Leadership and Service

University of
West Florida | University Commons
& Student Involvement

Introduction
This review is part of a strategic initiative by the Division of Student Affairs to conduct a comprehensive and systematic review of departments and programs. The Division sought to utilize performance-indicator benchmarking and/or best-practice data to assess existing practices. The intent is to identify areas in need of improvement and to develop corresponding action plans to improve the efficient and effective delivery of programs in order to yield greater benefit to students. The Council for Advancement of Standards in Higher Education (CAS) is the measure through which to critically review departmental or programmatic operations.

In its program review, Leadership & Service utilized CAS because of (a) its focus on the breadth of program evaluation, and (b) its focus on student learning and developmental outcomes. It should be noted that the program review occurred during a transition year, with staffing changes and program changes. Therefore, several areas of need and improvement were identified in critical areas as a result of the CAS program review. Leadership & Service is committed to address all recommendations and action plan emanating from this review in order to improve the efficient and effective delivery of programs to students.

Review Process
The review process consisted of three phases. The first phase involved an internal review utilizing an Internal Review Team. The second phase entailed the use of an External Review Team (a) to review the Internal Review Team findings, (b) to conduct a site visit to evaluate the program and (c) to furnish a report of findings and to include recommendations and action steps to meet best practice standards in areas of opportunity. The third phase of the review process consisted of the Leadership & Service staff's examination of all findings and recommendations in order to finalize the action plan.

Phase 1: Internal Program Review
The Internal Review Team comprised of the two (2) graduate assistants within Leadership & Service (Jordan Almos and Matthew Teston), a graduate assistant for Housing & Residence Life (Laura Glasgow), a student (Christopher Quesada), the Coordinator for Recreation Facilities (Mary Pittman), and the Assistant Director of Experiential Learning for Career Services (Tiffany Menard). Tara Kermiet, Assistant Director of Leadership & Service, served as a resource for the team. Mary Pittman served as the coordinator and facilitator of the process. An initial meeting occurred on February 13, 2014 in which the goals of the internal review, instructions for using the self-assessment guide, and a timeline for the process were discussed *(see agenda of meeting in appendix)*. Following this meeting, each team member completed an independent review of the CAS Self-Assessment Guide (SAG). Team members shared their individual scores, discussed score discrepancies and arrived at consensus regarding all scores during meetings that were held on March 20, 2014 and April 3, 2014. A final Internal Review document was compiled by Mary Pittman and was submitted to Tara Kermiet on April 7, 2014.

Phase 2: External Program Review

Alicia Cambron, Health Educator Coordinator for Wellness Services, served as the coordinator for the external program review. Alicia Erwin (NYU Polytechnic School of Engineering), Becca Obergefell (Ohio Dominican University), and Dexter Bush-Scott (Northeastern University) were selected for the External Review Team. These individuals have all worked with leadership and service programs, as well as in the creation of such programs. Additionally, they were all chosen because of their involvement with the American College Personnel Association (ACPA) Commission for Student Involvement. The External Review Team completed their site visit on April 18, 2014. They met with the following groups of individuals throughout the day – University Commons & Student Involvement staff, Leadership & Service staff, Quest Work Group, campus stakeholders, students, and the Internal Review Team *(see itinerary of site visit in appendix)*.

Phase 3: Final Report

Subsequent to the internal and external reviews, the Leadership & Service staff met on May 12, 2014 to review recommendations and begin planning for the future. These plans will serve as a component of the finalized action plan.

Rating Summary

Strengths: Item number(s) with a rating of 3-5, indicating agreement that the criterion is fully met.

Needed Improvements: Item number(s) with a rating of 1-2, indicating that the criterion is not met or only partially met.

Part Number	Part	Strengths	Needed Improvements
1	Mission	1.1, 1.2.1, 1.2.2, 1.4.2, 1.4.3, 1.4.4, 1.5, 1.6	Rating of 1: 1.2.5, 1.2.7, 1.3.2, 1.3.3 Rating of 2: 1.2.3, 1.2.4, 1.2.6, 1.3.1, 1.4.1, 1.4.5
2	Program	2.1.1, 2.6.2	Rating of 1: 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.5.3, 2.5.5, 2.6.3, 2.10.3, 2.13.2, 2.15.1, 2.15.3, 2.15.6, 2.15.8, 2.15.9, 2.15.11, 2.15.13, 2.16, 2.17, 2.19 Rating of 2: 2.1.2, 2.1.3, 2.2, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.4.1, 2.5.1, 2.5.2, 2.5.4, 2.5.6, 2.6.1, 2.7, 2.8.1, 2.8.2, 2.8.3, 2.8.4, 2.9, 2.10.1, 2.10.2, 2.11.1, 2.11.2, 2.11.3, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.13.1, 2.13.3, 2.14.1, 2.14.2, 2.14.3, 2.15.2, 2.15.4, 2.15.5, 2.15.7, 2.15.10, 2.15.12

3	Organization and Leadership	3.1.1, 3.7	Rating of 1: 3.1.2, 3.1.3, 3.1.4, 3.2.2, 3.2.3, 3.2.5, 3.3.4, 3.4.3, 3.4.4, 3.4.7, 3.6.2 Rating of 2: 3.2.1, 3.2.4, 3.2.6, 3.3.1, 3.3.2, 3.3.3, 3.3.5, 3.4.1, 3.4.2, 3.4.5, 3.4.6, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.6.1, 3.6.3, 3.8
4	Human Resources	4.3.1, 4.4.1, 4.5.1, 4.8.4	Rating of 1: 4.3.2, 4.3.3, 4.7.1, 4.7.2, 4.7.3, 4.10.4, 4.10.9, 4.10.10, 4.10.11, 4.11 Rating of 2: 4.1, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.4, 4.3.5, 4.4.2, 4.5.2, 4.8.1, 4.8.2, 4.8.3, 4.9, 4.10.1, 4.10.2, 4.10.3, 4.10.5, 4.10.6, 4.10.7, 4.10.8, 4.10.12, 4.10.13, 4.10.14, 4.10.15
5	Ethics	5.1, 5.4.1, 5.4.2	Rating of 1: 5.4.3, 5.4.6, 5.5.1, 5.9, 5.10 Rating of 2: 5.2, 5.3, 5.4.4, 5.4.5, 5.4.7, 5.4.8, 5.5.2, 5.5.3, 5.8
6	Law, Policy, and Governance	6.1.1, 6.1.7, 6.1.8, 6.2.1, 6.2.3, 6.3	Rating of 1: 6.4 Rating of 2: 6.1.2, 5.1.3, 6.1.4, 6.1.9, 6.2.2, 6.2.4
7	Diversity, Equity, and Access	7.2, 7.3.7, 7.4.1	Rating of 1: 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.9, 7.3.10, Rating of 2: 7.1.1, 7.1.2, 7.1.3, 7.3.8, 7.4.2, 7.4.3
8	Institutional and External Relations	8.2.1, 8.2.2, 8.3	Rating of 1: 8.1.5, 8.2.3, 8.2.4 Rating of 2: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.4, 8.5
9	Financial Resources		Rating of 1: 9.2.1, 9.2.2 Rating of 2: 9.1, 9.3
10	Technology	10.1, 10.2, 10.3, 10.8.1	Rating of 1: 10.6.2, 10.6.3, 10.8.2, 10.8.4, 10.9, 10.10 Rating of 2: 10.4, 10.5, 10.6.1, 10.7, 10.8.3
11	Facilities and Equipment		Rating of 1: 11.1.2, 11.2.1, 11.4.1

			Rating of 2: 11.1.1, 11.2.2, 11.3.1, 11.3.2, 11.4.2, 11.4.3, 11.5, 11.6
12	Assessment and Evaluation		Rating of 1: 12.1.1, 12.1.3, 12.1.4, 12.2.3 Rating of 2: 12.1.2, 12.2.1, 12.2.2, 12.2.4, 12.3.1, 12.3.2, 12.3.3, 12.4, 12.5, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5, 12.7, 12.8.1, 12.8.2, 12.8.3, 12.8.4, 12.9

Attention Required

1.2.3 – The Division of Student Affairs and Leadership & Service has committed to the use of the Social Change Model of Leadership Development. Framework of the model should be integrated into the mission, vision, and beliefs of the leadership area. Training of Student Affairs staff about the model and how to use the model is needed.

1.2.4 – Mission and vision for Leadership reference authentic and responsible leadership, but does not define either or address how participants will develop a personal philosophy of leadership.

1.2.5 – Leadership experiences are currently limited to workshops, classes, and an annual retreat.

1.2.6 – Leadership is regarded as a process and learning experience, but specific behaviors and processes are not outlined. Define and outline effective leadership behaviors and processes. A statement should be made to include more about the process of how students can or will engage in leadership development, as well as explain why leadership development is important and how it can be beneficial to their roles as students or alumni.

1.2.7 – Targeted marketing and accessibility to underrepresented populations is lacking. Suggested populations to target include multicultural organizations, men's and women's organizations, nursing and ROTC students, first year African American students, and Masters in Leadership Communication students.

1.3.1 – Leadership mission is visible on the website, but not utilized in marketing and incorporated into programs/offerings. Creation of a separate Service mission is needed.

1.3.2 – The Leadership & Service unit is new and therefore has not regularly reviewed its mission. Conduct a review of the mission, vision, and beliefs to see if they fit the institutional, division, and departmental goals.

1.3.3 – Commitment is shown through the efforts of partners to participate in the review. A plan of more intentional collaboration to build the commitment is needed.

1.4.1 – Missions could include a statement of how it is consistent with the institutional mission.

1.4.5 – Multiple constituents are currently not included in the development of the mission statements. Campus constituents who have a commitment or interest in Leadership & Service should be invited to collaborate in the mission review process.

2.1.2 – Goals point toward this, but assessment has not been done to measure success in this area. Document student experiences on website and marketing materials. Include written reflection pieces from students into programs and initiatives.

2.1.3 – Program goals are geared toward engagement and development but not preparation and professional development. There is a need to better tie programs and offerings into students' after-college plans.

2.2 – There is a need to solidify relationships with pre-existing campus partners (Fraternity & Sorority Life, SGA, Wellness Services, Student Activities, Career Services, Recreation & Sports Services, Housing & Residence Life, Emerge Scholars Program, Honors Program, etc.). Use these partnerships as a springboard for connecting with other staff and faculty.

2.3.1 – Learning outcomes are built on broad-conception learning, not co-curricular rich learning. Current focus is on learning and applying leadership theory and skills. Documentation is needed of the connections between what the students are learning with what they are actively doing on campus.

2.3.2 – Seen much more clearly within the Applied Leadership course curriculum. Greater opportunity for preparation and reflection on topics addressed within Service.

2.3.3 – Intrapersonal development is evident through Leadership Gauntlet, Leadershops, and the Applied Leadership course. Need to engage in and document meaningful reflection.

2.3.4 – Need to engage in and document meaningful conversations.

2.3.5 – Learning outcomes for Service speak of responsible citizenship. Reflection questions for service trips address the relationship between the students and their community. Need to provide clearer documentation and tracking of student conversations.

2.3.6 – Learning outcomes and programs provide space for experiencing and discussing current issues and trends. Assessments include knowing the 7 Cs of the Social Change Model, applying leadership through service, and practical facilitation skills. More developed outcomes that speak to practical competence are needed. Staff should establish clear learning outcomes/goals for the overall program as well as individual experiences. The use of leadership competencies seems to be an emerging best practice in the field of leadership development. There is the opportunity to develop core leadership competencies for the Division or institution that align with institutional mission, goals, priorities, etc.

2.4.1 – Surveys generally measure program design and participant satisfaction, rarely is student learning addressed and if it is, it is within a limited scope. Need to develop a comprehensive assessment strategy to collect evidence of any student learning or development. A mixed methods approach would be beneficial, using both qualitative and quantitative data such as pre and post tests, focus group interviews, student testimonials, etc.

2.4.2 – Impact on outcomes is not evident at this time.

2.4.3 – Leadership & Service does not articulate contributions to and support of student learning and development.

2.4.4 – Leadership & Service does not articulate contributions to and support of student persistence and success.

2.4.5 – Correlation between analysis and outcomes is not present. Program assessments ask for feedback on program design and satisfaction, however how the information is used to improve programs is not clearly shared with external constituents.

2.5.1 – Effort put into the program in its first year is evident. Further planning and goal setting needs to be done to streamline offerings. Assessment and learning outcomes need to be strengthened to support initial efforts.

2.5.2 – Leadership theories can be found in the program but not in the driving force of decision making or budget allocation decisions. Social Change Model and Leadership Challenge Theory are both mentioned in theoretical frameworks, but are not evident in most program designs and assessment.

2.5.3 – Some campus constituents are aware of the work being done and can speak to some of it, however there is more work to be done connecting outside of UCSI and the Division of Student Affairs. The learning outcomes/goals should be shared with colleagues as well as any assessment evidence of how student learning/development is being achieved through participation in Leadership & Service opportunities. This could take the form of a newsletter, quarterly reports, or professional development session.

2.5.4 – Programs are loosely reflective of the developmental and demographic profiles of the student population, however a more in-depth analysis and effort toward accomplishment of this measure is needed. During program review interviews, it was mentioned several times that Leadership & Service should consider creating specific leadership experiences geared toward certain demographics/student populations (women, first year students, athletes, student leaders, student employees, etc.).

2.5.5 – Need to conduct a needs assessment and connect with how Leadership & Service efforts meet those needs.

2.5.6 – Programs and resources are delivered in multiple ways (courses, retreats, presentations, workshops, discussions, short-term service projects, day service trips, etc.) but greater thought needs to be given to the diversity of offerings and how they create a portfolio of offerings.

2.6.1 – Dissemination of information is limited to online sources (website, social media, e-mail, etc.).

2.6.3 – Leadership & Service does not provide counseling, advising, or other forms of assistance to distance learners. A strategy is needed in how to better engage distance learners.

2.7 – Programs of development of leadership knowledge and skills are available, however the results of the impact of these programs are not evident. Various methods exist, but it is not a comprehensive program.

2.8.1 – Programs do tie back into the institutional mission, but the intentionality behind this is minimal. Need to provide a clear articulation of how this is done.

2.8.2 – Learning environments are minimally in line with organizational context, but greater emphasis should be given to awareness of student populations and needs.

2.8.3 – Some programs and classes are in line with the set goals and outcomes. All programs and initiatives need to have learning goals attached to them.

2.8.4 – Attendance was low for Leadershops and other new initiatives (Leadership Launch, Student Leaders Summit, Argo Arrival service projects). The Applied Leadership course, Leadership Gauntlet, and individual presentations are designed for specific audiences.

2.9 – Theoretical foundations are in place, but training and development for staff and students is needed to incorporate them into the overall culture of the program and campus. Information about the Social Change Model needs to be better documented on paper and provided to constituents on the website and in programmatic marketing.

2.10.1 – Self-awareness is seen within the Leadership Gauntlet, Applied Leadership, and other one-off programs, but should be better incorporated throughout the Division with a common leadership framework within student staff trainings and programs.

2.10.2 – Many departments are contributing collaborating partners in the Leadership & Service program, however students are primarily focused on developing self. Collaboration is inherent to the classes and various programs provided, but a more intentional discussion is needed with students on how they can collaborate beyond that specific context.

2.10.3 – Most programs do not utilize multiple contexts in their delivery.

2.11.1 – The opportunity for development exists but is not expressed in evaluation of the program assessments on how they help develop competencies of effective leadership. Core leadership competencies are not clearly stated, which offers up the opportunity to develop these across the Division.

2.11.2, 2.13.1 – There are similar formats for most programs. There is a need to diversify formats (online, student facilitators, etc.) that take into account different learning styles and student backgrounds. A variety of programming is needed, both in topic and in information dissemination.

2.11.3 – An effort of collaboration with campus and community partners is evident, but could be improved. Several campus partners are involved and Service programs specifically include community partners. Leadership programs could benefit by partnering with local leaders, speakers, and community partners.

2.12.1 – Foundations of leadership are evident within the Applied Leadership class and the Leadership Gauntlet curriculum. Better use in the Student Leaders Summit and finding an alternative to the Leadershops.

2.12.2 – Leadership Gauntlet and Leadershops support personal development, however an alternative is needed for the Leadershops. Personal development could occur in all programs but needs to be assessed and demonstrated with evidence.

2.12.3 - Need to engage in and document meaningful conversations that aid in interpersonal development.

2.12.4 – Need to provide more direct connections from learning about leadership and individual as leader to ways to enact leadership in various settings.

2.13.2 – Timing of Leadershops is consistent, but does not meet the needs of a diverse body of students; intentionality of overall design is not evident.

