

BOLT

BECOMING OUTSTANDING LEADERS OF TOMORROW



Quality Enhancement Plan

Submitted to The Commission of Colleges
Southern Association of College and Schools

by

Virginia State University

Campus Onsite Visit – March 27, 2018

Table of Contents

I.	Executive Summary	4
II.	QEP Development and Planning Process	5
	A. Virginia State University: A Brief Institutional Profile.....	5
	B. Process Used to Develop the Quality Enhancement Plan	8
	C. Development of the Quality Enhancement Plan	10
III.	Identification of the Topic	11
IV.	BOLT Student Learning Outcomes	14
IV.	Literature Review and Best Practices	16
V.	Implementation	28
	A. Pathway One - Trojan Ambassador	30
	B. Pathway Two - Course-Embedded Leadership Modules.....	31
	C. Pathway Three - Leadership Minor	32
	D. Faculty Development for QEP	33
	E. Passport to Progress	36
	F. Leadership Seminar Series.....	37
	G. Career Exploration	38
	H. Job Shadowing	38
	I. Project Knowledge	39
VI.	QEP Timetable	40
VIII.	Organizational Structure	41
IX.	Resources	42
X.	Assessment Plan	49
	Direct Assessment of Student Learning Outcomes.....	51
	Indirect Assessment of Student Learning Outcomes	55
	Program Outcomes and Expectations	56
	Institutional Impact.....	60
	Summary of Assessment Plan.....	61
XI.	References	63
XII.	Appendices	66

Appendix A: Strategic Task Planning Committee.....	66
Appendix B: QEP Committee	70
Appendix C: Campus Survey and Input.....	72
Appendix D: Faculty Feedback (QEP Meeting –January 8, 2018)	74
Appendix E: Course Descriptions of Leadership Classes	78
Appendix F: Required Courses for Minor in Leadership.....	80
Appendix G: Charlie Hill Institute	81

I. Executive Summary

The Quality Enhancement Plan stems from Priority #3 of Virginia State University's 2014-2020 Strategic Plan. This QEP seeks to enable the "development of an enriching campus culture to support student success by preparing civically engaged and globally competitive students." BOLT: Becoming Outstanding Leaders of Tomorrow will develop Virginia State University graduates with skills and competencies to become engaging, empathetic, and collaborative leaders within their local, national, and global communities. The goal of BOLT is to equip and provide undergraduates with leadership skills and experiences by infusing leadership competencies throughout the VSU curriculum and establishing a culture where leadership learning manifests into campus activity.

VSU has a legacy of accepting, nurturing, and graduating cohorts of diverse students from an array of circumstances. With our appreciation for diversity and divergent learning styles, we believe that every student has the capacity for some form of leadership. Therefore, our Quality Enhancement Plan goal is to intentionally develop the leadership skills of every Trojan. Whether through experiential learning, course-embedded leadership modules, or a Minor in Leadership, undergraduates can choose their path of leadership learning. From our humble beginnings as a normal school that developed teachers to our promising future of developing leaders, Virginia State University is committed to graduating students who uplift their communities.

II. QEP Development and Planning Process

A. Virginia State University: A Brief Institutional Profile

Virginia State University, founded in 1882, was America's first fully state supported four-year institution of higher learning for African-Americans. Located in the Village of Ettrick near the southern border of Chesterfield County on a bluff overlooking the Appomattox River and in 1890 became one of the two land-grant institutions in the Commonwealth of Virginia. The second Morrill Act of 1890 required states to either open their land-grant colleges to all races or establish a separate land-grant college for African American students. The Commonwealth of Virginia chose the latter and designated the Virginia Normal and Collegiate Institute at Ettrick as one of its land-grant colleges. In 1902, the college was renamed the Virginia Normal and Industrial Institute. Beginning in 1936, the institution became known as the Virginia State College for Negroes, which was eventually shortened in 1946 to Virginia State College. Finally, in 1979, the school was rechristened Virginia State University.

Since its inception, Virginia State has blossomed after the euphoria of emancipation, weathered the nadir of Jim Crow laws, and persevered through the entrenchment of legal segregation. The institution developed students who would actively contribute to the Civil Rights Movement, as well as help obtain the right for African Americans to vote. Despite the economic growth that spanned the decades following the Civil Rights Movement, public schools in Virginia were perhaps more racially segregated in the 1980s and 1990s than they were in 1960s. The cyclical forces that shape race relations in the United States have left their mark on the students who attend VSU and their home communities. Today, Virginia State University welcomes an array of students from both underserved and affluent backgrounds to prepare them to positively contribute to a global society.

As a lighthouse beaconing the direction of our institution, the Mission Statement proclaims that Virginia State University

Is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals (Mission Statement, n.d.).

Ultimately, the University is dedicated to the promotion of knowledgeable, perceptive, and humane citizens who are self-aware, equipped for personal fulfillment, and committed to assuming productive roles in a challenging and dynamic global society.

The VSU Academic Catalog lists the following seven principles in support of the mission:

1. Regardful of its heritage and its tradition of eminent concern for the education, welfare, and progress of all peoples, the University welcomes and extends its resources to all who strive for academic excellence, whatever their nationality, race, ethnicity, or religious affiliation.
2. The University seeks to fulfill its mission by enrolling students with a diverse range of talents and abilities, including: (a) students whose pre-college records reveal high academic achievement and talent; (b) students who, through a combination of factors, have demonstrated the potential to be successful in college; and (c) students whose secondary school records reveal potential, but who need special academic enhancement.
3. The University, using available resources, offers programs that are of interest to the students, meet current and changing needs of society, and fall within the scope of its mission.

4. The living/learning community of the University seeks to cultivate a sense of pride and dignity within each individual and promote an enduring search for knowledge among all students, staff, and faculty.
5. Those who matriculate are required to demonstrate a broad understanding of and competency in the arts and sciences, as well as a commitment to intellectual development and scholarship in their fields of study.
6. Graduates of the University are prepared to enter the work force of the twenty-first century, pursue advanced study, assume leadership roles, and compete in a global society.
7. The University assures its constituencies of collegial participation in decision-making (VSU Catalog, 2016, p. 9).

The University is authorized to offer undergraduate degrees, master's degrees, doctoral degrees and baccalaureate and post-baccalaureate certificates. Currently, thirty-one undergraduate degree programs are available from the university, along with seventeen master's degree programs, two doctoral degree programs, and seven certificate programs within six colleges: College of Agriculture, The Reginald F. Lewis College of Business, College of Education, College of Engineering and Technology, College of Natural and Health Sciences, and College of Humanities and Social Sciences. In 2016, the student body was comprised by of 57.6% females and 42.4% males; 61.4% Blacks, 3.8% Other (White, Asian, Hispanic, American Indian), and 33.9% who did not select a racial or ethnic category. In 2016, VSU's freshman retention was 74% and the six year graduation rate was 44%. All academic programs remain in good standing with their external accrediting agencies including the Association to Advance Collegiate Schools of Business (AACSB) International, Accreditation Board for Engineering and Technology, Accreditation Commission for Programs in Hospitality Administration, Council for the Accreditation of Education Preparation, National Association of Schools of Music,

Accreditation Council for Education in Nutrition and Dietetics, National Association of Schools of Art and Design, Association of Technology Management and Applied Engineering, and the Council on Social Work Education.

B. Process Used to Develop the Quality Enhancement Plan

The strategic planning process was organized around four major components: (1) Project Initiation, (2) Environmental Scan and SWOT Analysis, (3) Development of Action Steps, and (4) Writing and Submission of Strategic Plan. Within each of the components, a series of activities and tasks were completed. During the project initiation stage, meetings and interviews about the strategic planning process were conducted with key stakeholders including the President, Senior Administrators, Deans, and SPTF members. The VSU Board of Visitors (BOV) also contributed to the strategic plan's development. A BOV's subgroup, the Strategic Planning Committee, worked closely with the co-chairs of the SPTF.

Opinions and perceptions about key issues, concerns, and expectations were solicited, and reports, plans, and information pertinent to the strategic planning process were identified for review and consideration in the plan. Relevant documents included the Vice President's Priorities and the Six-Year Plan prepared for the State Council of Higher Education for Virginia (SCHEV).

The work groups explored and streamlined the Vice President Council's eight priorities into five refined priorities. As follows:

1. Strengthen and grow the University's enrollment through the strategic design and implementation of integrated enrollment management programs to attract and retain a diverse student body.

2. Achieve continued recognition for academic excellence through the development of high quality and innovative educational programs supported by faculty and staff members who are active learners and researchers.
3. Foster the development of an enriching campus culture to support student success by preparing civically engaged and globally competitive students.
4. Invest in state-of-the-art Information Technology infrastructure to support teaching, learning, research, and administration.
5. Institute an expanded VSU branding and marketing program to increase points of contact to create awareness and develop working relationships by extending our intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life throughout the Southeast region and State (Strategic Plan, 2014).

Then, the work groups developed strategies and objectives to incorporate into the Strategic Plan. The SPTF collected, reviewed, and synthesized analyses of perceived strengths, weaknesses, opportunities, and threats (SWOTs). In addition, a Web-based SWOT survey was provided to the entire campus community and alumni. The SWOT survey results were shared and discussed at SPTF meetings and were posted to the SPTF Web portal. Findings from the SWOT were used by the SPTF groups to help inform their planning about key issues, strategies, and objectives.

Finally, the university conducted an environmental scan to help frame the efforts of the SPTF. Both internal and external stakeholders provided critical information about perceived SWOT for the university. With information garnered from surveying, interviewing, and focus group discussions within the various constituencies (faculty, staff, students, alumni and external stakeholders), the University developed a strategic plan that prioritized the direction, vision, and mission of the University. As a result, VSU's Strategic Plan, *Building a Better World 2014-2020*,

was an aspiring blueprint aimed to elevate VSU into being one of the nation's leading land grants institutions (Appendix A).

Building a Better World enables VSU to adapt, capitalize on its opportunities, and manage the strategic issues that are critical to achieving its vision by boldly announcing it will be a university of choice in a highly competitive environment characterized by increasing competition for the best students, faculty, and staff. We hold ourselves accountable for fostering an environment that is open and welcoming to diverse beliefs and experiences.

Building a Better World is a public declaration of our priorities not only to the Commonwealth of Virginia and its citizens but the entire world. The successful culmination of this plan lies at the intersection of the University's mission, values, and strategic priorities, and establishes VSU as a prototypical institution of higher learning. The plan is rooted in VSU's core values, capitalizes on VSU's distinctive legacy and its ambitions of empowering and equipping students' engagement with local and global communities. The spirit of *Building a Better World* permeates throughout the campus culture and future plans. Its influence has been realized through the recently revised mission statement. Most importantly, the influence of *Building a Better World* is apparent in the development of our Quality Enhancement Plan, Becoming Outstanding Leaders of Tomorrow (BOLT). VSU's enduring commitment to local and global communities is evident within our Quality Enhancement Plan.

C. Development of the Quality Enhancement Plan

After the completion and approval of the Strategic Plan, VSU began its process for the development and implementation of its Quality Enhancement Plan, one that would reflect Priority #3 from the Strategic Plan and Principle #6 from the principles supporting the mission statement. Beginning with assembling a QEP Committee populated by various constituencies across campus. Appendix B lists the members of the QEP Steering Committee, the QEP

Planning and Development Committee, and the Writing, Assessment, Budgeting, and Marketing/Communication Subcommittees.

The subject ideas for the Quality Enhancement Plan were solicited via survey distributed to faculty, staff, and alumni. The survey asked respondents to identify the topics they believed were most appropriate and beneficial to enhancing student learning and/or the learning environment. Internships and/or Job Placement was the most frequent response (64.94%), followed closely by Leadership Development (55.75%). In addition, Global Learning/Global Education (39.08%), Cross-Cultural Communication (38.51%), and Civic Engagement Initiatives (34.48%) also received strong support. A similar survey was sent to the students. For students, Leadership Development (71.70%) slightly surpassed Internships/Job Placement (68.55%). The students ranked Global Learning/Global Education (28.30%), Cross-Cultural Communication (32.08%), and Civic Engagement Initiatives (23.27%) lower than Faculty, Staff, and Alumni. During an October 2017 Faculty/ Staff Development Workshop attended by over 100 faculty and staff, the QEP topic of leadership with an emphasis on (1) social justice, (2) experiential learning, and (3) career exploration /professional development was approved by an overwhelming margin (Appendix C).

III. Identification of the Topic

With the input of the various University constituencies, the QEP Planning and Development Committee designed an initiative whose purpose is to develop a leadership program for all undergraduate students. The committee decided to name the program Becoming Outstanding Leaders of Tomorrow (BOLT).

The QEP Planning and Development Committee decided to use components of three successful VSU programs/initiatives: The School of Business internship program, the ROTC program, and Project Knowledge. The first program mined by the QEP Committee was the job placement/internship program of The Reginald F. Lewis College of Business (RFLCOB), who

was awarded the HBCU's Best Business Program in 2017. Over the past three years, the RFLCOB has experienced significant results in their students' employment rates as displayed in Table 1. This success is directly correlated to the development of leadership opportunities for their students. Professional development and experiential learning are two focus areas included in the plan. To enhance student's professional development skills, various strategies were put in place. One strategy was the use of a Career Launch and Professional Enhancement Course where students are presented with various scenarios to sharpen their skills in communication, presentations, resume preparation and interviewing. Another strategy to provide career and leadership development opportunities used by the RFLCOB is through the use of student organizations, clubs and annual events.

In addition to providing professional development opportunities, the RFLCOB provides a myriad of experiential learning opportunities for their students. All students are required to complete COBU 400, a capstone course where students develop strategic plans for clients. Other opportunities of experiential learning opportunities include: (1) VITA (Volunteer Income Tax Assistance) -students provide income tax preparation for low income individuals; (2) The Project Shadow program -students are given the opportunity to "understudy" executives for one or two days; (3) Internship Opportunities- staff identify internship opportunities for students and provide assistance in applying.

With a concentrated focus on preparing students to be professional leaders, the RFLCOB has seen tremendous growth in their graduate employment rates. As seen in the table below, the percent of graduates with full time employment went from 50% in 2013 to 90.57% in 2016.

Table 1. Job Placement of Graduates from the Reginald F. Lewis College of Business

YEAR	Total Number of Graduates	Number of Graduates with Full Time Employment	Percentage of students with employment
2013 May	100	50	50.00%
2013/2014	126	103	81.75%
2014/2015	128	105	82.03%
2015/2016	106	96	90.57%

The second program the QEP Committee was influenced by is the VSU Reserve Officers' Training Corps (ROTC) program. In 2009, the ROTC program received the Thurgood Marshall Outstanding ROTC Program Award for exceeding its commission mission and producing more officers than all other HBCU's in 2008. In 2010, VSU repeated this feat and was again awarded the Thurgood Marshall Outstanding ROTC Program Award. Since its inception in 1952, there have been over 1,630 cadets that have received leadership training and been commissioned as military officers. Of those, 13 have attained the rank of general officer, which is the equivalent of Senior Executives, CEOs, or Presidents of corporations. The employment rate for every commissioned student has been 100% in either the active or reserve component. Furthermore, the military leadership program has historically sustained a high retention and graduation rate of those who committed (contracted) to the program. A number of program graduates have retired with the rank of Colonels, Lieutenant Colonels, and others who have served with our country with distinction. Other beneficiaries of the ROTC leadership are students who took ROTC leadership courses, but did not commission, yet have gained and grown from the program. This contingency includes Mr. Charlie W. Hill, Jr. (VSU Board of Visitors) and the Honorable Burt A. Bunyan (NY State Supreme Court Justice).

Project Knowledge is the third program from which the QEP Committee received inspiration. Project Knowledge is a near-peer mentoring initiative within the Department of Psychology. A research project funded by the National Science Foundation (Award #1623262),

the program pairs first-year students with an upper-class mentor. Results show that a minimum of 83% of Project Knowledge STEM students persists to their 3rd semester of college. Of those, 69% graduate from their STEM major. These results demonstrate the advantages of near-peer mentoring and why the QEP incorporates near-peer mentoring into BOLT.

