

Flagship Programs in Student Activities Biennial Report

2008

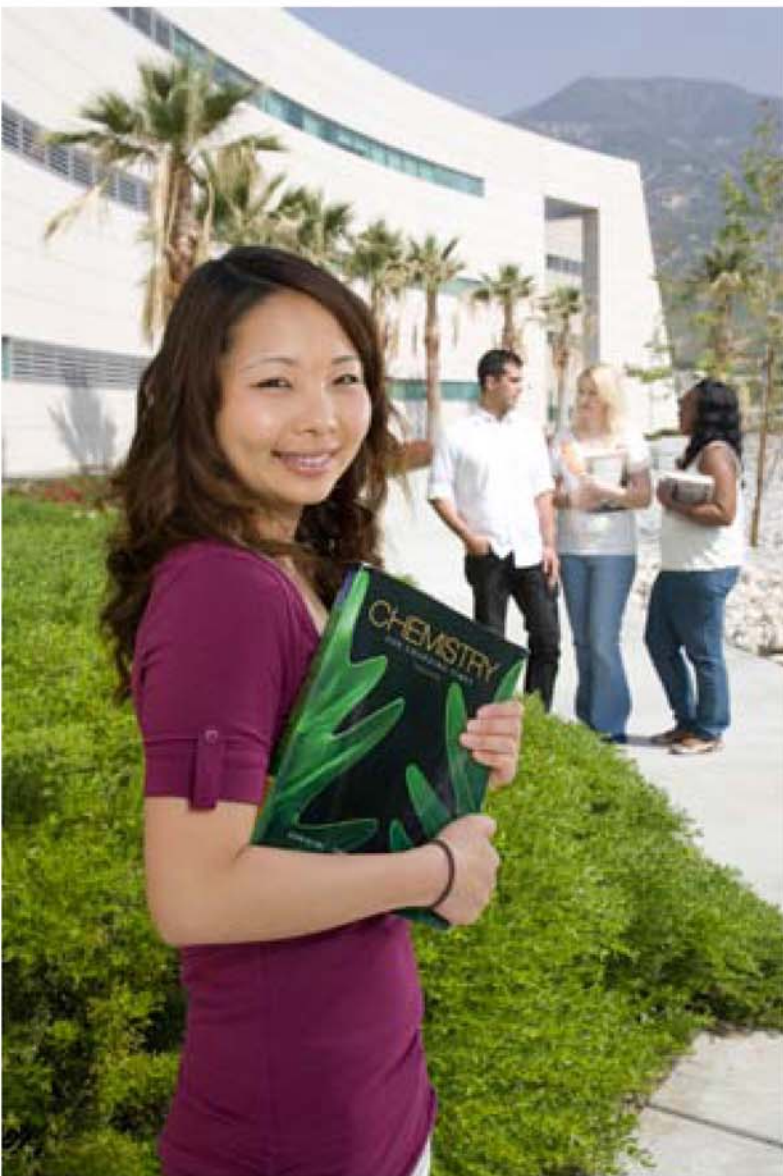


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Flagship Programs

2008 Student Activities Biennial Program Evaluation THE CALIFORNIA STATE UNIVERSITY

The student activities areas throughout the California State University system have a number of flagship programs highlighting successful best practices and student activities programming for the 412,000 students across twenty-three campuses and nine off-campus centers. As the faces of the students change, so do the programs and services that we provide. The campuses are constantly evolving in order to address the needs of the students in order that they learn and grow throughout their higher education experience. A description of just a few of these programs follows highlighting flagship programs throughout the California State University system.

