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Kalie Sabajo

University of San Diego, kcsabajo@gmail.com

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Analyzing the Impact of Student Involvement and
Leadership Development on Academic Achievement

Kalie C. Sabajo

University of San Diego

Abstract

This study examined my effectiveness in supporting students' use of the CSUSM Co-Curricular Model to deepen their understanding of and ability to articulate transferable skills between academics, employment, and extracurriculars, motivated by the following research question: (a) How can I, as a professional staff in student activities, support the students I serve to connect academic achievement and engagement in leadership development and student involvement? Data was collected through student self-evaluations, weekly one-on-one meetings, and larger group surveys with seven undergraduate students and three faculty members. My findings informed further implementation of the Co-Curricular Model in campus-wide programs and student evaluations.

Keywords: Leadership, Co-Curricular, Collaboration, Student Engagement, Student Involvement, Student Affairs, Academic Affairs, Faculty, Professional Staff, Programming Board

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Analyzing the Impact of Student Involvement and Leadership Development on Academic Achievement

Today's generation of college students are accustomed to living a life that is full of scheduled activities and little downtime. The students we serve today are used to managing their time between a multitude of extracurricular activities and schoolwork and come to college with the mindset of seeking involvement wherever they can find it. Without their parents and teachers to hold them accountable for their time management, students are at risk of becoming over involved on campus and letting their academic efforts fall to the bottom of their priority lists. It is at this point that I, as a professional staff member at a California State University, San Marcos, begin to see students losing sleep, arriving late to meetings, missing due dates on tasks, and shifting their focus from work to academics. It is at this point that students feel the need to remind me that they are students first and are overwhelmed by the workload I have given them, on top of their other campus involvements such as Greek Life, Orientation Team, other student organizations, and perhaps even other jobs.

In the 2017-2018 academic year, I was a graduate assistant and supervised a student who was so overwhelmed by their schedule that they failed two classes and had to resign from their position in our department as a student employee. I began to realize that my work as a supervisor had been focused solely on the student's development as an employee and did not support or supplement their academic work, even though we do emphasize the idea of being a student first. I began to wonder if there was a way that we could be more intentional in our department to help students incorporate their academic understanding and work into their jobs, to support a more holistic learning experience for them.

As a former K-12 educator, I entered higher education, more specifically student affairs, expecting that work between staff and faculty occurred frequently and without contention. I quickly learned that academic and student affairs operate quite separate from one another and very rarely have the opportunity to effectively collaborate to aid in student development and academic achievement. In my current role, I supervise the Associated Students, Inc. (ASI) Campus Activities Board (CAB), which is comprised of seven undergraduate student employees who plan and execute campus programming throughout the academic year. Our team is responsible for the largest campus-wide events including CougarFest to celebrate Homecoming, and Festival 78, a music and arts festival that will occur for the third time on April 27, 2019. Because our team hosts such high-profile events, we must be very intentional and careful in the planning and preparation of these events to ensure that we are including and notifying the appropriate campus partners, all the way to the university President's executive council. With such high profile events comes the pressure and responsibility to execute programs perfectly, which can overwhelm a busy undergraduate student quite easily.

While working on CAB is certainly a way to become involved on campus, it is also a paid student position and one that is coveted by many students at CSUSM. Because of the demand to produce high quality events across campus, students who struggle with time management or being over involved are at risk of experiencing burnout and/or failing their classes, rendering them unable to continue working on in ASI. This could potentially cause other problems, as the student would no longer have a steady source of income and may not be able to find an off-campus job that can accommodate a full-time class schedule.

Within the division of student affairs at CSUSM, we utilize the Co-Curricular Model (CCM) as a means to connect academic work with extracurricular work. The Co-Curricular

Model is made up of five domains: Civic Engagement & Social Responsibility, Leadership & Interpersonal Development, Critical Thinking & Ethical Decision Making, Career & Professional Development, and Holistic Wellness (see Appendix A for co-curricular framework). Integrated into these domains are learning outcomes that encourage further personal and professional development for our students in addition to finding ways that skills can be transferred in and out of the classroom setting. It is through this framework that I have worked with CAB student employees to bridge the gap between academic work and extracurricular involvement. My hope is that integrating the co-curricular model and helping students reach a deeper understanding of its function would help them to make connections and articulate the transferrable skills they are learning both in and out of the classroom in a way that would help them to prioritize their academics, boost their GPA, and deepen their learning within ASI.

Research Questions

How can I, as a professional staff in student activities, support the students I serve to connect academic achievement and engagement in leadership development and student involvement?

- a. Will this connection aid in bridging the gap between faculty and student affairs professionals?
- b. Is the co-curricular model an effective way to identify and implement practical and transferable skills?

Literature Review

Collaborations with faculty and student affairs professionals have occurred in the past in the form of living-learning communities, co-teaching courses, and professional development initiatives (Li, 2010; Day & Lane, 2014; Glass-Starek, 2013; Philpott, 2003). According to Peter

Magolda (2005), some partnerships, such as a continuing diversity education program at Miami University, and a series of forums and workshops held by professors of religion, Middle East politics, and counseling that student affairs professionals used to advocate for Muslim students after the September 11, 2001 attacks, were more successful than others. Additionally, Magolda (2005) recommended evaluating whether collaboration is necessary at all in certain contexts, such as faculty-in-residence programs that do not always address the needs of the campus. George Kuh (1995 & 2009) has stated that student involvement and leadership opportunities help students to thrive and have a more memorable and positive college experience, yet some of my colleagues and professors have argued that faculty do not agree and see extracurricular activities as a distraction from academic work.

Contrary to what faculty might believe, student involvement and leadership development have been positively linked to academic achievement (Calhoun, 1996; Kuh, 1995 & 2009; Johnson and Rayman, 2007; Astin, 1984). George Kuh (2009) supports this claim yet cautions that students from low-income backgrounds or underserved populations may not have equal opportunity to connect extracurricular activities and academics. Since CSUSM is a minority serving institution, it is possible that some of our struggling students have not be supported in developing the skills needed to be successful in college and are not seeing those needs met in our department. Moving forward, it is essential that we assess these needs and work to address them in our training and retreats. As we dig deeper into meeting the needs of students, John Calhoun (1996) suggests that entire institutions are not meeting students' demand for resources. He is a strong advocate for programs with an educational purpose and challenges student affairs professionals to actively participate in student learning, while also recognizing that a cultural

shift at an institution may need to begin by revisiting the mission and strategic plan set at the administrative and perhaps system-wide levels.

In general, there is a theme of caution when approaching a way to connect faculty and student affairs, because it is very demanding work when it is executed, and people on either side seem resistant to work with the other (Magolda, 2005). What is lacking from the literature I have collected are reasons why the two groups do not work together often, and authors such as Philpott (2004) and Shepherd (2010) are simply making educated guesses based on their experiences. It would be beneficial to have a better idea of where the resistance is rooted, especially because both academics and extracurricular activities are favorable for achieving student learning outcomes.

Magolda (2005) proceeds to suggest that student affairs professionals often allow faculty to take the lead on initiatives, unintentionally giving them a heavier workload and downplaying the positive and significant impact that student development theory and extracurricular activities have on students. The American Council on Education Studies (1937) identified that “one of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture – the product of scholarship, research, creative imagination, and human experience” (p. 1). It is the joining of these “important elements of culture” that give students a holistic educational experience and will guide my practice as I work to improve their overall success. Further, we should provide our students with the tools to be able to clearly articulate how both academics and involvement have helped them to be successful, and to what degree both things have influenced their learning and development.

Additionally, the literature I have read so far has been very supportive of students participating in extracurriculars, specifically because it supposedly enhances their academic

performance. The reason that my research question occurred to me is precisely because I am witnessing the opposite in the students with whom I work, and I have found no literature to support my research claim. I am not looking to necessarily prove scholars like Astin and Kuh wrong, rather I am hoping to find ways to make their claims true and give my department tangible tools and processes to guarantee its success. For this to happen, we need to know the degree to which our students are involved and how long they are truly spending on schoolwork and/or extracurricular activities. Being able to connect the two may help students spend more time engaged in both areas.

Context

I am the Interim Student Engagement Coordinator at California State University, San Marcos. I supervise seven undergraduate students, and we meet individually in 30-60 minute weekly sessions. Last year, when I wrote my proposal, four students graduated, one moved to the Board of Directors as the ASI Executive Vice President, and one student returned to CAB. For the 2018-2019 academic year, six students were new to CAB, which required training in the fundamentals of programming rather than building upon the skills of returning students. Currently, CAB is made up of one biology major, two business marketing majors, one psychology major, one visual arts major, one arts and technology major, and one human development major.

Ideally, I would have interviewed professors from these respective majors who have direct contact with my students, but it proved difficult to meet with faculty who are not familiar with me. As a result of this, I reached out to colleagues who have worked on campus longer and have established relationships with some faculty. Through their existing connections, I was able to meet with three faculty members regarding my action research. I met with the Dean of

Undergraduate Studies, a full-time lecturer from the Speech-Language Pathology department, and a part-time General Education, Lifelong Learning (GEL) lecturer. All three of these professors had unique insight to the existing silos we currently operate in and offered wonderful suggestions on how to increase collaboration between student affairs and academic affairs at CSUSM.

CSUSM promotes a culture of inclusiveness, serving a diverse student body that is primarily Hispanic. As of 2016, 61% of students identified as female, and 39% identified as male. Forty one percent of students identified as Latino/a, followed by 29% Caucasian, 11% Other, 10% Asian/Pacific Islander, 5% multiple ethnicities, 3% African American, and less than 1% Native American. There were approximately 390 international students, with the majority from China (21%), followed by Saudi Arabia (15%), Norway (14%), Korea and Japan (9% each), and India (8%) (Fast Facts, 2016). CSUSM had an enrollment of 15,537 in 2016 and as of the 2017-2018 academic year, had nearly 17,000 students (Breier, 2017). The 2017-2018 CAB was representative of the campus, with one African American student, two Hispanic, one multiple ethnicity, one international student from Indonesia, and one Asian American. The 2018-2019 CAB has six students who identify as Latino/a and one Caucasian student. My supervisor and I are both Caucasian. In order to track the demographics of attendees at CAB programs, we use an online tool known as Presence or Tukwut Trax. Students use their ID card to swipe into events, and we can track which populations of students are impacted by our events, as well as students who do not engage with us at all.

As a professional staff who serves CAB specifically, I have the privilege to meet with these students frequently and build strong rapport with them. My direct contact with students gives me insight to their experiences that might be missed by the other students and staff in ASI.

This helps me to meet their individual needs and cater my advising to them, opposed to one strategy for all students. Through this action research, I have learned new ways to create a partnership with faculty that is beneficial to students and their development. I come from a K-12 background and see the value in teaching as much as I see the value in student affairs work. I have worked hard to help our students get the most out of their college experience, in a way that is tailored to both their major and position in ASI. I have created individualized plans that align with their goals and passions to aid in identifying transferable skills, knowledge, and evaluation.

Regarding challenges I may face, the leadership development we provide to students at trainings and retreats is received differently by each student – some not enjoying it at all while others get a lot out of it. The students who are dismissive may have a difficult time gaining more leadership skills in that context. Part of my growth has been to learn about the existing resources on campus and referring students to them. Additionally, I was concerned that faculty may not participate with us in any way, but I was able to interview three faculty members throughout the course of my action research. While I would have appreciated more interaction with faculty, I have learned many valuable ways to increase my connections with them, which is highlighted in my recommendations.

I recently had a conversation with my supervisor, another professional staff person, and a graduating student about their experience in ASI. The student said that getting involved on campus has helped them to find value in their college experience because academics were not enough to engage them. The two other professional staff in the room were thrilled by this statement and immediately agreed with what the student said. I certainly appreciate that involvement is fulfilling to our students, yet the negative attitude towards classes concerns me. If we are going to engage students in the process of striking a balance between academic and

student affairs, we should take a more active role in positively linking the two departments and demonstrate that we see the value in taking classes and getting to graduation.

When the 2018-2019 academic year began, I had a set list of questions that I intended to ask students at each 1:1 meeting. While in theory, this was a good routine to strive for, the reality is that students can be in very different mindsets each time they meet with you, especially those who are involved in multiple organizations on campus and/or are taking a demanding course load. As my primary goal in an advising role is to be an active listener to the students, their needs often dictate how our 1:1 meetings will be conducted. This created limitations over the course of the year because our weekly meetings were only thirty minutes long and did not allow time for me to address any specific needs regarding CCM implementation or connecting skills with academics. While meeting the students where they are is valuable and has been a source of stress relief for the students, their skills at work may not have developed to their full potential because I did not capitalize on the time I had during 1:1s to address specific tasks or progress on goals.

Methodology I

Throughout this year, I have used McNiff and Whitehead's (2011) action-reflection cycle for my project. This cycle is outlined through the process of 'observe-reflect-act-evaluate-modify-move in new directions' (McNiff & Whitehead, 2011, p. 10). McNiff explains action research as a "spontaneous, self-re-creating system of inquiry," (McNiff & Whitehead, 2011, pg. 67) which aligns with my experience of frequently emerging questions, a fluid shift of focus, and the acceptance of beginning at one point and ending somewhere unexpected. Additionally, the steps outlined in this cycle do not have to be followed in sequential order. There is freedom to organically engage in my cycles without feeling limited by a particular structure. McNiff and Whitehead suggest that action research can address many issues while still being positioned

around one major focal point, which encompasses the operations of ASI at CSUSM – meeting students ever-changing needs while maintaining my focus on increasing my ability to support their attempts to balance involvement and academics.

This process made sense for my project because it is similar to how I have conducted my work in ASI so far and was a comfortable process for my colleagues and supervisors. Through observation, it was clear that our department did not have an evaluation process for our students, so I approached my supervisor about it. We reflected on why this process would be beneficial to our department and acted by creating a plan once I got approval from our Executive Director. I then went through our first wave of evaluations in December 2017 and collected feedback from colleagues to revise our questions and rubric as needed. We conducted exit interviews with our students in April/May 2018 and used the data to move our department forward through training and retreats that are more closely tailored to our students' needs.

My cycles helped me to be organized over the course of this year. I appreciate McNiff and Whitehead's process because it is broken into more steps, which will help me to take this process one step at a time instead of rushing through. I was immediately drawn to this cycle because it includes a reflection piece so that I can spend more time visiting my own goals for growth. Something I was able to reflect more on this year is my positionality and the power dynamics at play with the students in ASI, especially since being promoted to a full-time professional staff role. I had been naively unaware that the students viewed me as an authority when I was a graduate assistant, and they sometimes felt a lot of pressure to meet my expectations. This sentiment remains true and is amplified compared to last year, now that I am officially the direct supervisor for CAB. When I was a graduate assistant, I had perceived myself

as an assistant all year and assumed that the students did as well, not realizing the invisible stress I was placing on them when my intention was just to guide and support them.

