Flagship Programs in Student Activities
Biennial Report
2010

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Executive Summary

2010 Student Activities Program Evaluation
THE CALIFORNIA STATE UNIVERSITY

Background Information

In accordance with Executive Order No. 1006, Student Activities, California State University (CSU) campuses submitted a program evaluation of their student activities programs highlighting their 2008-2010 overall effectiveness in student activities. The program evaluation provided an opportunity for campuses to review their risk management processes, program quality, student satisfaction, and participation growth. Campuses highlighted the vast array of programs and services housed in their respective areas as it connects to the mission of the Student Affairs division and the institution.

Section I & II: Overall Program Evaluation

As diverse as the communities that the campuses serve, so are the programs and services in student activities throughout the CSU system. While the organizational structure, campus culture and individual needs of each campus delineate the functions of each student activities program, they all share a common vision of providing the "out of the classroom learning" in the ongoing mission of anticipating the diverse needs of each incoming cohort of students, collaboration across the campus and the community, integration of technology and ongoing assessment of ensuring quality programs and services.

Campuses are intentional in the development and coordination of programs, strategically aligning their student learning outcomes with the institution's mission and goals. Eighty-two percent of campuses stated that student learning outcomes were integrated into their program planning with a number of them initiating longitudinal comparisons. A number of campuses have utilized assessment software program *Campus Labs*, formerly *StudentVoice*, to assist in their assessment and research efforts. While the economic downfall has taken its toll on California's colleges and universities, student activities reported increased collaborations (sixty-four percent of campuses), corporate sponsorships for additional program funding, program and event co-sponsorship both on and off-campus, and partnerships with Associated Student Incorporated/Auxiliary Corporations.

Higher education institutions have seen all-time high enrollment, sixty-eight percent of the campuses documented increased participation in their programs, specifically in student organizations and Greek life. Additional campus housing, brand-new student unions and state-of-the-art recreation centers have attracted increased student participation to student activities programs & services.

Another component of Executive Order No. 1006 highlighted the expectation of institutionally developed official student organization recognition processes, enforcement of minimum academic qualifications for student leaders and risk management oversight. All campuses have addressed these needs, most effectively through the use of technology, clearly delineated chartering and communication processes and increased campus-wide efforts. Campuses have

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turned to stream lining club and organization chartering processes and communicating to students via web-based portal utilizing organization management software (five campus described utilizing *OrgSync*, while one uses *Collegiate Link* and *Interactive Collegiate Solutions (ICS)* for Greek Organizations). They have increased campus-wide support of student activities through increased communication and collaboration. There was a theme throughout many of the campuses that describes increased partnership with Risk Services, campus police, and facilities for event planning of large scale programming critical to successful student activities. One concern stated was the challenges of hosting "cultural events" (specifically hip hop and rap) due to inability to secure insurance coverage. Overall, all campuses continue to evolve and grow in meeting the ongoing needs of their students in addition to meeting the requirements as stated in Executive Order No. 1006.

Section III: Ongoing Changes & Impact in Student Activities

While campus expressed enthusiasm for increasing numbers of students participating in the diverse array of programs and services, they also encountered a number of challenges. In reviewing the program evaluations, the themes that evolved are synthesized in the following themes: Personnel, Budget and Facilities.

Personnel
California State University is all too familiar with decreased personnel resources, more specifically furloughs as a result of the 2009-2010 budget deficits. This resulted in seventy-three percent of campuses stating personnel resources were an issue. Temporary vacancies and merging programs on an "interim basis" as a result of the budget constraints have become long-term, which resulted in decreasing level and quality of services and overextending staff. Student activities programs have been challenged with discussing elimination of programs and services as a result of decreasing staff and program budgets while at the same time, increased student enrollments expectations from campus constituents to address their growing needs.

> *"We have developed an atmosphere of delivering more than we have promised, which we're proud of, but when it became apparent that that wasn't possible with our staff hours cut back, students began to waiver in their belief of our promises to deliver outstanding programs and services" (2010 Biennial Student Activities Program Evaluation).*

Facilities
Increased on-campus housing and greater than ever student engagement in programs and services have brought the need for more on-campus facilities for event programming. A number of campuses are in the midst of construction projects or discussing the possibility of Student Union/University Conference centers to meet the growing need. On the other hand, a number of campuses costs for on-campus facility rentals have surpassed expenses of utilizing off-campus, privately owned accommodations resulting in more off-campus programming. This has brought additional concerns of "town gown" relations, added liability and student discipline adjudication.

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<u>Budget</u>
The issue of budget shortfalls has forced campuses to re-think their programming, especially evening and weekend activities. One example is that of leadership development of student leaders. What once were weekend-long retreats at off-campus facilities are now offered on-campus in condensed formats, *unexpectedly,* increasing student participation. More students have found themselves able to participate in the short-term, on-campus programs. The trade-off will be the quality of the student development and learning, the depth of the community built among the leadership teams and limitations on what can be taught in a compressed schedule.
State funds and institutional resources have dwindled, while Associated Student Incorporated (ASI) allocations increased to cover the short-falls at many institutions. Although sixty-eight percent of campuses stated the budget was a concern for their student activities, many have been subsidized through folding their programs into the Student Union and/or ASI or Auxiliary. The implications of long-term sustainability of programs and services were noted by a number of campuses as ASI allocations are determined by Student Senates on a year to year basis dependent on student leader priorities.

> *"The challengs with this format is that money is requested and allocated annually and is at the discretion of the Student Senate. While we have enjoyed a positive working relationship with the elected student leadership and work very hard at maintaining this relationship with the elected body the will of the students can change significantly from year-to-year. The lack of certainty in this model creates significant difficulty in developing long-range plans and program building when the majority of our department funding is both controlled by the Senate (meaning they have oversight in how the funds are used) and unstable" (2010 Biennial Student Activities Program Evaluation).*

Flagship Programs

2010 Student Activities Program Evaluation
THE CALIFORNIA STATE UNIVERSITY

The student activities areas throughout the California State University system have flagship programs from which they have developed according to the unique needs of their campus. As the faces of the students change, so do the programs and services that campuses provide. The campuses are constantly evolving in order to address the needs of the students in order that they learn and grown throughout their higher education experience. A description of a sample of these programs follows outlining the best practices in flagship programs throughout the student activities programs across the CSU system.

California State University, Bakersfield

Educating Student Leaders about Hazing
Crossing the Line Anti-Hazing Seminar

In the absence of any major violations or incident reports, California State University, Bakersfield (CSUB) decided to take a proactive approach to educating student leaders about hazing. Hazing is something that can turn a campus upside down and put a major damper on student life at a university. That campus philosophy is that students who find a small community through a student organization instantly find a connection to the university. Organizations that haze their members cause other to not seek that small community and result in students being disconnected from the university.

Concept: The program was hosted to ensure that student leaders are aware of the national trends in the area of hazing and to give them an outlet to openly discuss any issues they may have encountered or witnessed.

Planning: Through collaboration with the National Collegiate Athletic Association (NCAA) CHAMPS Life Skills program, the Office of Student Involvement and Leadership hosted the program for a target audience of Social Greek organizations and student-athletes. CSUB contracted with CAMPUSPEAK to host a facilitator to conduct the six hour workshop.

Implementation: Since the curriculum was so time intense, the campus decided to host the workshop on a Saturday. By doing this the campus was able to provide students the opportunity to attend the entirety of the program without having to deal with scheduling conflicts from classes. In attendance we had 40 students representing local and national Social Greek Organizations and Intercollegiate Athletic teams.

Assessment: Through this program CSUB was able to accomplish Student Learning Outcomes Goal I: Students displayed critical reasoning and problem solving skills by demonstrating the ability to speak, write, and think critically. During the workshops the students engaged in healthy dialogues, many of which showcased their ability to think and speak critically. Also, as part of the workshop curriculum the students were asked to write how they defined hazing. This took place towards the conclusion of the workshop and was used by the office to determine if the students had fully grasped the concept of hazing.

Overall the students find the workshop to be beneficial with seven (17.5%) students giving it a ranking of *Excellent* and 20 (50%) students giving it a

rating of *Good*. This comprised over 65% of the students who were in attendance giving the workshop a positive rating. Twelve students (30%) gave the workshop a rating of *Okay* and one student (2.5%) gave it a rating of *Unsatisfactory.*

Recommendations: Based on the assessment data it is highly recommended that we continue to provide this workshop. However in the future we plan to conduct a pre/post- test on the topic.

Sustainability: This program is one that the Student Life & Leadership Programs plans to sustain. It will be used to launch a series of program similar in nature, whereas student learning will occur on student involvement issues outside of the classroom.

Replication: A campus that may be interested in replicating this program will need to be cognizant of time restrictions and costs associated with the program.

California State University, Channel Islands

Now & Then
Latina Experience (Fall 2009)
African American Male Experience (Spring 2008, 2009 & 2010)

In 2008, the Now & Then event was coordinated out of the Vice President for Student Affairs Office as a stand-alone event with the support of various departments and volunteers. As a result of the overwhelming success and interest displayed by participants, Now & Then has thrived into a signature, annual campus event.

Concept: The student development theories of Cross and Torres helped to create the theoretical framework for Now & Then. Cross developed five stages of development to address black identity that include pre-encounter, encounter, immersion-emersion, internalization, and internalization-commitment (Torres, Howard-Hamilton & Cooper, 2003). Though Cross' stages are not linear, they represent a spectrum through which a student moves from denial of one's ethnic identity, to acceptance and comfort with one's identity as an African American. Similarly, Torres addresses Latino/Latina ethnic identity development by exploring three conditions that students encounter during their first year of college that include the environment where they grew up, family and generational influences, and self-perception of status in society (Torres, Howard-Hamilton & Cooper, 2003). Of particular importance, Torres resolved that identity development can change because of two circumstances: conflict with culture and change in relationship within the environment. Student development lies in either the congruence or incongruence of these circumstances.

Now & Then was first introduced as an African American Male panel discussion in February 2007 at California State University, Channel Islands (CSUCI). The event transpired from the expressed need to promote cultural dialogue, inspire students through role modeling, and increase community awareness of various experiences of specific underrepresented populations. The response to the individual experiences of the multigenerational male panel has been astounding. Each year, event evaluations have affirmed the success of the event as a captivating source of cultural dialogue and reflected that the community wanted a similar panel with women. Therefore, in September 2009 Now & Then: Latina Experience was created.

The personal, educational and professional journeys of the distinguished panelists and speakers are intentional and designed to resonate with the audience, give hope and encouragement for the future successes and

pathways of students and provide inspiration for those seeking guidance and mentoring in their continuing education and career pursuits. Now & Then events include artwork, music, food, CSUCI student reflection(s) and a panel discussion with questions written by the audience and taken directly from the graffiti boards placed around the room.

Planning and Implementation: Multicultural Programs, within the area of Student Life, is charged with planning and implementing Now & Then. Now & Then is conducted by the Coordinator of Multicultural Programs with support from student assistants, Associate Director of Access, Orientation and Transition Programs and the Dean of Students. Multicultural Programs collaborates with other CSUCI departments including the Center for Community Engagement, Center for Multicultural Engagement, Student Leadership Programs, Educational Opportunity Program and faculty from the Art Program.

Event Agenda
- Reception
- Introduction
- Welcome from Student Life
- Welcome from Student Affairs
- Student Reflection
- Art Presentation
- Panel Discussion
- Closing
- T-shirt Raffle

Budget - Expenditures for Now & Then consists of catering ethnic-oriented foods, entertainment fees (if needed), presentation equipment (AV, lighting and other related set-up fees) and miscellaneous costs (thank you gifts for speakers and panelist, parking passes for VIPs, audience giveaways, etc.) In past years, student fees from Associated Students Inc. provided the necessary funding.

Target Audience - The target audience for Now & Then is CSUCI students, faculty and staff as well as Ventura County community members.

Facility - The event has been held on the CSUCI campus.

Scheduling - The events were held during the nationally recognized months that celebrate a specific culture. Now & Then: Latina Experience was held in September to celebrate Hispanic Heritage Month and Now & Then: African American Male Experiences was held in February to celebrate African American Heritage Month.

Assessment: *Purpose* - Provide a forum for the campus and local communities to engage in dialogue about personal experiences related to cultural identities that span generations.

Aims- Now & Then is designed to celebrate diversity and highlight the achievements of minority cultures. As a result of panel members spanning generations, Now & Then attendees will engage in the following objectives:

1. *Discussing* issues and challenges facing leaders of color and minority cultures
2. *Celebrating* achievements of people of color and minority cultures
3. *Creating* student networking and mentoring opportunities
4. *Providing* guidance and strategies for career and life planning
5. *Building* skills for student success
6. *Increasing* communication
7. *Fostering* an inclusive environment

Outcomes- As a result of attending Now & Then, students will:

- Cite a challenge or a success learned that relates to the cultural theme of the event (Obj. 1 and 2).
- Report if and how the event inspired them to seek mentoring from role models to assist with career and life planning (Obj. 3, 4 and 5).
- List something that challenged their perception of the culture theme (Obj. 6 and 7).

Assessment Questions (2009-2010)
An open ended assessment survey was given to all audience member and participants at the end of Now & Then events. The following questions were asked:

- What challenges and successes discussed by panelists had an impact on you? How will you learn from these challenges and successes? (Obj. 1 and 2)
- Will you seek mentoring from a role model for career and life planning because of this event? If so, how? (Obj. 3, 4 and 5)
- How did this event challenge your perception of the Latina/African American culture? (Obj. 6 and 7)
- What was your favorite part of the event?
- What was your least favorite part of the event?
- Will you attend this event, or other events like it, in the future?

African American Now & Then Assessment Question Responses
The collective response to the individual experiences of the multigenerational African American male panel has been astounding. Each year, event evaluations have affirmed the success of the event as a captivating source of cultural dialogue and reflection. The following are students' comments to assessment questions:

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- The panel was very inspiring.
- I will learn to not let negative attention bring me down and to focus on the positive.
- Stay positive, move forward, remain grateful and know that even one's mind can grow toward a step in the right direction.
- (In response to mentoring) I scheduled a meeting with Dr. Adams (CSUCI Faculty).
- It opened my perspectives on racial issues.
- (In response to changing perception) Not challenged but enlightened.

Recommendations: Recommendations for Now & Then for future efforts would include including different ethnic, gender and racial identity populations and topics such as Asian/Island Pacific, Latino and African American female. It was deemed appropriate after assessment of the previous years to update the event's aims, objectives and outcomes to better define the program and ensure student needs are met. The event has also grown to include cultural art and music during the reception.

Sustainability: Now & Then is considered a CSUCI Student Affairs' Signature Event. For the coming year, Now & Then will shift its focus by representing Now & Then: Latino Experience, Now & Then: African American Female Experience and Now & Then: Asian and Pacific Islander Experience.

Replication: First and foremost, when replicating this event it would be suggested to determine the multicultural needs of the student population. Now & Then has aimed to represent the diverse culture on campus of our students, faculty and staff and the community-at-large. For example, Now & Then: Asian and Pacific Islander will be planned and implemented because of the growing Asian and Pacific Islander community at CSUCI. Not only has Now & Then represented our campus community, it aims to educate our student on CSUCI's surrounding area. Now & Then: Latina Experience was introduced because CSUCI consists of 38% of people from either Hispanic or Latino origins. As a Hispanic Serving Institution, it is imperative that CSUCI incorporate multicultural programs that are specifically designed for our Hispanic student population. The program represents and educates our students about the large community population of Hispanic and Latino families in Ventura County (US Census Bureau, 2010).

References

Torres, V., Howard-Hamilton, M. F., & Cooper, D. L. (2003). ASHE-ERIC Higher Education Report. In *Identity development of diverse populations: Implications for teaching and administration in higher education* (Vol. 29). San Francisco: Jossey-Bass.