California State University, Bakersfield

New Officer Breakfast

- Concept:** The purpose of this event is to create an environment in which newly-elected club/organization officers may network with each other and become familiar with services offered by the California State University, Bakersfield (CSUB) Office of Student Activities. The breakfast is also an incentive for student organizations to elect officers for the following academic year. This allows the office to have summer contacts for the organizations. Our office highly encourages new student officers to be elected before the end of the previous academic year. This allows the summer for officer transition and efficient fall/year planning. Recognizing that the newly-elected officers have an important role enhances their experience as student leaders.
- Planning:** The Office of Student Activities and the Student Organizations sponsor the New Officer Breakfast. The student fee referendum provides the funding. There is a full breakfast provided. The program is very informal with a few welcome remarks, followed by opportunities for networking.
- Implementation:** The target audiences are newly-elected officers, outgoing officers and their advisors. The event is hosted on campus. The attendance for this event is generally 40-60 people. Student Clubs/Organizations receive a notice from the Office of Student Activities to select their new officers and encourage them to participate in the breakfast.
- Assessment:** The program takes the opportunity to gather data and feedback on the services offered.
- Recommendation:** Based on the results of the survey, the campus evaluates office hours, current resources, and address student's suggestions and comments.
- Sustainability:** With the student fee referendum, the program hopes to have adequate funding to host this event on an annual basis. CSUB feels it is important to recognize incoming and outgoing student leaders for their contributions and commitment to student life.
- Replication:** Funding the program would be the most challenging part of the event and you may consider limiting the number of participants to accommodate all groups.

California State University, Channel Islands

Freshman Island View Orientation

Concept: Based in the theoretical foundations of Vincent Tinto's Theory of Departure (1975) and Alexander Astin's Theory of Student Involvement (1984) and Input-Environment-Output Model (1993), Freshman Island View Orientation (FIVO) is designed to prepare first-time college students for a successful transition to university life at California State University Channel Islands (CSUCI). Island View Orientation is one of the three programs administered by New Student, Orientation and Transition Programs (NSOTP). Further, FIVO is designed to achieve the following aims that are strategically linked to the goals of the Division of Student Affairs:

1. To facilitate a successful academic transition into CSUCI by providing students with academic resources (DSA 1, 2, 3)
2. To assist with a successful social transition into CSUCI by providing students with resources for personal and co-curricular development (DSA 1, 2, 3)
3. To develop school spirit by welcome students to the campus community (DSA 2)

Freshman Island View Orientation is a two-day, overnight program held during the month of July. All incoming freshman students must attend both days of the orientation and stay overnight in our on-campus student housing. The on-campus overnight requirement illustrates the University's commitment to placing students at the center of their educational experience as it provides all students with the opportunity to connect with the campus, their peers, and University personnel. Parents and guests are also invited to attend the concurrent guest orientation with their student and may also stay on-campus.

Curriculum - In the spring of 2007, the curriculum of FIVO underwent a review and revision process to ensure the FIVO schedule emphasizes student learning. Learning outcomes guided the development of the curriculum/agenda for student and guest orientation. Learning outcomes were developed as a result of needs assessment in consultation with best practices, student development theory and feedback from the campus community including faculty. Further, a learning outcomes matrix and assessment plan was developed illustrating the manner each outcome supports CAS Standards, program aims and the method of assessment (Figure 1). Learning outcomes are shared with each constituent group (students and guests) as a component of each session summary provided

with the orientation schedule in an effort to ensure that all participants are active learners and to illustrate our commitment to building their knowledge base.

Figure 1

Outcomes Students will be able to:	CAS Standard	Theoretical Grounding	Program Aim	Program Curriculum (strategies for achieving outcome)	Assessment Tools
ACADEMIC TRANSITION					
Identify the time length permitted for adding and dropping classes	2.4.1 Intellectual Growth	Chickering Vector I (Intellectual Competence)	I	Academic Advising Part I, Part II, Schedule Building and Schedule Check	Exit (quiz-type) evaluation, Post evaluative focus group.
List the name of the site utilized for class registration	2.4.1 Intellectual Growth 2.8g help student understand responsibilities as a student	Chickering Vector I (Intellectual Competence)	I	Academic Advising Part I, Part II, Schedule Building and Schedule Check, Registration and Technology	Exit (quiz-type) evaluation

Integration of New Elements - The Division of Student Affairs at CSUCI is committed to ongoing and continuous improvement as well as to providing programs and services that are relevant and meaningful to the student experience. As such, several new elements have been integrated into the Freshman Island View Orientation program as described below.