My research was informed to some degree by the epistemological assumptions held by myself and my colleagues. Coming from K-12 education, I assumed that partnerships with faculty were a regular occurrence in higher education. Embedded within this assumption is the strong belief that these partnerships are necessary to ensure a holistic educational experience. When I initially approached my advisor, a faculty member, and supervisor, a student affairs professional, about my research topic, they both seemed to believe that faculty will not be interested in participating in a collaboration with student affairs. I did not question whether they had attempted to do something similar before, but it was clear they believed I would struggle when involving faculty in this process. I was hopeful that some faculty would be willing to participate in my research and contribute to ending the stigma associated with academic and student affairs collaborations. The steps involved in this action-reflection cycle allow for change to be addressed through a process that embraces fluid and ongoing learning while providing opportunities for reflection and feedback.

Pre-Cycle and Needs Assessment

At the end of the Fall 2017 semester, we had to ask a student to resign because his GPA fell below a 2.0. I realized that throughout the semester and in our evaluations, there was nothing outlined to help support a student who might be experiencing academic struggle. Typically, classes and grades are kept completely separate from our department, though the work students do with us heavily impacts their ability to complete schoolwork, if the student has not developed effective time management skills. I have seen this student once since he resigned, and his demeanor around me had completely changed. Where he used to approach me seeking guidance,

he now seemed very uncomfortable around me and felt as though he had let me down by letting his grades slip. He did not understand that my role was to be a support for him, regardless of the struggle he was experiencing and the fact that he was no longer in our department. Through this experience emerged a new question: who is there to support the students that do not interact with the student affairs division at all?

While only one student had to leave our team, we had another student whose GPA almost fell below the 2.0 requirement. My supervisor and I issued her an Academic Improvement Plan (AIP), complete with a timeline of check-ins throughout the Spring 2018 semester and goals she would need to achieve by the end of the year. It was that process that led me to question how I was supporting our students' academic work and ensuring that they felt supported in their attempts to balance work and school. After discussing this issue with my supervisor, she was incredibly supportive of my hopes to investigate this further and try to implement some strategies that can help us to better connect students' work to their majors. One of the goals I had for myself throughout my action research was to learn about the many resources on campus that are available to students. It is not possible for any one department to serve all of the students on campus, and part of my work over the summer was to compile a list of resources for students and meet people who work in each department. Having two students struggling academically as we moved into the Spring 2018 semester gave me a clearer focus on how to structure our weekly meetings moving forward, which helped us get more precise feedback from students when we began planning ASI Retreat and CAB training for the 2018-2019 academic year.

Based on the feedback received from our graduating students in the Spring 2018 semester, planning for CAB Training and ASI Retreat happened simultaneously. Students identified that they needed additional training in the following areas: delegation, giving

feedback/self-advocacy, and preparing for meetings with campus partners. Because CAB has separate training that is specific to their roles, it was important that we did not repeat training activities between that and the all-ASI retreat. Throughout most of the summer, I was still a part-time graduate assistant and did not participate in the entire hiring process and therefore did not know all of the incoming CAB students when we began to plan training. My supervisor informed me that because six of the seven CAB students were new, training would need to cover the basic components of programming and less on achieving mastery. While I began to plan training around the themes that emerged in Spring 2018, I had a more passive role in the actual facilitation of training due to my supervisor being the primary supervisor for CAB. I was offered a full-time role the week before CAB training took place, and all responsibilities as the primary supervisor of CAB were transferred to me with little training or expectations for what my role would be. The many responsibilities of my new role pulled my attention away from intentionally integrating my action research into my work. I was also pulled from the Retreat Planning Committee because it interfered with another committee I had been added to. As a result of this, I consulted with those on the committee to ensure that CAB training did not repeat any activities, and offered to facilitate some workshops during our retreat.

Methodology II

In my role, I meet with students on a weekly basis in both individual and group settings. This provides me with a guaranteed time slot within which I can collect data from students. Our weekly 1:1 meetings were sometimes used for interviews as well as dialogue around existing data to confirm that my interpretations of the data are correct. Our group meetings were sometimes used to conduct focus groups or role play scenarios. After any workshops, trainings, or retreats, students were issued a post-event survey so they can evaluate the professional staff's

effectiveness in facilitating professional and leadership development. I engaged in dialogue with my colleagues in ASI regarding the results of the surveys as well as the mid and end-of-year student evaluations and exit interviews. I also conducted individual interviews and dialogues with participating faculty members from the College of Business Administration (CoBA), College of Education, Health & Human Services (CEHHS), College of Humanities, Arts, Behavioral & Social Sciences (CHABSS), and Undergraduate Studies.

I had three cycles following the initial pre-cycle, the first being the facilitation of summer training and retreat, emphasizing practical use of the co-curricular model. The second cycle began my engagement with faculty to discuss the possibility of collaboration to better support students' ability to balance extracurricular and educational commitments. Finally, I used my third cycle to seek feedback from students, colleagues, and faculty regarding the effectiveness of our efforts to help students successfully balance academic work and employment.

I triangulated data with my colleagues during staff meetings after conducting surveys and ensured that group tasks met the needs of multiple learning styles to encourage participation from all students in a way that they were comfortable with. I transcribed and recorded interviews and used weekly meetings to check for clarification and understanding of my participants' answers. Using McNiff & Whitehead's (2011) action-reflection model was an excellent way for me to conduct these cycles because it promoted evaluation, reflection, and feedback at multiple points, ensuring that I connected with colleagues and my critical friends to seek additional perspectives of my research.

Cycle 1 – CAB Training and ASI Retreat

On August 16, 2018, we began training for the Campus Activities Board (see Appendix B for the CAB training agenda), facilitated by myself, my supervisor, and other professional staff.

The students were observed in this space and I debriefed with my supervisor about how we could enhance their training experience at the all-ASI retreat on August 20-22, 2018. The objective of this phase is to build rapport with the incoming students, understand their different learning and working styles, and create individualized 1:1 plans to guide the students through the Fall 2018 semester and continue their personal, professional, and academic development.

One week prior to this training, on August 12, 2018, I was promoted to a full-time role in ASI and was now solely responsible for the supervision of CAB and the execution of campus programs. This transition from part-time graduate assistant to full-time professional staff happened very quickly and I was not fully trained, as returning students had already begun working in the office and needed the attention of my supervisor and myself. This promotion indicated part of a larger shift within ASI, because my supervisor was no longer in charge of CAB and was now a mid-level manager, which we did not have in our department in the previous year. Defining our new roles was confusing for both professional staff in ASI and for the students, particularly those who were returning. While I was already prepared to facilitate training with CAB because it was part of my role as the graduate assistant, I now had to take on additional responsibilities to prepare for the Fall semester that needed immediate attention and pulled my focus away from the student development I am so passionate about. Because I was now a professional staff and not a graduate assistant, my supervisor was concerned about my being able to manage my new workload in addition to being a full-time student. Because of this, she suggested that I not join the ASI Retreat Planning Committee and therefore, I did not have any input on the activities that were planned on retreat as I had initially planned.

Sub-Cycle 1a. CAB Training (Observe)

CAB Training took place over three days: August 16, 17 and 24, 2018. The ASI Campus Activities Board is hired in late April for the following academic year and for 2018-2019, we had only one returning student. With many new student employees, I intended to make CAB training a comprehensive experience that would establish a foundation of skills in programming, help bring awareness to the many resources and programs available to students on campus, and expose CAB to the benefits of being a student employee in ASI. Our training agenda provided multiple opportunities for CAB members to learn each other's working and learning styles with icebreakers and activities such as life maps and true colors. Students were given a binder complete with resources (see Appendix C for the CAB programming timeline) that would be used throughout the year as their guide to programming and first resource should they have any questions (see Appendix D for the event planning infographic).

As expected, the CAB members were shy and overwhelmed when they first arrived at training. On August 17, we began the day with meditation, led by a faculty member who is the chair of Mindful CSUSM, a campus-wide committee to help promote wellness and mindfulness to staff, faculty, and students. The students immediately seemed more at ease and one commented, "I didn't even realize how badly I needed that meditation." These two days of training also held sessions that were facilitated by other staff members on campus, including our campus Sustainability manager, Gender Equity Center staff, Assistant Director of the University Student Union, and Interim Associate Director for ASI.

Understanding of the Co-Curricular Model

As the majority of the CAB members were new this year, I wanted to know if they were familiar with the CSUSM Co-Curricular Model at all. Upon my initial inquiry, I was met with confused facial expressions and silence. The only student who was aware of the CCM was Jessie,

our one returning CAB member. When I asked Jessie to describe the CCM to our new members, she was able to name the five domains that make up the framework, but was unable to articulate how the CCM can be implemented into CAB programming or professional and leadership development within ASI. My conclusion from this interaction at training is that professional staff have done well to introduce the CCM to students and provide them with a general overview of its function, yet we have not been intentional to integrate the framework into our interactions with students, the event planning process, and the action steps associated with fostering student development. Increasing students' familiarity and understanding of the CCM is a critical first step in helping students achieve balance between classes and other campus involvements, as it is designed to identify and strengthen those connections.

Sub-Cycle 1b Debrief and Prepare for Retreat (Reflect)

After observing CAB during training, it seemed as though the students would work well together, but it was clear that they were overwhelmed by the dense training days and amount of information given in such a short period of time. Luckily, our returning CAB member was their peer who had a better understanding of ASI and was willing to answer questions and provide clarification when needed.

The following Monday, August 20, 2018 was ASI Retreat - an overnight trip with all ASI student and professional staff at Whispering Winds Catholic Camp & Conference Center in Julian, CA.

Sub-Cycle 1c ASI Retreat (Act)

All-ASI Retreat is an opportunity for all student employees in our department to come together, bond, and learn about the functions of each entity within ASI. This takes place after all individual entities have had their specific training and gotten to know each other as a unit, to

encourage teamwork when necessary and promote a sense of belonging for those who may be introverted and intimidated by the larger group. The agenda for retreat (see Appendix E for ASI retreat agenda) consisted of activities that promoted the mission, vision, and values of ASI (see Appendix F for ASI mission, vision, and values). We started our retreat with a workshop on inclusive language before leaving campus that was facilitated by the Assistant Director of the Gender Equity Center. Once we arrived at our retreat site, unpacked and had lunch, our first activity - Minefield - was an opportunity to mix the students up and watch how they interacted with one another while exercising their communication, leadership, teamwork, and delegation skills. This activity promoted the use of skills that the students wanted more training on, according to their feedback during Spring 2018 exit interviews and evaluations, and a debrief was facilitated at the end of the activity for students to seek deeper understanding of how those skills can be utilized as a student, employee, and representative of ASI on campus.

Additionally, the retreat planning committee attempted to incorporate activities that would cater to the different types of learners and personalities in the room. While Minefield was a very collaborative and communication-based activity, Who's In The Room was a silent activity that provided students with some perspective on the lived experiences of their peers. As facilitators, the professional staff used visual, auditory, and kinesthetic pedagogies to ensure that our students could learn in a manner that was comfortable for them, and at one point I heard a student say, "I wish our professors would do this for us." It was this feedback that prompted me to hypothesize whether a failure to address multiple learning styles was a reason that some students may not prioritize their academic work as much as they should.

Sub-Cycle 1d Post-Retreat Survey (Evaluate)

After the conclusion of ASI Retreat, students were surveyed for their feedback on each activity and the experience overall. One hundred percent of respondents indicated that they felt more connected to ASI because of the retreat, and 93.1% of respondents rated a 4 or 5 out of 5, indicating that the quality of the retreat met their expectations (see Appendix G for post-retreat survey data). This year, we did not cover the CCM at ASI Retreat, but we did invite the Dean of Undergraduate Studies to present statistics regarding graduation rates, unit load impact on students (see Appendix H for unit load report), and how ASI can better support CSUSM's Graduation Initiative 2025 (see Appendix I for GI 2025 information).

A Sense of Belonging. In the post-retreat survey, students were asked to identify the most memorable activity/part of the entire retreat. Of the twenty-nine respondents, sixteen identified that bonding with their peers was the most memorable component. While the students were provided with ample information about ASI and our positionality within the CSUSM campus culture, ultimately students were seeking an opportunity to meet new people and create community. This desire for a sense of belonging has been noted as a critical piece of higher education since 1926, when the American Council on Education Studies said, "one of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture - the product of scholarship, research, creative imagination, and human experience" (Pg. 1).

SMART Goals. During the Retreat, I facilitated a workshop that focused on how to create SMART Goals. Time was provided for students to write their own individual goals in addition to writing goals within their own entities as a group. Writing goals as a group was beneficial because it was another opportunity for the students to work together and find a common purpose for our Fall 2018 programs. One student said that the activity was "very

interactive and a great bonding experience for entities and supervisors/directors.” Creating goals as a group provided CAB members with more time to identify and recognize the strengths of their fellow programming specialists and learn how each person could best contribute to achieving our shared goal. Furthermore, CAB members started to make connections between their personal goals and the goals for CAB and ASI as a whole, reaching a deeper understanding of how we strive to connect academic work to their involvement in ASI. These goals were the framework I used to structure our 1:1 meetings throughout the Fall 2018 semester.

Sub-Cycle 1e 1:1 Outlines for 1:1s (Modify)

Most of the CAB students’ goals for Fall 2018 were related to their academic achievement. Without being prompted, the students identified that working in ASI would require them to develop better time management skills so they could devote sufficient time to their coursework. Two of the seven CAB members said they wanted to get a 4.0 in the Fall 2018 semester, one said that she hoped working on CAB would help her determine what she wanted her major to be, and at the end of the semester said, “it’s been a great experience working for ASI and I feel like I’ve learned a lot. It helped me decide what I liked and didn’t like within a job and for my future.” Two other CAB members said that they wanted to make it on the Dean’s list in the Fall 2018 semester. Students were not told at any point that their individual goals had to be related to academics, yet that was the focus for the majority of CAB students. So why then, do students fail to prioritize their coursework in comparison to their other campus involvements?

I used the CAB students’ individual goals to structure check-ins and development opportunities in our weekly 1:1s throughout the Fall 2018 semester. Based on the students’ self-reported timeline in their SMART goals, check-ins ranged from weekly, bi-weekly, and even monthly. As part of my action research is learning how to better support students’ academic

progress, my primary action in the beginning of the Fall 2018 semester was to simply ask students how classes were going and if they were on track to achieve their SMART goal. More often than not, students aired grievances about how they were struggling in a particular course or courses. Reasons for the students' struggles ranged from issues with a professor, conflict during group work, language barriers/lack of understanding, and missing or forgetting due dates for assignments. My first suggestion to students who were experiencing difficulty with any classes was to schedule a time to communicate with their professor. This task was often one that intimidated the CAB students and took the longest to be completed.

These interactions with the CAB students helped me to identify some key differences between how the students interact with us in ASI compared to how they interact with professors. ASI is structured in such a way that professional staff are required to have weekly 30-60 minute 1:1s with students. Through these meetings, every student representative in ASI is provided with the opportunity to give/receive feedback, ask questions, learn from us, and continue their personal and professional development. While professors do hold weekly office hours, there is no requirement for students to attend or to meet with the professor outside of class at any point. If a student needs more individualized assistance to learn a particular subject, it is completely their responsibility to reach out to a professor or resource lab, rather than have professors seek them out to meet. It is important to note that there are far less students working in ASI than there are on campus. CSUSM has about 17,000 students, and professors can see hundreds of them in one week, making it nearly impossible to serve them all on an individual basis. Fortunately for the students in ASI, our encouragement to communicate with professors does tend to decrease their stress level and help them understand their class content more than they did previously.