US Census Bureau. (2010, April). *State & County QuickFacts*. Retrieved July 22, 2010, from http://quickfacts.census.gov/qfd/states/06/06111.html

California State University, Chico

Cross-Cultural Leadership Center

Beginning in 2007, the Student Activities leadership program coordinator developed the Cross-Cultural Leadership Center (CCLC) with the following 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*
> *California State University, Chico (CSUC) 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 and 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 two 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 first full year of operation focused on the primary goal of building and strengthen various ethnic communities. This goal was achieved via retreats, cultural celebration days, and

collaboration efforts with student organizations, faculty/staff, and campus departments.

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 $60,000 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. The former leadership program also had raised extramural funds and there exists a modest endowment. Some of the CCLC programs supplement expenses with small user fees. The center conducts retreats, for instance, where participants pay a minimal fee. Midway through the implementation process budget challenges caught up to the CCLC and the temporary SSP position was vacated without replacement funding. During mid-year stimulus money was allocated to restore the temporary SSP position for the balance of the year and this will continue through the coming Fall Semester. Identifying on-going revenue for this staff position is a work in progress. Approximately 4,835 people attend CCLC programs and events.

Program highlights for this past year include:
- Over 10,000 student visits to the CCLC.
- 61 student volunteers participated as active committee members for CCLC programs.
- The CCLC student staff planned 21 programs. (See attached)
- The CCLC provided space for 54 non-CCLC programs in its Center.
- The CCLC formalized a partnership with an academic entity, the College of Business.

Assessment: Many students involved in the CCLC are also officers in recognized student organizations. These leaders are included in our student organization leadership surveys. The CCLC continues to identify learning outcomes and will be utilizing *StudentVoice* 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 one of the two 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:
- Identifying a suitable facility in a visible and appropriate location

- Developing on-going revenue support for both sufficient professional and student staffing
- Developing on-going revenue support for programming expenses
- The structure and management of the program must be very student centered while conducting outreach to faculty, staff and non-university community members.
- The ambiance (furnishings and décor) of the physical space needs to be comfortable, inviting and flexible for a variety of uses.

California State University, Dominguez Hills

The Year of the Volunteer

Concept:

The "Year of the Volunteer" is built upon two components of California State University, Dominquez Hills (CSUDH) Student Life programs, Leadership Development and Community Service Programs. Our history with Community Service Programs has included a previous "Year of the Volunteer" in which a registry of 365 campus community members was established, one for each day of the year. These students and CSUDH employees joined the registry because they regularly performed community service and wanted to receive notices of civic engagement/community service opportunities.

While filling the registry was not very hard to do, it was impossible to establish a clearinghouse to research volunteer needs for validity and credibility and send out regular notices to the registry with the student life staffing model that exists. Without the ability to establish a stronger staffing model in Student Life, we began to look for a campus partner who could provide the support. We decided to keep the idea of the registry alive and find a partner to help with the verifications and communications aspects of the program.

The Director of Student Life approached the Office of Service Learning, Internships, and Civic Engagement (SLICE) about a possible partnership and the idea was met with open arms. The Office of Student Life had the student and student organizations' contacts while SLICE had pre-established agency contacts, along with community partners and a staffing model that could handle the communications.

Planning:

The initial plan was established by the Directors of Student Life and SLICE. This became a partnership between the Divisions of Enrollment Management/Student Affairs and Academic Affairs. It was clear that sharing resources and doubling marketing efforts would support the missions of both Offices and provide the CSUDH campus community additional opportunities for volunteerism and service. It would also support the University when future accreditation visits reviewed our community engagement activities and it held the potential to provide some well-deserved recognition for individual and University civic engagement activities.

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The resources most needed were staffing related. A dedicated staff member to keep abreast of agency and opportunity verifications and communications (clearinghouse) was made available from SLICE.

Implementation: Student Life would include SLICE and invited community partners in Welcome Week 2009 which served as the kickoff to the year-long event. Costs were shared between the Office of Student Life, SLICE, and the Loker Student Union, Inc.

SLICE created a new form for registry signups and their website became a major information resource. All three campus departments promoted the program at Welcome Week and encouraged members of the campus community to sign up. All forms are forwarded to SLICE for inclusion into the registry.

Things had to be kicked into overdrive when two typhoons hit the Philippines in late September (1st and 26th) and the underwater earthquake hit Samoa with a massive Tsunami on the 29th. CSUDH responded to the need for clothes, personal care products, hygiene products, food, water, diapers, and much more by asking our campus community for donations. Within a week the CSUDH held a "Curb Side Donation Drop-off" which was very successful with members of the campus community donating mostly clothes, shoes, and food.

Simultaneously, other campus members were dropping off donations to the Office of Student Life which was quickly overrun with boxes and bags that stacked ten feet high. With constant reminders sent by OSL and SLICE to the campus and a second curb side event, the donations continued to roll in. The Office of Student Life enlisted the support of the Office of Government Relations to coordinate donation pickups by the American Red Cross due to the overwhelming response level. That is how much of the fall semester was spent, collecting donations from the Dominguez Hills community and then watching it all fill up the red cross trucks. On one occasion, a larger truck was needed due to the massive amount of donations that were on hand.

With January 2010, came another international disaster, a 7.0 earthquake hit Haiti with devastating results. The Year of the Volunteer was certainly being put to the test as CSUDH again felt the need to respond as a community. OSL and SLICE had joined forces with the Black Faculty Staff Association (BFSA) to sponsor a Career Closet that was to culminate in April. Now CSUDH was running two major donation-driven programs simultaneously and resources were stretched thin. Both programs were needed and the commitment level to both was never questioned. To support the efforts to get the Career Closet off the ground, we expanded the partnership to the Office of Student Development and the Outreach

Visitor's Center for additional marketing, storage, and personnel support. Even with full spring semester calendars, these two departments gladly joined the efforts to provide a career closet to our students and then to various agencies that would also come to the campus and "shop" for "clients' already identified to need certain clothes for job interviews or the first month on the job.

Both the donation drive for Haiti and the Career Closet concluded in the same week. By that time, CSUDH had filled approximately ten trucks with donations for the Philippines, Samoa, and Haiti. In addition, $2,152 was raised to directly support a selected school in Haiti through an organization name CREED. The funds raised would be spent dollar for dollar on school packs for needy children attending the school. The funds were raised as follows:

Unity Fest Silent Auction	$383.00
Unity Fest Dance	$569.00
Unity Fest Food Vendors	$400.00
Luau for Haiti Relief	$300.00
Donation	$500.00

In general, the only timing consideration was for a timely response to international disasters that had negative impact in the surrounding and campus community. Carson and the South Bay has one of the largest Samoan communities outside of American Samoa, so we had to respond, and we did so immediately. Even when we were at a point of ending a donation drive, we were asked to extend our timelines twice and we did so until we just could not store any more donations. We will have to plan for more storage in the upcoming year.

The target audience of the two donation drives was CSUDH community and our target audiences to serve were the communities, schools, and children in particular, who were directly affected by natural disasters. While these two drives were going on, at least 20 student organizations conducted community service programs as well. Throughout the academic year of 2009-2010, approximately 105 community service programs, ranging from Breast Cancer Fundraisers, Trips to Skid Row, Big Sunday, Earth Day, and Sexual Assault workshops, were approved for implementation, on and off campus, by the Director of Student Life.

This year, it was very hard to monitor participants and recipients. The campus recognizes that the funds raised for Haiti's school children will support 108 children, approximately eight off campus agencies and fifty students shopped at our Career Closet. It is our estimate that we received donations from more than 150 members of our campus community. Based on the activities of our clubs and Greek organizations, another 150

students participated, many on a repeat basis. Trips were made to skid row by two organizations at least once or twice a month. Goals for future events include establishing more effective means of measuring participation and the impact of our giving.

Assessment: In the pilot year of our partnership Year of the Volunteer, we only monitored our general level of success by level of response, donations, and campus involvement in the process. No learning outcomes were established for this pilot year and consequently, no formal instruments or data were used or collected.

Anecdotally, CSUDH can mention success in terms of recognition and honors received for the campus' efforts and contributions. The City of Carson honored the University and the SLICE/OSL partnership and Tsunami relief to the Philippines and Samoa in December of 2009. Then in the spring term, the University was honored and named to **President Obama's Honor Roll with Distinction** for worthy colleges and universities. Now any member of the CSUDH community may register for our Year of the Volunteer: Act II and become eligible for Presidential Volunteer Service Awards on an individual level. CSUDH expects this to allow for greater tracking of participants and their learning outcomes and the number of people served or affected by their service.

Recommendations: While CSUDH feels very strongly that this past year exceeded expectations and the campus served thousands through the community service, philanthropy and support in tremendous fashion, we will need to move forward to quantify the input and outcomes better in the future.

Implementation was harmonious and there were minimal costs associated with this program. The issue of storage must be addressed and presently we have already obtained a second site on campus for the fall semester.

Student learning outcomes, participation levels, and recipient data will be collected starting in the fall for all student group community service events that receive OSL approval. Similar information will be required of the leadership class students who take UNV 289 and CHS 496 in the 2010-2011 academic year. We are also presently working on a Donor Receipt for all donations provided to any collection site on campus next year.

Sustainability: Both departments are extremely excited about the success of this program after one year and we are already preparing to launch Act II just prior to classes starting for the fall semester. The positive working relationship between these two offices (OSL/SLICE) and the two directors makes it easy to want to sustain and grow this program. We feel very strongly that

the partnership and the program are beneficial to the recipients, the participants, and the University of course.

While much of the program and responsibilities will remain the same, OSL will also take some additional responsibility for communications starting in the fall while additional staffing is available. The President's Community Service registry will take the place of our internal registry as it will help us do a better job of tracking service activities and hours of service. We expect this to also provide a boost to registry enrollment as well.

Replication:

As it turned out, CSUDH was duplicating efforts in two different offices with only moderate success until the campus joined forces and shared resources to support targeted communities and needs. This is one of the best reasons for replicating this program and partnership.

Planning for storage must be done with success in mind. Even in tough economic times such as these, people find a way to give and storage should not become an issue. While storage in plain sight can help to promote the program and your efforts, it can also become unsightly and a liability or logistical issue as well.

Further, to replicate such a program, any campus must have several units or departments to buy into the program, the work, and the outcomes. We could not conduct a curbside pickup safely without the support and approval of our Police and Parking Departments. Working with a Government Relations Office was also key as that department made sure that our city officials realized and recognized the efforts put forth by the University to support the various communities of the city.

California State University, Fresno

Student Involvement Leadership Model

Concept: Leadership development programs have been a part of Student Involvement (Student Activities) for some time. The Leadership Program initially consisted of a Leadership Council that was charged with planning and implementing the Emerging Leaders Retreats and part of the Leaders of Tomorrow (LOT) program, a 25 student cohort leadership program funded by Target Corporation. In 2007, responding to the charge to have leadership programs that supported 10% of the student enrollment at California State University Fresno (CSU Fresno), the new Director of Student Involvement initiated the review of the current student leadership groups supported by the department to examine student development and leadership development theories that were used in each program's implementation. It was determined that the program needed to understand the 85+ students who were key partners in leadership before the campus could expand and embrace nearly 2,200 students who were likely already engaged in leadership, just not in unit's programs. The Student Involvement leadership groups include the USU Board, USU Productions, Vintage Days Committee, Leadership Council, Greek Councils, Clubs and Org Council, Club Sports Council, and Associated Students, Inc. What emerged was a realization that CSU Fresno was practicing within a framework of leadership development that needed clarification, identification of learning outcomes, essential leadership competencies, training, support, recognition, and assessment in order to meet the stated goal.

Planning: The staff began a series of meetings to review leadership theories, to understand how CSU Fresno programs were delivering leadership development, and to brainstorm future elements of the program that could enhance the student experience. Soon the campus recognized key elements of the program as essential components.
1. Identifying core leadership competencies that guided advising, training, and support.
2. Acknowledging the uniqueness of CSU Fresno students, their diversity, the integration of academic programs with co-curricular programs so as to not "add on" but "add to" current experiences.
3. Recognizing the many different definitions of leadership and the leadership already occurring on campus.

4. Recognizing the expandability of the current model so as to enhance collaboration.
5. Utilizing the "learn, do, reflect" framework.
6. Understanding it is based upon the "train the trainer" utilizing students in "peer to peer" leadership development. The campus trains the high impact group, then, in turn they use what they have learned to train and impact the medium and low impact groups that are related.
7. Addressing the impact on retention, graduation, future career preparation and engaging in the community.

Implementation: With the theoretical content in place and the framework of the core elements, CSU Fresno translated the ideas into a visual display to help others understand the concept and model (*see attachment I & II, Student Involvement Leadership Model)*. The campus further identified the services staff provides to the high impact group and the learning outcomes for the high and medium impact groups. The focus has been to embed the competency training and learning outcomes in our work with the high impact group, then assess the learning and development of the participants. With evaluative information, we can then adjust our training and advising of the high impact group, and begin to assess the outcomes for the medium impact group in 2011 and beyond.

Assessment: In the spring of 2010, CSU Fresno Student Activities administered a self-assessment competency survey to 84 of the high impact student leaders. Eighty percent (80%) completed the survey and the data provided insight in to the areas of learning and competency identified by students. For 2010-2011, the same survey was administered at the beginning of the student leaders' academic and service year and then re-administered at the close of their tenure with these leadership groups.

Sustainability: In working through this comprehensive and integrated approach, Student Involvement (Student Activities) has embraced the importance of identifying learning outcomes and competency-based training and experiences in our work with student leaders. In addition, this was the critical groundwork for CSU Fresno to develop the pilot Co-Curricular Leadership Certificate. Basing the approach to our program development on sound student development and leadership theories, regarding ourselves as educators, training to develop learning outcomes, and utilizing assessment to adjust and enhance our programs are core elements of student affairs professionals. Sustainability will be rooted in hiring and retaining/rewarding a strong professional staff, cross-functional support from the Division of Student Affairs and campus, access to consistent funding for program

elements, and focused and pro-active recruitment of student leaders to participate in the leadership programs.

Replication: One of the core elements of the Student Involvement Leadership Model is its' expandability for the many other student leadership groups in Student Affairs and even academic affairs. The concepts that guide the model are based in student development theory and are rooted in the value and importance of peer to peer interaction and training. Campuses have utilized the peer model in tutoring, orientation, campus guides, and student employment, to name a few. What is critical is to identify the essential learning outcomes and core competencies in the staff role with each leadership group.

California State University, Fullerton

Asian American and Pacific Islander (AAPIL) Leadership Institute

Concept:

The Asian American and Pacific Islander Leadership Institute (AAPIL) is a collaboration between the Multicultural Leadership Center (MLC) and the Asian American Studies Program (ASAM). This certification program prepares individuals to become dynamic leaders in the Asian American and Pacific Islander (API) community, on- and off-campus, by facilitating the development of essential leadership skills and pan-ethnic cultural awareness. AAPIL was established in 2007. It was developed from a need to prepare and challenge our API students to be leaders and agents of social change in the API community.

The AAPIL student-facilitated workshops are based on a model designed with four major objectives:

- To educate students on historical and contemporary issues in the API community.
- To study and explore issues of identity and the effect of culture on leadership.
- To provide leadership training in the areas of effective communication, advocacy, conflict resolution, and team building.
- To create opportunities for students to actively engage in community development projects.

Planning:

AAPIL is a leadership training program of the MLC at California State University, Fullerton (CSUF). This program explores cultural issues unique to the API community and help students to develop skills that will promote community activism. The curriculum consists of the following themes: Cultural Self-Exploration; Contemporary Asian American and Pacific Islander Issues; Group and Community Development; Cultural Effects on Leadership; Advocacy; Effective Communication; and Conflict Resolution.

In 2007, the MLC Coordinator, in consultation with the Asian American Studies Program faculty, established the program, conducting the

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workshops and advising the participants.   In 2008, an ASAM professor and a student affairs staff member co-advised AAPIL, while the MLC Director provided logistical support. Since 2009, the Director of the MLC has served as the primary advisor.

