



Promising Practices

2012

Promising Practices in
Student Activities Biennial Report



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EXECUTIVE SUMMARY

THE CALIFORNIA STATE UNIVERSITY

2010- 2012 Biennial Student Activities Program Evaluation

The California State University 2010-2012 Biennial Student Activities Evaluation is in its fourth reporting cycle of a systemwide effort to highlight the best practices and overall effectiveness of our 23 campus programs. Through the review and compilation of each campus report, there are a number of trends and practices that surface throughout the system in supporting the success of our students. These themes represent just a few of the developments in the area of student activities responding to the complex and diverse needs of our students along with national and statewide trends in student development, higher education and student activities in addition to responding to changes in systemwide policies and practices.

In re-reviewing the 2006-2008 Biennial Student Activities Evaluation, the campuses have placed great efforts in replying to Executive Order 969 – Student Activities (published January 30, 2006). This Executive Order formalized student organization chartering and recognition practices including academic qualification for student office holders, club advisors, auxiliary organizations, club sports insurance and student judiciary. Executive Order 969 was the impetus for the addition of new policies and practices to ensure compliance. These new processes included additional steps in evaluating risk management, certifying academic requirements for student organization officers, advisor training and ensuring student judiciary processes on and off campus, all at a time that campuses have been asked to do more with less, due to state of California's budget challenges.

The 2008-2010 Biennial Student Activities Evaluation highlighted ongoing changes to processes with significant attention to the use of technology. Decreased resources brought with it, increased challenges of continuing to meet student needs. While campuses had moved to addressing the components of Executive Order 1006 (previously known as Executive Order 969) through utilizing technology, more clearly delineating chartering and communication processes and increasing campus-wide efforts, a number of positive outcomes resulted. Campus efforts in streamlining student organization chartering processes, increasing communication to students and centralizing outreach and marketing efforts, resulted in increased student activities and programming. While resources had decreased, student participation and engagement increase. Campuses spoke to the lack of facilities and personnel but reported success in increased collaboration and partnerships across campus to maintain the same level of services. The campuses have also seen increases in student-lead initiatives (e.g., Associated Students sponsored and funded initiatives) modeling the student's value of their "out of the classroom learning," leadership and civic engagement as a critical component for their higher education experience.

The 2010-2012 Biennial Student Activities Evaluation continues to boast increased student participation and engagement. Campuses highlight their partnership and collaboration with academic programs, residence halls, Associated Students programs, and community and alumni partnerships to increase their reach in serving greater numbers of students. An unintentional outcome of the implementation of technology that was identified for student organization management and activity tracking has not only increased communication and marketing of student activities but has facilitated a vast platform for assessment. Working alongside institutional research, student activities programs have gathered a significant amount of quantitative evidence of their student participation, exemplifying increased persistence, academic performance, and graduation. Student activities have also seen increased

participation in recreation and sports club programs, as a number of campuses completed construction of brand-new, state-of-the-art student recreation centers or upgraded student unions. This rise in participation and student engagement has impacted the need for additional personnel in management and oversight of these ever-popular programs.

CSU Student Activities programs continue to evolve and grow in meeting the complex and diverse needs of students towards their academic, personal and professional development. Perusing the Promising Practices provides depth into the number of outstanding programs throughout the CSU in providing leadership, civic engagement, diversity, and co-curricular programming at their respective campuses. Student activities is a critical component of a student's college experience as seen through their critical role in supporting student success in retention and graduation.

PROMISING PRACTICES

THE CALIFORNIA STATE UNIVERSITY

2010- 2012 Biennial Student Activities Program Evaluation

The student activities programs throughout the California State University system highlight promising practices, which developed out of the unique needs of each campus community. As the demographics of CSU students change, so do the programs and services that campuses provide. The campuses are constantly evolving in order to address the learning and personal growth throughout a student's higher education experience. The following includes a description of the promising practices from each student activities program throughout the CSU.

California State University, Bakersfield New Student Convocation

New Student Convocation once again had over 450 students in attendance. Approximately 40 faculty/staff participate in the program and over 100 parents in the audience. This formal ceremony celebrates and welcomes incoming students into the California State University, Bakersfield (CSUB) community. It continues to be a highlight for the Office of Student Involvement and Leadership because of the significance of this program.

CONCEPT: The program highlighted for this year's report is the New Student Convocation. As a part of the vision of the university President, the New Student Convocation is a formal ceremony for incoming CSUB students (new & transfer students) and their families. Just as Commencement (Graduation) celebrates the completion of students' academic journey, Convocation commemorates its beginning. The New Student Convocation ceremony will create an opportunity for students to be officially recognized and welcomed into the CSUB community.

PLANNING: In order for this program to be successful it takes the collaboration of Student Affairs, Academic Affairs, Enrollment Management, and the Office of the President. Through the Office of Student Involvement and Leadership the Division of Student Affairs takes the lead on this project. Each summer the Office of Student Involvement and Leadership forms a committee from each of the respective areas and assigns tasks to ensure that the program is a success. Cost sharing for the project comes from the VPSA Office and the Office of the President.

IMPLEMENTATION: The committee schedules the program the weekend before classes start to give everyone a chance to get back in town and on campus. Utilizing the Icardo Center (Gym) the committee creates an atmosphere similar to commencement. Over the past couple of years, the Convocation has been averaging an audience of over 600 students, primarily entering freshmen, and their families.

ASSESSMENT: Each year the committee reconvenes after the ceremony and provides feedback on areas of improvement. Because this project is one that sets the tone for the academic year and ensures that the students understand that their focus is on academics and degree completion, the committee makes sure that everyone on-campus has an opportunity to provide feedback.

RECOMMENDATIONS: Based on the feedback, the next Convocation will incorporate the parents more into the ceremony. The Road Runner Parent Association will be a part of the planning committee and provide leadership for this endeavor.

SUSTAINABILITY: This program has grown into a campus highlight and signaling of the start of a new academic year. As this program originated by the university President, there is strong support to maintain its sustainability.

REPLICATION: Campuses that are considering a Convocation program should consider forming a committee representative of the key members from each of the divisions on campus. Also, the Student Involvement and Leadership Director would suggest visiting other campuses that have programs already in place and getting a visual of their ceremony. Once a format is decided upon and funding is secured this program will thrive.

California State University, Channel Islands University Outreach Initiative: Pathway to College Campus Visit Program

Through many outreach initiatives, University Outreach strives to educate the community about higher education. The Pathway to College Campus Visit Program is hosted for K-8th grade students by trained CI student leaders in the LEAP (Leaders in Education Awareness Program) volunteer program.

This program consists of a college readiness workshop, CI student panel, guided campus tour and finalizes with interactive retention activities. This four-hour program serves students at CI each Friday of the academic year from 9:30 a.m. to 1:30 p.m. for a maximum of 60 students per visit during the fall semester and 120 students during the spring semester. This outreach initiative was developed as a means of teaching kindergarten through 8th grade children and their families about the benefits of higher education. Families learn that receiving an education can open opportunities in careers that otherwise would not be obtainable. Families are encouraged to ask questions, seek support and prepare for college by completing all college entrance requirements. The goals and objectives of the program are as follows:

Hosts: Leaders in Education Awareness Program (LEAP)

The Pathway to College Campus Visit Program is hosted by student volunteers participating in the Leaders in Education Awareness Program (LEAP). Student in LEAP apply and are selected based on their passion for serving the community, their understanding of social justice issues in education and their ability to work with children and families in the community.

Selected LEAP student volunteers participate in over 40 hours of training in the areas of communication & public speaking, social justice in education, and leadership. Students learn how to effectively conduct the Pathway to College Campus Visit Program which includes how to guide a large group in a workshop, campus tour and other activities taking place during the 4-hour program.

By following a scheduled routine, LEAP student volunteers prepare for the Friday visit during the week and assist each other to organize the entire visit. Students are asked to reflect on their experience each morning before the visiting school arrives and at their departure in the afternoon.

LEAP has gained local and state-wide recognition for their commitment to service and for being social change agents. Students gain a sense of empowerment and community within their team and often times extend their volunteer to longer than simply their semester commitment. It has been documented that since 2006 over 60 students have volunteered in LEAP with an average of 100 hours volunteered per semester per student.

Goals

Goal 1: To create a university-going culture among K-8th grade students in Ventura County and surrounding counties

Goal 2: To allow CI students volunteering in LEAP to perform a service learning activity and volunteer over the span of 1 semester.

Goal 3: To introduce the personal and public benefits of higher education to our constituents in an interactive and intentional setting.

Objectives

Objective 1: By providing age-appropriate workshops, student will learn how to set goals for their future, about the importance of the A-G requirements, college entrance exams, the four systems of

higher education and financial aid and scholarships.

Objective 2: By creating a structured program, CI students will learn how to organize and host a successful campus visit and reflect on their development as a student.

Objective 3: By having CI students depict their challenges and successes of being in college, K-8th grade students will learn about the personal and public benefits of being a college student.

Planning & Implementation

Program Itinerary

9:30 a.m.

Elementary or middle school students arrive at CI and are greeted by LEAP student volunteers in front of the Bell Tower Building on Los Angeles Ave. Students are informed of the visitor expectations and then led to a classroom where they will participate in an interactive college readiness workshop.

9:45 a.m.

K-5th Grade: Students engage in an interactive college readiness workshop focused on goal setting and preparing for a bright future. Workshop is entitled “Your Path to College” and is hosted by LEAP student volunteers.

6th-8th Grade: Students engage in an interactive college readiness workshop focused on the public and private benefits of obtaining a higher education, the college entrance requirements and financial aid. Workshop is entitled “Welcome to iCollege” and is hosted by LEAP student volunteers.

10:30 a.m. Students are introduced to all LEAP student volunteers in a panel setting and have the opportunity to hear about the daily lives of current college students and ask questions related to their college exploration process prepared with questions. Visiting students are encouraged to come

11:00 a.m. Campus tours commence and typically include visits to the following locations: Broome Library, University Town Center, The Cove Bookstore, Bell Tower, Student Housing, Student Union, Recreation Center and Islands Café.

12:00 p.m. Sack lunch on the South Quad (visiting schools are responsible for their own lunches).

12:45 p.m. The “Class of 20_ _” photo opportunity takes place on the steps in front of Islands Café. All students will be provided with a practice graduation cap to hold or wear in the picture and the first row of students will hold a banner depicting their graduation year from a four-year institution. The picture will be emailed to the school administrator the week following their visit. It is encouraged that each child has a parent/guardian sign an Audio/Visual Release Form before their visit which will release all photos to the California State University for marketing or internal use.

1:00 p.m. Administrators can choose from option A or B which they select on their registration form

A. Students will participate in interactive retention activities where they will review the material they have learned throughout the day and have the opportunity to win CI prizes in the **College Knowledge Bowl**.

B. Students engage in an interactive **STEM (science, technology, engineering and math) session** showcasing science demonstrations and a workshop focused on the merits of majoring in a STEM field and future potential of graduating with a STEM degree. This is sponsored by Project ACCESO (Achieving a Cooperative College Education through STEM Opportunities), a title V grant on our campus devoted to first-generation college student success.

1:30 p.m. Lesson Plans

Visiting students are guided back to their bus pick-up location and depart campus from the Bell Tower Building on Los Angeles Ave.

K-5th Grade “Your Path to College”: Students engage in an interactive workshop entitled “Your Path to College”. The activity is approximately 45-minutes long and includes a worksheet that is both engaging and age-appropriate and allows for a CI student panel for questions. Students are asked to envision their future and learn the importance of being positive and effective students in their current grade to help them in the future. Students learn what a goal represents and how setting expectations early can help them achieve their goals. Lastly, students are introduced to a graduation or commencement ceremony. A volunteer is asked to wear cap and gown regalia and the presenter describes the symbolism in a commencement ceremony where you wear cap and gown regalia. After the workshop, students have the opportunity to meet CI students in all majors and hear their college exploration process and current involvement on campus. Students will ask questions and have the opportunity to continue asking questions to these same CI students as the day progresses.

6th-8th Grade “Welcome to iCollege”: Middle school students participate in a workshop entitled “Welcome to iCollege”. The activity is approximately 45-minutes to an hour long and includes a reflection sheet to follow along during the workshop and a student panel for questions. Students learn about the four major components in college exploration and preparation in California; the A-G college entrance requirements, college entrance exams, the four systems of higher education in California, and financial aid and scholarships. Students engage in an age-appropriate discussion about preparing for college as early as 6th grade. Students are taught about support systems, homework help and how to seek answers about college. After the workshop, students have the opportunity to meet CI students in all majors and hear their college exploration process and current involvement on campus. Students will ask questions and have the opportunity to continue asking questions to these same CI students as the day progresses.

Grade Level and Quantities Allowed - The Pathway to College Campus Visit Program is only available to K-8th grade students. Upwards of 60 students are allowed per visit in the fall and 120 students are allowed per visit in the spring, with 1 chaperone for every 10 students.

Pathway to College Available Dates - Pathway to College Campus Visits occur on Fridays only from 9:30 a.m.-1:30 p.m. The program does not operate during campus closure dates, during fall recess from November 22-24, 2012 or spring recess from March 18-23, 2013. Due to high demand, elementary and middle school administrators are encouraged to register their visit as early in the academic school year as possible. This program operates rain or shine and will be hosted for no more than two schools per date. This way it is ensured that the program is focused specifically on the visiting students on the day of their visit.

How to Register a Visit - School administrators are asked to fill out a registration form which can be found on the University Outreach website. This form outlines the details of their request and confirms their visit to our campus. A preparation packet is attached to an email confirmation of the visit immediately after the coordinator has confirmed the visit. The email will include the photo release forms in both English and Spanish and the preparation packet which includes 3 pages; a welcome and schedule of the day, a bus pick-up and drop-off map, and lunch accommodation options on campus.

Budget & Fees - Funding for University Outreach comes from University General Funding and Associated Students Incorporated Student Fees. The Pathway to College Campus Visit registration is free to participants. LEAP trainings and social events are also free to participants as University Outreach pays for student trainings, uniform shirts and social activities.

Assessment:

K-8th Grade Student Reflection: Students are invited to follow along during their workshop with a worksheet which allows them to visualize their college exploration and preparation process. Photo copies will be made of each student's worksheet and will be used as an evaluation tool to assess the quality of our presentations.

School Administrator Quality Assessment: School administrators are asked to take a short satisfaction survey on their visit. Comments and recommendations are encouraged at this time and used to evaluate and change the program to meet the needs of the community.

Volunteer Reflection-Assessment: LEAP student volunteers are asked to fill out an assessment-reflection after each interaction. Students are asked how they grew as a leader and in which ways the program has taught them about themselves and those around them.

Recommendation & Sustainability: Throughout the six-year development of the Pathway to College Campus Visit Program & Leaders in Education Awareness Program, University Outreach staff has observed some notable trends and challenges with the upkeep of the program. In our experience, professional staff must commit to three areas of the program in order to reach a realistic sustainable model structure;

1. Foster development and personal growth for each person affected by the program including community, staff, students and participants. Be sure to have clear goals and objectives on how to plan to create change in each one of those participating
2. Clear and constant communication with community stakeholders as a way to maintain strong and lasting relationships for future programs and projects
3. Create clear and concise plan of action far enough ahead to plan for any unexpected challenges that may occur

California State University, Chico Cross-Cultural Leadership Center (CCLC)

Beginning in 2007, the Student Activities Leadership Program Coordinator developed the Cross- Cultural Leadership Center (CCLC).

Mission Statement: The Cross-Cultural Leadership Center values and respects the richness and understanding that diversity brings. The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surrounding community.

CONCEPT: Recognizing the need to revitalize an office emphasis on multi or cross-cultural programs, the concept of the CCLC was developed. In 2007-2008 the CCLC began operation in the existing Multi-Cultural Center, a building scheduled for demolition. The opening of the campus Student Services Center provided an opportunity to occupy an office suite vacated by another Student Affairs program. This office suite offered an increase in space along with a much-needed upgrade in both the quality and location of the facility. The CCLC is now located directly across from the front entrance of the Bell Memorial Union and adjacent to outdoor areas heavily used by a wide variety of student organizations and programs making it ideal for visibility. The CCLC operates as a drop-in center, a programming space, as well as a space for four professional staff and up to a dozen student staff, interns and volunteers. Cultural and other organizations may also be offered desk and meeting space to help them plan their own offerings. The furnishings are warm and inviting. The CCLC has initiated new programs to enhance leadership education while maintaining the other focus of cross or multi-cultural programs.