Cycle 2 – Students' Ability to Balance Academics and Extracurriculars

Throughout the month of October, students were 5-6 weeks into the Fall 2018 semester and had each been able to host at least one campus program. Throughout the month, our 1:1 meetings were a space to discuss how well students were adjusting to having an on-campus job and balancing their academic work. Each student was enrolled in a different number of units and their majors vary, so the effects were different. Additionally, some students seemed to care more about their GPA than others, and I worked to identify what might be the driving force behind that motivation for some students over others.

Sub-Cycle 2a Determine My Effectiveness As a Supervisor (Observe)

As a new professional staff, I was still transitioning into my full-time role when this cycle began. In August 2018, I attended the Women in Higher Education Leadership Summit and completed the Leadership Circle Assessment. This assessment provided an opportunity for my direct supervisors, direct reports, and other colleagues to evaluate my performance as a professional and offer suggestions to aid in my development. One aspect of my professional leadership capacity that needed more attention related to my confidence level. I rated myself in this assessment and consistently rated myself low in multiple areas compared to how my colleagues, students, and supervisors rated me. When I returned to work after the conference, boosting my confidence as a professional was at the forefront of my professional development goals. As this was an individual goal of mine, I was extremely aware and partially self-conscious about my ability to effectively supervise and develop the CAB team. Asking students for direct feedback regarding my effectiveness often resulted in them saying they had no feedback at the time, or it was general and/or vague. One student requested that I offer more ideas for programs, while another suggested that I spend more time going over vendor contracts, various forms we use, and graphics request forms.

Initially, this feedback felt superficial. I was hopeful that students would give me feedback on my effectiveness as a supervisor in relation to their own personal and professional development and less on general programming. Upon reflection, I wondered if the answers to the question would have been different if I referred to myself as their adviser instead of supervisor. I also reflected upon my ability to teach the students how to articulate their skills to those who are outside of ASI and do not have a complete understanding of our work. My effectiveness in developing students' ability to articulate their skill set was likely related to their ability to articulate and communicate their needs from me. Ultimately, this form of skill-building was underdeveloped and needed nurturing. This became another component of 1:1s that I hoped to address with students as we moved forward.

Sub-Cycle 2b Dialogue with Students (Reflect)

As I mentioned in Cycle 1, students saw my questioning their academic progress throughout the semester as opportunities to vent their frustrations about classes and/or professors and less as an opportunity to identify gaps in their learning, time management, or communication. Indicators that classes were becoming more stressful to students began to occur around this time, as midterms were quickly approaching and students were beginning to feel more pressure from their course loads. Students began to work less hours, miss deadlines, and complain of lacking sleep. During 1:1s, I would mention to students if I noticed any of these symptoms of stress and express concern for their general well-being and their ability to balance their multiple responsibilities. This is when I began to notice a change in students' demeanor around me and had to pay closer attention to my positionality. While I remained open and supportive of the students, they did not want me to believe they were not capable of managing their workload. One student told me,

I don't know, Kalie, I just don't want to let you down. Yeah, things are stressful right now but they will be okay. Like yes, you're here for us and everything but you're still our boss and it's embarrassing to look bad in front of you.

While this student and I were able to engage in a dialogue around this, it became clear to me that the other students on CAB shared similar feelings of embarrassment and possibly concern that they could lose their job if they did not seem capable of handling a stressful time in the semester. Upon reflection, I had another realization, "The students are concerned that I will not be understanding if they struggle to balance work, extracurriculars, and classes. While I have said from the beginning that it is okay to fail and worked very hard to cultivate a supportive space in that regard, there are very clear expectations regarding grades." If a student fails a class and their GPA falls below the required 2.0, ASI is no longer a safe space for them to fail, because they will not be allowed to continue working for us. Because of this, students feel as though they cannot indicate when academic achievement is beginning to falter, out of fear of losing their job, which for many of our students is their community, only source of income, and home away from home. While students are always invited to our space even if they are no longer employed with us, the students feel uncomfortable returning at that point and we rarely see them again.

Sub-Cycle 2c Dialogue with Faculty Members (Act)

Armed with this new information from students, I sought out faculty who might be able to offer their perspective on students' academic performance and their opinion on potential collaborations with ASI in the future. I spoke with our Dean of Undergraduate Studies who recently concluded a study regarding the unit-load that incoming students take in their first semester at CSUSM and how it is closely related to their academic success and ability to reach graduation. Dr. F also believes that "yes, students who were employed - so I'm not talking about

employed in ASI but students who had jobs at CSUSM as opposed to students who had to go off campus to work, tended to perform better.” Regarding the unit-load study, Dr. F claims that

We know the culture on this campus up until very recently is that CSUSM students just can’t handle any more than 12 units. I know that comes from a supportive place but I actually think it’s been putting our students at a disadvantage...it’s keeping our students in college longer, it’s costing them more, and the data don’t support it. Our campus data are showing us that our students actually perform better when they’re taking 15 units.

I also met with a part-time GEL lecturer who identified some of the barriers between academic affairs and student affairs collaboration as professionals on both sides who are very busy. She said that most of the partnerships she has have come from her specifically soliciting people and seeking understanding of how student affairs professionals work and how the requirements of tenure track faculty may align with some of our goals in student affairs. When questioned about whether she can identify which students are involved and to what degree they are involved, she said, “I can sense when they are. It’s more of a gut versus a data driven thing, because those students tend to be the ones that are more comfortable sharing and engaging in class. I can’t *really* tell, I can just sense it.” This observation leads me to believe that students who are more involved on campus are more inclined to have increased participation in class, which can ultimately help their academic success.

The third faculty member I spoke with was very enthusiastic about increasing the connection between ASI and faculty members across campus, and also said that her ability to network and learn about resources on campus happened because she actively tried to get connected. Because she is a full-time lecturer but not tenure track, she has more time available to

join different committees on campus or advise student groups. She is a member of Campus Connect, an annual cohort of CSUSM faculty and staff from across disciplines who meet once a month to learn more about each other's respective departments and daily operations. This faculty member stated that she would never have learned about what we do in ASI without joining Campus Connect, which is unfortunately only offered to a select pool of applicants each year. As a faculty advisor to student organizations, she also feels connected to students more than other faculty members might, and again stressed the importance of seeking out these opportunities rather than waiting for them to happen organically. Her suggestion to me regarding my research is to apply for Campus Connect, Academic Senate, and other campus-wide committees that can help me increase my network and educate my colleagues on how student affairs can help support the whole student.

Sub-Cycle 2d Introduce Ideas to Professional Staff (Evaluate)

After meeting with faculty members and having some great conversation, I brought some of the ideas we discussed to our ASI professional staff meeting. While I was initially enthusiastic about involving my colleagues in this process, two things happened that resulted in a different outcome. (1) My colleagues have been working at CSUSM much longer than I have and are already aware of some of the resources I had talked about with faculty. What was disheartening is that despite my colleagues being aware of the resources available to students, there is little time or effort devoted to utilizing them or referring students to them. (2) My colleagues assumed that because this was my research project, that I would take responsibility for implementing any changes I considered beneficial for ASI and said that while they would like to help, connecting with faculty and engaging students in a more holistic educational approach which falls under my job description and is not necessarily those of my colleagues. I was essentially told that my

colleagues do not have the time to devote to something like this, which is why they are so grateful to have me.

Sub-Cycle 2e Modify Student Goals if Needed (Modify)

My observations and deductions after meeting with faculty indicated that students simply needed to increase their communication with their professors. Each faculty member I spoke with was unable to give a definitive answer as to how students could re-align their goals to be more academically focused, while all faculty members said that not all professors are interested in their students' development outside of what they learn in the subject matter. Essentially, it depends, and what I can help the students do is prioritize their academic work over their job in ASI or other extracurricular involvements.

Cycle 3 - Implementation of CSUSM Co-Curricular Model

Sub Cycle 3a. CABbies current knowledge of CCM (Observe)

Over the course of the Fall 2018 semester, during 1:1s, and in post-event evaluation forms (see Appendix J for blank post-event evaluation form), students were asked to articulate how the CCM connected to their programs. The feedback I received from students indicated that they were unsure of how to integrate four of the five domains. The domain students felt most comfortable utilizing during CAB events was Holistic Wellness, which promotes lifelong health, well-being, and development in students. Of the 16 events we had in the Fall semester, most of them mentioned Holistic Wellness as the co-curricular learning competency that was achieved through their event. It became clear that our attempts to integrate the model into our programming had not been achieved, as we had not provided students with examples of how to write their own learning outcomes and how to think critically about the impact their events have on students.

Sub Cycle 3b. Articulate how CCM connects their classes and extracurriculars (Reflect)

In an attempt to help the CAB students embrace the CCM, implementation of the model became a necessary component of planning for Spring 2019 events. I reached out to a colleague who used to work in our department and had since moved into the Division of Student Affairs and works with me on the CSUSM Co-Curricular Planning Committee. Her expertise in integrating the CCM throughout the Division of Student Affairs over the Fall 2018 semester has benefited our Student Life unit and is instrumental in our ability to communicate our successes with the rest of the university and its surrounding communities. I met with my colleague to ask if she would facilitate a workshop for CAB centered around utilizing all domains of the CCM and writing student learning outcomes for their Spring 2019 events. We discussed what the learning outcomes of the workshop would be and key takeaways the students could refer to when creating learning outcomes on their own. My main concern was that students still lacked an understanding of the purpose and benefits of the CCM and had not yet connected it to their own experiences working in ASI.

Sub Cycle 3c. Implement CCM into Spring 2019 events, create learning outcomes (Act)

My colleague left our meeting and created an activity to help the CAB students better understand how we can use and benefit from the CCM in both planning and executing events (see Appendix K). She facilitated this workshop during one of our scheduled CAB staff meetings in December as part of our Spring 2019 planning process. The workshop consisted of three parts: (1) a general overview and explanation of the CCM; (2) examples of how each domain within the CCM has been utilized throughout the Division of Student Affairs, complete with learning outcomes, and; (3) opportunities for the students to identify which CCM learning competencies aligned with each of their Spring 2019 programs and guided practice on how to write student

learning outcomes. Throughout this process, students had to identify their target audiences for each of their events, and critically think about the impact their events will have on the larger student body. Because this was done as a group, students were able to brainstorm with one another and engage in dialogue regarding the best ways to ensure CAB provides educationally purposeful programs.

My colleague did an excellent job facilitating this workshop and it was clear at the end that the students now had an understanding of how to integrate the CCM and use it to our benefit when thinking of activities to include in programs. I have one student who is planning to earn her teaching credential after graduation, and she was so appreciative of the opportunity to learn how to write learning outcomes, sharing that:

As a future teacher, I know writing learning outcomes will be in my future and I have always been intimidated by them. Going through this process helps me to understand what I need to do, and I will be much more prepared for my credential program.”

Sub Cycle 3d. Mid-Year Evaluations (Evaluate)

In December 2018, mid-year evaluations were conducted in ASI. One of the questions on the self-evaluation form is “how have you incorporated the co-curricular model in your programs?” and while the answers last year were broad and typically referenced holistic wellness, the CAB students this year were able to articulate the intentions behind their programs and how it educationally engaged students. Jessie, our lead for Festival 78, wrote the following:

To incorporate the co-curricular model for Festival 78, I made connections of how the festival already aligns with the co-curricular model. We also added additional things to the festival, which we felt that best incorporates more of the five

learning outcomes. For example, this year we asked our student openers to write their own tech rider to provide them more professional development in music production. Another example is our theme for the festival this year, Wanderlust, allows us to add an educational element where students can be more aware of our natural ecosystems, which falls under the outcome of Civic Engagement and Social Responsibility.

As Jessie was our only returning student in CAB this year, I was able to compare her answer in this self-evaluation to the one she provided in May 2018. The difference in just one semester was impressive and demonstrated true understanding of the CCM rather than simply knowing the five learning domains of the framework. While this was excellent data and validation for our training on the CCM, the feedback I received from students in regards to continuing support in their use of the CCM indicated that more work needs to be done. Students requested more examples of how to integrate the CCM in their academics and personal lives in addition to their programs, and also requested that there be more follow up to ensure that the framework is being used properly. The outcomes that students create for their programs certainly help during the planning process, but we have not yet found an effective way to survey students and check that learning outcomes are being achieved by our attendees. Furthermore, we have done a great job in ASI of applying the CCM to our events and programs, but we now must take this development to the next step and help students make connections between their classes and their work.

Sub Cycle 3e. How are pro staff supporting balance between work and extracurriculars/Have faculty seen a difference? (Modify)

Knowing that the CAB students now have a better understanding of the CCM and can apply it directly to their programs, we must now help students find ways to achieve learning outcomes in the classroom using skills they have developed in ASI. One of the ways that we as professional staff strive to achieve this is through our Leadership, Ethics, Awareness, and Professionalism (LEAP) Program (see Appendix L for LEAP learning outcomes). This program consists of a series of workshops throughout the academic year that focus on learning outcomes identified from the CCM. Each workshop has a specific focus to help students achieve these learning outcomes and make connections to their academic and professional endeavors outside of ASI. Students are asked to track their attendance and learning with our LEAP Tracking Worksheet (see Appendix M for LEAP tracking worksheet) that can be easily accessed online at any time by our students. Professional staff have access to the students' answers and can follow up on their development during weekly 1:1s. This program has proven to be beneficial to students as the workshops cover topics that are not otherwise covered in our trainings and general operations.

The general culture in ASI is that our student employees and representatives are students first and prioritize their academics over other responsibilities. It is the goal of all professional staff to support students' academic progress and we all have check-ins with our students regarding how their classes are going. When I asked my colleagues in our staff meeting what else they were doing to help support students' academic success, the only other form of support mentioned was referrals to academic resource centers on campus such as the Math Lab, Language Learning Center, Academic Success Center, and STEM Student Success Center. Additionally, staff mentioned that they have some students who care more about their courses and GPA than others, as I mentioned in Cycle 1. The students who are more invested in their

classes seek assistance from professional staff more frequently than students who are struggling, and embarrassment was cited again as a reason for the lack of communication regarding progress in class.

Sub Cycle 3f. New 1:1 outlines for Mid-Year Training/Spring 2019 semester (Move in new direction)

With the information gained through this cycle, it was clear that I was doing well to assist the CAB students with strategies to improve their programs and make them more educationally purposeful. While this is certainly a positive outcome, supporting the individual students' academic progress is a component of student development that requires more attention. Because CAB programs are generally campus-wide and high profile, ASI's presence and visibility on campus is increased through our co-curricular efforts and can be an excellent way to demonstrate the impact student affairs work has on students to those who work in academic affairs. These larger scale events can help ASI tell the story of how we are working to connect academic subject matter through a different lens. In regards to how we can better connect to academic affairs, all three faculty members I spoke with mentioned that they simply are not aware of what student affairs departments are doing on campus and would love to be more connected. At the same time, the faculty I spoke with did not offer to make that connection themselves and seemed as though they expected me to continue fostering that relationship as I had sought them out to begin with.