From the outset, the MLC developed a budget and identified all of the resources that would be needed to implement AAPIL. This included office supplies, binders, printed materials, and refreshments. In addition, the MLC reserved meeting rooms and paid for additional staffing on the days of the retreats. The ASAM Program and the Asian American and Pacific Islander Faculty and Staff Association (AAPIFSA) have provided support in terms of program promotion and student recruitment. The Asian American and Pacific Islander Community Resource Center has also been the site of various AAPIL meetings and trainings.   All AAPIL-related costs have been assumed by the MLC.

Implementation:	The program is implemented during the fall or spring semester, depending on the recruitment and selection of student facilitators. Facilitator training is conducted based on the availability of both the facilitators and the MLC director. Facilitators are responsible for marketing AAPIL, participant recruitment, interviewing and final selection of participants. AAPIL Facilitators first lead a day-long retreat with all participants, then either seven 3-hour workshops or five 2-hour workshops (depending on availability). AAPIL is open to all CSUF students. Participants who complete the training and meet the program requirements have an opportunity to receive a Certificate of Completion signed by the President of the Asian American and Pacific Islander Faculty and Staff Association and the Director of the MLC. The certificates are awarded at the annual Asian American and Pacific Islander Faculty and Staff Association Banquet. To receive the certificate, students must attend all of the workshops. Since 2007, 41 students have participated in and completed the AAPIL program. There have been seven student leaders who have served as facilitators.
Assessment:	AAPIL assesses learning through a variety of methods described below:

- Workshop Evaluations: Each workshop offered through AAPIL is evaluated by participants at the end of each session. Participants evaluate workshops for content, challenges that emerged, lessons learned, and suggestions for improvement.   This information is compiled by the AAPIL facilitators and utilized to evaluate and improve workshop content.
- Facilitator Evaluations: Participants also evaluate the performance of each facilitator at the end of each session. Facilitators are evaluated on presentation style, knowledge of material presented, active listening, ability to engage students, and conflict management. This information

is compiled by the AAPIL facilitators and utilized to improve facilitation skills.

- Debriefing Sessions: Debriefing sessions are held with facilitators at the conclusion of the each workshop session. In fall 2008, these debrief session were lead by an ASAM professor and an AAPIL staff advisor. In spring 2010, the MLC director met as needed with the facilitators. These sessions are used to provide feedback to the facilitators on their facilitation techniques, as well as allow for facilitators to reflect and develop strategies for issues which may have arisen in their sessions.

In addition, a student satisfaction survey was developed to receive feedback from participants about their overall experience in AAPIL for the fall 2008 semester. The questions were designed primarily to gather qualitative data regarding what students learned, what topics they felt required further examination, and suggestions for improvements.

Recommendations: Assessment data and discussions with the faculty and staff advisors revealed a need for a thorough critique and revision of the curriculum, development of formal facilitator training, and alignment of learning outcomes with assessment and evaluation instruments. Feedback from the facilitators suggests a need for improved facilitator training, a formal manual that outlines learning objectives and workshop-specific themes and topics, and consistent, on-going advising. Information gathered through assessment efforts has helped to inform the MLC Director about the need for a stronger collaboration with the Asian American Studies Program faculty, namely regarding critical evaluation of the curriculum; review and revision of the stated learning outcomes; and aligning the learning outcomes with the actual workshop content and evaluation instruments. Part of this review should include consideration of the time commitment. From 2007 through 2008, AAPIL consisted of a day-long retreat and seven 3-hour workshops.

In 2010, AAPIL participants were required to attend a day-long retreat and five 2-hour workshops. Because of the emphasis on the role of culture on leadership, it would be very useful to have ASAM faculty to introduce the foundational topics (i.e., historical context, API identity, etc.) for AAPIL and/or to provide training for the facilitators.

Thus, in addition to having the ASAM faculty review and revise the curriculum, it is also recommended that the ASAM faculty share the advising and training responsibilities with the MLC director. One possible way to accomplish this task would be through sponsorship of an academic course specifically to train student facilitators (ASAM 499-Independent Study). The course could be taught by ASAM faculty and the Director of the MLC and supervised by the Coordinator of the Asian American Studies Program. This independent study could introduce students to the

history of APIs, cultural identity development, contemporary issues affecting the API community, and the impact of culture on leadership.

The course could also help students to understand their roles, workshop preparation, develop facilitation skills, and learn how to engage participants. A requirement for AAPIL facilitators would be to enroll in this independent study. Programmatic and logistical support can continue to be provided by the MLC. Another recommendation is related to facilitator and participant recruitment. With the exception of the first group of students to complete AAPIL in 2007, facilitators have generally been AAPIL graduates. However, there has not been a formal application process for facilitators. Thus, a criterion needs to be determined regarding facilitator eligibility. A formal application, review, interview, and selection process needs to be put in place to ensure the quality and commitment of the facilitators.

In terms of participants, it is recommended that facilitators reach a wider group of students beyond those students enrolled in ASAM classes and those who participate in the culturally-recognized student organizations. Marketing AAPIL to students in all colleges and across all clubs and organizations, ASI, and Dean of Students programs will add richness and depth of perspective. Rather than interview potential participants, it is recommended that facilitators simply require an application and emphasize the cohort model utilized by AAPIL. This will save time and resources.

An alternative to this model (MLC and ASAM partnership → independent study → facilitator training → program implementation → assessment and evaluation) would be to operate AAPIL as a student organization. Under the supervision of the MLC Director, AAPIL graduates can continue their involvement as facilitators by taking the lead to coordinate their trainings, workshops, and activities at their own pace and timing. The greater flexibility this model offers would complement the initiative, enthusiasm, and passion of the student leaders. The MLC would continue to provide logistical support.

Sustainability: The Multicultural Leadership Center is committed to the continued development and implementation of AAPIL. However, this program is difficult to sustain as it currently exists because it relies in large part on the interest level and commitment of the facilitators, and on the support and availability of the MLC director. Many of the AAPIL graduates have also already graduated from CSUF, limiting the applicant pool for potential facilitators. Workshop evaluations indicate that participants enjoy their AAPIL experience and learn a great deal about themselves, the unique challenges API face, and the need for advocates in the API community.

For this reason the MLC will continue to pursue a closer partnership with the Asian American Studies Program to improve the quality of the

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curriculum, the facilitator recruitment and training, and the participant experience. Efforts geared towards long-term sustainability will hopefully inspire and motivate larger numbers of students to participate in AAPIL, become facilitators, and ultimately grow into responsible and ethical advocates.

Replication: Issues related to staffing, financial support, academic course development, the creation of training modules, and physical space should be considered if the program were to be replicated.

California State University, Humboldt

Outstanding Student Awards

Humboldt State University's (HSU) Outstanding Student Awards process and recognition ceremony has grown into the premier way that HSU acknowledges student excellence both inside and outside of the classroom. In the past two years Student Life has collaborated with academic departments to include additional categories for academic achievements. All faculty, staff, and students were invited to nominate qualified candidates for one of the following categories:

- Awards for Excellence in an Academic Discipline:
  - o Arts, Humanities and Social Sciences
  - o Professional Studies
  - o Natural Resources and Sciences
- Awards for Excellence in an Academic Discipline:
- Best Individual Artistic Achievement in Visual and Performing Arts:
  - o Best Undergraduate Research Project
  - o Best Poster Presentation to a Professional Association
  - o Best Professional Publication
- Best Forensic/Debate Presentation/Competition (Individual or Team)
- Outstanding Contribution to a Campus Club, Program or Organization
- Outstanding Contribution to an Associated Students Program
- Al Elpusan Award for Student Activism
- The Brian Lorensen Residence Life Staff Award
- Award for excellence in Intercollegiate Athletics or Sport Clubs
- Award for Excellence in Community Service

In order to be considered, the nominator and student must complete an "Information Sheet", provide "Nominee Personal Information", and write a letter of support describing the student's achievements. Typically over 80 HSU students are nominated. Committees comprised of faculty and staff are identified for each award category, review the nominations and select the winner for the award category. Committee chairs convene to select two Outstanding Students of the Year (although in 2009, our lineup of students was so accomplished, we has three Outstanding Students of the year).

All nominated students and their nominators are invited to a ceremony where each student is individually recognized, given a certificate, HSU pin, and Alumni Association membership. Award winners receive an engraved glass presentation piece. The two Outstanding Students receive a small cash award and are also recognized during HSU's graduation ceremony. The President and a student affairs and academic affairs representative moderate the ceremony.

Concept:	For many years HSU held a ceremony to recognize a Man and a Woman of the Year. About 15 years ago the campus reviewed the program and created a much broader slate of award opportunities including four academic awards. As a result, there has been a dramatic increase in the number of nominees and greater 'buy-in' from faculty. Subsequently, we were asked to recognize the nominees for the Patricia O. Conkey Award for the Outstanding Thesis Project by the Graduate Studies Office at the ceremony.
Planning:	The Office of Student Life coordinates the process. Faculty and staff from across the institution are involved in the nomination, the selection, and attend the ceremony. The cost of the ceremony, presentation pieces, and engraving is underwritten by the President's Office, the Office of the Vice President for Student Affairs, the Office of Student Life, the Alumni Association, University Catering Services, and the Webb Student Leadership Endowment. The cost of the event was about $3,000 not counting staff time, the HSU pins, the McConkey Awards, and Alumni Association memberships.
Implementation:	The process spans two full months beginning with the distribution of nomination materials and concluding with the ceremony. There is substantial staff time involved in managing the process.
Assessment:	HSU reviews the number of nominations that are received and the distribution across categories. Based upon that information adjustments have been made over time to the way in promoting the Outstanding Student Awards and to the definition and number of the award categories (e.g., because of the volume of nominations for contributions to Associated Students programs and a campus club or organization, two awards in this area were created).
Recommendations:	The campus would like to continue to see greater investment from academic departments and faculty in the program. This ceremony should be the primary forum for the recognition of academic excellence too. Currently the 'buy-in' is uneven across departments.
Sustainability:	HSU have successfully withstood the test of time as this program, roughly in this form, has a 15 year old tradition. Additionally, a Leadership Endowment (with over $40,000 in the corpus) that provides a steady source of income to support this program has been created.
Replication:	The program is challenged with determining the balance between recognizing each student individually and the ceremony length. We struggle to maintain an emphasis honoring everyone nominated while ultimately giving out awards to 12 individuals. Any campus adopting this program would need to find their own unique balance.

California State University, Long Beach

Step N2 the Beach

Concept: Step N2 the Beach is a college outreach program facilitated by California State University, Long Beach (CSULB). Step N2 the Beach was created to encourage high school students to pursue higher education. This program is geared toward reaching out to the historically underrepresented population in the area high schools. A full day at the Step N2 the Beach program includes a keynote speaker, CSULB admissions presentation, student support services information and a Q&A session with CSULB students. Following the panel is a campus tour, lunch, and an opportunity to attend the Long Beach Step Show at CSULB. The other component of the program included creating and implementing a noon time rally at specific high schools. The rallies were a way to recognize and congratulate the students that were accepted to CSULB and allowed them to feel a connection with the students and the university through student interaction and showcasing student involvement at CSULB. As the rally emphasized the importance of pursuing higher education, the students of the National Pan-Hellenic Council (NPHC) were also able to perform to show their support toward these efforts. The Step Show reflects the CSULB-NPHC's continuing effort to provide leadership and service to the community. A portion of the proceeds from each year goes to supporting scholarships and support of CSULB students and area high schools.

Planning: Campus partner in the Step N2 the Beach program were the Office of Student Life and Development, the Office of University Outreach and School Relations (USOR), the African Student Union and the CSULB NPHC. Student Life and development serviced as the primary event coordinators. UOSR was responsible for the identification of the targeted students at each of the participating schools and to record and keep the contact records. The NPHC provided free Step Show tickets that were used for contest give a ways and discounted tickets for any CSULB admitted student who wished to attend the Long Beach State Step Show. NPHC also contributed financially to the contracted service fees of Q-20 Entertainment.

Implementation: Implementation of this project involved numerous campus and community partners. CSULB worked with Long Beach Poly High School, Artesia High School, Mayfair High School and Long Beach Jordan High School. The schools were selected because of pre-existing relationships with CSULB. A number of the CSULB African American students had

previously been involved in mentoring visits to Mayfair and Jordan High Schools through involvement in various campus student organizations. CSULB students involved in Step N2 the Beach also had a desire to return to their alma mater high schools. The pre-existing relationships and consultation with the university office of Outreach and School Relations confirmed these schools to be good targets for our yield activities. While each school has a good relationship with the campus and had a good number of African American students admitted to CSULB, the actual number of those who enrolled at our campus was significantly low. University Outreach and School Relations would provide lists of the students from each campus who had been admitted to CSULB. Community partners included Q-20 Entertainment, 92.3 The Beat radio station, and Metro PCS. Q-20 Entertainment was contracted to provide the music set ups and DJ for each high school academic pep rally. Q-20 also assisted in the communication and logistic coordination at the schools where the noon time academic pep rallies occurred. Metro PCS and 92.3 were financial underwriters of the program. For their participation they received marketing exposure at the events as well as prominent sponsorship recognition at the Long Beach State Step Show. A calendar was established working back from the date of the Long Beach State Step Show. While the primary purpose was to increase the yield of admitted African American students Step N2 the Beach also served as an opportunity for the NPHC to promote the Step Show event, being the Step Show was the "carrot" to capture the student's interest. Representatives for Student Life and Development, University Outreach and School Relations and Q-20 Entertainment attended planning meetings with school administrators at each of the targeted high schools. The purpose of each meeting was to introduce the concept of the Step N2 the Beach Academic Pep Rallies, discuss the goals of the program and get each school to commit to a day to host the program. The budget for each high school academic pep rally was about $800.00. Included in that cost is the lunch time rally DJ and set up staff, Step Show ticket giveaways, CSULB promotional giveaways and CSULB staff time.

Assessment: The main goal of this program is to increase the yield of the CSULB admitted African American students from the targeted high schools. Assessing the effectiveness of the of the program starts with the accurate recording of the student contact data. Was the student contacted prior to the campus visit? Was contact made during the Academic Pep Rally? Did the student attend the Long Beach Step Show? Was follow up contact made by a CSULB Step N2 the Beach representative? Even this information should be cross referenced with follow up that includes student evaluation of the impact of Step N2 the Beach. These names must be compared with the list of students who ultimately enroll at CSULB in the Fall. Is there an increase in the yield of African American high school students admitted to CSULB over previous years before the

implementation of Step N2 the Beach, specifically from the high schools where the program took place on campus? Further assessment should be done by implementing a questionnaire to those students who did enroll to evaluate the impact of the program on their decision to attend CSULB.

Recommendations: Recommendations include working earlier and closer with the high school staff for increased buy-in for the Academic Pep Rallies. The counselors can also offer additional information regarding their student's college decision-making process. It would help to contact the targeted students at each high school prior to the visit. A suggestion would be to have CSULB students phone the high school students leading up to the visit and let them know they will be recognized for their achievement and acceptance to CSULB. Each CSULB student could be assigned a small number of students at each of the participating high schools and be responsible for those students connection to CSULB. They would be encouraged to follow up with the student after the Step N2 the Beach visit.

Sustainability: There is interest in continuing this program as the campus looks for ways to increase the enrollment and graduation of African American students. Involving current students in the recruitment process is beneficial as it creates a process that includes peer-to-peer dialogue and relationships. The Long Beach State Step Show has a reputation of being the premiere college showcase event for African American college age youth in the Southern California area. Attaching an outreach component to such a high profile campus event can be successful when well executed. There is room for improvement in how the campus partners work together to ensure maximum benefit to our efforts. Key to sustaining and further developing the program is securing additional community or corporate sponsors.

Replication: The StepN2 the Beach Program has served as an outreach program for all those that desire to pursue higher education, therefore, this program can be easily replicated with various campus partnerships, sponsors and students.