PLANNING: The CCLC concept and planning was developed by Charles Carter from Student Activities. He spent many months researching and visiting other campuses programs as well as many discussions with students, faculty and other staff. An additional SSP position was allocated to the CCLC and space was sought and allocated. The last four years of operation focused on a primary goal of building and strengthening various ethnic communities. This goal was achieved via numerous retreats, cultural celebration days, workshops, educational programs and collaboration efforts with student organizations, faculty/staff, and campus departments. The center sponsors and co-sponsors various programs throughout the academic year. (See attached program listings).

IMPLEMENTATION: Finding funding for programming expenses has always been a challenge for Student Activities. The CCLC approached the Associated Students for program funding and eventually \$60 thousand dollars was allocated to help support program costs. Additional funding was sought from Student Affairs and the University President. Existing funding from Student Activities budget was also used. Some of the CCLC programs supplement expenses with small user fees. The center conducts retreats, for instance, where participants pay a few dollars. Identifying on-going revenue for the Program Director staff position is a work in progress. Approximately 5300 people attend CCLC programs and events.

Program highlights for the past two-year include:

- Over 20,000 student visits to the CCLC.
- 125 student volunteers participated as active committee members for CCLC programs.
- The CCLC student staff planned 21 programs. (See attached)
- The CCLC provided space for 89 non-CCLC programs in its Center.
- The CCLC formalized a partnership with an academic entity, the College of Business.
- Worked with academic programs co-sponsoring events, speakers and workshops.

ASSESSMENT: The CCLC continues to identify learning outcomes and will be utilizing Student Voice and Collegiate Link to gather data. The CCLC will be using a university ID card reader at the front desk to track and survey users.

RECOMMENDATIONS: Continued work needs to be done in the area of assessment of specific learning outcomes. While the university is committed to the program, stabilizing staffing and operating revenue has been a challenge. With two of the staff positions on temporary funding and with the Associated Students allocation on a year-to-year basis, the CCLC is not on stable financial ground.

REPLICATION: Campuses considering a program of this kind need to be mindful of:

1. Identifying a suitable facility in a visible and appropriate location
2. Developing on-going revenue support for both sufficient professional and student staffing
3. Develop on-going revenue support for programming expenses
4. The structure and management of the program must be very student-centered while conducting outreach to faculty, staff and non-university community members
5. The ambiance (furnishing and decor) of the physical space needs to be comfortable, inviting and flexible for a variety of uses.

California State University, Dominguez Hills DH Serves

CONCEPT: Community service and civic engagement is very important to the members of the CSUDH campus and community. There is inter-connectedness between the University and the surrounding communities. *DH Serves*, the community service program of the Office of Student Life (OSL), is charged with bringing volunteerism, community service and other forms of civic engagement to the campus and nearby communities. A promising practice was begun this past year with great success and potential for yearly implementation. The name of the program is Operation Shoebox.

Operation Shoebox is an outreach activity coordinated by the National Council of Negro Women, Inc. The program supports the Downtown Women's Day Center in Los Angeles, California. Decorated shoeboxes filled with toiletries and words of encouragement (personally written by Toro Volunteers) were created and delivered in early December to provide homeless women and children a gift of items that they may need.

Homeless women go to the Center to use clean, private bathrooms and showers. They rest in day beds, use laundry facilities, phones and they acquire a mailing address. To support the Center and those women and children who need their services, an initial idea was discussed between the OSL Program Coordinator and Director, and additional colleagues were soon on board with the idea and concept.

PLANNING: In addition to the Planning Committee, there were twelve student organizations, sororities and fraternities, and the students in two leadership development classes taught by OSL as co-sponsors. This was truly a campus-wide event with an initial goal set at 300 decorated shoeboxes filled with daily hygiene essentials and handwritten notes of encouragement.

IMPLEMENTATION: Program implementation included obtaining all necessary materials needed to end up with an intentionally planned end product that would support someone in need, hopefully at least 300 women and children. The resources needed included shoeboxes, wrapping paper, tooth brushes and paste, mouthwash, feminine products, first aid kits, mirror, comb, shampoo, conditioner, deodorant, wipes, lip balm, pens, and lotion.

Our timing would have a planned delivery for either the Thanksgiving or Christmas Holidays. A call went out to the campus for donations of the various items needed with a request that the Toro community supports the Center and homeless women and their children. It was apparent that it would be difficult to collect 300 shoeboxes, but to obtain all the other items needed in quantities of 300 or more was our concern. Additionally, there was understanding that it would take a great deal of help from a lot of people to wrap those shoeboxes with just less than two months to go.

The campus community responded as expected with donations of all types of items needed as well as \$829.18 that was used to purchase toiletries. Eventually, the goal of 300 was met and surpassed, and with great excess of needed items, until all resources were used and creating 486 shoeboxes! It took three cars and a van to deliver the fruits of our labor and our good will on behalf of the University to a highly appreciative Center representative. Literally, she was overwhelmed with our results which she later reported equaled 1/3 of all shoeboxes they received last year. She has also since reported that the recipients were all very thrilled and appreciative of the support and acknowledgement of their efforts to find better lives.

ASSESSMENT: The assessment on this program was focused on outcome and influence. The goal for the campus community was to respond to a community service opportunity and they did. The program provided a tangible and beneficial service to those in need and the goal was surpassed! Relationships with a non-profit community service organization within one of the targeted communities was developed and the campus holds a two-year tenure on President Obama's Honor Roll with Distinction for community service bringing continued positive comment and recognition to the University

RECOMMENDATIONS: The Committee would like to continue with this program and start the process earlier in the fall semester in order to increase the contribution and support. Some direction from the Center may lead the project into making adaptations to the targeted needs of the present day but the current plans are to repeat the Shoebox Project for next year with an earlier start in the planning and creation processes.

SUSTAINABILITY: The Office of Student Life plans to take the lead again in the upcoming year to plan to the program starting in September and the partners have indicated that they are in support of sustaining this program.

REPLICATION: The program has considered issues of apathy, complacency, and dwindling resources that may be encountered in the replication of this program but there is confidence that CSUDH will respond of meeting the goal of 500. Campus members responded to a great challenge and confident in surpassing this goal in 2012-13.

California State University, East Bay

“Are You Smarter Than Pioneer Pete?”

An Innovative Approach to Campus Resources Orientation

During the 2010 – 2012 academic years, California State University, East Bay (CSUEB) welcomed an annual average of 1,550 new freshmen through the mandatory New Student Orientation. Orientation is a campus wide program that includes participation by faculty, staff, students and senior administrators in presentations, workshops and other activities coordinated to provide the information, support and resources necessary for new students to begin (or continue) their academic journey.

CONCEPT: There is a high volume of information that is provided to incoming students during Orientation. How can the university capture the attention of these emerging adults and successfully convey key policy and resource information during the limited time that we share for Orientation? Input from all Orientation stakeholders, especially the student Orientation Team Leaders, suggested that we needed an interactive and tech-savvy system with a means of verifying that the new students understand the information provided. The idea that emerged is similar to a popular television game show, “Are You Smarter Than A 5th Grader?” CSUEB developed, scripted, recorded video and designed a computer program to produce, “Are You Smarter Than Pioneer Pete?”. Pioneer Pete is the university mascot and provided an excellent opportunity to introduce new students this important member of the campus community.

PLANNING: The Office of Student Life and Leadership Programs took the lead in the development and implementation of this program. This department also coordinates all new student orientations. Over a dozen campus departments and resources participated in the scripting of each short segment. Student “actors” (some were student assistants from the participating department/resource; others were orientation team leaders, resident assistants and other from across campus) were filmed in a scenario that highlighted key elements of the department/resource often at the actual location. These segments included, Associated Students, Inc.; Student Health and Counseling Center; Student Center for Academic Achievement; Office of Student Development and Judicial Affairs; Student Housing and Residential Life; Campus Dining; Financial Aid; University Police Department; Campus Parking/Alternative Transportation/Zip Car; Recreation and Wellness Center; The Bay Card (CSUEB’s campus ID, key card and debit/charge card); Academic Advising and Career Education; Pioneer Bookstore; Diversity Center; Student Life and Leadership Programs; and other resources.

IMPLEMENTATION: ASI Marketing recorded video for all of the segments. The university’s Department of Communication provided faculty, staff and student assistance for editing. All segments had to provide an interesting and realistic exchange between the students. Each segment had a time limit. The edited segments were uploaded to a program (developed from a Power Point – like platform) designed by orientation team students (who were computer science majors). Music and still images were added by the digital editing team in ASI Marketing. The draft program was tested before several student, faculty and staff audiences before unveiling during a smaller new student orientation (Spring Quarter).

ASSESSMENT: All Orientation sessions end with a satisfaction and feedback survey of all participating students. For the “Are You Smarter Than Pioneer Pete?” sessions, assessments were woven into the program. The session began in game-show style with an orientation team leader (student) self-introduction as the game-show announcer/host and then introducing Pioneer Pete. The computer program includes music and sound and is operated by another student (O-Team member). The announcer tells the audience (300 new students per show/session) that they will see categories (the names of university departments/resources) on the screen and that one lucky person from the audience will be selected to pick a category and play the game. This helps generate interest among the new students. Once picked, the student is asked their name and where they are from (just like the game shows on TV) and then is asked to pick a category. The announcer then queues the computer program to play the recorded segment for that category. The segment ends with a question (on the screen for everyone to see) about the service or resource provided by that segment. The announcer asks the audience to allow the contestant to answer the question. Then the screen then displays the complete answer. The announcer reads the answer. The contestant receives a prize (CSUEB branded items) from Pioneer Pete. Staff in the audience scan the

crowd for indicators from the audience on the recorded segment, the question and the answer (Did they understand the segment? Did the question make sense? Was the answer clear? Did most of the audience appear to know the answer?).

RECOMMENDATIONS: The “Are You Smarter Than Pioneer Pete?” program is refined and updated after each Orientation season based on the feedback and assessment information. The surveys indicate that this is one of the more favored sessions of the entire Orientation. Participating departments/resources offer input on their segments to make sure that new students are achieving the desired learning outcomes.

SUSTAINABILITY: Student Life and Leadership Programs is committed to continuing this program. The out-of-pocket cost is minimal and the participating departments are extremely cooperative with the process. The students enjoy the production (as script writers, actors, camera operators and editors) as a way of developing their skills.

REPLICATION: The university is considering a program like “Are You Smarter Than Pioneer Pete?” for the Online Orientation program.

California State University, Fresno Co-Curricular Leadership Certificate (CCLC)

The Co-Curricular Leadership Certificate (CCLC) offers a framework to connect and provide meaning to student's collegiate leadership experiences. A trademark of the certificate is the student's ability to shape the program to reflect his/her personal and professional goals. The certificate requirements incorporate both academic and co-curricular involvement through a Learn, Do, Reflect model. Embedded in the requirements are the following competencies: *Character Building, Community Engagement, Diversity Awareness, Effective Communication, and Team Dynamics*.

CONCEPT: Students engage in numerous co-curricular experiences – community service, leadership positions, internships, etc. – during their collegiate years but rarely take the time to reflect on the learning from the experience and how it can be synthesized and translated for the future. The certificate incorporates these experiences using a 'choose your own adventure' format allowing participants to take experiences they are already engaged in and make meaning of them. By incorporating reflection after completing each requirement and at the completion of the program, participants are able to articulate their learning as a whole.

PLANNING: The program competencies were developed using the mission, values, and culture of the university. The requirements of the program were developed using current student experience and a whole-person learning perspective taking into account both the academic and co-curricular. In order to ensure insight from all facets of campus – administration, faculty, staff, and students – an advisory board was selected. The program was launched as a pilot in an effort to solicit feedback throughout the initial implementation year.

IMPLEMENTATION: The program began in fall 2010 with students, primarily juniors and seniors, being recommended to join the program by faculty and staff. The leadership coaches consisted of staff members in the Office of Student Involvement and some campus partners. The implementation, administration and continual development of the program is coordinated by a full-time staff member. Additional administrative support is provided by a graduate assistant. During the first year, the program had 55 participants and 15 coaches – 11 students graduated with the certificate. The program grew in its second year to include 119 participants and 33 coaches – 15 students graduated with the certificate.

ASSESSMENT: At the conclusion of the first year of the program, an assessment was completed by students continuing in the program, students that graduated, and leadership coaches. The participant assessment, completed using SurveyMonkey, focused on ease of completing requirements, strengths and weaknesses of the program, as well as feedback regarding usefulness of the reflections to overall understanding of leadership. At the completion of the second year of the program in May 2012, the same assessment was used in order to provide comparative data as revisions were made to the program.

RECOMMENDATIONS: Student feedback indicates that the program is beneficial and provides an educational experience. However, more development is needed in order to provide additional reflection to program participants. In order to expand the program and allow for more participants, additional leadership coaches must be trained and a database and tracking system must be developed. Finally, specific and targeted end goals must be drafted to assist students in understanding the outcomes and benefits of the program.

SUSTAINABILITY: Student feedback anecdotally and via the assessment indicates that the program has value and should continue to be offered. As such, the program will be further refined and offered to students with the intention of becoming a flagship leadership program. In order to sustain the program, staff time must continue to be dedicated to development and maintenance.

REPLICATION: The framework of the leadership certificate is a model that can be adapted to additional campuses. However, the elements that relate directly to student experience must be examined to ensure relevance to the specific university mission, values, and culture. Fresno State's focus on being an engaged university and the value placed on community service is evident throughout the program competencies and requirements. To ensure success, campuses should identify a staff member to administer the program and a core group of students and leadership coaches to pilot the program.

California State University, Fullerton Titan Student Involvement Center

The Titan Student Involvement Center is CSUF's first online student involvement and activities center available through the university portal. The center is highlighted in this report as a program that shows promise for becoming a best practice with long term sustainability and impact. What follows is a brief overview of the center.

CONCEPT/PLANNING/IMPLEMENTATION: Since 2010, the Dean of Students Office has provided leadership for the CSUF Student Engagement Project. This project originated in 2009 when the university's National Survey of Student Engagement (NSSE) administration resulted in lower than expected scores in items related to curricular and co-curricular participation. When compared to similar institutions, CSUF scored considerably lower causing campus administrators to wonder why.

In spring 2010, the President's Advisory Board (PAB) under the leadership of the university President Milton A. Gordon charged a small group of managers participating in CSUF's Leadership Development Program (LDP) to examine student engagement, co-curricular involvement at the university, and best practices (on and off campus) for tracking these experiences. The LDP committee presented their findings in May 2010 and provided recommendations which became the charge of a university wide committee formed to follow up on these recommendations. In response, the Division of Student Affairs established the tracking and assessment of curricular and co-curricular involvement as a divisional priority to address the findings. As a result, a cross divisional committee comprised of representatives from Academic Affairs, Student Affairs, Administration and Finance, Associated Student Incorporated, Information Technology, and University Advancement was formed. The committee was charged with developing what would become the CSUF Student Engagement Initiative.

The Titan Student Involvement Center is one project of the CSUF Student Engagement Initiative which is comprised of five projects: 1) The CSUF Student Engagement Statement, 2) The Titan Student Involvement Center, 3) the Student Engagement Tracking Database, 4) Involvement Research and 5) Get Involved Education and Outreach. The center is an innovative application which utilizes technology to foster student engagement in co-curricular opportunities.

Launched in its first phase in fall 2011, the online center is accessible via the Titan Portal, and provides tools and resources to encourage participation and tracking of involvement activities.

The goals of the center are as follows:

1. Engage new and continuing students in curricular and co-curricular involvement opportunities.
2. Provide resources to educate students about campus involvement opportunities.
3. Provide personal organization and reflection tools to assist students in tracking their involvement experiences.
4. Increase affinity and campus pride amongst students to foster greater alumni engagement.

Tools and resources launched in the 2011-2012 academic year include the Titan Pride Record – an “involvement transcript” which summarizes students’ involvement history at Cal State Fullerton; an interactive interest form called Get Involved! Get Connected! Get Started! to advise students on involvement opportunities available; marketing tools for use by student organizations and campus departments consisting of announcements, an activities calendar, and an electronic flyer board, and; campus pride resources which include downloads of the university's fight song, alma mater, CSUF PowerPoint template library and Tuffy mascot gallery. The campus spirit section of the center also highlights alumni and current students who are making a difference on campus and in the greater community.

Currently, all 35,000 CSUF students on campus have access to the center via their portals. Over 250 students have created their Titan Pride Record; over 60 students have submitted an online interest form, and over 200 student organizations and departments have used the online marketing tools, including the My Groups feature. For the last two years the project has been funded by a University Mission and Goals Initiative Grant which is awarded to faculty and staff at CSUF to support innovative and sustainable programs that support the university mission. The project also receives financial support from the Dean of Students Office, the Vice President of Student Affairs, and the Application and Software support unit of the Division of Information Technology. Administrative oversight for the project is provided by LMPD in partnership with Information Technology. The Associate Dean of Students for LMDP, and one Graduate Assistant coordinate the operation of the center, as well as the implementation of other CSUF Student Engagement Initiatives. The department of IT Application and Software Support provide staffing to sustain the technical development of the center.