Students had the opportunity to create new SMART goals during mid-year evaluations, which contributed to the designing of new 1:1 outlines for the Spring 2019 semester. A noticeable difference in comparison to the SMART goals written in Fall is that most of the goals were now related to work in ASI instead of academics. Students had spent the Fall semester

learning strategies that worked for them or their peers and were now looking for ways to continue developing those skills to improve their performance as CAB Programming Specialists, and not as students. While this is how the goals were written, the strategies and skills listed could easily apply to classwork and would most likely be beneficial to students in the classroom, yet the students are not yet recognizing this without being prompted. To structure 1:1s throughout the Spring 2019 semester, I planned to hold students accountable for their goals while also helping them discover how their skills transfer between campus involvements and work in the classroom.

Mid-Year evaluations also dictated how mid-year retreat would be structured and which areas of development needed the most attention. Our mid-year retreat took place on January 18, 2019 from 9:00am-3:30pm. I was not in attendance for this retreat because I was taking a class at the University of San Diego, LEAD 551: Human Relations for Leaders. The training agenda was put together by our retreat committee and focused on the following topics: student life, entity updates, ASI goals, internal productions and branding, budget updates, ethics and decision making, communication and having difficult conversations, and signing up for Spring 2019 LEAP workshops (see Appendix N for mid-year training agenda). Sessions were facilitated by professional staff and students from ASI in addition to our Associate Vice President for Student Life and Associate Dean of Students.

Findings

Themes from Student Feedback

The data I collected led me to identify four key themes related to our student employees' experience working in ASI. (1) All seven CAB students said that a positive and fun working environment has been essential to maintain their motivation and self-awareness. This pertains to

my research as it reflects the work environment I strive to cultivate and one that I performed best in as an undergraduate student and a professional in K-12 education. One student said that “a good working environment really does make a job fun and not feel like a task,” and another mentioned that they “enjoy working on the programs [they] do. FUN!!!” While I want the students to find connections between their academic and student affairs work, it is essential that the students enjoy doing what they do so as our office can serve as a safe space for their learning and development.

(2) Students said that time management and finding balance between school and work was a lesson that they had learned over the course of the 2018-2019 academic year. One student said they had greatly improved their work ethic and learned to balance tasks better, while another said that you should “focus on school more than your job.” I have been intentional this year to ensure that students understand the significance of performing well academically and it is validating to see them note this as a lesson learned.

(3) Our student employees have found a sense of belonging in ASI and many consider us all a family. As CSUSM is a commuter campus, this theme led me to question whether academic classes provide opportunities to connect with peers and faculty. If not, collaboration with student affairs is essential to achieving CSUSM’s retention and graduation goals.

(4) The CAB students were adamant that communication is critical to their success as a student leader and employee. Providing feedback to one another and refraining from judgement has allowed them to grow as individuals and feel comfortable asking for help when needed. In my observations at work, asking for help has consistently been related to their academic work and I often see the students tutoring one another or leaving together to go study. The students’ direct interaction with me regarding classes has changed significantly in comparison to the 2017-

2018 academic year, as students now approach me when they have questions about planning for future semesters, how to best engage with their professors, and how to find resources on campus to help them improve their grades in particular classes.

At the end of the Fall 2018 semester, the professional staff in ASI do a GPA check to ensure that our current student employees will still be able to work for us in the Spring. Students are asked to self-report their GPA, but we do verify with the Dean of Students office as well. Below, you will see the GPA for the students in CAB compared to their GPA in the Spring 2018 semester. Four of the seven CAB students increased their GPA, and three of them are in their first year of employment with ASI. Three students' GPA decreased slightly, but not enough to warrant any concerns. Fortunately, the students were all able to continue working in ASI through the Spring 2019 semester and we did not have to let anyone go. I am hopeful that my intention to provide support for students' academic endeavors contributed to this, and leads me to conclude that, when properly implemented, leadership development and student involvement does increase students' academic achievement.

Applicant's Full		
Name	SP18	FA18
Student 1	4	3.971
Student 2	2.6	2.651
Student 3	2.8	3.415
Student 4	3.5	3.72
Student 5	3.88	3.866
Student 6	3.775	3.78
Student 7	3.214	3.042

Figure 1: GPA comparisons: Spring 2018 to Fall 2018 semesters.

Themes from Adviser Perspective

My ability to integrate the CSUSM Co-Curricular Model into CAB planning and execution of programs allowed a couple of themes to emerge. (1) The Co-Curricular Model is an effective framework for student affairs professionals to use, but few in our division have the

background in assessment and curriculum development to best utilize it. Student affairs is frequently a division of professionals who specialize in many different areas and come from varying backgrounds. Some of my colleagues began working at CSUSM just after receiving their bachelor's degrees and do not have a lot of experience outside of our campus, while others, like myself, have had full careers in other areas before working in higher education. It is promising that faculty are very familiar with student learning outcomes and are excited about the Co-Curricular model, and less promising that the student affairs professionals who are intended to use it, are not as comfortable with turning learning outcomes into tangible lessons.

(2) The faculty I have spoken with are very enthusiastic about working more frequently with student affairs professionals, yet they agree that it is difficult to accomplish. Based on our conversations, the best way to ensure a successful collaboration with faculty is to build relationships with them. I was able to begin that process through my action research and intend to continue into the 2019-2020 academic year. Furthermore, it is important that members of each division develop a clear understanding of the roles and responsibilities of one another. It was valuable for me to learn the differences between part-time and full-time lecturers, adjunct and tenure-track faculty. The requirements for faculty differ depending on which path they are on, and frankly it is easier for full-time student affairs professionals to try and connect with full-time or tenure track faculty when seeking to build connections and relationships.

(3) My intention to address academics and check-in with students about their grades helped the students to open up to me about what subjects they were struggling with and why. This pushed me to learn about more resources on campus that provide academic support which made me a more effective supervisor/adviser overall. Over the course of this year, my confidence in my advisory skills has increased and I too have begun to feel more connected to CSUSM. In

general, the students' attitude regarding their coursework is in complete contrast to last year. The students do not feel embarrassed or ashamed to ask for help if they are struggling in a class. This has opened them up to receiving help from their peers in ASI or attending the Math Lab if additional help is needed. Additionally, the CAB students have increased their communication and relationships with faculty, more frequently visiting office hours and building a rapport that helps both students and professors understand one another.

Personal Reflection

Throughout the action research process, I was able to reflect more deeply on not only my effectiveness as a student affairs professional, but my personal values and motivation to continue this work after the process concludes. From the moment I first arrived to work at CSUSM, it was clear that my background in curriculum design and lesson planning could be beneficial to strengthen our students' ability to plan educationally purposeful programs, but earning buy-in and collaboration from faculty was essential to sustaining a holistic educational model at CSUSM.

Astin's Theory of Involvement (1984) tells us that the "amount of learning and personal development in a program is proportional to the quality and quantity of involvement," and I was able to witness this in the CAB students through their participation in our LEAP program and other initiatives for the 2018-2019 academic year. By creating learning outcomes for each CAB program and providing monthly trainings for students, the intention and understanding of how we can best serve the CSUSM community became clear. Additionally, students' increased communication with faculty in the Fall 2018 semester led to increased faculty involvement at our Spring 2019 programs, including providing extra credit to their students who attended. It was through these affirming moments that I began to realize how deeply I value and advocate on

behalf of education. Once I made this realization, I noticed that my own hardships to earn a higher education degree could easily be projected onto the CAB students in our 1:1s if I was not careful in my communication with them. This was an important step as I began moving through my cycles as I was able to remain aware of how my past experiences could influence the CAB students.

Over the course of the 2018-2019 academic year, I was deliberate in my questioning students about their academic progress. I found that some students were willing to disclose information about their classwork and professors immediately, while it did take me a few months to reach the same level of trust with other students. This led me to reflect on my positionality as a supervisor who holds high expectations for her students, as the students believed that any indication of academic struggle might lead to admonishment from me or even unemployment. I quickly learned that I needed to re-frame the way that grades and academics are discussed and viewed overall within CAB. I began to tell my students more about my own experiences in class and how I try to plan around due dates for assignments, in addition to the moments when I too would struggle with time management or other aspects of being a full-time student. My openness to leading by example in this way allowed more opportunities for students to understand my approach as supportive rather than punitive and our conversations around academics occurred more frequently and without hesitation.

An area where I faltered during this process was when I began to seek out faculty who I could collaborate with. CSUSM is a very relationship-based campus, and it is often said that you need to build solid relationships with other staff and faculty if you want to be able to achieve your goals or complete projects. As I am still relatively new to the campus and often quite busy, this component of my action research was difficult. I had to lean on the relationships I had with

colleagues in my office to help me start my initial conversations with faculty and found my confidence wavering when I was unsuccessful making these connections without assistance. I value my independence above most other things and had to look inward as to why this relationship-based culture was so challenging for me. Ultimately, I feel it was rooted in my feeling underprepared or inexperienced compared to the staff and faculty who have been here for many years. As a young professional, attempting to close the distance between student affairs and academic affairs is a daunting and some might argue, impossible task. While I have been able to refine this research to service a much smaller pool of participants, there was a lot of fear regarding whether the faculty I interviewed would take me seriously or see value in the work we do in ASI. Fortunately, the faculty I interviewed were very enthusiastic and provided me with many recommendations to expand my reach and impact at CSUSM, which you will see in my recommendations section.

Another point of reflection for me emerged when I was speaking to another member of my cohort at the University of San Diego (USD). I was explaining our Co-Curricular Model and how I have been utilizing the framework to help students create learning outcomes, when my classmate asked me if the CCM was appropriate for our students of color, or students who may have arrived at CSUSM without the proper educational foundation to thrive. I then had to reflect on my years of experience with curriculum design and whether I really knew as much as I thought about addressing students' needs and variation of learning styles. While CSUSM is a Hispanic and Asian Pacific Islander Serving Institution and the CCM was created by our former Dean of Students who is a Black and Hispanic woman, the curriculum and learning outcomes that we use to create these new frameworks often cater to the dominant white narrative and may not consider the needs of students of color or students from underprivileged and marginalized

communities. Again, considering my positionality and my being white, this was certainly a blind spot in my preparation for this action research. Moving forward, my hope is to work closely with the associate directors of our community centers to learn about how their learning outcomes and frameworks may differ from ASI's current practices as well as gather student feedback to understand what aspects of their learning could be enhanced both in ASI and in the classroom from culturally relevant learning outcomes and curriculum. As I increase my engagement with faculty through facilitating workshops and potentially as a member of Academic Senate, I hope to raise awareness of this issue and work closely with administrators, faculty, staff, and students to ensure that our holistic educational approach is one that services all students at CSUSM.

Recommendations

I am very fortunate that I will be able to continue my work with ASI CAB into the 2019-2020 academic year and beyond. My initial hesitation regarding this research was that the professional staff would not continue the work after I had left my position as a graduate assistant at the end of the Spring 2019 semester. Luckily, my promotion to a full-time professional staff member has allowed me the opportunity to get feedback from CAB and learn what will be the most beneficial to them as we move forward. When this academic year began, six of our CAB members were new to the team and had to learn many skills in a short amount of time. Our training was foundational at best, to help the students get acclimated to our methods of operation and the mission, vision, and values of ASI as a whole. I have the benefit of having been present for the development of these students throughout the year and can now build upon our foundation to continue to grow and develop the skills of the students next year.

Recommendations for the 2019-2020 CAB

My first recommendation is to continue to integrate the CSUSM Co-Curricular Model (CCM) into our planning process and to provide CAB with examples of how learning outcomes are designed and executed not only in programs and events, but in academics and other campus involvements. CAB members are now familiar with how to write student learning outcomes, but need to take it a step further and begin to embody those learning outcomes for their own personal and professional development. CAB members need to begin to find ways to measure student engagement and whether learning outcomes are being achieved. Some tools to assist with this would be surveying students in addition to analyzing the demographics of attendees through Presence.

Once the CAB members have a better understanding of how to utilize and implement the CCM, students will be able to articulate their own personal transferable skills more easily and with confidence. Next year, 1:1s will be structured to help students identify skills that are utilized both in and out of the classroom as well as how to capitalize on those skills to achieve a better balance between academics and extracurricular activities. I will be more intentional during 1:1 meetings to ask students about their academic progress and whether they are able to manage their time effectively in order to prioritize classwork and homework. I am also recommending that I extend 1:1 meetings to a full hour. Meetings are currently 30 minutes long and do not provide enough time to discuss both programs and strategies to help students maintain organization throughout the semester, especially during midterms or when large events are nearing.

Because five CAB members will be returning next year, I recommend that training be framed less around introductory and foundational work, and more around how members can use their current skills to enhance and grow their programs. Returning members of the team will also be asked to help facilitate part of the training to assist our new members so that they remain

active participants in the aspects of training that may be redundant to them. The positions in CAB are not tiered and their development is dependent on the student who is in the role. There is flexibility for growth and change in this way, but it does require more intentional planning on my part in terms of how I am structuring the work to allow the students more autonomy and learning opportunities.

Another recommendation is to connect our students to more career/graduate school opportunities once they have graduated from CSUSM. Four of our members will graduate in the Spring 2020 semester and I hope to prepare them for their next steps as much as possible. The emphasis on developing time management and communication skills will be paramount to the students' success after graduation. Additionally, it is well-known that many job positions are attained because of the connections we have with others. Because CAB students interface with many campus partners, vendors, and students at large, they have an advantage over other students in terms of the connections they will have when they leave campus. In an attempt to better connect with academic affairs, I hope to connect the CAB students more with faculty who may be able to assist them with not only making new connections, but articulating and communicating how the skills learned in the classroom will benefit them in a career or in graduate school. Additionally, faculty need statistics regarding student success both during and after they have taken classes, so encouraging those connections would be a benefit for both students and their professors.

As ASI is proudly powered by students, I hope to utilize CAB to help strengthen my relationships with faculty. As their increase in communication with faculty has positively affected their academic performance, it was recommended to me by one professor I interviewed that we try to identify what faculty value and how we might be able to incorporate those values into our

programs. There is potential for faculty to provide extra credit to students who attend our events, which would boost our numbers and our reach on campus. It is also possible that faculty could benefit from their students participating in leadership development trainings such as True Colors, StrengthsQuest, Conflict Animals, or other workshops that ASI often facilitates.

A professor I interviewed mentioned that she frequently works with a physics professor who was struggling with grad students who worked in the lab. The physics professor mentioned that he has some students who are self-motivated and do not need direction to start their work, while others need constant direction and attention. It is clear to many of us in student affairs that identifying the strengths of each student would help them work better together, and many physics students now attend the Tukwut Leadership Circle workshops, while their professor facilitates a workshop every year that focuses on leadership and team dynamics in a science lab. This partnership between academic and student affairs is small, yet it highlights a positive outcome when both faculty and student affairs staff can identify one another's values and mutually benefit from the collaboration.