2.13.3 – Principles of active learning are evident through retreat-based learning, but less evident in other programs. Case studies that are used within the Applied Leadership class and active service opportunities are also evidence of active learning. Need to clarify a definition of active learning and better integrate it into all programs and initiatives.

2.14.1 – Clear effort and collaboration is seen with specific departments within the Division for Student Affairs. This needs to be strengthened with all departments across campus, and all staff need to be bought into the offerings of Leadership & Service and the framework we provide. A greater connection to faculty is also necessary, as well as assessing opportunities for active learning provided by academic units and how Leadership & Service can feed students into these opportunities as ways to enact leadership.

2.14.2 – Collaboration occurs in the planning and delivery of programs and services, but is lacking in the assessment of programs and services.

2.14.3 – Collaboration to increase awareness of Leadership & Service is seen with certain offices and individuals. A more direct effort of awareness is needed. Outreach is evident with several departments on campus, however there is potential and work to be done in this area to continue growing the programs.

2.15.1 – The Service program outline needs to be intentional in meeting community needs, which can begin with conducting a community needs assessment. Additionally, there is a need for a student needs assessment.

2.15.2 – The process of how community needs are currently defined is not clear. However, community-defined needs are evident in the University Mission and are the focus of Alternative Spring Break and MLK Jr. Day of Service.

2.15.3 – Currently, student self-awareness of needs in the context of community assets is unclear. An examination of what the next step of engagement should be.

2.15.4 – Service programs do have limited learning goals but do not indicate expectations or requirements to participate.

2.15.5 – Applied Leadership course connects closely with intellectual rigor. Intellectual challenge is assumed in some program outlines but is not solid enough to ensure intellectual rigor. Possible pre and post testing can measure this. Currently, the reflection questions that are used are very simple and do not suggest much rigor.

2.15.6 – Attention should be paid to how service sites are selected, however some of this is evident through the discussion of which service sites count for credit through JasonQuest. Selection of community service sites should tie back into those needs that are identified within the local community. There is no specific criteria laid out for selecting sites.

2.15.7 – Pre-trip planning includes background education regarding specific sites, however does not specifically speak to the philosophy of service and learning. Need greater documentation of this and the creation of a script or outline for the reflection and processing of each service experience.

2.15.8 – Liability waivers are signed by student participants for each service project, but an overall risk management procedure does not exist. A plan is needed to ensure safety and proper risk management protocol.

2.15.9 – The Service program currently does not offer alternatives to prevent requiring service that violates religious or moral beliefs. It is important to note, however, that service is not required of any student interacting with the Leadership & Service program.

2.15.10 – Students are engaged in reflection following service experiences, but outcomes are not documented. Although reflection questions exist, they lack the depth needed for understanding of self, community, and social problems. Questions are built for speed and efficiency, not necessarily for the purpose of meaningful reflection. Could also better analyze this data for assessment use.

2.15.11 – The Service program does not educate students to differentiate between perpetuating dependence and building capacity.

2.15.12 – Assessment of service and learning outcomes is done for students, but a clearer connection back to the Social Change Model is needed. Community partners are not currently included in these assessments.

2.15.13 – Community service is happening across campus without being directly connected to the Leadership & Service unit within UCSI, which results in a lack of a shared vision or language. Training is provided to Graduate Assistants, but there is no training provided for faculty and staff.

2.16 – Service program learning objectives exist, but need to be further reviewed and edited. Leadership & Service within UCSI does not oversee service-learning for academic credit.

2.17 – The Leadership & Service unit within UCSI is responsible solely for co-curricular service experiences. Career Services is responsible for curricular service-learning experiences for academic credit. Alternative Spring Break and MLK Jr. Day of Service are the only two main service opportunities. Greater effort should be made to document co-curricular and curricular opportunities and to be able to provide students with a map of the various ways of serving. The division of community service and service-learning between UCSI Leadership & Service and Career Services appears to be unclear to campus and community partners. Intentional program design is needed here to coordinate available opportunities, tracking hours, recognizing participants, establishing learning outcomes, and understanding the needs of the students and the community.

2.19 – Partnerships exist with community-based organizations, but need to formalize a process for engaging community partners.

3.1.2 – Leadership & Service currently does not have policies and procedures written out for the specific unit area, rather it follows those that are laid out in UCSI's policies and procedures.

3.1.3 – Written performance expectations for employees are minimal, better documentation and more robust expectations are needed.

3.1.4 – An organizational chart exists, but a work flow chart for Leadership & Service staff does not.

3.2.1 – Vision and mission exist, but do not provide space for short- and long-term planning.

3.2.2 – Goals and objectives are loosely set based on the needs of the population served, but more intentionality and documentation is needed.

3.2.3, 3.2.5 – The program review process is the start to continuous development, implementation, and assessment of goal attainment. A detailed continuous improvement plan is needed.

3.2.4 – Several programs exist in Leadership & Service to provide meaningful opportunities for students, but do not always provide clear documentation of their purpose.

3.2.6 – Diverse perspectives are seen in the collaboration with certain offices but need to include more voices, especially students of diverse populations.

3.3.1 – Need a more formalized evaluation and supervision process of Graduate Assistant staff and better documentation of human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward.

3.3.2 – Staff buy-in was evident in the program review interviews, though staff need clear direction on how to contribute to the effectiveness and success of the unit.

3.3.3 – Leadership & Service staff needs support from upper-level administrators and faculty to be seen as the leadership and service experts on campus. Additional staffing will be appropriate down the road, but a clear vision and assessment plan needs to be in place first.

3.3.4 – Leadership & Service staff has an evaluation process for supervisor and Graduate Assistants, but does not have a formal process to provide feedback to colleagues and students on skills needed to be more effective leaders.

3.3.5 – Collaboration is evident within pockets of the Division of Student Affairs. These relationships need to continue to expand to faculty and other departments to strengthen the presence and purpose of Leadership & Service on campus. Graduate Assistants and professional staff attend various conferences within the campus community for professional development. However, support for external opportunities could increase. Creation of a professional development plan for all staff in Leadership & Service is needed.

3.4.1 – Informal SWOT analyses occur during staff meetings and conversations, however a more formal process of reviewing these areas on a continual basis is needed.

3.4.2 – There are limited resources in all areas – fiscal, physical, human, intellectual, and technological. Need to implement budget tracking.

3.4.3 – Need more assessment data to inform decisions.

3.4.4 – Staff are attempting to incorporate sustainability practices in the management and design of programs, services, and facilities, but support from higher levels of administration is needed. A specific example is that a major component of the FY14 budget (around $16,000 for service efforts) was a one-time budget and not recurring funds. Sustaining programs will be a challenge with limited funding and additional programs.

3.4.5 – Assessment, social media, graphic design technologies are utilized on a basic level. Service hour tracking platforms exist, but seem to be more of a barrier to success than a facilitator of it. Generally, technology is lacking in the area. An iPad or tablet technology, updated computers, and equipment are needed to progress forward.

3.4.6 – Staff are knowledgeable about codes and laws that are relevant due to campus-wide trainings, but better documentation of attendance and completion of trainings is needed.

3.4.7 – Conversations about potential risks and how to mitigate them occur during staff meetings and conversations, but a more thought-out risk management plan should be in place.

3.5.1 – Effective written, oral, and electronic communication is seen in interactions with staff, but there is a need to communicate with and inform more offices across campus.

3.5.2 – New programs were added to Leadership & Service in the last year, efforts are being made to educate campus community about the new areas and will need to continue to advocate for programs and services.

3.5.3 – Leadership & Service staff are not always brought into conversations that directly tie into priorities tasked with accomplishing. Conversations related to leadership and service are happening around campus without bringing Leadership & Service staff to the table.

3.5.4 – Leadership & Service staff are establishing relationships with various campus partners/colleagues but need to go further internally. There is not much external communication with alumni, local community, etc. There is opportunity to connect with Alumni and Development areas as well as academic units. Staff should brainstorm who is considered to be key internal and external stakeholders and develop a plan for how to establish or cultivate those relationships.

3.5.5 – Support is sought after from departments and several departments contribute to this. Could use the Quest work group, or some other advisory council, as a way to garnish more support and consensus.

3.5.6 – Efforts are needed to inform other areas within the institution about issues impacting practice. Staff need education on the Social Change Model, as well as the mission, vision, and goals of Leadership & Service.

3.6.1 – Leadership & Service leaders do model ethical behavior, but better documentation and/or inclusion of an ethical statement would be beneficial.

3.6.2 – The current feeling is that data gets collected but is not revisited and results are not shared. Data is not used in decision making.

3.6.3 – Social media is used for promotion and marketing. Website need more frequent updates, and a look into using other forms of media to distribute information is needed.

3.8 – The only form of advisory group that exists at this time is the Quest work group and unofficial campus collaborators who have invested in the program. The Quest work group should be expanded to include additional members or provide opportunities for staff, students and faculty who work with leadership and service to provide feedback and ideas.

4.1, 4.3.5 – Current staffing is small but should be maintained while Leadership & Service defines its vision, foundation, methods, and assessment plans. Once a strong foundation has been built, a Coordinator would be a logical addition to the staff.

4.2.1, 4.7.1 – Procedures are evident in staff recruitment and selection, but lacking in evaluation for professional and graduate staff. Strong training plan and documentation of trainings is needed.

4.2.2 – Expectations for supervision and performance are outlined for Graduate Assistants and broadly in job descriptions, but documentation is minimal. Need to create a more comprehensive supervision plan by setting learning outcomes and goals, in addition to a timeline of check-in and review.

4.2.3 – Performance assessments are conducted for Graduate Assistants and professional staff, but there is not a plan for how to do it. Additionally, there is a need to assess performance as a team.

4.2.4 – Trainings and professional development opportunities are available internally through the University and externally. Better documentation of completion by staff and consistent distribution of information about opportunities is needed.

4.3.2 – Leadership & Service as a unit does not have recruitment and hiring strategies that encourage applications from underrepresented populations.

4.3.3 – Leadership & Service as a unit does not have promotion practices.

4.3.4 – Work-life initiatives and balance are discussed in staff meetings and conversations. Recommended to include detailed information and options in a general office procedures manual.

4.4.2 – Staff engage in professional development opportunities, but do not document completion of this opportunities. Staff do not create professional development plans.

4.5.2 – Graduate Assistants are trained by supervisor and through campus-wide trainings, better documentation of training procedures is needed.

4.7.2 – Volunteers and student leaders have minimal education on how and when to refer those in need of additional assistance to qualified staff members.

4.7.3 – Volunteers and student leaders are not provided clear job descriptions. Pre-service training is lacking and needs to be developed more robustly.

4.8.1-4.8.3 – Staff receives training of relevant institutional policies and laws, but volunteers and student leaders do not.

4.9 – Staff and student facilitators are trained prior to programs and offerings. Many staff are able to talk at a high level about the Social Change Model. Need greater documentation of learning outcomes as well as assessment.

4.10.1 – Relationships with community agencies are built through service programs. A formal outreach plan does not exist.

4.10.2 – Relationships with campus units was evident through support of external review attendance. Although a Partners Meeting Form exists, a formal outreach plan does not exist.

4.10.3 – Students are engaged in community action through service programs. Assessment of this type of engagement does not exist.

4.10.4 – Students are not well prepared to deliver services according to legal and risk management policies. Need to include risk management policies and procedures in a manual and educate students on these.

4.10.5 – Learning strategies are not consistently considered when establishing programs and initiatives.

4.10.6 – Assessments include some reflection questions but lack depth. Integration of reflection into all programs and initiatives is needed.

4.10.7 – Service and learning goals are developed, but implementation and evaluation of these goals are unclear.

4.10.8 – Leadership & Service conducted a community service needs assessment of the students, but participation was low. Community partners are not engaged to determine community needs.

4.10.9 – Responsibilities of students, institution, and agencies in service programs are not clear. Development of a memorandum of understanding is needed.

4.10.10, 4.10.13 – There is not a formalized process to match the needs of students and agencies.

4.10.11 – Commitment is lacking from students in new initiatives.

4.10.12 – Training for service site leaders is minimal. There is an opportunity to grow in this area.

4.10.14 – The campus is inherently diverse. Continue to create more programs and focus on variety.

4.10.15 – Resources are currently limited. A plan to pursue grants and/or sponsorships is needed.

4.11 – Community partners are not trained on how to work effectively with students, faculty, and staff.

5.2 – Statements of ethical practice are supported by the national governing bodies for student affairs, but are not published in the Leadership & Service office or on the website.

5.3 – Graduate Assistants are not currently trained on the statements of ethical practice as supported by the national governing bodies for student affairs.

5.4.3 – There are not written statements about addressing personal and economic policies by staff members.

5.4.4 – The responsibility of staff members to be fair, objective, and impartial is evident in job descriptions and training, but a formal statement does not exist.

5.4.5 – Management of institutional funds is covered in trainings, but a formal statement does not exist.

5.4.6 – Appropriate behavior regarding research and assessment with human participants is not covered specifically with staff during trainings.

5.4.7 – Job expectations and trainings cover the expectation that staff members confront and hold accountable other staff members who exhibit unethical behavior, but a formal statement does not exist.

5.4.8 – Scholarly integrity is not covered specifically with staff during trainings.

5.5.1 – Users of programs and services are not informed of ethical obligations.

5.5.2 – Staff are expected to follow university policies regarding conflicts of interests, however this is not covered specifically with staff during trainings.

5.5.3 – Staff perform their duties within the limits of their position, but documentation of this measure does not exist.

5.8 – Documentation of staff training, experience, and credentials is needed.

5.9 – Staff members are held to ethical standards, but students are not informed of these ethical standards to be responsible to uphold.

5.10 – Staff and community partners are not asked to provide feedback on student performance in service or leadership experiences.

6.1.2 – Staff and faculty are informed of existing and changing legal obligations, risks and liabilities, and limitations, but community partners and students are not directly informed.

6.1.3 – Leadership & Service do not have written policies on all relevant operations, transactions, or tasks that have legal implications. Currently use UCSI policies.

6.1.4 – UCSI policies have not been updated since 2010 and do not reflect office name change and new responsibilities.

6.1.9 – References of copyrighted materials and instruments is not consistent.

6.2.2 – Training on institutional policies regarding risk management, personal liability, and related insurance coverage options is minimal.

6.2.4 – Training about internal and external governance systems that affect programs is minimal.

6.4 – Leadership & Service specifically does not advocate for student involvement in institutional governance, but UCSI as a whole does.

7.1.1 – Division of Student Affairs and UCSI state clearly that they value inclusion. Although Leadership & Service does not state this in its own mission, it does offer opportunities that help students understand people from different backgrounds. Recommendation is an addition of a values statement within the Leadership & Service vision and a recruitment policy that outlines how Leadership & Service will strategically recruit students from diverse groups to participate in program activities.

7.1.2, 7.3.2 – Leadership & Service does not clearly articulate that it is equitable and non-discriminatory in its vision, mission, and goals; however, this is apparent in UCSI and Division of Student Affairs documents. There is no evidence to suggest that Leadership & Service has discriminated, but a clear policy and/or guidelines do not exist. Recommendation is an addition of a nondiscrimination statement to its policies as well as clear acceptance guidelines for all of its selective programs and recognitions.

7.1.3 – There is no evidence to suggest that Leadership & Service has harassment issues, but a clear policy and/or guidelines do not exist. Recommendation is to add a non-harassment statement to its policies.

7.3.1 – Leadership & Service indirectly advocates for sensitivity to multicultural and social justice concerns. Partnerships with other university programs to help promote and educate students about multicultural and social justice concerns at UWF should be developed.

7.3.3 – Leadership & Service does not currently have a strategic plan that includes diversity, equity, and access initiatives. The addition of a statement regarding a diversity outreach and inclusion plan should be added to a strategic plan for Leadership & Service.

7.3.4-7.3.5, 7.4.2-7.4.3 – Leadership & Service does offer some Leadershops, such as Inclusive Leadership and Understanding Styles that help foster communication that deepens understanding of identity, culture, and self-expression and that promote respect about commonalities and differences among people. Guidelines and training should be developed to educate staff about these issues, and programs should be created to educate, foster, and provide a safe place for students to have these conversations.

7.3.6 – Policies and practices do not exist to ensure outreach to a diverse student body. Need to identify certain programs and initiatives that relate to diversity and inclusion education.

7.3.8 - Many programs seem to follow the same format and play to the same learning style. Policies should be created that ensure outreach to a diverse student body and guidelines created to ensure students are allowed to provide program feedback for those unable to attend programming.

7.3.9, 7.3.10 – Majority of programs are physically accessible for persons with disabilities, however intentional planning does not occur. Majority of programs are not accessible to distance learning students. Need to establish online trainings and programs students can access to learn remotely.