ASSESSMENT/RECOMMENDATIONS: The Assessment component is intrinsically connected with the tracking of involvement activities. This information is collected in a centralized university database entitled the CSUF Student Engagement Tracking Database –developed by the IT Application and Software Support team. This database is the repository for involvement data which allows the university to centrally track data, produce reports, and generate data to conduct research, or run participation reports on involvement. Data is entered into the database in three ways: 1) student self-reported information collected from the Titan Pride Record application via the Titan Student Involvement Center 2) administrative user submitted information which has been entered individually or by batch into the database, and 3) automatic feed from official CSUF databases (Learner Web, Clubs and Organizations, Student Employment) which interface with the CSUF Student Engagement database.

CSUF Student Engagement Database Data Gathering Process

By tracking data through the Student Engagement Database, the campus is better positioned to interpret data gained from its NSSE administrations and respond with informed initiatives to improve results, especially in those areas where the institution is underperforming. An emphasis of the CSUF Student Initiative next year will be to get more students and university departments to track involvement data either through the database or the Titan Student Involvement Center (Titan Pride Application). This is critical to providing the university with rich involvement data. Therefore, the more activities that are tracked, the greater the university's ability to interpret such data, and explore questions such as "who is involved", "what types of activities are our students involved in?", "how much time are they investing in their involvement?", "what are they learning as a result of their involvement?", and "do the effects of campus involvement differ among groups (race, ethnicity, gender, socioeconomic class, first generation status)?" Further, the collection and interpretation of this data can be joined with the divisional student learning outcome assessment efforts to better assess the effects on cognitive and affective learning through out-of-classroom experiences. The Center for Research on Educational Access and Leadership (C-Real), as well as the Higher Education master's and doctorate students will be involved in this research initiative.

Currently, the database is still being tested with minor adjustments being made to its applications. Eighteen pilot administrative users were trained in the 2012 spring semester to provide feedback on needed adjustments. The second phase of the project will include the development of the batch upload system, identification of university-wide administrators, as well as interface with ADVANCE, the universities prospect and alumni database. As more users and students use the system to input data than the research component of the project can begin. In addition, the IT Application and Software Support department is exploring ways to interface new or existing university databases created "in-house" to the CSUF Student Engagement Database in an effort to secure verifiable data into the system and eliminate the need to enter this information into the database.

SUSTAINABILITY/REPLICATION: By promoting and tracking student involvement, the university will be able to support research and assessment of learning outcomes which reinforces the institutions growing emphasis on assessment, accountability, and retention. Additionally, this project endeavors to increase student knowledge and active participation in student involvement opportunities to:

1) Increase the academic and social integration of students through involvement, and 2) cultivate strong students and alumni affinity. These goals are critical to the retention and graduation of students, as well as the formation of strong alumni engagement beyond departure from the university.

This project can be easily replicated on another campus. The project requires a strong and ongoing partnership with an IT unit to provide technical support and ongoing modifications to the project as needed. Additionally, partnerships must be developed with academic and student affairs units to determine the types of activities which will be tracked in a system, as well as develop an inventory of involvement opportunities which encompass holistic experiences rather than traditional “get involved” opportunities.

Humboldt State University Student Engagement & Leadership Support (SEALS)

CONCEPT: Student Engagement & Leadership Support (SEALS) work group was formerly known as the Activities Coordinating Board (ACB), a committee of representatives from the Student Life & Activities area (Clubs, Youth Educational Services, and the MultiCultural Center) as well as other student support areas reporting outside of the department of Student Life & Activities. The scope and responsibility of the ACB was to meet periodically to share calendar information. In fall 2010, the scope and responsibility of the ACB was changed to include sharing best practices for training and supervising student leaders as well as developing common student learning outcomes for student leadership and engagement opportunities. The result was the renaming of the Student Life and Activities area to Student Engagement & Leadership and the development of a Student Engagement & Leadership Support (SEALS) work group comprised of 16 university student leadership and engagement departments.

PLANNING: Membership of the SEALS includes representatives from both university activities programs as well as other student support programs that offer Student Engagement & Leadership opportunities:

Athletics	HSU Ambassadors
Associated Students	Latino Peer Mentoring
Career Services	Learning Center
Center Activities	Residence Life
Clubs & Activities	Services Learning Center
Educational Opportunity Program/SSS	Sports Clubs & Intramurals
Health Education	Upward Bound
Humboldt Orientation Program	Youth Educational Services

IMPLEMENTATION: SEALS staff has been meeting on a monthly basis as a large group with a subcommittee meeting more regularly to “hammer out” much of the details of their work. The focus of this last year has been about capacity building, networking and support as well as drafting a mission and set of values. There is also now a SEALS web site at <https://www.humboldt.edu/seals/> that highlights the student engagement and leadership opportunities available at the university and the professional involvement and experience of the SEALS staff. This year the work group is exploring the creation and implementation of a Student Engagement & Leadership transcript/portfolio (co-curricular) and developing shared student leadership training responsibilities with common student learning outcomes. The Student Engagement & Leadership transcript will be developed in partnership with faculty as there are many out-of-class student engagement and leadership opportunities (e.g., internships, undergraduate research, academic peer mentoring, etc.) offered in the division of Academic Affairs as well.

ASSESSMENT: During the next two years effectiveness of this work group will be measured by:

- progress on the creation and implementation of a Student Engagement & Leadership transcript
- development and assessment of common student leadership learning outcomes across programs

Given the CSU budget reductions and the commensurate reduction in staffing, we believe that efforts such as this will assist the university in continuing to provide an effective, quality learning experience for our students.

California State University, Long Beach Men's Success Programs: Telpoxcalli & Student African American Brotherhood

CONCEPT: In response to the CSU Chancellor's initiative to increase CSU student graduation rates, the CSULB Provost Office established the Highly Valued Degree Initiative (HVDI) to meet specific goals of raising graduation rates and diminishing the achievement gaps of CSULB students. The national average of public higher education institutions show low graduation and enrollment rates for African American and Latino male students compared to their female counterparts and Caucasian males. This trend also resembles the graduation and enrollment rates of African American and Latino males at CSULB. However, CSULB is below the average graduation rate of the national average for African American and Latino males. To address these trends and to respond to the CSU Chancellor's initiative, the HVDI established the Men's Success Program with the goals of raising graduation rates and diminishing the achievement gaps for underrepresented minority students. The Men's Success Program seeks to provide support and resources to African American and Latino male students as a way to assist in their academic, personal, and professional success. Specifically, the Men's Success Program provides a summer symposium orientation, weekly meetings, and services through partnered support offices.

Each summer a symposium orientation meeting is planned for incoming African American and Latino first-year male students as a way to welcome incoming underrepresented students, identify these new students' needs of support services, and introduce them to the support services already available to them. In addition, by providing a summer symposium orientation, incoming first-year and transfer male students will become familiar with ethnic faculty, staff, resources, and respective support groups. The summer symposium promotes student involvement which will increase retention and graduation rates as theorized by Astin's (1984) theory on student involvement.

During the academic year, the Men's Success Program holds weekly support meetings for African American male students and separate weekly support meetings for Latino male students. During these meetings, students discuss issues relating to potential success obstacles, strategies around those obstacles, and development of their strengths as university students. In addition, joint meetings are scheduled to provide workshops on academic advising, career development, personal exploration, and leadership.

Various events are also scheduled to enhance cultural understanding and development. Past events have included a book reading and signing with authors from the book, "Black Fathers: An Invisible Presence in America, Second Edition." The book reading and signing event included the two editors Michael E. Connor and Joseph L. White. In addition, a film viewing and speaking engagement was programmed for the film, "Precious Knowledge." One of the teachers, Mr. Gonzalez, who was featured in the film, joined the Latino weekly meeting discussion.

The Men's Success Program has built relationships with other campus departments, specifically the Learning Assistance Center, the Career Development Center, and the University Center for Academic Advising. These departments provided a specific staff member to work directly with participants of the Men's Success Program individually or in a workshop setting. Continued collaboration with campus partners will allow students of the program to become familiar with campus services. Increased familiarity will also increase the likelihood of service use.

PLANNING: The HVDI Committee, Office of Student Life and Development (SLD), Division of Student Services, and EOP Staff representative collaborated in planning the Men's Success Program. Resources for this program were obtained through a grant provided by the campus' Highly Valued Degree Initiative and through the University's Student Excellence Fund. Funding allowed for the hire of graduate assistants, tutoring services, marketing costs, purchase of printed and electronic resources, and event planning costs. Various events have also been financially co-sponsored with other departments and

student organizations. Additional resources include consultation, collaboration, and partnerships with faculty, staff, and various campus departments. For example, a partnership was created with the Learning Assistance Center to provide tutoring and study skills. Also, consultation with African American and Latino staff and faculty was conducted to learn more about implementing this program to be culturally sensitive to the target audience.

IMPLEMENTATION: Staff involvement was necessary in implementing the program successfully. Two graduate assistants (GA) were hired. One GA served as a facilitator for the weekly meetings. The other GA worked on planning events, scheduling workshops, marketing, and communicating with campus partners and program participants. The Graduate Assistants worked with a Student Life and Development Coordinator to ensure workshops and events were consistent with student learning outcomes and were developmental in purpose.

An overall budget of **\$28,198.00** was granted for this program and was used to hire Graduate Assistants, pay facility fees, purchase printed and electronic resources, marketing costs, guest speaker honoraria, and special events costs. Weekly support meetings are scheduled in the afternoon to accommodate most student schedules. The summer symposium orientation is scheduled the week before the Fall semester begins. Scheduling the summer symposium at this time promotes a smoother transition from high school or community college into the Fall semester. The program utilized rooms available in the Center for Community Engagement, Multicultural Center, and University Student Union.

The primary target audience is first-year African American and Latino male students. However, the program also welcomes all African American and Latino male students. Students are considered participants once they attend at least two weekly meetings or a meeting in addition to an event. The average number of participants is 20; however, this number fluctuates throughout the semester. One of the reasons for this fluctuation is that student schedules tend to change from semester to semester, which may not allow attendance to weekly meetings. Another reason for this fluctuation is that weekly meetings are not mandatory.

ASSESSMENT: Student Learning Outcomes for the Men's Success Program are as follows:

As part of the Men's Success Program, students will:

- Gain a deeper satisfaction and connection with their experiences at CSULB.
- Be able to identify various campus resources and obtain academic assistance from campus resources when needed.
- Improve their academic skills (i.e. study skills, healthy habits, time management, etc.)

An assessment was completed in December 2011 which evaluated the Men's Success Program and validated the existence of the program. The evaluation of the Men's Success Program included data from interviews with staff and sponsors, semi-structured interviews with program participants, and web-based surveys from both participants and non-participants. Survey respondents were asked to rate how much they agree with statements regarding their previous experiences as well as their current situation. Participants believed themselves to have made greater progress than non-participants in the following areas: feeling more included and more like they belong in higher education, more confident in their ability to succeed and stay in college, more skilled in seeking and obtaining academic assistance, and improved personal academic skills. This survey also showed that, unlike program participants, non-participants reported a decrease in self-confidence since their initial arrival at CSULB. The semi-structured interviews indicated that many participants of the Men's Success Program expressed high self-confidence in their ability to succeed.

In addition to this assessment, the partnership with the Learning Assistance Center and the Career Development Center was assessed through an analysis of the frequency of use. Participation data was collected from both centers which indicated how frequent services were utilized by the Men's Success participants. The Learning Assistance Center was used 44 times during the Spring 2012 semester. Usage ranged from participation in personalized study skills appointments to tutoring services. The Career Development Center was used 26 times during the Spring 2012 semester. Usage ranged from participation in counseling appointments, workshops, and resource library.

The assessment indicated a positive correlation between the program participants and their perceived progression in confidence and skill as a university student. The amount of the Men's Success Program students who used the services of partnership centers indicate that these students understood the value of the services provided by these campus partners. Program participants gained new skills and confidence and were encouraged to utilize other support services available to them as students.

RECOMMENDATIONS: Recommendations from the assessment and analysis of the program include adding a focus on leadership, improving visibility, and strengthening the relationship with campus partners. The program assessment suggested a focus on creating student leaders in addition to working on increasing participation. The most impact would be made by developing leadership qualities within each member in order to enable them to influence non-participants. Students will gain additional experience and development by attaining leadership skills through the Men's Success Program. In addition, a leadership based outcome should be added to the student learning outcomes.

Another factor that should be focused on is program visibility. Even though more than 85% of participants report associating with students from other programs, only 12% of non-participants report to have occasional contact with students from the Men's Success Program. Greater visibility of the program on campus might also interest other non-participants and therefore increase attendance.

With the success of partnerships with the Learning Assistance Center and the Career Development Center, a recommendation would be to strengthen these partnerships so that more participants are encouraged to utilize the services provided at these partner centers. Future partnerships with other campus resources can also be considered to widen the availability of partnered resources and to widen the visibility and marketing through partnered resource offices.

SUSTAINABILITY: Because the statistics of African American and Latino male student retention and graduation rates at CSULB are below national statistics, it is in the best interest of the University to sustain this program in order to increase these retention and graduation rates. Since the program is beginning its third year, it is difficult to measure its success in increasing graduation rates in African American and Latino male students.

However, during the 2010-2011 academic year, there were a total of 224 contacts with African American and Latino male students. During the 2011-2012 academic year, there was an increase in contacts to approximately 421 contacts. This 87 percent increase is evidence that more students have participated this year in the Men's Success Program by attending meetings, events, and using resources. Already between the two years, numbers have shown an increase in the number contacts students have made with the Men's Success Program through meetings, events, and participation in other services and activities.

Of students who participated in two or more meetings, the cohort of 2010-2011 academic year included 24 participants. Nineteen of the 24 participants have graduated or are still enrolled at CSULB. Eleven of the 24 indicated a GPA increase when comparing their Fall and Spring GPAs. Twenty-one of the 24 obtained a cumulative GPA of 2.5 or above. Four earned a 3.5 or higher cumulative GPA.

During the 2011-2012 academic year, there were 49 students who participated in two or more meetings. Forty-four students have graduated or are still enrolled at CSULB. Eleven of the 49 indicated a GPA increase when comparing their Fall and Spring GPAs. Twenty-seven of the 49 obtained a cumulative GPA of 2.5 or above. Seven of them earned a 3.5 or higher cumulative GPA.

Again, because this program has only had two full years of implementation, it is difficult to measure the success in increasing graduation and retention rates. However, the provided data indicates that participating students expressed high self-confidence in their ability to succeed and many showed an increase in term GPA from Fall to Spring. Over the past two years there has been an increase in participation and interest in this program. This increase and interests indicate that student's value and need this program. Additionally, because a correlation between the program, graduation and retention

rates have not been analyzed, there is a need to continue this program to show how outcome goals are being met. Thus, it is important to sustain this program to evaluate its full efficacy in addressing graduation and retention rates.

REPLICATION: Should a campus consider implementing a similar program to address Men's Success, there are multiple issues to consider, including funding sources, statistics, duplication of services, and partnerships. The availability of funding was a main contributor to CSULB being able to implement a Men's Success Program. Because of available grants, the Highly Valued Degrees Initiative was able to provide funds for the Men's Success Program as a program towards the overall mission and commitment of the University on providing highly-valued educational opportunities.

The demographics and the graduation and retention rates of the campus were below the national statistics indicating a need to improve the disparities among ethnic minority students, specifically male students. Due to the educational attainment gaps at CSULB and nationally, there was a need to improve these gaps past the national averages.

During the implementation of this program, many of the activities, workshops, and tools proposed were a duplication of services already provided through other departments such as EOP, Learning Assistance Center, etc. To address this duplication, certain activities and workshops were retailored with the target audience of Latino and African American males in mind. In addition, partnerships were created with support services, such as the Learning Assistance Center and the Career Development Center. These partnerships addressed the concern of duplication by identifying workshops and services already provided that suit the interests and needs of the Men's Success Program participants. This also provided an encouraging link for the Men's Success Program students to utilize the other services provided by partner offices on campus.

Performing a needs assessment and addressing the issues of funding, statistics, duplication, and potential partnerships will focus the possibility of implementing a similar program as a worthwhile and beneficial effort to motivate and encourage male students toward success.

California State University, Los Angeles Leadership Exploration and Advancement Program (LEAP)

CONCEPT: In the fall quarter of 2010, the Center for Student Involvement introduced the Leadership Exploration and Advancement Program (L.E.A.P.). This leadership initiative engages students in their discovery of personal leadership identities through seven interactive sessions in which participants are exposed to the Social Change Model. Additionally, participants will explore its application for the settings student leaders will encounter at CSULA and within their communities.