The ROTC, RFLCOB, and Project Knowledge demonstrate the benefits that leadership, job shadowing/placement, and mentoring programs can have and positively impact graduation rates. These demonstrated successes affirms the QEP Committee's interest in the relationship between program practices (leadership development and employability) and outcomes (increased retention and graduation rates). A study conducted by California State University at Sacramento utilizing two regression models discovered a 33% performance gap between the graduation rates for freshman campus club leaders and non-club leaders. The performance gaps in graduation for Underrepresented Minorities who served as campus club leaders was 35%. These studies concluded that the impact of club leadership appeared to be beneficial to a student's academic performance, and retention and graduation rates (Office of Institutional Research, 2011, p. 22). These results were catalytic to our QEP design.

IV. BOLT Student Learning Outcomes

The ultimate goal of BOLT is to equip and provide undergraduates with leadership skills and experiences. This goal will be achieved by:

1. Infusing leadership competencies throughout the VSU curriculum; and
2. Establishing a culture where leadership learning manifests into campus activity.

Infusing leadership competencies into the curriculum is our strategy for equipping undergraduates with leadership skills and addressing the cognitive domain of leadership.

Establishing a culture that manifests leadership learning is our strategy for leadership

experience and includes the affective domain of leadership. Our focus on skill and experience is guided by the following student learning outcomes.

Table 2. BOLT Student Learning Outcomes

Focus	Learning Outcomes - <i>Students will be able to:</i>
Consciousness of Self	Analyze attributes that influence his/her personal leadership styles and demonstrate how to beneficially contribute to a small group, local, and global communities
Leadership Theory & Concepts	Differentiate leadership theories, styles, and practices among diverse circumstances that could include culture, geography, government, and religion.
Civic Engagement	Apply classroom learning toward action that benefits the immediate and extended communities.
Communication	Demonstrate the ability to communicate effectively in a given context or to a specific audience

The learning outcomes for BOLT that were selected based on The Student Leadership Competencies Guidebook which describes the competencies, curriculum design, and assessments important to student leadership (Seemiller, 2014).

Consciousness of Self: Tatlah, Nizami, and Siddiqui (2012) researched the influence of personality traits on leadership styles where the findings emphasized the importance of traits and their influence on behavior. Leadership education that concentrates on personal awareness/ consciousness of self will enable students to identify their own leadership styles and analyze the internal strengths and weakness that influence those styles.

Leadership Theory & Concepts: Hussain and Hassan (2015) state that leadership is a science in leading people for a specific or several tasks and is accomplished when a common goal is completed. When students are provided courses that focus on understanding of leadership

theory, they learn how to apply that knowledge in a manner that are fitting to their own personal circumstances.

Civic Engagement. Civic engagement is a form of experiential learning that allows students to develop the knowledge and skills needed to transform their communities. The integration of classroom competencies and real-world experiences permits civic-minded leaders to participate and respond to emerging issues in today's society.

Communication. Carter, Ro, Alcott, and Lattuca (2016) noted communication skills as being one of the key positive outcomes associated with undergraduate academics. The communication skills that students gain posture them for success in leadership positions after graduation. Students become effective communicators when they are provided the opportunity to present complex ideas to a broader audience. Organizational leaders are responsible for delivering information and giving oral and written assessments; they must do this in a manner that maintains good working relationships with supervisors, peers, and subordinates (Schneider, Maier, Lovrekovic, & Retzbach, 2015). Academic courses that require students to practice communication skills through presentations to peers, faculty, and industry representatives, enhance their abilities to effectively communicate as leaders (Carter, et al., 2016).

IV. Literature Review and Best Practices

Priority # 3 in *Building a Better World* states that “VSU will foster the development of an enriching campus culture to support student success *by* preparing civically engaged and globally competitive students” (Virginia State University, 2015). With BOLT as our blueprint, we will develop curricular and co-curricular programming that equips and empowers students to be self-aware and ethical leaders within their communities and beyond.

As John Dewey argued in 1897:

It is impossible to prepare the child for any precise set of conditions. To prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities; that his eye and ear and hand may be tools ready to command, that his judgment may be capable of grasping the conditions under which it has to work, and the executive forces be trained to act economically and efficiently. (Dewey, 1897).

Dewey's words continue to resonate in a world far more complex and diverse than the one he inhabited. As Dewey recognized over 100 years ago, a college degree is not a ticket to be punched, but preparation for the future. An understanding of the complexity and diversity of the world as well as the profound need for ethical leadership drives the VSU Quality Enhancement Plan's focus on a Social Change Model of leadership.

The Social Change Model of Leadership

Virginia State University is among institutions of higher education that aim to produce graduates who are both effective leaders and responsible citizens. According to a 2015 International Leadership Association study, there are almost 2,000 formal curricular and co-curricular leadership development programs in post-secondary education (Rosch, 2017, p. 1107). Citing a previous study by A. Kelzar, Enfield and Collins state that "most colleges and universities see the production of morally responsible citizens just as important as the production of academically high achieving graduates" (Enfield, 2008, p.95). The Association of American Colleges and Universities' report, *College Learning for the New Global Century*, presents seven principles which would foster some of the essential learning outcomes. One of those outcomes is Personal and Social Responsibility and it consists of:

- Civic knowledge and engagement on both the local and global levels;

- Intercultural knowledge and competence;
- Ethical reasoning and action; and
- Foundations and skills for lifelong learning (Association of American Colleges and Universities, 2007, p. 12).

The value of cultivating ethical leadership and personal/social responsibility within students is an inspiration for BOLT and many other colleges and universities.

Through BOLT, VSU commits itself to an ambitious program to create leaders who are ethically responsible and active members in their professions and their communities. Leadership researcher, Dr. Susan Komives, defines leadership as a “relational process of people together attempting to accomplish change or make a difference to benefit the common good” (Komives, 1998, p.68). The ability to engage with others to accomplish beneficial endeavors is an outcome we seek to develop in students who matriculate through BOLT.

With the development of engaging, cooperative leaders as an impetus, the Social Change Model of Leadership (SCML) served as the foundation for BOLT’s framework. Moreover, SCML parallels VSU’s mission statement through its promotion of values essential to social justice. SCML emphasizes the process of leadership as opposed to positional leadership. The leadership process also promotes values of equity, social justice, self-knowledge, citizenship, collaboration, and personal empowerment. The SCML has been described as providing “practitioners with a programmatic framework for introducing concepts and helping with skill development associated with leadership. Students are afforded the opportunity to better understand themselves as leaders as well as members of groups and communities” (Baccei, 2015, p. 21). In Mark Baccei’s research about college student leadership development, he also quotes Dr. Komives, who wrote that “within higher education, the Social Change Model is one of the most widely used models of leadership development” (Baccei, 2015, p. 24).

The Social Change Model was developed in the 1990s by an ensemble comprised of five UCLA staff together with ten leadership specialists/student affairs professionals from across the country (Higher Education Research Institute, 1996, p. 12). The result of this collaboration was the development of a guidebook: *A Social Change Model of Leadership Development: Guidebook*. The guidebook shares six key assumptions about leadership:

- Leadership is concerned with effecting change on behalf of others and society.
- Leadership is collaborative.
- Leadership is a process rather than a position.
- Leadership should be value-based.
- All students (not just those who hold formal leadership positions) are potential leaders.
- Service is a powerful vehicle for developing students' leadership skills (Higher Education Research Institute, 1996, p.10).

Of these six, BOLT emphasizes two in particular: 1) leadership is a process rather than a position and 2) all students are potential leaders. Additionally, like SCML, BOLT champions “the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service” (Higher Education Research Institute, 1996, p. 12).

The Social Change Model is “embedded in collaboration and concerned with fostering positive social change” (Higher Education Research Institute, 1996, p. 19) which drives our motivation for using it as a model for BOLT. SCML presents the concept of leadership from the following three levels of impact:

- *Individual:* What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?

- *Group*: How can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities but also to effect positive social change?
- *Community/Society*: Toward what social ends is the leadership development activity directed? What kinds of service activities are most effective in energizing the group and in developing desired personal qualities in the individual? (Higher Education Research Institute, 1996, p.19).

The three dimensions of the model require two-way engagement between each dimension. Our aim - to develop conscientious student leaders who are sensitive and receptive to group and community needs and prepared to work toward addressing those needs - replicates the intentions of the Social Change Model.

As outlined in the guidebook, the Social Change Model is a composite of seven core values that are categorized among the three levels of impact. Succinctly referred to as the 7Cs, the following table captures their categorizations along with brief definitions:

Table 3. Core Values of Social Change Model of Leadership

Levels	7 Cs of Social Change Model of Leadership		
Individual	<i>Consciousness of Self</i> “being aware of the belief, values, attitudes, and emotions that motivate one to take action”	<i>Congruence</i> “Persons whose actions are consistent with their most deeply-held beliefs”	<i>Commitment</i> “Psychic energy that motivates the individual to serve and that drives the collective effort.”
Group	<i>Collaboration</i> “To work with others in a common effort.”	<i>Common Purpose</i> “To work with shared aims and values.”	<i>Controversy with Civility</i> “Differences in viewpoint are inevitable, and ... must be aired openly but with civility.”
Community/ Social	<i>Citizenship</i> “The process whereby the individual and the collaborative group become responsibly connected to community and the society through the leadership development activity.”		

(Higher Education Research Institute, 1996, p. 22-23).

The first C is Consciousness of Self and it encompasses two inter-related concepts. The first concept is an awareness of who one is or what one might think of as one's personality. The second concept is an ability to accurately observe how one acts. Mindfulness is important in the ability to recognize in oneself traits essential to ethical leadership (Higher Education Research Institute, 1996, p. 31). Consciousness of Self is fundamental to the six other Cs. The Social Change Model

seeks to develop a person who can *collaborate with others*, who can become a committed participant in the shaping of the group's *common purpose*, who can help to resolve group conflicts/controversy with *civility*, and who can behave as a responsible citizen (Higher Education Research Institute, 1996, p. 31, emphasis in original).

The success of each of those Cs (collaboration, common purpose, and civility) requires Consciousness of Self.

The second C is Congruence. Congruence "refers to thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others" (Higher Education Research Institute, 1996, p.36). Congruence requires one to be aware of one's beliefs and values (an obvious connection to the first C—Consciousness of Self), and to be aware of how those beliefs/values are reflected in one's actions. The third C, Commitment, builds on the first two Cs. Commitment is the energy required to drive the effort of the group and stay on course until the group's goal is achieved. It is the heart of what one does. It is tied with the first two Cs because without Consciousness of Self and Congruence an individual may find him/herself doing just the minimum (Higher Education Research Institute, 1996, p.40).

The next level of impact, the group level, is made of the next three Cs—Collaboration, Common Purpose, and Controversy with Civility. Collaboration emphasizes that leadership is not about individual effort. Collaboration "mobilizes and enhances the power of the group

through the members' commitment to the common purpose" (Higher Education Research Institute, 1996, p.48). "Common Purpose means to work with others within a shared set of aims and values" (Higher Education Research Institute, 1996, p.55). In some ways, collaboration can be seen as the willingness to work together while common purpose is why individuals work together. However, working together within a group can breed controversy as group members are apt to disagree. It is essential to address disagreements and controversies with civility. This C is a "value whereby different views are expected and honored with a group commitment to understand the sources of the disagreement and to work cooperatively toward common solutions" (Higher Education Research Institute, 1996, p. 59).

The third level of impact, the community level, consists of the seventh C, Citizenship. The SCML recognizes that individuals are citizens of many communities, from smaller communities, such as family and friends, to the larger global community. Citizenship is much more than membership. It includes active engagement in a way that serves the community as well as a mind-set that drives an individual's behavior towards the group in an ethical manner that puts the best interests of the group first (Higher Education Research Institute, 1996, p. 65). Like the relationship between the other Cs, citizenship influences and is influenced by the other Cs. These 7 Cs revolve around the hub of Change, which "is the ultimate goal of the creative process of leadership—to make a better world and better society for self and others" (Higher Education Research Institute, 1996, p. 21).

In addition to the SCML values and concepts, BOLT adds ethical reasoning and action, aspects of the Personal and Social Responsibility outcome from "College Learning for the New Global Century." The writers of "College Learning ..."

recommends that "students be provided with recurring opportunities to explore issues of civic, intercultural, and ethical responsibility in the context of their broad studies of science, cultures, and society and, further, that these topics be connected to democracy

and global interdependence” (Association of American Colleges and Universities, 2007, p. 39).

It is suggest that this work begin in first year experience courses and continue through capstone courses. It is also recommended that “students be provided with guided opportunities to explore civic, ethical, and intercultural issues in the context of their chosen field” (Association of American Colleges and Universities, 2007, p. 39).

Researchers Dugan and Komives found comparable results through their 2007 study, which surveyed 50,000 students from 52 campuses. One outstanding finding was the importance of frequent discussions of socio-cultural issues “such as peace, human rights, and justice” (Dugan, 2007, p.15). Additionally, that study revealed that “engaging in discussions about socio-cultural issues explained from 3% to 9% of the variance in leadership outcomes and was the single strongest environmental predictor of growth across the SCM [Social Change Model] values as well as Leadership Efficacy” (Dugan, 2007, p. 15). One approach to fostering these frequent discussions is by encouraging all faculty to incorporate such conversations in their courses. In another study, Dugan and Komives found that faculty-mentoring relationships were extremely important in shaping socially responsible leadership qualities in students (Dugan, 2010, p. 538). They advocate that faculty should be “encouraged to recognize the broader influence of their relationships with students beyond specific academic domains and engage students specifically in important conversations relating to leadership values” (Dugan, 2010, p. 538).

BOLT adheres to those recommendations by introducing concepts of leadership and ethics in GSGA 100 (taken by all incoming first-year students and transfer students with less than 60 hours), continuing the discussion in the required LEAD 200 course, and incorporating the concepts through all three pathways, whether through formal courses or through course-embedded modules in students’ major coursework and capstone courses. With BOLT, we aim

to develop future graduates with the skills and tools of self-awareness, collaborative ability, and purposefulness to enhance their communities. We seek to develop leaders with a strong sense of social justice and commitment to social change.

Experiential Learning

Our adherence to the Social Change Model is mirrored in our value of experiential learning. Experiential learning, sometimes referred to as service learning, was described in an interview conducted by Einfield as a form of education “in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Einfield, 2008, p. 95). Experiential learning can occur within a classroom setting or be part of a co-curricular activity (Einfield, 2008, p. 95). Experiential learning is a type of leadership experience that is, as defined by John Ricketts, differently from formal leadership training (Ricketts, 2005, p. 31). One of Rickett’s studies revealed a correlation between the number of leadership experiences to which students were exposed and improvements in the students’ critical thinking skills (Ricketts, 2005, p. 37).

A natural synergy exists between experiential/service learning and the goals of a pedagogy focused on social justice. Research reveals that “outcomes of service-learning include self-confidence, social responsibility, civic-mindedness, self-esteem, and personal efficacy” (Einfield, 2008, p. 96). In another study, students reported that “their completion of the social justice action project helped them greatly to develop a more sophisticated understanding of social justice” (Glennon, 2004, p.34). Dugan and Komives document a positive predictive relationship between the acquisition of leadership qualities and extra-curricular/experiential experiences such as community service, internships, and participation in positional leadership roles (Dugan, 2010, p. 528).

Moreover, the intrinsic benefits of experiential learning endure long after the experience has ended. Students who participated in one university's sponsored AmeriCorps service-learning program expressed a commitment to community service that extended beyond the term of their service (Einfield, 2008, p. 104). Glennon, too, found that students who participated in a course that focused upon experiential learning in a social justice action project were still engaged in that project four months after the end of the course (Glennon, 2004, p. 34). A survey of African-American students attending a private Catholic high school revealed that students expressed changes in their civic identity development long after their participation in a transformative social justice course had ended. In fact, some of their participants reported having pursued career paths inspired by their participation in the course (Harrell-Levy, 2016, p.108). The findings from these studies corroborated our value of pairing experiential learning with the principles of the Social Change Model.