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California State University, Los Angeles

U-Lead

Concept:

The 2008-2009 Lead Now workshop series was in need of an update. The series had not drawn a large audience at any of the workshop sessions and did not seem to be gaining much attention among student leaders. In the summer of 2009, the Center for Student Involvement (CSI) was fortunate to have an intern for several weeks. The intern was tasked with revamping this series under the direction of the Assistant Director for Student Development.

In the fall of 2009, the U-Lead workshop series replaced the Lead Now series. U-Lead emphasizes three areas of leadership development including personal, group and community-centered approaches. Twenty-three workshops were offered over the course of the year with a total of twenty-nine participants. Five participants completed the entire program by attending a total of nine workshops throughout the year. All participants were invited to attend an afternoon reception in the spring quarter to recognize their achievement and evaluate the program.

U-Lead was marketed differently than Lead Now. Lead Now was focused on student organization development. U-Lead is marketed as an individual opportunity. Even though the content of some of the workshops is similar to Lead Now (Running Effective Meetings, Retreat Planning), the approach is that all CSULA students would benefit from the information. The marketing emphasizes the importance of leadership skills in life, "The U-Lead program will accelerate your leadership journey to success, providing you with the tools and resources necessary for analyzing problems and implementing solutions related to your daily call to lead." By deemphasizing the student organization membership in the marketing, the U-Lead series no longer seems to have a pre-requisite that could limit attendance.

Planning:

The Assistant Director for Student Development and the summer intern designed the U-Lead series for the fall quarter 2009. After the Student Development Coordinator was hired in October 2009, she assumed responsibility for the planning of the winter & spring 2010 sessions. The

program is inexpensive as it utilizes the expertise of staff members on campus. One of the sessions focuses on dining etiquette. That session requires the purchase of a meal from the University Club for each participant. Other costs include certificates for the students who complete the program by attending nine workshops and the refreshments provided at the closing reception.

Implementation: The Student Development Coordinator attended all U-Lead sessions and managed the responsibilities of identifying appropriate facilitators as needed. The two student assistants who work with leadership & student organization programs in the Center for Student Involvement were integral in identifying content for some of the sessions. The target audience was students involved in student government and student organizations. Another equally important constituency was general students who had never been involved with a CSI leadership program before. The series is designed to have each workshop stand-alone so students could join a session in the middle or end of the quarter. This approach enabled students to sign up for sessions that resonated with their personal needs.

Assessment: Assessment has been based on conversations with student participants and facilitators as the year progressed. Participants completed a written evaluation of the series at the closing reception. Students were asked to provide feedback on the length of the sessions, what themes were particularly helpful to them, and what skills were gained through participation. Students were also asked to reflect on the "Three Roads to Leadership" that define the categories the sessions are divided into: community & life; leading groups; and personal leadership. Students were asked to identify skills they developed during U-Lead that were consistent with those areas. Students were asked to look to the future and suggest improved marketing strategies, the best time to schedule sessions for maximum student attendance, and new workshop topics to introduce in 2010-2011

Recommendations: The Student Development Coordinator decided to offer the etiquette dinner session in the fall quarter instead of the spring to try and increase interest for the series as a whole. The etiquette session was popular, unique, and should help draw new students into the series. As a result of the attendance data from the 2009-2010 programs, CSI will eliminate the 6:00 p.m. sessions. Attendance at evening workshops was poor so those sessions will be moved to the afternoon (with the exception of the etiquette dinner). Parliamentary procedure workshops conducted in the winter and spring were very popular. That session will be offered in the

fall along with team building, goal setting, and event planning as a tool for new student organization officers to get a foundation for how to lead their groups successfully for the remainder of the academic year.

Sustainability: The positive feedback from the students involved in the U-Lead series compels CSI to continue offering this series. Students who attended one workshop and had a good experience have come into the office to find out when new sessions are being scheduled. Students are referencing these workshops when they visit CSI and are not forgetting the value of the experience. Some student leaders have come in this summer to find out which workshops will be offered in the fall so they can encourage members to get involved right away. A fraternity president remarked that he wants the students who will assume leadership roles in the 2011-2012 academic year to receive training for those responsibilities by completing the leadership series this year.

Replication: Many universities have a workshop series similar to U-Lead. Replicating it would be easy given the talented staff members on each campus. The key to success is getting more students to participate in each individual workshop. Finding a way to communicate how integral leadership skills are to future success in any career field and connecting the series with that skill development may increase attendance.

Reference:

Pascarella, E.T., and Terenzini, P.T. How College Affects Students: Findings and Insights from Twenty Years of Research. San Francisco: Jossey-Bass, 1991.

California State University, Monterey Bay

Student Leadership Conference

Concept: The 2008 Student Leadership Conference was created to address needs voiced by a variety of professional staff and student leaders on campus. These needs were skills-based and included event planning, managing club financials, fundraising, recognition, managing stress, and resume building to name a few. The 2009 Student Leadership Conference addressed a new need validated by post-conference assessment and included topics that appealed to a higher level of thinking and engaged students in more challenging dialogue. Some of these topics included gender communication, emotional intelligence, ethical decision-making, leading an authentic life among others.

Planning: The Coordinator for Leadership Development coordinated the planning, implementation, and assessment for the conference. She created a task force during the spring semester to start planning for the fall conference with representatives from Student Housing and Residential Life, Career Development, Student Support Services, Personal Growth and Counseling, Athletics, and others. The task force consists of professional staff from across campus and student leaders to creatively brainstorm ideas as well as serve as program reviewers. The cost of the conference is covered by Student Activities and resources needed are acquired from Conference and Event Services staff, World Theater staff, Sodexho Catering services, Scheduling, and Strategic Communications to make the conference happen. The cost is not shared.

Implementation: Resources prior to the event include Conference and Event Services who utilize the movers to do setup, a technician for sound and a/v requirements in each room, catering for breakfast and/or lunch, and a graphic design artist. Budget comes from Student Activities and reservations occur through the scheduling office eight months to a year in advance. The target audience consists of students, primarily California State University, Monterey Bay (CSUMB) students, but is not limited to our students and has been open the past two years to non-CSUMB affiliates. Prior to 2008 attendance was between 10-35 students; 2008 brought in 150 students and 2009 brought in 115 students.

Assessment:

Learning Outcomes:
1. SOCIAL JUSTICE: By the end of the conference participants will have engaged in challenging dialogue facilitated by at least one or

more presenters and be able to articulate that they have a new, fresh, or changed idea about a topic.

2. SKILLS BASED: By the end of the conference participants will be able to articulate a new skill or idea that they have learned.

3. NETWORKING: Participants will meet at least one person they did not know by the end of the conference.

Assessment is in the form of a written evaluation provided in their check-in packet at the start of the conference and is collected at the close of the conference when they exit. Assessment is qualitative and sent out to presenters after compiled.

Recommendations: Based on the assessments, the conference will continue to appeal to multiple student interest groups versus limiting the skills-based knowledge. In order to do so, additional support from Student Affairs is required as well as opportunities to engage Academic Affairs interests. Support includes financial, but also promotion and investment. Additionally, professional staff is also necessary. At this point the conference is run by a sole individual and cannot sustain in this manner.

Sustainability: This conference has been a huge success in the past two years and continues to receive amazing feedback from students, staff, and faculty. Many departments support this event by sending students, announcing and promoting the conference, and even paying for students to attend. Student Activities cannot continue to sustain the conference financially if it is to continue at the high caliber bar that has been set. Professional speakers have been utilized to raise the standards of co-curricular programming offered to students, thus creating a tradition of high expectations.

Replication: If the campus were to replicate the conference, recommendations will need to be considered for the upcoming years because the bar has been set high. Students are currently not offered myriad co-curricular opportunities that are so affordable, complex, and vital for their growth as CSUMB students who are committed to the Vision this University promotes. This conference needs support and backing from Academic Affairs and Student Affairs.

California State University, Northridge

The Clubs and Organizations-Annual Recognition Conference

Concept: Annually, California State University, Northridge (CSUN) recognized student clubs and organizations are required to attend a conference held in the Fall semester, within the first four to five weeks of the academic year. The Clubs and Organizations - Annual Recognition Conference serves several purposes including informing student leaders of university policies and procedures, providing leadership education through workshops, panels, and a keynote address. The content and focus of the conference are designed utilizing the requirements addressed in Executive Order 1006, contemporary student development theory and assessment gathered from past and present conference attendees. Reviewing the post-conference evaluations, alongside a pre-conference assessment, has allowed us to garner an understanding of the student club and organization leaders' awareness, knowledge and skills regarding operating a student group and utilizing campus resources.

Prior to the implementation of this "conference" model, student leaders attended a half-day meeting that covered policies and procedures, diversity, how to access services such as scheduling meetings, programs and events in the University Student Union, and how to secure Associated Students funding. A representative from each University recognized student club and organization was required to attend one of the two half-day programs offered. Approximately 125 student leaders attended the seminar each day. The program content rarely changed from year to year, and the highlight of the program was the featured diversity presentation. CSUN student leaders began asking for something that would address their needs as student leaders in addition to the needs of their organizations. They wanted options that allowed them to get the training they needed to further advance their organizational goals. Through surveys, evaluations and focus groups we launched our first student-leader conference ten years ago.

Each conference has had a specific focus that is communicated in our conference theme. Recent conference themes have included: *Unleash Your Potential*, and *Redefining Your College Experience.* This year's theme *Letting Go to Let it Grow* will focus on the current state of affairs in higher education and the resilience needed to navigate through changing procedures and environments. Student leaders will be challenged to 'let

go' of the concepts of their predecessors expectations and explore innovative methods for sustaining their student clubs and organizations. We will invite the students to adopt a model of 'cyclical leadership' in order to facilitate the smooth transition through the following stages of student participation: followership, membership, leadership, and mentorship. Conference attendees will be able to accurately assess their own awareness, knowledge and skills regarding leadership development while setting goals that are *S.M.A.R.T. (Specific, Measurable, Attainable, Realistic and Timely).*

Planning:

The Clubs and Organizations - Annual Recognition Conference is planned by the Activities Coordinator for Clubs and Organizations and housed in the Student Development and International Programs - Matador Involvement Center. The conference is a full-day program offering three breakout sessions with 15-18 different breakout workshops, a keynote, and a networking session with 350-400 students attending annually. Professional speakers are contracted to present some of the educational programs as well as faculty and student affairs professionals from campus. Student leaders work with professional staff members to develop educational sessions during the conference. Planning for the conference 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, the Associated Students and the University Student Union are also involved. The Associated Students provides funding for the conference. Through the Associated Students annual budget process the Matador Involvement Center requests funds to support clubs and organizations programming. The Associated Students staffs in the A.S. Central Office and A.S. Accounting and Financial Services Department also play key roles in developing training programs to meet the student needs, as they relate to A.S. programs and services. The program works extensively with the Meeting Services staff to coordinate the facility logistics for the conference and utilizes every major meeting room in our University Student Union to host the conference.

Implementation:

In implementing *The Clubs and Organizations - Annual Recognition Conference* we 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, recruit educational sessions in a timely manner, identify an effective keynote speaker, and coordinate all the logistics associated with the educational components of the conference. The Coordinator manages the budget, service contracts (facility, speaker, food, equipment,

etc.) and the student staff and volunteers. Additionally, this staff person develops the complete plan to execute every component of the conference. Four other professional staff in the Matador Involvement Center support the conference by presenting educational sessions, providing on-site assistance with specific areas such as check-in and on-site registration. Additional staffing issues can be divided by pre-event, event and post event task.

Pre-event staffing

The Activities Coordinator and Student Assistants in the Matador Involvement Center contact student club and organization leaders to inform them that University Recognition Documents (URDs) are available for pick up in August. Soon after, student leaders can begin to register for *The Clubs and Organizations - Annual Recognition Conference*.

Twelve to fifteen students are hired on a temporary contract, to work 20 hours with pre-event tasks and day-of the event tasks associated with the conference. Pre-event tasks include making phone calls to student leaders whose groups have not registered for the conference. The calls are pre-scripted to provide students with specific information about the conference and where to get more information. Additional, pre-event tasks include stuffing conference bags with the conference program, attendance card, clubs and organization manual, and other relevant information and resources, assembling workshop evaluation packets, updating check in/out binders, and assembling workshop kits, consisting of dry eraser makers, blue tape, pens, pencils, makers and candy. The day before the conference, equipment such as walkie-talkies, TV/VCR, LCD projectors, projection screens, etc. are picked up and moved to the Matador Involvement Center to be delivered to specific room locations the morning of the conference.

The student employees also assist with other communication resources such as updating our electronic newsletter the "Red Hot News," working with the Associated Students to put information about the conference on the A.S. Matador Network and the A.S. Notes (a weekly insert in the campus newspaper). Student Affairs IT assists us with the updating and the maintenance of the website that contains information on the clubs and organizations recognition conference. The information included on the website includes a general overview of the conference (Conference at a Glance), a link to the registration site, and most importantly a "Conference Newcomers" page.

Event staffing

On the day of the event, the student staff is involved with every aspect of logistically implementing a full day conference program including set-up of the check-in area, lunch area, vendor spaces, setting up meeting rooms

with AV equipment, delivery workshop evaluations, checking in presenters, setting up directional signage, managing on-site registration, etc.

Post-event staffing
Soon after the date of the conference, the student staff begins to enter the aggregate data from the individual workshop evaluations and the overall conference evaluations onto a spreadsheet.

Scheduling
Working on the program schedule involves meetings with our Meeting Services department to ensure that we are following proper procedures and regulations. We work hard to optimize our use of the University Student Union facilities. Making sure that in our planning process we work towards accommodating students unable to attend the program due to religious observances or extenuating circumstances, an alternative plan in developed.

Target Audiences
We have been increasingly intentional about the audience that is identified to attend the Annual Recognition Conference. Our target audience and number of participants and budget consideration are annually evaluated.

Each recognized student club and organization is allowed to bring two representatives from the organization, at no cost to them. Since Executive Order 1006 was issued by the Chancellor's office, we have intentionally targeted the Presidents and Treasurers of each student group. Previously any officer of a student organization could attend and represent the organization at the conference. We have been able to gather information from officers about their specific training needs which allows us to greater focus our training efforts on the roles of Presidents and Treasurers. We also highly encourage students, in the process of creating new clubs and organizations, and leaders from Associated Students to attend. This year we will have a special series of workshops for student leaders in Sports Clubs and Social Fraternities and Sororities, with a focus on publicity and niche marketing, risk management, alcohol management and hazing in these highly visible organizations.

The number of participants has remained consistent over the last two years:

Conference Academic Year	Number of Participants
2009	369
2008	362

Assessment:

The conference assessment plan has several components. First, a twelve question pre-conference survey instrument design was used to assess the level of student involvement and leadership skills of club officers that registered to attend the conference. The instrument used a five point Likert-scale from strongly disagree to strongly agree. Text boxes were also utilized to allow for the user to provide comments. The survey focused of the 5 following areas: knowledge of Matador Involvement Center processes for student clubs and organizations, Associated Students resources, campus facilities usage, and skills needed to run a successful organization. Second, we evaluate each educational session by having students complete a workshop evaluation before proceeding to the next session. The workshop evaluation is also used to gauge student learning. Feedback is summarized and shared with the workshop presenter. The feedback is used to improve and identify future educational programs. Third, we utilized a twelve question post-conference evaluation form, completed and submitted as part of the check-out process. The instrument used a five point rating scale; one being lowest and five being highest. A comment section followed each question to allow for further elaboration. Data from this assessment was tabulated by student assistants in the Matador Involvement Center. Finally, the survey assessed how important the information they received at the conference has been to the overall success of their organization several months after the conference. As groups register for the Spring Club and Organization Fair they complete a survey where they are able to respond to the following: "How did the workshops you attended during the Clubs and Organizations Recognition Conference match up with the mission, purpose and goals of your club/organization?"

