations.
- Great workshop! Thanks, I learned a lot.
- I enjoyed the workshop and I thought it was really interesting to tie in your time management with what you value so that you get the most out of your time.
- I felt that presentation skills were very good! And very knowledgeable about the subject.
- I look forward to attend another workshop!
- I really enjoyed the workshop and learned a lot about myself.
- I really enjoyed the workshop.
- Love and appreciate the time and every spent.
- Very Engaging. Very interesting and inspirational workshop!



Leadership Academy Curriculum

Re-Imagined
Fall 2018

Re-Imagined Notes

The Leadership Academy has and continues to be the signature program through the Lois J. Swanson Leadership Resource Center since the early 2000. In Spring 2018, with the help of the Dr. Kerry Kilma, Assistant Director of Assessment and Evaluation, the Leadership Academy curriculum was revisited and re-imagined. This document details the re-imagining of the Leadership Academy program to be implemented Fall 2018.

Mission of Leadership Academy

As part of the Lois J. Swanson Leadership Resource Center, the mission of the Leadership Academy is to prepare CSULB students to be the world's best leaders and maximize their leadership potential with a commitment to serve others. The Leadership Academy program is open to all CSULB students.

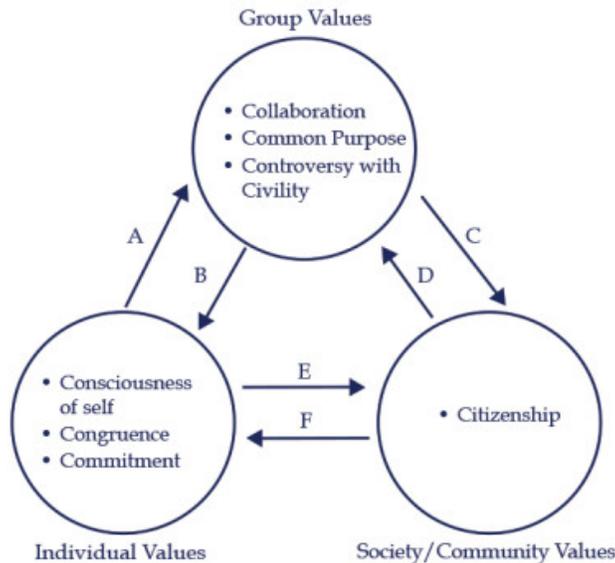
Leadership Academy Framework

The Leadership Academy uses the Social Change Model of Leadership Development as the theoretical framework for the program. Developed through the UCLA Higher Education Research Institute, the Social Model of Leadership Development has two primary goals:

- 1) To enhance student learning and development in the areas of self-knowledge and leadership competence.
- 2) To facilitate positive social change that undertakes actions to support communities to function more effectively and humanely.

The Social Change Model of Leadership Development approaches and examines leadership development from three specific perspectives or values: Individual Values, Group Values, and Community/Societal Values.

The following is a pictorial representation of the model and its interrelationships with each perspective/value areas:



7 Cs of the Social Change Model of Leadership Development

The following are the 7 Cs of the Social Change Model of Leadership Development with basic points of information:

Consciousness of Self

- To know oneself or simply be self-aware
- Two aspects of the Consciousness of Self:
 1. It implies an awareness and an acknowledgement of those relatively stable aspects of the self that go to make up what we call “personality”: talents, interests, aspirations, values, concerns, self-concept, limitations, and dreams
 2. It implies “mindfulness,” an ability and propensity to be an accurate observer of your current actions and state of mind
- A person with a highly developed capacity for consciousness of self not only has a reasonably accurate “self-concept,” but is also a good observer of his other own behavior and state of mind at any given time
- See Pg. 31 in Social Change Model of Leadership Development Guidebook

Congruence

- Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others
- Occurs when one’s actions are consistent with their most deeply-held beliefs and convictions
- Congruence means simply that your words, actions, and feelings all match or are consistent
- Individual Congruence
 - Being clear about your values, beliefs, strengths, and limitations
- Group Congruence
 - Occurs when a leader has a feeling that translates into behavior that is congruent with their views
- See Pg. 36 in Social Change Model of Leadership Development Guidebook

Commitment

- Commitment involves the purposive investment of time and physical and psychological energy in the leadership development process:
 - Helping the group to find a common purpose and to formulate effective strategies for realizing that purpose
 - Sustaining the group during times of controversy
 - Facilitating the actual realization of the group's goals.
- Commitment requires a significant involvement and investment of one's self in the activity and its intended outcomes
- See Pg. 40 in Social Change Model of Leadership Development Guidebook

Collaboration

- Collaboration multiplies group effectiveness because it capitalizes on the multiple talents and perspectives of each group member and the power of that diversity to generate creative solutions and actions
- Collaboration is about human relationships, how people work together, and how they value and relate to each other
- Collaboration mobilizes and enhances the power of the group through the members' commitment to the common purpose
- Mattessich and Monsey's (1992) definition of collaboration: "A mutually beneficial and well defined relationship [that] includes a commitment to: a definition of mutual goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing not only of responsibilities by also of the rewards"
- Chrislip and Larson (1994) and Winer and Ray (1994) believe that collaboration differs from cooperation in the sense that collaboration is based on a relationship that tries to achieve mutual goals, while cooperation is based on a relationship that helps each party to achieve its own individual goals
- See Pg. 48 in Social Change Model of Leadership Development Guidebook