L.E.A.P. is unique from the other leadership initiatives on campus because of the experiential learning component. It also serves as an introduction to the department's quarterly leadership series.

PLANNING: L.E.A.P. is funded by the University Student-Union through the CSI leadership programming budget. The program was created and continues to be planned and facilitated by the CSI Student Development Coordinator. In addition, the topic of multicultural leadership is facilitated by colleagues in the Cross Cultural Centers, allowing for a collaborative and cost-effective approach to introducing program content.

Off-campus experiences are highlights of the L.E.A.P. experience. The Distinguished Speaker Series of Southern California offers an opportunity to experience and learn from remarkable individuals who have changed the world and shaped our lives. The participants are transported to the Pasadena Civic Center to hear a distinguished speaker. Another off-campus opportunity where students learn the importance of serving their community is the AIDS Walk of Los Angeles. The CSULA team was coordinated by CSI which allowed for a collaborative inclusion of L.E.A.P. participants as being part of the university team.

Additionally, students are introduced to the physical challenges of a ropes course through a contracted ropes course company that facilitates both low and high level activities in a specifically designed course in Culver City. The challenges call upon every team member to participate, presenting opportunities for self-discovery and team growth and often challenge physical agility, group cooperation, and problem solving skills both individually and as group.

IMPLEMENTATION: The program is geared toward students who have not had previous experience in leadership programs, however, students who may have advanced and previous experiences in leadership programs are also welcome. In its inaugural year, the program accepted 25 program participants. In its second year, 72 applications were submitted for the program which surpassed the total number of available spots for this leadership program. Ultimately, 40 students were accepted into the 2011 program which included both undergraduate and graduate students.

Applications are available during the summer quarter and are due approximately a week after the fall quarter begins. All session dates and times are provided on these applications so as to allow for proper scheduling for all students to consider. Attendance to each session is required for successful completion of the program. All on-campus sessions take place in the University-Student Union and were held on Fridays during which most students are available to participate in co-curricular programs.

The majority of the approximate \$7,000 budget used to put on this program was dedicated to the ropes course component and the transportation costs associated with two of the seven sessions. CSI provided required transportation to and from the off-campus speaker and the ropes course. Students were responsible for their transportation to and from the Los Angeles AIDS walk. In addition to the off-campus sessions, students were also provided the opportunity to undergo the StrengthsFinder inventory as a part of the program. This inventory was conducted online and required the purchase of each inventory for each participant. Lastly, the concluding session was also catered and students were provided with t-shirts designed by the University-Student Union graphics department and purchased by CSI.

ASSESSMENT: The L.E.A.P. self-assessment survey is completed at the last session. The themes that emerged from the data collection provided both quantitative and qualitative insight on the program's aims of:

- Developing leadership experiences and skills within the framework of the Social Change Model;
- Introducing the StrengthsFinder inventory and its application;
- Engaging in community and service-oriented activities; and,
- Providing hands-on application of the content through the ropes course.

Qualitatively, students expressed overall satisfaction of their experiences with the program and indicated an increase in their leadership and personal development and in their ability to apply the topics in everyday situations.

RECOMMENDATIONS: Based on the data collected, the students gained insights, learned lessons and showed pronounced gratitude for their involvement in the program. In the upcoming year the same sessions will be offered but in a different order to create an enhanced experience and enrich the learning opportunities for participants. The sessions will take place in the following order:

1. Introduction to the Social Change Model
2. StrengthsFinder
3. Distinguished Lecture at the Pasadena Civic Center featuring Steve Wozniak
4. Ropes Course
5. Multicultural Leadership
6. Service Project with the Los Angeles Food Bank
7. Closing Session

Lastly, formalizing the learning outcomes for this program and aligning them with University initiatives will also be implemented for the upcoming academic year.

SUSTAINABILITY: Based on its success over the first two years of its inception, CSI has a strong interest in sustaining this program and has successfully gained fiscal support from the University-Student Union to implement the program in the fall of 2012. As such, the marketing and outreach for this program will continue throughout the summer quarter.

REPLICATION: Successful replication of this program should allow for the following considerations:

- Funding for costs associated with transportation and contracted services with regard to the ropes course and distinguished speaker lecture;
- Access to ropes course facilities and facilitators;
- Attending an off or on-campus speaker event for participants to attend and upon which to reflect; and,
- Connecting the program to a community service-oriented event or activity.

References:

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California Maritime Academy Coastal Clean-up

One huge initiative that Associated Students of The California Maritime Academy (ASCMA) has taken on this academic year is community service. The annual Coastal Cleanup takes place early in the fall semester allowing students the opportunity to come to the waterfront to meet and socialize while cleaning up the bay. The students have taken this project from year to year in order to learn about maintaining and cleaning the area in which they live and will continue to work in, even after graduation. In the upcoming academic year, the Board of ASCMA has taken the responsibility to grow their community service activity. Projects have already been looked at and are in the early planning process.

CONCEPT: Coastal Cleanup is a program that Community Engagement and ASCMA work together to sponsor. Cal Maritime is a focused campus with six academic programs that all revolve around the maritime industry. The campus has a Training Ship, GOLDEN BEAR, which students work and travel on. With the focus of the campus, located on the Carquinez Straight; the entire lower campus is along the waterfront. Students access this area every day and see what human interaction in the environment can cause. It is the hope that students take responsibility for the environment in which they live, choose to work in, and take these lessons with them when they move on. This program hopes to teach a sense of civic responsibility all while giving back to all campus stakeholders.

PLANNING: The planning of this event is coordinated by Community Engagement and ASCMA. A date is chosen during the summer by professional staff. Marketing is done by professional staff or a student working on campus during the summer. The event is marketed during Orientation to freshmen, flyers posted, digital signage, and advertising by Resident Assistants to students living on campus.

The cost of hosting this event on-campus is very low, and the results benefit all of the campus community and the outside community whom enjoy the waterfront. The major resources needed are large garbage bags, gloves, and water provided to the volunteers. Funding for this program comes from the ASCMA and Community Engagement's budget.

IMPLEMENTATION: Staffing for this event is provided by student leaders and the two professional staff members that work with ASCMA and Community Engagement. Faculty and staff are also invited to participate in the Coastal Clean-up event. This activity is targeted to all students on campus in hopes to bring them together and also targets student clubs and organizations to bring their members to the event.

ASSESSMENT: In years past there has not been a formal assessment of this program. For this coming fall and years to come, Community Engagement will work with Student Affairs to use an assessment for all program collaborated on. Creation of this assessment will happen Summer 2012.

RECOMMENDATIONS: For future programs, it is important for Cal Maritime to keep a record and development assessment tools around defined student learning outcomes. It is important that students have an integral part in planning this event. The event can be better advertised and can be combined with social activities to facilitate conversations about the waterfront and the maritime community. With a new Marketing Officer working with ASCMA, this will increase visibility and marketing of the event.

Students are required to live on campus during their tenure at Cal Maritime. The potential of engaging a new partner, Dining Services, to do a meal exchange or social with participants, gives the hope of attracting other students who may not have previously participated. In addition to Dining Services, increasing our collaboration with Academics will assist in facilitating conversations in the classroom about the learning objectives tied to the program and continue to do service along the waterfront to benefit all stakeholders.

SUSTAINABILITY: It is important to keep this program going on an annual basis, if not more often. It is a good way for students to contribute responsibly to an area in which they have chosen to focus their studies and careers. This is also a program that is early in the year that can bring students together, developing community and educate them about the campus.

With ASCMA wanting to move forward with community service and make service learning a part of student life, this would be a gateway program to introduce students to the benefits of being good shipmates and working together for a common goal outside of the classroom. It is the hope of ASCMA for all students to be able to participate in one of the many new service projects that will be available in the 2012-2013.

REPLICATION: Community service is good for all students to do on every campus of the CSU. This program can be tailored to a campus' mission or goals if they have a focus similar to Cal Maritime. If not, specific clubs, organizations, colleges, or departments can individually or collaboratively sponsor a program like this one. Costs are minimal, but with the right facilitation, conversations and discussions can help educate students about pertinent issues surrounding the service project.

California State University, Monterey Bay Student Leadership Conference

CONCEPT: The Student Leadership Conference was created to offer a day of in-depth workshops for students to explore and learn about self-growth, leadership development, community development, and social justice.

PLANNING: The Coordinator for Leadership Development, coordinates the conference, recruiting a task force drawn from various departments on campus which include Service learning, Career Development, ASAP, EOP, CAMP, Student Activities & Leadership Development, Student Housing and Residential life, Personal Growth and Counseling Center, and student leaders to provide input and assistance with planning and promotions. Student Activities & Leadership Development provides financial support.

IMPLEMENTATION: Facilities used include the University Center, Tanimura and Antle Family Memorial library, and other classroom buildings as needed. Other departments involved with the day of event include Campus Dining, Student Activities & leadership Development, Facilities and University Performance and Special Events. The conference is supported financially by Student Activities & Leadership Development with some meal costs offset by a small registration fee. When done simply with minimal food and outside speakers, the cost of the event is approximately \$7,000. When done well with two meals and fantastic nationally renowned speakers, the cost can be \$18,000 or more.

The space for the conference is reserved a year in advance. If the library is used, then it cannot be confirmed until a week or two prior to the conference, because academic scheduling takes priority. Scheduling is also complicated because of projections of number of attendees, sessions, and ideal space locations. The 2011 conference brought in around 100 students, which was the goal due to the loss of a major venue due to renovations. For 2012, our target is 200-250 students.

The conference occurs in late September or early October. This conference targets California State University, Monterey Bay (CSUMB) students because they are charged a minimal amount and it is the biggest leadership event and opportunity at CSUMB. It is offered to non-CSUMB students at a higher cost. Students get to choose the workshops they attend, and those workshops are decided around perceived need, assessed need, and best practices. Both students in formal leadership positions and those who are less involved are invited to attend. For many, the conference is a stepping stone to increased campus involvement and entrance into a community of involved student leaders. Students of all class levels can attend.

The conference is highly supported across the campus. In order to align even more with the University Vision, the conference now offers students the opportunity to be "sponsored" by various departments. This discounts the already low cost to attend to nothing for the student, as the department is subsequently billed. This provides access to the conference to an even wider range of students.

ASSESSMENT: Students gain an understanding of servant leadership; gain awareness of diverse perspectives; learn about leadership and involvement opportunities on campus; have an increased self-awareness; feel empowered and able to make change and have a positive impact on the world; gain insight to their values and ways in which their values impact their decision-making and their life; are exposed to new technology or ways of learning; meet new people and network; and develop an increased capacity to lead.

Every year the program is assessed via a post-conference evaluation. In the past two years, students have answered a question or two on their registration form, which gave us a baseline to assess participant understanding of leadership prior to attending the conference.

RECOMMENDATIONS: Based on the assessment data, the conference will be moved back to the University Center, but will continue to offer a diverse range of workshops that are always highly praised. In addition, students provided extremely positive feedback and comments relating to professional speakers brought onto campus. Many times students re-request them, and usually stay to connect with the speakers on a one-on-one basis after the presentation. Other feedback has been to include more skills-based sessions. The evaluations continue to show increased positive feedback and comments.

SUSTAINABILITY: The program has been supported by the department of Student Activities & Leadership Development and will continue to be led by the Coordinator of Leadership Development. Future plans need to include more support within the department by professional staff as well as an intern/student assistant who can assist with planning, promoting, logistics, and implementation.

REPLICATION: Putting on a conference is complex, and not without its share of conflicts, logistical issues and budgetary restraints. Usually conferences are put on by teams of people dedicated to the whole process. For this to be sustainable and continue to grow, more support will be needed. In the meantime it offers a fantastic opportunity for students to connect with each other, the university, and to gain valuable leadership skills they would not otherwise have access to.

California State University, Northridge The CSUN COMPASS All Greek Retreat

CONCEPT: Annually, the Matador Involvement Center sponsors leadership development training days for members of our recognized fraternity and sorority community. Specific sessions are conducted for chapter presidents, recruitment chairs and newly initiated members. These trainings are scheduled for the second or third week in January during winter break. The trainings serve several purposes including informing student leaders and upcoming leaders of university policies and procedures, providing leadership education through a comprehensive curriculum, building a sense of community among our 53 diverse chapters and five governing councils, and providing education on topics such as hazing, alcohol, risk management, and recruitment strategies. The content and focus of the trainings are designed utilizing the requirements addressed in Executive Order 1006 (1068), contemporary student development theory and assessment gathered from past and present retreat attendees. Reviewing the post-retreat evaluations has allowed us to garner an understanding of the fraternity and sorority leaders' awareness, knowledge and skills regarding their particular roles and responsibilities.

Every third year for the previous decade, a comprehensive leadership development retreat takes the place of separate officer trainings. This retreat brings together members of the entire social Greek-lettered community to reflect on the previous biennium, reconnect with community standards and values, identify current trends and issues, and create a new 2-year CSUN Fraternity and Sorority Strategic Plan, also known as COMPASS. The COMPASS plan focuses on six core themes identified by the students as key in advancing the fraternity and sorority experience at CSUN. These themes are:

Academic Achievement: At CSUN, the basic mission of the University is to enable students to strive for academic excellence. The majority of the National as well as local Greek organizations also have academic excellence in their missions and statements of purpose. In support of these missions, it is the responsibility of the Greek community to establish a positive academic attitude and atmosphere conducive to academic pursuits within each chapter.

Chapter and Member Development: The ability of each chapter to fulfill its mission and goals is dependent upon the leadership and development of its members. In order to assist member to achieve personal and academic success, each chapter must provide sufficient educational opportunities. Such programs might include: responsible alcohol use, relationship issues, communication, conflict resolution, career planning, time management, etc. It is also in the best interest of the chapter to enhance and develop the leadership abilities of its members. Each chapter should sponsor formal leadership activities and regularly attend any regional and nationally sponsored programs by their respective inter/national organization. Greek member involvement in non-Greek leadership roles is an important contribution to CSUN and is strongly encouraged.

Inter-Greek Relations: CSUN upholds a tradition of encouraging individual development through self-governance by student groups. Fraternities and sororities recognized by the University have been expected, with the assistance of the university, to create and maintain a governance system that fosters individual and group responsibility. The Interfraternity Council, Panhellenic Council, United Sorority and Fraternity Council, Armenian Fraternity & Sorority Council, and National Pan-Hellenic Councils maintain authority to establish and enforce reasonable standards and expectations of membership within appropriate parameters of due process.

Risk Management: Recent events have brought greater attention to current campus and Greek community social policies. According to recent surveys, alcohol continues to be a major emphasis on Greek life at CSUN. Reports from public safety, the health center, and individual chapters bring a cause for the concern that the lack of adherence to current risk management policies, underage consumption of alcohol and hazing activities are endangering our students. The CSUN fraternal community realizes how these issues keep our community from reaching its full potential and thus must hold itself accountable for eliminating as much risk as possible.

Campus and Community Involvement: Each chapter's inter/national, regional, or local organizations stress the importance of philanthropy and community service to its members and to the University. Much of these activities are direct outcomes deriving from each organization's values and ethical standards. Most institutions of higher learning are now incorporating service learning as part of the overall curriculum and college experience.

Recruitment: It is the right of the undergraduates in each chapter to select their own members in accordance with the membership objectives of the inter/national or local organization and within the context of allowing no discrimination based on race, color, religious creed, national or ethnic origin, disability, sexual orientation or age. All fraternity/sorority recruitment activities shall also be conducted with no alcohol present. In seeking to increase the CSUN fraternity/sorority membership, a focus on values-based, year-round recruitment will be the new norm.

PLANNING: *The COMPASS Retreat* is planned by the Activities Coordinator for Fraternity and Sorority Life, housed in the Student Development and International Programs - Matador Involvement Center. The COMPASS Retreat took place over two days and asked each chapter president, council officer, council chapter delegate, and a new initiate from each organization to attend. Three of the five governing councils made it mandatory for their member organizations to attend. Students were placed into small "chapters" so as to mix the levels of leadership experience. Every effort was made so as not to include students with the same organization affiliation in each chapter as well.

A total of eight professional staff and guest facilitators were recruited from other student affairs departments and neighboring campuses, as well as eight paraprofessional graduate students working throughout the CSUN Student Affairs Division. Additional campus representatives were invited to address the students on a panel (campus police, student conduct, campus risk manager, and Director of Student Development & International Programs). Planning for the retreat is a year-long process with the major program planning and implementation occurring four to five months before the program. Although the Activities Coordinator has the primary responsibility of planning and program implementation, staff in the Matador Involvement Center, including student and graduate student assistants, and volunteer student leaders provided operational and preparation support. The Associated Students provides funding for the conference. The campus also worked with our residential life staff to host the retreat on campus both days in their new multipurpose room. In order to save on costs, the retreat was NOT overnight. Instead, students were asked to commit to attending both days from 9 a.m. until 5:30 p.m. This was something that was much appreciated by the student attendees.