Another component of BOLT is the Minor in Leadership for students who seek a more extensive study of the leadership. The minor will have three tracks: Military, Business, and General. Many institutions of higher education now offer a Minor in Leadership (MIL) within their programs of study. While the minor will also incorporate issues of social justice, it will primarily focus on the development of important leadership skills. The increased interest of students seeking a MIL is to satisfy the desire and requirement of the increasing number of employers wanting to hire individuals that have leadership skills; these skills are needed to efficiently and effectively run organizations (Stewart, 2006). According to Astin, & Astin (2000) the leadership skills that students gain from higher education instruction enhances their development and provides them with highly marketable skills; this enables them to be a more attractive potential candidate to the workforce. This idea is corroborated by the National Association of Colleges and Employers who shared that the number one attribute employers seek on a potential employee's resume is leadership skills followed by the ability to work in a team (National

Association of Colleges and Employers, 2015). When the leadership-specific courses are combined with the various instructional experiences of students' majors, the outcome is unique.

The Importance of Reflection in Learning and the Development of the e-portfolio

The assessment within BOLT will utilize e-portfolios. A review of the literature on portfolios demonstrates their ability to foster reflection and, thus, increase student learning. Students will begin assembling the portfolio in GSGA 100 and will continue adding to the portfolio throughout their matriculation at VSU. A key component of these portfolios will be reflective pieces of writing.

Academic institutions such as LaGuardia Community College, Valley City State University, and Spelman College who have introduced e-portfolios to their curriculums have had a number of positive results. The e-portfolio system at LaGuardia has given their students a place to collect and save their coursework in a format that allows them to demonstrate their achievements to a wide range of faculty, peers, family, and friends (ePortfolio at LaGuardia Community College, 2007). Valley City State University, a small university of approximately 1,000 students, has implemented e-portfolios as a means for students to demonstrate competency in the abilities deemed necessary for a successful VCSU graduate (Corwin, 2004). E-portfolios have also found a home at HBCUs such as Spelman College, where Stephen Knadler has discovered that his students have used their portfolios as sites of what he calls "resistant memory where they might be seen, heard, and most importantly—"felt" (Knadler, 2001). Additionally, evidence from Portland State University credits e-portfolios as a contributing factor in doubling the retention rate of students from the first year to the second year.

Evidence from other colleges and universities suggests that VSU will see an increase in the amount of technology used by faculty in their courses and an increase in the retention rate

of students. As LaGuardia's experience demonstrates, the implementation of a senior e-portfolio requirement is not a quick process: it takes careful thought and implementation, as well as patience with setbacks and delays. However, VSU has an advantage in that many of the faculty and students at the University are already using portfolios, many of them specifically e-portfolios. The first-year writing courses, for example, all make use of portfolios with most of the faculty specifically using e-portfolios. Students in both the Art and Education Departments are already completing portfolios. A significant number of faculty across the University have participated in e-portfolio faculty development workshops offered by VSU.

The portfolio will provide a number of important benefits to our students: more reflective learning by the student, options for enhanced employment and graduate school applications, and an increase in the use of the technologies they will encounter in the business world. Most importantly, these portfolios will include a final reflective essay that provides students an opportunity to illustrate a higher and more permanent level of learning. The portfolios will require students to reflect on the triumphs and difficulties they experience as they progress as learners, expand their leadership potential, and seek professional positions or graduate admission. Such reflection will positively impact students' capacity for socially responsible leadership.

These e-portfolios will also serve as a means of assessment by the University to demonstrate student proficiencies in communication and critical thinking regarding the importance of leadership and an awareness of social justice. As an assessment tool, senior e-portfolios will provide an extraordinarily detailed and robust picture of the growth and competencies of the student as he/she nears graduation at VSU.

V. Implementation

We believe that every student has inherent leadership ability. BOLT: Becoming Outstanding Leaders of Tomorrow is designed to develop the leadership skills of every Trojan. The ultimate goal of BOLT is to equip and provide undergraduates with leadership skills and experiences. This goal will be achieved via the implementation of two supporting goals:

1. Infusing leadership competencies throughout the VSU curriculum (Pathway One -Trojan Ambassador, Pathway Two - Course Embedded, or Pathway Three -Leadership Minor);
2. Establishing a culture where leadership learning manifests into campus activity by supporting existing University initiatives that are effective in developing students into strong and compassionate leaders.

Goal # 1 - Infusing Leadership Competencies throughout the VSU Curriculum

The development of leadership qualities will require varied approaches to accommodate the diversity of our students. The consideration of student diversity, learning styles, and other variables influence our creation of three different pathways/options (see Figure 1). These options allow students a choice that fits their interest and path toward graduation.

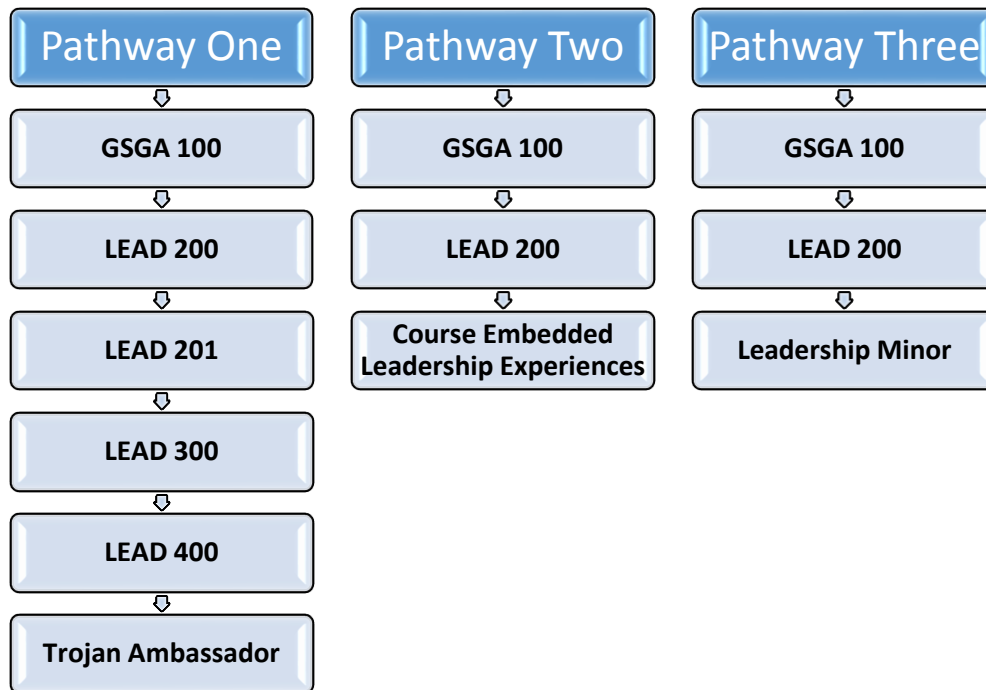


Figure 1. BOLT Pathways

Each pathway shares a common core: 1) a First Year General Assembly Course (GSGA 100: Becoming a Trojan Scholar); and 2) a three (3) credit course LEAD 200: Contextual Leadership that is taken in the second or third semester. It has been proposed that LEAD 200 be added as a general education course that can serve as either a Humanities or Social Sciences requirement, so as not to impact the overall General Education hours required. Successful completion of both courses will be required for graduation.

In GSGA 100: Freshman General Assembly (to be renamed “Becoming a Trojan Scholar” and modified to emphasize leadership skills), students will be introduced to the Trojan Leaders. At present, the Trojan Leaders help lead weekly Lyceum programs, a major component of the course. Under BOLT, they will continue to play an integral part in the course, under the supervision of the Faculty Coordinator. Additionally, coursework will begin the process

of developing the soft skills desired by employers. Finally, students will begin construction of their e-portfolios. It is our hope that exposure to the Trojan Leaders will inspire GSGA students to discern which of the pathways they wish to pursue. As a required general education course, LEAD 200 will introduce students to variables that influence and shape leadership. Upon the completion of these classes, students will choose their pathway for leadership learning (See Appendix E for Course Descriptions).

A. Pathway One - Trojan Ambassador

Pathway One is structured using a scaffolding method that allows students to acquire the knowledge, skills, and dispositions necessary to become strong leaders. This pathway consists of three 1-credit Leadership classes. The one credit leadership classes will include a service-learning / experiential learning component. Students who complete this sequence of classes and 100 community service hours prior to graduation will earn recognition as a Trojan Ambassador at an awards ceremony and will receive a cord to be worn during commencement. At the end of the freshmen year, select students from GSGA 100 will be chosen to serve as near-peer academic mentors and receive the mandated training, informed by Project Knowledge. The social justice project for these students will be academic, near—peer mentoring for the new freshmen class. In this way, the academic near-peer mentors will augment the activities of the Trojan Leaders.

The curriculum for Pathway One consists of four classes that are sequentially designed to introduce students to leadership concepts and theories and then build upon that foundation with experiential learning components. The classes and their primary objectives are:

- LEAD 200: students will perform an on-campus social justice project (with select students also serving as academic near-peer mentors for GSGA 100).
- LEAD 201: students will complete a one-time, on-campus social justice program.
- LEAD 300: students will facilitate a semester-long, on-campus social justice project

- LEAD 400: students will complete a social justice project outside of campus.

LEAD 400 also gives students the opportunity to engage in an extended leadership experience, such as an internship or job-shadowing. Pathway One culminates in LEAD 400: Extended Leadership Experience and the completion of an e-portfolio. A key component of the e-portfolio is the reflective essay where students will reflect upon their experiences in the program and articulate the ways in which they have grown as leaders.

B. Pathway Two - Course-Embedded Leadership Modules

The objective of Pathway Two is to incorporate leadership principles into discipline-specific courses and allow for faculty to integrate leadership competencies into their curriculum. This pathway is explicit in connecting leadership concepts to the curriculum of a student's major without adding additional courses.

To assist faculty in integrating leadership competencies into existing courses, modules will be designed by a cohort of faculty drawn from each academic department. These faculty members will be called Leadership Liaisons. Leadership topics will be embedded in the curriculum in discipline-specific courses at the upper level during the junior and senior years. The modules will focus on student learning outcomes regarding self-awareness, communication, leadership, collaboration, and civic engagement. Modules will be designed as group-based active-learning exercises, and constructed to include components established by Donnelly and Fitzmaurice in "Designing Modules for Learning": (Donnelly, 2005, p. 100)

- Sustained interaction with content and others;
- Relating new ideas to previous knowledge;
- Providing explicit explanations and a clear knowledge base to students;
- Structuring in a reasonable student workload;

- Providing opportunities for students to pursue topics in depth so that they can understand the material for themselves;
- Ensuring an appropriate formative and summative assessment strategy.

Faculty will be assisted with the integration of the modules by (1) an instructor's guide that includes an overview of the leadership competency, (2) learning outcomes and methods of assessment, (3) sample worksheets and in-class instructions, and (4) learning goals cross-referenced to specific disciplines. The overall goal of the modules is to coalesce leadership competencies into each student's discipline and avoid compartmentalizing of leadership skills.

C. Pathway Three - Leadership Minor

Pathway Three is the Minor in Leadership (MIL). The development of a MIL will benefit students interested in increasing their leadership knowledge and skills. The focus of the program will require students to delve deeper into the academic components of leadership theory. Students will develop a theoretical understanding of leadership as an academic discipline, essentially becoming critical analyzers of the practice as well as practitioners. The MIL will have concentrations in three areas: (1) Military Leadership, (2) Business Leadership, or (3) General Leadership.

The MIL will provide the greatest number of structured leadership courses and enable students to develop more technical expertise in leadership. Additionally, MIL students will be able to analyze leadership styles. With the adoption of a Minor in Leadership, VSU can create a bastion of faculty researchers who would augment the co-curricular nature of the other pathways with academic studies and journal submissions. The proposed curriculum each of the for the MIL concentrations is described in Appendix F.

D. Faculty Development for QEP

Virginia State University considers faculty to be one of its greatest resources. Furthermore, we realize that the knowledge, commitment, and effectiveness of faculty and staff can directly impact the success of the Quality Enhancement Plan. Faculty development activities are essential for the proposed QEP and will provide numerous intellectual and professional development opportunities. Faculty and staff development will include the following:

- BOLT Leadership Fellows - A core component of the QEP is LEAD 200, a course that will be taken by all VSU students. This class provides the foundation and establishes the key tenets of student leadership at VSU. LEAD 200 Instructors will be identified as BOLT Leadership Fellows. Faculty assigned this course will be required to participate in a week-long leadership workshop prior to teaching the course. Some of the topics included in the workshop will include personal leadership style, leading change, strength analysis, building teams, leadership theories, and conflict resolution. Faculty who become BOLT Leadership Fellows will receive a stipend for completing the week-long workshop.
- Leadership Liaisons - Each academic department will select one or two (1-2) faculty members to be Leadership Liaisons. These select faculty will serve as leaders and coordinators who infuse leadership into their respective academic programs. Additionally, liaisons will meet monthly to discuss and develop discipline-specific course activities that can be embedded in existing classes. Leadership Liaisons will receive a course release per semester in exchange for: (1) participation in a series of workshops aimed at enhancing curriculum development skills; (2) developing a series of discipline specific activities or modules that are directly tied to leadership development and embedded in upper division courses required for the learner's chosen program of study; (3) implementing or deploying the developed modules into the different courses in the discipline; and (4) assessment of the impact and success of the modules in achieving its

goal. Initially, each department will need to identify one faculty member as a Leadership Liaison. However, it is expected that by Year 3 or 4 of the program a second member of the faculty might be necessary in order to develop a more extensive menu of activities and/or to avoid overloading one faculty member with more than two student cohorts at the same time. It is intended that some of the Leadership Liaisons, upon completion of the four required phases of their appointment, will become the workshop facilitators for subsequent Leadership Liaisons.

- Faculty Learning Community - Faculty Learning Communities are cross-disciplinary faculty groups that engage in shared strategies to promote scholarship and enhance learning. The QEP will support the formation of a topic-based learning community that focuses on leadership. This faculty learning community will support faculty who have the potential to serve as visionary, innovative, academic leaders that promote the University's mission. The faculty learning community will have assigned readings and small group sessions with academic leaders. The learning community will also participate in skill-building workshops and work on campus-wide projects.
- Professional Development for e-portfolios – e-portfolios are an integral part of the QEP assessment. E-portfolios provide students with an opportunity to reflect on their experiences and demonstrate evidence of their learning. Faculty development will include a number of topics that include mastering the e-portfolio software to assessment of student learning in their capstone classes.
- BOLT Workshop Series - A series of workshops regarding the strengths, capabilities, and characteristics of effective leadership will be implemented throughout the semester. The purpose of these workshops is to prepare faculty so that they can create a culture of leadership throughout the academy. Workshops will include information on the skills, traits, and characteristics of leadership and utilization of StrengthsQuest. StrengthsQuest is the theoretical foundation illustrated by the Positive Psychology

perspective (Seligman & Csikszentmihalyi, 2000). In education, StrengthsQuest has been used to identify strengths, talents and determinants of positive outcomes to help students achieve success in their career and lives.

Goal #2: Establishing a Culture where Leadership Learning Manifests into Campus Activity.

Virginia State University is already working to build strong and compassionate leaders. BOLT: Becoming Outstanding Leaders of Tomorrow will work to strengthen these existing programs and create connections with the VSU Leadership Program. For example, the Division of Student Success and Engagement has established a leadership program entitled “Trojan Leadership Program” and is developing the Hill Leadership Institute. Both of those programs are in concert with the Leadership Program espoused by this QEP. Students who have successfully completed 15 credit hours with a minimum GPA of 2.5 may apply to the Trojan Leadership Program (TLP). To be confirmed as a Trojan Leader, students must have successfully completed 30 hours, maintained an overall GPA of 2.5, and completed the application requirements.