Common Purpose

- Common purpose means to work with others within a shared set of aims and values
- Having these shared aims facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken
- Common purpose is best achieved when all members of the group share the vision and participate actively in articulating the purpose and goals of the group's work
- Recognizing the common purpose and mission of the group helps to generate the high level of trust that any successful collaboration requires
- See Pg. 48 in Social Change Model of Leadership Development Guidebook

Controversy with Civility

- Controversy with civility acknowledges that there will be important and potentially creative differences in viewpoint within any leadership development group and that these opposing views can be aired and eventually resolved through cooperative, open, and honest dialogue which are satisfying or beneficial to all
- Controversy vs. Conflict – Controversy suggests a process that may be resolved positively – with a solution that is beneficial to all – conflict implies either irreconcilable differences or “winners” and “losers”
- Controversy refers to the disagreements and disputes which arise when those holding contrasting perspectives and opinions are encouraged to share their views with the other group members
 - By committing themselves to understand the nature of disagreement and to seek a satisfactory resolution “with civility,” the group provides a “safe” environment for acting with congruence, enhancing knowledge of self and of others
- Conflict has more of a negative connotation and suggests competitiveness, hostility and other negative emotional states and, in the extreme, violence
- See Pg. 59-60 in Social Change Model of Leadership Development Guidebook.

Citizenship

- “Citizenship,” in the context of the Social Change Model of Leadership Development, implies active engagement of the individual (and leadership group) in an effort to serve that community
- “Citizens mind” refers to a set of values and beliefs that connects an individual in a responsible manner to others
- Citizenship implies social and civic responsibility
 - The character of an individual viewed as a member of society
 - The value that responsibility connects the individual and the leadership group to the larger community or society
- By embracing the value of citizenship, each group member becomes committed to insuring that the group effort serves and benefits the service recipients themselves, the local community, and the society at large
- Citizenship requires that each of us take some time to learn about our fellow citizens
- See Pg. 65-68 in Social Change Model of Leadership Development Guidebook

Leadership Academy Curriculum

The Leadership Academy consists of various workshop requirements focusing on the leadership competencies contained within the Social Change Model of Leadership Development. The requirements are as follows:

Cluster / Workshop Title	Social Change Model Competencies	General Workshop Focus
Cluster: Self Workshop 1 Working Title: My Leadership Self	Consciousness of Self	This workshop will focus on identifying the values and beliefs and their relationship to leadership and leadership development
Cluster: Self Workshop 2 Working Title: Congruency & Commitment	Congruence Commitment	This workshop will focus on synthesizing positionality within the context of one's leadership role(s) and commitment(s)
Cluster: Group Workshop 1 Working Title: Teamwork and Communication	Collaboration Common Purpose	This workshop will focus on effective communication and teambuilding
Cluster: Group Workshop 2 Working Title: Understanding Conflict & Restorative Justice	Controversy with Civility	This workshop will focus on understanding conflict and restorative approaches to conflict.
Cluster: Society Workshop 1 Working Title: Ethical Decision Making & Inclusive Excellence	Citizenship	This workshop will focus on ethical decision making within the context of leadership and community
Cluster: Society Workshop 2 Working Title: Society, Advocacy, & Building Communities	Citizenship	This workshop will focus on understanding the functions of internal systems within communities/societies
Post Workshop	Final Overview of the Social Change Model	This workshop will focus on reviewing the Social Change Model and approaches to implementing the Social Change Model

Additional Requirements

In addition to the workshop curriculum, as a way to reflect, implement, practice, and develop leadership, students are to complete the following additional requirements:

- 10 hours of community service

- Theory-to-Practice reflection paper

Community Service Requirement

Leadership Academy students must complete a total of at least 10 hours of volunteer community service work. Volunteer service should allow students to implement/practice leadership skills (i.e. communication skills, teambuilding, etc). In addition, volunteer service should provide some type of unpaid direct service towards an underserved/underrepresented population. Students do not have to complete all 10 hours through one particular agency. Community Service Hours may be combined from other community service opportunities.

Some examples of community service opportunities include:

- Homeless Food Distribution Centers/Programs
- Tutoring
- Convalescent homes
- Service work at church, synagogue, mosque, temple, etc.
- CSULB Campus Tours through University Outreach and School Relations

Restrictions:

- Students who hold officer positions in CSULB student organizations may count up to 10 hours towards their Leadership Academy community service requirements.
- Students who hold positions/roles in Housing, ASI, WAVE Student Conduct Board, and HRC Wellness Warriors, may use these roles to fulfill their Leadership Academy community service requirements.
 - o Other campus roles may be approved by the Leadership Academy Coordinator.

