

Selective Student Quotes about Unit Programs

VCU Transform

“Overall, I really enjoyed being in VCU Transform; not only did it provide me with a lot of opportunities, it also allowed me to connect with other people who I probably haven't met otherwise. I look forward to the second year of Transform!”

“I love how supportive and nice all the staff and other students are. It's a great and positive environment!”

From anonymous student responses from the 2022 Transform End of Year Survey

VCU LEAD

“Being a member of VCU LEAD has taught me that being a leader is about more than simply being in charge. I have learned that leadership is about connecting with one's followers, achieving mutually decided goals, and delegating tasks. I am now better able to ask for help when in a leadership position and feel that my communication skills are more efficient.”

“I am so happy I joined the program. It has been one of the better experiences I have had at VCU. I tell almost everyone I know about what I'm doing in LEAD. It has become such an important part of my life and I'm glad I took the risk and applied. I'm sad to see it go, but I'm excited to see how VCU Transform does and I wish all of those involved great success. Thank you all so much for all you have done for us!”

From anonymous student responses from the 2022 VCU LEAD End of Year Survey

Emerging Leaders Program (ELP)

“ELP has given me the tools needed to succeed in any career path that I choose to go into.”

“Through ELP, I'm more prepared to be in a professional setting and I have more confidence in myself in those settings as well as my ability to be a leader and even in my role as a follower. I'm very grateful for this program and everything it has offered me in terms of opportunities, connections, and knowledge.”

From anonymous student responses from the 2022 Emerging Leaders End of Year Survey (Mentees)

Peer Leadership

“It (Peer Leadership) has taught me how to be an effective leader. It has given me the space for trial and error in a workplace setting with a slightly lower risk than that of the workforce.”

“I would just say that I highly recommend all students to take part in at least one peer leadership experience at least once, it is a great way to get out of your comfort zone, network, gain knowledge about others and their different backgrounds, etc.”

From anonymous student responses from the 2022 Peer Leadership Survey

2021-2022 Executive Summary

In 2021-2022, the VCU Transform unit comprised 4 programs including: the VCU Transform and LEAD living-learning programs, the Emerging Leaders Program, and VCU Peer Leadership Initiative. Overall 41 students participated in VCU Transform; 43 students completed the VCU LEAD program in its final cohort; 59 students participated in the Emerging Leaders Program including 43 first-year students, 12 mentors, 2 interns, and 2 teaching assistants; and 515 unique students served as peer leaders in the Division of Student Affairs.

VCU Transform Highlights:

- The new Transform living-learning program launched in the fall of 2021 with 41 students in the initial cohort. The launch of the program involved having a new curriculum developed and approved through the University Undergraduate Curriculum Committee and a new co-curriculum implemented that includes students completing a required experiential learning pathway and 60 hours of leadership, community engagement, and global learning.
- Transform students are diverse with 90% of Transform students considered minority students compared to 56% of the overall VCU population. 73% of Transform students are from an underrepresented minority as compared to 32% of the undergraduate population at VCU. 68% are female-identified students compared to 66% of the VCU undergraduate population and 32% are male-identified compared to 36% of undergraduate students. 90% of Transform students are from Virginia and 10% are from out of state which is equal to the general VCU student body.
- In 2021-2022 the students who participated in Transform completed 1009 co-curricular hours during the 2021-2022 academic year, split into the following engagement buckets:
 - Students completed **267 service hours**
 - Students completed **574 leadership hours**
 - Students completed **168 global engagement hours**

Using the Independent Sector website, the calculated economic impact of VCU Transform volunteer service hours is estimated at \$7,996.65

(<https://independentsector.org/value-of-volunteer-time-2022/>)

- VCU Transform offered 124 unique engagement programs that supported community building and the co-curricular/curricular requirements of the program. Events throughout the year ranged from lunch with President Rao, to movie nights, to Transform Talks, to a May service trip to meet the needs of a community in Appalachia.
- The average cumulative GPA for Transform students in 2021-2022 was a 3.41. 79% of VCU Transform students had a 3.01 GPA or higher in spring 2022 compared to 45% of VCU undergraduates overall.
- VCU Transform was approved as a REAL Level 4 co-curricular experience in April 2022 by the REAL co-curricular committee. Students who complete the program will be able to count Transform towards their REAL degree requirement.
- Transform was [highlighted in the VCU News](#) on December 1, 2021

VCU LEAD Highlights

- VCU LEAD celebrated the last cohort of 43 students to complete the program on May 3, 2022.
- In 2021-2022 the students who participated in LEAD completed 2,700 co-curricular hours of leadership (2,182 hours), and service (518 hours). Using the Independent Sector website, the

calculated economic impact of VCU LEAD volunteer service is estimated at \$15,514. (<https://independentsector.org/value-of-volunteer-time-2022/>)

- Several VCU LEAD students were highlighted by VCU News including:
 - [Haya Hamid](#)
 - [Atuahene Adu-Gyamfi and Roland Kusi](#)

Emerging Leaders Highlights:

- The Emerging Leaders students celebrated 26 students to complete the program on April 30, 2022.
- VCU Student Financial Services provided an increase in the total number of Emerging Leaders scholarships offered from 60 in FY22 to 70 in FY23. This change will allow us to have 53 first-year students.
- Emerging Leaders students are diverse with 60% of ELP students considered minority students compared to 56% of the overall VCU population. 32% of ELP students are from an underrepresented minority as compared to 32% of the undergraduate population at VCU. 71% are female-identified students and 29% are male-identified students. 100% of Emerging Leaders students are from Virginia.
- In 2021-2022 the students who participated in Emerging Leaders completed 1,734 co-curricular hours of leadership (945 hours) and service (789 hours). Using the Independent Sector website, the calculated economic impact of Emerging Leader volunteer service hours is estimated at \$23,631. (<https://independentsector.org/value-of-volunteer-time-2022/>)
- The Emerging Leaders Program hosted its 15-year anniversary celebration in November 2021 with approximately 75 current students, alumni, and special guests participating either in-person or virtually.
- The average cumulative GPA for ELP students in 2021-2022 was a 3.7.
- The Emerging Leaders Program was approved as a REAL Level 4 co-curricular experience in October 2021 by the REAL curricular committee. Students who complete the program will be able to count Transform towards their REAL degree requirement.
- Several Emerging Leaders Students were highlighted by VCU News including:
 - [Sekai Clayton](#)
 - [Zoie Sickey](#)

Peer Leadership Highlights:

- A Peer Leader at VCU is defined as a student who has been selected and trained to serve in a leadership role that supports student success. In FY22 515 unique students served in 592 positions in the Division of Student affairs.
- The Peer Leadership Initiative was approved as a REAL Level 3 co-curricular experience in October 2021 by the REAL curricular committee. Students who complete the program will be able to count Transform towards their REAL degree requirement.
- Students serving as peer leaders are diverse with 62% of peer leaders are considered minority students compared to 56% of the overall VCU population. 31% of peer leaders are from an underrepresented minority as compared to 32% of the undergraduate population at VCU. 67% are female-identified students 32% are male-identified students and 1% other. 92% of students serving as peer leaders are from Virginia.

Department Overview and History:

VCU Transform

With the spirit of innovation in mind, the VCU ASPIRE, VCU Globe, and VCU LEAD Living- Learning Programs (LLPs) merged into one new LLP, beginning with the fall 2021 semester. The merger brought together the combined strength of each of those three communities while creating efficiencies and maintaining a focus on student success and career readiness. The essence of the LLPs would be retained: living, learning and engaging together. The new LLP VCU Transform, opened in Fall 2021 with an entering cohort of 42 students living in the West Grace North residence hall.

VCU LEAD

During the 2009-10 academic year, President Michael Rao asked then Provost Beverly Warren to oversee the development of high-quality living-learning programs to be integrated into the 4 new residence halls being constructed along the West Grace Street corridor between 2010 and 2015. Provost Warren created an Advisory Committee with representatives from diverse stakeholder groups to develop a VCU living-learning program template and to establish the program components for the first community engagement living-learning program known as ASPIRE. The Committee provided the Provost with a final report that outlines the program format for all 4 of the new living learning programs. The approved program format integrates Student Affairs and Academic Affairs personnel to deliver 'certificate of completion' living-learning experiences for upper-level undergraduates that comprise a 4-semester, 2-year interdisciplinary curricular/co-curricular program. All VCU living-learning programs follow this approved program model.

In August 2015, the Division of Student Affairs launched the Leaders Engaged in Advanced Discovery (LEAD) living and learning program located at 1000 West Grace St. LEAD is a two-year, leadership themed, living and learning program that helps students integrate curricular and co-curricular leadership experiences and develop key competencies that will support their growth and employability. Forty-one students entered the program in the inaugural class in 2015 and 43 students completed the program in its last cohort in the spring/fall of 2022.

Emerging Leaders

In addition to Transform, the Division of Student Affairs also brought together the Emerging Leaders Program under the VCU Transform administrative unit. The VCU Emerging Leaders is a one-year scholarship program that recognizes and supports the development and engagement of emerging student leaders at the university. Scholarship awards, in the amount of \$1,000 per semester, are granted to 44 highly qualified incoming freshmen from Virginia. The scholarships remain in effect as long as the student meets the requirements of the Emerging Leaders Program. Award recipients are required to participate in VCU Emerging Leaders related core-curriculum courses (UNIV 270 and LDRS 200) and in leadership events sponsored throughout their first year. In addition, VCU Emerging Leaders are given opportunities to participate in community service activities and to become second-year mentors to future VCU Emerging Leaders. Students who choose to live on campus are assigned to the Emerging Leader community located in the Gladding Residence Center. In the fall of 2021, the Emerging Leaders Program celebrated its 15-year anniversary.

Peer Leadership Initiative

In 2015, the Division of Student Affairs established a Peer Leadership Committee to explore the impact of peer leadership across the Division. The goal of the committee was to make recommendations to strengthen the experience of students who serve as peer leaders within the Division and advocate that peer leadership is a high impact practice which has been recognized as a REAL Level 3 Experience at VCU. In a wide variety of positions across units and divisions, Peer Leaders make the VCU experience possible by paving the way for other students to be successful. In many ways, the University could not achieve all that our units seek to achieve without Peer Leaders. The Peer Leadership Initiative at VCU seeks to equip and celebrate Peer Leaders and their supervisors as they lead and serve others. Housed in VCU Transform in the Division of Student Affairs (DSA), the Peer Leadership Initiative also translates the DSA's strategic priority of student leadership development into formative, REAL experiences for Peer Leaders within and beyond the division.

Staffing and Budget

Staffing for VCU Transform included a Director, two Assistant Directors, and 3 Coordinators. In addition two 9-month Associate Professors whose academic home is in Interdisciplinary Studies in University College are assigned to teach the Transform curriculum. University College is where the Transform curriculum is housed. In addition, the unit employs 4 undergraduate students and 1 graduate student. VCU Transform's budget of \$565,284 supported through state E&G funds and the University Fee. The Emerging Leaders program offers scholarships \$2,000 annual scholarships to 60 students which are supported by the Office of Financial Aid and Scholarships and totals \$120,000 in scholarship money for the 44 first-year mentees, 12 second-year student mentors, and 4 Emerging Leader Program Interns and Teaching Assistants.