IMPLEMENTATION: In implementing *the COMPASS Retreat* the campus considered several factors including budget, event staffing, and scheduling. The professional staff has the primary responsibility in the development, planning, implementation, evaluation and assessment of the conference. The Activities Coordinator must develop an overarching theme and goals, develop the curriculum and supporting activities, and coordinate all the logistics associated with the educational components of the retreat. The Coordinator manages the budget, service contracts (facility, food, equipment, etc.) and the student staff and volunteers. Additionally, this staff person develops the complete plan to execute every component of the retreat.

ASSESSMENT: The retreat assessment plan has several components. First, utilizing a thirteen question qualitative survey. The survey focused of the 3 following areas: leadership (ability to lead, implement change, and revised definition of leadership), retreat curriculum and activities, and values congruence. Data from this assessment was tabulated by student assistants in the Matador Involvement Center and uploaded to Campus Labs database. Second, evaluating the retreat by conducting a brief focus group with governing councils and chapter presidents throughout the spring semester. Feedback is summarized and shared with the council presidents who are guiding the continued implementation of the newly created strategic plan. Finally, assessing the data in beginning to plan the next retreat and/or training days given the cycle.

RECOMMENDATIONS: Based on the retreat evaluations, the students enjoyed the combination of large community sessions and smaller chapter meetings led by the facilitators. The overall retreat evaluations have provided additional requests to develop similar experiences for additional members of the campus community. Thus, the campus is looking at revising the new member program to incorporate an institute format as opposed to traditional conference format. Additionally, the department will look to supplement some of the costs associated with the program so the campus can enhance the program content as well as provide opportunities for more students to attend or even to conduct another session over the winter break for another 120 students.

SUSTAINABILITY: The retreat has been sustained through our efforts to collaborate with Associated Students, Residential Life, and the fraternity and sorority governing councils. This program has become the primary tool for training and development of student leaders when most are in transition into new chapter and/or council leadership roles. As the program has continued to develop, there will be a need to continue to partner with other areas of campus to secure potential funding.

REPLICATION: In replicating *The COMPASS Retreat* at your institution, it would be recommended that the responsible department offices consider campus partnerships, funding, scheduling, and student buy-in. Key staff and faculty can be recruited which in turn helps the community make stronger connections beyond the student life office. Through the creation of campus partnerships, you may be able to identify potential funding sources to help cover the costs associated with implementing the retreat.

Scheduling - Issues related to scheduling involve when to offer the program in your academic calendar. Keep in mind chapter presidents are required to attend national programs that usually occur over the summer but are increasingly being offered in January as well.

Student Involvement- The most important consideration in replicating *The COMPASS Retreat* is how to engage students in the process of developing the curriculum and buying in to support it during a winter recess. Using assessments throughout the process will help shape and guide your program. It will also help you understand the needs of your students. Of utmost importance is the knowledge you gain in terms of what your students know and are able to do as a result of your program.

California State Polytechnic University, Pomona Cross Cultural Retreat

CONCEPT: The California State University Polytechnic University, Pomona (Cal Poly Pomona) Cross Cultural Retreat (CCR) is a 3-day retreat for students and staff with the goal of creating intergroup activities to increase understanding about identity, power and privilege dynamics, and ally building on campus and beyond. There is a different theme selected each year on which to focus. CCR was created at CPP over 20 years ago to bring more multicultural and social justice awareness to campus.

PLANNING: OSLCC is the primary department that plans the CCR. OSLCC invites staff from other departments (i.e. University Housing Services, Student Support & Equity Programs, Counseling & Psychological Services) to assist with the facilitation of the process for the retreat. CCR averages between 45-60 students per year and 25-30 faculty/staff. Ten of these staff represents the facilitation and resource team. The budget for the CCR averages around \$20,000 per year. Depending on the location of the retreat (off-campus vs. on-campus), participants are asked to pay a deposit ranging from \$25-\$75. For many years CPP has hosted the CCR at various retreat sites in the local San Bernardino Mountains. However due to budget reductions, CPP has hosted the CCR on campus at the Kellogg West hotel facility for the past three years.

IMPLEMENTATION: The CCR typically occurs during the third weekend of January, which is also the third weekend of Cal Poly Pomona's Winter Quarter term. This works well for CPP because it is early enough during the academic term such that most students are not embedded with their mid-term examinations yet. Having it during the second term of our academic year also works well because it gives new students to the campus at least a one quarter opportunity to become acquainted with the campus. A person or persons with a social justice background are usually hired to facilitate the large general/community sessions of the retreat. CPP staff and/or faculty are used to facilitate smaller "home" groups of students to do deeper work and reflection.

ASSESSMENT: The assessment plan for CCR changes from year to year but generally seeks to glean the degree to which students' perspectives on social justice topics changed from before the retreat to after the retreat. Several of the targeted learning outcomes have included:

- Participants will increase their understanding of their multiple social identities.
- Participants will increase their understanding of social oppression and their relation to it.
- Participants will be more likely to take action as an ally as a result of participating in the Cross Cultural Retreat.

CPP partnered with Campus Labs to generate an online pre-test and post-test with open & closed-ended questions to measure these learning outcomes.

RECOMMENDATIONS: Participants clearly have some learning that happens following the CCR. Their understanding of their own identities usually increases, even though their confidence will go down. This phenomenon is not completely shocking, given the intensity of the CCR. There is a great increase in participants learning about identity as it relates to oppression and privilege. In addition, most CCR attendees show a strong desire and ability to take action as allies in this work. Many CCR participants desire to repeat their retreat experience by attending another year.

SUSTAINABILITY: During the academic year 2009-2010 because of budget cuts, the CCR did not occur. It is clear that bringing it back in 2011 and 2012 had a big impact on students and staff. In 2012, the program focused on targeting students who had not participated in the past, and focused on similar topics to 2011. I would recommend continuing this event utilizing some of the changes that were made this year. Because of the severity of the state budget reductions, OSLCC has decided to offer the CCR every other year during even numbered years.

REPLICATION: If contemplating replicating the CCR, a campus should consider the following logistical factors:

- The location: whether to have it on campus or off campus.
- The budget and cost of the retreat.
- Who the planning/implementation team should be comprised.
- The desired results and outcomes for the participants and how these participants can potentially educate and impact the general campus as a result of their learning's.
- The climate of your campus surrounding social justice issues and how the participants can affect change on-campus post retreat.

California State University, Sacramento Leadership Initiative

CONCEPT: SO&L aimed to put in place a highly collaborative leadership development program intended to encourage student involvement in campus life and reward those currently involved. The pilot was founded upon the results of the University's OIR 2009 Student Involvement Study and the results of the 2007 and 2009 Multi-Institutional Study of Leadership (MSL). The Leadership Initiative (LI) (formerly the Leadership Recognition Program) was also designed to encourage student development and experiential leadership by introducing students to a number of involvement opportunities, events, and workshops that were taking place across campus. In addition to recognizing emerging student leaders, the LI was designed to recognize those students who were already actively engaged in leadership development through campus involvement and to encourage those who were not involved to participate in leadership development via several leadership courses being taught on campus. It was also intended to serve as a model of interdepartmental collaboration and cross-divisional partnership.

PLANNING: During Fall 2009, the campus launched the LI pilot (the Leadership Recognition Program at that time) in collaboration with Dr. Beth Erickson, Leadership 32 class students (n=35) participated in a series of campus events and programs designed to: 1) get them involved outside of the classroom; and 2) participate in leadership development workshops. The students received course credit when they attended or participated in eight events hosted by various on- and off-campus departments or entities. These events were divided into four categories: Service, Leadership Development, Appreciating Diversity, and Hornet Pride. To earn course credit, students were expected to participate in two events from each category over 16 weeks. The events were drawn from departments and units across the University including the Alumni Center, the Career Center, the Multi-Cultural Center, the Women's Resource Center, the PRIDE Center, Veterans Affairs, student club and organization events, Hornet Athletics, University Union events and programs, the City of Sacramento Community Service program, and Housing and Residential Life. This pilot also allowed SO&L to experiment with various participation-tracking options (as tracking was identified as one of the barriers to a comprehensive program).

IMPLEMENTATION: By the end of the Fall 2009 semester, the program had partnered with several on- and off-campus departments and organizations to host more than 50 eligible events on the LI calendar. The information collected through the end-of-year student evaluations and in the structured feedback session (December 2009) with all participants provided valuable insight into their learning experiences and suggestions for improvement. The student feedback also gave SO&L the confidence to expand the LI from 35 to 100 students for the Spring 2010 program. As it turned out, more than 250 students completed the LI in Spring 2010 (from the Leadership & Educational Opportunity Program (EOP) courses).

For Spring 2010, *OrgSync* was utilized for all participant tracking and communication, added an additional category of "Professional Development," increased the number of events and programs offered from 50 to more than 100, and added events and programs on the weekend. SO&L has been able to organize, categorize, and track student participation in workshops and events utilizing *OrgSync*. *OrgSync* is a web-based software tool that allows SO&L to capture and share multiple levels of data while also allowing students involved in clubs and organizations the opportunity to communicate with one another in a "Facebook" format. *OrgSync* costs SO&L approximately \$12,000 per year.

SO&L also hired a temporary ASA II on a full-time basis for 90-days (at the cost of approximately \$6,000) to assist the Leadership Coordinator. Further, SO&L "bought" three units of a faculty partner's time (approximately \$5,000 with benefits) for Spring 2010 so that she could work with SO&L on the data analysis of the 2009 Multi-Institutional Study of Leadership (results are available on the SO&L website at www.csus.edu/soal). This initiative does not require additional facility resources but it does require a great deal of time devoted to exploring, building, scheduling, maintaining, and evaluating partnerships across the University and in the greater Sacramento community (particularly for community service).

In addition, SO&L secured three part-time, grant-funded student assistants for this program (at the cost of \$8,500) and two full-time Summer 2010 Graduate Student Interns from the University of the Pacific (at the cost of \$6,000). SO&L, in collaboration with Ethnic Studies, was able to participate in the Full Circle Grant allowing for one full-time program advisor over the next four years. This advisor coordinates LI events for the Asian Pacific Islander community and advises clubs. SO&L was also afforded the opportunity, by the Vice President of Student Affairs, to hire a temporary program advisor to help with LI programming. This patchwork of support has been wonderful but it does not afford SO&L the opportunity to expand much beyond the current number of students served.

ASSESSMENT: SO&L has continued to collect student participation data for the Leadership Initiative. Below is a breakdown of students involved in the LI over the past two academic years:

2010-2011 - SO&L exceeded its program objective with a total of 400 student participants in the LI totaling 3,415 hours of involvement. 284 students participated in in Spring 2011 and 116 students participated in Fall 2010. Additionally, in Fall 2010, 1,146 hours of LI program and event hours were completed by student participants. In Spring 2011, 2,369 hours of LI program and event hours were completed by student participants for a total of 3,415 hours.

2011-2012- A total of 322 students completed certificates as part of the Leadership Initiative. The Green Certificate was completed by 76 students, the Gold Certificate was completed by 162 students, and the Hornet Pride Certificate was completed by 84 students. Below is a summary of the number of students who attended LI events and programs:

- 451 students attended 1+ events
- 378 students attended 3+ events
- 341 students attended 6+ events
- 147 students attended 10+ events
- 90 students attended 15+ events
- 6 students attended 20+ events

Again in Summer 2012, SO&L partnered with the Summer Bridge Academy and EOP to introduce the Green Certificate (the first of four certificates in the Leadership Initiative) to 239 entering freshmen. Of the 239 students participating in Summer Bridge, 233 students passed the course (97.5%) and 203 students earned the Green Certificate (84.9%).

RECOMMENDATIONS: In the coming year, the SO&L staff will work to determine specific learning outcomes and assessment methods to demonstrate the success of the program and its impact on student success. Further, SO&L will continue to partner with campus departments and faculty who are interested in incorporating the LI curriculum into their academic courses.

SUSTAINABILTY: As SO&L looked to pilot the next phase of the Leadership Initiative (LI), they considered the feedback from students and worked to streamline the sign-in process at events and activities. Toward this goal, the program received an ASI-funded grant that provided SO&L with the opportunity to employ two students on a part-time basis to assist with tracking participation at the various events and programs. SO&L made the decision to use vending fees to hire a part-time student assistant to assist with marketing and promoting the LI via social media. In addition, outreach was provided to Advancement to alumni resulting in more than \$5,000 in donations. A portion of these funds will be used towards LI expenses. Finally, the program will continue to work closely with faculty and departmental partners to ensure that there are multiple options available to students in every category and at times and days of the week that meet the schedules and interests of a diverse student body.

REPLICATION: SO&L would not have been in a position to pilot the LI nor organize, categorize, or track student participation in workshops and events without *OrgSync*. In addition, SO&L continues to work to secure additional personnel for this program. If an institution is looking to replicate the LI, it should be prepared to support the effort with a minimum of two full-time professional positions.

California State University, San Bernardino Coyote Karma

CONCEPT: The Student Leadership & Development Office partnered with the Office of Advancement, the Associated Students, Inc. and an upper division Marketing class to create a program called Coyote Karma; Coyote being our schools mascot and Karma being the idea that what goes around comes around. The SLD office worked with the class to develop a concept that would educate the student body about the importance of giving back to your alma mater after graduation, but the habit for giving needed to be created during the undergraduate years. The class came up with the idea of a lunch time carnival with bands and a DJ, where students could pledge an amount to give over a month's period of time. Students were encouraged to give an amount that resembled their class year; i.e.: \$20.12 if you were graduating in 2012.

PLANNING: The SLD staff began planning this event during the spring of 2012 and used class time to meet and prepare for the program. Students were divided up into teams and worked collaboratively. The teams were Advertising, Programs, Promotions, Legal, Accounting, and Logistics. The SLD staff, with the help of ASI, secured funding for the event. The Events Scheduling Office was instrumental in providing space at no charge in exchange for allowing their Office to be a co-sponsor of the event.

IMPLEMENTATION: The SLD staff reserved the Library Lawn, adjacent to the Student Union during the first Friday of June and contacted all club and organization leaders through social media and our leaders' listserv. Next, Coyote Radio, our on-campus, award winning radio station, was contacted to play music during the event, while local bands auditioned for a spot on the big stage. Corporate Sponsors and departments were asked to be participants in the program, as well as to donate gift cards and other items for give-a-ways.

The staff came up with the unique idea of creating bingo-type cards. The boxes were either blank or filled in with a department or corporate sponsors name, who donated a gift to the event. Students were given the cards and asked to get them signed or stamped at every table they visited. This guaranteed they would need to stop by one of the tables who donated a gift, which added value to those departments and corporate sponsors. Students could request music during the event, and the DJ would give a "shout-out" to the person/organization whom made the request.

ASSESSMENT: The program lasted two hours during lunch. Student rated the program as "excellent," citing educational and entertaining as the reasons they enjoyed it so much. Sponsors and departments who participated raved about the event, which raised almost \$1,000.00. As a result of the feedback, the program has will be repeated annually.

RECOMMENDATIONS: The biggest recommendation our office could give to another campus looking to implement this is to secure buy-in from as many departments as possible prior to setting the date and reserving the space. When the other departments, specifically the ones outside of the Student Affairs Division, noticed the enthusiasm in securing their input and perspective prior to making all of the decisions, they gladly contributed. We would also recommend getting multiple clubs involved to help with manual labor needed the day of the event.

SUSTAINABILITY: There is no reason this event won't be sustained in the near future. It was a great success and students really liked having a fun event to look forward to right before finals.

REPLICATION: This program could easily be replicated on another campus. Again, buy-in prior to making all of the decisions was crucial and has served as a tremendous strategy in all of our programming and collaborative efforts. SDSU would be eager to share our blue print for the success of our Coyote Karma Event with any campus that was curious.

San Diego State University Casa Azteca

CONCEPT: Casa Azteca is a student success program designed specifically for students living at home or off-campus in the San Diego South Bay community. The goal of Casa Azteca is to support commuter students by creating a small community of students where they can make new friends, receive academic support, create relationships with faculty and staff, and connect to a broad range of student organizations and activities. These connections are invaluable to student success at San Diego State University. The program focuses on helping both parents and students transition into a dynamic university environment. Casa Azteca is a collaborative effort between SDSU and Casa Familiar – a community resource center in the San Ysidro area.

In fall 2011, 100% of the students continued to their second semester and 93% finished their first semester with a 2.0 GPA or above. Casa Azteca students are performing better academically compared to other commuter students.