Recommendations:

Based on the pre-conference survey instrument results, we found that 77.48 percent of the respondents held the position of President, Vice-President, or Treasurer during the Fall 2009 semester. With regards to the responses regarding their awareness of the services offered to clubs or organizations in the Matador Involvement Center or in the Clubs and Organizations Suite, we found that 46.11 percent of respondents knew about the Leadership Library, 46.69 percent were aware of the Team-Building Tools, and 50.43 percent were aware of the availability of a University e-mail account for their groups; all resources that are readily available. Conference participants assessed the various components of the day. The comment sections provided an abundance of qualitative data regarding their skill development. One respondent cited, "as a new officer I have a clearer understanding of how the business and of operating a club." Another respondent received "information about AS finances and my developing leadership skills," while adding that their group had "no funding because nobody [sic] in the past took the time to learn how. I will definitely be taking back this info to start up for next year."

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Based on the workshop evaluations, facilitators are doing a phenomenal job at meeting the expectations of our students in terms of topic knowledge, quality of workshop and the value they place on their own skill development. The feedback was used to identify future presenters and to speak with presenters whose program did not meet the needs of our audience. The program continued to use a section for each presenter to write specific learning outcomes for their session on the educational session proposal form. To improve the overall program, it would be beneficial to work with the session presenter on developing learning outcomes and evaluations tailored to the specific workshop.

The overall conference evaluations have provided additional themes to develop other programs either during the academic year or for the next conference program. While CSUN students have continued to ask for more opportunities to network during the conference, we have expanded the Vendor Networking Lunch component to offer the students an opportunity to mingle with one another and with local vendors interested in developing a partnership with our student groups.

Although the campus have offered opportunities for networking at previous conferences the experience found that students need more specific training on how to effectively network. CSUN used "Playfair" during the past two conferences to help reach the goal of creating an environment that facilitates networking during the conference. Unfortunately, the participants definitively saw no benefit to the Playfair Activity, rating it a 3.28 out of 5.00.

Based on the feedback from students, on-line resources were provided and included a copy of the slides introduced during the conference and subsequent make-up sessions (not all groups were able to attend the Saturday conference). CSUN continued to include Clubs and Organization Advisors, Vice-Presidents and staff from Student Development and International Programs as recipients of the "Red Hot News" (e-newsletter). Throughout the Spring semester, the first-year Graduate Assistant and the Activities Coordinator piloted a series of workshops to student groups. This program will be expanded in subsequent years, to provide supplemental workshops/advisory sessions for the club and organization leaders throughout the year. These will include best practices and procedures for program and event planning, funding and fundraising, marketing and advertising, and membership recruitment and retention.

Sustainability: The conference has been sustained through the efforts to collaborate with Associated Students and other key areas such as the University Student Union and the Student Health Center (which providing guidance on the alcohol and drug education as specified in the Executive Order). This program has become the primary tool for training and development of student leaders of clubs and organizations. CSUN student leaders in Associated Students have generally highly valued this program. As the program has continued to

develop, the campus needs to continue to partner with other areas of campus to secure potential workshop facilitators and funding. The conference program has a learning outcomes component where we work with conference presenters to identify the specific learning objectives of each educational session. The campus is invested in the leadership training model and plan to continue to further develop and enhance the program. To expand the conference program, we may need to begin to explore corporate sponsorships. Additionally, CSUN is interested in how the program can better incorporate the use of technology in the conference experience. Examples of this may include: podcasting educational sessions and the use of a wireless response system to gauge our students understanding of key policies and procedures.

Replication: In replicating *The Clubs and Organizations - Annual Recognition Conference* at your institution, we would recommend that the responsible department offices consider campus partnerships, funding, scheduling, and student involvement.

Campus Partnerships
It is important that campuses identify potential partners to support the implementation of a leadership conference focused on the development of student leaders of clubs and organizations. CSUN recommends that you identify the stakeholders at your institution that have an interest or investment in the programs and activities supported by student organizations. Additional stakeholders may be those student services areas that currently provide resources such as funding and facilities. Campus partnerships are essential in these times of declining resources. Additionally, the stakeholders can play a key role in helping to shape the program content based on their assessments of student needs and learning outcomes.

Funding
Through the creation of campus partnerships, you may be able to identify potential funding sources to help cover the costs associated with implementing the program. The major costs associated with our conference include: food, facility rentals, speaker fees and staffing. The structure of your program will also impact your cost. For example, our program is a full day. We provide continental breakfast, lunch and water throughout the day. Additionally, CSUN pays to use the University Student Union facilities for an entire eight hour day. To provide more student leaders with access to the conference, we provide full funding to support two student leaders per University Recognized organization. In your initial planning, you may focus your program on a specific leader such as the President, requiring a single officer to represent an organization at the conference. Based on the size of your conference, you may need to hire more student support to implement your program. Additionally, the more students in attendance will increase the number of educational programs you may need to offer. This can result in increased presenter and technology cost.

<u>Scheduling</u>
Issues related to scheduling involve when to offer the program in your academic calendar. Questions to consider include:
1. When is the best time to hold the program in light of other campus programs?
2. How will your scheduled program impact your staff/support staff relative to other office programs?
3. What major programs are student leaders involved in that may impact their ability to attend?
4. How do you address issues such as religious observance for programs offered on Saturday and/or Sunday?
5. When would you need to secure your facility to support your program?
These are a few of the questions that you may need to consider in terms of scheduling your program.

<u>Student Involvement</u>
The most important consideration in replicating *The Clubs and Organizations - Annual Recognition Conference* is how to engage students in the process of developing your leadership conference. 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 University, Pomona

Student Development & Leadership Institute (SDLI)

Concept:	The Student Development and Leadership Institute (SDLI) provides education, development and training that enhances students' personal leadership abilities for lifelong learning and success in a changing, multicultural world. SDLI believes that everyone is a leader and that leadership is a process in which personal abilities can be learned and improved upon. The idea that personal leadership development must be intentional with the forethought of becoming a critical thinker is a unique and innovative approach to leadership, especially in public higher education. Professional leaders from the private and public sectors are invited to serve on panel discussions, lead sessions, and as keynote speakers. This enables California State University, Pomona (Cal Poly Pomona) students to discuss leadership skills with leading executives and get the "real world" perspective. Learning Outcome: SDLI's expected learning outcomes are: 1. Students will articulate why it is important to be a leader 2. Students will list one strategy they developed to become a leader

Planning: The SDLI Workshop Series consist of 41 workshops, on a variety of topics, offered by faculty, staff and students during fall, winter and spring quarter. The workshops are managed by the Office of Student Life and Cultural Centers, with the assistance of many campus partners.

Implementation: SDLI is an effective program, and efforts should be made to grow the program while maintaining its effectiveness.
- SDLI has seen tremendous growth over the past few years and positive participant response points to continued growth.
- There was an increase in workshop participation, although seven fewer workshop were offered in 2009-2010 compared to 2008-2009.
- The attendance average per workshop was 42 students; this is an exciting jump from the previous year's 34 participant average and an increase from last spring quarter's attendance average.
- Continue cross collaborations with various departments on campus that have provided workshop presenters. These departments include the Office of Student Life and Cultural Centers, the Career Center and the Ombudsman Office.

Publicity: SDLI is promoted and publicized to Cal Poly Pomona students through various outreach efforts, including, but not limited to:

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- participants in The Student Development and Leadership Institute
- student clubs through the Office of Student Life
- mass advertising on campus using fliers and postcards
- announcements in campus related publications and on select websites
- past participant database
- press releases through university public relations

Students self-identify to participate in this leadership series. Students must register themselves and there is no cost for the students.

Assessment:

Purpose of Assessment: To determine the effectiveness of the SDLI Workshop Series in accomplishing its expected learning outcomes.
Methodology: Paper evaluation forms are distributed at each workshop's culmination in order to assess, among other things, the learning outcomes. A ten question form was administered to all 1,463 participants; 770 students completed the evaluations yielding a 53% response rate.
Results: 701 of 770 students (91%) surveyed were able to articulate why it is important to be a leader. 697 of 770 (90.5%) of students were able to share at least one strategy for developing their leadership.
Conclusion:
- 9 of every 10 students that participated in the SDLI Workshop Series met the learning outcomes.
- The majority of SDLI participants, especially those who had attended over 4 workshops, self-identified as leaders.

Recommendations:

- Offer workshops in bigger rooms and potentially adding more evening workshops.
- Ask SDLI workshop presenters to implement more interactive group discussion items and possibly provide workshop handouts.
- 3D Leadership credit accumulation will be adjusted to reflect the actual workshops attended.
- Integrate SDLI into all First Year Experience courses (early in the quarter)
- Successful partnerships with professors from the College of Business Administration are reflected in the numbers as an overwhelming majority of SDLI participants in the past quarters were from that college; potential collaborations with other colleges can similarly increase numbers of student participants from these colleges-CEIS may be of particular interest since these students were the smallest population represented in SDLI participation and have been consistently so over the past years. Although not at quite the same numbers, students from other colleges participated in SDLI through to things like class assignments or extra credit opportunities; in the process some have pursued and completed SDLI certification after initial exposure through their class assignments. Continuing these partnerships with the different academic colleges on campus is a great way to promote SDLI to a myriad of students who have

the opportunity of receiving credit for exploring this resource and often find the workshops engaging and become interested in the program.

Sustainability: The program has continued to gain campus-wide support and grown in participation and collaborators since 2003. OSLCC has also sought external funding opportunities via partnerships with the Target Corporation. Target has donated $5,000.00 towards supporting the SDLI program. The SDLI program and the Office of Student Life and Cultural Centers will continue its efforts to provide a rich leadership development conference experience for Cal Poly Pomona students.

Replication: Issues to consider for other campuses:
1. Budget/Cost: It costs around $10,000 annually to operate the SDLI program. If a campus wishes to undertake a similar program, cost must be factored into the equation.
2. Collaborators: Working with a diverse planning committee that involves departments from across the University helps to maximize campus involvement, share the financial costs, and strengthen the overall conference experience.

California State University, Sacramento

Leadership Recognition Program

Concept: Put in place a highly collaborative pilot leadership development program that will 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 Recognition Program (LRP) pilot 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 but occur in an unintentional and non-coordinated effort. In addition to the recognition of emerging student leaders, the LRP was designed to recognize those students who are already actively engaged in leadership development through campus involvement and encourage those who were not to get involved in leadership development via several Leadership Courses being taught on campus. It is also intended to serve as a model of interdepartmental collaboration and cross-divisional partnership.

Planning: During Fall 2009, California State University, Sacramento (CSUS) launched our LRP pilot in collaboration with Dr. Beth Erickson (with the support of Dr. Dana Kivel, Department Chair of the Department of Recreation, Parks and Tourism Administration) whose 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. Dr. Erickson's 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 Alumni Center, Career Services, 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 us 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 LRP calendar. The information collected through the

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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 improving. The student feedback also gave the program the confidence to expand the LRP from 35 to 100 students for the Spring 2010 program. As it turned out, more than 250 students completed the LRP in Spring 2010 (32 in Dr. Erickson's Leadership 32 class and 221 in EOP courses taught by Professors Al Striplen, Jesus Tarango, and Kellie Corbisiero).

For Spring 2010 CSUS utilized *OrgSync* 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, or track student participation in workshops and events without *OrgSync*. *OrgSync* is a type of web-based software that allows us to capture and share multiple levels of data while also allowing our students involved in clubs and organizations the opportunity to communicate with one another in a "Facebook" format. *OrgSync* costs us approximately $3,000 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 our Leadership Coordinator as he also advises 70 student clubs and organizations, provides advising support and guidance to our Multi-Cultural sororities and fraternities, coordinates multiple Campus Life programs and events, and serves on University committees. SO&L also "bought" three units of our faculty partner's time (approximately $5,000 with benefits) for Spring 2010 so that she could work with us on the data analysis of the 2009 Multi-Institutional Study of Leadership (results are available on our 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 options).

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). This patchwork of support has been wonderful but it does not afford us the opportunity to expand much beyond the current number of students we currently serve.

Assessment: The student participants enrolled in the Spring 2010 EOP courses attended nearly 500 hours of events. The most attended events were from the Professional (113 event hours) and Leadership Development (89 event hours) categories with an additional 65 event hours from the Multiple Category

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which counted for either of those two categories. Sixteen students went above and beyond the required four events (EOP faculty required fewer events than Dr. Erickson chose to require), and two students completed eight events qualifying them for an even higher level certificate from SO&L.

We found the following in response to the survey and structured reflection session with Dr. Erickson's students:

When asked about some of the best experiences students had in the LRP, students shared a number of different things with us including, the 1) **"**Taiko [Dan] drummers [because they] reinforce history and music, entertaining and learning"; 2) the Resume Builder, Speed Interviews and Etiquette Dinner facilitated by the Career Center which was described as "amazing" and something several students would do again; 3) the lecture on the subject of White Privilege presented by author Tim Wise because "[inequality is a] community situation because it's everyone's problem not just that person" and another found it "very powerful and intense"; the 'Leader In You' workshop as it "allowed the students to be open and learn how to be comfortable in oneself"; the "We Not Me" workshop for its emphasis on "teamwork" and it was "fun" and attending campus athletic events because doing so offered the student the chance "to support the school" and she will "continue to go in the future."

When asked what were some new experiences students had as a result of participating in the program a number reflected on events and activities that took place through the PRIDE Center's PRIDE Week schedule. For example, one student reflected on the Kings of Drags event and described being "uncomfortable" but also shared that she "pushed herself to experience and challenged herself" and that in doing so she was able to "learn about another culture" and someone else shared this about the same event: "I attended 'Kings of Drag' and it was very interesting because I had never attended something like that before. I definitely stepped out of comfort zone." Another student described the event as "Interesting and would go [to a similar event] with an open mind next time" and another stated that "[i]t was cool to see that they didn't care what others thought about what they did." While one other described not knowing that the PRIDE Week Kick-off event she attended was not a "school pride event" as she originally thought and when she got there she said she "felt out of her element" but she "stayed because the other [attendees] who were there were into it."

One student described attending the "F" Word Panel (and event about feminism as a part of Women's Herstory Month 2010) in which he "learned that I was a more conservative guy than I thought" but that in attending he found it "put you out of your comfort zone and gave you the chance to learn to think for yourself."

Students also reflected on programs and events that they found fun such as volunteering for the Children's Day in the Quad event, attending a Hornet baseball game, attending a poetry reading that raised awareness about gender inequality, participating as a Safe Rides volunteer, and getting to know other classmates.

"What I liked about the LRP Program is that the LRP made me go to events that I wanted to go to but did not in the past because I did not find time for it. I am really glad I went to all the events I did."

When inquiring as to what students might get involved in again minus the LRP course credit they highlighted Career Center opportunities, particularly internship panel, speed interviews, and Hornet Athletic events.

When asked if the LRP provided them with an opportunity to interact with people or a culture different than themselves or different than those that they already regularly interact with they reflected often on the opportunities to work with children from the Teen Center and events hosted by the PRIDE Center and the queer community. One student reported that 'the diversity events were the most helpful to future leaders really because you learn to accept different perspectives." Finally, when asked if and how the content of the events attended complimented or contradicted what they were learning in their class they shared that the "Leader in You workshop is different from theories brought in class and that it [gave me] another perspective of leadership."

Overall, the participants described an appreciation of "the experiential learning opportunities" and described having "learned a lot that helped me prepare for my future career," "time management and self-awareness," "leadership development," "new perspective on race and gender as it relates to professions," "teamwork skills" and learning about resources available on campus through the "Women's Center Opening Event" and the various "Career Center opportunities" and someone "really liked the way the program as a whole was put together. [Five] different categories give you so much exposure to things you wouldn't usually get in touch with" reported one student participant.

Recommendation: Students were asked to share their recommendations to make the next phase of program more accessible or more desirable for student participants. Three resounding themes emerged: 1) Sign-In process at event needs to be consistent; 2) Service opportunities need to be more varied; and 3) Participants need more reminders about events (they suggested using "Facebook" and email "blasts" for such communication).