Department Mission statement:

VCU Transform as a unit **empowers** and **supports** students to become **transformative** and **inclusive leaders** through engagement in **diverse experiential learning opportunities** that foster their **career readiness** and **sense of belonging** in the VCU and Richmond communities.

Department Vision:

The Transform unit will be recognized locally and globally as a

1. premiere model for student leadership development through experiential learning and community engagement
2. transformative community that demonstrates exemplary peer leadership and mentoring models that support student belonging and career readiness
3. signature example of high impact learning for students' leadership development in partnership with local and global communities

Functional Areas:

Our unit's functional areas include:

1. The Transform Living-Learning Program
2. The Emerging Leaders Program
3. Peer Leadership Initiative

Unit Goals:

- *Department Goal 1:* Educate students about leadership and experiential learning
- *Department Goal 2:* Engage students in high-impact practices that encourage their sense of belonging, integrative learning, and career readiness
- *Department Goal 3:* Facilitate a nationally prominent upper-class living and learning program themed around leadership, community engagement, and cultural agility
- *Department Goal 4:* Administer a dynamic leadership development program for first-year students to increase their success and belonging to VCU
- *Department Goal 5:* Advance VCU's support of students who serve as peer leaders by providing common learning experiences; working with supervisors of peer leaders; and increasing opportunities for networking, recognition, and engagement
- *Department Goal 6:* Provide space for curricular innovation to advance leadership and community engagement

Our Unit Goals Aligned with VCU DSA Strategic Goals and the VCU Strategic Plan:

VCU DSA Strategic Goals

- Goal 2: Encourage students to meaningfully and positively engage with diversity
- Goal 3: Provide dynamic leadership experiences so students can utilize their unique talents to respond to the needs of the global community.

Aligned with VCU's Strategic Plan Quest 2025: Together We Transform:

- Theme I: Student Success – Transform the lives of our distinctive and diverse student population through a university culture that supports every student's success through inquiry, discovery, innovation, civic engagement, and creative expression.
- Goals and strategies:
 - Transform the undergraduate curriculum to ensure we offer a 21st century learning experience
 - Prepare our students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world
 - Strengthen student academic and career planning, readiness and employer engagement
 - Create interprofessional or interdisciplinary learning opportunities for graduate and health professions students
 - Continue program implementation, expand the R.E.A.L. (relevant, experiential and applied learning) initiative to all students and assess impact
- Enhance the university culture supporting student success, including improved retention and graduation rates
 - Advance a university-wide culture focused on the success of our students
 - Expand student success campaigns for targeted populations
 - Decrease student debt through targeted initiatives, for example: increased out-of-state and international enrollment; expanded online enrollment; expanded summer session; philanthropic scholarships
 - Mobilize faculty, UAP and staff in implementing best practices in support of student success
 - Empower students to define and support student success

Our Values:

As a Transform staff we commit to embodying the following values and practices:

Values

- *Diversity* -- We value the diverse identities, perspectives, and lived experiences of all Transform students.
- *Equity* -- We believe all students are impacted by systems of power and oppression. We believe that equity is imperative to support and advance social justice.
- *Inclusion* -- We believe that all students belong and matter. We strive to develop an inclusive learning environment cognizant of power dynamics, oppressive systems, and social barriers and how these systems impact students.
- *Accessibility* -- VCU Transform actively works to remove barriers to access for all Transform offerings.
- *Justice* -- We actively seek and develop opportunities for activism and sustainable change towards social justice.
- *Sense of belonging* -- helping every student see they matter and that they have their own identities and experiences that we help them connect to their academic goals and career aspirations.

Practices:

- *Asset-based and reciprocal community engagement* -- We believe in actively partnering with community members & organizations to develop reciprocal relationships.
- *Experiential learning* -- We value hands-on opportunities for students to expand their skills, leadership practice and engage with the community.
- *Reflection* -- We believe that reflection is foundational to learning and is an integral part of connecting students' experiences across diverse contexts.
- *Leadership* - We believe leadership is a process of mutual influence whereby leaders and followers work together to clarify values and achieve common goals

Intended Learning Outcomes:

Transform Student Learning Outcomes: As a result of participating in VCU Transform initiatives students will:

- Demonstrate an understanding of transformational leadership and community change in different contexts
- Integrate their academic knowledge with beyond-the-classroom experiences
- Demonstrate increased self-efficacy
- Demonstrate increased sense of belonging
- Showcase their career readiness
- Demonstrate and understanding of:
 - Leadership
 - Community Engagement
 - Cultural Agility

Emerging Leaders Student Learning Outcomes: As a result of participating in the Emerging Leaders Program students will:

- Demonstrate an understanding of leadership theory
- Integrate their knowledge of leadership theory with beyond the classroom experiences

- Demonstrate increased leadership efficacy
- Demonstrate increased sense of belonging
- Apply leadership competencies in real world settings, specifically:
 - Mindful Leadership
 - Diversity, Equity, Inclusion, and Justice
 - Career Readiness
 - Community/Civic Engagement

Peer Leadership Initiative Learning Outcomes:

- Required for all DSA Peer Leader Positions: As a result of engaging in the Peer Leadership Initiative at VCU, students will be able to:
 - Deliver quality service to peers and other members of the VCU community.
 - Demonstrate an understanding of human difference and inclusive practices.
 - Apply skills, abilities, theories, or methodologies gained through training to new situations.
 - Demonstrate an increased sense of belonging
 - Demonstrate an increased sense of self-efficacy.
- Selective Student Learning Outcomes
 - Units are encouraged to incorporate other peer leadership learning outcomes such as:
 - Communicate effectively through multiple modes in diverse settings.
 - Manage conflict in ways that are effective and appropriate to the situation.
 - Apply appropriate techniques for networking in a connected society.
 - Exhibit ethical decision making and personal accountability.
 - Display critical and reflective thinking in leading others toward common goals.
 - Evaluate and apply principles of group dynamics to various team environments.
- Operational Outcomes - The Peer Leadership Initiative at VCU will:
 - Implement a standardized peer leadership curriculum where students will share a common, cohesive leadership experience.
 - Deliver at least three common training opportunities on selected topics that are progressive and relevant to their learning/development and service experiences.
 - Recruit and retain a diverse pool of student peer leaders who are representative of the VCU student body will be recruited and retained.
 - Offer peer leaders appropriate on-boarding and matriculation procedures that support their education and service experiences.
- Staff Professional Development Learning Outcomes: As a result of participating in the Peer Leadership Initiative as a peer leader supervisor, faculty and staff will be able to...
 - Identify peer leader needs
 - Identify best practices for selection, hiring, interviewing
 - Transfer knowledge from professional development sessions applied to their student population
 - Reflect on their own performance in supervising peer leaders
 - Refer students to appropriate resources needed for peer leaders
- Operational Outcomes of Peer Leader Supervisor Professional Development: DSA Peer Leader Supervisors will ...
 - Actively engage with the provided services (such as supervisor meetings, emails, and/or other forms of communications) offered by the committee to gain networking

opportunities and professional development to support their supervision and interaction with their respective peer leaders.

VCU Transform Outcomes Assessment:

Department Goal 1: Educate students about leadership and experiential learning

- Direct Outcome Measures:
 - Document the exam grade averages for students' exams in REAL 300 and 301 which directly connect to the student learning outcomes of the Transform LLP
 - The average exam grades for REAL 300 was 94% and for REAL 301 was 97% which indicates students mastery of leadership, community engagement, and cultural agility
 - Document the exam grade averages for students' exams in UNIV 270 which directly support the student learning outcomes of the Emerging Leaders Program
 - The average exam grades for UNIV 270 was an 90% which indicates students mastery of the leadership theories covered in the course
- Indirect Outcome Measures:
 - Measure students' perceptions of their growth as leaders via mid-year and/or end of year survey items for Transform, Emerging Leaders, and Peer leadership
 - 100% of students responding to the Transform end of year survey (n=9 of 42 students surveyed for a 21% response rate) agreed or strongly agreed with the following questions...As a result of participating in Transform:
 - I have developed a clearer understanding of my strengths as a leader
 - I have had the opportunity to interact with individuals from diverse backgrounds
 - My understanding of those with backgrounds different than my own has increased
 - Enhanced my understanding of leadership
 - Enhanced my understanding of cultural agility
 - I have developed personal relationships with other students at VCU
 - Of students responding to the Emerging Leaders end of year survey (n=21 of the 26 students who completed the program for an 81% response rate). The following percentage of students agreed or strongly agreed with the following questions...As a result of participating in the Emerging Leaders Program:
 - 90% indicated I can recognize and describe at least 2 leadership theories
 - 95% indicated I am more confident as a leader
 - 95% indicated I am more comfortable taking a leadership role in a group setting
 - 100% indicated I am more comfortable working as a member of a team
 - 95% indicated I have developed a clearer understanding of y leadership strengths
 - 95% indicated I am confident I have the knowledge and skills to lead
 - Of students responding to the Peer Leadership Survey (n=89 out of 599 for a 15% response rate) the following percentage of students agreed or strongly agreed with the following questions...As a peer leader
 - 98% indicated I can express myself effectively as a leader in a diverse group of my peers

- 95% indicated I am able to change things in a group even if they are not completely under my control
 - 97% indicated usually I can establish very good relationships with the people I work with
 - 97% indicated I am confident in my ability to get things done
- Measure students' perceptions of experiential learning via mid-year and/or end of year survey items for Transform, Emerging Leaders, and Peer Leadership
 - Students responding to the Transform end of year survey agreed or strongly agreed with the following questions...As a result of participating in Transform:
 - 89% felt they have applied skills from VCU Transform in real-world situations (i.e. volunteering, peer leadership positions, internships, etc.)
 - 67% felt that their selected Transform Pathway experience will help them meet their future career goals and/or explore their professional interests

Department Goal 2: Engage students in high-impact practices that encourage their sense of belonging, integrative learning, and career readiness

- Direct Outcome Measures:
 - 62 Transform Success Guide meetings occurred throughout the 2021-2022 academic year. Success Guides are Transform staff members who meet individually with each student in the living-learning program
 - As of June 2022, 16 students had declared their experiential learning pathway
 - 2 completing Peer Leadership experiences
 - 7 completing internships
 - 1 completing undergraduate research
 - 4 completing study abroad
 - 2 completing community engagement
 - The VCU Transform program offered the following experiential learning opportunities in 2021-2022
 - 11 students participated in an urban plunge in partnership with Habitat for Humanity of Richmond during VCU's spring break. Students both volunteered in the Habitat ReStore and contributed to a local Habitat build
 - 8 Transform students participated in a trip to Washington, DC to explore the National Museum of African American History and Culture.
 - An Alternative Break Trip in May to Sneedville, TN to work with the Jubilee Project. Led by Dr. Mike Rackett, 6 students participated in the six day service project.
 - 6 students served as Transform project leads for the office and worked on projects such as planning DEI initiatives, community building events, and marketing materials
- Indirect Outcome Measures:
 - 87% of Transform students who responded to the end of year survey indicated they had applied skills from VCU Transform in real-world situations
 - 93% of LEAD students who responded to the end of year survey indicated they had applied their leadership skills in real-world settings