Theory-to-Practice Reflection Paper

The Theory-to-Practice Reflection Paper is a self-reflection document for students to narrate how their participation in the Leadership Academy program has:

- Enhanced their learning and development in the areas of self-knowledge and leadership competence.
- Informed and prepared them to facilitate positive social change that undertakes actions to support communities to function more effectively and humanely.
- Enhanced their growth and development in the areas of individual values, group values, and community/societal values as they relate to their current and/or future leadership roles.

Tracks

Through the collaboration between various other programs (i.e. ASI, Housing, etc.), training already provided to students in other programs may be credited for Leadership Academy completion. Students already involved in other campus trainings may receive credit for Leadership Academy. A questionnaire will be provided to such students to be completed and signed by their supervisor/coordinator. Questionnaire will be based on Leadership Academy student learning outcomes and direct assessment questions to ascertain articulation of skills into the Leadership Academy program curriculum.

Current tracks and/or partnerships include:

- Housing and Residential Life
- Associated Students, Inc. (ASI)
- Men's Success Initiative (MSI)
- Fraternity and Sorority Life (FSL)
- HSI: STEM
- Educational Opportunities Program (EOP)
- Club Sports and Recreation
- Project OCEAN / QPR Trainees (CaPS)
- Wellness Warriors (Student Resource Center)
- National Society of Leadership and Success (NSLS)

Students completing the Leadership Academy through these tracks will receive a distinction on their certificate.

Curriculum Notes and Workshop Development for Workshop Facilitators

The following pages provide more in-depth information, recommendations, learning outcomes, and assessment information for the development and implementation of Leadership Academy workshop requirements.

Notes and expectations for facilitators and workshops:

- Facilitators have freedom and flexibility in developing workshops; however, facilitators are expected to concentrate efforts on meeting the student learning outcomes, workshop goals, and specified Social Change Model competency as stated in the proceeding sections and this document.
- At least 1 – 2 slides should be dedicated to the Social Change Model competency associated with the workshop (see the facilitation notes for each workshop below)
- Workshops need to be engaging and interactive.
- Workshop goals need to be stated
- Workshops are expected to be no more than 2 hours in length, which is also to include time for workshop assessment questionnaire.



Social Change Cluster Self Workshop 1

Working Title: My Leadership Self

Student Learning Outcomes:

- Students will be able to identify their Values.
- Students will be able to identify their Beliefs.

Direct Assessment Questions:

- What is one value you hold?
- What is one of your beliefs?

Relevant Social Change Model of Leadership Development Cs:

Although many of the 7Cs may apply to this workshop, the following are specific Cs to focus on:

- **Consciousness of Self**
- **Congruence**
- **Commitment**

Please review the above information for each relevant concept.

Workshop Ideas & Themes:

- Values
- Beliefs
- Attitudes
- Emotions
- Personal Branding

Activities to Consider:

- True Colors
- Value's Inventory

Student Development Theories to Consider:

Talking Points to Consider:

Social Change Cluster
Self Workshop 2

Working Title: Congruency & Commitment

Student Learning Outcomes:

- Students will be able to synthesize their positionality within the context of one leadership role.

Direct Assessment Questions:

- Describe how you lead within your leadership role with consideration of your positionality (eg. values, beliefs, attitudes)

Relevant Social Change Model of Leadership Development Cs:

Although many of the 7Cs may apply to this workshop, the following are specific Cs to focus on:

- **Congruence**
- **Commitment**

Please review the above information for each relevant concept.

Workshop Ideas & Themes:

- Consistency / Authenticity / Genuineness
- Motivation / Passion
- Positionality
- Goal setting
- Personal Vision Statements
- Grit and Growth Mindset

Activities to Consider:

- Intersectionality and Identity Activities
- Draft personal vision statement
- Draft a Leadership Development Plan
 - o List skills / competencies that student wants to develop
 - o List activities and opportunities how who students will develop skills/competencies
 - o 2 year timeline
- Activities about Grit and Growth Mindset

Student Development Theories to Consider:

Talking Points to Consider:

Social Change Cluster
Group Workshop 1

Working Title: Teamwork and Communication

Student Learning Outcomes:

- Students will be able to recall 2 communication styles.
- Students will be able to recall 1 strategy for teamwork.
- Students will be able to describe one communication style and its connection to leadership.

Direct Assessment Questions:

- List two communication styles you learned about today.
- Which teamwork strategy did you learn about today?
- How will you use one communication style in your leadership role?

Relevant Social Change Model of Leadership Development Cs:

Although many of the 7Cs may apply to this workshop, the following are specific Cs to focus on:

- **Collaboration**
- **Common Purpose**

Please review the above information for each relevant concept.

Workshop Ideas & Themes:

- Communication & Listening Skills
- Collaboration
- Trust in self and others
- Team work
- Common Purpose
- Public Speaking
- Organization Vision / Mission

Activities to Consider:

- Teambuilding Activities
- Jet Fighter Activity
- Create a Mission / Vision statement for an organization

Student Development Theories to Consider:

Talking Points to Consider:

Social Change Cluster
Group Workshop 2

Working Title: Understanding Conflict & Social Justice

Student Learning Outcomes:

- Students will be able to define conflict in relation to leadership.
- Students will be able to identify one approach to conflict.
- Students will be able to recognize leadership situations where a restorative approach should be used.