As Trojan Leaders, students:

- Have the opportunity to mentor students and promote the values and ideals of VSU.
- Learn transferrable skills that will prepare them for leadership in their careers and life.
- Have many opportunities to network with VSU Executive Leadership, corporate partners, and special University guests.
- Are provided a certificate upon program completion and a letter of recommendation from the Vice President of Student Success and Engagement.

Trojan Leaders activities include mentoring incoming first-year students in, both one-on-one and in small group formats, and assisting at the Lyceum programs for GSGA 100. In addition, Trojan Leaders may apply to be a Hill Fellow.

Hill Fellows are part of the Hill Leadership Institute, a project endowed by Board of Visitors member Charlie Hill (Class of 1966) in December 2015. Appreciating his transformative experiences as a cadet in the Reserve Officers' Training Corp (ROTC) Program at VSU, Mr. Hill's intentions were to provide the means to prepare future leaders for service in their careers and their lives. The endowment, established by Mr. Hill, provides the opportunity for students to participate in a program that highlights the qualities of service, integrity, and character.

Students who apply to become a Hill Fellow and complete its additional requirements will be awarded a certificate that shows they have completed the VSU Leadership Program with Distinction. They will also, receive a medallion to wear at graduation (in lieu of the cord).

Finally, the VSU Leadership Program will work closely with the University's Academic Center for Excellence (ACE) to modify GSGA 100. With the assistance of faculty, ACE is currently administering GSGA 100 as a required course for all new students (with the exception of transfer students who arrive with at least 60 credit hours). This first year course (usually taken in the Fall Semester) is led by a faculty member and introduces the Trojan Scholar concept. Meeting once a week, students are exposed to speakers and programs that showcase various interdisciplinary topics as well as the University's history, culture, and mission. The programs are facilitated by members of the Trojan Leaders Program. BOLT will work with ACE in an effort to incorporate more of the soft skills leaders need, such as resilience (already a theme of the course), effective communication, and time management. The goal is that this course sets the groundwork for the VSU Leadership Program and introduce learners to a model of student leadership, the Trojan Leaders.

E. Passport to Progress

The Passport to Progress are supplemental, co-curricular opportunities available to students in any pathway. We envision that students will be able to take advantage of a number

of passport opportunities to augment their learning experience at VSU. A sampling of these activities include:

- Peer mentoring opportunities for incoming students and BOLT pathways
- Travel and study abroad
- Becoming an elected officer of an organization and/or the Student Government Association
- Leading a program on a significant learning experience, such as a visit to the Smithsonian African American of History and Culture in DC
- Participating and / or developing a community service project
- Participating and / or developing a regional, national or global service project
- Participating and / or developing a speakers series on leadership

Participation in these opportunities will strengthen their life experience by providing career exploration, service learning opportunities, as well as developing leadership skills. Pathways to Progress can also contribute to the retention and graduation while ensuring that VSU's graduates are competitive locally and globally. The University endeavors to develop and reinforce structures that maximize student success. We believe that offering more nontraditional learning experiences for our students will help us do that.

F. Leadership Seminar Series

The Leadership Seminar Series will provide a forum for influential leaders to provide lectures that will allow students to gain a deeper understanding of the leadership. It will also include speakers that expound on how motivated, civically-engaged, self-aware students can create change beyond the classroom. The Leadership Seminar Series will allow eminent leaders to share their knowledge through informative lectures that encourage students to build upon their leadership skills.

G. Career Exploration

The preparation of globally competitive graduates requires career exploration and readiness. As such, career exploration and readiness is one of the hallmark features of BOLT. By providing deliberate opportunities to explore careers through real world experiences, the university will help students become better prepared for the workforce. It will also help retain and graduate students by helping them appreciate and connect their experiences in the classroom to reach their goals.

As a student matriculates, they will be strongly encouraged to participate in a variety of career exploration activities. Some of these activities include: (1) attending a career development workshop, (2) meeting with a Career Services staff member to discuss career plans and evaluate career goals, (3) registering with professional networks to begin connecting with experts in areas of interest, (4) developing resumes and cover letters. These activities will be documented on the co-curricular transcript in the e-portfolio.

H. Job Shadowing

Another manifestation of leadership learning is job shadowing. Job shadowing is a valuable program feature due to its focus on leadership in action. Our coordination of job shadowing opportunities from various companies, agencies, as well as at the University, will provide students more insight of leadership in practice. Here is a list of additional benefits:

1. Company Information. Students will have a front row view of the daily activity of their prospective career and the culture of the organization. These experiences can be documented on their resume and better prepare them for job interviews.
2. Pairing with executives. Students will observe the personal leadership style of a current organizational leader and a top-down perspective of how the organization functions. This

opportunity affords them to see various types of leadership styles while developing their own style as well as the unique opportunity to hold conversations with executives.

The other important aspect of executive job shadowing is relationship building. Central to this concept, is that relationships come first. Therefore, we are emphasizing the creation of webs of support to enhance and develop our students. VSU will sustain relationships with agencies for the benefit of students and the institution.

I. Project Knowledge

Leadership development is a key component of personal development and growth which can be reinforced by curricular and co-curricular opportunities. A popular adage is that “if you really want to know a subject, teach it to others” (Posner, 2008, p. 27). Mentoring programs that include reflective questioning, open dialogue, coaching strategies, guided reflection and focused learning conversations support the acquisition of leadership skills (Algonquin College).

This QEP includes a mentoring component that consults with Project Knowledge, a NSF-funded program that VSU uses to develop STEM students. Project Knowledge results suggest that activities that foster resilience such as building of academic identity and increasing the use of sound academic behaviors, are useful tools, especially for many under-prepared students (Talley, 2015). BOLT Leadership Fellows and Leadership Liaisons will work together to ensure that all students have the opportunity to both be mentored and be a mentor. Students who choose Pathway One (upon successful completion of LEAD 200 and additional training) will mentor for students in GSGA 100. Students in the 300- and 400-level LEAD courses will help to train the mentors for GSGA 100 and also mentor the students in LEAD 200 and LEAD 201.

VI. QEP Timetable

Table 4. Implementation Timeline for BOLT

Date	Task	Responsible Party
Summer 2018	1. Select Quality Enhancement Plan (QEP) Director A. Advertise for Director for VSU Quality Enhancement Plan B. Appoint VSU QEP Director	QEP implementation personnel
	2. Attend SACS Quality Enhancement Plan summer conference	QEP Director Implementation personnel
	(Additional tasks to be added as needed)	
Fall 2018	1. VSU QEP approval	SACS
	2. Select faculty who will design and teach leadership courses	QEP Director
	3. Develop BOLT courses (GSGA 100, LEAD 200, LEAD 201, LEAD 300, and LEAD 400) by identifying course objectives and learning outcomes	QEP Director Selected faculty
	4. Develop leadership instrument	QEP Director Selected faculty
	5. Develop course evaluation models	QEP Director Selected faculty
	(Additional tasks to be added as needed)	
Spring 2019	1. Design and implement co-curricular transcript	QEP Director and University Registrar
	2. Select resources and instructional materials for BOLT courses based on identified course objectives and learning outcomes	QEP Director Selected faculty
	3. Set up training institute for selected faculty who will deliver instruction for each course	QEP Director
	(Additional tasks to be added as needed)	
Summer 2019	1. Set up a workshop/seminar to acquaint all university faculty with QEP components, implementation, and operational structure.	QEP Director

	(Additional tasks to be added as needed)	
Fall 2019	1. Enroll first-semester freshmen in GSGA 100	ACE academic advisors
	2. Implement and execute course evaluation model to determine success of course and make recommendations for changes and/or adjustments (if needed)	QEP Director Assessment personnel Selected faculty
	(Additional tasks to be added as needed)	
Spring 2019	1. Enroll second-semester freshmen in LEAD 200	ACE academic advisors
	2. Execute course evaluation model to determine success of course and make recommendations for changes and/or adjustments (if needed).	QEP Director
	3. Evaluate first year of QEP implementation to recommend changes and/or adjustments	QEP Director Assessment personnel Selected faculty
	(Additional tasks to be added as needed)	

VIII. Organizational Structure

Successful implementation of BOLT will require specific personnel. A QEP Director will be hired during year zero (2018-19). The QEP Director will be responsible for facilitating and implementing the necessary steps to meet the QEP goals and objectives. The director will be responsible for program marketing, faculty development, and training workshops. The director will be assisted by a QEP Coordinator who will spearhead the assessment of the QEP, including data collection, analysis, and consultation with departments and faculty. An administrative assistant and paraprofessionals will assist with the clerical work and organization of the QEP activities. The BOLT program office will be located in Lockett Hall on the VSU campus.

A QEP Advisory Committee consisting of the QEP Director, QEP Coordinator, Academic Deans, representatives of the BOLT Leadership Fellows, and representatives from the team of

Leadership Liaisons will meet at least quarterly to discuss the outcomes of the QEP and any necessary modifications.

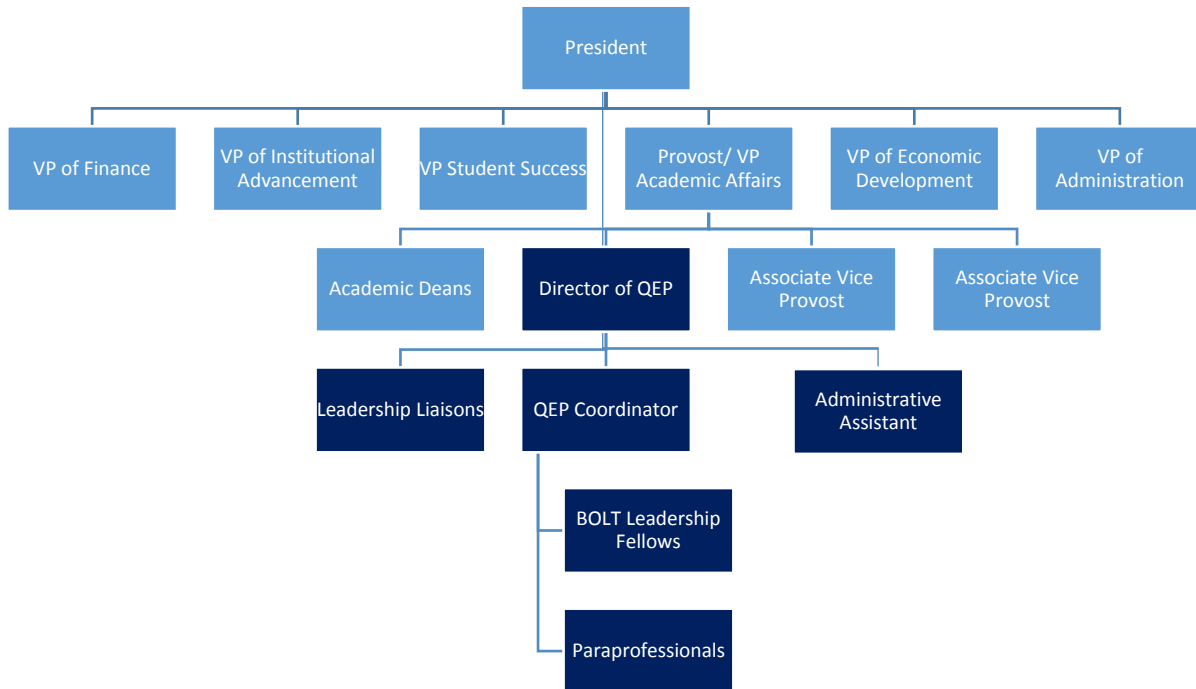


Figure 2. Organizational Structure of BOLT

IX. Resources

The financial resources in support of this QEP are listed in the table below. The total budget is \$5,724,969 over year 0 and a five-year implementation timeline.

Table 5. Projected cost of BOLT							
Fiscal Year		2019	2020	2021	2022	2023	2024
Category	Description	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel							
QEP Director	\$80,000 plus \$24,000 fringe	\$104,000	\$107,120	\$110,334	\$113,644	\$117,053	\$120,565
Faculty Liaisons' course coverage	1 course per Faculty liaison (25) at \$3,300 per 3cr course (adjunct pay)	\$0	\$165,000	\$169,950	\$175,049	\$360,600	\$371,418
Administrative Assistant	\$36,000 plus \$12,000 fringe	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$55,645

QEP Coordinator	Assessment and Coordination of Activities @60k + 20K fringe	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041	\$92,742
Program Coordinator leadership minor	.25 Release time per semester	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
BOLT Peer mentor student coordinators	5 students, 10 hours per week during the semester (25 weeks, \$10 per hour)	\$0	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
Graduate Student Assistant	2 students, 15 hours per week (30 week, \$12.00 per hour)	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Undergraduate Student Assistant	1 student, 15 hours per week (30 weeks, \$10.00 per hour)	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Instructors	GSGA100, LEAD 200, 201, 300, 400	\$52,000	\$152,100	\$156,663	\$161,363	\$166,204	\$171,190
Leadership Minor Instructor(s)	2 @ \$60,000 + \$20,000 fringe	\$0	\$160,000	\$164,800	\$169,744	\$174,836	\$180,081
Section Sub-Total		\$305,300	\$749,860	\$771,342	\$793,468	\$996,558	\$1,025,441
Hardware/software							
e portfolio	\$15 per student (1100 students)	\$0	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500
Co-curricular transcript	software purchase or development and maintenance	\$0	\$15,000	\$1,000	\$1,000	\$1,000	\$1,000
StrengthsQuest survey	\$10 per individual (1100 students per year, 300 faculty in year 0) and speakers for speaker series	\$14,000	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
Computer and printer		\$3,000	\$0	\$0	\$3,000	\$0	\$0

Trojan Odyssey/ Leadership App	software application maintenance	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Section Sub-Total		\$19,000	\$44,500	\$30,500	\$33,500	\$30,500	\$30,500
Professional Development							
Refreshments	Refreshments provided during workshops and seminars	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Leadership Speakers	Honorariums and Travel Expenses	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Near Peer Mentor Training		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Faculty/Staff Development	\$1000 stipend for week seminar, 30 faculty/staff (BOLT Leadership Fellows)	\$0	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Travel Expenses		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Student Development	Career/ internships/ job shadowing	\$0	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Section Sub-Total		\$65,000	\$103,000	\$103,000	\$103,000	\$103,000	\$103,000
Other							
Student Leadership Institute	Off campus overnight leadership experience for Trojan Ambassadors	\$0	\$0	\$15,000	\$15,000	\$15,000	\$15,000
Leadership Saturday Workshop	On campus leadership workshop for students	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Awards and Recognition	Certificates, Medallions, Blazers for Student Ambassadors/ Trojan Leaders	\$0	\$8,000	\$13,000	\$16,000	\$16,000	\$16,000

Transportation/bus passes	student transportation for local service learning and civic engagement activities	\$3,500	\$4,000	\$4,500	\$4,500	\$5,000	\$5,000
Passport booklets	Design and printing of passport to progress books	\$0	\$4,000	\$2,500	\$2,500	\$2,500	\$2,500
Books for common read in GSGA 100	\$12.00 per student (1100 freshman)	\$0	\$13,200	\$13,200	\$13,200	\$13,200	\$13,200
grants to support service projects	Students can apply for small grants to implement service projects (\$50-\$200)	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
office supplies		\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Section Sub-Total		\$3,500	\$42,200	\$61,200	\$64,200	\$64,700	\$64,700
Marketing of QEP							
Promotional Items		\$4,000	\$2,500	\$2,500	\$2,500	\$1,500	\$1,000
Section Sub-Total		\$4,000	\$2,500	\$2,500	\$2,500	\$1,500	\$1,000
	Year Total	\$396,800	\$942,060	\$968,542	\$996,668	\$1,196,258	\$1,224,641
	Grand Total						\$5,724,969

As seen in Table 6 below, 32% of the budget will come from the E&G funds and 68% will come from Title III funds.