- 100% of LEAD students indicated they can connect their pathway experience to specific theories, concepts, and ideas from their classes
- Community Collaborative - evaluate project outcomes and learning artifact
- Alternative Spring Breaks and Pathway Plunges - post survey from the experience measuring students' experiential learning, HIP, and integrative learning outcomes
- # of Pathway workshops with campus and community partners and how many students attended
 - 23 students participated in the first annual Transform Pathway fair to provide students with more information about experiential learning pathways
 - 46 students participated in Pathway 101 workshops to help them identify and select an experiential learning pathway

Department Goal 3: Facilitate a nationally prominent upper-class living and learning program themed around leadership, community engagement, and cultural agility

VCU Transform Demographics

- **Total Enrollment Headcount:**
 - 2021-2022: 41 students
- **Percentage of students by year**
 - 22% - sophomore
 - 51% - junior
 - 27% - senior
 - 0% - first-year
- **Academic Home, Majors & Concentrations**
 - There were 26 different majors and concentrations represented in Transform for the 2021-22 academic year
 - College & School Breakdown
 - Arts – 5
 - Business – 4
 - Engineering – 1
 - Hum. & Sciences – 23
 - Wilder – 3
 - Nursing – 1
 - Social Work – 2
 - Undeclared – 1
 - The top 3 majors in Transform are:
 - Biology – 5 students
 - Psych – 4 students
 - Criminal Justice – 3 students
- **In-state vs. Out of State**
 - 90% from Virginia
 - 10% from out of state
- **Gender**
 - 31% Male
 - 70% Female
- **Age**
 - 100% - 19-25 years of age
- **Race & Ethnicity**
 - 90% are minority students with 73% being from an underrepresented minority
 - 12% Asian
 - 66% Black/African American
 - 7% Hispanic
 - 2% International
 - 5% Two or more races
 - 7% White
- **GPA**
 - 79% have a GPA of 3.0 or above
 - 21% have a GPA of 2.9 or below
- **Ratio of staff member to Transform participants**
 - In the Transform program there is a 1:6 staff to student ratio

- Transforms students filled 44 beds in on-campus housing including 37 in West Grace North and 7 in RA placements across campus.
- The average cumulative GPA of Transform students is 3.41
- **Direct Outcome Measures:**
 - Transform students are currently completing their pathway experience and will begin creating their ePortfolio in Fall, 2022.
 - The average exam grades for REAL 300 was 94% and for REAL 301 was 97% which indicates students mastery of leadership, community engagement, and cultural agility
- **Indirect Outcome Measures:**
 - Students responding to the VCU Transform mid-year survey agreed or strongly agreed that as a result of participating VCU Transform...
 - 87% have an increased sense of belonging at VCU
 - 75% have an association with VCU
 - 87% indicated their participation in VCU Transform contributed positively to their overall experience at VCU
 - 100% would likely or definitely recommend Transform to other students
 - Report student responses to needs assessment and focus groups throughout the year
 - The mid-year temperature check survey was distributed in Spring, 2022 and received 39 responses.
 - 51% of students were engaged in several opportunities and were confident in completing the program requirements; 49% were not engaged or confident in their ability to complete the requirements
 - 64% of students have started the pathway planning process; 13% already have started applying for a pathway; 7% are in their pathway; 16% indicated needed more support to complete their pathway decision
 - 87% of students indicated positivity in regards to the pandemic and transitioning to on-campus/no masks, as well as being in-person for programs
 - 53% of students wanted a hybrid offering of programs; 38% for in person only and 7% for virtual programs only.
 - The Post-Recruitment Survey was distributed in the Spring, 2022 semester in response to low application and enrollment rates in the Transform program for Fall, 2022. The survey was sent to all students who were invited to apply, who started an application, or declined an offer to join the program. 31 students completed the survey with 90% of respondents being undergraduate students who are eligible to join the program. The majority of respondents indicated that the living requirement, cost of living in a residence hall, cost of credits, time, and commitment to a 2-year program were the main factors in their decisions to not apply. Of those, the top reasons were the living requirement, cost of living, and lack of awareness of the program's purpose.
 - *"I think it would be helpful to explain to students why there is a mandatory 2-year on campus living requirement. There seems to really be no reason stated why students have to live on campus...I know that it*

is probably to foster community among the Transform students, but I don't think that it would be intuitive to understand that."