Dimensional Color Groups - Astin’s (1993) longitudinal study that resulted in the development of the Input-Environment-Output Model found that the peer group is the most powerful influence on growth and development during the undergraduate years. The results of this study informed the small-group format of Freshman Island View Orientation. Since it began in 2002, FIVO allowed for students to be placed in groups of 15-20 with an assigned Orientation Leader to facilitate small group interaction and dialogue during break-out sessions. In the summer of 2007, the number of groups increased to nine and were called Dimensional Color Groups (DCGs) in order to represent each of the Division’s nine Dimensions of Development. This change resulted in a decrease of group size to 10-15 as well as the opportunity to teach students about the nine areas of which the Division hopes they develop prior to graduation from CSUCI as well as the four mission pillars of the University. Also, the number of DCG break-out sessions was increased from two to three.

School Spirit - Though intercollegiate athletics are now on the horizon at CSUCI, FIVO has established the importance of and ability to inspire school spirit during orientation as a method for welcoming new students and their families to the Dolphin Family. Strategies used to share “CI Pride” include a rap performance of a song called “Welcome to CI” written and performed by current students, a Spirit Dinner featuring a Spirit Yell Competition among the Dimensional Color Groups, and a Traditions Fashion show that features Orientation Leaders dressed up to represent CI traditions. Additionally, beginning 2008 a Closing Ceremony was held during lunch of day two and featured a student speaker and parent speaker that addressed the group and shared their thoughts and feelings regarding their transition to the CSUCI community.

New Sessions for Students & Guests - In order to achieve the learning outcomes designated for the program as well as to ensure sessions provided are relevant to current events, several new sessions have been incorporated into the student and guest orientation schedules.

New sessions for guests include:

- “Campus Safety Panel” – created as a result of national incidents on college campuses and designed to teach orientation guests the initiatives CSUCI employs to foster a safe campus environment?
- “Letting Go and Letting Grow” – a parent workshop created as a result of research on the parents of Millennial students and designed to teach parents about challenges and issues that parents and students might encounter during the first year of college.
- “So What Now? Filling The Empty Nest” - created as a result of research on the parents of *millennial* students and designed to teach the challenges associated with the college transition and provide parents tools to make it an experience that is enjoyable for them. During this session, parents learn how to set the next stage for the rest of their lives.
- “Tour of Broome Library” – provided guest with an opportunity to tour the new state-of-the-art facility on campus.
- “Parent Round Table Discussion” – created to serve as an initial needs assessment for future parent program initiatives, the parent round table discussion provides parents with ways to get involved at CSUCI and share their ideas for serving their needs and making new friends. The session was the collaboration between New Student, Orientation and Transition Programs and Alumni & Friends.

New sessions for students include:

- “Would You Like to Approve This Comment?” – created as a result of the impact technology plays in the lives of today’s college students, this session provides students with tips on making positive decisions in a technological world.
- “Involvement Exhibition” – this session asks students to “Don’t just go through college - let college go though you!” and provides a chance to meet individual with individuals on campus that share involvement opportunities.
- “Take VII Skits” – this session gives orientation staff the opportunity to display their acting skills in an entertaining skit while presenting transition related issues and stereotypical characters that first year students might encounter when entering college.
- “Concurrent Networking Sessions” – created as a result of reviewing literature on orienting students from diverse populations, this session provides students with the chance to network with their peers and receive information from Disability Resource Programs, the

Multicultural and Women's & Gender Student Center and a campus representative discussing commuting student issues.

Student Leadership Development - A strong student leadership team, the Orientation Staff, has always been an integral component of the FIVO experience. The Orientation Staff is comprised of nine Orientation Leaders and one Senior Orientation Leader that serves in a supervisory capacity for the Orientation Leaders. The orientation staff experience begins with meeting prospective students at a University open house event called "Discover CI," progresses through summer orientations and ends with the Welcome Celebration and Ask Me Campaign events held early in the fall. Learning outcomes were developed for the Orientation Leader position to establish the targeted growth and development to occur as a result of taking part in the experience (Appendix A). Training for orientation leaders takes place in both the Spring and Summer; focusing on the purpose of orientation and introduction to student development in the Spring and the tactile skills of the position during the summer. The "motto" of the Orientation Staff is the "Making a Difference" Starfish Story that illustrates the importance of making a difference in the life of just one person. The average cumulative GPA of the 2007 orientation staff was 3.335 with 3.949 as the highest GPA earned by an orientation staff member.

