



**1**  
FOCUS ON  
THE PLAN

- A. BOLT** – Becoming Outstanding Leaders of Tomorrow is VSU's comprehensive plan to enhance student learning.
- B. The plan** is designed to develop Virginia State University graduates with skills and competencies to become engaging, empathetic, and collaborative leaders within their local, national, and global communities.
- C. The goal** of BOLT is to equip and provide undergraduates with leadership skills and experiences by infusing leadership competencies throughout the VSU curriculum and establishing a culture where leadership learning manifests into campus activity.

**2**  
PLAN  
DEVELOPMENT

- A. The plan endeavors to address** the VSU Mission by creating opportunities for students to become *“informed citizens, globally competitive leaders, and highly effective, ethical professionals.”*
- B. The QEP addresses** strategic priority #3 of the 2014-2020 strategic plan which states that VSU should *“foster the development of an enriching campus culture to support student success by preparing civically engaged and globally competitive students.”*
- C. The QEP aligns** with University Principle #6: *“Graduates of the University are prepared to enter the work force of the twenty-first century, pursue advanced study, assume leadership roles, and compete in a global society.”*
- D. Surveys** collected from faculty, staff, and students selected leadership development, internship/job placement and career planning as the topics most beneficial to enhancing student learning at VSU.
- E. The QEP Planning and Development Committee**, consisting of twenty-seven faculty and staff members, helped refine the focus of the QEP.
- F. The QEP will build upon** the knowledge gained from existing successful VSU programs – ROTC, College of Business, and Project Knowledge.
- G. The Social Change Model of Leadership** serves as the foundation for BOLT's leadership framework.
- H. BOLT will emphasize** two aspects of this leadership model:
  - 1) leadership is a process rather than a position and
  - 2) all students are potential leaders.
- I. The QEP implementation plan** emphasizes the importance of experiential learning to student development.



**A. Three pathways** will be used to accommodate the diversity, aspirations, and ambitions of VSU students.

**B. Pathway One (Trojan Ambassador)**

Pathway One consists of three (1-credit) classes that are sequentially designed to introduce students to leadership concepts and theories and then build upon that foundation with experiential learning components.

**C. Pathway Two (Course-Embedded Leadership Modules)**

Faculty will incorporate leadership principles into discipline-specific courses. This pathway is explicit in connecting leadership concepts to the curriculum of a student's major without adding additional courses.

**D. Pathway Three (Minor in Leadership)**

The focus of this pathway will be development

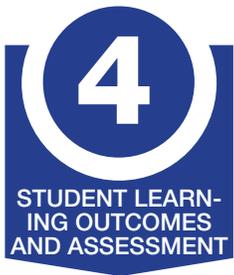
of a minor which will allow students to acquire a theoretical understanding of leadership as an academic discipline.

**E. Additional faculty development** opportunities will be created to allow faculty to become leaders and coordinators who infuse leadership into their respective academic programs.

**F. Passport to Progress** is a component of the QEP that will allow students in any pathway to augment their learning experience with co-curricular activities.

**G. QEP will support and develop** additional job shadowing and career exploration activities on campus.

**H. Peer mentoring** will be expanded to students and include some aspects of the peer mentor training used by Project Knowledge.



**A. Direct assessment** E-portfolios will be used as a tool for the direct assessment of the student learning outcomes

**B. Course embedded assignments** will be assessed using modifications of the AAC&U VALUE rubrics.

**C. Indirect Assessment** of the QEP will be monitored by student performance in LEAD courses; student participation in leadership activities; student satisfaction surveys; student leadership skills and motivation surveys.

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



**The effectiveness of BOLT** will be assessed by increases in the following: number of Community Service Activities and hours completed; number of academic courses utilizing leadership modules; number of internships and job shadowing; number of students who pursue and graduate with a minor in leadership; number of

faculty who participate in leadership instruction training; number of students who become Trojan Ambassadors; retention and graduation rates; number of students graduating with awards or distinctions; number of student employed within related fields.