- *"You cannot expect students to have the money to pay for additional housing and classes to participate in a leadership program that has no outstanding aspects. If you paid for the housing or the classes more people would join."*
- VCU Transform held five student-led "Transform" programs to obtain feedback and discuss relevant themes with students in the program.
 - November's Transform centered on belonging and clarifying shared values/goals. Students indicated their reasons for joining Transform and how they would describe the program to unaffiliated students. Student leaders also gained insight on program's students were interested in attending.
 - December's Transform centered on traditions. Students indicated a variety of traditions they would like to experience in Transform to build community and centered on the perceived value of leadership. These traditions included Friend Speed Dating, Field Days, Midnight Breakfast, and cooking challenges.
 - February's Transform centered on engagement. Students discussed their sense of belonging in the program and ways to get more students involved through communication, innovative programming and engagement in the residence hall outside of Transform.
 - March's Transform centered on feedback of the program, including best practices for student engagement, communication, and barriers to student recruitment.
 - April's Transform centered on exploring goals and expectations for the 2022-2023 academic year. Students identified events that would be useful in their second year and how Transform staff can address specific barriers to student success.
- o **Co-Curricular Hours:** As a program requirement, students must complete 20 hours of leadership, 20 hours of service, and 20 hours of global engagement to complete the program and receive the Certificate of Leadership Studies and Experiential Learning certificate. Leadership hours focus on engagement within the VCU and the Transform communities. Service focuses on engagement within the local Richmond community. These hours are served with a local non-profit or other organization that serves the residents of the Richmond area or your home area if living off-campus. Global engagement focuses on activities that broadens knowledge of and engagement in the global community. These hours can be completed attending events that are sponsored by the Global Education Office or cultural events sponsored by other VCU units, like the Office of Multicultural Student Affairs. The following data provides more detail on Transform student engagement in the co-curriculum throughout the 2021-2022 academic year. The following data provides more detail on Transform student engagement in the co-curriculum throughout the 2021-2022 academic year.
 - In total, Transform students completed 1009 co-curricular hours during the 2021-2022 academic year, split into the following engagement buckets:

- Students completed **267 service hours**
- Students completed **574 leadership hours**
- Students completed **168 global engagement hours**
- Using the Independent Sector website, the calculated economic impact of VCU Transform is \$7,996.65
(<https://independentsector.org/value-of-volunteer-time-2022/>)
- VCU Transform offered 124 unique engagement programs that supported community building and the co-curricular/curricular requirements of the program. Below are highlights of our signature programs:
 - Transform Talk (12)--Average participation: 12 students
 - Transform Trek (7)--Average participation: 9 students
 - Tasty Tuesdays (5)--Average participation: 12 students
 - Community Service (16)-- Average participation: 7 students
 - Pathway Sessions (10)--Average participation: 9 students
- Common themes from the co-curricular hours reflection submissions highlighted citizenship; leadership; collaboration; group dynamics; individual strengths and skills; challenging personal comfort levels; diversity; overcoming adversity; community; inclusivity; transformation
- **Students Sense of Belonging:**
 - Students responding to the VCU Transform end of year survey agreed or strongly agreed that as a result of participating VCU Transform...
 - 88% indicated I feel that I belong at VCU
 - 75% indicated I tend to associate myself with VCU
 - 100% indicated I have developed relationships with other students at VCU
 - 88% indicated I know at least one faculty or staff at VCU who cares about my success
 - 75% indicated I have found a social circle or community at VCU where I truly fit in.

Department Goal 4: Administer a dynamic leadership development program for first-year students to increase their success and belonging to VCU

Emerging Leaders Program Demographics

- **Total Enrollment Headcount:**
 - 2021-2022: 43 first-year students, 12 sophomore mentors, and 2 student interns and 2 teaching assistants
- **Academic Home, Majors & Concentrations**
 - There were 24 different majors and concentrations represented in Emerging Leaders Program for the 2021-22 academic year
 - College & School Breakdown
 - Arts – 10
 - Engineering – 6
 - Hum. & Sciences – 15
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 - Social Work – 1
 - Undeclared – 4
 - The top 3 majors in Emerging Leaders Program are:
 - Psychology – 5 students
 - Art Foundation – 5 students
 - Engineering – 5 students

- o **Gender**
 - 74% Female
 - 26% Male
 - o **Race & Ethnicity**
 - 16% Asian
 - 13% Black/African American
 - 18% Hispanic
 - 9% Two or more races
 - 41% White
 - o **GPA**
 - 72% have a GPA of 3.5 or above
 - 28% have a GPA of 3.0-3.5
 - o **Ratio of staff member to Transform participants**
 - The ratio of mentees to faculty is 9:1
- Emerging Leader students filled 41 beds in on-campus housing within the Gladding Residence Center
- The average cumulative GPA of Emerging Leaders students is 3.68
- **Direct Outcome Measures:**
 - o Document the exam grade averages for students' exams in UNIV270 which directly connect to the student learning outcomes of the Emerging Leaders Program
 - The average exam grades for UNIV 270 was an 90% which indicates students mastery of the leadership theories covered in the course
 - o 27 first-year mentees, 12 second-year mentors, and 5 third and fourth year interns and teaching assistants completed the Emerging Leaders Program in 2021-2022.
 - o All first-year mentees successfully completed 40 co-curricular hours within the program (20 leadership focused, 20 community engagement/service). All mentees completed with program with a 3.0 GPA or higher.
 - o Mentors who completed the program also maintained a 3.0 GPA or higher as well as participating in biweekly professional development meetings and several mentoring hours per month.
 - o Interns and Teaching Assistants who completed the Emerging Leaders Program also maintained a 3.0 GPA or higher. Interns completed 10 weekly hours supporting the program including mentoring second-year students and facilitating weekly program meetings. Teaching Assistants completed 10 weekly hours including assisting with curricular experiences, facilitating curriculum development and student success support through study resources.
- **Indirect Outcome Measures:**
 - o Students responding to the VCU Emerging Leaders surveys (mid-year and end-of-year (EOY)) agreed or strongly agreed that as a result of participating in the VCU Emerging Leaders Program...
 - 81% (mid-year); **89%** (EOY) have an increased sense of belonging at VCU
 - 70% (mid-year); **78%** (EOY) have an increased appreciation of VCU
 - 82% (mid-year); **95%** (EOY) indicated their participation in VCU Emerging Leaders Program contributed positively to their overall experience at VCU
 - 88% (mid-year); **94%** (EOY) would likely or definitely recommend VCU Emerging Leaders Program to other students
 - o **Co-Curricular Hours:** As a program requirement, students must complete 10 hours of leadership and 10 hours of community engagement each semester of the Emerging Leaders Program. The following data provides more detail on the Emerging Leaders engagement in the co-curricular hours throughout the 2021-2022 academic year.