PLANNING: The program is a collaborative effort with SDSU and Casa Familiar (a community resource center) in the San Ysidro area. Individuals from various departments across campus participate in this collaborative effort including Student Life & Leadership, New Student and Parent Programs, Residential Education Office, and the Sociology and Geography departments. The program is currently sustained by an SDSU Aztec Parents Grant.

IMPLEMENTATION: The format of this program serves as a transition for students and their families. The program begins with informal receptions and moves to actual class sessions. An informal reception is held for students and parents before the academic year begins. At this reception there is an opportunity to meet the students, and explain what the program is and how it supports the students.

The course uses peer based mentoring to help keep new students on track academically. The students are enrolled in the following courses as part of the Casa Azteca program:

- Casa Azteca University Seminar (1 unit)
- Introduction to Sociology or World Regional Geography (3 units)
- Discussion and Analysis for Sociology or Geography (1 unit)
- University Seminar Casa Azteca In-College Shape (1 unit) – This class takes place the week before the semester starts.

In addition to these courses, the students receive free tutoring for math and writing. There is a full time coordinator for the program, along with four to six academic mentors/tutors.

ASSESSMENT: In fall 2011 an assessment survey was implemented to evaluate the effectiveness of the program. The students take a pre-assessment and a post-assessment to evaluate whether the program is meeting its outcomes. A learning team reviews these results every year.

The students take these assessments through Student Voice with help from the office of Student Testing, Assessment and Research. Below are the survey questions from the fall 2011 cohort assessment.

RECOMMENDATIONS: The learning team analyzes the data from the pre and post assessments to implement any changes to the program based on the responses and recommendations made by the students.

SUSTAINABILITY: The pilot program started with 14 students the first year. After the program showed academic and retention success, university administrators increased the number of student participants. In fall 2011, 46 students were enrolled in the program and in fall 2012 50 students were expected.

REPLICATION: Participation in Casa Azteca correlates with success in regards to grade point averages, retention and greater satisfaction with the University. At the end of the fall 2011 semester, 94% of the Casa Azteca fall 2011 cohort had a grade point average of 2.0 or higher and the class averaged a 2.61 GPA. This compares to an average of 1.9 GPA and 50% probation rate of like students prior to the program creation. University administrators have expressed interest in offering this program to all commuter students in the local area, not only to commuter students from the south bay area. Future programs must address commuter challenges including class scheduling, continued university faculty advising “buy-in” and misperceptions regarding financial and class load.

San Francisco State University Greek Standards as a Promising Practice

Concept: Although the concept of standards in the international fraternity and sorority community is not necessarily a new one, it was formally introduced to the fraternity and sorority community at SF State during the 2010-2011 academic year. The basic premise of this type of program is to establish a set of campus standards as basic expectations for all chapters in the fraternity and sorority community. These standards are based on the basic principles that are common among all chapters in order to facilitate values congruence and demonstrate the inherent value that the fraternity and sorority community can bring to a campus. Chapters are scored annually on their adherence to the established standards.

Planning: The Greek Advisor served as the primary planner to develop and implement the Greek Standards. The Greek Advisor created the Standards over two semesters in consultation and collaboration with the leaders from individual chapters as well as the Fraternity Sorority Council.

Implementation: Staff time is the primary resource involved in the implementation of a Greek Standards program. Educating students about the program, communicating expectations and then collecting, compiling and scoring all of the data submitted must be done by department staff, primarily the Greek Advisor. The target audience is all fraternity and sorority chapters and they all must participate in the Greek Standards program in order for it to be effective.

Assessment: Leaders from each individual chapter submit an annual report and score sheet. Data from these two sources is collected, compiled and scored by the Greek Advisor. See Part H of this section for the 2010-2011 report.

Recommendations: This is a valuable program that not only serves to highlight the positive contributions made by fraternities and sororities to the campus and larger communities but also serves to dispel the negative stereotypes that exist with regard to this community. The Standards also allow fraternities and sororities to document how chapters support the missions of LEAD, Student Affairs and the University. The establishment of a Greek standards program that is tailored to a specific campus community is highly recommended.

Sustainability: The Greek Standards program at SF State has been in existence for two academic years and will remain in effect indefinitely. After the 2012-2013 academic year, the standards will be evaluated by the Greek Advisor and leaders from the sorority and fraternity community to determine if there are areas that should be added, removed or modified.

Replication: Establishing a set of standards specific to a campus is a process that will likely take about a year. Involving students, particularly leaders from chapters and councils, in the process of creating the standards is essential. In addition, the department must be willing to implement appropriate corrective actions for chapters that do not choose to complete their annual reports and/or fall short of meeting the expectations established in the standards.

San Jose State University Fraternity and Sorority Life (FASL)

Housed within Student Involvement, the Fraternity and Sorority Life (FASL) program has become a dynamic program that has synergistically developed alongside the students and organizations that it serves. The 2010-2011 and 2011-2012 academic years have been periods of notable progress in the fraternal community at San Jose State University (SJSU) due to the collaborative, innovative, and diligent work of its students and department staff members, resulting in the enhancement of student development at all levels of fraternal membership, increased inter-organizational collaboration, community growth (1,369 students in 2011, up from 1,091 in 2009), record-breaking academic performance (2.83 for Spring 12 is the highest recorded community GPA up from 2.68 in Fall 10), and greater levels of organizational efficacy. In addition to forward momentum, these accomplishments were guided by a strengthened sense of community identity defined by a set of shared values.

CONCEPT: During a developmental retreat designed for fraternal leaders in 2009, the community condensed the foci of each of their respective organization mission statements into the shared values of Family, Academics, Service, and Leadership. These values have since come to undergird all community and FASL program and service efforts and are defined as the following:

- “Family” is used to encompass efforts linked to belonging, social programming, interpersonal skill-building, community-building, cross-cultural exchange, and retention.
- “Academics” is the shared principle applied to the scholastic component of student success and necessitates the continual assessment and improvement of community grades.
- “Service” is the value invoked when framing volunteerism, philanthropy, long-term civic engagement relationships, or other altruistic efforts on or off campus.
- “Leadership” is the celebrated tenet that frames holistic personal development, officer efficacy, organizational development and interconnectedness, risk reduction, and community strategic planning.

PLANNING: The success of the fraternity and sorority community, as well as the FASL program, is due in large part to the tremendous support from our partners on campus. These partners include: Division of Student Affairs – University Housing Services, Student Health Center, Counseling Services, Student Union, Associated Students, MOSAIC, LGTB & Women’s Resource Centers and Student Conduct & Ethical Development; Division of Finance & Administration – University Police Department and Spartan Shops; Division of University Advancement – Public Affairs, Marketing & Communications and Development; Division of Academic Affairs – Student Academic Success Services, Academic Advising & Retention Services and Peer Academic Support; and Intercollegiate Athletics.

All resources have been obtained through the annual departmental funding process, with support from Associated Students (University initiatives funding) and Target, Inc. (grant). Staff resources and workload assignments are made by the Director, after review and evaluation with program staff.

IMPLEMENTATION: As a means of maximizing funding and staffing resources, support for the fraternity and sorority community comes from general fund resources allocated for support of student organizations and engagement. Roughly 2.5 FTE staff support the fraternity and sorority community, with approximate funding of \$18,000 (Fraternal Values Summit, New Member Experiences, GREAT and Greek Awards). The New Member Experience has been offered as a component of the yearly Student Organizations Leadership Conference, and Greek Awards have been presented as part of the larger SJSU Student Leadership Gala.

Staffing: Assistant Director of Fraternity and Sorority Life,
Coordinator for Fraternity and Sorority Life,
Graduate Intern and an Undergraduate Student Assistant

Budget: Fraternal Values Summit (\$14,500 average)

New Member Experiences (\$2,500 average)
Greek Awards (\$1,000 average)
All other programs and services do not have associated costs

Please see the attached summaries for each of the significant components of the Fraternity and Sorority Life program.

ASSESSMENT: Student Involvement's learning outcomes are listed below, and are at the heart of all department programs and services.

"Communication" – Students will speak, listen and write to achieve intended and meaningful understanding.

"Reasoning" – Students will use knowledge of evidence and context in order to reach conclusions and reason, as well as to innovate in imaginative ways.

"Leadership" – Students will acquire core leadership skills, enabling them to lead productive and meaningful lives within the SJSU and global community.

"Individual Responsibility" – Students will advance their understanding and sense of self and live healthier lives in order to be successful at SJSU and beyond.

"Social Responsibility" – Students will cultivate their understanding and duty to be socially responsible and global citizens.

Assessment efforts include observational (staff) and self-reported (student) data, including that collected through pre and post program assessments. *Please see the attached summaries for more information on assessment by program or service.*

RECOMMENDATIONS: Our recommendations are two-fold, with focus on our specific programs or services, as well as on support for the community overall.

Data collected for each of the programs and services has tended to focus on the experience itself, regarding areas for improvement. Participants showed the acquisition of or continued growth regarding departmental outcomes. Students have indicated that with targeted experiences, ones that focus as much on the student experience (location, interaction with faculty and staff (resources), varied days and times, staging, etc.) as on the content, that overall growth can occur.

Additionally, what has been woefully evident since 2006 (establishment of the *new* Student Involvement) is that the fraternity and sorority community has a longstanding and rich history with the University, yet the students and organizations have continued to struggle. Academic achievement, risk management and student conduct have all been abysmal. Yet, through targeted support and programmatic efforts, academic achievement is on the rise, membership and community recruitment has increased, and campus life has become more vibrant. Of course, with growth in these areas, Student Conduct cases have also grown.

This past summer, the program made the conscious choice to merge fraternity and sorority resources with the overall student organizations and engagement resources, including staff. This new team is comprised of 4 full-time professionals and two half-time Management Interns (graduate students).

This allows for the fraternity and sorority community to have access to more staff advising and support, especially when on scholarship probation or student conduct warning / probation. Our goal is to head-off scholarship and conduct problems before they occur, but can only do so by having a closer relationship with the chapters and student leaders.

SUSTAINABILITY: Sustaining this program is one of necessity, not of choice, as student organizations will continue to exist on campus. Because of the importance of fraternities and sororities in building and sustaining campus life, as well as helping students to find their niche on campus, and because they are an important community within the broader alumni community, the campus will continue to refine and revise our efforts in supporting fraternities and sororities. What is clear to us is that a focus on “values” is the key to future success.

By taking advantage of other means of support, namely Associated Students and outside donors, like Target, Inc., the campus will continue to supplement general fund resources. By diversifying the workload portfolios of department staff, the campus was able to provide additional support to the fraternity and sorority community, while also providing professional development opportunities for the staff themselves.

REPLICATION: Replication on other campuses is possible, with support from the fraternity and sorority community. Change takes time and patience, as well as willing partners. Our community has not become stronger overnight. It’s taken almost seven years to see significant and consistent membership increases, as well as growth in academic achievement.

Additionally, clear and concise policies and procedures are important. Students cannot succeed if they do not know the standards by which they are being judged. For the most part, fraternity and sorority members are more than willing to be equal partners in growth and change. They simply need clear communication and honest support.

The Programs

The New Member Experience

The New Member Experience is a day-long tradition that serves to introduce new recruits to the foundations of fraternal life and to equip them with the knowledge and connections they need to be successful, proud, and well prepared for the fraternal lifestyle. As such, participants learn about the history of the fraternal movement, the community’s common values, alcohol education, sexual assault and hazing prevention, strategies for success as a new member, and are presented with opportunities to begin bonding with the members of other organizations. Similar to freshman orientation, more senior peers from the fraternal community volunteer to lead cohorts of new recruits through the experience. Staff from the Student Health Center provided the training and coordination of Peer Health Educators and the Greeks Advocating Mature Management of Alcohol and Health (GAMMAH) groups of students who delivered the alcohol and violence prevention educational sessions.

Hosted on campus, the Fall 2010 and 2011 New Member Experiences were attended by 192 and 403 students respectively and planned in conjunction with the Student Organizations, Activities and Leadership team (also a Student Involvement program) and hosted as a special track of the larger, Student Organizations Leadership Conference. The joint experience was held from 8:30am to 3:45pm. This collaboration allowed for fraternal community participants to share the large venue, keynote, one leadership session and lunch with the other non-fraternal organizations. The Spring 2011 and 2012 New Member Experiences retained the same learning outcomes as the Fall, but were smaller in scale (187 and 146 attendees respectively), went from 12:30pm to 6pm, and were held in a large auditorium and multiple classrooms on campus.

GREek Active personal development (GREAT) Program

Originally conceived as a preventative approach to counter mounting alcohol and conduct incidents in 2007, the GREAT program began as a series of mandatory risk reduction workshops with additional

student success topics hosted by Student Involvement and a few on-campus partners. With input from the fraternal community and its allies, the program has progressed into a holistic co-curricular education program encompassing a breadth of topics such as academic success, leadership development, cultural competency, social justice, professional development, health, safety, civic engagement, relationships, and various other personal success subjects.

Campus partners like the Student Health Center, MOSAIC Cross Cultural Center, Counseling Services, Peer Mentor Center, Women's Resource Center, Student Conduct and Ethical Development, and University Police Department are among those who have hosted sessions for the fraternal community. One of the most noteworthy evolutions of the GREAT program in recent years is that chapters have taken in larger numbers to inviting the aforementioned departments to present for their members or at chapter programming, thereby hosting sessions themselves and leading to an unprecedented increase in interaction between the campus and the fraternal community. Utilizing the GREAT designation to provide additional incentives to increase event attendance has been a great tool to increase inter-chapter and cross-council participation. Each year has seen an increase in the amount of sessions available to the community (13, 52, 65, 72, and 89 sessions each Fall semester from 2007-11 respectively) as well as an increase in the amount of student hosted sessions (9 in Fall 2008 to 29 in Fall 2011).

Akin to "continuing education" programs for professional vocations, 80% of each chapter's initiated members are required to attend two sessions per semester in order to keep unrestricted social privileges as a chapter (33 of 37 chapters were in compliance for Spring 2012). Verification is completed by the individual attending a session, compilation and submission are done by the chapters, and chapter compliance is verified and enforced by the Assistant Coordinator for Student Engagement. Sessions are hosted both on and off campus and the GREAT program does not have funding allocated for it.

Within the timeframe covered by this report, GREAT has evolved into the nexus that has driven interaction within the fraternal community and externally with its allies, increased participation and success of chapter programming, diversified student learning, and engaged students in the planning and delivery of increased developmental experiences for themselves. As such, GREAT is a point of pride for Student Involvement that will be retained and further enhanced by incorporating a web-based assessment tool to measure student learning and gather further feedback for improvement.

Fraternal Values Summit

Positive and lasting community change is best achieved by leaders who are inspired, informed, effective, and united. Annually since 2006, Student Involvement has hosted a three- day summit in January for leaders of chapters and councils to convene and collaboratively increase their efficacy as officers, learn campus policy, build unity and understanding between organizations, and develop strategic plans to advance the collective fraternal community. In community-wide discussion and in smaller cohorts designed to maximize diversity of demographic, affiliation, and experience, students were guided throughout the Summit in exploration of the shared values of Family, Academics, Service, and Leadership (see section introduction for explanation) and the degree to which their respective organization and the community as a whole were living these values. Based on past participant suggestion and Student Involvement advising experiences, the 2011 and 2012 Summits saw the additional exploration and development of efficacy as a positive change agent in the roles of manager, counselor, and ambassador.

Officer Collaboratives

Just as a group of individuals engaged in an action is more powerful than just one person, a group of chapter and council officers working together is a stronger force in the fraternal community than if they were working apart. Akin to professional development organizations, the Officer Collaborative program is a collection of position-specific groups designed to provide officers of like position the setting to exchange best practices, solicit feedback, find partners for joint efforts, provide emotional support, guide the larger movement of their individual area of focus, share resources, and further hone the skills

necessary to better serve in their roles. During the period assessed by this report, the Presidents, New Member Educators, Risk Reduction, Academic, and Programming Collaborative were in the process of becoming operational and the students of each cohort had just appointed a chair, co-chair, recorder, meeting times, and minimum participation requirements for themselves. An ex-officio Student Involvement staff member has been assigned as an advisor to each Collaborative and ex-officio faculty advisors best suited to each of these specializations are still being sought. Each group meets roughly monthly at the Student Involvement office and no other resources beyond time and space are allotted for the implementation of the Officer Collaboratives program.

To address the educational component of the program, Student Involvement will be creating standardized learning outcomes, core competencies, training materials, and developmental activities for each Collaborative. Conducting a needs-assessment, synthesizing fraternal community headquarters officer manuals, and tapping relevant campus partners will also be helpful in this process. The collection of satisfaction data will help to drive improvements to the peer support focus of the Collaborative model.