8.1.1 – Effective relations with those that have a significant interest in or potential effect on leadership and service is demonstrated through the Quest work group, Leadershop facilitation, Applied Leadership instructors, and various Division of Student Affairs staff. Relations beyond DSA are limited. Should connect with Alumni and Development areas, as well as academic units and community partners.

8.1.2 – Leadership & Service currently works with other university departments to help facilitate programs, but it does not do so in a way that is aligned with the mission statement. Leadership & Service should create a targeted outreach policy building support and categorizing resources.

8.1.3 – Strong marketing attempts as evidence through student perspectives in external review interviews – web, posters, in central buildings, residence halls, email blasts to staff, email previous attendees, face-to-face invites, tabling, road shows, student leader facilitators, other newsletters, calendar poster, banner, and social media. A detailed marketing and outreach plan is missing for each specific program and for the unit as a whole.

8.1.4 – Leadership & Service does individual workshops and presentations on request, but could do more official or regular collaborations. Leadership & Service offers a student-led Leadership Navigators program where trained students give presentations and offer advice to peers and student organizations to help address their leadership challenges. Need to work to better enhance the promotion of the program and should target market student organizations.

8.1.5 – A marketing and engagement strategy to reach a diverse population does not exist.

8.2.3 – Leadership & Service currently does not cultivate, solicit, or manage gifts. Need to work with Development to reach out to local businesses to sponsor or participate in programs and initiatives.

8.2.4 – Leadership & Service currently does not apply to or manage funds from grants. Need to apply for grants to help support programs and initiatives.

8.4 – Leadership & Service has developed relationships with some university departments, but has not strategically reached out to all programs listed (risk management, transportation, health services, academic departments, etc.).

8.5 – Leadership & Service currently advocates for the university, but there is work to be done toward expanding and developing mutually beneficial partnerships.
9.1 – Funding for FY14 was sufficient with the addition of a one-year funding source; however, the program budget for FY15 has taken a significant cut as with all DSA departments and programs. This will affect program resources and recruitment.

9.2.1-9.2.2 – An analysis of expenditures and resources to establish funding priorities and make significant changes has not occurred as the unit was in its first year. Need to create and implement a priority budget for all programs for FY15.

9.3 – The budget is spent efficiently, but there is no priority or recommendation for budget allocations. Areas of the budget need to be trimmed or modified to accommodate cuts or to stretch dollars further. |
| 10.4 – The use of technology to enhance delivery of programs and services is utilized for students on campus. Services are not specifically provided for distance learners and external constituents beyond information dissemination on website. There is an opportunity to continue diversifying offerings through the use of technology.

10.5 – The technology used facilitates learning and development for the intended outcomes. Assessments given at the end of each program indicate the intended outcomes are being reached; however, they do not address the use of technology and if it enhances the presentation or information that is shared.

10.6.1 – Established social media policies address the security, confidentiality, and backup of data. Leadership & Service follows university-wide policies as it relates to this area. Recommendation is a written policy and procedure of how to secure data and confidentiality, as well as a set schedule to back up data.

10.6.2 – No plan is in place for protecting confidentiality and security of information when using Internet-based technologies. Established social media policies do address this area.

10.6.3 – There are no plans for replacing and updating existing hardware and software within Leadership & Service specifically. The assumption is that the IT department does have a plan.

10.7 – Workstations and computers are maintained for student use. The accessibility for students to use the workstations and computers are limited due to the number of computers in the program.

10.8.2 – The program does not directly provide assistance or information regarding use of technology, but does refer to the IT department.

10.8.3 – No instruction or training on how to use technology is provided. Most of the students and members of the Leadership & Service team use technology every day. Recommendation is to create a training session or explanation of new equipment and for those unfamiliar with the technology used.

10.8.4 – Leadership & Service follows university policies regarding the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks. The unit does not specifically provide information regarding these issues.

10.9 – Leadership & Service does not address disciplinary procedures related to technology. Student Rights and Responsibilities are likely to address these issues. Recommendation to outline a policy and procedure that addresses student violations of technology and the disciplinary measures needed. |

10.10 – There is no formal referral support system available in Leadership & Service for a student who is experiencing negative emotion or psychological consequences for the use of technology. Referrals to Counseling & Psychological Services as well as the Dean of Students would occur. Generating a plan of how to use campus resources to build a referral support system is needed.

11.1.1 - The program has adequate, accessible, and centrally located facilities and equipment to support its mission and goals. The Commons is an older building on campus. Collaborating with operations and facilities to improve the accessibility and facility by developing a plan to increase accessibility can better serve students and other clients. Certain equipment is available to check out through the library or the conference center, but having a program laptop and/or a projector can help support the mission and goal of the program to make the program portable.

11.1.2 - The program needs to take into account expenses related to regular maintenance and life cycle costs when purchasing capital equipment. Developing a rubric or guide for purchasing capital equipment can help evaluate if it is necessary for the program, services offered, and if it will help facilitate student learning outcomes.

11.2.1 – Leadership & Service does not regularly evaluate facilities and equipment, this falls under the facilities area of UCSI. Collaborating with the facilities and operations teams within UCSI can help to develop a plan of how to evaluate the facilities regularly.

11.2.2 – Leadership & Service does not have evidence that facilities and equipment are in compliance with relevant legal and institutional requirements. The building facilities are maintained by operations.

11.3.1 - The program office is located in the Commons upstairs in the UCSI, office. The office is in a central location on campus in the Commons building. Being upstairs may not be convenient for those people with disabilities or for clients outside of the university. It is also not a high-traffic area that students would stumble into – only going to be found by people who are looking for the office suite.

11.3.2 – Collaboration is made more difficult because of physical silo-ing of offices around campus. The open office helps with greeting those entering the office, but it depends on the student workers and Graduate Assistants. Space is not conducive to interactions – no space for meeting or interacting with small groups.

11.4.1 - The workspace for the program is located in the USCI office which hosts two other programs. Evaluating the office arrangement and maximizing the usage because of the limited space was a topic addressed at the beginning of the 2013 school year. Revisiting the issue about office space and equipment to create an environment to maximize work should be considered. There is not enough storage and limited space for interacting with students.

11.4.2 – Offices have doors for private conversations. Graduate Assistants work in a shared workspace that does not allow for private conversations. There are other meeting rooms in the Commons, but they must be scheduled in advance. Having the back room in the UCSI office will create a space to hold private conversations.

11.4.3 – Offices have lockable doors. Graduate Assistants do not have space to adequately secure their work and not all items fit into one office.

11.5 – There is insufficient evidence regarding the facilities guaranteed security and privacy of records. File drawers are lockable. The computers where information is stored are password protected, but adding an additional security for the building is a topic to collaborate with operations.

11.6 - There are sliding doors, ramps, handicap bathrooms and an elevator in place to assist students with disabilities and the needs of other constituencies within the building. To improve the facility's layout and the needs to serve persons with disabilities and the needs of other constituencies collaborating with operations and facilities to develop a plan of what else can be done.

12.1.1 - There is documentation of what the stated goals and learning outcomes are but should create evidence of achievement of outcomes. There is no overarching assessment plan for the unit.

12.1.2 – Data is collected and sits in a file or on Campus Labs. There is documentation of assessment but not how assessment is utilized and shared to demonstrate accountability.

12.1.3 – Metrics show improvement but further documentation of improvements is needed. Participation in Leadershops shows decline.

12.1.4 – Resulting changes are documented in the UCSI Annual Report. Recommendation to include an end-of-the-year report for the specific Leadership & Service unit.

12.2.1-12.2.4 – There is no assessment to determine that Leadership & Service has adequate resources to implement assessment plans. There is not money set aside in the budget to conduct larger scale assessments. The Assistant Director and Graduate Assistants are maxed out on hours; therefore, space needs to be carved out for the Assistant Director to take time to create an assessment plan. Recommendation to forgo certain programs and services that have been offered in the past and instead focus on a handful of key programs to make successful and provide time for a full assessment.

12.3.1 - Mission and goals are stated, but achievement is not clearly demonstrated. Boxes are check when assessment forms are completed, but assessment questions do not necessarily reflect mission and goals.

12.3.2 – There is assessment of learning and developmental outcomes but they need to be more explicitly displayed and to be both quantitative and qualitative. Many assessments focus primarily on satisfaction and program evaluation.

12.3.3 – Every event has some form of evaluation method but need to create quantitative and qualitative data from those evaluations to ensure comprehensiveness. Most assessment is done through short surveys. Diversity of assessment methods would lead to a more comprehensive assessment plan.

12.4 – Specific programmatic assessments are done of student participants, but need to be better documented and shared. There is also a need to take in further input from staff, faculty, and other non-student constituencies.

12.5 – Currently, assessment data is shared through the UCSI annual report and on the Student Involvement assessment board in the hallway of the Commons. There is a need to share more broadly beyond these small efforts. Recommendation is to create a tracking document of how assessments are shared with constituencies.

12.6.1 – By doing this program review, it shows a need and interest in improving programs and services. Additionally, a community service needs assessment was completed, but had a small response rate. There should be a schedule created to continue revising and improvement of programs.

12.6.2 – Graduate Assistants participate in an annual evaluation feedback process and the Assistant Director does as well through Human Resources. This information could be better utilized to recognize staff performance.

12.6.3 – Leadership & Service has a budget that is well kept but needs to create documentation that shows that resources are used efficiently and effectively. Currently, resources are not tied to aspects of assessment or evaluation.

12.6.4 – Evaluations and assessments show that Leadership & Service seeks to improve student learning and development outcomes; however, there is a need to create documents that explicitly describe improvements as a result of assessment.

12.6.5 – Evaluations and assessments show that Leadership & Service seeks to improve student persistence and success; however, there is a need to create documents that explicitly describe improvements as a result of assessment.

12.7 – Changes resulting from assessment are reported to the whole UCSI department but not consistently shared with stakeholders outside of the department.

12.8.1 – Assessment of all programs is done and a community service needs assessment was completed, but with a low response rate. Recommendation is an initial needs assessment related to both leadership and service, with a yearly or bi-yearly focus group follow-up.

12.8.2 – Assessment of student satisfaction is evident in specific program assessments, but not as a unit as a whole.

12.8.3 – Assessment of student learning outcomes is done within specific programs. There is a need to diversify how data is collected. Attention should be given to assessing a smaller number of programs each year on a cycle of assessment.

12.8.4 – This program review is the first type of overall evaluation to be done. More informal assessments of the unit as a whole needs to be collected from faculty, staff, students, and community partners.

12.9 – Leadership & Service does not have a strategic plan.

Follow-Up Actions

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Part 1: Mission Leadership mission is missing key components such as a definition of authentic and responsible leadership, explanation of how students should engage in leadership development, statement addressing inclusivity and accessibility of diverse populations, and how it connects to institutional and departmental missions. The service area does not have a mission statement. Mission and effectiveness is not	In working with campus partners, develop mission statements for Student Leadership Development and Service & Citizenship.	Tara, Jordan, Matthew, Quest Work Group, Civic Engagement Think Tank	10/31/14

regularly reviewed. Mission does not articulate contributions to and support of student learning and development, nor of student persistence and success. **Part 5: Ethics** Statements of ethical practice are supported by the national governing bodies for student affairs, but are not published in the unit's office or on the website.			
Part 1: Mission Framework of the Social Change Model of Leadership Development is not integrated into the mission, vision, and beliefs of the leadership area. Student Affairs staff are not versed in the Social Change Model.	Conduct training on Social Change Model for staff, faculty, and students.	Tara, Ben, Robin	5/15/15 - Staff SCM Boot Camp completed 7/23/14
Part 2: Program Learning outcomes and goals are built on broad-conception learning, not co-curricular rich learning. Connections between what the students are learning with what they are actively doing on campus are lacking. Community service is happening across campus without being directly connected to the unit within UCSI, which results in a lack of a shared vision or language. Programs and resources are delivered in multiple ways but greater thought needs to be given to the diversity of offerings and how they create a portfolio of offerings.	Separate marketing and programming efforts for leadership and service to establish Student Leadership Development and Service & Citizenship units within UCSI.	Tara, Ben	7/31/14 - Units are separated as of 7/1/14
	Identify 4 signature initiatives for Student Leadership Development and 4 signature initiatives for Service & Citizenship.	Tara, Jordan, Matthew	7/31/14
Part 2: Program Impact on outcomes is not evident at this time. Some programs and classes are in line with set goals and outcomes, however not all are.	Develop overarching SLOs for Student Leadership Development and Service & Citizenship.	Tara, Matthew, Jordan, Sarah L.	10/31/14
Part 2: Program Programs are loosely reflective of the developmental and demographic profiles of	Conduct needs assessment for leadership and service to determine needs of certain demographics of students.	Tara, Sarah L.	1/1/15

the student population, however a more in-depth analysis and effort toward accomplishment of this measure is lacking. Learning environments are minimally in line with organizational context, but greater emphasis should be given to awareness of student populations. **Part 7: Diversity, Equity, and Access** A marketing and engagement strategy to reach a diverse population does not exist. Policies and practices do not exist to ensure outreach to a diverse student body. Need to identify certain programs and initiatives that related to diversity and inclusion education. Policies do not exist that ensure outreach to a diverse student body and guidelines are lacking to ensure students of a diverse population have access to programs and initiatives.			
	Create comprehensive marketing plans for Student Leadership Development and Service & Citizenship that reach a diverse student population.	Tara, Melissa	10/31/14
Part 2: Program Dissemination of information is limited to online resources, yet a strategy to engage distance learners does not exist. **Part 10: Technology** The use of technology to enhance delivery of programs and services is utilized for students on campus; however, services are not specifically provided for distance learners and external constituents beyond information dissemination on the website.	Develop a plan to engage distance learners and commuter students through the use of technology.	Tara, Matthew, Jordan, Ben	5/31/15
Part 2: Program An effort of collaboration with campus and community partners is evident. This needs to be strengthened with all departments across campus, and all staff need to be	Develop an outreach plan for students, faculty, staff, and community partners.	Tara	1/1/15

bought into the offerings of the unit and the framework it provides. **Part 8: Institutional and External Relations** Relations beyond the Division of Student Affairs are limited. A targeted outreach policy is needed to build support and categorize resources. **Part 11: Facilities and Equipment** The office is in a central location on campus in the Commons building; however, it is not in a high-traffic area that students would stumble into. Rather, it is likely to only be found by people who are specifically looking for the office suite.			
Part 2: Program Collaboration with community partners needs to be strengthened to better identify community needs, formalize the site selection process, and improve pre-service planning and education. **Part 4: Human Resources** Community partners are not asked to provide feedback on student performance in service experiences. **Part 8: Institutional and External Relations** There is work to be done toward expanding and developing mutually beneficial partnerships.	Formalize a memorandum of understanding between Service & Citizenship and community partners.	Tara, Tiffany, community partners	10/31/14
Part 3: Organization and Leadership Written performance expectations for employees are minimal, better documentation and more robust expectations are needed. Need a more formalized evaluation and supervision	Improve staff evaluation and feedback processes, including staff expectations, training, and professional development.	Tara, Ben, Jordan, Matthew	5/31/15

process of Graduate Assistant staff and better documentation of human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward. **Part 4: Human Resources** Procedures are evident in staff recruitment and selection, but lacking in evaluation for professional and Graduate Assistant staff. Expectations for supervision and performance are outlined for Graduate Assistants and broadly in job descriptions, but documentation is minimal. Need to create a more comprehensive supervision plan by setting learning outcomes and goals, in addition to a timeline of check-in and review. **Part 5: Ethics** Graduate Assistants are not currently trained on the statements of ethical practice as supported by the national governing bodies for student affairs. Appropriate behavior regarding research and assessment with human participants is not covered specifically with staff during trainings. Staff are expected to follow University policies regarding conflicts of interest; however, this is not covered specifically with staff during trainings. **Part 6: Law, Policy, and Governance** Training about internal and external governance systems and institutional policies regarding risk management, personal liability, and related insurance coverage options is minimal.			