Orientation Leaders have established a very position reputation at CSUCI, several have gone on to serve as Student Government Presidents and other leadership roles within the institution. CSUCI Orientation Leaders have also represented the institution at the National Orientation Director's Association Regional Conference in Spring 2008. Orientation Leaders were selected to present three sessions during the conference in Anaheim, California, "Tips and Tools for First Time Leaders," "Would You Like To Approve This Comment" and "Spirit Without Sports."

Planning:

Virtually the entire campus community collaborates to ensure the success of Freshman Island View Orientation. At last count, orientation staff members work with over 71 individuals representing 31 different programs, services or entities on campus to implement FIVO. Much of this work has been completed via one-on-one meetings following a communication plan developed to ensure the needs of the campus are being met. The plan assigns orientation staff members to serve as liaisons with various campus constituents and delineates a process and timeline whereby introductory meetings are held to discuss feedback for program development, individualized follow up from orientation staff regarding the status of recommendations and final personal phone call one week prior to FIVO to ensure constituent's questions and concerns are addressed. Finally, a FIVO Overview Session was advertised and provided to the

entire campus community to serve as a “run-through” prior to the start of the program.

Campus constituents also take part in the implementation of sessions informally and formally during orientation. Informally, Student Life staff members volunteer to assist with check-in and key Division of Student Affairs administrators including the Vice President of Student Affairs serve as judges in the Spirit Yell Competition during the Spirit Dinner. In a formal manner, campus constituents take part in the University Marketplace that provides attendees with the opportunity to meet campus representatives from a variety of campus services, programs, departments as well as student clubs and organizations. Also, an “Involvement Exhibition” was implemented in summer 2008 to provide a specific time for sharing campus involvement opportunities with incoming students.

Cost-sharing Efforts - Several cost-effective and mutually beneficial collaborations have also been employed in order to make the best use of available resources: *Alumni & Friends* sponsors a wine and cheese social for parents during FIVO, the Student Programming Board sponsored a DJ and co-hosted the evening student social and the Camarillo Chamber of Commerce provide orientation bags for all attendees.

Implementation:

Freshman Island View Orientation is primarily funded by mandatory orientation fees for students and guests. Staff salaries and other operational expenses remain dependent upon stateside funding. New Student, Orientation and Transition Programs has two full-time professional staff, a coordinator and assistant and is supervised by the Director of Access, Orientation and Transition Programs in Student Life. Eleven students, one Senior Orientation Leader, nine Orientation Leaders and one student assistant comprise the orientation team and effectively implement most administrative duties of the program. Food and on-campus housing are the primary fees associated with the event. Island View Orientation is designated as one of the few campus-wide events and as such does not require NSOTP to pay fees associated with set up, parking, classroom use, etc. Scheduling the use of facilities must be done as early as possible to mitigate conflicts with summer conference facility usage. Over the last two years, approximately 540 students and 300 guests attended FIVO however much more are expected in the years to come based on the institution’s strategic plan.

Reduction of Costs - In addition to the collaborations described above, orientation staff have sought creative solutions for reducing costs. Beginning in Fall of 2007, increased use of technology and the internet has reduced staff hours for administering hard copy documents as well as fees associated with office supplies, duplication and postage; all registration for FIVO takes place online and an online Pre-Orientation

Homework that provides students with all of the necessary information they need in order to be prepared for orientation saves New Student, Orientation and Transition Programs, Academic Advising and Enrollment Services resources as they all contribute material to the homework. The Pre-Orientation Homework also gives Orientation Leaders a chance to get to know their student mentees through the review of their open-ended question responses asked on one of the homework steps. Utilizing technology also allowed for orientation staff to play a more significant role in the administration of logistical tasks through Project Management.