Table 6: Budget Funds

Virginia State University			
Budget for Quality Enhancement Plan			
For Fiscal Years 2019 through 2024			
Dollars			
Fiscal Year	E&G	Title III	Total
2019	-	396,800	396,800
2020	242,060	700,000	942,060
2021	268,542	700,000	968,542
2022	296,668	700,000	996,668
2023	496,258	700,000	1,196,258
2024	524,641	700,000	1,224,641
Total	1,828,169	3,896,800	5,724,969
% of Budget	32%	68%	100%
Percentage			
Fiscal Year	E&G	Title III	Total
2019	0%	100%	100%
2020	26%	74%	100%
2021	28%	72%	100%
2022	30%	70%	100%
2023	41%	59%	100%
2024	43%	57%	100%

Administrative Expenses:

Administrative Support for BOLT includes the salaries and benefits for the QEP Director, a QEP Coordinator for activities and assessment, and an Office Administrator. In addition, funding is provided for two graduate and one undergraduate assistants per year who will provide additional administrative support. These student assistants will be employed part time and compensated at hourly (\$12 and \$10 respectively) rates. The budget also includes funds required to establish and maintain an office, funding to advertise and promote the various BOLT initiatives, branding, and participant's recognition. Administrative personnel will be provided with \$10,000 annually for travel and lodging while attending workshops, conferences, etc.

Program Personnel Development Expenses:

BOLT Leadership Fellows, Leadership Liaisons, and BOLT Peer Mentor Student Coordinators will receive training. The budget includes monies to cover the expense of a week-long Faculty Development workshop in which all Faculty Fellows will participate. Additional funds are included to cover a training session for BOLT peer mentor student coordinators.

General Program Expenses:

Students' progress in the BOLT program will be tracked using 3 different tools: The Trojan Odyssey Leadership App, The Trojan Passport, and a co-curricular transcript. The design and development of the App and Passport will be done by current students as part of Capstone course projects.

Funding has been included to administer the Gallup Strengths Center's Strengths Quest survey during the "Week of Welcome" to all students prior to the first BOLT related course to start the formative process upon the student arrival to the University. Furthermore, each student will also be required to complete an e-portfolio through their time in the BOLT program.

Common Core Courses Expenses:

The largest part of the budget will be used to cover the expenses incurred in the portion of the BOLT program that is common across the three different pathways. The budget includes funds needed to fully staff two courses: GSGA 100 taken by ALL first-year students and new transfer students (~1100 students a year) during their first semester of attendance and the LEAD 200 course taken by students after GSGA 100 but before the end of their 4th semester of attendance.

These funds will provide 50% salary of the lead faculty member (funds already available from the Division of Student Success and Engagement) and five undergraduate BOLT peer mentor student coordinators for the GSGA 100 course and to staff twenty-five sections a year of LEAD 200 (some of these funds will be redirected from the General Education course funding). Additional funds are included to: 1) provide GSGA 100 students a common read book at no cost; and 2) cover honorariums and travel expenses for GSGA leadership speakers.

Pathway One - Experiential Leadership Path Expenses:

Pathway One is intended for students that want to pursue experiential leadership opportunities throughout their studies. In addition to the Common Core courses, students in this path will take three additional courses (LEAD 201, LEAD 300, LEAD 400) in which they will learn to develop their own service projects and then put them into action. Funding will be provided to cover four yearly sections of LEAD 201, and two sections each of LEAD 300, and two sections of LEAD 400. Additional funding will be provided to award at least 15 small (~\$200) project implementation grants along with bus passes so students can travel to project sites and civic engagement activities.

The Trojan Ambassadors Program will be available for students in LEAD 300 and LEAD 400. Students in the Ambassadors Program will participate in a Leadership Institute as well as Leadership Workshops.

Pathway Two - Course Embedded Leadership Opportunities Pathway Expenses:

Each Academic Department will designate a faculty member to participate in the BOLT Leadership Program. These faculty members will be charged with developing discipline specific modules to be imbedded into their program's 300 and 400 level courses. Bolt Leadership Liaisons will spend four years in the program (developing modules year 1, implementing during years 2 and 3, and training new liaisons during year 4) and will be in charge of the embedded modules for two cohorts in their respective disciplines. While a faculty member is part of the BOLT Leadership program, they will hold a split appointment 75:25 between their home department and the BOLT program. BOLT will provide funds to the liaisons' department to offset the salary of the adjunct faculty covering the BOLT portion of the split appointment.

Pathway Three – Minor in Leadership

The Department of Military Science will be the host for the Leadership Minor. A faculty member from the department will spend 25% of their appointment as program coordinator, which will be funded through the Military Science Department. Additionally, two full time faculty members will be needed to cover some of the courses needed for the Leadership Minor curriculum.

X. Assessment Plan

BOLT will be continuously assessed through formative and summative processes. Both processes will be managed by the Assessment Coordinator and the QEP Director in the Office of Planning and Institutional Effectiveness (OPIE). BOLT assessment will track and evaluate the progress of student learning and program effectiveness. Assessment guidelines are derived from the student learning outcomes of:

- Consciousness of Self
- Leadership Theories & Concepts
- Civic Engagement
- Communication

BOLT assessment is a set of direct and indirect measurements of students' acquisition of leadership theories & concepts, skills, and dispositions. Assignments and project samples stored within e-portfolios will be assessed. Surveys will also be administered as a form of assessment. The utilization of e-portfolios and surveys are direct and indirect approaches to

assessment. Table 7 synthesizes our areas of focus, student learning outcomes, assessment methods, and criteria.

Table 7. Assessment of SLO's

Focus	Learning Outcomes - <i>Students will be able to:</i>	Assessment Method	Assessment Criteria
Consciousness of Self	Analyze attributes that influence his/her personal leadership styles and demonstrate how to beneficially contribute to a small group, local, and global communities	GSGA 100 <ul style="list-style-type: none"> StrengthsQuest Survey Creation of e-portfolio LEAD 200, 201, 300, & 400, Leadership module –embedded courses, Minor courses, and Senior Seminar (Capstone) <ul style="list-style-type: none"> Scoring of e-portfolio contents Group Assignments Self-Efficacy survey Affective Identity Subscale of the Motivation to Lead Scale 	At least 70% of students will: <ul style="list-style-type: none"> complete StrengthsQuest survey start an e-portfolio At least 75% of students will: <ul style="list-style-type: none"> Score within milestone section of Teamwork VALUE Rubric
Leadership Theory & Concepts	Differentiate leadership theories, styles, and practices among diverse circumstances that could include culture, geography, government, and religion.	GSGA 100, LEAD 200, 201, 300, & 400, Minor courses, and Senior Seminar (Capstone) <ul style="list-style-type: none"> NSSE Surveys E-portfolio Evaluation of Internships 	At least 80% of students will: <ul style="list-style-type: none"> Score at least a 3 out of 5 points on Senior e-portfolio rubric From Internship Evaluation, at least 65% of students will receive a “very satisfied” rating when their leadership/ initiative skills are evaluated (baseline 56% - summer 2017)
Civic Engagement	Apply classroom learning toward action that benefits the immediate and	GSGA 100, LEAD 200, 201, 300, & 400, Minor courses, and Senior Seminar (Capstone) <ul style="list-style-type: none"> Group Assignments Reflective essays 	At least 75% of students will: <ul style="list-style-type: none"> Score within milestone section of Civic

	extended communities.		Engagement VALUE Rubric
Communication	Demonstrate the ability to communicate effectively in a given context or to a specific audience	GSGA 100, LEAD 200, 201, 300, & 400, Minor courses, and Senior Seminar (Capstone) <ul style="list-style-type: none"> • Reflective essays • Evaluation of Internships 	At least 75% of students will: <ul style="list-style-type: none"> • Score within milestone section of Communication VALUE Rubric From Internship Evaluation, at least 65% of students will receive a “very satisfied” rating when their communication skills are evaluated (baseline 56% - summer 2017)

Direct Assessment of Student Learning Outcomes

The essence of BOLT is made of student leadership learning and application. The progressive development of leadership skills and experience(s) will mirror students' advancement through the pathway of their choice. Newly developed courses and course-embedded modules will utilize course embedded assessments, e-portfolio contents, and rubric-scored reflective essays.

First-time students will be initially exposed to the learning outcomes in GSGA100. Learning outcomes and competencies will be reinforced in LEAD 200 and the subsequent courses in each pathway. Assignments used for assessment will be housed in either the Xitracs Assessment System or e-portfolio system. E-portfolio artifacts will be assessed using the rubric shown in Table 8. This rubric is based on the Department of Languages and Literature rubric for scoring e-portfolios. The Office of Institutional Effectiveness will provide required training for faculty involved in SLO assessment. Assessment within the discipline-specific courses should

follow the established guidelines in the common rubric(s), which can be adapted to fit current courses, assignments, and assessments.

Table 8. e-portfolio rubric

Score	Description
5	<ul style="list-style-type: none"> • A portfolio that is excellent in presentation and content. • The artifacts are sufficient in number and quality to provide convincing evidence of the student’s engagement in formal leadership experiences (coursework) as well as leadership activities. The artifacts are varied and may include photographs, images of certificates or awards, letters of recommendation or commendation, videos, etc. Artifacts are arranged logically with clear labels in such a way as to tell a story. • The accompanying reflective essays are thoughtful and fully developed (generally about 3-4 pages in length). The senior reflective essay shows a clear understanding of the values and principles of the Social Change Model of Leadership. In particular, the essays show a continuing growth in Consciousness of Self. • The reflective essay completed in the senior year shows a growth in language use and argumentation when compared with the reflective essay completed in GSGA 100. Language is used effectively and creatively. If sources are used, the essays are correctly cited and formatted according to the stylebook used in the student’s major. The writer’s voice is strong. • There are very few, if any, errors in spelling, punctuation, or grammar in the senior reflective essay. There are few, if any, careless proofreading errors.
4	<ul style="list-style-type: none"> • A portfolio that is good in presentation and content. • It demonstrates most of the qualities of an “A” portfolio, but there are some weaknesses. For example, the artifacts may not be sufficient in number to cover all years of the student’s matriculation at VSU. They may demonstrate participation in few leadership activities outside of formal coursework. Yet, the artifacts are varied and arranged logically with clear labels in such a way as to tell a story.

	<ul style="list-style-type: none"> • The reflective essays are thoughtful and fully developed, but perhaps a little short (3 pages or less). The senior essay still shows an understanding of the values and principles of the Social Change Model of Leadership, growth in Consciousness of Self, and growth in language use and argumentation, when compared with the essay completed in GSGA 100. • The writer's voice may be occasionally strong and at other times timid or uneven. There are still few, if any, errors in spelling, punctuation, or grammar. What errors are present will tend to be of one type (i.e. leaving the comma out after an introductory clause) rather than a variety of errors. There will still be few, if any, careless proofreading errors.
3	<ul style="list-style-type: none"> • A portfolio that is average in presentation and content. • It demonstrates the qualities of a "C" portfolio. The artifacts included may meet the requirements of the portfolio, but will not go beyond what is required. It is evident that the student completed the minimum required by their Leadership Pathway, but there is little beyond what was required by formal coursework. There is little variety in the artifacts chosen and may appear to have been chosen with little thought. Some of the artifacts may lack labels or have labels that are unclear. The arrangement is occasionally confusing and does not tell a clear story. • The reflective essays answer the questions in the prompt, but lack depth or thoughtfulness. One or both of the essays may be underdeveloped. The senior reflective essay, in particular, may be vague and not refer directly to the artifacts as evidence. There is little evidence of growth when the senior essay is compared to the GSGA 100 essay. • A "C" portfolio may be relatively error-free but contain underdeveloped essays with weak arguments. It may also exhibit many errors in spelling, punctuation, or grammar but have essays that are well developed. Overall, strengths will balance weaknesses.
	<ul style="list-style-type: none"> • A portfolio that is poor in presentation and content. • There are few artifacts which do not adequately represent all years of the student's matriculation at VSU. There is no evidence that the student

2	<p>engaged in leadership activities beyond what was required by formal coursework. Artifacts appear to have been chosen randomly. They may be unlabeled or not labeled clearly. There is no story.</p> <ul style="list-style-type: none"> • The reflective essays are underdeveloped or do not meet the requirements of the assignment. They exhibit little thought or understanding of leadership principles, Consciousness of Self, etc. • Structure may be a problem. There are several errors in spelling, punctuation, or grammar. There may be obvious and careless proofreading errors. • There may be several errors, but there are generally fewer careless proofreading errors than what appears in a portfolio with a lower score.
1	<ul style="list-style-type: none"> • A portfolio that is deemed unacceptable. • The difference between a “2” and a “1” is generally effort. The student who composes a “2” portfolio may still be struggling with the writing tasks or have problems assembling meaningful artifacts in a coherent organization, but there are signs of effort. A “1” portfolio shows no effort. It is incomplete and/or incoherent. There is insufficient evidence to determine the student’s understanding of the values and principles of the Social Change Model of Leadership, insufficient evidence to determine if the student has experienced any growth in Consciousness of Self, and insufficient evidence to prove that the student has participated in any leadership activities outside of formal coursework.
0	<ul style="list-style-type: none"> • Portfolios that demonstrate evidence of deliberate plagiarism, either through the submission of artifacts that have been fabricated or copied from another student/source or through the composition of the reflective essays.

Indirect Assessment of Student Learning Outcomes

Indirect assessment will be conducted by extracting data from the following sources:

- Student performance in LEAD courses;
- Student participation in leadership activities;
- Student satisfaction surveys;
- Student leadership skills and motivation.

Student self-reported data on how BOLT impacted their development of leadership knowledge, skills, and dispositions is one value of indirect assessment. This self-reported data will measure the focus areas of Consciousness of Self and Leadership Theories & Concepts will be collected through the utilization of:

- National Survey of Student Engagement (NSSE)
- Affective Identity Subscale of the Motivation to Lead Scale (Chan & Drasgow 2001)
- Self-Efficacy for Leadership Scale (Murphy, 1992)

Additionally, an exit survey will be developed to measure students' self-declared level of leadership proficiencies. This survey would cover questions specific to students' leadership abilities and would be rated on a five-point Likert scale.

To establish a perception baseline for cross-classification comparison with sophomores and juniors who will have completed GSGA 100 and LEAD 200, we will survey participants in the fall 2018 New Student Orientation as well survey students who completed the first set of BOLT classes during the AY 2019-20. The perception survey will be administered after the completion of the LEAD courses to determine if the courses have enhanced the students' perceived levels of proficiency in their leadership knowledge, skills and dispositions. Data will be analyzed to determine the efficacy of the BOLT program.

Program Outcomes and Expectations

The effectiveness of BOLT will be assessed by increases in each of the following six areas:

1. Number of Community Service Activities and hours completed;
2. Number of academic courses utilizing leadership modules;
3. Number of Internships and job shadowing;
4. Number of students who pursue and graduate with a minor in leadership;
5. Number of faculty who participate in leadership instruction training;
6. Number of students who become Trojan Ambassadors.

Community Service

One component of the VSU Mission Statement specifies “learners who ... serve their communities” and BOLT’s community service component is designed to address that goal. Students will be required to keep a log of earned community service hours during the course of the assignment, verified by the host supervisor. A record of student community service participation will be maintained and kept by the VSU Department of Student Activities (DSA). Students’ level of participation in both internal and external community service will be measured to validate the quality of their performance. Through BOLT, we project an annual 2% increase in the number of performed community service hours throughout the student body.

Academic Courses with Leadership Modules

The implementation of Pathway Two is accompanied by the estimation that it may be the most preferred avenue of leadership learning. Courses containing the modules will be designated within our Banner system for advisors to discuss with students their plans for completing this path. By coupling leadership principles within discipline specific instruction, the insertion of modules within the constructs of the traditional classroom is an innovative strategy for making BOLT accessible to all.

Internships & Job Shadowing

The development of the “highly effective, ethical professionals” highlighted in our Mission Statement can be accomplished through experience. Through BOLT, we seek to expand the current channel through which VSU students gain access to professional experience opportunities. With an annual 3% increase in the number of interning and/or job shadowing students, we improve our leveraging of post-graduate employment for students.