- In total, Emerging Leaders students completed 1682 co-curricular hours during the 2021-2022 academic year, split into the following engagement buckets:
 - Students completed **789 service hours**
 - Students completed **945 leadership hours**
 - Using the Independent Sector website, the calculated economic impact of Emerging Leader volunteer service hours is estimated at \$23,631. (<https://independentsector.org/value-of-volunteer-time-2022/>)
- VCU Emerging Leaders Program offered 59 unique engagement programs that supported community building and the co-curricular/curricular requirements of the program. Below are highlights of our signature programs:
 - Mentor Sponsored Socials (8)--Average participation: 12-15 students
 - Mentor-led Service Initiatives (8) – Average participation 12-15
 - ELP Trek (3)--Average participation: 10 students
 - ELP Winter Social -- Total student registration: 33 students
 - Leadership Challenge Night – Total student participation: 15 students
- Mentoring
 - Emerging Leaders Program first year students are mentored by second-year students who have successfully completed the Emerging Leaders program. On average, our mentors spent **100-130 hours in the 2021-2022 academic year** mentoring first year students through 1:1 meetings, pod meetings, and superpod meetings.
 - Highlights of the mentoring experience from the lens of the mentor focuses primarily on increased **confidence in leading diverse groups**, stronger **connection to the VCU community**, **increased career readiness skills**, and **enhanced communication skills**:
 - *“I have gained experience leading in small group settings and with people of all different backgrounds...I’m glad I have gotten some practice and learned how to effectively lead and communicate my ideas.”*
 - *“I feel so much more confident after being a mentor and prepared for my future...”*
 - *“From workshops to mentor experiences, I feel as though I have grown in my leadership and interpersonal skills that will surely be utilized beyond VCU.”*
- Mentors responding to the VCU Emerging Leaders surveys agreed or strongly agreed that as a result of being a mentor in the VCU Emerging Leaders Program...
 - 83% have an increased sense of belonging at VCU
 - 99% indicated their participation in VCU Emerging Leaders Program contributed positively to their overall experience at VCU
 - 99% would likely or definitely recommend VCU Emerging Leaders Program to other students
- SuperPod Projects: Six Emerging Leaders SuperPod projects were completed in 2021-2022. Students are assigned to project teams and using principles of human-centered design created projects to address the question of how to improve the VCU experience. Each project team presents their project findings at the end of the year at the Grace E Harris Leadership Institute. The 2021-2022 project teams included:

- RAMSpexperience - provide an introduction for incoming students in their transition to college life in a city.
- Get Rams Cooking (GRC) a Cookware Initiative - address issues in adequate accessibility to cookware in the Gladding Residence Center in order to provide an easier access to alternative meals, so that the VCU freshmen are not fully dependent on the dining plan
- SNAIL Resources: A Mental Health Toolkit - improve accessibility of VCU's mental health services through increasing awareness of the services offered and knowledge of how to use them.
- Project JACKIE - First-year students are having a difficult time exhausting their required meal plans whereas other students are experiencing food insecurity.
- BakerSpace: A Student Initiative - implement scheduled events throughout the week, in which the Pace Center's kitchen area would be used by VCU students to prepare meals and utilize the kitchen facilities.
- Spirit of the Rams - By placing creative and unique ram statues around campus we hope to increase school spirit for incoming students by incorporating them into orientation tours, while also improving the sense of belonging amongst current students.
- Operational Outcome Measures:
 - 27 mentees, 12 mentors, and 5 Interns/Teaching Assistants successfully completed the Emerging Leaders Program for the 2021-2022 academic year.

Department Goal 5: Advance VCU's support of students who serve as peer leaders by providing common learning experiences; working with supervisors of peer leaders; and increasing opportunities for networking, recognition, and engagement.

- Direct Outcome Measures:
 - Report results from testing students' knowledge at the end of each learning outcome module
 - Quality Service
 - 66% correctly identified the common purpose of DSA Peer Leaders as "creating community"
 - 97% correctly identified the quality standards as well-being, relationship, and resourcefulness
 - Diversity and Inclusion
 - 95% correctly distinguished between diversity and inclusion
 - 86% correctly identified diversity and inclusion related campus resources
 - Self-Efficacy
 - 84.5% correctly defined self-efficacy and identified an example of someone demonstrating high self-efficacy
 - Integrative Learning
 - 90% correctly defined integrative learning
 - 81% correctly identified the steps of the integrative learning process
- Indirect Outcome Measures:
 - % of students who have completed required DSA training