Other cost reduction techniques have been implemented as a creative way to achieve multiple outcomes. To illustrate the University's commitment to sustainability, plastic water bottles for each participant were distributed at check-in in lieu of disposable water bottles at each meal. The water bottles were branded with the New Student Center phone, which provided additional marketing of the Center to incoming students. To decrease food costs and promote healthy living, food on day two of orientation was low calorie and low fat. Both changes together reduced costs by \$12,000. Finally, as a fundraiser to send Orientation Leaders to the NODA conference in 2009, optional Dolphin Spirit items were sold to incoming students and parents upon registration for FIVO including Dolphin Spirit Packs that will be delivered during the first week of class, Class of 2012 t-shirts and Proud Parent t-shirts.

Assessment:

A thorough evaluation of both satisfaction related data and learning-outcomes based data is included in the Island View Orientation Evaluation. This provides staff with the opportunity to determine attendee perceptions regarding the effectiveness and value of various elements of the program and also to assess the degree to which learning outcomes were achieved. Results of the 2007 student FIVO evaluation were collected and a few key findings are illustrated below:

Demonstration of Learning Outcomes

- 82.6% of students were able to identify the CSUCI mission after attending orientation
- 92% of students stated that their expectations were either met or exceeded at orientation
- 80.4% of students stated that their expectations were exceeded at orientation
- 73.3% of students were able to correctly identify the nine Dimensions of Development
- 72.7% of students knew both the color and name of their dimensional color group

Satisfaction Results:

- Orientation staff were the only item rated superior

- Many components of the evaluation received excellent ratings including School Spirit, Orientation Overall, Student Social and Overnight Stay in Housing

Perhaps the most powerful is the fact that as a result of attending the 2007 orientation, student's confidence that they will attend CSUCI in the Fall increased by 16.6%. Early analysis of the satisfaction elements of the FIVO 2008 evaluation reflect similar findings. In the summer of 2008, focus groups were conducted by an Intern from California Lutheran University in order to triangulate findings from the orientation evaluation and provide immediate feedback to enact changes for the next orientation session.

To further illustrate CSUCI's commitment to student development, student orientation staff is evaluated at both the middle and end of the summer to allow time for immediate improvement before completing the experience. Peer and supervisor comments are compiled along with results from the Team Member Rubric and discussed with students along with action strategies for improvement.

Recommendations:

As a result of reviewing the findings from the 2008 evaluation, recommendations for improving the program are as follows:

- Decrease the quantity of learning outcomes. Students possibly experienced fatigue with completing the evaluation and thus responded less to the
- Include demographic data in 2008 evaluation for more expansive query options.
- Utilize a rubric for direct measure of learning and degree to which learning took place
- Determine additional strategies for introducing Academic Advisors to students as only 29% of students were able to identify the name of an academic advisor
- Determine additional strategies for teaching the location of the Career Center with students as only 59% of students knew the correct location
- Determine additional strategies for teaching the add/drop deadline as only 67.8% of students knew the deadline
- Avoid asking double-barreled questions to provide for improved statistical analysis
- Conduct focus groups to better understand the reasons why the University Marketplace was rated low by students on quantitative measures
- Ensure the validity of all questions on the evaluation so that they are actually measure learning outcomes that they are designated to measure

Other recommendations:

- Establish orientation dates as soon as possible in the academic year
- Evaluate process for FIVO scholarships and/or waivers to outreach to students from low socioeconomic status
- Develop an online Post Orientation Homework to inform students of recommended tasks to be completed after orientation before beginning school in the fall
- Establish deadlines for orientation registration early and publish the information as widely as possible
- Develop and publicize among campus constituents a small number of program goals/aims that can be easily recalled and identified. This assists others to understand the role they play in making FIVO successful.

Sustainability:

Island View Orientation as the Initial Program for Students in Transition
Island View Orientation has become just one of many programs designed to integrate students into the University environment. Beginning Fall 2007, a program called New Student, Orientation and Transition Programs was created to serve as an umbrella for three primary initiatives designed for new students; these initiatives include Island View Orientation, the New Student Center and Transition Programs. According to Upcraft & Gardner (1989), the longer the first-year student has to become familiar with the university, the more likely he/she will stay through the first-year of college. Thus, the transition is viewed as one that extends beyond a two-day event to several initiatives that take place during the first year. Island View Orientation is the initial program provided to students to assist with their transition making it an integral element of the fabric of our institution.