Minor in Leadership

Pathway Three is designed to augment experience with technical expertise. Becoming a leader and understanding leadership are unique experiences that are bound together through the leadership minor pathway. This new endeavor builds upon established models of leadership instruction provided by our School of Business and Department of Military Science and will be positioned to develop approximately 15 graduates within the first 5 years of BOLT.

Faculty & Staff Trained in Leadership Instruction

Expanding and improving student learning experiences requires enhancements and additions to current pedagogy. Whether it is the facilitation of LEAD courses, incorporating modules into curriculum, or researching and teaching leadership, faculty and staff will require supplementary training to successfully deliver curriculum. This training would be a type of professional development delivered to at least 50% of faculty with the most engaged becoming Leadership Liaisons.

Trojan Ambassadors

Pathway One provides an avenue through which the university can develop a cadre of on-campus student leaders who model the institution’s core values with and for their peers. This pathway will be an incubator for the development of campus organization leaders to collaborate

while receiving coaching /instruction from vetted leadership staff to execute programs developed within LEAD courses. This pathway pairs and formalizes student development practices within the Division of Student Success & Engagement with the curricular expertise of Academic Affairs with a projected estimation of equipping at least 20 students per year beginning in Year Three of BOLT.

Table 9. Program Level Assessment

Institutional Strategic Priority:	#3 - Foster the development of an enriching campus culture to support student success by preparing civically engaged and globally competitive students.		
University Principle:	#6 Graduates of the University are prepared to enter the work force of the twenty-first century, pursue advanced study, assume leadership roles, and compete in a global society		
QEP Goal	#2 Establish a culture where leadership learning manifests into campus activity		
Program Outcome	Leadership Pathway	Assessment Method (Data Collection Tools)	Criteria (Expectations)
An increase in the number community service hours performed by students	Pathway 1,2,3	Student community service participation will be maintained and kept by the VSU Department of Student Activities	An increase in community service hours Baseline: AY 2015-2016 –students completed 66346 community service hours Target: 2% increase per year
Courses with embedded leadership activities will be designated in Banner Course Management System all undergraduate programs	Pathway 2	QEP Advisory Council course will review assessment data from courses	Designated leadership courses in the Banner system for all undergraduate academic programs by Year 2
An increase in the number and percentage of students participating in internship activities and employments across programs/disciplines	Pathway 1,2,3	Reports from career services	An increase in internships Baseline: AY 2015-2016 -811 students Target: 3% increase per year of students participants in internship An increase in employment offers/placements

			<p>Baseline: December 2015 response from graduate survey - 47.9 % have an employment offer, 20% have been accepted to graduate/ professional school (259 of 379 graduates responded to survey)</p> <p>Target for Year 3-5: at least 2% increase each year</p>
Number of students that complete a minor in Leadership	Pathway 3	Report from registrar of number of students that complete Leadership Minor	<p>An increase in the number of students who complete a minor</p> <p>Baseline: 0 (new program)</p> <p>Target for Year 3-5: an average of 15 students per year</p>
Faculty and staff development workshops that enhance the instructor's ability to integrate leadership into their courses	Pathway 1, 2, 3	Reports from faculty development activities	<p>Each department will have at least one designated Faculty Liaisons</p> <p>At least 50% of the faculty within the department will participate in a leadership workshop</p>
Number of students that receive the designation of "Trojan Ambassador"	Pathway 1	Report from Department of student Activities and QEP Director	<p>An increase in the number of students who complete a Trojan Ambassador program</p> <p>Baseline: 0 (new program)</p> <p>Target for Year 3-5: an average of 20 students per year</p>

Institutional Impact

The effectiveness of BOLT will be assessed by increases in each of the following areas:

1. Key Performance Indicators
2. Stakeholder Value & Community Impact
3. Student achievement and participation

Key Performance Indicators

In addition to developing student leaders and expanding faculty instructional tools, BOLT also benefits the University by enhancing academic program quality and improving student retention. Each of the pathways provides opportunities to increase student participation, learning, and achievement. BOLT's institutional impact can be measured through improvements in the following key performance areas: Retention, Persistence, and Graduation.

Stakeholder Value & Community Impact

The development of Trojan Ambassadors is an example of the overall enriched student undergraduate experience which subsequently impacts intern preparedness and graduate employability. Employers and graduate schools will more actively pursue BOLT-cultivated Trojans.

Student Achievement & Participation

An essential BOLT component is student participation in civic engagement opportunities that include community service projects and experiential learning experiences. The assessment of students' performance will be based on the artifacts resulting from community service activities, as well as the quality of the reflective essay included in the e-portfolio. Students will be required to participate in community service, present their leadership works at the BOLT

Celebration of Accomplishments, the annual Honors Program Events, the Undergraduate Research Conference, as well as at other internal and external scholarly events.

Table 10 : QEP Impact on Institution

Strategic Goal #3: Foster the development of an enriching campus culture to support student success by preparing civically engaged and globally competitive students.		
VSU Principle #6: Graduates of the University are prepared to enter the work force of the twenty-first century, pursue advanced study, assume leadership roles, and compete in a global society		
Intuitional Impact	Success Indicator	Measures
Key Performance Indicators	Improved Student Retention	Retention Rate
	Term-To-Term Student Persistence	Persistence Rate
	Increased Graduation Rate	Graduation Rate
Stakeholder Value & Community Impact	An established Trojan Ambassador Program	Student Satisfaction with overall university experience
	Increased the interaction with recruiters for Graduate Programs and Companies/Potential Employers	Increase number of representatives at Career and Graduate School functions.
Student Achievements	Successful Completion of LEAD Courses	Courses Completion Rates
	Undergraduate Leadership Experiences (Projects, Awards)	Number of students receiving awards and distinctions
	Graduate Degrees	Number of students accepted to graduate programs
	Employment within the field	Number of student employed within related fields

Summary of Assessment Plan

At the end of each academic year the QEP director and QEP assessment coordinator will assemble assessment reports. The BOLT Leadership Fellows and the Faculty Liaisons will

collaborate with the QEP leadership team to review assessment artifacts. Formative and summative assessment results will be submitted in Xitracs (assessment reporting system). Summative assessments will be reviewed in collaboration with the QEP Advisory Board, who will make recommendations to ensure continuous student and program improvement. We expect that the ongoing and systematic assessment will validate the success of the QEP. Consequently, BOLT will significantly impact our students' ability to serve as leaders and become catalyst for positive societal change.

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XII. Appendices

Appendix A: Strategic Task Planning Committee

Strategic Plan Update

Opening Conference
August 19, 2013

Timeline continued

- Board members invited to participate in strategic planning process: November 11, 2011
- Board members assigned to committees: January 19, 2012
- Committee work completed: Week of March 05, 2012
- First draft of full strategic plan completed: Week of March 12, 2012
- Consultants made final edits to strategic plan: July 10, 2012
- Strategic Plan Team began meeting: August 16, 2012
- Plan disseminated to Board of Visitors: September 21, 2012
- BOV subgroup- Institutional Advancement began working on plan – September 2012 - current

Timeline

- President Miller evaluated the University environment: June-December 2010
- First SPTF meeting: February 11, 2011
- RFP committee work began: February 20, 2011
- MGT announced as consultant: August 01, 2011
- MGT made first visit to campus: August 12, 2011
- Committee meetings began: Week of August 22, 2011

Vice Presidents' Council Priorities 2011

- Strategic Enrollment Growth
- Foster a Campus Culture of Service
- Community-Based Learning (Community Service)
- Program Quality and Development
- Internationalization/Global Programs
- Research and Scholarship
- Technology Integration
- Public-Private Partnerships/Economic Development

Refined by Committees 2011

- Goal 1: Enhance enrollment and recruitment processes to recruit and retain a diverse student body that will produce a qualified workforce.
- Goal 2: Create and promote exceptional academic programs and research opportunities.
- Goal 3: Create and sustain a culture of excellence.
- Goal 4: Become a comprehensively internationalized university.
- Goal 5: Develop civically engaged citizens.
- Goal 6: Optimize infrastructure and facilities to support the academic mission of the university.
- Goal 7: Improve the use of resources to create economic efficiencies and increase funding.

Building A Better World

- The Virginia State University Strategic Plan describes how VSU, along with its administration, faculty, staff, students, and supporters, will move into the future and contribute significantly to the realization of the Commonwealth's objectives for higher education.
- This plan focuses resources on the advancement of student success and graduation. In doing so, it embraces the concept of "student-centered" as a core institutional value, the goal of increasing access to higher education for Virginia residents, and the removal of impediments to student retention, progression, and timely graduation.

Tenets- Fall 2012

- **Economic and Human Development.** Virginia State University (VSU) will strategically increase enrollment to broaden our breadth of service as a University of Choice for a diverse, academically prepared, and globally competitive student body.
- **Outstanding Teaching and Research.** Promote academic excellence through exceptional academic programs that extend the University's intellectual, cultural, and research capabilities to support sustainable economic growth, prosperity, and quality of life.
- **Holistic Commitment.** Foster the development of a campus culture that enriches the lives of students, faculty, and staff and provides a nurturing living and learning environment.
- **Globally Competitive.** Achieve recognition as a renowned university in the development of internationally astute, civically engaged citizens, through participation in and facilitation of global linkages.

Building A Better World

- This plan challenges VSU to optimize its resources, maintain academic program quality compliant with State Council of Higher Education for Virginia Instructional Performance Standards, and provide an enriching academic environment in which students can study, learn, and develop through their interaction with fellow students, faculty, staff, administrators, and community leaders. The premise of the University's Strategic Plan is "building a better world" through a commitment to excellence and provision of a teaching/learning environment that promotes and encourages high levels of student achievement.

EXPANDED CONSTITUENT SERVICES AND PRODUCTIVITY

Objectives:

1. Implement services and programs that facilitate economic development in Southside Virginia;
2. To prepare an expanded workforce for the Commonwealth in accordance with Virginia's Top Jobs for the 21st Century (TJ21) legislation, specifically, the production of 100,000 new degrees.

Assessment Measures and Implementation Strategies

- A. By fall 2017, produce 1,000 new degrees.
- B. By fall 2018, increase freshman retention rate to at least 75%.
- C. By fall 2017, increase the graduation rate to at least 55%.

GLOBAL AND CIVIC ENGAGEMENT

Objectives:

1. Students will complete their respective academic programs having demonstrated an understanding of effective Cross-Cultural Communication;
2. Students will demonstrate an appreciation for the value of engagement in civic action and leadership;
3. Students will understand the value of individual and cultural differences; and
4. Students will demonstrate an ability to communicate and interact effectively across cultures.

Assessment Measures and Implementation Strategies

- A. By fall 2018, increase international student enrollment by at least 20%.
- B. By fall 2018, at least 3% of all VSU students will participate in an international/global Study Abroad Program.
- C. By fall, 2018, the University students will participate in 45,000 hours of community service annually.

PROGRAMMATIC SUSTAINABILITY AND SPONSORED RESEARCH

Objectives:

1. Academic and co-curricular programs will be fiscally self-sustaining (i.e., comply to an pre-determined profitability formula);
2. Increase translational and pure/applied research productivity toward new revenue streams;
3. Establish translational and applied research as parts of VSU's pursuit of academic excellence.

Assessment Measures and Implementation Strategies

- A. By fall 2016, each college will implement plans for Inter- and/or cross-disciplinary sponsored research that is integrated with teaching and learning.
- B. By fall 2017, increase sponsored research portfolio to at least \$30mil.
- C. By fall 2016, all academic programs will meet or exceed pre-established VSU benchmarks for academic profitability.
- D. By fall 2014, increase and retain federal and state grant/appropriation funding.

INFRASTRUCTURAL INNOVATION

Objectives:

1. A hallmark of VSU will be its customer-service oriented culture of collegiality and efficiency via cutting-edge, cloud-based IT solutions;
2. Enhance operational infrastructure, addressing such processes as academic advisement, early intervention, fundraising, enrollment management, and human resources management.

Assessment Measures and Implementation Strategies

- A. By fall 2018, 75% of VSU personnel-related operations will be "cloud-based".
- B. By fall 2014, VSU will be a Level II institution.
- C. By fall 2014, utilize a suite of Banner-relevant/related software products to automate operations in each of the University's major units.
- C. By fall 2015, at least 75% of internal and external stakeholders will indicate satisfaction with the campus environment

ENTREPRENEURSHIP FOR THE MILLENNIAL ACADEMIC ENTERPRISE

Objectives:

1. *The VSU academic enterprise will increase federal and state grant/appropriation funding;*
2. *Aggressively design academic initiatives/programs toward growth of the Virginia economy;*
3. *Reduce reliance on tuition and ever-decreasing general-fund appropriations;*
4. *Increase opportunities for student and faculty research.*

Assessment Measures and Implementation Strategies

- A. **By fall 2015, each College will develop and implement at least one initiative that produces an independent revenue stream operating as a profit center.**
- B. **By fall 2018, the VSU Research Foundation will have a portfolio of \$5mil.**
- C. **By fall 2018, private funding will amount to 12% of non-general funding.**

The Virginia State University

As a pre-eminent land grant institution, VSU will enrich the lives of people through our outreach, economic, and human development by:

- Being a renowned leader in community engagement.
- Being known as a community of learners and scholars regionally, nationally, and globally.
- Providing a safe and secure living and learning environment where responsible and engaged citizenship are developed.
- Treating faculty, staff and students as valued members of the community consistently in an effort to recruit, enroll, and retain students.
- Increasing the number of students who successfully achieve their desired undergraduate and postgraduate objectives.
- Transforming the teaching, learning, and research environment to increase the visibility of the University to potential students, faculty, and partners locally, nationally, and globally.
- Strategically growing the University through targeted recruitment and enrollment based on areas of strength, "targets of opportunity," etc. And creating a sustainable culture of enrollment management.

Appendix B: QEP Committee

QEP Steering Committee

Dr. Donald Palm	<i>Provost and Vice President for Academic Affairs</i>
Dr. Tia A. Minnis	<i>Associate Vice Provost for Academic Affairs/Executive Director for Institutional Effectiveness/SACSCOC Liaison</i>
Dr. James Norman	<i>Associate Professor, College of Education (Faculty Senate Chair)</i>
Dr. Letizia Gambrell-Boone	<i>Vice President for Student Success and Engagement</i>

QEP Planning & Development Committee

Dr. Isis Walton Co-Chair	<i>Professor, Sociology and Criminal Justice</i>
Dr. Sabin Duncan, Co-Chair	<i>Executive Director, Student Success Initiatives</i>
Dr. Alexis Brooks-Walter	<i>Director of Assessment and Accreditation</i>
Dr. Diann Baecker	<i>Associate Professor, Languages and Literature</i>
Dr. Victor Vilchiz	<i>Associate Professor/Department Chair, Chemistry</i>
Dr. Weldon Hill	<i>Associate Professor, Music</i>
Dr. Cheryl Talley	<i>Associate Professor, Psychology</i>
Dr. Chaya Jain	<i>Professor, Political Science and Public Administration</i>
Dr. Tracy Walker	<i>Associate Professor, Doctoral Studies</i>
Dr. Aurelia M. Donald	<i>Assistant Professor, Management Information Systems</i>
Ms. Pamela Tolson	<i>Director of Communications</i>
Ms. Shelia McNair	<i>Associate Vice President of Finance</i>
Dr. Kawachi Clemons	<i>Special Assistant to the Provost</i>
Dr. Freddy Thomas	<i>Professor, Languages and Literature</i>
Dr. Benedict Uzochukwu	<i>Associate Professor, Technology</i>
Dr. Novella J Ruffin	<i>Extension Specialist/Child, Family and Human Development</i>
Dr. Justina Osa	<i>Professor, Doctoral Studies, College of Education</i>
Ms. Regina Barnett Tyler	<i>Director, TRIO Programs</i>
Dr. Hari Sharma	<i>Professor, Accounting & Finance</i>
Dr. Spencer Baker	<i>Interim Director, University Counseling Center</i>
Ms. Paula McCapes	<i>Staff Senate Chair, PR & Marketing Specialist, College of Agriculture</i>
Dr. Emmanuel Omojokun	<i>Dean, Reginald F. Lewis College of Business</i>

Dr. Daniel Roberts	<i>Director of Honors Program</i>
Mr. Ronnie Neal	<i>Development Officer, Institutional Advancement</i>
Dr. Robert Corley	<i>Associate Vice Provost</i>
Mr. Rossie D. Johnson	<i>Director of Military Affairs</i>
Major Albert Rios	<i>Department of Military Science</i>

QEP Planning & Development Committee Subcommittee Committees			
Writing	Assessment	Budgeting	Marketing & Communication
Dr. Diann Baecker - Chair	Dr. Tracey Walker - Chair	Ms. Shelia McNair - Chair	Ms. Pamela Tolson - Chair
Dr. Spencer Baker	Dr. Justina Osa	Ms. Adrian Petway	Ms. Paula McCapes
Dr. Freddy Thomas	Dr. Hari Sharma	Dr. Weldon Hill	Mr. Quentin Bolton
Dr. Novella Ruffin	Dr. Benedict Uzochukwu	Dr. Victor Vilchiz	Mr. Robert Woodington
Research	Ms. Regina Barnett Tyler		Mr. Ronnie Neal
Dr. Cheryl Talley	Dr. Oliver Jenkins		Dr. Aurelia M. Donald
Dr. Chaya Jain	Dr. Angela Henderson		Dr. Venkat Mummalanen
Ms. Jacquelyn Griffin-Hammonds			Dr. Berkita Bradford
Dr. John Fife			Dr. Anh Do

Appendix C: Campus Survey and Input

**Faculty, Staff, Alumni
Response to QEP**

QEP 2017
 September 20th 2017, 1:01 pm EDT

VIRGINIA STATE UNIVERSITY OFFICE OF THE PROVOST AND
 VP FOR ACADEMIC AFFAIRS

Q2 - Please identify the topic(s) you view as most appropriate and beneficial to enhancing our student learning and/or the learning environment at VSU. You are encouraged to also suggest additional topics below.