Direct Assessment Questions:

- Define conflict in relation to leadership.
- List one restorative justice question.
- As a leader, describe one situation that would need a restorative approach.

Relevant Social Change Model of Leadership Development Cs:

Although many of the 7Cs may apply to this workshop, the following are specific Cs to focus on:

- **Controversy with Civility**
- **Commitment**

Please review the above information for each relevant concept.

Workshop Ideas & Themes:

- What is conflict and conflict management/resolution
- What is Social Justice
- Restorative Justice
- Healthy Conflict
- Critical Reasoning
- Communication

Activities to Consider:

- Case studies of a societal/organizational issues with conflicting factors
- Restorative Justice reflection questions and case studies

Student Development Theories to Consider:

Talking Points to Consider:

Social Change Cluster
Society Workshop 1

Working Title: Ethical Decision Making & Inclusive Excellence

Student Learning Outcomes:

- Students will be able to understand the factors of ethical decision making.
- Students will be able to provide one example of an ethical decision.

Direct Assessment Questions:

- What factors would you consider when making an ethical decision?

Relevant Social Change Model of Leadership Development Cs:

Although many of the 7Cs may apply to this workshop, the following are specific Cs to focus on:

- **Citizenship**
- **Common Purpose**
- **Commitment**

Please review the above information for each relevant concept.

Workshop Ideas & Themes:

- Factors that lead to making an ethical decision
- Responsibility towards positive Change in society and group
- Commitment to Equitable and Inclusive Environments
- Cultural Relevant Leadership

Activities to Consider:

- Case study of a societal/organizational issue with ethical dilemmas
 - o Make sure Case Studies relate to Social Change Model
 - o See Jeff's Activities
- Ethical Decision Making Activity
- Identity and Intersectionality Activity
- Cultural Relevant Leadership

Student Development Theories to Consider:

Talking Points to Consider:

Social Change Cluster
Society Workshop 2

Working Title: Society, Advocacy, & Building Communities

Student Learning Outcomes:

- Students will be able to describe one current community issue.
- Students will be able to describe how their leadership can effect social/community issue.

Direct Assessment Questions:

- What are three ways you can effect a social/community issue?

Relevant Social Change Model of Leadership Development Cs:

Although many of the 7Cs may apply to this workshop, the following are specific Cs to focus on:

- **Citizenship**
- **Collaboration**
- **Commitment**

Please review the above information for each relevant concept.

Workshop Ideas & Themes:

- Social Systems & Functions
- Advocacy
- Community Difference compared to the communities students are part of
- Building connections with other communities and issues

Activities to Consider:

- Star Power
- Map community issues important to students
- Map influences of power within a community/society

Student Development Theories to Consider:

Talking Points to Consider:

Post Workshop
(To be Facilitated by Leadership Academy Staff)

Working Title: Moving Towards Leadership and Change

Student Learning Outcomes:

- Students will be able to apply at least 3 of the 7 Cs to a leadership position
- Students will be able to explain at least 1 strategy to enact change within an organization

Direct Assessment Questions:

Agenda:

Workshop Ideas & Themes:

- Recap 7 Cs and Social Change
- Discuss the workshop themes
- Activities on how to apply each C to enact social change
 - o Each group has a C to focus on
- Develop Leadership Development Plan
- Develop how to a general or specific plan on how to enact change within an organization.

Activities to Consider:

- Refer to activities in:
Dugan, J.P., Turman, N.T., Barnes, A.C. (2017). *Leadership theory: Facilitator's guide for cultivating critical perspectives*. San Francisco, Ca.: Jossey-Bass.

Student Development Theories to Consider:

Talking Points to Consider:

References

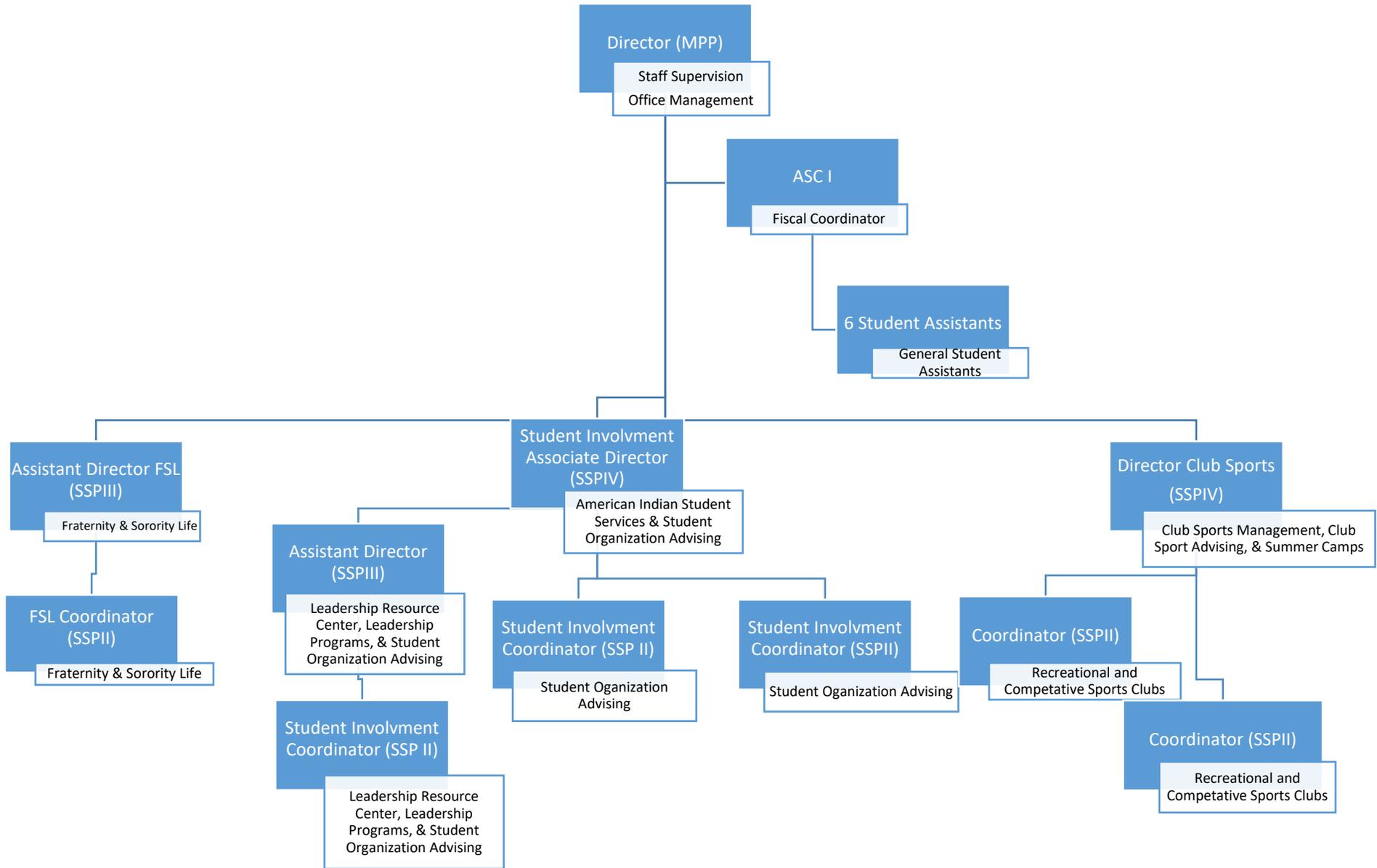
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Winer, M.J. & Ray, K. (1994). *Collaboration handbook: Creating, sustaining, and enjoying the journey*. St. Paul, MN: Amherst H. Wilder Foundation.





Division of Student Affairs
Program Review Team

Program Review Report

Department of Student Life and Development: Leadership Academy

Respectfully Submitted by
Erin Booth -Caro, Director Career Development Center
Alexandria Cordon, Senior Associate Director Educational Opportunity Program

April 21, 2020

California State University, Long Beach Program Review Checklist and Analysis

PART I: CHECKLIST

Instructions: Please use this template as a guide for the program review recommendations. As you review the self-study, and any other review material, mark the sections you will be commenting on in the narrative report using the following key: A **commendation (C)** is reserved for something the department/program is doing exceptionally well; a **concern (Cn)** is reserved for something that may negatively impact the program's offerings or impact student success; **opportunities (O)** are reserved for issues where reviewers believe the department/program might benefit from more investment or involvement to strengthen the program. This might be something a program has not yet done, or something the program has already improved upon, but that can be continued during the next cycle. If an item is **not applicable, put N/A**; if material **does not require further discussion**, please put a check (✓) in the box.

	SECTION I: PROGRAM MISSION AND GOALS	KEY: C/CN/O
	Department as clearly articulated mission on website	CN
	Department mission statement complement e CSULB mission statement	✓
	Department has clear priorities for the future	✓
	Department goals over the years are completed and documented	CN

	SECTION II: STUDENT SUCCESS (DATA TABLES)	KEY: C/CN/O
	Department Overall Data (aggregate level of data- number of students served)	O
	Retention Data for students served	NA
	Persistence Data for students served	NA
	Graduation Data for students served	O
	Data has been used for program improvement	C

	SECTION III: IMPROVING STUDENT LEARNING	KEY: C/CN/O
	Program has measurable annual learning outcomes	C
	Assessment conducted and reported over cycle	✓
	Assessment Findings / Closing the Loop	O

	SECTION V: ALIGNMENT TO THE CAS STANDARDS	KEY: C/CN/O
	Program and Services - Program and Services	C
	Student Learning, Development, and Success & Assessment	C
	Access, Equity, Diversity,	CN
	Leadership, Management, and Supervision & Human Resources	✓
	Collaboration and Communication	O
	Ethics, Law, and Policy	<u>✓</u>
	Financial Resources	O
	Technology	O
	Facilities and Infrastructure	✓

Other:

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PART II: NARRATIVE AND ANALYSIS

Overview of the review process

This program review is focused on the Leadership Academy program. It is one of two certificate-based leadership development programs under the Lois J. Swanson Leadership Resource Center in the department of Student Life & Development under the Division of Student Affairs. The curriculum of the Leadership Academy is comprised of a requirement of seven workshops and 10 hours of community service. The workshops are based on the Social Change Model of Leadership Development developed through the UCLA Higher Education Research Institute.