The New Student Center (NSC) provides a welcoming location for new students to gather, connect with each other and peer mentors (former Orientation Leaders) and receive information about campus services and programs. The NSC is staffed by trained Peer Mentors who seek to make both individual connections with students as well as facilitate small group interaction. Peer Mentors plan social events to attract students into the NSC, facilitate a connection between themselves and their mentors and facilitate peer group interaction. Peer Mentors also plan curricular events such as speech practice sessions and group study sessions to assist with the transition into CI's academic life. Peer Mentors also hold Dolphin-to-Dolphin meetings to discuss goal setting, transition concerns, and answer questions. Dolphin-to-Dolphin discussions were held by Peer Mentors at the end of the fall semester to discuss fall and spring goals. Peer Mentors plan and facilitate social and academic events throughout the fall and spring semesters. Peer Mentors also implement the Personal Academic Record (P.A.R.) Card program. First-year students are invited to pick up a P.A.R. card during the first three weeks of school from the NSC and

document their target grade point average (must be above average). The NSC will maintain a record of the goals and will recognize students who achieved P.A.R. upon completion of the first semester.

Transition Programs consist of a series of large and small scale events designed to assist with a student's transition into the University. Transition Programs includes the monthly block parties, the Welcome Celebration, the Ask Me Campaign and Be a Part From the Start. Block Parties are designed to support University retention efforts, develop a weekend campus culture by providing weekend programming, and have already established themselves as a tradition at CSUCI. The Block Party committee is guided and inspired by the objectives of strengthening the sense of campus community over the weekend; increasing the number of students staying on campus over the weekend; creating a tradition that provides for cross-campus collaboration; providing a fun, safe, and healthy weekend program; and increasing involvement in campus activities. The annual Welcome Celebration is an opportunity for the campus community, incoming students and their families to unite in celebrating the start of the academic year. This event continues to be a highlight each year. Approximately 3,000 attend and enjoy a variety of family activities, food and entertainment. The Ask Me Campaign provides a concierge-type booth staffed by campus volunteers during the first few days of the fall semester to respond to informational and directional inquiries of students. "Be A Part From the Start" is a 10-week campus-wide student retention program that consists of activities and events designed to help students engage in the University from the moment they arrive at CI. "Be a Part From the Start" provides a unified effort in welcoming students to CSUCI, opportunities for students to connect with CSUCI, opportunities for students to connect with other students and enhances students' knowledge of the nine Dimensions of Development through participation in activities and events.

Campus-Wide Collaboration - Island View Orientation is sustained through the collaboration of many constituents from the campus community. Plans are underway to develop several planning teams to ensure such collaboration takes place in the future.

Replication:

Prior to establishing and revising the Island View Orientation program, a great deal of time was devoted to becoming familiar with applicable student development theories and current best practices for orientation. Though it is often difficult to find the time to stay current on literature, it is highly recommended. Be active at developing and maintaining collaborative working relationship with multiple constituents on campus. Educate the campus community with regard the role they play in orientation so that all may see how it relates to their own purpose and

objectives. Avoid giving the perspective that orientation “belongs” to one area. Utilize creativity with garnering and expending resources and consider the role technology may play in assisting with program revision and cost cutting. Develop an evaluation that specifically addresses both satisfaction related queries as well as evaluates student learning outcomes. Provide an incentive for attendees to complete the evaluation of orientation. Empower student staff with administering some of the logistics of the program and by making them Project Managers of various tasks.