Part 10: Technology No instruction or training on how to use technology is provided. Most of the students and staff members of the unit use technology every day.			
Part 3: Organization and Leadership Conversations about potential risks and how to mitigate them occur during staff meetings and conversations, but a more thought-out risk management plan does not exist. Students are not well prepared to deliver services according to legal and risk management policies.	Develop a risk management plan.	Tara, Ben	1/1/15
Part 4: Human Resources Trainings and professional development opportunities are available internally through the University and externally. Strong training plan and documentation of trainings, experience, and credentials is needed.	Track and acknowledge staff trainings.	Tara, Jordan, Matthew	5/31/15
Part 4: Human Resources The unit itself does not have recruitment and hiring strategies that encourage applications from underrepresented populations. **Part 7: Diversity, Equity, and Access** The unit itself does not have statements that speak to diversity, equity, and access initiatives.	Create statements on inclusivity and accessibility for hiring and participation.	Tara	1/1/15
Part 8: Institutional and External Relations The unit currently does not cultivate, solicit, or manage gifts or funds from grants. **Part 9: Financial Resources** Unit budget is stretched to accomplish numerous programs and initiatives, which	Seek outside funding for programs and initiatives, including grants and external sponsorships.	Tara, Ben	10/15/14

has an impact on program resources and recruitment.			
Part 10: Technology Assessments given at the end of each specific program indicate the intended outcomes are being reached; however, they do not address the use of technology and if it enhances the presentation or information that is shared. **Part 12: Assessment and Evaluation** There is no overarching assessment plan for the unit. There is documentation of what the stated goals and learning outcomes are but lacking in evidence of achievement of those outcomes. Data is collected and sits in a file or on Campus Labs. There is no documentation of how assessment is utilized and shared to demonstrate accountability. Current assessments are lacking in the diversity of assessment methods.	Implement comprehensive, mixed-methods assessment plans for Student Leadership Development and Service & Citizenship, including sharing of results and decisions made.	Tara, Jordan, Matthew, Ben, Sarah L.	5/31/15
Part 12: Assessment and Evaluation Resulting changes are documented in the UCSI Annual Report, but that's the only place where assessment results are shared. The unit does not currently have a strategic plan.	Using assessment data, create a strategic vision for Student Leadership Development and Service & Citizenship.	Tara, Jordan, Matthew, Ben	5/31/15

Summary Action Plan

Part 1: Mission
The Assistant Director of Leadership & Service will pull together a team of campus partners to develop mission statements for both Student Leadership Development and Service & Citizenship. The missions will include key components such as a definition of authentic and responsible leadership, an explanation of how students should engage in leadership development, a statement addressing inclusivity and accessibility of diverse populations, and how it connects to institutional and departmental missions. Additionally, these mission statements will also articulate contributions to and support of student learning and development, and of student persistence and success. Statements of ethical practice will also

be integrated into the mission statements. Lastly, the Student Leadership Development mission statement will include language related to the Social Change Model of Leadership Development. Because widespread knowledge and use of the Social Change Model is limited, the unit will also work to conduct training on the model for staff, faculty, and students throughout the academic year.

Part 2: Program

Primary concern in this area is that connections between what the students are learning with what they are actively doing on campus are lacking, the unit will separate its marketing and programming efforts. In the past, leadership and service initiatives were packaged together. To better market and target specific programs, the areas will be separated into Student Leadership Development and Service & Citizenship.

In conjunction with this, to assure a diversity of offerings that are rich in co-curricular learning, the unit will identify four signature initiatives for Student Leadership Development and four signature initiatives for Service & Citizenship. From this, overarching student learning outcomes will be crafted for each area.

We will also be conducting a needs assessment for leadership and service to determine the needs of certain demographics of students. This information will also be used to create comprehensive marketing plans for Student Leadership Development and Service & Citizenship that reach a diverse student population.

We also learned through this review that the use of technology to enhance delivery of programs and services is not fully utilized to engage distance learners. Therefore, we will develop a plan to engage distance learners and commuter students through the use of technology.

An effort of collaboration with campus and community partners is evident, but there is opportunity to strengthen these partnerships. The unit will work to develop an outreach plan that includes students, faculty, staff, and community partners. Along with this, we will work to formalize a memorandum of understanding between Service & Citizenship and community partners. This will assist in the effort to better identify community needs and match those needs with site selection for projects. Additionally, this effort will improve pre-service planning and education.

Part 3: Organization and Leadership

The unit will work to improve staff evaluation and feedback processes, including staff expectations, training, and professional development. Better documentation of performance expectations and more robust expectations will be a part of this action step. Better documentation of human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward will be included.

We will also work to develop a risk management plan to better equip our staff and students to recognize potential risks and how to mitigate them.

Part 4: Human Resources

As a part of the formalized memorandum of understanding for community partners as mentioned above, community partners will be asked to provide feedback on student performance in service experiences.

A more comprehensive supervision plan and a timeline for check-in and review will be a part of the improved staff evaluation feedback processes previously mentioned.

Because there is a lack of documentation in regard to trainings and professional development opportunities, we will begin to track and acknowledge such developmental opportunities.

Through this review, we were made aware that the unit itself does not have recruitment and hiring strategies that encourage applications from underrepresented populations. We will create statements on inclusivity and accessibility for hiring and participation.

Part 5: Ethics
In development of the separate missions, statements of ethical practice that are supported by the national governing bodies for student affairs will be published.

Statements of ethical practice, appropriate behavior regarding research and assessment, and policies regarding conflicts of interest will be included in the improved staff evaluation and feedback process by integrating them into trainings and expectations.

Part 6: Law, Policy, and Governance
Training about internal and external governance systems and institutional policies regarding risk management, personal liability, and related insurance coverage options will also be integrated into trainings and expectations as a part of the improved staff evaluation and feedback process action step.

Part 7: Diversity, Equity, and Access
As mentioned above, we will be conducting a needs assessment for leadership and service to determine needs of certain demographics of students. This will also assist in the marketing plans that reach a diverse student population. These two action steps will help to ensure outreach to a diverse student body.

Additionally, as statements on inclusivity and accessibility for hiring and participation are created, those will help address the current lack of statements that speak to diversity, equity, and access initiatives.

Part 8: Institutional and External Relations
Relations beyond the Division of Student Affairs are limited. The outreach plan for students, faculty, staff, and community partners previously mentioned will help to address this limitation. As will the formalized memorandum of understanding for community partners.

A primary concern of the unit is that it does not currently cultivate, solicit, or manage gifts or funds from grants. Therefore, we will be seeking outside funding for programs and initiatives. This will include grants and external sponsorships.

Part 9: Financial Resources

The unit budget is stretched to accomplish numerous programs and initiatives, which has an impact on program resources and recruitment. Seeking outside funding for programs and initiatives, as mentioned above, is needed to supplement the current budget.

Part 10: Technology

Technology will play an integral role in the development of a plan to engage distance learners and commuter students as discussed above.

Training on how to properly use technology will also be included in the improvement of staff evaluation and feedback processes.

Additionally, because we currently do not address the use of technology and if it enhances presentations or information that is shared, this will be a component of implementing a comprehensive, mixed-methods assessment plan for each area.

Part 11: Facilities and Equipment

The concern regarding the location of the unit's office was a part of consideration when crafting the action step that involves the development of an outreach plan for students, faculty, staff, and community partners.

Part 12: Assessment and Evaluation

Primary concern is that there is no overarching assessment plan for the unit. In addition, there is a lack of accountability in the use and sharing of assessment results. We will implement comprehensive, mixed-methods assessment plans for Student Leadership Development and Service & Citizenship. These plans will include a diversity of methods used, and a plan on the dissemination of information and sharing how decisions are made.

Another key component to the use of assessments will be the creation of a strategic vision for Student Leadership Development and Service & Citizenship that will then be shared with campus and community partners.

CAS Self-Assessment Guide

ND Does Not Apply	0 Insufficient Evidence/Not Rated	1 Does Not Meet	2 Partly Meets	3 Meets	4 Exceeds	5 Exemplary

Part 1: MISSION

Criterion Measures	Rating	Notes
1.1 The mission of the Student Leadership Program (SLP) is to prepare students to engage in the process of leadership	3	The mission meets standard benchmarks but does not directly say how the program will prepare students or how it will engage the process of leadership. The mission states that SLP will prepare students to engage in the process of leadership but does not provide background on the "why"

		Mission describes leadership as a process of learning and of skills, ethics, and performance art. Specific methods are not described.
		The mission is clearly stated and includes all touch points as looked to from the CAS standards. Emphasis should be included around diversity and multiculturalism.
1.2 The program		
1.2.1 is grounded in the belief that leadership can be learned	3	Demonstrated well in the beliefs section of the mission, vision, and values.
		Stated in the Beliefs section.
		Clearly articulated in the Beliefs, Vision, and Mission.
		Demonstrated well in the beliefs section of the mission, vision, and values.
1.2.2 is based upon clearly stated principles, values, and assumptions	3	Values are not specific to the program but are a carryover from the University values. No demonstration of how those values are upheld or emphasized in the program.
		References what is stated in the Beliefs and Vision sections.
		All are stated in the L&S Beliefs, Vision, and Mission.
		Values are clearly stated and in line with University and Social Change Model.
1.2.3 uses multiple leadership theories, models, and approaches	2	No evidence of a theoretical model that is used to guide practices and decision making is evident. Recommendation is to create and implement a theoretical framework consistent with the DSA Strategic Plan.
		No specific theories, models, or assumptions are referenced.
		The Social Change Model was referenced by many campus constituents though it is not directly referenced in the L&S Beliefs, Vision, and Mission. Elements of the Theory are evident in these documents, but it is not clearly connected. The Leadership Practices Inventory is also documented as a foundational theory, but it is not mentioned in the Beliefs, Vision, and Mission or discussed in the external review. Retreats, academic classes, and workshops are all happening – but are not mentioned in these documents.
		Specific documentation not provided, although clear that use the Social Change Model. Should look to tailor model to Division priorities, and look at leadership competencies.
1.2.4 provides students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self,	2	Mission has changed and been developed in the last 15 months. However, no historical evidence of a plan or system to periodically review the mission is evident.

others, and community, and acceptance of responsibilities inherent in community membership		The Mission and Vision sections reference authentic and responsible leadership but does not define either or address how participants will develop an individual leadership philosophy, understand self and others, or community responsibilities. Opportunities are not clearly defined and documented. Mission clearly states opportunity is provided, but do not see specific evidence of students being able to do within programs offered.
1.2.5 promotes intentional student involvement and learning in varied leadership experiences	1	No evidence to support an overt effort of target marketing or promotion to international students. Does not state what students will be learning or how they will be involved in a variety of leadership experiences. These varied experiences exist on campus, but the attendance and marketing are not intentional. Many programs have low attendance and the experiences available are limited to classes, workshops, and an annual retreat. See the connection to positional student leadership roles but not to experiences beyond that.
1.2.6 acknowledges effective leadership behaviors and processes	2	Does acknowledge effective leadership behaviors and processes but could expand upon authentic and responsible leadership by providing examples or definitions. Leadership is regarded as a process and learning experiences, but specific behaviors and processes are not outlined. Given in values and beliefs section, could more clearly acknowledge or provide documentation.
1.2.7 is inclusive and accessible, by encouraging and seeking out underrepresented populations	1	No evidence is given to support inclusivity or accessibility for marginalized or underrepresented groups. Does not mention the encouragement, recruitment, or participation of under-represented populations. Targeted marketing and accessibility are not sufficiently documented.
1.3 The SLP and S-LP		
1.3.1 develops, disseminates, and implements its mission	2	The written commitment is available but not expressed in the analysis or result for actual projects.

		The Beliefs, Vision, and Mission can be found on the UWF website but there is no other evidence.

All are developed and available online; successful implementation is still unknown.

Visible on web, but do not see enacted in programs/offerings. Utilize more in marketing and incorporated into resources. |
| 1.3.2 regularly reviews its mission | 1 | No evidence to support. |
| *1.3.3 seeks an institution-wide commitment that transcends the boundaries of the units specifically charged with program delivery* | *1* | *No evidence to support.*

As evidenced by the diverse group of respondents in the external program review.

Appears to be efforts to do this, however, need additional empowerment and support from higher administration (directive down to whole Division). |
| 1.4 The SLP's and S-LP's mission statement | | |
| 1.4.1 is consistent with that of the institution | 2 | Mission is consistent and ties back to University mission.

There seems to be overlap between both missions but there could be a statement of how SLP's mission is consistent with the institutional mission.

Mission is consistent and ties back to the UCSI and UWF missions.

Mission consistent and ties back into intuitional mission. |
| 1.4.2 is consistent with professional standards | 3 | Is in compliance with national standards.

Need to provide evidence of how it is consistent with professional standards.

Meets all points addressed by CAS and in line with other similar offices. |
| 1.4.3 is appropriate for student populations and community settings | 3 | Need to provide evidence of how the mission is appropriate for student populations and community settings would be helpful.

Yes, makes sense for the development level of students. |
| 1.4.4 references learning and development | 3 | Stated in the Beliefs section.

Reflects leadership as learned and practices, but light on the personal development aspect of leadership education. |
| *1.4.5 is developed in collaboration with appropriate and multiple constituents interested in leadership development* | *2* | *Little to no evidence is found to support an intentional collaboration with multiple constituents interested in leadership development.* |

		No evidence provided that it was developed through collaboration.
		No evidence found, however, do see QUEST working group and could assume this was done in collaboration. Need to document.
1.5 Student leadership development is an integral part of the institution's educational mission	3	Mission references personal and professional development.
		Student Leadership Development is not mentioned in the institution's educational mission.
1.6 The primary mission of the Service-Learning Program (S-LP) is to engage students in experiences that address human and community needs together with structured opportunities for reflection intentionally designed to promote student learning and development	3	The mission refers to students serving their communities but does not mention opportunities for reflection.
		Clearly stated in mission and values, would like to see documented within programs offered as well.

Part 2: PROGRAM

Criterion Measures	Rating	Notes
2.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) promotes student learning and development outcomes that	███████	██████████
2.1.1 are purposeful	3	Goals have been determined for FY but not updated with progress.
		The different programs, resources, etc. provide different opportunities that engage different audiences with leadership development.
		Leadership and Service programs have articulated purposes.
		Clearly seen within program applications, class curriculum and other training documents. Anticipated outcomes are clearly stated.
2.1.2 contribute to students' realization of their potential	2	Goal 2 is to have 50% of the L&S to be powered by students.
		Need to provide evidence of how SLP programs are contributing to students' realization of their potential.
		Goals point toward this, but assessment has not been done to measure success yet.
		See this theme throughout programmatic assessment and student comments. Would be good to document on website (student experiences) and think about the inclusion of written reflection pieces from students.

2.1.3 prepare students for satisfying and productive lives	2	Program goals are geared toward engagement and development but not preparation and professional development. Need to provide evidence of how SLP is preparing students for satisfying and productive lives. Evident more through service programs than leadership programs. Yes can see the connection, but need to better tie programs and offerings into students' after college plans. Would provide a different marketing strategy as well that may appeal to students outside of positional leadership roles (focus on professional development skills).
2.2 The SLP and S-LP collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success	2	Fraternity and Sorority Life, Career Services, Recreation and Sports Services, Career Services, etc. all have an active role in the program growth. Different colleagues serve on committees that support leadership programming as well as different departments assist with SLP programs. UCSI, Fraternity & Sorority Life, Student Activities, Residence Life, SGA, Recreation and Sports Services, Health Education/Promotion, Career Services (among others) play a role in promoting and executing programs. Fraternity and Sorority Life, Career Services, Recreation and Sports Services, Career Services all have an active role in the program growth and within the QUEST working group. Need to solidify partnerships with these organizations – providing common leadership framework and training guidelines as well as using staff to help market programs to students. Use these offices as a springboard for connecting with other staffs and faculty.
2.3 SLP identifies relevant and desirable student learning and development outcomes from among the six domains and related dimensions	████	████
2.3.1 knowledge acquisition, integration, construction, and application	2	Learning outcomes are built on broad conception learning not co-curricular rich learning. Programs seem to provide opportunities for knowledge acquisition and integration. Evidence of student learning in all areas is needed. Focus is on learning and applying leadership theory and skills. Seen much more clearly within the class curriculum. See some within the learning outcomes for specific one-off programs, need greater documentation and assessment. Tie

			what learning through classes and trainings into what students are actively doing in their organizations, through service, etc. and document the connections.
2.3.2 cognitive complexity	2		Learning outcomes mention analysis of relevant social issues but do not tend to touch on cognitive complexity.
			No evidence to support.
			Some evidence of critical thinking in the Applied Leadership course, but not necessarily evident through co-curricular activities.
			Seen much more clearly within the class curriculum. Greater focus on within SLP and S-LP programs, greater opportunity for preparation and reflection on topics addressed within service.
2.3.3 intrapersonal development	2		Learning outcomes speak to engaging in meaningful conversations and actions but need to focus on inherent interpersonal development.
			Leadership Gauntlet, Leadershops, Applied Leadership Course.
			Most of this development depends on the Applied Leadership course. Evidence is lacking for other methods.
			Speak to engaging in meaningful reflection, need to document more.
2.3.4 interpersonal competence	2		No evidence to support.
			Speak to engaging in meaningful conversation, need to document more.
2.3.5 humanitarianism and civic engagement	2		Learning outcomes for service learning speak of responsible citizenship.
			Addressed in the Mission and Vision but evidence of how this is done should be included.
			Reflection questions for service trips address the relationship between the students and their community.
			Seen within S-LP, provide clearer documentation and tracking of student conversations.
2.3.6 practical competence	2		Learning outcomes address relevant social issues and agencies.
			Leadershops and leadership presentations done by staff.
			Assessments include knowing the 7Cs of the Social Change Model, Applying leadership through service, and practical facilitation skills.