Sustainability: As SO&L looks to piloting the next phase of the Leadership Initiative (LI), CSUS has considered the feedback from LRP students and will be working to

streamline the sign-in process at all events and activities. Toward this goal, the program received an ASI-funded grant that will provide the opportunity to employ three students on a part-time basis to assist with tracking participation at the various events and programs. Two IPADS were purchased that will allow for the electronic tracking of students at each event through *OrgSync*. The program will also use vending fees to hire a part-time student assistant that can assist with marketing and promoting the LI events and activities via social media. In addition, the program worked with Advancement to reach out to alumni and to date, have had more than $5,000 donated to SO&L. The program will be applying some of these funds to LI expenses. Finally, the program will continue to work closely with our faculty and departmental partners to ensure that there are multiple options available to students in every category at times and days of the week that meet our diverse student body's schedules and interests.

Replication: SO&L would not have been in a position to pilot the LRP nor would we have been able to 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 LRP, it should be prepared to support the effort with a minimum of two full-time professional positions.

California State University, San Bernardino

Student Involvement Expo

Concept:
The Student Leadership & Development (SLD) Office needed a low-budget way to increase membership within clubs and organizations, while at the same time increase school spirit and promoted unity. The idea of a Student Involvement Expo was not new to the campus; however, the SLD office worked to incorporate new tactics and collaborations to create a buzz around this event that would give students more than they expected. The main concept was to create an all-inclusive one-stop shop for students to find out about all of the involvement opportunities available to them on campus. Equally important, was to create an atmosphere that was fun and engaging.

Planning:
The SLD staff began planning this event during the summer of 2009 and used our summer orientation program as a testing ground for what to expect during the academic year. Contact was made with all Student Affairs departments, such as Recreational Sports, Athletics, Housing, the Student Union, ASI, and Events Management. In addition, departments outside of the division were included, such as Parking Services, Academic Media and Computing, and Honors Mentor Program. The SLD staff even went a step further and contact all its corporate sponsors to participate in this program. They include AT&T, Apple, Target, and others. The Student Union was instrumental in providing space at no charge in exchange for allowing their Centers to participate in the program.

Implementation:
The SLD staff reserved the lobby of the Student Union during the second week of the fall quarter and contacted all club and organization leaders during Club Conference, which took place prior to the start of the academic year. Next, Coyote Radio, our on campus, award winning radio station, was contact to play music during the Expo. 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 a table 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 who made the request.

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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 encourage new participation the following quarters. As a result of the feedback, the program has been repeated quarterly since the fall of 2008.

Recommendations: The biggest recommendation CSUS would give to another campus looking to implement this is to get 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, saw we were eager to gain their input and perspective prior to making all of the decisions, they gladly contributed.

Sustainability: This event has been sustainable for the past two academic years and continues to grow as we seek input for all stakeholders. For the fall of 2010, we are planning to host this event outside. AT&T has offered to provide a band and an ice cream truck. This event will be held later in the day and be used as a Pep Rally for our Women's Volleyball game later that evening. It continues to grow because the SLD office is open to including new partners and accepting new ideas.

Replication: This program could easily be replicated on anther 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. We would be eager to share our blue print for the success of our Student Involvement Expo with any campus that was curious.

San Diego State University, San Diego

Aztec Nights

More than a decade ago San Diego State University made the decision to move towards selective admissions. This decision has allowed the university to transform its student body by recruiting very diverse, talented and academically prepared students to SDSU.

In an effort to recruit the best and brightest, strategically, SDSU needed to focus our recruitment efforts outside of the local San Diego area. This increased the demand for on and off campus student housing making the campus more of a residential campus. Residential is defined as the number of students living within 1 mile of the campus.

As the SDSU student population living within 1 mile of the campus continues to increase, this is also forcing SDSU to provide a more comprehensive campus-wide student programming that challenges our current student programming model provided by the student union, which is geared towards commuter students.

National research indicates that students on a residential campus spend 40% of their time outside the classroom engaged in some kind of activities or social interaction. Further, freshman research shows us that the first six weeks are the critical weeks. The experiences freshman students have during the first six weeks of school helps them decide whether college or that university is for them. It is imperative for a university like SDSU to be intentional and deliberate in delivering campus wide programs and activities to ensure the success of its students. In addition to being an integral part of the educational process, programming can also help shape the environment where students live.

Furthermore, both parents and students co-curricular expectations are much higher. Many of these students are looking for the added value that a university can offer them inside and outside of the classroom. This was the catalysts that led Associated Students, Student Affairs and Business Affairs to create Aztec Nights.

Concept: Aztec Nights promotes the creation of vibrant campus nightlife and provides opportunities for students to become engaged in positive community interactions through a substance-free social and educational curriculum.

                    In addition to providing students the opportunity to lead, plan and implement student programs, student participants have the opportunities to attend activities where they can make new friends, learn about cultural diversity, learn about others that are different from themselves, learn about

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cultural diversity, learn about others that are different from themselves, learn about responsible and safe sex, learn about alcohol and other drugs, learn and volunteer for community service, learn about the political process and learn about the broader San Diego community.

Aztec Nights events mainly take place Thursday, Friday and/or Saturday nights between the hours of 9:00 p.m. and 1:00 a.m. or during holiday or special event periods at SDSU. There is an emphasis on providing Aztec Nights programs weekly during the first six weeks of the academic year. These programs are large-scale activities provided for SDSU students by a student organization, a campus department, individual student or group of students.

These programs address current student needs in the development and success of college students and a campus community as indicated by student research. During the 2009-2010 academic year students were surveyed by an Associated Students web portal survey and a similar survey in the campus on-line student magazine "@State." Results of these surveys indicated student requests for late-night, weekend social-programming. National research and literature indicated an echo for the same requests at college campuses across the nation. All Aztec Nights programs maintain and promote a policy of nondiscrimination on the basis of race, religion, color, sex, age, disability, marital status, sexual orientation.

Planning: Aztec Nights is a collaborative effort that included students, staff, and administrators from across campus. Representatives from Student Affairs, Associated Students, and Business Affairs worked together in providing a framework for planning and implementing Aztec Nights. This year, the structure of planning this program was reduced from three committees to one. This restructuring created a focused and streamlined approach to planning these activities.

Today, the programming team provides leadership to Aztec Nights. This committee is composed of five stakeholder departments Associated Students Cultural Arts and Special Events, Student Life & Leadership, New Student and Parent Programs, Residential Education, Alcohol and Other Drug Initiatives. The planning team is responsible for approving and monitoring the budget, developing policies and procedures, resolving University challenges and issues, and approving events that would be included in Aztec Nights. Students from residence halls, greek organizations, Associated Students executive and campus Ambassadors are also very involved in the planning and implementation. The team is led by the Director of Student Life & Leadership.

This project requires many resources. The first resource is people to carry out the planning of Aztec Nights. Once a plan is in place, it requires financial resources to support the costs associated with putting on events of this caliber. A third resource is facilities. Appropriate facilities on campus have to be secured for hosting the events. Assistance from Physical Plant personnel is essential to the success of these programs.

Implementation: Aztec Nights was developed as a component of a comprehensive strategy to prevent alcohol and other drug abuse and associated harms. While the target audience was first-time freshmen, events were inclusive of all students. As the student population living within a one mile radius of campus increases, it is important to provide developmentally appropriate social opportunities.

Planning for Aztec Nights takes place beginning in April and completes with a campus kick-off in early July. Because of the short time period to plan and implement the events, it requires many people. Under the direction of the Vice President for Student Affairs and the Vice President for Business Affairs, current staff develop and execute these events while maintaining their daily job responsibilities. In addition, undergraduate and graduate students volunteer to assist.

Once the planning team develops a projected budget it is presented to Associated Students, Business Affairs, and Student Affairs for funding. In partnership, the following funding allocations were approved:

Student Affairs
- Student Activities and Campus Life- $48,000
- New Student and Parent Programs- $27,000
- Residential Education- $25,000

Business Affairs- $100,000
Associated Students- $100.00
TOTAL Budget- $300,000

Associated Students provides facilities in Aztec Center Student Union free of charge. The hours of operation were extended to include the late night programming. A policy for the use of Aztec Green had to be created as this was a prime location to hold large scale, outdoor events and previously it was not reserve able space. Public Safety was involved for crowd control and security. The events have been well attended. Below is a list of events during the first six weeks of 2009 and their attendance:
- Playfair and Templo Del Sol – 2,800
- Red and Black Welcome Back Dance –4,000
- Screen on the Green – 1,000
- Drag Show – 500
- Campus Carnival – 3,000

- The Race Is On – 1,500
- Break a World Record Night – 600
- SDSU's Got Game – 285
- Aztec Nights Comedy Explosion – 417
- Las Vegas Block Party – 1,200
- Aztec PhenomeTHON (Dance Marathon) – 650
- Hypnotist Show – 388
- Concert – 3,800

Assessment: There is a comprehensive evaluation completed annually by the programming team. This document is compiled in November and presented to campus leadership in December.

Recommendations: Recommendations were forwarded to the The California State University Office of the Chancellor along with the assessment part of this report.

Sustainability: Future plans for the program will be discussed after the assessment process is complete. However, the University has made a formal move to fund this program on a permanent basis.

Replication: Please see the 2009 Narrative Summary.

San Francisco State University

Leadership Symposium

Concept: On September 6, 2008, LEAD, in partnership with Residential Life, hosted the inaugural Leadership Symposium from 9:00 a.m. to 3:30 p.m. in the Cesar Chavez Student Center. This event was held primarily to provide a forum for student leaders at San Francisco State University (SFSU) to network with each other and further develop their personal leadership skills. The Leadership Symposium was designed as an annual event with the second annual being hosted on September 12, 2009.

Leadership Symposium Objectives:
a) Develop individual students' basic leadership skills
b) Assist students in defining what leadership is and what the role of a student leader is at SFSU
c) Engage students in meaningful discussions grounded in the various components of leadership
d) Provide networking opportunities for student leaders to engage with each other to foster collaboration and coalition-building
e) Provide hands on leadership development experience to seasoned student leaders by establishing mentor roles and incorporating them in the planning and execution of the event
f) Strengthen a sense of community on campus
g) Connect faculty, administrators, and staff with student leaders
h) Connect non-University entities with student leaders to promote leadership beyond the SFSU community
i) Educate students early on regarding University expectations, policies, procedures, and resources for student organizations
j) Develop a new SFSU tradition while complimenting existing traditions

Planning: LEAD provides all the support and coordinates the logistics for the event. However, the event planning includes various academic and student life departments:
a) LEAD works closely with University Development to identify possible alumni to serve as the keynote speaker. These individuals volunteer to speak at the event.
b) LEAD works with Campus Recreation, Associated Students, Cesar Chavez Student Center, Residential Life, Athletics, Orientation, and the Community Involvement Center to identify student leaders to participate and provide information regarding the event to students.
c) LEAD has a close partnership with the Cesar Chavez Student Center and works collaboratively with them as the venue for the symposium.

d) LEAD has developed a partnership with the Pacific Leadership Institute to provide teambuilding exercises at no cost to the event.
e) LEAD also sends out a call for programs throughout the campus to identify workshop topics and presenters/facilitators.
f) The University Bookstore provides SFSU folders for the student leader packets

Implementation: Venues- LEAD hosts the event in the Cesar Chavez Student Center, including Jack Adams Hall, the Rosa Parks conference rooms, and meeting spaces, as part of LEAD's partnership with CCSC. For the 2009 event, LEAD expanded the program to also include nearby academic classrooms in order to accommodate event numbers.

Budget-The minimum budget to host the event is $2,500. The cost of the event is kept low through University partnerships, collaborations and in-kind donations. The 2008 event was funded by LEAD through revenue money. LEAD applied for a grant through Target in 2009 and was awarded $5,000 for the Fall 2009 symposium. LEAD reapplied for the grant in 2010, but the grant was not renewed.

Scheduling/Planning-The event planning starts fall semester with rooms being reserved in October. The bulk of the planning occurs during summer session and early fall semester (prior to the event). The program is finalized and goes to print in early September.

Target Audience-Student leaders throughout campus including, student organizations, Associated Students, Student Center Governing Board, club sports, athletics, residential life student staff, orientation leaders, and students with general leadership interest. This year, the program will also target students living in the new Leadership themed community (a collaboration between LEAD and Residential Life).

Attendance-2008 Leadership Symposium:
- 285 students attended the Symposium
- 172 students organizations represented (including Student Organizations, Club Sports, ASI, and CCSCGB)
- 18 Workshops were offered

2009 Leadership Symposium:
- 377 students attended the Symposium
- 209 students organizations represented (including Student Organizations, Club Sports, ASI, and CCSCGB)
- 18 Workshops were offered

Leadership Symposium Attendance and Workshops
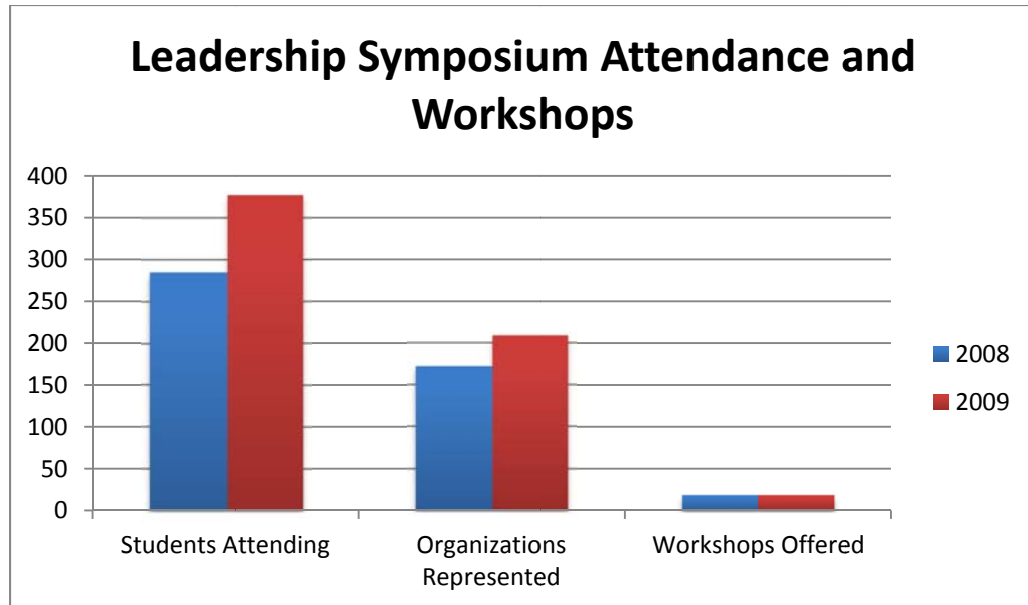
Recommendations:
a. Create an advanced student leader series of workshops that are more geared toward seasoned student leaders and/or students that have attended the Symposium in the past
b. Create a series of workshops geared toward graduate students that would be more relevant to their needs and development
c. Involve more faculty as presenters of workshops
d. Create more networking opportunities for students at the Symposium, particularly with regard to organization type (time for all of the academic, pre-professional, cultural, etc. organizations to meet each other in small group settings)
e. Involve students in the planning process of the Symposium by creating internship positions for student coordinators Develop comprehensive student learning outcomes for the Symposium

Sustainability: LEAD is excited to continue the development of the Leadership Symposium. LEAD will apply for future grants to assist with budget needs. However, due to partnerships throughout the University, LEAD continues to keep costs low for the event. LEAD has developed strong partnerships with numerous University departments that assist in making the event happen including providing facilities and tech needs, facilitators, speakers, etc. LEAD utilizes local alumni who volunteer their time as the keynote, campus resources for teambuilding exercises (Pacific Leadership Institute), and internal food vendors who provide discounted cost. It is through these partnerships, in kind donations, and staff volunteers that the symposium has proven to be a success.

In addition, LEAD has made the Leadership Symposium a mandatory event for the student organization registration process. Additional Student

Affairs departments and academic classes are also making the event a mandatory part of their programs.