California State University, Chico

AlcoholEdu

- Concept:** During the aftermath of numerous negative events in the Spring of 2005, parents, community, faculty, and staff were asking what the institution was doing to safeguard students. Thus, California State University, Chico (CSUC) looked for a tool that would make an impact as a primary education instrument for incoming first time students. All first time freshman students are required to take AlcoholEdu their first semester enrolled on campus.
- Implementation:** During the implementation phase of the program, it was crucial to secure the cooperation and expertise of enrollment management, the Vice Provost for Information Resources, Advertising and Summer Orientation. Without their respective “buy in” to this program, AlcoholEdu would not have gotten off the ground. In fact, with the expertise of the enrollment management technical support specialist, the program has become more user friendly for the students, as a result of the ability to now access AlcoholEdu through their individual student portal account.
- Assessment:** In 2007-2008 a total of 2,743 students completed part I of the program (Modules 1, 2 and 3, pretest and two surveys). Of those 2,743 students, 154 did not complete all three surveys and /or they were under the age of 18 (CSUC did not provide permission for students under 18 to receive the surveys). As a result, those 154 students were removed from the data set, resulting in a total N-size of 2589 completing Part I and Part II of the program. The data demonstrates shifts in drinking patterns and related behaviors. For example, after completing the program 78% of the students indicated that they intend to “contribute to a healthier and safer campus environment regarding alcohol use”. Another 86% of the students reported that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose. These findings along with others indicate significant knowledge gains, student engagement in the learning process, and identifies environmental factors that impact or influence student drinking. This data will be used to assist in planning for next steps, including specific activities that may reinforce or challenge the behaviors, attitudes of our students in regards to alcohol use/abuse.

- Recommendation: In order to improve the program it is recommended that the following ideas be pursued:
- The AlcoholEdu program length needs to be reduced to approximately two hours for completion.
 - The program modules need to be more lively and interesting for the college student today.
 - The University needs to communicate more clearly with the students the importance of completing the program early, in order not to risk losing their registration classes for the next semester.
 - The program needs to improve its communication and working relationship with the international students who are first time freshman and are also required to complete the program.

- Replication: Since the program has been so successful, the University has committed to utilizing the AlcoholEdu interactive online prevention program for an additional three years. And finally, the following issues to be addressed if this project is to be replicated at other institutions:
1. The University must be committed to the program being mandatory for all first-time freshmen, with negative consequences if the program is not completed by the student.
 2. Complete collaboration from all divisions of the institution, especially from the enrollment management office.
 3. Must establish a committed implementation team.

California State University, Dominguez Hills

Cross Cultural Retreat

Concept:

With two minority populations (Latino/Hispanic & Black/African-American) making up nearly seventy-five percent of the campus population at California State University, Dominguez Hills (CSUDH), it is one of the most diverse institutions of higher learning in the country. In 1995, CSUDH was ranked 2nd by U.S. News and World Reports behind a small college in New York. With such great diversity, administrators have recognized for years, the added value of that diversity in the educational experiences of our students and for campus community at large. Recognizing it is one thing, acting on it and bringing that added value to the forefront for years proved to be very hard to do.

The CSUDH Multicultural Center was the first step in actualizing the added value of getting an education within such a diverse University community. The center was able to establish programs that fostered discussions and exploration of who we are as a University community through Diversity Chats, Guest Lecturers, Spoken Word events, numerous cultural celebrations, and trips to museums and cultural centers. The center also fostered the academic mission of the University by financially supporting events and activities of various Ethnic Studies and Language Departments.

The concept behind the Cross Cultural Retreat (initially named Human Relations Retreat) was to take the added value idea to a higher plane. Basically, we felt that students were ready for an intense, two-day experience away from campus that would accomplish goals and objectives for both them and the University. Students would apply to attend the retreat based on their own interest of the subject area planned for the retreat. Goals of self-exploration, enlightenment about others, skills development, greater understanding, and personal affirmation were goals mentioned by students over the years.

A basic concept was to provide this intense experience for students and begin to develop a core of facilitators and ambassadors within the student body who could help lead discussions and programs with a cultural focus. After the initial year, we would continue to build this core of multicultural ambassadors and facilitators by offering the retreat on an annual basis and providing greater focus on facilitation training of selected individual students based on their participation in the retreat the previous year. This goal has been accomplished time and time again and it is evident that the

campus community has been affected by the student ambassadors and the relationships that are born out of the retreat each year.

There are numerous repeat attendees that register for the Cross Cultural Retreat (CCR) which provide a growing community of students that can be called upon to be program facilitators and campus ambassadors of diversity appreciation. These students and their positive views and advocacy of multiculturalism are at the heart of the retreat's primary goal of positively affecting the social and cultural climate and environment of the CSUDH campus.