		Learning outcomes and programs provide space for experiencing and discussing current issues and trends.
2.4 The SLP and S-LP		
2.4.1 assesses relevant and desirable student learning and development	2	Satisfaction surveys and some program analysis is available but not applied. Evidence of student learning/development and how they meet desired outcomes appears to be missing. Surveys generally measure program design and participant satisfaction, rarely is student learning addressed. Surveys done but do not see evidence of how used to continue developing programs.
2.4.2 provides evidence of impact on outcomes	1	Impact is not evident. No evidence to support.
2.4.3 articulates contributions to or support of student learning and development in the domains not specifically assessed	1	No evidence to support.
2.4.4 articulates contributions to or support of student persistence and success	1	No evidence to support.
2.4.5 uses evidence gathered through assessment to create strategies for improvement	1	Correlation between analysis and outcomes is not present. During interviews, it was mentioned that assessments are used to improve future programming but there should be more evidence on how this is done for historical background. Program assessments ask for feedback on program design and satisfaction. No indication of how this information is (or isn't) used to improve programs. Assessment and surveying done but no evidence of how use to create future improvements of programs.
2.5 The SLP and S-LP is		
2.5.1 intentionally designed	2	Besides the Leadership Gauntlet being a key program, there was not much evidence of intentional program design. It is clear that thought and planning were integral to planning the documents and programs. The assessment and learning outcomes need to be strengthened to support these initial efforts.

		Yes, can see the effort put into the program in its first year. Further planning and goal setting needs to be done to streamline offerings around Social Change Model.
2.5.2 guided by theories and knowledge of learning and development	2	Leadership theories can be found in program but not in the driving force of decision making or in budget allocation decisions. Social Change of Model and a few other theories are used in different programs. Social Change Model and Leadership Practices are both mentioned in theoretical frameworks, but are not evident in most program designs and assessment. Leadership awards and Applied Leadership are exceptions. Theory seen within mission and in program development. No evidence of role plays in budget allocations and/or authority given to office.
2.5.3 integrated into the life of the institution	1	No evidence to support. Besides the Leadership Gauntlet, it does not seem SLP is heavily integrated into the life of the institution. Some campus constituents are aware of the work being done and can speak to some of it. More work to be done here connecting outside UCSI and DSA.
2.5.4 reflective of developmental and demographic profiles of the student population	2	No evidence to support, based on conversations during external review.
2.5.5 responsive to needs of individuals, populations with distinct needs, and relevant constituencies	1	No evidence to support. No evidence of a needs assessment and how programs meet those needs. Community service needs assessment.
2.5.6 delivered using multiple formats, strategies, and contexts	2	No evidence to support. There is an overnight retreat, workshops, presentations, and a class offered. Multiple vehicles include book club, leaderships, Gauntlet and Summit retreats, Applied Leadership Course, ASB and others. Programs and resources are delivered in multiple ways (semester long classes, two days retreats, one of workshops, etc.) but greater thought needs to be given to the diversity of offerings and how they create a portfolio of offerings.
2.6 When distance education is provided, the SLP and S-LP assists learners in achieving their educational goals by providing access to		

2.6.1 information about programs and services	2	Website includes accessible information about programs and services.
2.6.2 staff members who can address questions and concerns	3	Website includes information about staff members.
2.6.3 counseling, advising, or other forms of assistance	1	No evidence to support.
2.7 The SLP is comprehensive and provides opportunities for students to develop leadership knowledge and skills	2	Programs for development of leadership and knowledge/skills are available the result of impact of these program is not evident. SLP does provide opportunities for students to develop leadership, but there should be more evidence that the offerings were comprehensive of what should/could be offered for students. Various methods exist, but it is not a comprehensive program. Programs, classes and services are offered but no evidence of long-term learning or impact.
2.8 SLP staff designs learning environments reflective of	███████	
2.8.1 institutional mission	2	Programs and learning environment seem to be reflective and in line with mission, context, and goals. Should provide a clear articulation of how this is done. Programs and learning environment seem to be in line with mission, context, and goals. Programs do tie back into institutional mission but unclear as to the intentionality of this.
2.8.2 organizational context	2	Programs and learning environment seem to be reflective and in line with mission, context, and goals. No evidence to support. Programs and learning environment seem to be in line with mission, context, and goals. Are somewhat in line but greater emphasis should be given to awareness of student populations and needs.
2.8.3 learning goals	2	Programs and learning environment seem to be reflective and in line with mission, context, and goals. Some programs have learning goals.

			Programs and learning environment seem to be in line with mission, context, and goals.
			Programs and classes are in line with those goals and outcomes set.
2.8.4 intended audience	2		Programs and learning environment seem to be reflective and in line with mission, context, and goals.
			Applied Leadership Course, Leadership Gauntlet, and individual presentations are designed for specific audiences.
			Attendance is low for Leadershops and other new initiatives, though established programs have a higher participation rate (Gauntlet).
			Take into account those participating in programs but need to more intentional about all student populations. No evidence of multiculturalism or diversity.
2.9 The SLP has clear theoretical foundations and is based upon well-defined principles, values, and assumptions	2		No evidence to support.
			Besides wanting to use the Social Change Model as a framework, I did not see a clear theoretical framework.
			Theoretical foundations are in place, but training and development for staff and students is needed to incorporate them into the overall culture of the program and campus.
			Social Change Model, clear through interviews but needs to be better documented on paper and provided to constituents on web and in programmatic marketing.
2.10 The SLP facilitates students'			
2.10.1 self-awareness	2		Leadership Gauntlet and other programs seem to provide an opportunity for this self-awareness development.
			Leadership Gauntlet and Applied Leadership Course.
			Evident through Applied Leadership Class and Gauntlet programs.
			See this within the Leadership Gauntlet and other one-off programs. Needs to be incorporated throughout Division, common leadership framework within student staff trainings and programs.
2.10.2 capacity for collaboration	2		As noted prior, many departments are contributing collaborating partners in the program.
			No evidence of how students learn about collaboration.
			Though departments are collaborating, students are primarily focused on developing self.

		Collaboration is inherent to the classes and various programs provided, but do not see this specifically addressed and discussed. Those programs offered are great opportunity to intentionally discuss with students how they can collaborate beyond that specific context.
2.10.3 ability to engage within multiple contexts while understanding diverse perspectives	1	Did not see evidence to support students engage with multiple, diverse perspectives. Most programs do not utilize multiple contexts in their delivery
2.11 Key components of SLP include		
2.11.1 opportunities for students to develop the competencies required for effective leadership	2	The opportunity for development exists but is not expressed in evaluation of the program assessments. Note: attendance for Leadershops is very low. Opportunities exist but there is no clear articulation for how they help develop competencies of "effective leadership". Several programs exist for students. Core leadership competencies are not clearly stated. Opportunity for development of these across the Division.
2.11.2 multiple delivery formats, strategies, and contexts	2	Many programs seem to follow the same format and play to the same learning style. A variety of programing is recommended, both in topic and in information dissemination. Different formats exist but may not meet all needs. Multiple vehicles include book club, leaderships, Gauntlet and Summit retreats, Applied Leadership Course, ASB and others – variety of delivery formats and program lengths. Similar formats for most programs, should diversify formats (online, student facilitators, etc.). Take into account different learning styles and student backgrounds.
2.11.3 collaboration with campus and community partners	2	Effort is seen but can be improved with community partners. Campus partners seem to collaborate by serving on a committee for Leadership Gauntlet. Several campus partners are involved; Service programs include community partners. Leadership programs could benefit by partnering with local leaders, speakers, and community partners. Clear effort and collaboration is seen with specific departments within Division. This needs to be strengthened with all departments, and all staff need to be bought into the offerings of SLP and the framework they provide.

2.12 The SLP provides opportunities for students to develop the competencies required for effective leadership			
2.12.1 foundations of leadership	2		Applied Leadership and Student Leaders Summit support this standard. Leadership Gauntlet curriculum. Leadershops, book club, Leadership Summit, and Applied Leadership. Leadership classes, but would like to see incorporated into Orientation and First Year Experience classes.
2.12.2 personal development	2		Leadership Gauntlet supports this standard. Personal development could occur in all programs but needs to be assessed and demonstrated with evidence. Leadership Gauntlet, Book Club, and Leadershops. Leadership Gauntlet, but would want to incorporate into all programs.
2.12.3 interpersonal development	2		No evidence to support. Speak to engaging in meaningful conversation, need to document more.
2.12.4 development of groups, organization, and systems	2		No evidence of how these areas are incorporated into leadership development opportunities. Leadershops have the potential to address this. Speak to engaging in meaningful conversation, need to document more. Need to provide more direct connections from learning about leadership and individual as leader (classes, workshops, etc.) to ways enact leadership (clubs, government, service, internships, sports, etc.).
2.13 The SLP			
2.13.1 provides multiple delivery formats, strategies, and contexts	2		Multiple vehicles include book club, leadershops, Gauntlet and Summit retreats, Applied Leadership Course, ASB and others. Similar formats for most programs, should diversify formats (online, student facilitators, etc.). Take into account different learning styles and student backgrounds.
2.13.2 intentionally designs programs to meet the developmental needs of participants across diverse contexts	1		No evidence to support.

		Timing of Leadershops is consistent, but does not meet the needs of a diverse body of students; intentionality of overall design is not evident.
2.13.3 bases programs on principles of active learning	2	No evidence to support.

Evident through retreat-based learning, but less evident in other programs.

Clear evidence of case studies within leadership classes and active service opportunities. Need to clarify and make apparent to student participants why do this, and document more. |
| 2.14 The SLP and S-LP collaborates | | |
| 2.14.1 with a diverse range of campus and community partners | 2 | Does collaborate with multiple partners but could include more to diverse partnerships.

Several campus partners are involved; Service programs include community partners. Leadership programs could benefit by partnering with local leaders, speakers, and community partners.

Clear effort and collaboration is seen with specific departments within Division. This needs to be strengthened with all departments, and all staff need to be bought into the offerings of SLP and the framework they provide. Greater connection to faculty is necessary around leadership language and framework, as well as assessing opportunities for active learning provided by academic units (how can SLP/S-LP help feed students into these as ways to enact leadership?). |
| 2.14.2 in the planning, delivery, and assessment of programs and services | 2 | Did not see evidence of collaboration besides leadership class.

Meets in the planning and delivery, lacking in assessment.

See staff and students serving as facilitators within offerings. Assessment not much collaboration or support from the Division. |
| 2.14.3 to increase awareness of leadership and service programs | 2 | *I believe the staff tries to accomplish this based on all of their marketing/advertising, but there needs to be more awareness of what is offered.*

Outreach is evident with several departments on campus; lots of potential and work to be done in this area to continue growing the programs.

See with certain offices and individuals but need to make more of a direct effort to make all offices within the Division aware of offerings. Traveling info and informational meetings with department heads. |
| 2.15 The S-LP | | |
| 2.15.1 allows all participants to define their needs and interests | 1 | Program outline needs to be intentional in meeting community needs. A needs assessment will need to be conducted. |

		No evidence to support. Unclear as to when and where this happens for students. Pre-Assessments? Need student needs assessment.
2.15.2 engages students in responsible and purposeful actions to meet community-defined needs	2	How are needs defined? Community-defined needs are evident in University Mission and focus of ASB trips/MLK Day of Service. Leadership Gauntlet and Applied Leadership Course.
2.15.3 enables students to understand needs in the context of community assets	1	No evidence to support. Student self-awareness is unclear, difficult to connect within a greater context. See within information shared, but what is the next step of engagement with community?
2.15.4 articulates clear service and learning goals for everyone involved	2	Goals are more programmatic and outcome focused than learning-oriented. Programs have objectives. Did not see evidence of expectations/requirements to participate.
2.15.5 ensures intellectual rigor	2	Intellectual challenge is assumed in some program outlines but is not solid enough to ensure intellectual rigor. Possible pre and post testing can measure this. No evidence to support. Applied Leadership course connects closely with intellectual rigor, but no clear ties that this program (or others) ensure intellectual rigor. Reflection questions are very simple and don't suggest rigor. Need assessment to ensure this.
2.15.6 establishes criteria for selecting community service sites to ensure productive learning opportunities	1	No evidence to support. No evidence to support. Should tie back into those needs have identified within the local community. Goal 2: To increase the number of hours and participants in community service – tactics include increasing participation, but attention should be paid to how sites are selected. Some of this was evident through the discussion of which service hours "count" for credit through ArgoServe and JasonQuest.

2.15.7 educates students regarding the philosophy of service and learning, the community service site, the work they will do, and the people they will be serving in the community	2	No evidence to support. Evident in pre-trip planning and checklists for MLK Day of Service – at least for Project Coordinators. Need greater documentation of this and the creation of script for the reflection and processing of service. Start participants off with an overview of the organization working with (get a introduction or tour), why students are present and what they want to take away from the day. At end providing time and space for reflection of service.
2.15.8 establishes and implements risk management procedures to protect students, institution, and community agencies	1	A plan is needed to ensure safety and proper risk management protocol. No evidence of documented plan or liability waivers. Addressed in pre-trip planning and checklists for MLK Day of Service – at least for Project Coordinators. No evidence to support
2.15.9 offers alternatives to prevent requiring service that violates religious or moral beliefs	1	No evidence to support.
2.15.10 engages students in reflection designed to deepen their understanding of self, community, and social problems	2	Reflection is noted in program reviews but is not collected as quantitate data or analyzed. Reflection noted but outcomes not documented. Could utilize these in helping to promote to students. Reflection questions exist, but lack depth needed for understanding of self, community, and social problems. Questions are built for speed and efficiency, not necessarily depth and reflection. No evidence to support.
2.15.11 educates students to differentiate between perpetuating dependence and building capacity	1	No evidence to support.
2.15.12 establishes mechanisms to assess service and learning outcomes for students and communities	2	Assessment is present but not well formed. Assessment done but need clearer connection back to Social Change Model. Assessment exists. Does conduct surveys.

2.15.13 provides ongoing professional development and support to faculty and staff members	1	No evidence to support. Community Service is happening across campus without being directly connected to L&S staff; no shared vision or language. Training provided to Graduate Assistants, but no documentation of training provided for staff leaders. Implementation of Site Leader (or something similar) training.
2.16 The S-LP focus is on learning and educational objectives, and any academic credit must be offered for learning, not only for service	1	No evidence to support. See some talk of this within the mission but do not see a clear tie and connection back to the Social Change Model. How does S-LP fit within the model?
2.17 The S-LP offers a wide range of curricular and co-curricular service-learning experiences	1	No evidence to support. Evidence suggests Alternative Spring Break and MLK Day of Service as main two opportunities for service. S-LP offers similar experiences, however, other experiences are offered by collaborating offices (Career Services). Greater effort should be made to document these other opportunities and to be able to provide students with a map of the various ways of serving. Experience are primarily co-curricular. Service-learning curricular programs are not evident.
2.18 The S-LP initiates and maintains collaborative relations among faculty members and departments for the design and implementation of service-learning experiences	ND	Career Services oversees service-learning for academic credit.
2.19 The S-LP develops partnerships with community-based organizations to meet organizations' service needs and achieve student learning and development outcomes	1	Partnerships exist with community-based organizations. No evidence to support.

Part 3: ORGANIZATION AND LEADERSHIP

Criterion Measures	Rating	Notes
3.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) has		
3.1.1 clearly stated goals	3	Goals for FY 13-14 found but not updated. A semester report is recommend and then complied into annual report. Goals for FY 13-14 stated, need a longer term strategic plan and yearly report.

		Goals have been established for 2013-14.

Goals are stated but should be reviewed after more assessment is done on the current leadership needs of students. |
| 3.1.2 current and accessible policies and procedures | 1 | No evidence to support. |
| 3.1.3 written performance expectations for employees | 1 | No evidence to support.

 No evidence found, however, training provided to Graduate Assistants. Assumption that these exist but need to be better documented. |
| 3.1.4 functional work flow graphics or organizational charts demonstrating clear channels of authority | 1 | No evidence of a flow chart of responsibility or hierarchy found.

Org chart yes, work flow no.

UCSI Organizational Chart. |
| 3.2 In providing strategic planning, SLP and S-LP leaders | ███████████████████████████ | |
| 3.2.1 articulate a vision and mission that drive short- and long-term planning | 2 | No evidence to support.

Mission and vision found but no strategic plan.

