

# Assessing Leadership Effectiveness in CTE Gender Nontraditional Success

## Dimensions

### Relating to People

- Staff members are involved in the decision making process
- Staff feel a sense of ownership and exhibit dedication to meeting goals
- Meetings hold space for and value everyone's opinion and perspectives

### Producing Results

- I communicate the value of CTE gender nontraditional occupations as an economic justice, gender fairness and global competitiveness issue
- I communicate the value of hard work and exemplify this value.
- I maintain student-centeredness focus
- Program receives significant student inquiries/applications

### Managing Processes

- Program uses inclusive degendered marketing messages that communicate value
- Program has active campaigns targeting all media
- Program uses a variety of tools to recruit including: internal recruitment, events, fairs, retreats, fact sheets
- Applications are simple to complete
- Staff have a clear operational plan where processes, milestones and measures of success are clear and specific and work flow process are well defined
- Program has an active evaluation plan that tracks progress toward milestones
- Faculty use collaborative learning

### Leading Change

- Program has a strategic plan that is student-centered, ambitious and expansionary
- Program actively cultivates funders and seek funding opportunities to advance growth goals.
- Program adopts bold new ideas/initiatives and make effort to implement them.

## Assessment Checklist

- Staff and faculty receive regular trainings on a number of topics including diversity, inclusion, bystander interventions, disrupting discrimination, sexual harassment prevention
- Staff display understanding and exhibit motivation for the goal of CTE gender nontraditional student success.

- Senior college leaders understand the business, justice and global competitiveness arguments for investing in CTE gender nontraditional recruitment, retention and success
- The program has financial self-sufficiency
- Staff meet milestones in a timely manner
- Program has diverse faculty and staff

- Program features gender nontraditional speakers as role models
- Program maintains active and engaged partnerships internally
- Program maintains active external partnership with high schools and industry
- Program has robust academic advising, student needs fulfillment, referrals and emergency fund
- Program advocates for inclusive curricula
- Program has internship and career placements

- Program assesses the needs of students pursuing CTE gender nontraditional fields on a regular basis and adjust program accordingly.
- Program celebrates staff efforts to go above and beyond in serving students creatively

- I have discussions with staff on their career goals and organization help advance their goals when possible.
- I provide space, tools and opportunities for self-development
- I have a constructive feedback process for staff

- Program's recruitment, retention and success plans are integrated with college admission, student affairs institutional research, fund development plans.
- Student recruitment, retention and success metrics are on target
- Program has a robust data system that informs quality improvement.

- Program hosts events that create community, communicate career norms and connect students with professionals in industry
- Program has case management staff who provide one on one assistance
- Program makes a genuine effort to leverage faculty and staff diversification opportunities
- Program has a student feedback channel
- Program has guided pathways to careers through program prescription, alignment, and industry mapping.

- Program maintains an active industry and community advisory board that engages students, establishes industry needs, and opens opportunities for student internships and placements.
- Program is in tune with industry needs and trends.