- 304/488 (62.3%)
- o Perceptions of students regarding their growth in DSA learning outcomes
 - Survey respondents reported a higher level of competency than their learning assessments indicated. However, this disparity may be explained by the timing of the assessments and survey. Overall, these students report and reflect a high level of competency.
 - Per the Peer Leadership survey, the following percentage of overall responses indicate self-reported competency in the following learning outcomes
 - Quality Service: 435/445 responses indicate agreement or strong agreement (97.8%)
 - Diversity and Inclusion: 328/330 responses indicate agreement or strong agreement (99.4%)
 - Self-Efficacy: 575/594 responses indicate agreement or strong agreement (96.8%)
 - Integrative Learning: 273/285 responses indicate agreement or strong agreement (95.8%)
- o Report results of annual DSA peer leadership survey
 - Among questions related to learning outcomes, the **lowest** level of agreement (agree + strongly agree) for any question was 91% (Q19. As a Peer Leader, I can rely on my peers to help solve problems).
 - Questions with 100% agreement (agree+strongly agree)
 - As a Peer Leader...
 - o I value and recognize the lived experiences of my fellow students
 - o I reach out to people different than myself
 - o I am able to work well with people different than myself
 - o I believe that being able to interact with individuals of diverse backgrounds is critical to my role
 - My peer leader experience has contributed positively to my overall experience at VCU
 - I intend to graduate from VCU
 - Questions with Highest Levels of Strong Agreement
 - As a Peer Leader...
 - o I believe that being able to interact with individuals of diverse backgrounds is critical to my role (83.3%)
 - o I am able to work well with people different than myself (81.8%)
 - o I value and recognize the lived experiences of my fellow students (76.4%)
 - Among questions related to sense of belonging, listed below, the **lowest** level of agreement (agree + strongly agree) for any question was 89.5% (I tend to associate myself with VCU).

- I feel that I belong at VCU
- I tend to associate myself with VCU
- When I am with other people, I feel included
- I have developed personal relationships with other students at VCU
- I know at least one faculty or staff at VCU who cares about my success
- I have found a social circle at VCU where I truly fit in
- Qualitative Response Summary
 - Students indicated a high level of competence interacting with those from diverse backgrounds in their Peer Leadership role
 - Respondents reported effective usage of campus resources and high levels of confidence when facing challenges in their world.
 - Students identified the following categories when discussing their preparedness for life after VCU:
 - Boundary setting
 - Time management
 - Social skills
 - Problem solving
 - Link to future career options
 - Long-term planning (graduate school, jobs)
 - Self-confidence
 - Recognition of strengths and weaknesses
 - Critical thinking
 - Resource connection/referrals
 - Respondents consistently advocated for additional financial support
- Report findings from supervisors needs assessment
 - Supervisors indicated an interest in resource sharing. They consistently identified in conversational settings the need for additional support in leadership development to support them in their content expertise.
 - 15 peer leader supervisors responded to the 2021-2022 supervisor needs assessment survey. Of those who responded
 - 67% indicated virtual PL supervisor workshops were very or somewhat helpful
 - 67% of responded indicated that previously scheduled events or meetings were the main reason they didn't attend the PL supervisor workshops
 - Themes that emerged from the question what is one thing the PL committee could do to increase your future participation were:
 - Free food came up several times
 - Opportunities and tangible takeaways also came up
 - Themes that emerged from the questions please share one specific skill you need to develop as a Peer Leader included:
 - Creating buy-in from my peer leaders

- Helping students balance their commitment to the job accountability, and support for life events
 - How to best facilitate developmental conversations when PLs don't offer much to go off of
- Operational Outcome Measures:
 - In 2021-2022 there were 592 unique peer leadership positions in the Division of Student Affairs
 - In 2021-2022 there were 515 unique students serving in these roles
 - The top majors represented among peer leaders were:
 - Health, Physical Education, Exercise Science
 - Biology
 - Psychology
 - Political Science
 - Business
 - Of the 515 peer leaders
 - 38% of the students were white
 - 21% of the students were Black
 - 19% of the students were Asian
 - 11% of the students were Hispanic/Latino
 - 9% of the students were of two or more races
 - Total number of students who attend networking and social events, including the events of Peer Leadership Appreciation Week
 - Leaders Unleashed Conference, January 29, 2022: 101
 - Peer Leader Appreciation Week
 - LinkedIn and Networking, April 12, 2022: 3
 - Pinning Ceremony, April 13, 2022: 16
 - Block Party, April 15, 2022: 61
 - Total number of nominations received for peer leadership awards
 - Graduate and Professional Student Peer Leader of the Year: 7
 - Emerging Peer Leader of the Year: 14
 - Senior Peer Leader of the Year: 14
 - Total number of units represented by peer leaders in and beyond the Division of Student Affairs
 - 9 total
 - 7 in DSA: Office of Student Leadership and Engaged Learning, Student Media Center, Rams in Recovery, Dean of Students Office, Recreation and Well-Being, Residential Life and Housing, University Student Commons and Activities
 - 2 in SEMSS: Campus Learning Center, New Student and Family Orientation
 - # of students who serve on the Peer Leadership Committee and Advisory Board
 - This year, two students (one graduate, one undergraduate) served on the Peer Leadership Committee

- o Compare total number of peer leader positions and unique students from year to year
 - Fall 2021: 592 positions, 515 unique PLs
 - Fall 2020: 686 peer leader positions, 634 unique PLs
- o Total number of peer leader supervisors in and beyond the Division of Student Affairs
 - 47 active members in the Supervisors RamsConnect group as of June 22, 2022

Department Goal 6: Provide space for curricular innovation to advance leadership and community engagement

- Operational Measures:
 - o Number of independent study courses and topics facilitated
 - 2 students engaged in independent study courses in 2021-2022. One student explored the leadership experiences of women in forensic science and the other explored integrating reflection into student leadership experiences
 - o Number of non-LEAD, ELP or Transform Courses taught and focus of courses
 - Not applicable for FY 2021-2022
 - o Faculty and staff professional development and accomplishments