As part of this review, the members of the Program Review Team consulted the following documents:

1. Leadership Academy Self-Study
2. Department Website
3. Council Advancement Standards

COMMENDATIONS

The Program Review Team notes the following commendations in the following areas:

SECTION I: PROGRAM MISSION AND GOALS

Department mission statement complements the CSULB mission statement

According to CAS standards 1.1 the mission must be grounded in belief that leadership can be learned and upon clearly stated principles, values and assumption. The program has done a great job embodying these values and requirements.

CAS 2.1 The program uses the Social Change Model of Leadership Development as a theoretical framework that guides the curriculum. As well as restorative justice, ethical decision-making models and the True Colors leadership assessment.

CAS 2.1 Service and interactive/creative activities are also central to the Leadership Academy workshops and requirements.

The Leadership Academy Mission Statement complements the CSULB mission statement also required by CAS 1.1.

SECTION III: IMPROVING STUDENT LEARNING

Program has measurable annual learning outcomes

CAS 4.3 The program reassessment process in Spring 2018 reaffirmed continued use of the social change model and identifying 7 leadership principals taught in the Leadership Academy workshops.

CAS 2.4 The workshops provided is attached to a very comprehensive assessment plan beginning in Fall 2018 that includes learning objective for students that participate in each workshop.

SECTION V: ALIGNMENT TO THE CAS STANDARDS

Programs and Services

CAS 2.1 provides relevant information consistent with mission, social change model is consistent with mission statement.

CAS 2.2 Core values that are integrated into the 7 workshops facilitates student self-awareness and capacity for collaboration and ability to engage in multiple contexts.

Structure of program is very strong well thought out with research and tangible activities to achieve student learning.

CAS 2.4 program design includes student learning objectives that are outlined and measured, program structure grounded in research and responsive to student feedback

CONCERNS

The Program Review Team notes the following concerns and / or gaps in the following areas:

SECTION I: PROGRAM MISSION AND GOALS

Department has clearly articulated mission on website

The Leadership Academy, Lois J. Swanson Leadership Resource Center, and Student Life & Development mission statements are not located on the associated websites.

Key components of the mission statements that cannot be found on the website include the Social Change Model of Leadership Development, the Leadership Academy is open to all CSULB students, cultivation of community, ethical leadership, and personal development.

Department goals over the years are completed and documented

According to CAS 4.2, department goals have been clearly documented in the last year with the assessment for each workshop, documentation was not provided for goals over additional years.

Documenting the goals set for the program and the outcomes each year will help the program in showing the continual enhancements and growth.

SECTION V: ALIGNMENT TO THE CAS STANDARDS

Access, Equity, Diversity, and Inclusion

Per CAS 5.1, the Program Review Self-Study disclosed that the Leadership Academy is not fully ADA compliant (materials, resources, certain facilities.)

Leadership Academy should address in the next year training on creating accessible materials available from Information Technology, Academic Technology Services, and AIM Center. Facility accessibility standards should also be thoroughly explored and met.

OPPORTUNITIES

The Program Review Team sees the following future opportunities for the program:

SECTION II: STUDENT SUCCESS (DATA TABLES)

Department Overall Data (aggregate level of data- number of students served).

The aggregated data collected by the program includes number of graduates from the program and how many newly enrolled students to the program starting in 2015 to present.

More information could be collected during the registration process such as: major, class level affiliated programs, gender and ethnicity.

An expanded data collection process could yield more information for yearly goal setting, marketing and further assessment.

Graduation Data for students served

Tracking students that attend the leadership academy and when they graduate would contribute to the data and efforts that support student engagement and the Graduation Initiative 2025.

Data collection efforts should be approached with a timeline and plan that does not impede the programs existing services but that will add to improving the program.

SECTION III: IMPROVING STUDENT LEARNING Assessment Findings / Closing the Loop

CAS 4.6 Student Leadership Program must inform constituents of assessment results and how data has been used for continuous improvement. Workshop facilitators should be consulted and provided feedback for all workshops, not only those needing improvement.

Conduct an annual meeting or distribute communication that provides concrete suggestions to the presenters of each workshop to continue to improve workshop quality and growth year to year.

Focus groups for students that have completed the program will be an excellent addition as well as a post survey to reach a wider audience of program participants.

SECTION V: ALIGNMENT TO THE CAS STANDARDS Collaboration and Communication

CAS 8.1 the department has several campus collaborations and most of these collaborations consist of providing the leadership program to specific student groups on campus.

There are 12 campus departments that the Leadership Academy provides workshop content to and 8 campus partners that provide program content. Identify more campus partners to influence content and services.

CAS 8.1 The department has identified a goal for the academy to re-establish an advisory board to draw in more campus collaboration.

