



Katz Family Academic Skills Program

POINT OF CONTACT

Natalie Aguilar
Learning Specialist
natalie.aguilar@lmu.edu | [Website](#)

PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit has not reported on their Systemic Analysis progress.

1 2 3 4 5 6 7 8

SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

The Katz Family Academic Skills Program conducted an audit of policies, forms, curriculum, processes and staff training modules. - Our findings supported that we have a curriculum centered on Tara Yosso's Community Cultural Wealth Model and it is reflected in our intake forms where questions about intersectional identities, goals, work and home life, and strengths are identified for students. Coach training includes modules on cultural competency, diversity, issues of equity that students from diverse backgrounds with and without disabilities are addressed and training on anti-racism is also provided. The Learning Specialist who is also the acting Director, evaluated the Katz Family Program Mission Statement as well as the Theoretical Frameworks that the program is grounded in, which is a Community Cultural Wealth Model and Self-Regulation Theory in support of students. An analysis of quantitative and qualitative data from the past 5 years was conducted to understand the student demographics that make up the Katz Program and to gain student experiential testimonials for feedback on the program. The next step will be to hold focus groups and listening sessions with students and staff who make up our strategic partnerships. The Katz Program is so small, with 1 full time staff member, outside perspectives on the program, in addition to student voices are often shared in qualitative portions of our assessment process and will be centered in future listening sessions to further improve the program.

HIGHLIGHTS

ISSUES IDENTIFIED

Issues identified were that the Katz Program does not track Race or Ethnicity in our assessment of students, this will be a future unit of analysis in our assessment procedures to better understand the demographics of students who participate in the Katz Program. Additionally, the Katz Program centers its support of neurodivergent and students with learning differences and disabilities in our mission statement; however, it should also address the support we provide to first-generation students and our commitment to serving the whole person and their intersectional identities. Our mission statement is too broad. Our systemic analysis revealed we need to do more focus group meetings and that it would be worthwhile to create a coalition with the responsibility of evaluating our support services for our Katz Students.

ACTION STEPS

- * Create opportunities for listening sessions for students and staff to further the evaluation.
- 📄 Review the Mission Statement and Program Goals with Supervisor.
- 📄 Adjust our assessment and data gathering to capture the intersectional identities and demographic of Katz Students.

OUTCOMES

- * Outcomes are yet to be found as this step is in progress. Qualitative analysis and coding of themes will be the way we assess the feedback from listening sessions. Themes found from the listening sessions will determine the areas that need to be adjusted and improved upon.
- 📄 The outcomes are yet to be reported as this is an in-progress action step. Feedback will be implemented and will be shared with stakeholders such as staff and students, their feedback will be taken into account to form a revised mission statement that reflects our commitment to diversity, equity and inclusion.
- 📄 In progress

NEXT STEPS

LEGEND FOR PRESIDENTS COMMITMENTS

- 📄 Hiring
- * Culture and Climate
- 📄 Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

- | | |
|---|--------------------------------------|
| 1. Listen to your team and constituents | 5. Analyze strategic partnerships |
| 2. Review infrastructure and policy | 6. Evaluate vision/mission statement |
| 3. Review scope and content of programs | 7. Identify training needs |
| 4. Evaluate structural diversity (data) | 8. Accountability and Assessment |