Recommendations for Further Action Research

Within ASI, the professional staff have developed a three-year strategic plan (see Appendix O for ASI strategic plan draft) that will help us in growing the visibility and impact of ASI at CSUSM. The plan consists of three goals: (1) ASI will conduct needs-based assessment efforts and align the results with the students', division's, and University's priorities to produce an ASI action plan for the next 3-5 years in order to best utilize fiscal resources; (2) ASI will engage in comprehensive leadership training and professional development in order to strengthen the ASI brand and culture both externally and internally to increase visibility and have a more prominent name across campus; and (3) ASI will create standard operating procedures that

empower students and staff to work efficiently and effectively in order to maximize service to CSUSM students and align with University practices. Each member of the professional staff team has a different role in ensuring that we achieve the goals of our strategic plan through outlined objectives that address specific components of the plan.

To conduct further effective action research regarding our collaboration with academic affairs and students' ability to productively manage their time and many responsibilities, ASI as a whole will need to collect and analyze more data. Ideally, the data collected will tell us the levels of student satisfaction with current programming, needs related to food and housing insecurity, and which data gathering tools and collection efforts are the most useful in our context. This data will allow us to tell our story, advocate for student needs, and identify how a collaboration with academic affairs would be the most beneficial to students. Having this information will aid us in creating an action plan that supports a holistic educational approach to student learning and development, and has the potential to increase ASI's relationship with faculty, Deans, and other members of academic affairs.

Recommendations for My Own Personal Learning

As I continue in my role as the Student Engagement Coordinator at CSUSM, I am confident that I will be more intentional in how I structure student development and programming in the 2019-2020 academic year. I have noticed that since becoming a full-time professional staff member while also a full-time graduate student, I am simply going through the motions and lack intention in many of my daily tasks and interactions with others. As I am overwhelmed by my own schedule and responsibilities, I too am learning how to best manage my time and truly be present for myself, my colleagues, and my students. This lack of intention is directly related to how well I am able to support students' ability to balance their academic

work with campus employment and other extracurricular involvements. On several occasions, our weekly 1:1 meetings have become more of an opportunity for students to vent their frustrations while I listen and offer suggestions of how to move forward from that point. I have taken a very passive role in the students' development because I have lacked enough focus to strategically plan and set goals and/or intentions around our conversations.

In my conversations with faculty, I learned of many ways that I can begin to engage more with folks in academic affairs, including utilization of the Faculty Center. The Faculty Center hosts programs and activities for faculty at CSUSM to help them develop in the areas of research, service, teaching, and learning. Additionally, the Faculty Center hosts luncheons, workshops, and mixers which would be excellent networking opportunities for me to connect with faculty and seek deeper understanding of what matters to them in their work at CSUSM. I have also applied to be a staff member on the CSUSM Academic Senate for the 2019-2020 academic year in order to increase my connections with and understanding of academic affairs. Through increased connections with faculty, I will learn what aspects of student affairs would be most beneficial to them and hope to facilitate my own workshops through the Faculty Center that can provide faculty with additional information about what our students are doing within our departments and how their involvement can increase classroom participation and academic success.

Conclusion

Overall, I am happy with my completed action research project. I am most excited about meeting others on campus who share the same passion and enthusiasm for wanting to deepen and nurture the relationship between academic affairs and student affairs. It has been wonderful to meet people who I can continue to connect with in order to enhance our students' experience and

help foster their development both during and after their time at CSUSM. Furthermore, it is validating to know that in my first year as a professional staff, the students I supervise recognize the value in finding balance between classes and extracurricular involvements and strive to do so. It was wonderful to be hired as a full-time staff in August 2018 and know that I will be able to continue this work at CSUSM after this academic year closes. Many of the students have stated that they feel we have cultivated a work environment that is positive and empowering, and it is truly validating to be a part of such a supportive group of students and staff every day. This action research project allowed me to identify gaps in my own teaching and learning as well as recognize that we have only just begun to establish connections between academic achievement and leadership involvement within ASI and the larger campus community. The growth of the CAB students' use and application of the Co-Curricular Model has been an excellent result of this action research and has already proven its worth when students meet with university administrators and faculty to tell our story and support our initiatives. I am looking forward to continuing this work and truly bridging the gap between academic affairs and student affairs at CSUSM.

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Appendix A: CSUSM Co-Curricular Framework

I. CIVIC ENGAGEMENT & SOCIAL RESPONSIBILITY**II. Learning Outcomes:****GENERAL EDUCATION LEARNING OUTCOMES/AAC&U LEAP OUTCOMES:**

- Actively listen, critically evaluate and thoughtfully respond to the diverse perspectives of all members of the community (A1.5)
- Analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies (D2)
- Apply socially responsive knowledge and skills to issues confronting local & global communities.

CAS DIMENSION OUTCOMES:

- Understanding and appreciation of cultural and human differences
 - Understands one's own identity and culture
 - Seeks involvement with people different from oneself
 - Articulates the advantages and impact of a diverse society
 - Identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them
 - In interactions with others, exhibits respect and preserves the dignity of others
- Global Perspective
 - Understands and analyzes the interconnectedness of societies worldwide
- Sense of Civic Responsibility
 - Demonstrates consideration of the welfare of others in decision-making
 - Engages in critical reflection and principled dissent
 - Educates and facilitates the civic engagement of others
- Social Responsibility
 - Recognizes social systems and their influence on people
 - Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups

III. Relevant Campus Developmental Experiences

- | | |
|---|---|
| <ul style="list-style-type: none"> • Involvement in Student Organizations • Service Learning Opportunities • Alternative Spring Break (i.e. ASI, The Quad/UVA, Campus Rec., etc.) • ASI Student Governance, CSSA • Civility Campaign • Tukwut Leadership Circle • Open Forums/Teach-ins/Activism Opportunities • SLL Peer Mentoring Program • Involvement with Social Justice Centers • Fraternity and Sorority Life • Outreach Programs • Social Justice Centers Programming | <ul style="list-style-type: none"> • Social Justice Summit Retreat & Action Efforts • USUAB Clarke Activities Team • ASI Campus Activity Board Activities • Identity Programming • Political Activities (i.e. Debates) • Study Abroad • CHABSS Career Readiness Initiative • International Fair & Coffee Hours • Student Accountability Processes • Arts & Lectures Series • Bystander Intervention Training |
|---|---|

IV. References

- Theory of Identity Development (Vectors: Establishing Identity, Developing Purpose & Identity). Chickering and Reisser.
- Experiential Learning Theory. Kolb.

V. Resources

- The Potential of Experiential Learning Models and Practices in Career and Technical Education & Career and Technical Teacher Education. Clark, Threeton, Ewing
- Developing A Global Perspective for Personal & Social Responsibility. Chickering and Braskamp.
- Leadership Reconsidered: Engaging Higher Education in Social Change. A.W. Astin and H.S. Astin.
- Civic Engagement in Higher Education: Concepts and Practices. Jacoby and Associates.
- Civic Learning Spiral: Educating Students for Personal and Social Responsibility. McTighe Musti
- Active Citizen Continuum © Break Away®: The Alternative Break Connection, Inc.
- Civic Engagement & Intercultural Knowledge Rubrics. AAC&U.
- Social Responsibility Rubric. Middlesex Community College

Drafted by Dilcie D. Perez on behalf of Student Affairs.

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I. LEADERSHIP & INTERPERSONAL DEVELOPMENT

II. Learning Outcomes:

CSUSM GENERAL EDUCATION LEARNING & AAC&U LEAP OUTCOMES:

- Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life. (E1.4)

CAS DIMENSION OUTCOMES:

- Identity Development
 - Integrates multiple aspects of identity into a coherent whole
 - Identifies and commits to important aspects of self
- Realistic Self-Appraisal, Self Understanding, and Self-Respect
 - Assesses, articulates, and acknowledges personal skills, abilities, and growth areas
 - Uses self-knowledge to make decisions
 - Articulates rationale for personal behavior
 - Seeks and considers feedback from others
 - Critiques and subsequently learns from past experiences
 - Functions without need for constant reassurance from others
 - Balances needs of self with needs of others
- Meaningful Relationships
 - Establishes healthy, mutually beneficial relationships with others
 - Treats others with care, respect, and empathy
- Leadership
 - Demonstrates skill in guiding and assisting a group, organization or community in achieving goals
 - Identifies and understands the dynamics of a group
 - Exhibits democratic principles as a leader or group member
 - Communicates a vision, mission, or purpose that encourages commitment and action in others
- Collaboration
 - Works cooperatively with others, including people different from self and/or with different points of view
 - Seeks and values the involvement of others
 - Listens and considers others' points of view

III. Relevant Campus Developmental Experiences

- Leadership in Student Organizations
- ASI Student Governance
- Orientation Team
- Committee Involvement (i.e. USUAB/RHC/CAT/CAB)
- Career Services & Programs
- Civility Campaign
- CHABSS Career Readiness Initiative
- Peer Mentor Programs
- FSL Presidents Council
- Teaching Assistants
- Paraprofessional Roles (e.g. Resident Advisors, peer tutors, peer educators, teaching assistants)
- Internships & Student Employment
- LEAD Retreat
- Event Coordination Advisement
- The Exchange
- Tukwut Leadership Circle
- Identity Programming

IV. References

- Theory of Identity Development (Vectors: Managing Emotions, Developing Mature Interpersonal Relationships, Moving toward Autonomy & Interdependence). Chickering and Reisser.
- Exploring Leadership: For College Students Who Want to Make a Difference (2nd ed.). McMahon, Komives, and Lucas.
- Leading Critically: A Grounded Theory of Applied Critical Thinking of Leadership Studies. Jenkins and Cutchens.
- Theory of Self-Authorship. Baxter Magolda.

V. Resources

- Leadership in the Making: Impact and Insights from Leadership Development Programs in US Colleges and Universities. Zimmerman-Oster and Burkhardt.
- Leadership Reconsidered: Engaging Higher Education in Social Change. Astin and Astin.
- Self Authorship and the Learning Partnerships Model. Davidson.
- Seven C's of Social Change. HERI.
- Developing Leadership Capacity in College Students: Findings from a National Survey. Dugan and Komives
- Problem Solving & Teamwork Rubrics. AAC&U.

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CRITICAL THINKING & ETHICAL DECISION MAKING

II. Learning Outcomes:

CSUSM GENERAL EDUCATION LEARNING & AAC&U LEAP OUTCOMES:

- Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief. (A3.1)
- Judge the reliability and credibility of sources. (A3.2)
- Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic. (A3.3)
- Demonstrate critical thinking skills by locating, analyzing and synthesizing information. (E2.1)

CAS DIMENSION OUTCOMES:

- Critical Thinking
 - Identifies important problems, questions, and issues
 - Analyzes, interprets, and makes judgments of the relevance and quality of information
- Reflective Thinking
 - Applies previously understood information, concepts, and experiences to a new situation or setting
 - Rethinks previous assumptions
- Effective Reasoning
 - Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion
 - Is open to new ideas and perspectives
- Commitment to Ethics and Integrity
 - Incorporates ethical reasoning into action
 - Explores and articulates the values and principles involved in personal decision-making
 - Acts in congruence with personal values and beliefs
 - Exemplifies dependability, honesty, trustworthiness
 - Accepts personal accountability
- Connecting Knowledge to Other Knowledge, Ideas, and Experiences
 - Makes meaning from text, instruction, and experience
 - Uses experiences and other sources of information to create new insight
 - Generates new problem-solving approaches based on new insights
 - Recognizes one's own capacity to create new understanding from learning activities and dialogue with others
 - Uses multiple sources of information and their synthesis to solve problems
- Creativity
 - Integrates mental, emotional, and creative processes for increased insight
 - Formulates a new approach to a particular problem

III. Relevant Campus Developmental Experiences

- | | |
|--|------------------------------------|
| • Campus Speakers & Programming | • Committee Involvement |
| • Involvement in Student Organizations | • Student Accountability Processes |
| • Educational Programs & Workshops | • Civility Campaign |
| • ASI Student Governance, CSSA | • Research Opportunities |
| • Involvement with Campus Newspaper/Media | • Student Conduct |
| • Advocacy Groups (i.e. Political, Social, Cultural) | • Tukwut Leadership Circle |

IV. References

- Theory of Identity Development (Vectors: Integrity, Establishing Identity). Chickering and Reisser.
- Leading Critically: A Grounded Theory of Applied Critical Thinking in Leadership Studies. Jenkins and Cutchens.

V. Resources

- Developing A Moral Compass: What is the Campus Climate for Ethics and Academic Integrity?. Dey and Associates.
- Critical Thinking, Creative Thinking & Ethical Reasoning Rubrics. AAC&U.

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I. CAREER & PROFESSIONAL DEVELOPMENT

II. Learning Outcomes:

CSUSM GENERAL EDUCATION LEARNING & AAC&U LEAP OUTCOMES:

- Oral Communication
 - Find and evaluate a variety of source material in order to plan, develop and craft extemporaneous public presentations. (A1.1)
 - Speak with confidence to a live audience in ways that reflect her or his distinct perspective and identity. (A1.3)
- Written Communication
 - Consistently construct clear sentences using proper mechanics (e.g. spelling, punctuation) such that the work is concise, fluid and engaging. (A2.5)
 - Construct written work to be effectively tailored to a particular audience and purpose. (A2.6)

CAS DIMENSION OUTCOMES:

- Relating Knowledge to daily life
 - Relates knowledge to major and career decisions
 - Makes connections between classroom and out-of-classroom learning
 - Provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences
- Demonstrating Professionalism
 - Values the contributions of others
 - Holds self accountable for obligations
 - Shows initiative
 - Assesses, critiques, and then improves the quality of one's work and one's work environment
- Managing Career Development
 - Takes steps to initiate a job search or seek advanced education
 - Constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities
 - Recognizes the importance of transferrable skills
- Technological Competence
 - Demonstrates technological literacy and skills
 - Uses technology ethically and effectively to communicate, solve problems and complete tasks
 - Stays current with technological innovations
- Communicating Effectively
 - Conveys meaning in a way that others understand by writing and speaking coherently and effectively
 - Influences others through writing, speaking or artistic expression
 - Effectively articulates abstract ideas
 - Listens to others and responds appropriately

III. Relevant Campus Developmental Experiences

- | | |
|--|---|
| • Majors & Minors Advisement | • Career Center Workshops and Programs |
| • Certificate Programs (i.e. TLCircle, tutoring, etc.) | • Committee Involvement (i.e. CAT, CAB, USUAB, RHC, etc.) |
| • Campus Speakers (i.e. CLIMB, etc.) | • Involvement in Student Organizations |
| • Service Learning Opportunities | • Participation on Committees & Board |
| • Internships and On & Off Campus Jobs | • Study Abroad |
| • Campus Networking Events | |
| • CHABSS Career Readiness Initiative | |

IV. References

- Theory of Identity Development (Vectors: Developing Purpose & Identity). Chickering and Reisser.
- Experiential Learning Theory. Kolb.