#	Please identify the topic(s) you view as most appropriate and beneficial to...	Percentage
1	Leadership Development	55.75%
2	Student Advisement	51.15%
3	Global Learning/Global Education	39.08%
4	Cross-Cultural Communication	38.51%
5	Civic Engagement Initiatives	34.48%
6	Internships/Job Placement	64.94%
7	Career Planning Support	54.60%
8	Tutorial Support Services	47.70%
9	Supplemental Instruction	35.63%
	Total	174

VIRGINIA STATE UNIVERSITY OFFICE OF THE PROVOST AND
 VP FOR ACADEMIC AFFAIRS

Q2 - Please identify the topic(s) you view as most appropriate and beneficial to enhancing our student learning and/or the learning environment at VSU.

Topic	Percentage
Leadership Development	55.75%
Student Advisement	51.15%
Global Learning/Global Education	39.08%
Cross-Cultural Communication	38.51%
Civic Engagement Initiatives	34.48%
Internships/Job Placement	64.94%
Career Planning Support	54.60%
Tutorial Support Services	47.70%
Supplemental Instruction	35.63%

VIRGINIA STATE UNIVERSITY OFFICE OF THE PROVOST AND
 VP FOR ACADEMIC AFFAIRS

Q5 - I am a: (check all that apply)

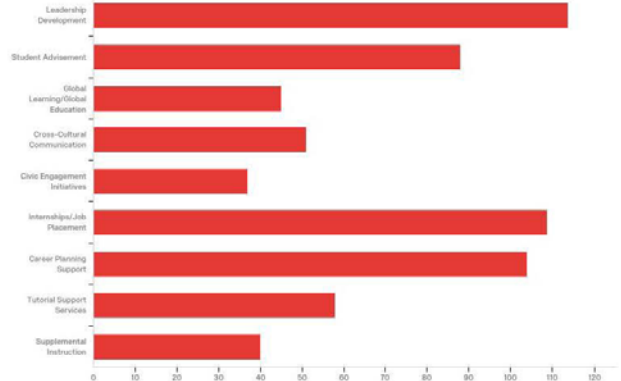
Role	Percentage
Adjunct/Instructor	10.00%
Alumni	15.00%
Board Member	2.00%
Faculty (Professor, Associate, Assistant)	40.00%
Staff	50.00%

VIRGINIA STATE UNIVERSITY OFFICE OF THE PROVOST AND
 VP FOR ACADEMIC AFFAIRS

Q5 - I am a: (check all that apply)

#	I am a: (check all that apply)	Percentage
1	Adjunct/Instructor	8.10%
2	Alumni	12.38%
3	Board Member	2.38%
4	Faculty (Professor, Associate, Assistant)	35.24%
5	Staff	41.90%
	Total	210

Q2 - Please identify the topic(s) you view as most appropriate and beneficial to enhancing our student learning and/or the learning environment at VSU.



Student Response to QEP

QEP 2017
September 20th 2017, 1:00 pm EDT

Q2 - Please identify the topic(s) you view as most appropriate and beneficial to enhancing our student learning and/or the learning environment at VSU. You are encouraged to also suggest additional topics below.

#	Please identify the topic(s) you view as most appropriate and beneficial to...	Percentage
1	Leadership Development	71.70%
2	Student Advisement	55.35%
3	Global Learning/Global Education	28.30%
4	Cross-Cultural Communication	32.08%
5	Civic Engagement Initiatives	23.27%
6	Internships/Job Placement	68.55%
7	Career Planning Support	65.41%
8	Tutorial Support Services	36.48%
9	Supplemental Instruction	25.16%
	Total	159

Appendix D: Faculty Feedback (QEP Meeting –January 8, 2018)

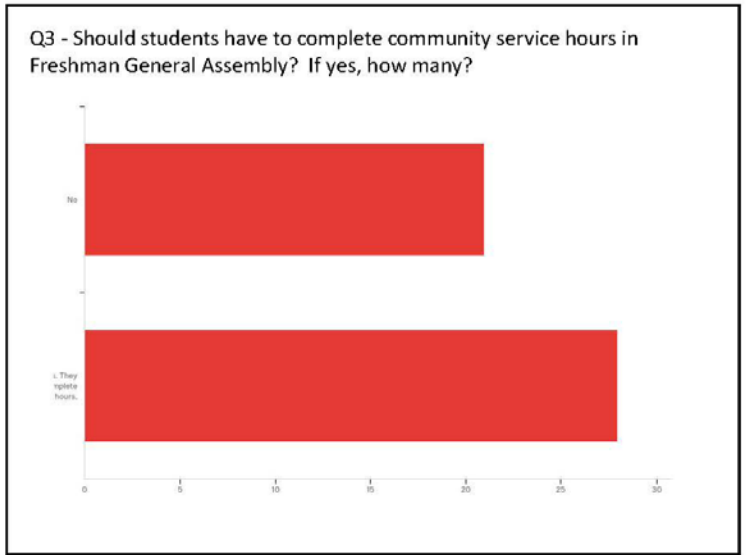
<p>What is the most important knowledge, skill, or disposition that should be incorporated into General Assembly? Please list them in hierarchical order, with #1 being the most important.</p>
<p>1. Knowledge and to be able to exhibit that knowledge through performance. 2. Communications skills (verbal and written) 3. Attitude (a spirit of cooperation).</p>
<p>1. knowledge of the land grant mission and institution's history 2. School and life balance (i.e., time management, study habits, understanding learning styles, student engagement, taking responsibility for their own learning) 3. Communication: (visual, auditory, verbal and written) 4. Interpersonal skills 5. Conflict resolution 6. Knowledge of basic mental health challenges (i.e., ability to identify depression, traumatic situations, coping with stress)</p>
<p>Time Management, Study Skills, Taking Initiative, Life Skills (Finances), Emotional Intelligence</p>
<p>The History of VSU, First Year Experience skills i., time mgmt, org. skills etc</p>
<p>wRITING, ORAL SKILLS, COMPREHENSION, rEADING, ANALYTICAL SKILLS</p>
<p>Communication skills, reading and writing skills, leadership building. Inter-personal relationship establishment.</p>
<p>1.) Ethics 2.) Personal Awareness 3.) Developing Intrinsic Motivation</p>

<p>Study skills. Ethical behavior. Cooperation.</p>
<p>1. Personal Awareness 2. Team Work Skills 3. Communication Skills 4. Leadership Competencies 5. Ethical Leadership</p>
<p>Intellectual Curiosity Critical Thinking Self-Efficacy Growth Mindset</p>
<p>intro to college life, learning style, goal setting, basic computer tech e.g., how to use Bb, PPT,, how to use library, balance life and work, budget technique, etc</p>
<p>Relatable issues to their lives Exposure to broad views of the world Demonstrations of academic and professional leadership and success Active component that gives initial exposure to leadership into practice</p>
<p>Personal accountability, self-awareness, Major exploration, Time management, Financial literacy, Respect for diversity of opinions</p>
<p>How to Write a correct resume, How to interview. How to dress. Time Management How to take test.</p>

<p>Critical thinking; truth about the current sociopolitical climate (social justice); writing and communication skills; the importance and value of writing - learn how they will need and use it in the future; how the college experience and required activities apply to them ... if they don't think they need it, they won't learn it.</p>
<p>Reading, writing, & comprehension, interpersonal relation, library usage</p>
<p>1. Defining what leadership is. 2. Ethical leadership 3. Teach soft skills 4. Time management 5. Listening skills</p>
<p>1. Learning how to learn for themselves, not for a grade. 2. Learning organizational structure and norms</p>
<p>Knowing University resources Knowing self and morals in order to be self assured Understanding history and perspective of VSU as part of identity and pride Having social skills to cooperate with others and influence change Knowing personal responsibility towards advancing civilization</p>
<p>1-Servant Leadership 2-Active Listening 3-Inclusion and Participatory Management</p>
<p>1. VSU culture- how to study dress goal setting Organizational structure Ethics (cheating, plagiarism) Problem solving Coping (life skills) Career Planning Communication via technology</p>

<p>1. How to be a student. 2. How important a positive attitude is.</p>
<p>A. Time management, Study habits, Learning styles, student engagement, VSU history, Land Grant Mission, Communication B. Strengths Finders, What is a leader, Define your passion and purpose, lead</p>
<p>1. Integrity 1. Responsibility for Grades 3. Professionalism 4. Independent Learning 5. Expectations/Effort 6. Work Ethic 6. Independent Learning 7. Behavior</p>
<p>#1 Professionalism #2 Effective Oral Communication #3 Effective Written Communication #4 Collaborative Skills #5 Conflict Management #6 Ability To Accept And Learn From Constructive Criticism #7 How To Develop Effective Organizational Skills #8 Ethical Skills #9 Ability To Discover And Utilize An Intrinsic And Ethical Motivator #10 Discipline And Work Ethic #11 Creative Thinking Skills</p>
<p>Students be given an overall view of higher education and the importance of commitment to a</p>

<ol style="list-style-type: none"> 1. Critical Thinking/Problem Solving 2. Metacognition/Reflection 3. Public Speaking/Communication 4. Team Building 5. Collaborative Learning 6. Positive Use of Technology
<p>citizenship, humanitarianism, positive peer-peer relationship, self management including time management and the pursuit of progressive goals, academic excellence, self esteem</p>
<p>Be able to discuss Virginia State University's students role in society. Including a session that integrates contemporary issues (political, social, and economic)</p>
<p>Information literacy critical thinking social skills</p>
<ol style="list-style-type: none"> 1.. Leadership qualities 2. Academic mentorship 3. Critical thinking 4. Writing
<p>Transition from high school to college Learning skills Changing your attitudes</p>
<p>Public speaking</p>
<p>#1 - Persistence #2 - Respect #3- Time Management #4 - Accountability</p>



<p>responsibility organization study skills communication research resourcefulness as a skill critical thinking problem solving</p>
<p>Critical Thinking Skills</p>
<p>Learning How to Study Effectively How to set an Effective Schedule for Academic Success Significant Important Historical Information about Virginia State University Learning How to be an Effective Leader</p>
<ol style="list-style-type: none"> 1. Understand what a Land Grant is and why VSU is a Land Grant and the significance. 2. Know and understand the history of the University.
<p>Dispositions toward learning</p>
<p>Learning to communicate well, especially in terms of writing clearly and articulately</p>
<p>#1. Voting and participating in political process</p>
<p>Writing Skills, Basic Math Skills,</p>

Part of the QEP includes the creation of a leadership seminar series. Can you recommend a speaker (who would speak for a nominal fee, \$15,000 or less) that would be relevant to VSU students?

Dr. Freeman Hrabowski (President, University of Maryland Baltimore County)
Michele Obama
Sherika Allen
Aaron Knight

Faculty should be given the opportunity to present in this way with funding.
For example, e faculty could audition for spots similarly to what Dr. Abdullah did for Ted Talks VA.
Roy Tatum, Alumni, Entrepreneur, Activist, Jamal Baily, Thurgood Marshall Foundation
Congressman, Senator, Military General

A VSU alum who is actively engaged in public service, social justice, civil rights, etc.
Dr. Kelsie Kelly - psychology alum. Postdoctoral Research Associate, MHIRT Research Coordinator, St. Kitts and Nevis
Lavar Stony -
Civic leaders, mayors, UNICEF ambassadors

1. Blair Underwood
2. Carl Webber
3. Dr. Zoe Spencer
4. Tyler Perry

Yewande Austin

Part of the QEP includes the creation of a leadership seminar series. Can you recommend a speaker (who would speak for a nominal fee, \$15,000 or less) that would be relevant to VSU students?

Roger L. Gregory
 Tony Porter (A Call To Men)
 Young social activist/entrepreneur
 Michael Eric Dyson
 Cornell West
 Ta-Nehisi Coates
 Jim Gregory; Roslyn Brock; Jeff Johnson; Roland Martin
 Christy Coleman
 Lavar Stoney
 Jelani Drew
 Deputy Surgeon General Rear Admiral (RADM) Sylvia Trent-Adams (U.S. Public Health Services)
 Retired Surgeon General David Satcher
 Yewande Austin
 Alumni from different Colleges Leaders and COE's
 David Hudson
 Sadiq Ali
 Mike Lee
 Head Master of Harlem Prep Academy Prep Steven Perry
 Tim King Urban Prep Charter in Chicago
 Danetta Jones Principal New York
 Colonel Mark Harris, U S Army Retired - Recommended by Barbara Joyner

What concerns do you have about the QEP?

The motivation and enthusiasm of the students needs to continuous.

1. Implementation will be challenging
2. How will you measure or illustrate outcomes and outputs of the QEP?
3. Faculty working collaboratively with the administration have QEP succeed.

We are concerned with student engagement/buy-in with the roll out of this program.

None at this time

Specific skills and abilities need to be cultivated in the teaching procedures. Practical project could be established to help the students to build their leadership.

The major concern is the lack of definition the key term "leadership." Leadership takes very different forms in different contexts. For example, military leadership is hierarchical in nature, while business leadership is sometimes hierarchical but sometimes much more egalitarian. Community leadership, on the other hand, is even different. And so on. In addition, the LEAD 200 course will knock off a social sciences or humanities course from students' general education experience. (This devalues the general education program as it currently exists.) Finally, with so little clarity about what BOLT will involve, students may well simply see this as another hoop to jump through.

Part of the QEP includes the creation of a leadership seminar series. Can you recommend a speaker (who would speak for a nominal fee, \$15,000 or less) that would be relevant to VSU students?

Eric Thomas - motivation speaker (the hip hop preacher)
 Dr. Calvin Mackie
 Dr. Pamela McCauly
 Jim Sporleader
 Congressman John Lewis, Oprah, Congressman Jerry Conley
 Ken Melvin (former House of Delegates member)
 Michael Wriston
 Joe Lindsay (current House of Delegates member)
 Missy Elliott
 Speakers should be dependent on specific topic of leadership
 Ed. Leadership Department :-) (We will be glad to consult on this.)
 Robert Moses - Algebra Project
 Chance Lewis - UNC Charlotte
 Freeman Habonvski - UMES
 Dr. Florence Farley,
 Mr. Chika Anyadike
 Dr Conrad Gilliam
 Dr. Michael Battle
 Walter Williams
 Michelle Obama, Eric Thomas, Tony Dungy, Mike Lee
 Ron Clark
 Harrish Brewer
 Dr. Avis Jones DeWeever, Roland Martin, Zakiiyah Ali, Roy Tatem

What concerns do you have about the QEP?