As a new initiative, the Officer Collaboratives are still being fully developed and there is interest in continuing to do so for the future as these groups are the precursors to the all-Greek governing body prescribed by the community's strategic planning process. These groups are also planned as the means by which officers receive continuing education and how community-wide strategic planning and action are executed.

Standards of Excellence

In many ways, a fraternity or sorority is a wonderful symphony of people individually doing their part to collectively advance the music that is the mission of the organization. As such, a strong chapter is one that is able to effectively function well in a variety of operations and since

2007, Student Involvement has used the Standards of Excellence (SOE) program as an assessment instrument and a tool used to enhance organizational efficacy. Each Spring, a SOE submission covering the previous calendar year is due and all aspects of chapter function are assessed including membership development, academic achievement, inter-Greek relations, financial management, community service, risk reduction, and member conduct to name a few.

California Polytechnic State University, San Luis Obispo Pride Center

CONCEPT: The Pride Center supports the mission of Student Life & Leadership by focusing on the unique academic, cultural, and social needs of lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) students to promote personal growth and education. It advocates for social justice, empowers and retains its LGBTQ and ally students, and creates opportunities for all students to be more culturally competent. Through providing a safe space, services, and programming the Pride Center contributes to the University's commitment to diversity and a more inclusive and welcoming campus.

The Pride Center aims to meet the University Diversity Learning Objectives by:

- Supporting LGBTQIA students to succeed both personally and academically
- Providing safe space and opportunities for open expression for both LGBT students and marginalized groups to find support within their identity groups
- Planning events and facilitating discussions on diversity, sexual orientation, identity development, and discrimination, as well as celebrating and promoting cultural diversity within the LGBT community
- Teaching students how to better communicate about diversity issues and how to be advocates for social justice
- Educating majority students to "function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own"

(Cal Poly Diversity Learning Objective)

Venue and staffing history

The Cal Poly Pride Center was established in 2001 under the name Cal Poly Pride Alliance. The Center was located in a portable trailer outside of Building 52 and had oversight from the Coordinator of Women's Programs and later through part-time AmeriCorps members. In 2006 the first full-time professional staff was hired under the title Coordinator, Pride Center. Additional staffing was added in 2009 through the AmeriCorps program for one member each year. During 2006-2009 the usage of the venue grew in ways that it was no longer adequate for the purpose. In March of 2009, the Pride Center was moved to the University Union Room 209. Since moving, the Pride Center has continued to grow in usage and the space is no longer large enough to accommodate usage. Typical usage represents 10-15 students each hour during the 10 a.m. to 5 p.m. time frame. Student assistants staff the space to provide resources for students who utilize the venue.

Programs include Instructionally Related Activity grants that fund:

Ally Awareness - Activities include student-facilitated, educational workshops and discussions, as well as student-planned events: National Coming Out Day, Transgender Awareness Days, and Same Gender Hand-Holding Day. "Ally Training" provides attendees with the language and opportunity to discuss: LGBTQIA topics, the diversity within the community, oppression of the LGBTQIA community, the coming out process, and tangible ways in which attendees can leave the space and immediately engage in ally behaviors. The 101 series workshops are designed to deepen understanding of subtopics of the general Ally Training workshop. "Transgender 101," "Bisexuality 101," and "Queer People of Color (QPOC) 101" are one- to two-hour workshops that focus specifically on one subject that is explored in depth.

Film Series - Sponsorship of interactive film experiences throughout the academic year to promote awareness, understanding and campus civility. Topics vary, but examples include discussing LGBTQIA presence in the media, the high incidence of homelessness among LGBTQI youth, LGBTQIA people in athletics and religion, marriage equality, and the intersections of sexual orientation and cultural identities. The entire campus is encouraged to attend each viewing.

PRISM: LGBT Peer Counseling and Mentoring Team - PRISM seeks to diminish the stress of lesbian, gay, bisexual, transgender and questioning students at Cal Poly. It also provides services for the friends, roommates, and family members of LGBTQIA persons in their questions and conflicts. Through a variety of social support and educational interactions, students involved in this program discuss homophobia, self-esteem, coming out, gender identity, and isolation issues. The Peer Counselors are trained in basic counseling and outreach skills to provide confidential phone and Internet counseling through chat services, email, discussion boards and in-person meetings.

Pride Month (formerly CommUNITY Pride Week) - Pride Month is a series of events designed to educate the Cal Poly community about the issues faced by its LGBT population. Pride Month empowers students to develop and sustain a sense of community that supports social justice and to take a proactive approach to creating a campus environment where all students feel welcomed.

The LGBT Speakers Bureau - The Speakers Bureau has evolved into a comprehensive volunteer program to ensure the diversity of the LGBTQIA community is represented in our programs and events. It is comprised of 100 LGBTQIA students who are trained to offer events, presentations, and workshops to the entire Cal Poly community, including classes, clubs, and departments. Students in the Speakers Bureau develop valuable public speaking and facilitation skills while offering enrichment to the existing curriculum of a variety of courses offered at Cal Poly. The Speakers Bureau program provides networking, education, and awareness to students, staff, and faculty while building cross-cultural relationships and working to eliminate heterosexism, homophobia, and gender-identity oppression. Panel discussions in class provide audience members a safe, non-judgmental arena in which to ask questions, a human face to connect with the concept of LGBTQIA challenges and rights, and an avenue for closeted LGBTQI students to learn about valuable resources on campus and in the community. Students on this team present events in University Housing to outreach to first-year students. They are also involved in the Lavender Commencement event to recognize involvement from LGBTQIA students on the campus.

PLANNING: The primary staff responsible for operation of the Pride Center is in Student Life & Leadership Department. The Coordinator of the Pride Center position has existed for the previous 6 years. AmeriCorps members have been serving a key role within the Pride Center for the previous 4 years in an assistant coordinator role. In addition, student assistants, interns and peer mentors assist in daily operations. Many students serve multiple years with the Pride Center.

IMPLEMENTATION: The Pride Center is led by one professional staff member and an AmeriCorps member serving a one-year appointment. They oversee four to six student assistants, two to seven interns, up to 13 peer counselors, and nearly 100 student volunteers. Programs and events take place throughout the school year with an emphasis in September/October on supporting new LGBTQIA students and in April with Pride Month to empower and educate all Cal Poly students. The audience for the Center's programming consists of Cal Poly students, faculty and staff of all identities.

For 2011-2012:

- Ally Training presented to 530 students, faculty and staff
- PRISM Peer Counselors served over 100 students through in-person meetings, email conversations and online chats
- Presented 13 programs in University Housing to nearly 300 students
- Presented events to over 1,300 students

ASSESSMENT: The Pride Center uses both the University Diversity Learning Objectives and CAS (Council for the Advancement of Standards) Professional Standards for Higher Education in the area of LGBT Programs to establish goals for events. Both quantitative and qualitative data are collected for programs and events.

Students attending the Center's events receive post-event paper surveys with questions related directly to its program goals and objectives. Student assistants, interns and members of the PRISM Peer

Counseling Team take yearly online surveys to gauge their experiences and to create improved trainings and processes for future years.

The following are learning outcomes areas derived from the CAS Standards. Each learning outcome is further defined and broken into subcategories. Those subcategories can be provided upon request:

- Appreciating Diversity
- Enhanced Self-Esteem
- Realistic Self-Appraisal
- Leadership Development
- Collaboration
- Effective Communication
- Meaningful Interpersonal Relationships
- Active Listening
- Respect

RECOMMENDATIONS: As a result of yearly assessment data, as well as a 2011 external review of Student Life & Leadership programs, changes are made to trainings, program planning, and structure. The results of the assessments have led to the following goals for 2012:

- The Pride Center should strengthen the connections between the Multicultural Center and the Gender Equity Center so that students with multiple identities can find multiple points of support.
- Given the campus climate and relative isolation of LGBT students of color, a QPOC discussion group should be held on a regular basis.
- Reintroduce programs, services, and staff to other departments on campus.

SUSTAINABILITY: The Pride Center has built very effective LGBT programs and services since its founding. Students, staff and faculty are invested in the Pride Center transforming itself into a superior model program.

REPLICATION: The key issues a campus should consider would be the overall campus climate for LGBTQIA students, budget and space constraints, and continued assessment to serve a changing LGBTQIA student population.

California State University, San Marcos Peer Mentoring Program

CONCEPT: The Peer Mentoring Program is a collaborative initiative offered through the Office of Student Life & Leadership, specifically Multicultural Programs (MP) and Orientation & New Student Programs (ONSP). Current California State University San Marcos (CSUSM) students are selected to serve as peer mentors on a voluntary basis and are paired with incoming students to help with the transition to college. The program assists incoming students from traditionally underserved and underrepresented backgrounds succeed during their first semester at California State University San Marcos (CSUSM) and beyond by connecting them with peers, faculty, staff, and campus resources through structured workshops and intentional activities. The mission of the Student Affairs Division is to *promote access to higher education* is furthered by the Peer Mentoring Program by ensuring that the gap between the underrepresented population matriculation rate and campus-wide retention rate is narrowed.

PLANNING:

- **Leadership** – The Peer Mentoring Program is led by two staff members from ONSP and MP, as well as one shared student assistant. Planning meetings begin in June and run through December. These staff members work to identify, recruit, interview and train peer mentors, manage the application process for potential mentees, coordinate purposeful activities for mentors and mentees, and periodically evaluate the status of incoming students at the end of each semester during their first year at CSUSM.
- **Mentors** – Selected through an application and interview process, mentors are crucial to the success of the program and experience of the mentee. Mentors are selected to reflect a diverse cross-section of CSUSM students and to include some students who previously participated in the program as mentees. In coordination with staff, mentors develop individualized plans for their mentees to get involved, access resources for support, while also providing encouragement to their mentees as they transition to campus life. Approximately 20 students are selected for the mentor role on an annual basis.
- **Mentees** – An invitation to participate in the program is sent out to incoming students who have been identified by Enrollment Management Services (EMS) in early June. This group is typically comprised of first-generation, underrepresented communities. Students apply to the program through an online application where information is captured that is then used to match them with a mentor. Since the start of the program in 2010, the mentee pool has grown from 43 to 52 mentees; to date the program has received over 100 applications for 2012.
- **Evaluation & Impact** – At the end of their first semester, all mentees fill out an evaluation of their experience. Evaluations include questions about the relationship with their mentor, campus involvement, utilization of campus resources, and how they feel they have acclimated to college life. In 2011, mentors were encouraged to complete monthly check-in forms that requested information on the progress of their relationship with their mentee(s), and prompted them to identify the salient issues that were impacting their mentees. This tool also provided a mechanism for mentors to pose questions to program staff about how to best support their mentees. Eighty-four percent of the 2011 mentees reported feeling connected to CSUSM and that they had found a support network on campus. Of this group, 79% wanted to get more involved on campus in co-curricular opportunities and 95% reported being aware of campus resources and knowing where to go to get their questions answered.

Grade and enrollment checks are also conducted at the end of each semester to evaluate academic success and determine the retention of the mentee pool. Results from grade and enrollment checks conducted at the end of the spring 2012 semester showed that the average spring 2012 semester GPA for mentees is 2.8 and the average cumulative GPA for mentees is 2.9. It also showed that 47 of the 52 mentees are enrolled for the fall 2012 semester. Ninety percent of the mentees from the fall 2011 cohort were also retained into their second year.

IMPLEMENTATION: Invitations to participate in the Peer Mentoring Program are distributed via email to students who have self-identified as a racial minority and/or indicated multiple racial identities on their admission application and who have been provided conditional admission to the university. This list is

provided by EMS after students have submitted their intent to enroll. In an effort to provide a positive mentoring experience, the program attempts to maintain a 2:1 mentee to mentor ratio. Once selected and paired with mentors, incoming students are notified of their acceptance in the program and what expectations are required for them to participate. While the program focuses on the successful development and transition of the mentee, the program also works to provide a positive learning experience for the mentors. The learning outcomes for both student groups are outlined below.

Mentors will:

1. Understand and articulate how the Peer Mentoring Program ties into the University mission and values.
2. Understand retention/persistence practices at CSUSM and the role mentors play in increasing these rates.
3. Understand the unique needs of traditionally underserved and historically underrepresented groups at CSUSM.
4. Understand how to build an effective mentoring relationship.
5. Understand and articulate the benefits of campus resources available to new CSUSM students.

Mentees will:

1. Feel a sense of belonging at CSUSM.
2. Gain knowledge and understand the resources available to help them be successful in college.
3. Learn effective strategies for achieving personal goals.
4. Explore how their social group identities impact their college experience.
5. Receive assistance based on the individual needs articulated to their Peer Mentors, faculty and staff.

These learning outcomes are met by developing a basic curriculum for the year that is supplemented by the specific needs articulated by each mentee during their meetings with their mentor. Additionally, periodic contact between the mentor and the professional staff occurs to document suggested mentee milestones during the first semester – milestones such as meeting with a faculty member, attending a campus event, involvement in a student organization, or visiting various campus centers such as the Cross-Cultural Center.

ASSESSMENT: Students who participated in the 2011-2012 cohort of the Peer Mentoring Program indicated an increased confidence in navigating campus resources as well as getting “plugged-in” and “adjusted.” The interactions with their mentors through frequent contact (emails, texts, Facebook, etc.) assisted in helping the student feel accepted and part of the campus community.

The Peer Mentoring Program is assessed through the following strategies:

- Pre/Post Assessment of mentor experiences at trainings
- Grade/enrollment checks of mentees after the first semester and at the end of the first year
- Periodic “check-ins” by staff with the mentors to ensure the mentor-mentee pairs are engaged in timely and appropriate activities
- Separate focus groups for mentors and mentees to gather qualitative experiences during the year

These assessment strategies attempted to measure the following:

- That mentees feel more connected to CSUSM
- To what level they have found a support network on campus
- Indication of desire to be involved on campus in co-curricular opportunities
- Awareness of campus resources and level of utilization of resources
- Strength of interactions with their mentor and level of comfort that was established
- Frequency of event attendance and campus engagement

RECOMMENDATIONS: Themes from the assessment strategies above inform program improvements and changes in the subsequent year. Recommended improvements for the future include:

- Increase the structure of the mentee/mentor relationship
- Broadening the opportunities for interactions within the larger peer mentoring community (i.e. mentee-mentee, mentee to non-assigned mentors connections)
- In 2012, mentors and mentees will retreat prior to the start of the academic year to create a stronger sense of community and identity as part of the Peer Mentoring Program through a “shared” common experience.
- Additional training for mentors to define the scope of the mentee-mentor relationship and to ensure a fundamental understanding of the purpose of the program. The scenarios that mentors will discuss include resource referral, communication styles, establishing effective relationships, building mentoring relationships despite multiple involvements and responsibilities, establishing credibility, and effective role modeling.
- More consistent assessment will be conducted throughout the 2012-2013 year as more intentional and intrusive programming is being implemented for both peer mentors and mentees.

SUSTAINABILITY: From the inception of this program, the Peer Mentoring Program has been a collaborative effort by MP and ONSP. The overall cost of the program has been approximately \$1,300.

Future costs will include retreat charges and incentives for participants in the program.

At CSUSM, there are multiple programs to help students succeed during their transition and time at the institution. The Peer Mentoring program fills a unique niche that supports and supplements the efforts of the University. At CSUSM, the future growth of program will depend on funding sources and continued campus need. Expected directions the Peer Mentoring Program will explore are:

- Increasing opportunities for mentors to facilitate and lead workshops for mentees to strengthen leadership skills
- Increasing faculty involvement and interaction
- Broadening the connection that mentees receive beyond their mentor to include campus resources, fellow mentees, and campus staff
- Increasing the number of program participants
- Formalizing follow-up/reunion gatherings and activities

REPLICATION: This program is a collaboration that could be adopted on any CSU campus and focused or specialized to meet niche populations critical to the campus’ specific retention challenges. Suggestions for future changes and program improvement can be found in Sections E and F.

Sonoma State University Fraternity & Sorority Life Emerging Leaders Retreat

This program was created as a way to work with potential organization/council leaders from the various fraternity and sorority organizations at Sonoma State University. The concept goal was to get the members away from their own organizations and the campus environment to talk about their values, experiences, stereotypes, to network with one another, and to start creating action plans for their chapters and community.

The retreat is facilitated through the Center for Student Leadership, Involvement, and Service and is implemented by the staff from that department. The retreat is an overnight excursion so money is a needed resource. Each participant needed to pay a deposit to hold his or her space. If a person decided to not attend, then they would not receive their deposit back. A retreat site was reserved close to campus so that students could carpool together and to save money on transportation. Funding was also used to pay for snacks for the retreat and participant materials. There were no other expenses. All funding came from the CSLIS general fund budget.