V. Resources

- CSUSM Career Guide
- CSUSM Career Guide: Strategy #8: Career Planning Yearly Checklist.
- CSU Employer Survey
- The Potential of Experiential Learning Models and Practices in Career and Technical Education & Career and Technical Teacher Education. Clark, Threeton, Ewing
- Oral & Written Communication Rubrics & Teamwork Rubric. AAC&U.

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I. HOLISTIC WELLNESS

II. Learning Outcomes:

CSUSM GENERAL EDUCATION LEARNING & AAC&U LEAP OUTCOMES:

- Identify and actively engage in behaviors that promote individual health, well-being, or development (E1.2)
- Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan. (E1.3)

CAS DIMENSION OUTCOMES:

- Maintaining Health and Wellness
 - Engages in behaviors and contributes to environments that promote health and reduce risk
 - Articulates the relationship between health and wellness in accomplishing goals
 - Exhibits behaviors that advance the health of communities
- Managing Personal Affairs
 - Exhibits self-reliant behaviors
 - Manages time effectively
 - Develops strategies for managing finances
- Pursuing Goals
 - Sets and pursues individual goals
 - Articulates rationale for personal and educational goals and objectives
 - Identifies and works to overcome obstacles that hamper goal achievement
- Living a Purposeful and Satisfying Life
 - Makes purposeful decisions regarding balance among education, work and leisure
 - Acts in congruence with personal identity, ethical, spiritual, and moral values

III. Relevant Campus Developmental Experiences

- | | |
|---|--|
| <ul style="list-style-type: none"> • Support Groups • Campus Recreation Opportunities • Trainings & Workshops (i.e. RADD, etc.) • On-line Education Tools (i.e. MSB) • Peer Educators (i.e. GAMMA, PEAS, STARS, etc.) • Wellness Fairs & Forums • Tukwut Leadership Circle • Health Educator Appointments | <ul style="list-style-type: none"> • Health Testing Events • Use of Clarke Gym and Personal Training • Passive & Active Programming • UHET & ATOD Programs • Campus Speakers • Individual Counseling & Group Support Sessions • Living Learning Communities |
|---|--|

IV. References

- Theory of Identity Development (All Vectors). Chickering and Reisser.
- The 7 Dimensions of Wellness. Franklin Pierce University.

V. Resources

- Are you Balancing the 7 Dimensions of Wellness?. Abbot and Jones
- Wellness Factors in First Year College Students. LaFountaine, Neisen, and Parsons.
- Assessing Your Life Balance. Kansas State University

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Appendix B: CAB Training Agenda August 2018

CAB Training Agenda**August 16-17 & 24, 2018****Learning Outcomes:**

By the end of training...

1. Students will be able to articulate their own leadership and learning styles.
2. Students will have a clear understanding of the roles within CAB and how those impact the campus.
3. Students will understand how to effectively communicate within the team and campus partners.
4. Students will have prepared a calendar for all events occurring in the Fall 2018 semester.
5. Students will be able to program events with intentionality to enhance the student experience.
6. Students will be able to identify their role as a risk manager and implement strategies to mitigate risk.

Thursday, August 16, 2018**Location: SBSB 4119**

9:00 am – Annie Macias, Ph.D, Executive Director, Associated Students, Inc.
Welcome to CAB!

9:30 am – Intros/Ice Breaker/Hello Sheet/60 Seconds of Happiness/Dates

10:00 am – Kimberly Peirce, Interim Associate Director, Associated Students, Inc.
Life Maps

10:45 am – Jeanie Maidona, Pride & Traditions Specialist
Binder/Forms

11:15 am – Expectations/Asana

12:00 pm – Lunch w/ BOD
Pita Guys @ Activity Center

1:00 pm – Jamie Acevedo, Assistant Director, University Student Union
True Colors Assessment

2:00 pm - Kimberly Peirce, Interim Associate Director, Associated Students, Inc.
Graphics Request
Timeline for ordering
Strategies
Marketing playbook
Risk

CAB Training Agenda

Learning Outcomes:

By the end of training...

1. Students will be able to articulate their own leadership and learning styles.
 2. Students will have a clear understanding of the roles within CAB and how those impact the campus.
 3. Students will understand how to effectively communicate within the team and campus partners.
 4. Students will have prepared a calendar for all events occurring in the Fall 2018 & Spring 2019 semester.
 5. Students will be able to program events with intentionality to enhance the student experience.
 6. Students will be able to identify their role as a risk manager and implement strategies to mitigate risk.
-

Friday, August 17, 2018

Location: SBSB 2217

9:30 am – Ranjeeta Basu, Chair, Department of Economics
Mindfulness Practices

10:00 am – Juliana Goodlaw-Morris, Sustainability Manager
Sustainable Programming

11:15 am - Break

11:30 am – Jeanie Maidona, Pride & Traditions Specialist
Festival 78 Info

12:30 pm - Lunch w/ GEC Peer Educators @ GEC
Chipotle

1:30 pm - Kimberly Peirce, Interim Associate Director, Associated Students, Inc.
Budget/Excel/Outlook

2:30 pm – Fall Calendar Overview/Event Planning/Backwards Planning

Friday, August 24, 2018

Location: USU 3700

8:45 am – Headshots/Group Photo/Campus Walking Tour

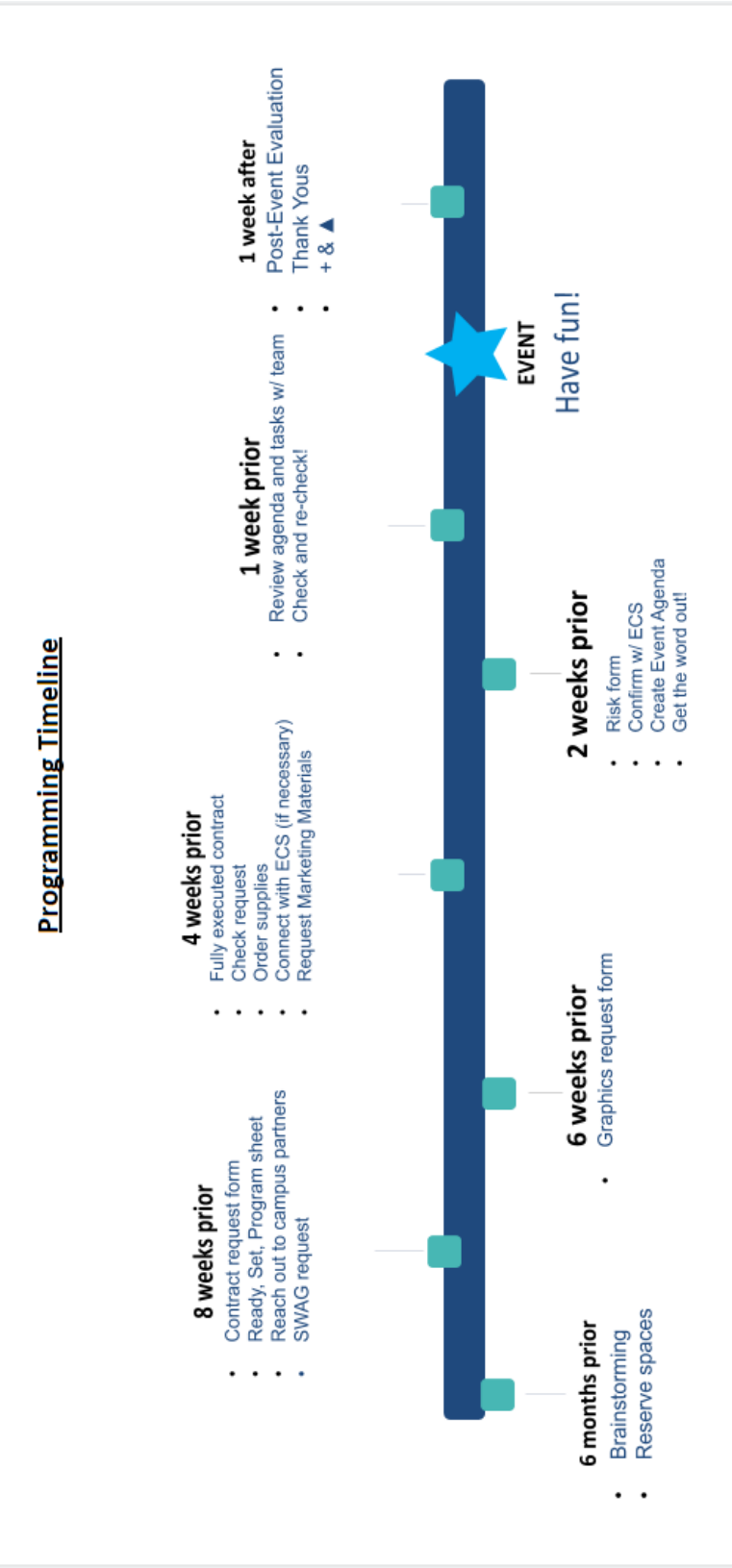
11:00 am – Storage room & cubbies overview

12:15 pm - Travel

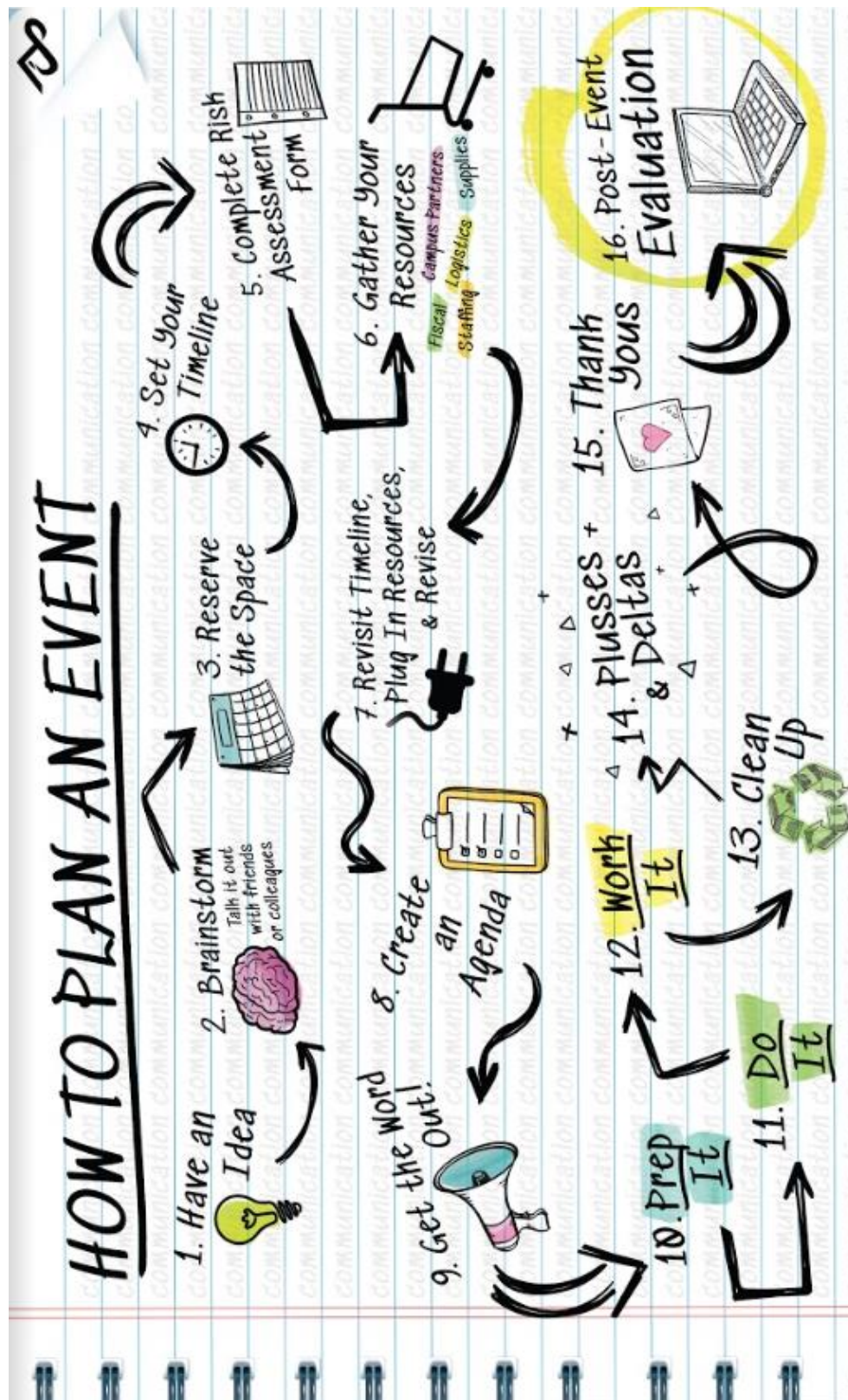
12:45 pm – Lunch @ Yellow Deli

2 :00 pm - Clay N' Latte

Appendix C: Programming Timeline



Appendix D: Event Planning Infographic



Appendix E: ASI Retreat Agenda

Monday, August 20, 2018

8:30 - 9:00	Retreat Check-In (Ashley, Vikki) Execs to greet students at USU first floor entrance (arrive no later than 8:10) Students drop things in CAB area, meet in ASI Conference Room Mingle BINGO with fun fact from survey Check in, waivers, forms, name tags, freebies. (Natalie to Prep) Breakfast: bagels. <i>Kim and Natalie will go up to camp early to check in, set up room, snacks, etc.</i>	
9:00 - 9:30	Welcome Introductions of Execs, Pro-Staff that are there and mention those gone Goals and aspirations for the year – very broad. Collaboration, communication, etc. Accountabilibuddies + High-five buddy/something you do when you see each other! Mission & Vision	Savana, Annie, & Gail
9:30 – 10:00	Inclusive Language It's more than just gender pronouns Clothespin rules	Abrahan Monzon
10:00 - 10:15	Load Bus	
10:15	Depart to Camp Whispering Winds	
11:30 - 12:00	Settle in Cabins Meet at staff room for shirt	
12:00 - 1:00	Lunch	
1:00 – 2:45	Minefield One with four “pods” Use second room?	Kim
2:45 – 3:00	Energizer	Jeanie
3:00 – 4:00	ASI 101 Who we are. Who we are a part of. Michelle - CSU Trivia – puzzle pieces	Savana, Mei, Jonathan, Jeanie & Michelle
4:00 – 5:00	Who's in the Room	Annie & Natalie
5:00 – 5:30	Break	
5:30 - 6:30	Dinner (Annie leaves)	
6:30 – 6:45	BOD Goals	Execs
6:45 – 7:00	LEAP History and Overview	Kalie
7:00 – 7:30	LEAP Matrix and Explain Student Employee Evaluation	Kalie
7:30 – 8:30	SMART Goals What are SMART goals Write own goals (individual, personal, at least one ASI related) Tie to student employee evaluation	Kalie & Kenny
8:30 – 9:30	Costume Change/Headphone Decorating	
9:30 – 11:30	Silent Disco + Movie Pro staff judge for first 30 minutes	Savana

Tuesday, August 21, 2018

7:00	<i>Optional Morning Walk</i>	Self-Organized
8:00 - 9:00	Breakfast Leave personal belongings in designated area. All cabins packed and cleaned.	
9:00 - 9:30	All ASI Photo	
9:30 – 11:30	Low Ropes WW Staff (Annie back around 10)	
11:30 – 12:00	Break	
12:00 - 1:00	Lunch	
1:00 – 2:00	Telling Our Story Storytelling – tabling, presentations, in the elevator!	Natalie & Ryan
2:00 – 2:15	Coconut Stretch Break Natalie leaves. Kalie leaves.	Lucas
2:15 – 3:15	Mindfulness (Head Space/Work-Life Balance)	Vikki & Michelle
3:15 - 4:00	Charades & Final Reflections & Notes for tomorrow	Savana & Jeanie
4:00	Load Bus / Depart for Campus	

Wednesday, August 22, 2018 @ McMahan House

8:30 – 9:00	Check in and Energizer	
9:00 – 10:00	10 Things All Great Leaders Have in Common	Erin Fullerton
10:15 – 11:15	Who we Serve Who is the CSUSM student?	Dawn Formo & Adam Peterson
11:15 – 11:30	Energizer	
11:30 – 12:30	LUNCH	
12:30 – 1:30	Programming Model	Kim & Kalie & Ashley
1:30- 2:30	Branding	Ryan
2:30 – 3:00	“Yearbook” signing	Annie
3:00 – 3:30	Yarn Connections, Post-Assessment, & Dessert	Mei & Ashley

Thursday, August 23, 2018

1:00 – 4:00pm	Safe Zone Training in 2310	Robert Aiello-Hauser
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Appendix F: CSUSM ASI Mission, Vision, and Values

Associated Students, Inc.