Vision and mission exist, but do not provide space for short- and long- term planning. Evident in conversations, but not in documentation.

Goals are outlined but there is no evidence of how it drives short and long term planning. |
| 3.2.2 set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes | 1 | No evidence to support. |
| 3.2.3 facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans | 1 | No evidence to support. |
| 3.2.4 promote environments that provide meaningful opportunities for student learning, development, and engagement | 2 | No evidence to support.

Several programs exist in both leadership and service to provide meaningful opportunities for students.

Programs and offerings provide this, but no clear documentation of purpose. |
| 3.2.5 develop and continuously improve programs and services in response to the changing | 1 | No evidence to support. |

needs of students served and evolving institutional priorities		Programs are developed and currently under review.
3.2.6 intentionally include diverse perspectives to inform decision making	2	No evidence to support. See in the collaborations with certain offices but need to include more voices, especially students of diverse populations.
3.3 In providing supervision, SLP and S-LP leaders	███████████████████	███
3.3.1 manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward	2	No evidence to support. See within documents provided for Section 4. Would like to see more formalized evaluation and supervision process of GA staff.
3.3.2 influence others to contribute to the effectiveness and success of the unit	2	Staff buy-in is evident in the External Review interviews, though participants need clear direction on how to contribute to the effectiveness and success of the unit. SLP needs to establish itself as the Leadership and Service clearinghouse on campus.
3.3.3 empower professional, support, and student staff to accept leadership opportunities	2	Professional support is lacking from upper level administration for challenge and support/direction. This is evident in interviews conducted with staff. Professional support lacking from higher up, both personally and financially. SLP staff needs support from upper-level administrators and faculty to be seen as the Leadership and Service experts on campus. Additional staffing will be appropriate down the road, but a clear vision and assessment plan needs to be in place first. The Assistant Director seems to be providing opportunities for both Graduate Assistants and trying to build the Leadership Navigators program.
3.3.4 offer appropriate feedback to colleagues and students on skills needed to become more effective leaders	1	No evidence to support.
3.3.5 encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession	2	GA's and professional staff attend various conferences within the campus community for professional development. However, support for external opportunities such as conferences etc. should increase. Encouraged internally within office but no evidence that this comes from higher levels of administration. Collaboration is evident within pockets of DSA. These relationships need to continue to expand to faculty and other departments to strengthen the presence and purpose of SLP on campus. Evidence for Professional Development is lacking.

		No evidence provided but from the interviews it sounds as though this area could use more support/resources in this category.
3.4 In providing management, SLP and S-LP leaders		
3.4.1 identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement	2	No evidence to support. The Assistant Director seems to be able to identify challenges like the budget which will inhibit mission achievement.
3.4.2 plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources	2	Need to implement budget tracking. Limited resources in all areas.
3.4.3 use current and valid evidence to inform decisions	1	No evidence to support. Need more assessment data.
3.4.4 incorporate sustainability practices in the management and design of programs, services, and facilities	1	No evidence to support. See attempt made by current staff but no support from higher levels of administration. Specific example, major component of budget (around $16,000) not available after this fiscal year. Will be a challenge with reduced funding next year.
3.4.5 understand appropriate technologies and integrate them into programs and services	2	Technology is lacking in the department. Ipad or tablet technology, updated computers, and equipment are needed to progress forward. Not sure what technologies are integrated into programs. Assessment, social media, graphic design technologies are utilized on a basic level. Service hour tracking platforms exist, but seem to be more of a barrier to success than a facilitator of it.
3.4.6 are knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training	2	Knowledgeable from administrative staff but poor documentation is found. Assistant Director talked about trainings that were held but there was no evidence of codes/laws.
3.4.7 assess potential risks and take action to mitigate them	1	No evidence to support. Appears as though the Assistant Director is still working on how to take action to mitigate potential risks.
3.5 In advancing the organization, SLP and S-LP leaders		

3.5.1 communicate effectively in writing, speaking, and electronic venues	2	See this from interactions with staff, but need to communicate and inform more offices across campus. Campus partners may benefit from more communication.
3.5.2 advocate for programs and services	2	New programs added to the department in the last year, efforts made to educate campus community in new areas. See this from interactions with staff, but need to communicate and inform more offices across campus.
3.5.3 advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	2	No evidence to support. Do not see this support from department head. SLP/S-LP staff are not brought into conversations that directly tie into priorities tasked with accomplishing. Assistant Director seemed to be a part of some important conversations around leadership but not all.
3.5.4 initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area	2	Assistant Director has established relationships with various campus partners/colleagues. Collaborations exist, unclear where they were initiated. To certain extent with various offices in Division but need to go further internally. Do not see any evidence of external communication (alumni, local community, etc.). Should connect with Alumni and Development areas as well as academic units.
3.5.5 facilitate processes to reach consensus where wide support is needed	2	Support is sought after from departments and several departments contribute to this. See attempts made within Quest working group, need greater support from higher level administration. Leadership Gauntlet Committee.
3.5.6 inform other areas within the institution about issues affective practice	2	Little evidence in this area. Efforts needed in this area. Staff need education on the Social Change Model, Mission, Vision and Goals of SLP and how their work connects to it and can support it/benefit from it to work toward a campus culture of leadership and service. Seen some with same key collaborating offices but need to expand reach across Division.
3.6 In maintaining integrity, SLP leaders		
3.6.1 model ethical behavior and institutional citizenship	2	

3.6.2 share data used to inform key decisions in transparent and accessible ways	1	Data is not used in decision making. No evidence of sharing data. External Review interviews shared the feeling that data gets collected on paper/campus labs and is never revisited.
3.6.3 monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible	2	Social media is used for promotion and marketing. Social media is happening and staff actively working to integrate more into everyday work flow. Social media and website are used. Maintain social media for marketing and advertising.
3.7 An individual or team is designated with responsibility for the coordination of the leadership program, including allocation and maintenance of resources and creating leadership opportunities	*3*	*See list of external and internal leadership program staff.* *Assistant Director and Graduate Assistants.* *Individual and Team.* *Yes, the Assistant Director, however, additional support and resources are needed to effectively maintain and develop this area. Currently little positional authority to effect change across Division and limited/diminishing budget. Current authority comes from those relationships the Assistant Director has established.*
3.8 An advisory group with representatives from campus and community partners exists for the purpose of communication and consultation	2	*Quest working group, although this group should be expand to include additional members and or provide opportunities for staff, students and faculty who work with leadership to provide feedback and ideas.* *Quest workgroup and unofficial campus collaborators who have invested in the programs.* *Campus partners seem to be consulted and organized on a committee for Leadership Gauntlet.*

Part 4: HUMAN RESOURCES

Criterion Measures	Rating	Notes
4.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) is staffed adequately to accomplish mission and goals	2	The amount of staff currently is small and may not be able to meet the demands of the student population. Amount of staff is quickly becoming not enough. Attention should be given to the hiring of a fulltime staff position or additional Graduate Assistants. Funding should be given to student workers.

		Current staffing is small but should be maintained while the SLP defines its vision, foundation, methods, and assessment plans. Once a strong foundation has been built, a coordinator would be a logical addition to the staff.
		Based on the vision for leadership development, I do not believe SLP is adequately staffed.
4.2 Within institutional guidelines, the SLP and S-LP		
4.2.1 establishes procedures for staff recruitment and selection, training, performance planning, and evaluation	2	Evidence included interview schedule and evaluation documentation, but did not include other evidence of training materials or topics or recruitment plans.
		Evidence of training and evaluation but not of staff recruitment and selection.
		Evident in recruitment and selection, but lacking in evaluation for professional staff.
		No evidence of training materials, document more.
4.2.2 sets expectations for supervision and performance	2	Only documentation was a Graduate Assistant Expectations document. Evaluation outlines some additional expectations, documentation minimal.
		Expectations document but need to create more comprehensive supervision plan. Setting of learning outcomes and goals, and timeline of check in and review.
		Expectations are set in job description.
		GA Expectations outlined.
4.2.3 assesses the performance of employees individually and as a team	2	No evidence of team evaluation.
		Documents for assessing performance but no evidence of a plan for how to do it.
		Assessment of Supervisor included in documentation; assessment process of professional staff is unclear.
4.2.4 provides access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees	2	There are trainings and things available internally through the university and externally, compile and share these at regular intervals.
		Trainings offered internally and opportunity for full-time staff to attend external conferences.
		No evidence provided as to how continuing and advanced professional development occurs.
4.3 The SLP and S-LP		

4.3.1 maintains position descriptions for all staff members	3	
4.3.2 institutes recruitment and hiring strategies that encourage applications from under-represented populations	1	Not evidence to support. Create clear staff descriptions for personnel files.
4.3.3 develops promotion practices that are fair, inclusive, proactive, and non-discriminatory	1	Not evidence to support. Include in training materials for all staff in an office manual.
4.3.4 considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework	2	Some mention of these topics in welcome letter, although brief and not all areas are covered. Include detailed information and options in a general office procedures manual. Mentioned in welcome letter. Mention of flexibility with work sharing in Welcome Letter.
4.3.5 has technical and support staff members adequate to accomplish the mission	2	No evidence to support, based on conversations during visit.
4.4 SLP and S-LP professional staff members		
4.4.1 hold earned graduate or professional degrees in fields relevant to the position or possess an appropriate combination of educational credentials and related work experience	3	Included in job descriptions and resumes of staff. Assistant Director has a master's degree and has taught several courses.
4.4.2 engage in continuing professional development activities	2	Minimal documentation. Provide detail through regular communications. Creation of professional development planning documents and allocation of budget for development. Participation in local and national conferences on leadership. No evidence to support. Provide additional documentation.
4.5 Degree- or credential-seeking interns or graduate assistants in the SLP and S-LP		
4.5.1 are qualified by enrollment in an appropriate field of study and by relevant experience	3	Seen in applications and staff resumes.
4.5.2 are trained and supervised adequately by professional staff members	2	Training documentation needed. Based on conversations during visit.
4.6 Supervisors of SLP and S-LP interns or graduate students adhere to all parameters of job descriptions, work hours, and schedules	3	No evidence to support, based on conversations with staff. Documentation needed.
4.7 Student employees and volunteers		
4.7.1 are carefully selected, trained, supervised, and evaluated	1	No evidence to support.

			Provide additional documentation. Creation of student employee manual and training plan.
4.7.2 are educated on how and when to refer those in need of additional assistance to qualified staff members and have access to a supervisor for assistance in making these judgments	1		No evidence to support.
4.7.3 are provided clear job descriptions, pre-service training based on assessed needs, and continuing development	1		No evidence to support. Yes for Graduate Assistants.
4.8 All SLP and S-LP staff members, including student employees and volunteers,			
4.8.1 receive specific training on institutional policies pertaining to functions or activities they support	2		No evidence to support, based on conversations with staff. Documentation needed.
4.8.2 receive specific training on privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information	2		No evidence to support, based on conversations with staff. Documentation needed.
4.8.3 receive training on policies and procedures related to the use of technology to store or access student records and institutional data	2		No evidence to support, based on conversations with staff. Documentation needed.
4.8.4 are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities	3		No evidence to support, based on conversations with staff. Documentation needed.
4.9 SLP staff serving as leadership educators are knowledgeable about learning theories and their implications for student development, program design, and assessment	2		No evidence to support, based on conversations with staff. Many staff are able to talk at a high level about the Social Change Model. Training and a shared framework is needed here. Little or no connection to assessment and program design outside the Applied Leadership courses. Heard from interviews, staff and student facilitators are trained prior to programs and offerings. Need greater documentation of learning outcomes as well as assessment.
4.10 Professional development of staff engaged in S-LP address how to			
4.10.1 build relationships with community agencies	*2*		*No evidence to support.* *No documentation. Need to create manual and or training documentation.* *Through service programs.*

4.10.2 establish and maintain collaborative relationships with campus units	2	Partners meeting form is the only documentation provided.

Evident through support of external review attendance.

Partners form, need greater documentation of training. |
| 4.10.3 engage students in community action for the common good | 2 | No evidence to support.

Through Service programs. |
| 4.10.4 prepare, mentor, and monitor students to deliver services according to legal and risk management policies | 1 | No evidence to support. Include Risk Management policies and procedures in an office procedures manual. |
| 4.10.5 use learning strategies that are effective in achieving learning outcomes | 2 | No evidence to support, based on conversations with staff.

Documentation needed. |
| 4.10.6 engage students in structured opportunities for reflection | 2 | No evidence to support.

Assessments include some reflection questions. |
| 4.10.7 develop, implement, and evaluate service and learning goals | 2 | No evidence to support.

Developed, but implementation and evaluation is unclear. |
| 4.10.8 facilitate the process of identifying student and community needs and interests | 2 | No evidence to support.

Through service programs; campus needs assessment is lacking for leadership and service. |
4.10.9 clarify the responsibilities of students, the institution, and agencies	1	No evidence to support.
4.10.10 match the unique needs of agencies and students	1	No evidence to support.
4.10.11 sustain genuine and active commitment of students, the institution, and agencies	1	Commitment is lacking from students in new initiatives.
4.10.12 educate, train, and support students to facilitate service-learning experiences for their peers	2	Leadership Gauntlet facilitator training. More documentation would be helpful.

In progress through Leadership Navigators, Gauntlet Facilitator training, and student service leaders. |
| 4.10.13 ensure that the time commitments for service and learning are balanced and appropriate | 2 | No evidence to support, based on conversations with staff.

Documentation needed. |
| 4.10.14 foster participation by and with diverse populations | 2 | Continue to create more programs and focus on variety.

Campus is inherently diverse. |

Criterion Measures	Rating	Notes
4.10.15 develop fiscal and other resources for program support	2	*Seen in budget, resources are limited.* *Limited resources, unclear about additional support development.*
4.11 S-LP staff provide professional development for community partners regarding how to work effectively with students, faculty members, and staff in higher education institutions	1	*No evidence to support. Creation of a how-to for community organization partners.*

Part 5: ETHICS

Criterion Measures	Rating	Notes
5.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) reviews relevant professional ethical standards and implements appropriate statements of ethical practice	3	Statements are included and reviewed. Professional standards are included from ACPA and NASPA. Evidence of ACPA and NASPA provided but no evidence of how they are used or a functional area statement.
5.2 The SLP and S-LP publishes and adheres to statements of ethical practice and ensures periodic review by relevant constituents	2	Supported by the national governing bodies for student affairs. No evidence to support.
5.3 The SLP and S-LP orients new staff members to relevant statements of ethical practice and related institutional policies	2	Supported by the national governing bodies for student affairs. Staff members trained. Statements included and reviewed by staff. GAs indicated receiving little to no training beyond general GA training provided by campus. No evidence provided of how this is done in training/orientation.
5.4 The SLP's and S-LP's statement of ethical standards	███	
5.4.1 specifies that staff members respect privacy and maintain confidentiality as appropriate	3	Supported by the national governing bodies for student affairs. Staff references ACPA & NASPA ethical standards. Full time staff and GA training cover.
5.4.2 specifies limits on disclosure of student records as well as requirements to disclose to appropriate authorities	3	Staff is aware of FERPA and trained accordingly.

5.4.3 addresses personal and economic conflicts, or appearance thereof, by staff members in the performance of their work	1	No evidence to support.
5.4.4 reflects the responsibility of staff members to be fair, objective, and impartial in their interactions with others	2	Job expectations and GA training cover this area. Full time staff and GA training cover. Evident in job descriptions.
5.4.5 references management of institutional funds	2	No evidence to support, based on conversations with staff. Documentation needed.
5.4.6 references appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities	1	No evidence to support.
5.4.7 includes the expectation that SLP staff members confront and hold accountable other staff members who exhibit unethical behavior	2	Job expectations and GA training cover this area. Staff references ACPA & NASPA ethical standards. Full time staff and GA training cover.
5.4.8 addresses issues surrounding scholarly integrity	2	Job expectations and GA training cover this area. Full time staff and GA training cover.
5.5 SLP and S-LP staff members	███	████████████████████████████
5.5.1 inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements	1	Job expectations and GA training cover this area. No evidence to support.
5.5.2 recognize and avoid conflicts of interest that could influence their judgment and objectivity	2	No evidence to support, based on conversations with staff. Documentation needed.
5.5.3 perform their duties within the limits of their position, training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	2	All areas of 5.5-5.10 are met in various levels given the young age of the program. These areas will increase with time. Evident in external review interviews.
5.6 Promotional and descriptive information are accurate and free of deception	3	All areas of 5.5-5.10 are met in various levels given the young age of the program. These areas will increase with time.
5.7 The SLP and S-LP adheres to institutional policies regarding ethical and legal use of software and technology	3	All areas of 5.5-5.10 are met in various levels given the young age of the program. These areas will increase with time.