How will we determine the effectiveness? Do we have an assessment/evaluation team in place?

Can we stick with the program until we have actual data ... in the past projects are tossed as soon as we encounter a speed bump.

Not now but in the future when we receive feedback from students.

I think QEP should be started as a pilot project first in order to eliminate the imperfections before actual implementation.

Identifying what leadership means or is defined is required. LEAD 200 taking the place of a GE Humanity or Social Science will undermine the existing offerings/programs. Should the program be required to all incoming Freshmen, or select or self-selected students?

It needs to be explained more fully how every department plays a part in the effectiveness of the QEP.

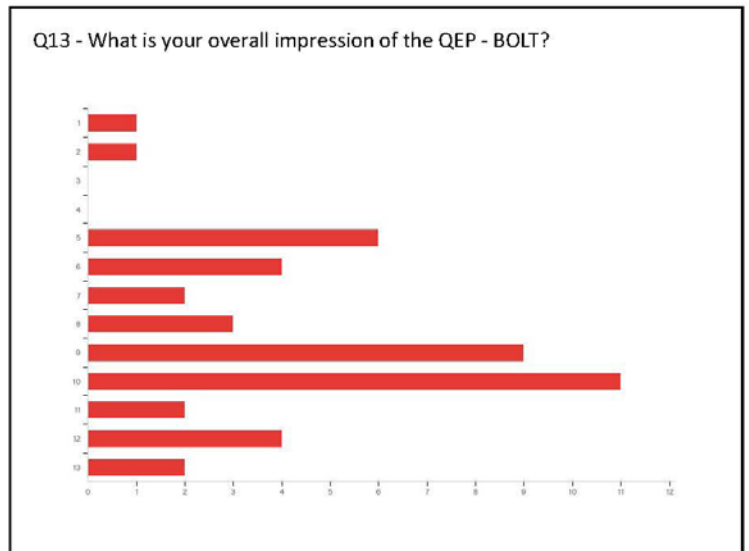
How will these be assessed to identify the level of success?

Who is responsible for assessing the student success?

None outstanding.

Certain pillars of the QEP is vague. For example, what do you mean by "Student Awareness"?

What concerns do you have about the QEP?
None
Getting by-in across campus. The different pathways need to be clearly explained to faculty, advisors and students. Ensuring that capable faculty are available to teach the courses according to demand.
some students may put off VSU by adding the extra class about leadership, or their parents not pay for them, since they did not see the value of the leadership or students do not want to be a leader in their career path.
Who will teach the courses? Who will manage the system? community service hours? Who will determine training, and evaluate the program? Who will determine Leadership ability? How will this limit student exposure to other gen ed courses? If these are embedded in courses, how will this be evaluated?
Very ambitious, lots of areas to address, how much money/ support will be made available;
I feel like I doing this work for a specific school and We will be told in the next couple of days that I have to do this for Agriculture.
Ambitious but achievable.



What concerns do you have about the QEP?
Leadership common student learning outcomes being assessed and achieved
Minors should not require a student to be enrolled for longer than 4 years. Why does the minor require so many (20) credits?
Why is the initial course worth 0 credits? Will students be motivated to complete the course? Will students want to pay for the course that holds no credit hours?
Concerned that different disciplines will have conflicting definitions of leadership
We have no concerns at this time.
Ease of implementation Leadership among student body in regards to preparing them Qualification of faculty teaching What is the assessment process/data collection of BOLT
that students will not attend the zero credit course(s)
1. Follow up
2. Having outcome based results
The concern is the implementation and assessment of QEP. What would be the class size for the leadership courses.
Sustainability

Appendix E: Course Descriptions of Leadership Classes

Required Leadership Coursework
<p>GSGA 100: Becoming a Trojan Scholar</p> <p>This introductory course lays the foundation for building ethical leaders by exploring the history and theories of leadership. Through analysis of leadership types, attributes, and personal assessments, students will develop an understanding of their own leadership style. Students will also complete a StrengthsQuest profile. GSGA/LEAD 100 is a prerequisite for all other LEA courses and a requirement for graduation. Begin e-portfolio.</p>
<p>LEAD 200: Contextual Leadership</p> <p>This course will explore the influencing variables that shape leadership. Variables can include (but not be limited to): goals, leadership style, composition of the group being led, time, circumstances, biases, and more. By recognizing the variables that impact leadership choices, students will develop greater discernment in recognizing the how and why behind leadership efforts. The course will emphasize leadership in multicultural contexts and the need to understand and respect diversity. Students will develop a social justice service project. Required for graduation as a GE Elective.</p>

Required Leadership Coursework
<p>LEAD 201: Leadership in Action</p> <p>Students will execute the social justice issue developed in LEAD 200. Students can apply for the Trojan Leadership Program.</p>
<p>LEAD 300: Practical Leadership Experience I</p> <p>This course will serve as a hub for campus leaders. It is designed to supplement their ongoing campus leadership role with practical tools that advance the mission of their campus organization and the university.</p> <p>Note: In practical terms, this course provides a structured way for students to gain course credit for their roles in various leadership capacities. Students (in groups) will work on a campus-based service project encompassing more than one activity. Upon completion of course, may apply to be recognized as a Trojan Ambassador</p>
<p>LEAD 400: Practical Leadership Experience I</p>

In this course, students will participate in experiences beyond campus (internships, job shadowing, fellowships, volunteering, and other efforts with approval from the professor) while compiling designated artifacts for their Capstone ePortfolio. Students (in groups) will work on a Social Justice issue with a national or global focus. Will include the creation of a social media presence designed to bring attention to the issue.

Other Requirements

Experiential Learning

LEAD 300 includes an experiential learning component. Students may choose from an array of activities including, but not limited to: 1) Service in a leadership capacity as a class officer or organization leader, 2) Work as a mentor or tutor, or 3) Service as a TIP Leader, Trojan Leader, or Hill Fellow. Experiential Learning requirements, including hours worked and type of service, must be approved by the instructor.

Note: Experiential learning may occur as early as the second year.

Capstone E-portfolio

The Capstone e-portfolio will include artifacts attesting to the student's leadership activities throughout the program. However, the key component of the e-portfolio will be a Reflective Essay. Without reflection, learning doesn't occur. The Reflective Essay will require students to synthesize and analyze their experience in the Virginia State University Leadership Program.

Appendix F: Required Courses for Minor in Leadership

Minor in Leadership Courses

Courses selected for the Leadership Minor program would allow students to select from one of three tracks; General, Military, or Business. The required classes are listed below.

CORE:

- GSGA 100
- LEAD 200/MILS 201 – Foundations of Leadership

FOCUS:

- Business Leadership
 - MGMT 150 – Principles of Business
 - PHIL 180 – Critical Thinking
 - PHIL 290 – Business Ethics
 - SPEE 214 – Introduction to Public Speaking
 - MGMT 220 – Organizational Behavior
 - MGMT 300 – Organization and Management

- General Leadership
 - FACS 141 – Perspectives on Professionalism
 - PHIL 180 – Critical Thinking
 - PHIL 275 – Ethics
 - SPEE 214 – Introduction to Public Speaking
 - MGMT 220 – Organizational Behavior
 - MGMT 300 – Organization and Management

- Military Leadership
 - MILS 301 – Applied Leadership
 - MILS 302 – Applied Leadership
 - MILS 401 – Adaptive Leadership
 - MILS 402 – Adaptive Leadership
 - HIST 304 – American Military History
 - GREE 310 – Advance Communication Skills

Appendix G: Charlie Hill Institute

Trojan Leadership Program

Executive Summary

The Hill Leadership Institute at Virginia State University (VSU) facilitates the development of world class, entry-level leaders for the global workplace and their communities. It is an interactive experience designed to promote transformative nurturing and development of students admitted to the Institute. The cornerstone of the Institute is to produce graduates who are ethical, competent, results oriented, innovative, and respectful of others and their opinions. This will prepare them to become successful adults, citizens, employees and employers. Students admitted to the Institute are designated as “Hill Fellows.” Fellows are selected at the end of a student’s sophomore year and may remain active through graduation. Fellows are required to complete 200 hours of campus and community service during their junior and senior years of study to remain in good standing in the Institute. Fellows are grouped in cohorts to create a sense of community among members of each class. Graduated Fellows are expected to remain connected with the Institute and those Fellows who follow them by making financial donations to the Institute and/or VSU and mentoring Fellows in the pipeline.

In December 2015, Board of Visitors member, Charlie Hill (Class of 1966) established the endowed Charlie Hill Leadership Institute. Appreciating his transformative experiences while a cadet in the ROTC Program at Virginia State University, Mr. Hill intends to help to prepare future leaders for service in their careers, and life in general. The Endowment proposes to provide an opportunity for students to participate in a program which highlights the qualities of service, integrity and character. While Mr. Hill created the Endowment as an opportunity for

student transformation, it did not bear his name. In honor of Mr. Hill's commitment to excellence and his 50th anniversary on the "*Hill high above the Appomattox*," Interim President Dr. Pamela V. Hammond suggested naming the fund in his honor.

Vision

Virginia State University becomes a destination for students who want to learn how to lead in an increasingly competitive and complex world because of the Institute.

Mission Statement

Deliver highly motivated, career ready and globally prepared leaders who are able and willing to competently lead and serve immediately following graduation, regardless of their course of study or major.

Goal

Fellows will learn and demonstrate leadership skills that significantly increase their chances of being successful adults, citizens and employees or employers.

Core Values and Behaviors

Ethics-Gives an honest and timely report of actions, progress and outcomes even if it is difficult or unpopular;

Results-Excels at getting the "right" things done in the "right" way on time by working with other people and making effective and timely decisions;

People-Treats others and their opinions with respect;

Innovation- Pursues new learning and embraces alternative thinking for solving problems and getting the desired results;

Leveraging Difference-Sees, appreciates, and values relevant differences among people to achieve desired results;

Resilience-Recovers quickly from difficulties and demonstrates personal uplift to bounce back;
and

Leadership-Influences the efforts of others to achieve desired positive results.

Educational and Developmental Philosophy

The Hill Leadership Institute is interested in recruiting students who are passionate about people and have a desire to serve the needs of others. The Fellows will be taught the fundamentals of leadership that will be used to direct their actions in the fulfillment of their commitment to the Hill Leadership Institute. The Hill Fellows will be challenged to think critically about factors that hinder student academic performance and engagement and factors that promote persistence. The Fellows will be taught to deconstruct real-life scenarios and render results based decisions through the lenses of ethical consciousness, leveraging difference, innovation and resiliency. A primary aim for the Hill Fellows is to learn from their experiences and have the courage to manage, firstly, themselves before leading others. Other fundamentals include discipline, maturity, perseverance, respect, personal grooming, manners, dressing for success and a drive for excellence. Fellows will have the opportunity to cultivate their skill development through professional development experiences, career training, near peer mentoring, civic engagement, job shadowing and social justice opportunities. Fellows will create portfolios that demonstrate their commitment to the tenets of Virginia State University, their personal and academic identity, and the core values of the Hill Leadership Institute.

Project Description

The Hill Leadership Institute will be housed in the Division of Student Success and Engagement where the Vice President for Student Success and Engagement has the primary oversight of the program and it is governed out of the Academic Center for Excellence. Student engagement at Virginia State University must be coordinated and intentional in order to be successful in exposing our newest students to the VSU Way. To foster this development, students are invited to apply for a leadership position in the Trojan Leadership Program that is responsible for mentoring first time VSU students in the development of their individual brand which includes the development of their personal and academic identity, traditions and values of VSU and the core values of the Hill Leadership Institute. Students are exposed to and master these concepts in the Leadership 200 (second semester of freshmen year) Leadership 201 (first semester of sophomore year) and Leadership 300 (second semester of sophomore year) courses. Upon successful completion of these courses and one year of satisfactory service as a Trojan Leader, students are eligible to apply for admission into the Hill Leadership Institute. Hill Fellows are required to enroll in and satisfactorily complete Leadership 400 to successfully fulfill all requirements and endorsements from the Hill Leadership Institute.

To augment course content, an experiential component of the leadership courses provides Trojan Leaders an opportunity to use various mentoring techniques for engaging their students that include one-on-one and group formats. The mentorship experiences occur in formal and informal settings. The mentorship requirements require a time commitment of 2 hours per month, a minimum of three (3) contacts per month (email, phone, text, in-person); a minimum of one face-to-face contact per month and compliance with the federal and state laws that govern confidentiality. Mentors are required to attend a minimum of two athletic, cultural, social and university events each semester; monthly leadership seminars and participation for

an academic year in the Trojan Leadership Program. The Hill Fellows will accept the leadership role for planning and facilitating the agenda for the Trojan Leadership retreat that will commence 2½ days prior to the start of welcome week for new freshmen and transfer students. Hill Fellows will plan and lead the monthly leadership sessions and will participate in the annual Hill Leadership Evolution Retreat. The Hill Fellows will work closely with the Office of Student Engagement to assign Hill Fellows to their mentors and mentees. Each Hill Fellow will have 10 Trojan Leaders to support as the Trojan leaders mentor 10 new VSU students.

Project Assessment

To assess the impact of the Trojan Leadership Program, new students will be given a pre and post survey instrument that measures information learned about Virginia State University, and the building of one's personal brand which includes personal and academic identity. If successful, new students will target a minimum of three VSU values to develop, three personal development goals and three academic development goals. To assess the performance of a Trojan Leader, if successful, the Trojan Leader will have a mentorship journal that meets or exceeds the requirements as outlined above for Trojan Leaders. To assess the impact of the Hill Leadership Institute, Hill Fellows will complete the program with a portfolio that includes a minimum of five artifacts to demonstrate one's commitment to the VSU Values, the development of one's personal brand and the core values of the Hill Leadership Institute.

Admission Requirements

Trojan Leadership Program

To be eligible for the Trojan Leadership Program, students must have successfully completed 15 credit hours, and maintain a minimum of a 2.5 GPA. To be confirmed as a Trojan Leader, students must have successfully completed 30 credit hours, earned a minimum GPA of

2.5, successfully completed the application requirements and successfully passed with a C or better General Assembly 100 and Leadership 200. Confirmed Trojan Leaders will be inducted into the program prior to accepting the responsibility for mentoring new VSU students.

Hill Leadership Institute

After completion of at least one year of remarkable service and successfully passing Leadership 200, 201 and 300, Trojan Leaders will be invited to apply for a position in the Hill Leadership Institute as a Hill Fellow. The Vice President for Student Success and Engagement will recruit students to interview for a position in this highly selective program. To be eligible, students must have earned a minimum GPA of 3.0 and 45 credit hours. To be confirmed as a Hill Fellow, students must have earned a minimum of 60 credit hours and demonstrated commitment to the values of the Trojan Leadership program for an academic year. Confirmed fellows will be inducted into the program prior to accepting the responsibility for training leaders for the Trojan Leadership Program.

Selection Process

Students will be notified about the opportunity to apply for the Trojan Leadership Program. Interested students who meet the grade point average and earned credit hour requirements will be allowed to obtain an application packet. Faculty and staff will conduct the selection process for the initial two years. Following, Hill Fellows will recommend students for selection. Selection is based upon the interview rating, letters of recommendation, test scores, personal statement, GPA and earned credit hours. Students will be invited for an interview after attending an information session, submitting an application, and reviewing the personal statement. The Personal Statement reflects professional aspirations in line with the Hill Leadership Institute's core values, goals and a reflection on the how a notable leader has

impacted the student's life. The written recommendations by faculty, staff, employers, and community leaders should attest to the candidate's skills and potential for successful performance as a Hill Fellow. Ratings will determine which students are invited for an interview and which students are admitted to the program.