Established in 1991, Associated Students, Inc. (ASI) is a non-profit, student-run auxiliary of California State University San Marcos (CSUSM). ASI's mission is concise yet impactful: To serve, engage and empower students. ASI is the official voice to express student opinions, foster awareness of student issues, and protect the rights and interests of students. ASI also delivers programs which promote a campus climate that meets the educational, social, and cultural well-being of all students. ASI is comprised of student-focused entities, each with a unique statement of purpose in service of the mission. The efforts, initiatives, and programs of these entities are supported by the ASI corporate office and the ASI design team.

As a primary entity of campus life, ASI affords students a variety of ways to serve their communities, engage in the diverse life of the University, and empower themselves as a student leaders who leave their legacies at Cal State San Marcos.

Students involved in ASI serve CSUSM students by engaging in lobbying for student concerns at local and state levels, planning and delivering social, educational, recreational, and cultural programming, participating in student leadership retreats, and advocating for social justice throughout our communities.

Explore our site. Contact us. Join us. Become a voice of student service, engagement, and empowerment at Cal State University San Marcos.

MISSION:

ASI serves, engages, and empowers students.

VISION:

ASI strives to provide representation, to offer an inclusive environment, and to promote campus pride for all students.

VALUES:

ADVOCACY: ASI actively investigates issues and represents the student voice in the governance of the campus, community, and state.

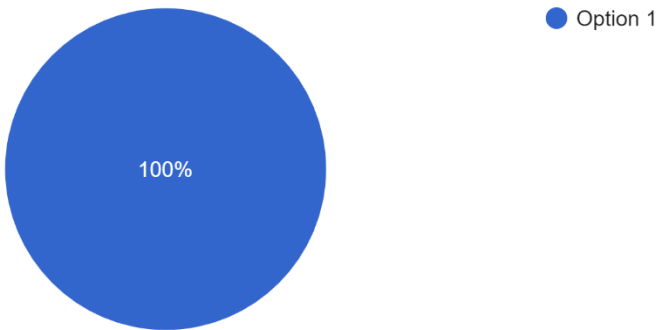
SOLIDARITY: ASI is committed to promoting a unified community and establishing an inclusive and supportive environment.

INTEGRITY: ASI stays true to its commitments, maintains transparency in its actions, and upholds its accountability to students.

Appendix G: Data from Post-Retreat Survey

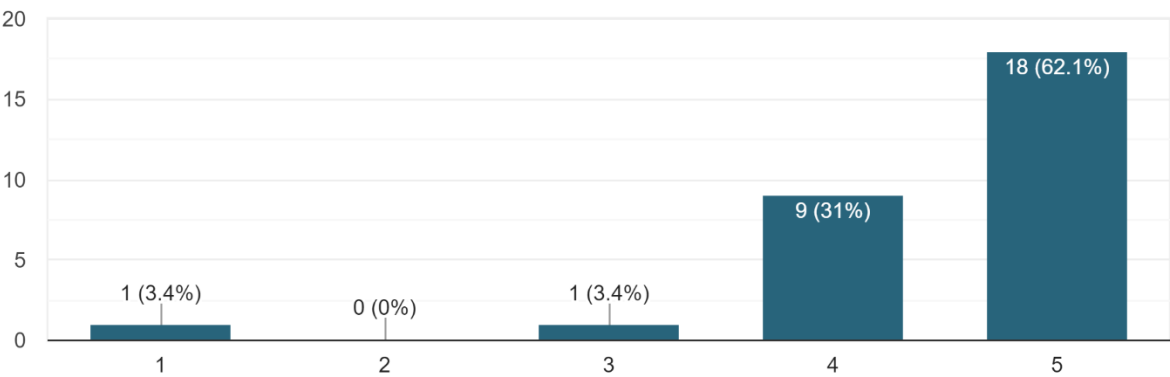
Because of this retreat, I feel more connected to ASI.

29 responses



The overall quality of the retreat met my expectations.

29 responses



Appendix H: May 2018 Unit Load Report

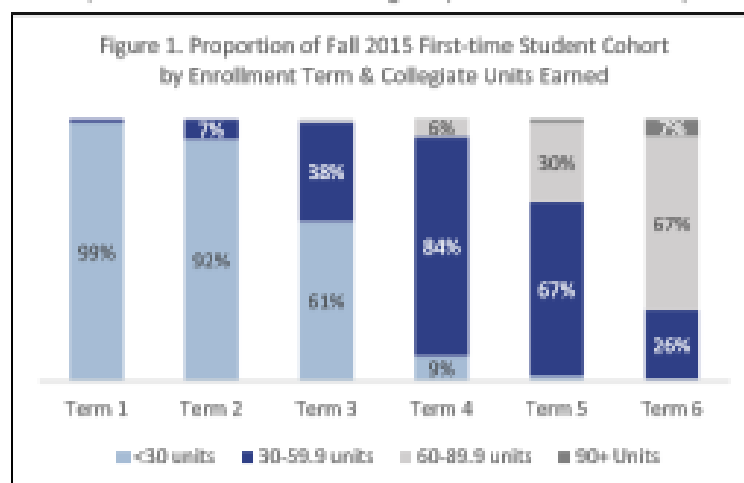
Unit Load & Academic Success at California State University San Marcos

Prepared jointly by the offices of Undergraduate Studies and Institutional Planning & Analysis

INTRODUCTION

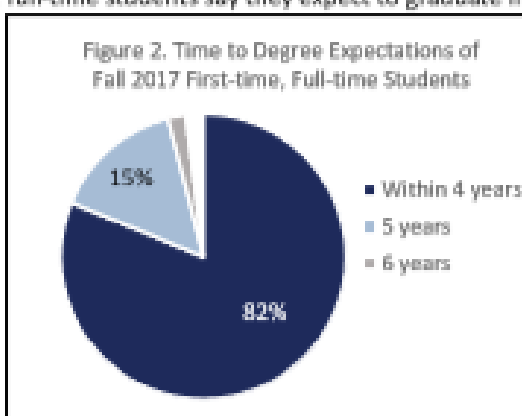
In Fall 2015, as part of an inquiry into sophomore success, the [Graduation Initiative Steering Committee](#) (GISC) at California State University San Marcos (CSUSM) discovered that roughly three out of five first-time college students begin their second year having earned fewer than 30 college credits (Figure 1).

Due to past administrative and budgetary restrictions and campus culture, the “norm” for CSUSM had



been 12 units per term for some time. Only 13% of new first-time students attempted 15 or more units (a “full load”) in Fall 2015, and around one quarter of undergraduates attempted a full load in any given term. Even students who arrive at CSUSM fully proficient in Math and English and ready to take college-level courses were more likely to opt for initial unit loads of 12 or 13 units.

Smaller unit loads pose a significant obstacle to “timely” graduation, as students must earn an average of 30 units annually in order to graduate with 120 units (the minimum units required for a CSUSM bachelor’s degree) within four years. Although over 80% of entering first-time, full-time students say they expect to graduate in four years or less (Figure 2; [Fall 2017 CIRP Freshman Survey](#)), only 15% achieve that goal. In alignment with the CSU’s Graduation Initiative, by 2025 CSUSM aims to graduate 30% of its first-time, full-time class within four years. Though six-year graduation rates have been rising slowly and steadily for this population (most recently 53%), our four-year graduation rate has remained relatively stagnant. Unless students begin to attempt more units, earlier, it is unlikely that they will meet their time-to-degree goals or that CSUSM will meet its 2025 goal.



BACKGROUND & LITERATURE REVIEW

In an effort to enhance campus awareness and understanding of the relationship between unit load and student academic success, GISC began to consult with campus stakeholders and collect internal and external data. The committee learned that several institutions nationwide have embarked on campaigns to encourage higher unit loads and shorten time to degree (e.g., 15 to Finish, Freshman 15) and

Appendix I: CSUSM Graduation Initiative 2025

CSU The California State University

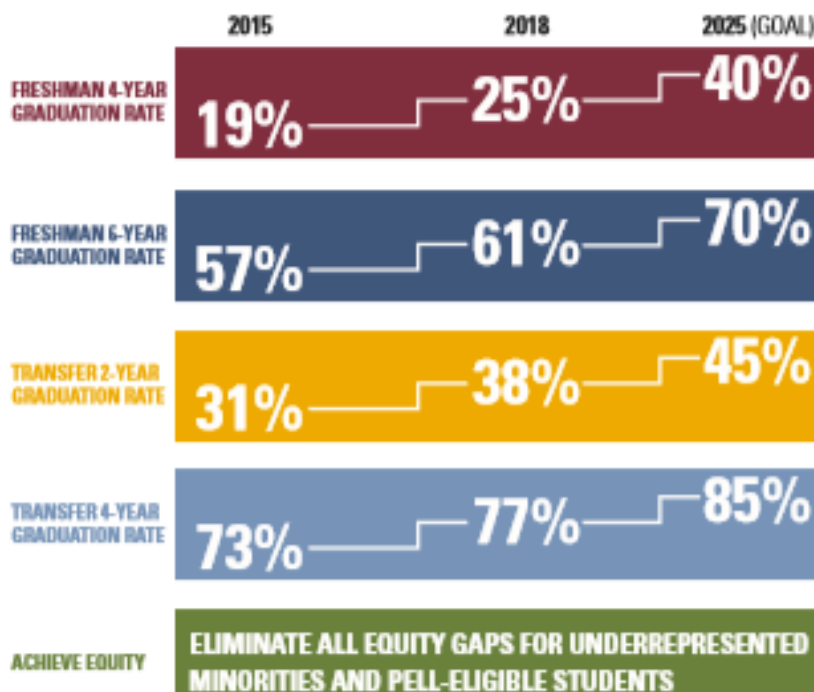
GRADUATION INITIATIVE 2025: PROGRESS REPORT 2018

Graduation Initiative 2025 is the CSU's initiative to ensure that all students have the opportunity to be successful and graduate according to their personal goals, positively impacting their future and producing additional graduates to power California and the nation. The CSU's plan to increase graduation rates while eliminating achievement and equity gaps is ambitious but by ensuring classes are available when students need them and hiring additional faculty to teach those classes, a greater number of CSU students will be able to earn their bachelor's degree.

BUILDING ON PROGRESS

- Launched in January 2016, CSU's Graduation Initiative 2025 is already showing promising results and completion rates are now at all-time highs in all categories
- In the 2017-18 academic year, 105,431 undergraduate students earned their degree—a record high for the CSU with 6,660 additional students graduating compared to the previous year.
- The median time to degree for first-time freshmen is 4.7 years, consistent with the national average for comprehensive universities.
- Too often, low-income students and those from underrepresented communities graduate at lower rates than their peers. In the past year, the CSU has narrowed the equity gap by 14 percent for underrepresented students of color and by 10 percent for students receiving Pell Grants (need-based grants for low-income undergraduates).

GRADUATION INITIATIVE 2025 GOALS: AMBITIOUS & ATTAINABLE



Appendix J: Post-Event Evaluation Form

Post-Event Evaluation Form

The purpose of the Post Event Evaluation is to reflect upon your event to see how it fits into the mission of ASI.

This form must be submitted no more than ten (10) days following the event.

If you have any questions about the form, please contact [Kimberly Peirce](#).

Event Details (page 1 of 3)

Name:

Email:

ASI Entity:

- ☐ Board of Directors
- ☐ Campus Activities Board
- ☐ Gender Equity Center
- ☐ LGBTQA+ Pride Center
- ☐ Cougar Pantry

Event Title:

Event Location:

Date of Event: (MM/DD/YYYY)

Month (MM)

Day (DD)

Year (YYYY)

Time of Event:

Start Time

End Time

Did you track your attendance with Tukwut Trax?

- ☐ Yes
- ☐ No

Attendance:

Total #:
of Student Staff/Volunteers:
of Pro Staff:

Event Cost:

\$

Please select all campus partners and vendors associated with this event.

- ☐ Arts & Lectures
- ☐ Athletics
- ☐ Black Student Center
- ☐ Campus REC
- ☐ Cross Cultural Center
- ☐ GLC
- ☐ HOPE and Wellness
- ☐ Latin@ Center
- ☐ Office of Inclusive Excellence
- ☐ Safety, Risk, and Sustainability
- ☐ SLL
- ☐ Sodexo
- ☐ SHCS
- ☐ Tukwut Life
- ☐ University Student Union
- ☐ Veterans Center
- ☐ None
- ☐ Other

List other on-campus partners. (If applicable)

Please list all off-campus vendors and partners.

List the learning outcomes and/or goals of your event.

Appendix K: Co-Curricular Activity

Activity: Utilizing Your Strengths to Plan

Arranger • Responsibility • Activator • Communication • Significance

Restorative | Adaptability | Connectedness | Developer | Empathy
 Achiever | Responsibility | Developer | Input | Learner
 Communication | Woo | Empathy | Includer | Positivity
 Consistency | Communication | Adaptability | Empathy | Futuristic
 Restorative | Competition | Individualization | Analytical | Learner
 Restorative | Communication | Woo | Includer | Input
 Achiever | Discipline | Relator | Futuristic | Strategic

1. Which of your strengths do you utilize the most when planning events? How?

~~Empathy~~ Communication. When planning events I have to be able to communicate with professional staff.