Emerging Leaders (EL) is free for students and is intended for all chapters to participate. However, it is not a mandatory event for the organizations. Each chapter is limited to two participants and an alternate. Chapters are encouraged to send members who they see taking significant leadership positions within their organization or respective council. It was up to the chapters to determine how participants were selected: Some took volunteers, whereas, others had elections to pick representatives. Depending on the number of chapters and participants, the alternates are usually invited to attend.

The past two years of this event has seen an average of 30 people attend. As stated previously, the intended audience is for younger members of the various organizations. The application asks for a sophomore and junior with the alternate able to be any class standing. All of the individuals need to be initiated in their respective organizations. The participants are told to not bring any items that may identify their organization affiliation.

The structure of the program is focused around learning outcomes. The learning outcomes for this retreat were the following:

Learning Outcomes for Emerging Leaders

1. The participants will **establish networks** for future collaboration by engaging in conversations and physical activities with other young leaders of the fraternity/sorority community, and work on developing their **communication** skills as a leader.
2. The participants will **identify their personal values** and will discuss what that means to themselves and their chapters.
3. The participants will **learn about the 2012-2017 Strategic Plan** and how they can develop strategies to start implementing the plan in their own chapters and communities.
4. The participants will **identify and analyze stereotypes** of other chapters and view stereotypes associated with their own chapter to begin breaking down barriers between the groups.
5. The participants will **establish a vision** for either their chapter or the Greek community, incorporating the previous learning outcomes.
6. The participants will **demonstrate their commitment** to improving their chapter and the Greek community.

Each workshop session is directly related to the various learning outcomes. Some of the workshop sessions included: (a) values auction; (b) stereotypes workshop; (c) establishing a vision and creating an action plan; (d) communication styles; (e) low ropes course; and, (f) networking/bonding. See schedule below for the 2012 program.

The assessment plan for the retreat is focused on overall satisfaction and the learning outcomes. A likert-scale is used to determine satisfaction and open-ended questions are provided for feedback. The students are asked specifically if they felt the activity achieved the desired outcome and then are able to provide comments. The first year of the program (January 2011) saw an overall positive response from the participants in the assessment. The first-year included a day-long intensive workshop with Mike Dilbeck from the ResponseAbility Project on the topic of bystander intervention. Of the 30 participants in the first year of EL, over half went on to take significant leadership positions (president, vice president, standards chair) for their respective organizations or were elected to council leadership positions. With a reduced budget, EL needed to be done entirely internally this past year, so no outside presenter was contracted. Because a majority of the organizations hold elections in Fall semester it is unclear if the past year (February 2012) will have a similar outcome. However, the overall survey results were positive.

A couple of sessions received constructive feedback to make them more effective. The program will look to identify a different space at the facility to help with some of the activities. The program workshops are able to be tweaked based on the student comments and can be switched out for other workshops if deemed necessary. One workshop that remains consistent is the one on stereotypes. During the first evening students are asked to write down anything they have ever said or heard about the various chapters at SSU. The comments are anonymous. The statements are then compiled, written on large sheets of paper, and then placed on the wall around the room. This activity has always proven to be quite powerful and eye-opening for the students. It is related back to the values activity from the previous evening. The activity does stir a range of emotions and leads to a great discussion about the community.

The CSLIS office has committed to continuing the program based on the assessments, positive word of mouth the program has generated, and its outcome of producing students who take significant leadership positions within the fraternity and sorority community. If a campus is looking to replicate the program, it would need to make sure that it has the financial resources to make it happen. There is also a significant amount of staff time spent on development, planning and organizing in the preparation for the program. The amount of time to implement the program will depend on if the coordinator uses other staff or outside presenters or facilitates the program alone.

California State University, Stanislaus Faculty Mentor Program

One of the Student Leadership and Development flagship programs at CSU Stanislaus is the Faculty Mentor Program, which was established in 1986 and continues today through the resourcefulness and sustained commitment from the volunteer mentors (faculty), the Program Coordinator and the faculty Program Director with support from Student Affairs.

CONCEPT: During the 1985 and 1986 academic years, California State University, Stanislaus President John W. Moore took the lead in reorganizing a number of separate academic, student, and special service programs into a consolidated program as a beginning step in responding to the CSU "Educational Equity Committee Report." A key aspect of that reorganization was the integration of minority programs and minority program officers into the internal administration. The campus published a comprehensive statement that detailed the new organization, as well as outlining expectations for each of the reorganized units in implementing the twenty-four recommendations of the Equity Report.

Responsibility for the retention component of the campus plan was assigned to the Assistant Vice President for Educational Services whom developed an ambitious university-wide retention program which integrates and coordinates the activities of the Educational Opportunity Program, Tutoring Program, Student Special Service Program, Intensive Learning Program, Summer Bridge Program, Freshman Friends Program, Academic Advising Center, Career Counseling, and the Faculty Mentoring Program (FMP). A primary objective of FMP is the retention of minority students; presently referred to as educationally and economically disadvantaged students. To do so, the University must provide not only special academic assistance but also opportunities for minority students to create and participate in warm and lasting relationships with other students, with faculty, and with departments.

The proposal was directed toward securing funding to assist ethnic minority students in clarifying their educational and career goals and relating personally to the University and its mission. The campus commitment to the proposed Faculty Mentoring Program proved to be widespread and sincere.

The proposal included plans to develop a Faculty Mentoring Program capable of broadened application on the CSU Stanislaus campus and replication elsewhere by:

1. Assisting 80-100 ethnic and/or culturally diverse students to improve their self-concept, to broaden their career aspirations, and to achieve a sense of identification with the University and its goals.
2. Selecting the 80-100 student participants from among a candidate pool, identified by the Directors of EOP, SAA, Academic Advising, the Honors Program, Academic Department Chairs, the Registrar, and other campus offices, which offer services to minority populations, such as African American and Hispanic students.
3. Providing a maximum opportunity for faculty to participate as mentors. Recruitment of faculty will be implemented through cooperation with academic officers and chief members of the faculty governance system.
4. Providing training opportunities to the ten faculty mentors selected for participation will include concepts related to effective interaction with ethnic and/or culturally diverse students. The training will be offered through campus designed programs and through information and materials provided by the CSU.
5. Supporting the faculty mentoring efforts with relevant campus retention services, such as tutoring and career planning programs.
6. Developing an evaluation model which will assess student participant, retention, satisfaction, life-planning, academic growth, improvement of faculty perceptions, and program design.
7. Integrating the proposed Faculty Mentoring Program within the campus Retention Program and the overall campus Educational Equity Program by assigning administrative responsibility for the mentoring program to the Assistant Vice President for Educational Services.

PLANNING: FMP's optimal strategy for enhancing academic and personal success, a strategy implemented, assessed and refined over the past twenty-five years, involves a combination of direct instruction (in the form of FMP-linked First Year Experience Seminars) and co-curricular events throughout the year that support students' efforts to develop study skills and meaningful relationships with university faculty and additional resources on campus. The Board of Directors of FMP creates and coordinates these events, which include a Welcome Back Celebration and Interaction, Monthly Mentor Protégé Interactions, stringent New Mentor and Student Organization Training, Mentoring Meetings, our annual educational retreat of learning activities, mini retreats focused on specific topics of student success such as graduate school and career services/development, an annual Award Celebration and various cultural/social events.

IMPLEMENTATION: The process of recruiting faculty Mentors begins in the late summer and is implemented at the first week of each academic semester. Faculty members self-select after outreach efforts from the program. They then participate in a minimum of 3 training sessions. Complementing the faculty training process, student Protégés select the participating faculty member she/he would like to develop a mentoring relationship with. Mentors participate in on-going training, which includes the review and history of the program, student development, social and cultural capital, team building, cultural awareness, understanding diversity and interpersonal strategies for improved communication. CSU Stanislaus faculty mentors agree that the "experiential" workshops are helpful and that the opportunities for discussion also allow them to get to know each other better. In addition to the personal meeting times that are arranged between mentors and their protégés, faculty and students participate in co-curricular interactions and activities provided by the program. These structured activities include annual 3-day learning objective driven retreats, on-campus mini-retreats that are topic focused, plays, ballets, concerts, lecture series, visits to other university campuses, job fairs, picnics, ball games, and other field trips. Once a month mentors get together to discuss upcoming activities and provide feedback on their personal mentoring experiences, currently due to fiscal and staffing reductions Mentor Meetings are held once a semester as longer planning sessions.

Assessment: FMP evaluation will focus on the student satisfaction levels and perceptions of mentoring as a participant in the program to improve program services, interactions, activities and resource allocation. In order to fully provide quality and transformational events, services, and focused one-on-one mentoring, the program must collect data about students' interests, needs, and perceptions of their participation and program satisfaction. The evaluation of the program shall be both formative and summative during the academic year. The formative evaluation currently includes event specific evaluations, periodic structured mentor feedback in response to questions posed by the FMP Board of Directors, qualitative data based upon Mentors direct observations through interactions and personal communication and data collected by the FMP Coordinator related to her interactions and personal communications with program Protégés and Mentors. The summative evaluation consists of a program satisfaction student survey and a faculty survey, conducted annually each spring semester since 2008. The main audience of the program includes undergraduates that are typically educationally and economically disadvantaged, however, the program does not exclude students that do not meet the definition or who may not be first generation college students. The essential program components of the program must consider the student's needs both socially and academically in order to develop a comprehensive mentoring program designed to foster growth and higher retention rates of the student population. Furthermore, the essential elements of identifying critical needs are an important element in identifying, developing and implementing continuous faculty mentor training.

"As early as 1989, Guba and Lincoln had proposed that evaluators become advocates for the voiceless and powerless of society" (Fitzpatrick, J., et. 2004, p.133). As a program advocate and evaluator, the Program Coordinator plays a decisive and central role in identifying FMP student's needs, and faculty's mentoring strengths and opportunities with the FMP Board of Directors. The program's population served must be evaluated by mixed design research, both qualitative and quantitative data in order to capture a more accurate account of experiences, perceptions, satisfaction, and values and beliefs. A Participant-Oriented evaluation approach best fits the program's desire to gain understanding through observations and discovery, as Fitzpatrick champions. In addition, "subjective and objective, qualitative and quantitative representations of the phenomena being evaluated are used"(Fitzpatrick, J., et. 2004, p.133).

The Program Coordinator, in concert with the FMP Board of Directors, remains committed to further understanding the student and faculty experiences by being an active participant in all activities and discussions surrounding program evaluation and feedback. All perspectives are important in shaping the program's goals and objectives in order to ensure a holistic approach is taken in discussing potential program opportunities and threats.

The FMP Coordinator has the responsibility of collecting participant data, such items includes: student and faculty program application data such as names, major/discipline, identification number of student participants and their demographic characteristics, ethnicity, GPA, grade level, mother and father educational level, hobbies and interests. In addition, program event evaluation includes participation rates, measures of success, the extent to which event/activity objectives were achieved, annual program retention data, student participation with faculty Mentors, faculty evaluation of the experiences which includes an assessment of perceived change in self and in students. The Coordinator prepares and publishes a final written report for each academic year, based upon the formative and summative evaluation findings, and survey data analysis.

Based upon the spring 2012 year-end program survey the following major findings support FMP's mission and outcomes. Highlights of the major assessment findings include:

Data was collected to assess protégé frequency of interaction with faculty mentors during the AY, not including organized FMP events. Interaction was defined to include meetings, emails, phone calls, or other communication modes.

- Protégé-Mentor interactions have very high rating, with 63% rating it as good or excellent.
- The data still contends, the more frequent protégés and mentors engaged in interactions, the higher protégés rate the interaction quality.

Retention and Graduation data was collected with two key findings:

- The end of the year survey asked protégés if they would continue enrollment at CSU Stanislaus in the fall 2012 semester. Only 8% stated no, while 76% stated yes. Additionally, 12% surveyed respondents stated they would be graduating, and 4% were not sure or undecided about fall enrollment.
- Protégés were asked how helpful FMP was as a factor in their decision to continue enrollment for the fall 2012 semester. The majority of respondents, 66% stated FMP was very helpful or helpful in their decision and 25% responded somewhat helpful.

Overall protégé (student) program satisfaction key findings include:

- Results concluded 61% of protégés evaluated the frequency of FMP events should be the same or maintained.
- 96% stated that they will recommend this program to their friends.

Our volunteer mentors (volunteer faculty) survey yielded the following highlights:

- With the exception of, "Improving/inspire my scholarship activities" and "Good for my RPT or PRT" receiving a mean of 3 out of a scale of 1-5, all other questions received 4 or 5. This result suggests most mentors agree there is personal benefit in various aspects from participation in FMP.
- The three highest items concerning skill based objectives for mentors were: Becoming more aware of the available resources on campus (67%); becoming more aware of the characteristics of new generations of college students (56%); and understanding the needs of a diverse student population (56%).

All of these three benefits closely related to knowledge in mentoring, which was the primary focus of FMP initial mentor training. The FMP Annual Retreat was identified as one of the main factors that are helpful in assisting mentoring in the open-ended questions, with results suggesting the effectiveness of FMP mentor training.

- The highest objective related to mentor networking/relationships concerned meeting and working closely with colleagues outside their discipline (78%).
- Concerning teaching, research, and service, the highest rated objective related to mentors expanding their services at the university level (50%).
- Finally, mentors rated the objective of helping students to build successful college experiences (67%) as the highest among mentor personal growth.

RECOMMENDATIONS: FMP's optimal strategy for enhancing academic and personal success, a strategy implemented, assessed and refined over the past twenty-five years, involves a combination of direct instruction (in the form of FMP-linked First Year Experience Seminars) and co-curricular events throughout the year that support students' efforts to develop study skills and meaningful relationships with university faculty and additional resources on campus. The Board of Directors of FMP creates and coordinates these events, which include a Welcome Back Celebration and Interaction, Monthly Mentor Protégé Interactions, stringent New Mentor and Student Organization Training, Mentoring Meetings, our annual educational retreat of learning activities, mini retreats focused on specific topics of student success such as graduate school and career services/development, an annual Award Celebration and various cultural/social events.

In addition to these student focused events, FMP also supported the establishment of the FMP Student Organization. This organization empowers students as they take on roles involving autonomous leadership, self-governance, and program planning under the auspices and guidance of FMP Mentors, and therefore it is a crucial method for directly involving students. Approximately 10-12 students become involved as FMPSO Officers during a given academic year, while an additional 100 students are directly involved in FMP as Protégés. The number of students directly involved through their status as Protégés is contingent on funding, because additional funding enables the recruitment and training of additional Mentors as well as the recruitment of additional Protégés.

Our FMP priorities are:

- Increase the number of active faculty mentors by recruiting new faculty and retaining trained mentors.
- Improve the quality of mentor protégé relationships.
- Prioritize program events and reconstruct the program operation in response and preparation to budget crisis and impacts.
- Strengthen students' overall connection with the campus community.

SUSTAINABILITY: Currently, the members on the FMP Board of Directors are partnering with University Advancement to find potential donors. The program was granted IRA money in the amount of \$40,000.00 that will support the program's mentor protégé interactions and learning activities, that focus on student success topics. The requested IRA funds cover the costs of food, facilities and materials and supplies that will enable FMP to provide a quality experience for all FMP protégés (students). The IRA allocation will allow the program to continue to serve our protégés by providing a quality retention and educational program with resources, pertinent information and interactions for sustaining student success.

REPLICATION: The first and most important group within FMP are the protégés (students), students that were in the FYE seminar and FMP Student Organization Officers. Many students encounter challenges pertaining to navigating the University, academic expectations, academic and course skills for success, progressing and networking toward career goals, adjusting to college life, developing individual goals leading toward graduation, developing critical thinking and scholarly habits, developing relationships with faculty and connecting with the campus community. The structure of the program's interactions and activities are designed to enhance the student's experience and provide additional time, access and opportunities to interact with faculty, staff and their peers in an educational setting. FMP students need an opportunity to learn more about academic and educational/co-curricular requirements and opportunities, and begin to build relationships through mentoring interactions. These relationships and opportunities to learn more about academic and co-curricular resources and opportunities will build a stronger foundation for students and their educational success.

The second group of students that benefit from FMP are throughout the university. All university students benefit through the training and development of faculty Mentors, who provide positive educational opportunities with the program and nurture mentoring relationships with their protégés and other protégés in the program. Based upon our program assessment data, faculty mentors benefit by providing better mentoring to students in the following areas: become more aware of the available resources on campus, communicate effectively, become more aware of the characteristics of new generations of college students, understand the concepts of mentoring and different styles of mentoring, understand the needs of a diverse student population, develop rapport with their protégés (students), and improve teaching practices.



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