Replication**:**

- Funding
- Needs assessment: developing the program so that it meets the needs of students and/or the intended audience
- Campus partnerships: working with various departments on campus to make the event successful

Assessment:
LEAD created an online assessment tool for the Leadership Symposium through the use of Survey for the first year and *OrgSync* the subsequent year. LEAD is planning to assess student learning outcomes through more deliberate tools in the future.

San Jose State University

Student Organization Leadership Conference

Concept:

The Student Organization Leadership Conference was designed to provide leadership training and development to San Jose State University (SJSU) student organizations leaders and members. The conference assists students in honing their skills through workshops and presentations on relevant topics such as fundraising, event planning, intercultural communication, and event risk management. Two current organization members (one officer and the general member) are required to attend the conference as part of the official University Recognition process. Student Organization advisors are also encouraged, but not required to attend .

Conference Learning Goals
- Leadership Skills
- Organizational Management
- Education on Policies related to Student Organizations
- Networking

Conference Learning Outcomes
- Plan, implement, and evaluate both social and educational programs/events.
- Develop leadership and effective communication skills.
- Develop their cultural competencies and cultural sensitivity.
- Develop an understanding of university and CSU policies as it relates to student organizations.
- Identify and understand campus resources to assist in organization development.
- Develop well-being, balance, and a healthy lifestyle.
- Increase awareness and understanding of the campus life community at SJSU.
- Begin building relationships to assist in organization development.

Student Leader Profiles - The Conference Committee offers an intentional and purposeful experience at the Student Organization Leadership Conference. For that purpose, three *Student Leader Profiles* to assist attendees in selecting directed workshop sessions to best suit their needs. Each Profile has a suggested schedule of workshops they may choose to attend. The workshops chosen for each Profile will encompass the conference's five desired competencies and will provide them with a comprehensive training experience.

1. *Emerging Leader*-Students who are getting started in leadership positions and are eager to begin developing their skills.
2. *Experienced Leader*-Students who have leadership experience and are looking to enhance their skills.
3. *Graduate Student/Career Development*-Graduate Students who are ready to critically reflect and build upon their experiences in preparation for transitioning into leadership roles after graduation.

Conference Competencies - The Conference focuses on five Competencies that a student leader needs in order to be successful in their organization and within their community. Every session offered will address one or more of the following competencies:

Diversity/Multiculturalism
- Explore the capacity to understand and interact effectively with others who differ in beliefs,
- behaviors, values, and worldviews
- Acquire skills in cross-cultural communication that are valuable in student organizations and
- Communities

Community Involvement
- Learn how to become allies for underrepresented and misrepresented groups
- Learn about advocacy and social justice
- Develop a sense of socially responsible and global citizens
- Learn about issues and tactics of sustainability and environmental concerns
- Develop ways to build community on campus and build partnerships with students, faculty, staff and organizations

Health & Wellness
- Explore methods to improve your well-being
- Learn skills to live a healthy and balanced lifestyle

Organization Development
- Learn goal setting skills, membership recruitment tactics, and teambuilding tools
- Increase knowledge of campus and community resources
- Explore event planning and understand campus policies and protocol

Individual Growth
- Clarify personal values and develop a stronger sense of identity, personal strengths, and areas
- for improvement
- Develop critical thinking and communication skills

Over the course of the day, participants engage in presentations and workshops offered by faculty, staff, peers, community partners, and student affairs colleagues from nearby campuses.

Application to Student Involvement's Mission - The Conference is directly related to the mission of student involvement. By engaging attendees in thoughtful and intentional workshops we are preparing students for current and future leadership roles. In addition the networking opportunities with their peers and with presenters allows them to begin fostering connections to SJSU and student organization community.

Planning: Over the years, the Conference Planning Committee has changed its structure to accommodate staff workload and time frame. The first conference in 2003 consisted of over 10 committee members ranging from departments across campus and student seats. It proved taxing to manage such a large committee and priorities often were not met due to the high number of constituents at the table. In 2008, the committee was chair by one of the Coordinators for Student Organization Development and consisted of the Coordinator for Student Organization Development, two Student Chairs, Assistant Director of the MOSAIC Cross Cultural Center, and the Intramural/Open Recreation Coordinator of Associated Students Campus Recreations. With the down staffing that occurred in 2009, the Associate Director for Student Organizations and Leadership chaired the planning committee that consisted of the Coordinator for Student Organization Development, Program Support Coordinator and two Student Chairs. For the 2007 conference, the campus began employing undergraduate students to serve as the Student Chairs for the Conference. The purpose was twofold:

1. To offer a unique opportunity for student leaders to assist in the planning and implementation of a large scaled campus program. In addition to receiving in depth training and leadership skills, these students are able to interface and network with campus and community members.
2. To offer support and assistance to professional staff members to execute the conference. The two positions with its primary functions are:

Marketing and Communications Student Chair
- Work closely with the Committee Chair to assist in communication, registration and marketing efforts for the Conference

- Coordinate the registration process for student organizations (maintain data records, contact
- organizations & participants via phone and email)
- Assist in marketing efforts for the event
- Coordinate the Conference Check-In process
- Serve as a liaison to the volunteers and create a volunteer placement schedule
- Collect, organize and analyze conference assessment data and feedback

Programs and Presenters Student Chair
- Work closely with the Committee Chair to assist in the programs development and conference presenters
- Design the program schedule and secure equipment for each program
- Assist with the recruitment of presenters
- Serve as a liaison with faculty/staff presenters
- Develop and co-facilitate one hour orientation sessions for presenters
- Organize the presenter check-in table, resource room and thank-you gifts
- Collect, organize and analyze programs/presenter assessment data and feedback from the sessions

For the 2010 Student Organization Leadership Conference, we are pleased to welcome a new collaboration with the Fraternity and Sorority Life Team. The pre-existing program, "New Member Experience" will be incorporated into the conference. All new members of general interest fraternities and sororities will be required to attend a special track of the conference. Due to this new component, a third student chair position was added for the 2010 conference. Their duties are as follows:

Special Projects Student Chair
- Work closely with the Committee Chair to assist in the programs development and conference presenters
- Assist with the development and execution of the New Member Experience Curriculum and Special Interests Curriculum
- Assist with the recruitment and serve as a liaison with presenters pertaining to the New Member
- Experience Track and Special Interest Track
- Serve as a liaison to the Curriculum Advisory Board
- Coordinate the Check-In process for New Members
- Collect, organize and analyze programs/presenter assessment data and feedback from the sessions
- Support volunteer recruitment and training for the conference
- Assist Committee Chair with Conference planning logistics. Typically the process begins in late March-early April when the date is set for

the conference. This is primarily contingent upon availability of space and pre-planned campus wide events.

Assessments: Participants are given Assessments to be completed for each workshop they attend throughout the day and an overall Program Assessment. Both assessments offer qualitative and quantitative data.

Application to Student Involvement's Learning Outcomes

Communication — Participants have opportunities to communicate with students from organizations that were similar and different from their own, as well attend workshops about communication styles, public speaking, or the effects of words when it comes to working with people different than ourselves.

Reasoning — Many workshops offered have problems and situations posed to the students, engaging them in critical thinking and applying what they learned to their own experiences as a student leader. Within conference workshops, students are able to examine and brainstorm new ideas to bring to their student organizations in areas not limited to: recruitment, event planning, and conflict resolution.

Leadership — The focus of the conference is to build leadership skills for both officers and general members of all recognized student organizations. Students attending conference workshops make a commitment to bring back their acquired knowledge to the respective student organizations.

Individual Responsibility — Participants are able to attend workshops that examine character and identity development. Some sessions are focused on ethical leadership, time management, community service, and leading with integrity.

Social Responsibility — Participants are able to attend workshops that examine cultural competency, diversity and social justice. Some sessions focus on gender representation in leadership, being an ally, cross-cultural communication and cultural awareness.

University Responsibility — By attending the conference, students participate in a university-sponsored program as a representation of the student organization in which they are involved. While attendance at the conference is mandatory for student organizations, students attending the conference display a desire to learn more about the resources available to student organizations, and how to best utilize these resources for the good of their organization.

Recommendations:
- Some recommendations to improve the Student Organization Leadership Conference:
- Provide workshop materials electronically to the participants after the Conference so that they may share information with their organization
- Create more intentional opportunities for groups to network at the Conference
- Offer sessions for groups within the same classification to share and discuss successes and challenges within their group
- Offer specific workshops based on Officer Positions
- Allow more than 2 members to attend
- Move the Conference to a more conducive facility
- End the Conference with a fun celebration event (ie. Concert, BBQ, etc.)

Sustainability:
The Student Organization Leadership Conference is now a longstanding program at SJSU, which provides developmental opportunities for student groups while fulfilling EO 1006 requirements. Our data shows an increase number of attendees each year and we look forward to its continually growth. Should we be granted increased funding, we will explore options of opening up attendance to any SJSU student interested in developing their leadership skills. Should funding wane, the campus will need to revisit the number of required attendees to reduce costs.

Replication:
There is a high potential for the Student Organization Leadership Conference to be replicated on other campuses. Some things a campus should consider if they are contemplating replicating the program are:
- Funding: This is a costly program even with prudent expenses.
- Mandatory Attendance: It takes time to implement a mandatory requirement for any campus. From our numbers in 2003 to 2009, we have slowly but steadily grown more successful in this area.
- Collaboration: If workshop series are currently being offered on campus, consider outreaching to merge the efforts to produce one event. This will save in costs and staff time.
- Presenters: We have been fortunate to receive support from faculty, staff, and community partners in volunteering their Saturday to present. This can be a challenging feat to recruit the number of presenters/sessions needed for a full conference.

California Polytechnic State University, San Luis Obispo

Welcome Week Cal Poly

Concept: A component of "Welcome Week Cal Poly" (WOW) is held four days prior to fall classes beginning where students are placed in small groups led by two trained orientation leaders. They are introduced to life at California Polytehnic State University, San Luis Obispo (Cal Poly San Luis Obispo) through a full range of activities, including: WOW-A-RAMA (meet the other 3000 WOW participants), SLO Bound (check out everything SLO has to offer), Awareness presentations (workshops, presentations, discussions on respect and awareness), and Club Showcase (experience dozens of Cal Poly's clubs).

WOW Features:
Extensive leadership training program
Awareness Presentations
  - Personal choice and struggles as they relate to alcohol and drug use and abuse
  - Campus and community respect
  - Respect & Diversity Workshop
  - Awareness Gallery: Discovery of Student Life: A self-discovery and interactive experience by providing resources and information on the topics and issues presented throughout the week. Topics include: Stress, depression, self-harm and suicide, Personal safety, sexual assault, Healthy living, eating disorders, Misuse of Drugs and Alcohol
Community Service Project Days
SLO Bound: A day downtown
Tour of classroom locations
Closing of the week
Club Showcase
Activities and Entertainment

Planning: Student Life & Leadership personnel, along with student leaders, collaborate with academic offices in the colleges, campus support services and community resources to plan for the coming year's orientation. This planning begins over a full year before the scheduled event.

The planning begins when the new WOW student executive board is selected. Student Life begins planning with these student leaders who work with department advisors using assessment results to plan and

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develop goals and strategies. Feedback is also sought from key administrative academic offices and is implemented into the planning. Student group leaders are selected and participate in 45 hours of training in preparation to lead groups of incoming students.

Implementation: The WOW program is led by two professional staff members and two graduate assistants. They oversee five to seven student executive board members, 50 student team leaders and nearly 700 trained student volunteers who serve as group leaders for the anticipated 3,500 incoming students who participate in the orientation program. On-campus participation consists of 165 student clubs, 30 campus resources and six colleges. Community participation includes 64 local business sponsors and 37 off-campus businesses offering discounted activities for WOW participants.

The programs are held across the entire campus as well as out in the community and require detailed organization to assure that the necessary resources are available and reserved. The program is completely self-supporting; the new students participating in the orientation program pay a participation fee which covers all expenses of the program including leader training and event expenses.

Assessment: Students participating in WOW are provided an on-line survey asking them to evaluate each program area of the week including their assessment as to how well the orientation program prepared them for success at Cal Poly. Evaluation of leaders is achieved through a three-part self-assessment of their leadership skills over time and in-depth interviews with a sampling of leaders. An evaluation of the parents' component is done through an on-line survey.

The following learning outcomes are derived from the CAS (Council for the Advancement of Standards) Professional Standards for Higher Education in the areas of Campus Information and Visitor Services, Admission Programs and Orientation Programs, which are used nationally to develop and assess programs in Student Affairs.

Intellectual Growth
- *Produce personal and educational goal statements.* Student leaders achieve this through their goal setting experiences at the leadership retreat. Admitted students achieve this through exploring their academic college program at the event and making choices about whether or not to attend the University.
- *Use complex information from a variety of sources including personal experience and observation to form a decision or opinion.*

Effective Communication
- *Write and speak coherently and effectively.* Student leaders interact with campus officials, community members, alumni, current and prospective students, and parents via email, letters, phone and in-person and must maintain a high level of professionalism in their writing and conversation.
- *Make presentations.* Many also have the opportunity to speak publicly to large groups of their peers and WOW attendees.

Collaboration
- *Work collaboratively with others.* Student leaders work with peers and campus and community partners to implement programs that are mutually beneficial to goals of the WOW committee and the respective resources.
- *Contribute to achievement of a group goal.* Committee goals are identified in the beginning of the cycle and student leaders implement their plans throughout the rest of the year, while continuously revisiting the goals they set and how they can complete them collectively.

Realistic Self-Appraisal
- *Seek feedback from others.* Student leaders meet regularly with their peer supervisors and/or staff advisors to receive and discuss strategies for implementing feedback.
- *Learn from past experiences.* Student leaders practice planning smaller events throughout the year and learn how to assess and implement opportunities for change prior to the WOW event.

Leadership Development
- *Comprehend the dynamics of a group.* Student leaders attend a team-building retreat that reinforces the best and most appropriate ways to work with each other. The skills learned at the retreat are reinforced throughout the year as students work together on projects and interact at committee meetings.
- *Exhibit democratic principles as a leader.* Through the committee process, student leaders learn how to incorporate the ideas of their peers and colleagues into the larger event plans through compromise and coordination.

Independence
- *Function autonomously.* Student leaders are expected to be self-directed, taking initiative for completion of projects and assignments outside of committee meeting time.
- *Accept supervision as needed.* Supervisors may include peer student leaders and staff advisors. In addition to receiving feedback on a regular basis, leaders learn campus policies and procedures and are

able to identify times when a supervisor's presence is required under operational guidelines.

Cultural Competency
- *Seek involvement with people different from oneself. Seek involvement in diverse interests.* Student leaders recruit participation from an array of student clubs and campus resources, including cultural clubs, the Women's Center, Pride Center and the MultiCultural Center.

Social Responsibility
- *Understand and participate in relevant governance systems.* Student leaders serve as the governing body for participating clubs, serving as representatives of the University by training club members in campus policies and procedures and holding them accountable for their actions.
- *Understand, abide by, and participate in the development, maintenance and/or orderly change of community, social, and legal standards or norms.* Many WOW events are a response by the student leaders to provide alternatives to situations off-campus where drugs and alcohol may be present. The student leaders are empowered to address other social issues they are passionate about, including sustainability, cultural diversity, and community building.

Recommendations: As a result of the assessment data, if necessary, changes are made to the leader training to reflect the changes necessary to improve the program. The results of the assessments have led to the following goals for the future evolution of the program:
- Sustainability – reducing the carbon footprint of the program and including educational components for new students, families and leaders.
- Streamline reservation and payment system for new students and their families.
- Utilize technology more.

Sustainability: The program is valued by the entire University community and the San Luis Obispo community at large. There is complete commitment by the department to sustain the program.

Replication: The key issues a campus should consider if contemplating replicating Week of Welcome would be flexibility, continued assessment and adhering to the goals and mission of the University. Other campuses, such as University of Minnesota-Twin Cities, have reported that important issues in developing a similar program have included volunteer vs. paid leaders, training and risk management necessary for leaders and full support of all campus resources.