2. Which of the competencies do you think each of your top five strengths best aligns with?

STRENGTH	COMPETENCIES
Communication	Career & Personal Development
Woo	Critical Thinking & Ethical Reasoning
Empathy	Civic Engagement & Social Responsibility
Includer	Leadership & Interpersonal Development
Positivity	Holistic Wellness

3. When thinking about the areas addressed well and the gaps present in aligning CAB events with the five co-curricular competencies outlined in our previous activity, how you can you use your strengths to help the team?

Bringing Positivity to hard situations.

Activity: Utilizing Your Strengths to Plan

Arranger • Responsibility • Activator • Communication • Significance

Restorative | Adaptability | Connectedness | Developer | Empathy
 Achiever | Responsibility | Developer | Input | Learner
 Communication | Woo | Empathy | Includer | Positivity
 Consistency | Communication | Adaptability | Empathy | Futuristic
 Restorative | Competition | Individualization | Analytical | Learner
 Restorative | Communication | Woo | Includer | Input
 Achiever | Discipline | Relator | Futuristic | Strategic

1. Which of your strengths do you utilize the most when planning events? How?
- Responsibility** - Being in charge of many things of festival ensuring all follows through & is executed
- Learner** - I'm always learning new things of festival & large scale event planning & collaborating w/ others

2. Which of the competencies do you think each of your top five strengths best aligns with?

STRENGTH	COMPETENCIES
Learner	Leadership ethical career Holistic
Input	critical career personal leadership civic?
Developer	Leadership career Holistic
Achiever	Leadership career Holistic wellness
Responsibility	Leadership & Interpersonal Development career & Professional critical thinking & Ethical

3. When thinking about the areas addressed well and the gaps present in aligning CAB events with the five co-curricular competencies outlined in our previous activity, how you can you use your strengths to help the team?

Activity: Utilizing Your Strengths to Plan

Arranger • Responsibility • Activator • Communication • Significance

Restorative | Adaptability | Connectedness | Developer | Empathy
 Achiever | Responsibility | Developer | Input | Learner
 Communication | Woo | Empathy | Includer | Positivity
 Consistency | Communication | Adaptability | Empathy | Futuristic
 Restorative | Competition | Individualization | Analytical | Learner
 Restorative | Communication | Woo | Includer | Input
 Achiever | Discipline | Relator | Futuristic | Strategic

1. Which of your strengths do you utilize the most when planning events? How?

Futuristic - I create a visual picture in my head of what/how I want things to look.

2. Which of the competencies do you think each of your top five strengths best aligns with?

STRENGTH	COMPETENCIES
Futuristic	Critical thinking & Ethical Reasoning
Empathy	Holistic Wellness
Adaptability	Critical thinking & Ethical Reasoning
Communication	Career & personal development
Consistency	Leadership & Interpersonal Development

3. When thinking about the areas addressed well and the gaps present in aligning CAB events with the five co-curricular competencies outlined in our previous activity, how can you use your strengths to help the team?

Activity: Utilizing Your Strengths to Plan

Arranger • Responsibility • Activator • Communication • Significance

Restorative | Adaptability | Connectedness | Developer | Empathy
 Achiever | Responsibility | Developer | Input | Learner
 Communication | Woo | Empathy | Includer | Positivity
 Consistency | Communication | Adaptability | Empathy | Futuristic
 Restorative | Competition | Individualization | Analytical | Learner
 Restorative | Communication | Woo | Includer | Input
 Achiever | Discipline | Relator | Futuristic | Strategic

1. Which of your strengths do you utilize the most when planning events? How?

Restorative - I tend to see event planning as a series of goals that need to be reached & I have to find the best methods of achieving them.
 Analytical - I actively aim to understand fully the process of the event that I am planning. To ensure I do my job to the best of my ability.

2. Which of the competencies do you think each of your top five strengths best aligns with?

STRENGTH	COMPETENCIES
Restorative	Career & Personal Development Civic & Social, Leadership, critical thinking
Competition	Career & Personal Development
Individualization	Civic & Social, Leadership, Critical Thinking
Analytical	Civic & Social, Critical Thinking
Learner	Civic & Social, Leadership, Career & Personal, critical thinking, Holistic Wellness

3. When thinking about the areas addressed well and the gaps present in aligning CAB events with the five co-curricular competencies outlined in our previous activity, how you can you use your strengths to help the team?

Activity: Utilizing Your Strengths to Plan

Arranger • Responsibility • Activator • Communication • Significance

Restorative | Adaptability | Connectedness | Developer | Empathy
 Achiever | Responsibility | Developer | Input | Learner
 Communication | Woo | Empathy | Includer | Positivity
 Consistency | Communication | Adaptability | Empathy | Futuristic
 Restorative | Competition | Individualization | Analytical | Learner
 Restorative | Communication | Woo | Includer | Input
 Achiever | Discipline | Relator | Futuristic | Strategic

1. Which of your strengths do you utilize the most when planning events? How?

Discipline

Use structure to organize & prioritize
the event into smaller chunks.

2. Which of the competencies do you think each of your top five strengths best aligns with?

STRENGTH	COMPETENCIES
achiever	career & personal development
discipline	career & personal development
relator	leadership & interpersonal development
futuristic	holistic wellness
strategic	critical thinking & ethical reasoning

3. When thinking about the areas addressed well and the gaps present in aligning CAB events with the five co-curricular competencies outlined in our previous activity, how you can you use your strengths to help the team?

Strategic

think of alternative ways to meet each
competency

Activity: Utilizing Your Strengths to Plan

Arranger • Responsibility • Activator • Communication • Significance

Restorative | Adaptability | Connectedness | Developer | Empathy

Achiever | Responsibility | Developer | Input | Learner

Communication | Woo | Empathy | Incluser | Positivity

Consistency | Communication | Adaptability | Empathy | Futuristic

Restorative | Competition | Individualization | Analytical | Learner

Restorative | Communication | Woo | Incluser | Input

Achiever | Discipline | Relator | Futuristic | Strategic

Kiana Tarrant:

1. Which of your strengths do you utilize the most when planning events? How?

- communication by being thorough with explaining & wanting my info to survive
- Input by using my past experiences & information in order to better plan events

2. Which of the competencies do you think each of your top five strengths best aligns with?

STRENGTH	COMPETENCIES
communication	Career & Personal Develop.
incluser	Leadership & Interpersonal Development
restorative	Critical Thinking & Ethical Reasoning
Woo	Holistic Wellbeing
Input	Critical Thinking & Ethical Reasoning

3. When thinking about the areas addressed well and the gaps present in aligning CAB events with the five co-curricular competencies outlined in our previous activity, how can you use your strengths to help the team?

Using my "incluser" strength I can help the team by presenting ideas on how to bring out events or alter our events to better serve non-traditional students.

Activity: Utilizing Your Strengths to Plan

Arranger • Responsibility • Activator • Communication • Significance

Restorative | Adaptability | Connectedness | Developer | Empathy
 Achiever | Responsibility | Developer | Input | Learner
 Communication | Woo | Empathy | Includer | Positivity
 Consistency | Communication | Adaptability | Empathy | Futuristic
 Restorative | Competition | Individualization | Analytical | Learner
 Restorative | Communication | Woo | Includer | Input
 Achiever | Discipline | Relator | Futuristic | Strategic

1. Which of your strengths do you utilize the most when planning events? How?

Restorative - deal with problems & how to fix
 empathy - know what people will
 feel

2. Which of the competencies do you think each of your top five strengths best aligns with?

STRENGTH	COMPETENCIES
Restorative	Critical thinking & ethical reasoning
Empathy	Civic Engagement & Social Responsibility
Adaptability	Leadership & Interpersonal Development
connectedness	Holistic Wellness
Developer	Career & Personal Development

3. When thinking about the areas addressed well and the gaps present in aligning CAB events with the five co-curricular competencies outlined in our previous activity, how can you use your strengths to help the team?

I can use my strength to create a bigger impact
 in competencies we have less events in. I can use my
 strength to influence others when they need
 help. Being adaptable & restorative to unexpected
 problems.

Appendix L: LEAP Program Student Learning Outcomes



Appendix M: 2018-2019 LEAP Workshop Tracking Sheet

Associated Students, Inc. - LEAP Workshop Tracking Sheet

Name

What is your CSUSM email address?

With which entity of ASI are you affiliated?

- ☐ Board of Directors
- ☐ Campus Activities Board
- ☐ Cougar Pantry
- ☐ Design Team
- ☐ Front Desk
- ☐ HYPE Team
- ☐ CAFE Team

Which presentation did you attend?

- ☐ Public Speaking, Misti Cain (Leadership)
- ☐ Ethics & Integrity, Jennie Ruiz (Ethics)
- ☐ Resume & Cover Letter Writing, Lisa Punelli, Career Center (Professionalism)
- ☐ Branding Yourself, Andrew Reed (Ethics)
- ☐ Effective Communication & Email Etiquette, Dr. Alan Omens (Professionalism)
- ☐ Cultural Awareness and Inclusivity, Floyd Lai (Awareness)
- ☐ What does it *really* mean to be a student leader?, Lisa Dickinson (Leadership)
- ☐ Cross-Generational Communication, Abrahan Monzon (Awareness)
- ☐ Online KOGNITO Training (Awareness)
- ☐ Tukwut Leadership Circle (TLC) Presentation

Appendix N: Mid-Year Training Agenda

All ASI Mid-Year Retreat
Associated Students, Inc.

Friday, January 18, 2019
USU 2310

9:00 am	Welcome	Annie
9:05 – 9:10 am	Video Recap	Ryan
9:10 – 9:40 am	Name Game/IceBreaker Activity	Miguel
9:45-10:15am	Entity Updates	Rep from each
10:15-10:30 am	ASI Goals	Execs
10:30-10:35 am	Break	
10:35-11:30 am	Internal Productions Update	IP Team
11:30am-12:00pm	Budget Check-in and Review	Annie and Kenny
12:00-1:00 pm	Working Lunch- Pita Guys & Lawsuit update	Jeff
1:00 – 2:00 pm	Ethics and Decision Making	Annie and Jennie
2:00-3:00 pm	Communication and Difficult Conversations	Kim and Jessica
3:00-3:30 pm	LEAP	Natalie
3:30 pm	Closing	Savana

Notes:

Appendix O: ASI Strategic Plan Draft

Associated Students, Inc. – Strategic Goals 2018 - 2021

ASI Mission Statement: To serve, engage, and empower students.
ASI Vision Statement: ASI strives to provide representation, to offer an inclusive environment, and to promote campus pride for all students.
ASI Values:
ADVOCACY: ASI actively investigates issues and represents the student voice in the governance of the campus, community, and state.
SOLIDARITY: ASI is committed to promoting a unified community and establishing an inclusive and supportive environment.
INTEGRITY: ASI stays true to its commitments, maintains transparency in its actions, and upholds its accountability to students.

GOAL 1: SERVE – ASI will conduct needs-based assessment efforts and align the results with the students', division's, and University's priorities to produce an ASI action plan for the next 3-5 years in order to best utilize fiscal resources.

OBJECTIVE 1: Utilize assessment tools and data to create an ASI action plan that will reflect CSUSM student needs.			
TACTICS	TIMELINE	CHAMPION	STUDENT AFFAIRS PRIORITIES AND STRATEGIES
Survey students' needs for food insecurity and establish plan of action based on data received	March 15, 2019	Ashley (CP)	3.1 Facilitate access to reflect demographics in our region 4.1 Engage in data driven decision-making 4.2 Align organizational structure and resources to optimize impact
Review existing campus data on student satisfaction and establish a programming action plan based on data	March 15, 2019	Kalie (CAB)	
Review data gathering tools and data collection efforts and identify uses for each (Tukwut tracks, Academia, campus surveys, internal surveys, Post event assessments, student orgs., Agro pulse, Instagram, Twitter)	Update progress March 15, 2019	Kalie, Ashley, Miguel, Natalie	
Develop an assessment plan grounded on the CSUSM Co-Curricular Model and identify initiatives feasible within ASI fiscal resources	Early Summer 2019	Annie, Kim	

Associated Students, Inc. – Strategic Goals 2018 - 2021

GOAL 2: ENGAGE – ASI will engage in comprehensive leadership training and professional development in order to strengthen the ASI brand and culture both externally and internally to increase visibility and have a more prominent name across campus.

OBJECTIVE 1: Develop and/or increase awareness and access of training opportunities for all ASI students and professional staff.			
TACTICS	TIMELINE	CHAMPION	STUDENT AFFAIRS PRIORITIES AND STRATEGIES
Develop Document annual team building plan to include all students with an on-going team building plan for ASI professional staff.		Kim & Kalie	1 Promote Holistic Student Development 2.1 Provide student services that support student success, retention, and graduation 2.3 Integrate the co-curricular model into programs and services 4.2 Align Organizational structure and resources to optimize impact
Formalize Document and Centralize the ASI Student Employee onboarding and training binders	Summer 2019	All ASI professional staff and ASI Exec's	
Develop Document a Professional Development plan for each professional staff member	Annual	All ASI professional staff	
Incorporate Inclusive & Diversity Training (cultural appropriation) in student and staff employee training	Annual (retreats, and on-going trainings)	All ASI professional staff, Training Committee	
Develop a volunteer onboarding orientation and training tool (online) & Document volunteer tracking and process	Spring 2019	Kim, CAB, VPSUA, Lobby Corps, CP, Kalie & Miguel	
Increase awareness internally of existing experiential learning programs (Social Justice Summit, Alternative Spring Break, LEAD, etc.)	2018-2021	All ASI professional staff	
Establish job specific training for student employees	Annual	All ASI professional staff	
Implement Formalize and document training on how to lead down, up and sideways for student employees	Annual	All ASI professional staff	

Associated Students, Inc. – Strategic Goals 2018 - 2021

GOAL 3: EMPOWER: ASI will create standard operating procedures that empower students and staff to work efficiently and effectively in order to maximize service to CSUSM students and align with University practices.

Objective 1: Review, assess, refine, and document operational processes to reflect current practices.			
Tactics	TIMELINE	Champions	Student Affairs Priorities and Strategies
Develop and document a user-friendly and clearly define Travel Program and Policy	2018 - 2019	BSA	4. Exemplify Principles of a Learning Organization
Identify ways to leverage the role of the ASI Front Desk Student Assistants, and update job description to reflect changes	July 2019	BSA /Natalie/Front Desk Students	
Review, document and communicate contract/agreement processes, including vendors paying via procard.	June 2019	BSA /Kim	
Review, document and communicate risk assessment and management processes. Pantry drivers and BOD members.	June 2019	Kim, Erin, AORMA	
Develop a Budget Process from timeline steps to monthly monitoring and reconciliation and document process to reflect current practices	July 2019	BSA /EVP	
Develop a Design team action plan, and rebrand IP and MCT. IP Purpose for 19/20 and beyond!	August 2019	Miguel	
Review services for the Student Organizations Account Services and document process to reflect current practices	August 2019	Natalie	