A partnership with the Career Development Center aligns with career preparation and advancement mentioned on the website.

Financial Resources

As indicated in the Program Review Self Study, all financial resources are not stable sources of support. An opportunity for support could be me through the re-establishment of the Advisory Board which aligns with the SLP goals.

The Advisory Board members can provide financial support to the program directly or one of the goals of the advisory board could be development of funding through sponsorships and donations.

Technology

Expand the use of BeachSync to provide integrated student progress tracking, data collection, and assessment functions. Financial resources may need to be used to utilize BeachSync in its full capacity.

Additional training and time can be spent creating an expansive social media campaign including Instagram and Twitter to market the leadership academy.

RECOMMENDATIONS

To the Department of Student Life & Development, Leadership Academy Program

1. Close the loop by sharing workshop assessment results with each presenter so they are informed of the impact of the workshop including comments or small areas for improvement.
2. Document yearly goals and utilize a standard timeline for creating, and reviewing results.
3. Expand collaboration through more campus partnerships to contribute to workshop content.
4. Align Leadership Academy curriculum to employment and graduate school skill sets such as NACE Career Readiness Competencies. This approach can also be used to further promote the program and enhance students' applications for employment and graduate school.

To the Division of Student Affairs:

1. Provide technological and possibly financial support to fully utilize the capabilities of BeachSync. The database needs to maintain an active directory of current students and distinguish or remove the alumni population. BeachSync or additional technology to track completion of the program and provide additional resources for students such as co-curricular transcripts.
2. Provide research support from IR&A in identifying student participants and analyzing retention, persistence, graduation data. An analysis of student participant demographics compared to the overall student population could inform program practices and identify recruitment need areas.
3. An increase of stable financial support will be important for the continued growth and development of the program and provide opportunities for professional development of staff.



Program Review Department Action Plan

Department: _____

Director/AD's Name: _____

Department Steps for Creating an Action Plan

1. Review the department self-study report
2. Review the program reviewers report
3. Complete below action plan sections
4. Submit action plan document to Assessment and Evaluation and respective AVP

Department Response to Program Review Report



Department Steps and Actions Prior to Next Program Review

Based on your response and recommendations from the Program Review team identify action items over the five year period.

Year	Action Items
Year 1- 2020-2021	
Year 2- 2021-2022	
Year 3- 2022-2023	
Year 4- 2023- 2024	
Year 5- 2024-2025	

Additional Comments

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Department Response to Program Review Report

We appreciate the Program Review Committee's review of our Program Review Self-Study. We agree with the committee's findings and recommendations. There are a number of recommendations that we have already begun processing/preparing since the completion of our Program Review Self-Study, which are listed here:

- We are continuing to document goals and outcomes met from the assessment process created in 2018
- We have been given access to BeachBoard, which will be used for integrated student progress tracking, data collection, and assessment functions in addition to features provided through BeachSync
- We have begun conversations with DSA Development Director, David Roman, to identify potential board members to reestablish our Advisory Board.
- Committee recommended tracking student participation with other demographic and campus wide data. Demographic data is already being collected through student's initial application process. Data is self-reported. We are working on assessing this information.
- As we transition our workshop material and program virtually for Fall 2020, we will be working with BMAC to ensure ADA accessibility.
- ADA Compliance for Facilities is difficult as we do not directly manage the physical spaces to which our program workshops and events are offered. However, we continue to work with building administration to document issues/concerns
- Committee recommended focus groups and a post survey for students that have completed the program. The final workshop requirement is facilitated as a focus group as students who participate in this workshop have completed all other required workshops. In addition, the Theory to Practice assignment and the RSVP online form to participate in the Celebration of Leadership event (end of year event) include post participation survey prompts.
- Committee recommended to close the loop by sharing workshop assessment results with each presenter so they are informed of the impact of the workshop including comments or small areas for improvement. This is already done. Facilitators review workshop assessments prior to returning them to the program coordinator(s).
- Committee recommended to expand collaboration through more campus partnerships to contribute to workshop content. This is a constant yearly goal for us. In addition to maintaining existing partnerships, we are in the process of developing new partnerships such as with the DSA Peer Mentoring Summit program and President Ambassadors. These partnerships allow us to expand the reach of our program across campus and to also increase student participation.

Department Steps & Action Plans Prior to Next Program Review

Year I – 2020-2021

- Update Website content:
 - Mission statement
 - Social Change Model information

- Information on openness and accessibility to students.
- Develop and implement new track to focus on equity, social justice, and advocacy
- Develop partnership with the Career Development Center to align with career preparation
- Align Leadership Academy curriculum to employment and graduate school skill sets such as NACE Career Readiness Competencies.
- Document goals for additional/subsequent years for enhancement and growth using assessment data
- Development Data Collection and Analysis timeline and plan and ensure timeline/plan does not impeded with existing programming and services.
- Develop and implement annual meeting and/or distribute communication to workshop facilitators to include concrete recommendations, quality improvements, and other relevant information to improve facilitator skills and workshop content consist with mission and goals of the program.
- Consult with BMAC, Information Technology, Academic Technology Services, and AIM Center to review and make improvements to program material to ensure accessibility and ADA compliance.
- Review and analyze collected demographic information (i.e. gender, major, class level, ethnicity, etc). We will utilize EAB to create Watchlists to track and run reports regarding student participant demographic information. We will also consult with Office of Institutional Review & Analytics for other methods to track and analyze student participant demographic information.
- Develop end of year executive summary to include information on student demographics, participation data, programmatic updates/data, evaluation/assessment data, and other relevant information for stakeholders.
- Continue to work with DSA Development Office to identify potential members for Advisory Board. Implement Advisory Board with the consultation of DSA Development Office.