California State University, San Marcos

Social Justice Summit

Concept: The Social Justice Summit is collaborative initiative to train students in a social justice framework for campus leadership, community engagement, and change activism. The Social Justice Summit is a three-day/two-night retreat for California State University San Marcos (CSUSM) students to explore social justice in depth while also challenging their personal perceptions through experiential activities, reflections, and group dialogues.

Mission of Social Justice Summit:
In the spirit of community, the Social Justice Summit will set the foundation for individuals to explore diversity, become aware of the existence and impact of oppression, and initiate sustainable change, both in self and society. Participants will engage in work that creates a paradigm shift in thought and action to attain an equitable society free of oppression.

Student Life & Leadership's mission of *preparing students for their role as active participants in a diverse global community* is furthered by raising awareness of systems of oppression and impacts of inequality, developing understanding the benefits of advocating for equity, and practicing initiating change and leadership. Social Justice Summit focuses on students' awareness, knowledge, skills, and action to engage them holistically in social justice education.

Planning:

- Committee – The committee for Social Justice Summit includes staff and students. It begins meeting in September and runs through February (when the retreat takes place). In addition to the logistics planning, the committee for Social Justice Summit works to identify a theme to guide the marketing and program development, interviews and trains facilitators, manages the registration process for participants, and evaluates the feedback provided at the close of the retreat.

- Marketing/Logistics Planning – The campus is informed initially about the Social Justice Summit with a "Save the Date" and a request for recommendations of student participants. As the details of the retreat

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are being developed by the committee, it is also widely advertises the opportunity to students through student organization meetings and classroom presentations.

- Facilitators – Staff, faculty, and student facilitators through small groups discussions and large group experiential activities, facilitators introduce participants to the complexities of social justice work, and actively assesses the progress of the participants through the intended learning outcomes on-site. They are selected by the committee and invited to serve as facilitators. In order to serve in this role, facilitators are required to attend training before the retreat.

- Participants – During Social Justice Summit 2009, there were 30 students in attendance and in within one year, the Summit grew to 39 students in attendance as participants, 5 student co-facilitators, and 1 student logistics chair. Students register to attend Social Justice Summit online.

- Evaluation – At the end of the retreat, all students fill out an evaluation of their experience. Evaluations are condensed into themes and discussed with facilitators to write general and specific suggestions to help improve the next year's Summit. In order to report on learning and action, the pre and post tests are analyzed to determine how students applied the information presented at Social Justice Summit.

Implementation: In order to achieve the mission of the Social Justice Summit, learning outcomes were created to focus on during the retreat's activities, workshops, and discussions. All parts of the Social Justice Summit mission are implemented through the attainment of these learning outcomes:
1. Students will become aware of cycles of socialization and oppression.
2. Students will increase their awareness of personal identity within the context of multiple types of cultures.
3. Students will recognize their personal connection with systems of power and privilege.
4. Students will gain knowledge of the distinct difference between equality and equity.
5. Students will form relationships and support networks with other individuals committed to social justice.
6. Students will develop skills to become socially conscious leaders and community members.

These learning outcomes are met by developing a curriculum for the weekend. The first day is dedicated to establishing common ground—understanding the definition of social justice, sharing about personal identity, and building trust as a group. On the second day identity is explored within the context of the cycle of socialization and oppression; students are given the opportunity to begin to own their privilege and understand its impacts personally, culturally, and institutionally. Ally skill-building and accepting personal responsibility for leadership and change are the topic areas for the last day.

Assessment: During the inaugural year of Social Justice Summit (2009), students left feeling refreshed, connected, and ready to enact social justice inspired change on campus. Student participants felt a strong sense of urgency to be active and involved members of the campus and local community. This urgency and passion for social justice helped the committee to open opportunities for students to continue with their involvement with Social Justice Summit while not taking away the opportunity for new students to attend.

Social Justice Summit is assessed through several means. The assessment strategies are as follows:
- Registration form for participants with open-ended question to define social justice
- Pre/Post Tests of understanding privilege and oppression for participants
- Retreat evaluation for participants and student facilitators
- Exit interview with student facilitators
- Staff/Faculty facilitator meeting and debrief

Evaluations of Social Justice Summit indicate students learn:
- There is a need to take action in order for change to happen
- Ways to be an ally, and implications of actions allies take
- Multiple identities exist and intersect
- Tangible ways to recognize social and internalized oppression

Information collected from all of these strategies is then looped into future planning processes. Adding an on-site logistics chair and student facilitators are two of the changes that were made between 2009 and 2010 that came directly from suggestions made amongst the facilitators and students to support the need for continued development and education.

Recommendations: Themes from the completed retreat evaluations establish a baseline for topics to focus on, activities to keep, and highlights to maintain for the

next year. According to evaluations from Social Justice Summit 2010, recommended improvements for the future are:

- Spending more time in "home groups" [consistent break-out discussion groups]
- Focusing on specific actions allies can take
- Providing solutions for the cycle of socialization and oppression
- Structuring more small group interactions

In review of the program over the past two years, we have recommendations for the future of this program specifically at CSUSM, and for other campuses who wish to start their own version of this retreat. At CSUSM, the future growth of program will depend on funding sources and continued campus need. Expected directions Social Justice Summit will explore are:

- Having facilitators serve on the committee
- Beginning facilitator training earlier
- Developing emergency protocol for maintaining safety and security of all participants
- Increasing the capacity of participants
- Formalizing follow-up/reunion gatherings and activities
- Adding an advanced retreat
- Increasing opportunities for students to facilitate and lead the retreat
- Expanding the retreat to include opportunities to have other campuses and/or local community members participate

Sustainability: From the inception of this program, the Social Justice Summit was supported by multiple campus departments—financially and in recommendation and promotion of student participation:

- ASI Women's Center (committee, financial, facilitation)
- ASI LGBTQ Pride Center (committee, financial, facilitation)
- Office of the Dean of Students (financial, facilitation)
- University Student Union Advisory Board (committee, financial, facilitation)
- Co-Curricular Funding (financial)
- Social Justice & Equity Program Grant (financial)
- University Village Apartments (in kind financial, bus and transportation)

The overall cost of the program is $6400. Approximately 45% of the annual funding is provided by Student Life & Leadership Multicultural Programs in the amount of $2700. Participation on the planning committee

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is written into the job descriptions of the Director of the LGBTQ Pride Center and the Director of the Women's Center.

At CSUSM, there is a Social Justice & Equity Symposium whose target audience is primarily faculty, staff, and community members (although students are encouraged to attend), and Social Justice Summit fills the unique need of students actively engaging in social justice education and action.

Student response to this program is also what makes the Social Justice Summit sustainable. There is great and growing interest in attending the retreat, and students who attended in the past two years are seeking to remain involved—with one another and in the future of the program.

Replication: See Recommendations.

Sonoma State University

Club Congress/Student Organization Council

Concept: An example of the scope of our collaboration and partnership with Sonoma State University (SSU) Associated Student, Incorporated (ASI) is demonstrated with the creation of our Club Congress/Student Organization Council. The creation of this council surfaced as both entities saw a need for our student organizations to have a more intentional voice in the governance process, many desired a greater level of leadership and they needed increased training and development as they navigated both their organization but the campus culture. Our student organizations are representative of 2500+ students and almost one-third of the campus population, but often a difficult group to categorize or outreach to. This council has been a way for our student organizations to have a greater voice and to be involved in funding and decision making processes as they relate to their organizations. We are currently entering into the second year of this structure and continue to strengthen and solidify the council each semester with input from the student leadership and elected representatives.

Purpose: As a committee of the ASI Senate, the ASI Student Organizations Council will actively engage members of student clubs and organizations of SSU to increase opportunities for student involvement within the campus community.

Structure: The ASI Student Organizations Council will be composed of one representative from all chartered student clubs and organizations. Recognition and the club chartering process will be determined by the Center for Student Leadership, Involvement and Service (CSLIS). An Executive Committee consisting of seven individuals from the pool of club representatives will be responsible for carrying out a variety of programs, services and initiatives that fulfill the purpose of the Student Organizations Council. A Finance Committee, separate from the Executive Committee will be responsible for administering the ASI Club Grant, funding and allocation process to clubs and organizations. The Finance Committee will be chaired by the ASI Vice President of Finance with representatives from each club area. The Finance Committee will periodically update both the Executive Committee and the Student Organizations Council of current funding activities and issues related to the ASI Club Grant process.

Executive Committee - The Executive Committee will be comprised of three areas/committees: Clubs, Leadership Development and

Spirit/Community Development. The Leadership and Spirit areas will be overseen by a Chair with representatives of the Student Organizations Council comprising each committee. The Clubs area will be comprised of a representative from each of the five areas.

Club Liaisons - Club Liaisons will function as representative ambassadors to all chartered student clubs and organizations. The Club Liaison committee of the Student Organizations Council will be comprised of 5 individuals, representing club areas as designated by CSLIS. All of the Club Liaisons will work collaboratively to improve campus involvement within clubs and organizations while serving as a resource to all chartered clubs and organizations. Club Areas: Greek Life, Sports Clubs, Cultural/Spiritual, Academic/Professional and Special Interest. The club areas will be designated by the CSLIS.

Senators -"At Large Senators" (2) - The two "At-Large" Senators will serve as representatives for students involved in various aspects of campus life. Both individuals will serve as voting members to the ASI Senate.

Finance Committee Chair - The Finance Committee will serve as a committee of Student Organizations Council under the direction of the Finance Committee Chair (ASI VP of Finance).
ASI Vice President of Finance: The ASI VP of Finance will serve chair Student Organizations Council Finance Committee as an ex-officio, non-voting member.

Finance Committee Members (5) - The Finance Committee of the Student Organizations Council will be responsible for allocating funds to student clubs and organizations through the ASI Club Grant funding and allocations process. Members of the finance committee will be selected from the five club designations: Greek Life, Sports Clubs, Cultural/Spiritual, Academic/Professional and Special Interest.

Advisement and Support
1. ASI Student Government Coordinator- The Student Government Coordinator will serve as the Advisor to the Student Organizations Council, its committees and leadership.
2. CSLIS Campus Life Advisor- The CLA will co-advise areas of the Student Organizations Council as necessary to ensure adherence to current policies and procedures affecting clubs and organizations.
3. Co-Advisement on matters relating to the Club Chartering process, training and transition of student club and organizational leadership
4. Interpretation of CSLIS , Sonoma State University, California State University and state policies, procedures and laws as related to student clubs and organizations

Assessment: Intentional assessment tools are being developed and learning outcomes specific to this program are being created. These will be administered via our *OrgSync* tool and will be targeted to those members of this body as well as the student Senate. As this program is entering into its second year and with new full-time staff advisors we are very much looking forward to having the data support what we believe to be a very high-quality program supporting both the mission and vision of CSLIS, ASI but the university as a whole.

Sustainability: Currently this council is funded through support from ASI programming dollars as well as defunct club funds (clubs that have not been operational for a period of greater than 3 years). Funding is used to support the ongoing leadership training and development of all student participants. It is our goal that that this partnership and program will continue on an annual basis and will only grow and become a stronger means for the student voice to be heard. It is in the long-term plans of the ASI as a function of CSLIS and our Campus Life Advisor's formal job description.

Replication: Depending on the size and scope of your respective campus and the structure of student organizations, this would be an easy program for campuses to replicate.

California State University, Stanislaus

Student Leadership Program

Concept:
: The Student Leadership Program was developed to help train, recruit, and develop student leaders both present and future. California State University, Stanislaus (CSUS) wants to have the best-trained student leaders in the system and developed the Student Leadership Program to address that goal. The program consists of two main components: a three-day Summer Leadership Institute and a new online self-paced certification program on Leadership Theory and Development, from the company Magna.

Planning:
: The Student Leadership & Development office plans and runs the Student Leadership Program, with oversight from the Assistant Director for Student Leadership and Development, Senior Director for Student Life and the Vice President for Student Affairs. The program is funded through Student Affairs, Instructional Related Activities (IRA).

Implementation:
: Professional and student staff members from the Office of Student Leadership and Development are responsible for implementing the program. Former SLP student participants are also hired as Program Assistants to assist with the Summer Institute. Various Student Affairs professionals, faculty members, and community experts facilitate workshops for the Summer Institute. University housing, classroom buildings, conference rooms, the Event Center, and Main Dining are all used during the program to accommodate participants. The target audience for this program is any current student interested in developing their leadership skills. This program typically involves 75-100 participants each year. The Student Leadership Program Coordinator, a full-time professional staff member in the Office of Student Leadership and Development.

Assessment:
: In addition to collecting feedback from professional staff, student assistants and workshop facilitators, the Office of Student Leadership and Development administers surveys at the end of the three-day Summer Institute program to staff and student participants. Data collected from these surveys is used to refine and enhance the program to best suit the participants' needs.

Recommendations:
: Student feedback suggests the program could be improved by extending the length of the Summer Institute, modifying and adding workshops to integrate multiple levels of leadership training, bringing in nationally-

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recognized speakers, and helping students learn more about leadership opportunities both on campus and throughout the local community.

Sustainability: One of the major responsibilities of the Leadership Coordinator and Greek Advisor is to direct the Student Leadership Program. Student Affairs has committed annual financial resources to ensure this program's existence. In addition, when the Office of Student Leadership and Development has requested additional funds from IRA to sustain the program the necessary funding has been granted.

Replication: Some issues for consideration by campuses interested in replicating the program include: the existence of broad-based support, as facilitators with a wide range of expertise are needed to implement the workshops; availability of financial resources and appropriate facilities; faculty support for leadership courses; and student needs and expectations regarding leadership development.

Student Involvement Leadership Development Model

The Student Involvement Leadership Model identifies 5 core leadership competencies for use in developing student leaders: communication, personal development, professional development, financial literacy, and applied learning.

- Fits Fresno State
  - Diversity of students- they lead in several settings
  - The value of integrated experiences for students - not "add on" but in addition to their academics, current groups, and work.
  - Meets students where they are, recognizing the many definitions of leadership and the varied opportunities available to students.

- Is expandable, enhancing the campus opportunities for collaboration.

- Utliizes the **"learn, do, reflect"** framework in developing program elements.

- Based upon "**train the trainer**", utilizing student leaders in a "**peer to peer**" leadership development approach.

- Impacts student success, positively impacting retention, and enhancing students' preparation for graduation, future careers and contributions to their community.
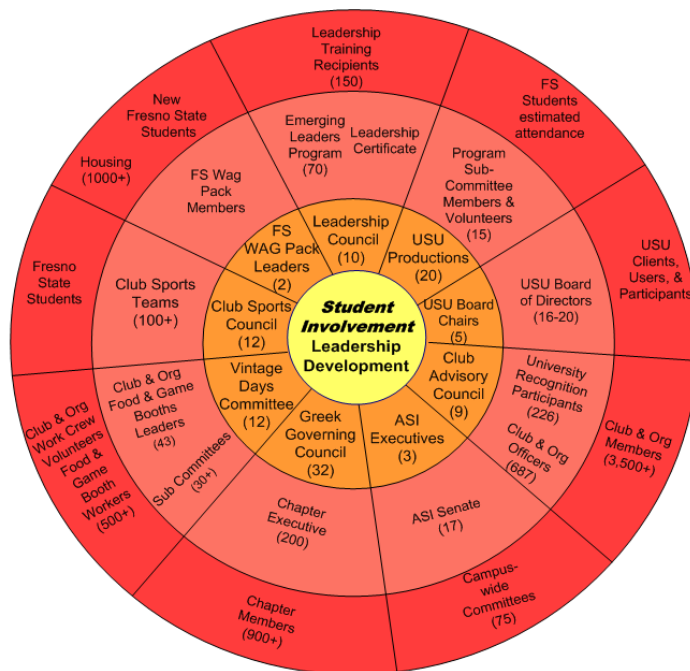
Involved students are more likely to succeed and be satisfied with their collegiate experience, helping them to connect, persist, and graduate.