Criterion Measures	Rating	Notes
		No evidence to support, based on conversations with staff.

Documentation needed. |
| 5.8 SLP staff members ensure that facilitators have appropriate training, experience, and credentials | 2 | All areas of 5.5-5.10 are met in various levels given the young age of the program. These areas will increase with time.

Evident through Gauntlet and Leadershop workshop planning. Lacking depth in these areas and breadth of all programs.

Training for Leadership Gauntlet facilitators. |
| 5.9 The S-LP holds faculty and staff members and students involved in service-learning to the same ethical standards as the S-LP staff | 1 | All areas of 5.5-5.10 are met in various levels given the young age of the program. These areas will increase with time.

Little supervision or involvement indicated in these areas from the SLP staff. |
| 5.10 All faculty and staff members responsible for supervising service-learning activities monitor student performance and alter placements as needed | 1 | All areas of 5.5-5.10 are met in various levels given the young age of the program. These areas will increase with time.

Little supervision or involvement indicated in these areas from the SLP staff. |

Part 6: LAW, POLICY, AND GOVERNANCE

Criterion Measures	Rating	Notes
6.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP)		
6.1.1 is in compliance with laws, regulations, and policies that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole	3	Evident in Personnel Policies and Guidelines.

Documentation provided but should be revised and updated. |
| 6.1.2 informs staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations | 2 | Evident in Personnel Policies and Guidelines. |
| 6.1.3 has written policies on all relevant operations, transactions, or tasks that have legal implications | 2 | Evident in Personnel Policies and Guidelines. |
| 6.1.4 regularly reviews policies to ensure that they reflect best practices, available evidence, and policy issues in higher education | 2 | No evidence to support.

Policy has not been updated since 2010 and does not reflect office name change and new responsibilities. |

6.1.5 has procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	3	Evident in UCSI Personnel Policies and Guidelines.
6.1.6 has systems and procedures to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations	3	Evident in UCSI Personnel Policies and Guidelines.
6.1.7 obtains permission to use copyrighted materials and instruments	3	No evidence to support, based on conversations with staff. Need documentation.
6.1.8 purchases the materials and instruments from legally compliant sources or seeks permission from the publisher or owner	3	No evidence to support, based on conversations with staff. Need documentation.
6.1.9 references copyrighted materials and instruments with appropriate citations	2	No evidence to support, based on conversations with staff. Need documentation.
6.2 SLP and S-LP staff members0		
6.2.1 use reasonable and in0formed practices to limit the liability exposure of the institution and its officers, employees, and agents	3	Evident in UCSI Personnel Policies and Guidelines.
6.2.2 are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if the institution does not provide coverage	2	University resources referenced; personal liability and insurance coverage not included. UCSA Personnel Procedures and Guidelines.
6.2.3 neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment	3	Evident in Personnel Policies and Guidelines. No evidence has been provided that the staff does engage in this behavior.
6.2.4 are knowledgeable about internal and external governance systems that affect programs	2	Staff is still learning during their first year.
6.3 The institution provides access to legal advice for staff members as needed to carry out assigned responsibilities	3	No evidence to support, based on conversations with staff. Need documentation.
6.4 The SLP advocates for student involvement in institutional governance	1	No evidence to support.

Part 7: DIVERSITY, EQUITY, AND ACCESS

Criterion Measures	Rating	Notes
7.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) creates and maintains educational and work environments that are		
7.1.1 welcoming, accessible, and inclusive to persons of diverse backgrounds	2	DSA & UCSI, state clearly that they value inclusion. Even though Leadership & Service does not state this in their own mission, they do offer some Leadershops, such as Inclusive Leadership and Understanding Styles that help students understand people from different backgrounds. Recommendation is an addition of a values statement with in the Leadership & Service vision, and recruitment policy that outlines how Leadership & Service will strategically recruit students from diverse groups to participate in program activities.
		Recommendation is an addition of a values statement with in the Leadership & Service Vision, and recruitment policy that outlines how SLP & S-LP will strategically recruit students from diverse groups to participate in program activities. Need to outreach to students of diverse communities, and utilize in needs assessment.
		SLP does not clearly articulate in vision, mission, goals – though apparent in UCSI and DSA documents.
7.1.2 equitable and non-discriminatory	2	There is no evidence to suggest that Leadership & Service has discriminated, but a clear policy and/or guidelines do not exist. Recommendation is an addition of a nondiscrimination statement to its policies. As well as clear acceptance guidelines for all of its selective programs and recognitions.
		SLP does not clearly articulate in vision, mission, goals – though apparent in UCSI and DSA documents.
		Need to add in nondiscrimination statement.
7.1.3 free from harassment	2	There is no evidence to suggest that Leadership & Service has harassment issues, but a clear policy and/or guidelines do not exist. Recommendation is the addition of a non-harassment statement to its policies.
		Need to add in non-harassment statement.
7.2 The SLP and S-LP does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any	3	There is no evidence to suggest that Leadership & Service has discriminated, but a clear policy and/or guidelines do not exist. Recommendation is the addition of a nondiscrimination statement to its policies.
		SLP does not clearly articulate in vision, mission, goals – though apparent in UCSI and DSA documents.

other basis included in institutional policies and codes and laws		
7.3 The SLP and S-LP		
7.3.1 advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel	1	No evidence to support. Partnerships with other university programs to help promote and educate students about multicultural and social justice concerns at UWF should be developed. Lacking from documentation and from external review interviews. Staff from multicultural offices/programs were not present.
7.3.2 modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities	1	No evidence to support. The addition of a nondiscrimination statement to its policy should be added to Leadership & Service operating procedures.
7.3.3 includes diversity, equity, and access initiatives within its strategic plan	1	No evidence to support. The addition of a statement regarding a diversity outreach and inclusion plan should be added to Leadership & Service strategic plan.
7.3.4 fosters communication that deepens understanding of identity, culture, self-expression, and heritage	1	No evidence to support. Guidelines and training should be developed to educate staff about these issues, and programs should be created to educate, foster, and provide a safe place for students to have these conversations.
7.3.5 promotes respect about commonalities and differences among people within their historical and cultural contexts	1	No evidence to support. Programs should be created to educate, foster and provide a safe place for students to have these conversations.
7.3.6 addresses the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices	1	No evidence to support. Policies should be created that ensure outreach to a diverse student body and should work to identify certain program activities that relate to diversity and inclusion education.
7.3.7 provides staff members with access to multicultural training and holds staff members accountable for integrating the training into their work	3	No evidence to support. Leadership & Service should require its staff to attend multicultural trainings and document their certification. Documentation of multicultural competency trainings needed.
7.3.8 responds to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources	2	No evidence to support, based on conversations with staff. Policies should be created that ensure outreach to a diverse student body, and guidelines placed to ensure students are allowed to provide program feedback for those unable to attend programming.
7.3.9 ensures physical, program, and resource access for persons with disabilities	1	No evidence to support. Leadership & Service should work to develop online trainings and programs students can access to learn about leadership and service programs remotely. Staff offices would not be accessible to many wheelchair users – narrow doorways/hallways.
7.3.10 recognizes the needs of distance learning students by providing appropriate and	1	No evidence to support. Leadership & Service should work to develop online trainings and programs students can access to learn about leadership and service programs remotely.

Criterion Measures	Rating	Notes
accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region		
7.4 The SLP provides students with opportunities to		
7.4.1 recognize the influences of aspects of social identity on personal and organizational leadership	3	No evidence to support. Leadership & Service requires its staff to attend social identities trainings and should document their certification.
7.4.2 examine social identities, multiple identities, and other aspects of development	2	No evidence to support. Leadership & Service requires its staff to attend identities trainings and should document their certification.
7.4.3 develop multicultural awareness, knowledge, and skills	2	No evidence to support. Leadership & Service requires its staff to attend multicultural trainings and should document their certification. Documentation of multicultural competency trainings needed.

Part 8: INSTITUTIONAL AND EXTERNAL RELATIONS

Criterion Measures	Rating	Notes
8.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) reaches out to internal and external populations to		
8.1.1 establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services	2	Leadership & Service currently engages other university staff and departments by facilitating Leadershops and partnering with other leadership and service programs such as Leadership Gauntlet and MLK Day of Service. Leadership & Service should work to better collaborate/ coordinate with academic departments through the classrooms so they reach students who are not traditionally involved. To certain extent with various offices in Division but need to go further internally. Do not see any evidence of external communication (alumni, local community, etc.). Should connect with Alumni and Development areas as well as academic units. Demonstrated through Quest work group, Leadershop facilitation opportunities, Applied Leadership faculty, and various DSA staff. Relations beyond DSA are unclear and undocumented. SLP does have relationships with other offices on campus but needs to expand them.
8.1.2 garner support and resources for programs and services as defined by the mission statement	2	Leadership & Service currently works with other university departments to help facilitate programs, but it does not do so in a way that is aligned with the mission statement. Leadership & Service should create a targeted outreach policy building support and categorizing resources.

			Garners support and resources, but no direct alignment with the mission statement; programs and services not specifically defined by the mission statement. To certain extent with various offices in Division but need to go further internally. Do not see any evidence of external communication (alumni, local community, etc.). Should connect with Alumni and Development areas as well as academic units.
8.1.3 disseminate information about the programs and services	2		Leadership & Service currently uses passive and active advertising to educate students about program activities. Leadership & Service should develop a marketing and outreach plan for each activity, which highlights each activity's specific needs. To certain extent with various offices in Division but need to go further internally. Do not see any evidence of external communication (alumni, local community, etc.). Road shows and information meetings with department heads. Strong marketing attempts (as evidence through student perspectives in external review interviews) – web, posters in central buildings, residence halls, email blasts to staff, email previous attendees, face to face asks, tabling, road shows, student leader facilitators, other newsletters (housing, fraternity/sorority, student organizations), calendar poster, banners, weekly email to DSA staff, and social media. SLP does publicize its programs in a variety of ways. I would recommend more collaboration with campus partners or large student organizations to spread the word.
8.1.4 collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes	2		Leadership & Service offers a student-led Leadership Navigators program where trained students give presentations and offer advice to peers and student organizations to help address their leadership challenges. Leadership & Service should work to better enhance the promotion of the program and should target market student organizations. SLP does individual workshops and presentations on request but could do more official or regular collaborations. Some evidence through the Leadership Navigator program, ODK ceremony, and Partners Meeting form. To certain extent with various offices in Division but need to go further internally. Do not see any evidence of external communication (alumni, local community, etc.). Need to connect more with academic units.
8.1.5 engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents	1		No evidence to support. Leadership & Service should develop a marketing and engagement strategy to reach a more diverse group of students.

8.2 The SLP and S-LP has procedures and guidelines consistent with institutional policy to		
8.2.1 communicate with the media	3	Leadership & Service follows the University guidelines for media communication. No evidence to support. Leadership & Service should partner with the campus newspaper and radio stations to promote programs and partnerships.
8.2.2 contract with external organizations for delivery of programs and services	3	Leadership & Service currently engages other university staff and departments by facilitating Leadershops and partnering with other leadership and service programs such as Leadership Gauntlet and MLK Day of Service. Leadership & Service should work with other off-campus organizations, such as community leaders, to partner with and facilitate program activities. Do work with local agencies in regards to service. Would recommend forging even stronger connections and perhaps utilizing local leaders and organizations as facilitators and or guest speakers. Relationships with local facilities for The Leadership Gauntlet and service trip, per external review interviews.
8.2.3 cultivate, solicit, and manage gifts	1	No evidence to support. Leadership & Service should reach out to local businesses to sponsor or participate in program activities. Connect with University's development office.
8.2.4 apply to and manage funds from grants	1	No evidence to support. Leadership & Service should apply for grants to help support community service and volunteer programs. Should apply for grants from the Volunteer Generation Fund.
8.3 The S-LP shares information and collaborates as appropriate with campus units that facilitate community service and service-learning experiences	3	Leadership & Service currently engages other university staff and departments by informing them about program activities as they approach. Leadership & Service should work toward collaborating with other university and academic departments to reach out to students. SLP does communicate information but should consider regular, ongoing communication practices with campus units. Working relationship with career/experiential learning to manage documenting service hours and presidential service award, per external review interviews. Currently works well with Career Services and other specific offices. As noted previously, needs to continue developing and strengthening relationships with offices in the Division and academic units. Needs a better understanding of what exists in regards to service and service learning on campus.

8.4 The S-LP develops productive working relationships with a wide range of campus agencies, including risk management, transportation, health services, academic departments and colleges, leadership programs, orientation, student activities, and institutional relationships and development	2	*Leadership & Service has developed relationships with some university departments, but has not strategically reached to all of the programs listed. Leadership & Service should host meetings with each of the departments to talk about what activities they are currently doing around leadership and service, and discuss ways to partner in the future.*
		Currently works well with Career Services and other specific offices. As noted previously, needs to continue developing and strengthening relationships with offices in the Division and academic units. Road shows and informational meetings with other offices.
		Many relationships are already in place, as evidenced by participation in the external review interviews. These partnerships are based on working relationships and may not be intentionally developed to support the mission of the SLP.
		SLP does have working relationships with some of those campus agencies and should work on cultivating relationships with those campus agencies it does not currently work with.
8.5 S-LP professionals advocate for the institution to share its resources with its community and to develop a wide range of mutually beneficial campus-community partnerships	2	*Leadership & Service currently advocates for the university, but work toward expanding and developing partnerships. Leadership & Service could develop partnership with local community non-profits to offer volunteer work to UWF students.*
		Partially evident through community service initiatives.

Part 9: FINANCIAL RESOURCES

Criterion Measures	Rating	Notes
9.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) has funding to accomplish its mission and goals	2	The program budget for FY 14-15 has taken a significant cut as with all DSA department and programs. This will affect program resources and recruitment.
		The budget for the next fiscal year has been cut which means the staff will have to figure out how to sustain key programs like Leadership Gauntlet.
		Funding was sufficient for 2013-14 operating expenses, but will be dramatically reduced for 2014-15, per external review interviews.
		Yes for current fiscal year but not for the coming fiscal year. Area not supported by the University to maintain a sustainable program.
9.2 An analysis of expenditures, external and internal resources, and impact on the campus community is completed before		
9.2.1 establishing funding priorities	1	No evidence to support. Recommendation is to create and implement a priority budget for all programs for FY 14-15.

			No documented evidence. Per interviews, budget money will likely be allocated toward already thriving, established programs like the Gauntlet.
9.2.2 making significant changes	1		Major changes are happening without regard to the impact on the campus community.
9.3 The SLP and S-LP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols	2		The budget seems to be spent efficiently but there is no priority or recommendation for budget allocations. Budget seems to have been spent efficiently on this academic year's programs, however, no consideration given to specific priorities or budget forecasting. Areas of the budget could be trimmed or modified to accommodate cuts or to stretch dollars further (providing meals for many events, for example). The budget appears to be used efficiently and effectively but more documentation would be helpful to determine.

Part 10: TECHNOLOGY

Criterion Measures	Rating	Notes
10.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) has adequate technology to support its mission and goals	3	The technology supports the mission and goals of Leadership & Service. Technology such as computers, projectors, cameras, and sound systems are available for use through the University Commons. SLP does not appear to have its own but can utilize University Commons technology. Technology is adequate, per internal reviewers. Technology such as computers, projectors, cameras, and sound systems are available.
10.2 Use of technology in the SLP and S-LP complies with institutional policies and procedures and legal requirements	3	The use of technology complies with institutional policies, procedures and legal requirements. The policies and procedures are given as a student and an employee when accessing computers on campus. Potentially covering the policies, procedures and legal requirements at orientation for employees and students helps set standards. Continue to reinforce with staff. Social media policies are documented. No evidence of others.
10.3 The SLP and S-LP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients	3	The current technology provides updated information to students and designated clients. The use of the social media websites such as website, Facebook page, and Twitter are updated frequently. In addition to updates, it notifies students and designated clients of upcoming events and opportunities to become involved in the program. SLP does have a social media strategy but should improve/update its website.

