**Program Highlights**

- Student and TA participation nearly double (79 up from 42) in comparison to the 2010-2011 academic year.
- **28%** of participants agree and **70% strongly agree** that CIRLCE helped them to critically analyze the issue of **identity**.
- **36%** of participants agree and **60% strongly agree** that CIRCLE helped them to critically analyze the issue of **sexuality**.
- Students gained the most knowledge in the areas of APA-API history in addition to LGBTQ concerns in the APA-API community.
- In describing issues that made students think critically, most expressed that “[identity] is a self-reflective process that allows you to understand who you are…. But being able to critically analyze one’s identity allows you to fully embrace everything that you are and to be proud of each of these things that differentiates you from and unites you with others.”

**Areas of Improvement**

- Increase South Asian and Pacific Islander participation.
- Create an open and comfortable environment for students to voice opposing concerns—making room for controversy with civility.
- Revise the curriculum to incorporate more tangible stepping stones for leadership development (i.e. The Social Change Model of Leadership Development).
- There was a 67% matriculation rate from Orientation to Retreat.

**New Directions**

- Provide teaching assistants (TAs) the opportunity to practice articulating all sides of sensitive diversity issues.
- Most students are able to comprehend and express key concepts learned throughout the program, but it is unknown as to how they are connecting the concepts with their personal growth and leadership development. We want to create a new form of assessment that can be administered to students at the beginning and end of the program—a pre- and post-test. As a result, leadership development can be directly measured.