Year II – 2021-2022

- Review progress made in previous year and make any necessary adjustments to current year goals.
- Meet with Career Development Center to review leadership workshops and their connection with NACE competencies, revise workshop content accordingly, and identify opportunities for new workshop topics/content.
- Document goals for additional/subsequent years for enhancement and growth
- Review Data Collection and Analysis timeline and plan; make adjustments as needed.
- Develop and implement annual meeting and/or distribute communication to workshop facilitators to include concrete recommendations, quality improvements, and other relevant information to improve facilitator skills and workshop content consist with mission and goals of the program.
- Review current and new material and consult with appropriate services to ensure accessibility and ADA compliance.
- Review and analyze collected demographic information (i.e. gender, major, class level, ethnicity, etc). We will utilize EAB to create Watchlists to track and run reports regarding

student participant demographic information. We will also consult with Office of Institutional Review & Analytics for other methods to track and analyze student participant demographic information.

- Develop end of year executive summary to include information on student demographics, participation data, programmatic updates/data, evaluation/assessment data, and other relevant information for stakeholders.
- Continue to work with DSA Development Office to identify potential members for Advisory Board. Implement Advisory Board with the consultation of DSA Development Office.

Year III – 2022-2023

- Review progress made in previous year and make any necessary adjustments to current year goals.
- Submit proposals for regional/national conferences and journals on the growth of the LRC and LRC programs.
- Document goals for additional/subsequent years for enhancement and growth
- Review Data Collection and Analysis timeline and plan; make adjustments as needed.
- Develop and implement annual meeting and/or distribute communication to workshop facilitators to include concrete recommendations, quality improvements, and other relevant information to improve facilitator skills and workshop content consist with mission and goals of the program.
- Review current and new material and consult with appropriate services to ensure accessibility and ADA compliance.
- Review and analyze collected demographic information (i.e. gender, major, class level, ethnicity, etc). We will utilize EAB to create Watchlists to track and run reports regarding student participant demographic information. We will also consult with Office of Institutional Review & Analytics for other methods to track and analyze student participant demographic information.
- Develop end of year executive summary to include information on student demographics, participation data, programmatic updates/data, evaluation/assessment data, and other relevant information for stakeholders.
- Continue to work with DSA Development Office to identify potential members for Advisory Board. Implement Advisory Board with the consultation of DSA Development Office.

Year IV – 2023-2024

- Review progress made in previous year and make any necessary adjustments to current year goals.
- Document goals for additional/subsequent years for enhancement and growth
- Review Data Collection and Analysis timeline and plan; make adjustments as needed.
- Develop and implement annual meeting and/or distribute communication to workshop facilitators to include concrete recommendations, quality improvements, and other relevant information to improve facilitator skills and workshop content consist with mission and goals of the program.

- Review current and new material and consult with appropriate services to ensure accessibility and ADA compliance.
- Review and analyze collected demographic information (i.e. gender, major, class level, ethnicity, etc). We will utilize EAB to create Watchlists to track and run reports regarding student participant demographic information. We will also consult with Office of Institutional Review & Analytics for other methods to track and analyze student participant demographic information.
- Develop end of year executive summary to include information on student demographics, participation data, programmatic updates/data, evaluation/assessment data, and other relevant information for stakeholders.
- Continue to work with DSA Development Office to identify potential members for Advisory Board. Implement Advisory Board with the consultation of DSA Development Office.

Year V – 2024-2025

- Review progress made in previous year and make any necessary adjustments to current year goals.
- Conduct internal self-study to ensure goals and action plans were met.
- Document goals for additional/subsequent years for enhancement and growth
- Review Data Collection and Analysis timeline and plan; make adjustments as needed.
- Develop and implement annual meeting and/or distribute communication to workshop facilitators to include concrete recommendations, quality improvements, and other relevant information to improve facilitator skills and workshop content consist with mission and goals of the program.
- Review current and new material and consult with appropriate services to ensure accessibility and ADA compliance.
- Review and analyze collected demographic information (i.e. gender, major, class level, ethnicity, etc). We will utilize EAB to create Watchlists to track and run reports regarding student participant demographic information. We will also consult with Office of Institutional Review & Analytics for other methods to track and analyze student participant demographic information.
- Develop end of year executive summary to include information on student demographics, participation data, programmatic updates/data, evaluation/assessment data, and other relevant information for stakeholders.
- Continue to work with DSA Development Office to identify potential members for Advisory Board. Implement Advisory Board with the consultation of DSA Development Office.