		SLP uses Social Media, Email, and Campus Labs assessment technology for these outcomes. Continue to work on streamlining news and information (static) sites with social media (dynamic) channels.
10.4 The SLP and S-LP explores use of technology to enhance delivery of programs and services, especially for students at a distance and external constituencies	2	The use of technology to enhance delivery of programs and services is utilized for students on campus. Exploring and creating a diverse plan to reach students at a distance and external constituencies is needed to fully meet CAS standard. Do not see evidence to suggest services are specifically provided for distance and external constituents (beyond information on website). Opportunity to continue diversifying offerings – potentially connect with commuter students. Need to consider students at a distance and external constituents.
10.5 The SLP and S-LP uses technology that facilitates learning and development and reflects intended outcomes	2	The technology used facilitates learning and development for the intended outcomes. Assessments given at the end of each program indicate the intended outcomes are being reached. They do not address the use of technology and if it enhances the presentation or information that is disclosed. No evidence provided on how technology facilitates learning and development. SLP uses Campus Labs technology, ArgoPulse, and JasonQuest to facilitate assessment of learning and development. Effectiveness is not demonstrated. Area utilizes technology but could make better use of online platforms and sites. Such as blogging, etc.
10.6 The SLP and S-LP		
10.6.1 maintains policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws	2	University policies and procedures are followed to secure information of data. Recommendation is a written policy and procedure of how to secure data and confidentiality. Having a set schedule to back up data may be needed, also. Follow University guidelines, need to expressly document and review with staff. Social media policies include this, but other areas are not documented.
10.6.2 has plans in place for protecting confidentiality and security of information when using Internet-based technologies	1	No plan is in place for protecting confidentiality and security of information. Creating a plan to protect and secure confidential information with integrity safeguards sensitive information is needed. Social media policies include this, but other areas are not documented.

10.6.3 develops plans for replacing and updating existing hardware and software as well as for integrating new technically-based or -supported programs	1	There are no plans for replacing and updating existing hardware and software. Developing a plan is needed.
10.7 Workstations and computer labs maintained by the SLP and S-LP for student use are accessible to all designated clients and meet standards for delivery to persons with disabilities	2	Workstations and computers are maintained for students. The accessibility for other students to use the workstations and computers are limited due to the number of computers in the program. The workstations may or may not be in compliance with ADA standards. May have limited access due to a limited number available. Workstations are not accessible to wheelchair users (limited turning radius, narrow hallways, and doorways. Other accessible technologies not observed or documented.
10.8 The SLP and S-LP provides		
10.8.1 access to policies on technology use that are clear, easy to understand, and available to all students	3	The University of West Florida clearly states the social media policy. The technology policy can be found in the program policies and procedures. A more comprehensive policy for other technology usages needs to be given. Social media policies include this, but other areas are not documented.
10.8.2 assistance, information, or referral to appropriate support services to those needing help accessing or using technology	1	The program does not provide assistance, information or referral to appropriate support services regarding use of technology. Locating services on campus that provides technical support to those in need is necessary. Seems to be a matter of pinpointing whether University offers this, and sharing that information with constituents (posting in office, website, training staff, etc.).
10.8.3 instruction or training on how to use technology	2	No instruction or training on how to use technology is provided. Most of the students and members of the Leadership & Service team use technology every day. Recommendation is to create a training session or explanation of new equipment and for those unfamiliar with the technology used. Majority of technology utilized appears to be common knowledge and practice. Should include review within staff training, and explicitly document. Social media policies include this, but other areas are not documented.
10.8.4 information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks	1	The program does not provide information on legal and ethical implications of misuse. Informing those in the program of the implications of the misuse is needed. Defining the terms and creating a policy of the misuse of information to the program will set a standard of practice. Social media policies include this, but other areas are not documented.

Criterion Measures	Rating	Notes
10.9 Student violations of technology are addressed in student disciplinary procedures	1	No disciplinary procedures are addressed. Developing a policy and procedure addressing student violations of technology and the disciplinary measures is needed. No specific documentation from SLP/S-LP, however, assume that the University includes an overview of this within Student Handbook or Code of Conduct.
10.10 A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology	1	There is no referral support system available for a student who is experiencing negative emotion or psychological consequences from the use of technology. Generating a plan of how to use campus resources to build a referral support system benefits the students in need. No specific documentation from SLP/S-LP, however, assume that the University has plan for working with students (Counseling Center). Matter of the SLP/S-LP documenting and including in staff training.

Part 11: FACILITIES AND EQUIPMENT

Criterion Measures	Rating	Notes
11.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP)		
11.1.1 has adequate, accessible, and suitably located facilities and equipment to support its mission and goals	2	The program has adequate, accessible, and centrally located facilities and equipment to support its mission and goals. The Commons is an older building on campus. Collaborating with operations and facilities to improve the accessibility and facility by developing a plan to increase accessibility can better serve students and other clients. Certain equipment is available to check out through the library or the conference center, but having a program laptop and/or a projector can help support the mission and goal of the program to make the program portable. Has access to University Commons but would benefit from having its own equipment. Location is adequate, though accessibility is questionable. It is also not a high-traffic area that students would stumble into – only going to be found by people who are looking for the office suite. The program does have a centrally located and accessible office with facilities and equipment. The office layout is not as conducive to inviting in students and providing space for interaction. Not certain of technology, such as laptop(s), design software, etc.
11.1.2 takes into account expenses related to regular maintenance and life-cycle costs when purchasing capital equipment	1	The program needs to take into account expenses related to regular maintenance and life cycle costs when purchasing capital equipment. Developing a rubric or guide for purchasing capital equipment can help evaluate if it is necessary for the program, services offered, and if it will help facilitate student learning outcomes.

		Budget does not reflect these expenses.
11.2 SLP and S-LP facilities and equipment		
11.2.1 are evaluated regularly	1	There is insufficient evidence that the facilities are evaluated regularly. Collaborating with the facilities and operation teams in the Commons can help with evidence or develop a plan of how to evaluate the facilities regularly.
11.2.2 are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	2	There is insufficient evidence that the facilities and equipment are in compliance with relevant legal and institutional requirements. The building facilities are maintained by operations. Coordinating with operations regarding the building and facility compliance to incorporate the evidence into the review will be helpful.
11.3 SLP and S-LP offices and programming space are		
11.3.1 conveniently located on campus	2	*The program office is located in the Commons upstairs in the UCSI, office. The office is in a central location on campus in the Commons building. Being upstairs may not be convenient for those people with disabilities or for clients outside of the University.* *Location is adequate, though accessibility is questionable. It is also not a high-traffic area that students would stumble into – only going to be found by people who are looking for the office suite. Collaboration is made more difficult because of physical silo-ing of offices around campus.* *Appear to be located in a central place on campus which students use.*
11.3.2 designed to facilitate maximum interaction among students, faculty, and staff	2	*There is insufficient evidence about offices and programming space designed to facilitate maximum interaction among students, faculty, and staff. The open office helps with greeting those entering the office but it depends on student workers and graduate assistants. Scheduling student workers to cover the front at appropriate times to greet and direct visitors will help create a friendlier office environment. Having a space to have meetings or important conversations is needed.* *Location is adequate, though accessibility is questionable. It is also not a high-traffic area that students would stumble into – only going to be found by people who are looking for the office suite. Collaboration is made more difficult because of physical silo-ing of offices around campus.* *Space is not conducive to interactions. No space for meeting or interacting with small groups. No student worker to greet those entering.*
11.4 SLP and S-LP staff members have		
11.4.1 workspace that is well equipped, adequate in size, and designed to support their work	1	The workspace for the program is located in the USCI office which hosts two other programs. Evaluating the office arrangement and maximizing the usage because of the limited space was a topic addressed at the beginning of the 2013 school year. Revisiting

		the issue about office space and equipment to create an environment to maximize work should be considered. SLP is housed in a space with other functional areas and may not be obvious to someone who has not utilized the SLP programs. Space is adequate. Workspace is shared with multiple other areas, does not appear to be enough to house any of those programs. Not enough storage and not enough space for interacting with students.
11.4.2 access to appropriate space for private conversations	2	There is limited space for private conversations within the UCSI office. There are other meeting rooms in the Commons, but they must be scheduled in advance. Having the back room in the UCSI office will create a space to hold private conversations. There is space for fulltime staff to have 1:1 private conversations but no space for graduate student staff or for larger groups. Offices have doors for private conversations, as opposed to cubicles or shared workspaces. Does not appear to provide multiple options for private conversations.
11.4.3 the ability to adequately secure their work	2	Professional staff but not graduate assistants. Personal office doors and suite doors lock, computers are password protected. Unclear how many people have access to these keys. Fulltime staff have lockable doors, however, graduate student staff do not and not all items fit into one office.
11.5 The facilities guarantee security and privacy of records and ensure confidentiality of sensitive information	2	There is insufficient evidence regarding the facilities guaranteed security and privacy of records. The computers where information is stored are password protected, but adding an additional security for the building is a topic to collaborate with the University Police and operations.
11.6 The location and layout of the facilities are sensitive to the needs of persons with disabilities as well as with the needs of other constituencies	2	There are sliding doors, ramps, handicap bathrooms and an elevator in place to assist students with disabilities and the needs of other constituencies within the building. To improve the facility's layout and the needs to serve persons with disabilities and the needs of other constituencies collaborating with operations and facilities to develop a plan of what else can be done. The facilities appear to be accessible for persons with disabilities.

Criterion Measures	Rating	Notes
		Building seems to be ADA accessible, but office has narrow hallways, tight turns, and small spaces that may note accommodate wheelchair users, and others who need a wide range of mobility.

Part 12: ASSESSMENT AND EVALUATION

Criterion Measures	Rating	Notes
12.1 The Student Leadership Program (SLP) and Service-Learning Program (S-LP) has a clearly-articulated assessment plan to		
12.1.1 document achievement of stated goals and learning outcomes	1	There is documentation of what the stated goals and learning outcomes are but should create evidence of achievement. There may be stated goals and learning outcomes but there is no evidence of a clearly articulated assessment plan. Achievement has not been measured or documented. No overarching assessment plan for program (many for specific programs and workshops). Need to build a strategic plan and an assessment timeline/schedule for specific programs/workshops as well as certain aspects of overarching SLP/S-LP program.
12.1.2 demonstrate accountability	2	There is documentation of assessment but no evidence of how assessment is utilized. Should include a plan of accountability. Data is collected and sits in a file or in Campus labs forever, per external review interviews. Some assessment plans do indicated sharing results with DSA and other constituents.
12.1.3 provide evidence of improvement	1	The Metrics show improvement but should also create further documentation of improvements. Data tracks participation in Leadershops, shows decline in participation.
12.1.4 describe resulting changes	1	Displayed in the UCSI Annual Report but should be more detailed.
12.2 The SLP and S-LP has adequate resources in the following dimensions to develop and implement assessment plans:		
12.2.1 fiscal	2	Utilizes the Community Service Assessment Planning Document 2013-2014 but should explicitly discuss the assessment goals for the fiscal aspect of the department. No evidence that there is money in the budget to conduct larger scale assessment. Campus Labs software is purchased and in place.

			Division utilizes online platform for assessment, so software already exists. However, budget being diminished for next fiscal year so no additional funds in terms of staff training and developing within assessment.
12.2.2 human		2	Utilizes the Community Service Assessment Planning Document 2013-2014 but should explicitly discuss the assessment goals for the human aspect of the department. The Assistant Director and Graduate Assistants are maxed out on hours, space needs to be carved out for the AD to take the time to create an assessment plan. Recommendation to forgo certain programs and services that have been offered in the past, and instead focus on a handful of key programs to make successful and provide time for a full assessment. Staffing is limited, but manageable. More staff could expand the type of assessments done.
12.2.3 professional development		1	No evidence to support. Should develop an assessment plan for professional development strategies.
12.2.4 technology		2	No evidence to support. Should develop an assessment plan for the technology used in the department. This will help understand when things need to be replaced/ upgraded. Know campus has software, not expressly documented.
12.3 The SLP and S-LP employs direct and indirect evaluation and qualitative and quantitative methodologies to	██████████████████████████		
12.3.1 determine achievement of mission and goals		2	The mission and goals are clearly stated but the department should create evidence to show their achievements in these areas. Mission and goals are stated, but achievement is not clearly demonstrated. Boxes are check when assessment forms are completed, but assessment questions do not necessarily reflect mission and goals. Programmatic assessments are done that look to evaluate student learning (outcomes that tie back into the area's goals) and satisfaction but all appear to be paper surveys. Diversify methods of taking in data.
12.3.2 determine achievement of learning and development outcomes and whether they are met effectively and efficiently		2	There is assessment of learning and developmental outcomes but they should be more explicitly displayed and should be both quantitative and qualitative. Programmatic assessments are done that look to evaluate student learning (outcomes that tie back into the area's goals) and satisfaction but all appear to be paper surveys. Diversify methods of taking in data.

		Assessment focuses primarily on satisfaction and program evaluation.
		Assessments focus more on satisfaction but do incorporate some elements of student learning.
12.3.3 ensure comprehensiveness	2	Every event has some form of evaluation method but should create quantitative and qualitative data from those evaluations to ensure comprehensiveness.
		Most assessment is done through short surveys. Diversity of assessment methods would lead to a more comprehensive assessment plan.
		Programmatic assessments are done that look to evaluate student learning (outcomes that tie back into the area's goals) and satisfaction but all appear to be paper surveys. Diversify methods of taking in data.
12.4 Data are collected from students and other constituencies	2	There are a lot of assessments created and utilized by the department but there should be evidence that it was actually collected.
		Specific programmatic assessments done of student participants, should document in yearly report. Need to take in further input from staff, faculty and other non-student constituents.
		Surveys are proposed, but little data is shared. It is unclear what other constituencies are assessed.
		Data seems to only be collected from students.
12.5 Assessments are shared appropriately with multiple constituencies	2	All programs have evaluations and assessments but there is no evidence that it is shared. Should create a tracker of how assessments are shared with constituencies.
		Should share more broadly beyond yearly report under UCSI.
12.6 Assessment and evaluation results are used to		
12.6.1 identify needs and interests in revising and improving programs and services	2	By doing this review it shows a need and interest in improving programs and services. There should be a schedule created to continue revising and improvement of programs.
		Assessments have been done but no documentation of how these have been utilized to make changes and improvements. Understand that the data along with this review will be utilized to do so for the coming academic year.
		Needs surveys were conducted, program review in process.
		Staff talked about how programs have changed after assessments but could have more evidence.

12.6.2 recognize staff performance	2		There are evaluations of graduate students but should create one for professional staff. Does the University require yearly performance reviews? If so, how do these impact staff and how are they recognized? Same for graduate and undergraduate staff.
12.6.3 maximize resource efficiency and effectiveness	2		Have a budget that seems to be well kept but should create documentation that shows that resources are used efficiently and effectively.
12.6.4 improve student learning and development outcomes	2		The evaluations and assessments show they want to improve student learning and development outcomes but department should make documents explicitly describing improvements. No documentation of how assessment impacts resources (staffing, budget, space, etc). If anything these resources appear to be tied to no aspects of assessment or evaluation (example: half of budget no longer available for the coming fiscal year).
12.6.5 improve student persistence and success	2		The evaluations and assessments show they want to improve student persistence and success but it is not explicitly addressed. The department should include this in their assessment plans. Satisfaction provides evidence of if students will persist in the SLP programs. Assessments have been done but no documentation of how this data correlates to student success and retention. Is it possible to code these students in an effort to track them beyond SLP/S-LP programs? And even potentially to see their graduation rates? Is a Senior Survey given by the Division?
12.7 Changes resulting from assessment and evaluation are shared with stakeholders	2		Changes made are reported to the bigger UCSI department but should create communication with other stakeholders as well. Done well within UCSI, but need to create space to share with whole Division. Showcase importance of these programs to student development. Only shared with UCSI department but not external stakeholders.
12.8 Assessment efforts include	████		
12.8.1 student needs	2		*Assessment of all programs is done but should explicitly try to meet student needs.* *Some student needs surveys in place.* *No documentation. Would recommend doing an initial needs assessment with the student body, and following up with yearly or bi-yearly focus groups.*
12.8.2 student satisfaction	2		*Assessment of all programs is done but should explicitly address student satisfaction.* *Included on program specific evaluations, should incorporate in other ways.*

		Primary focus of surveys.
12.8.3 student learning outcomes	*2*	*Assessment of all programs is done but should explicitly address the clearly stated student learning outcomes.* *Learning outcomes are mentioned, but not the focus of most assessment instruments.* *Done with specific programs, should diversify how data is collected beyond paper surveys. Could look at utilizing journaling and blogging, social media, tracking group discussions, etc. Attention should be given to assessing a smaller number of programs each year, so that thorough job is done – put all SLP/S-LP on cycle of assessment.*
12.8.4 overall program evaluation	*2*	*The program has done a good job of being proactive to get their program reviewed and evaluated. The department should be more transparent with their program evaluations.* *Believe this review process is the first type of overall evaluation done.* *Programs are evaluated.*
12.9 Assessment efforts are linked to strategic planning efforts	*2*	*The assessments efforts are proactive but should be more explicitly linked to the strategic planning efforts of the division and the university.* *Assessment plans include checkboxes pointing back to mission, vision, outcomes, and strategic plans for the university and division.* *Strategic plan does not exist for SLP/S-LP. However, this data will be utilized to create one.*