Planning: The planning for the CCR was initiated by student employees of the Multicultural Center (MCC) and their Coordinator. The MCC is a program within the Office of Student Life, a service of the Division of Student Affairs. The Director of Student Life, the Associate Vice President for Student Affairs, and a few faculty members have been consistently involved in the planning of the CCR over the years. Academic Affairs is now involved through some instructors who have offered course credit and credit for community service hours served in courses that require community service hours to pass the class.

Resources needed to implement the CCR include major funding for facilities rental, logistical support, transportation, meals and refreshments, and an independently contracted consultant agency, *Professional Development Group*. Funding came from the MCC budget which is a referendum budget administered through the Associated Students, Incorporated.

Implementation: This year's Cross Cultural Retreat (CCR) was highly successful on various fronts. It has grown in popularity and regard, University support and integration is at an all-time high, and the personal outcomes continue to be life-altering for many. The retreat format remains fairly constant from year to year which seems to be a positive for everyone involved. With a Friday afternoon departure from the University via bus or buses, the retreat kicks off just before dinner and concludes on Sundays just after lunch. An outside agency, Professional Development Group (PDG) has been a staple for program development, direction, and implementation under the guidance of the MCC Coordinator, Director of Student Life and the Associate Vice President for Student Affairs.

The CCR is staffed by the MCC Coordinator, who takes primary lead, the MCC student staff/program board, the Director of Student Life and the Associate Vice President for Student Affairs. PDG runs the program with the support of the student facilitators, some of whom are paired with campus instructors, counselors (psychologists) and administrators in attendance.

The 2007 CCR at Highland Springs Conference Center and Resort marked the end of an era as all retreats, except the first one, were held there. It was much more a conference center than a resort that is a 90-120 minute bus drive from campus. The facility offered low prices, meals included, housing (dormitory style), and minimal recreation facilities. The facility was a bit more rustic than modern but was adequate until issues of renovations, higher/additional fees, and blackout dates started to come into play over the last three years. We have found a newer and more accommodating facility for the future.

The budget for the CCR has ranged from \$12,000 to \$30,000 with a range of 25-80 attendees. Over the years, the CCR has grown in popularity and as a result, the 2007 retreat reached maximum capacity for attendees in just the first two days of the Fall Semester. In previous years, with a lower maximum of 65, it has taken two months for that to occur. The attendees included students of various ethnic and racial, backgrounds and sexual orientations as well as students with disabilities. As you can tell, our target audience was a cross section of our current campus population and demographics. The level of involvement and attendance by faculty, staff, and administrators was the highest ever in response to upcoming accreditation reports and findings.

Two years ago we actually did go through a major change in the CCR which made a world of difference. The retreat had previously been conducted in the Spring Semester, (late March) but the opportunity for ambassadors to provide presentations, lead diversity chats, and further celebrate multiculturalism was lost with the short amount of time remaining in the semester (45 days or so). A major scheduling consideration lead us to move the retreat to the Fall Semester each year in order to have our ambassadors on campus for the remainder of the Fall Semesters and the entire Spring Semesters as well. With this change came higher attendance, greater enthusiasm for influencing the campus upon return from the retreat and additional campus support, integration and regard. Of course, we consider this to be one of the single most important CCR decisions made!

The CCR model includes an introduction and exploration of diversity issues, terms, definitions, stereotypes the first day followed by numerous opportunities to engage in meaningful, honest and sometimes emotional and thought-provoking dialogue about social difference. Breakout sessions are offered through the retreat on various specific diversity topics that students choose to attend based on their personal interest and goals.

Assessments: Overall, this year's participants (actually every year) were very satisfied and appreciative of their CCR experiences. While discussions and

interactions can be awkward and emotionally charged and even frustrating at times, the students understand why and realize that the experience of the CCR. A campus psychologist has developed pre and post-test assessments for the CCR which are administered via hard copy forms prior to arriving at the retreat site and after the retreat has concluded.

Learning outcomes were assessed on the attendees' awareness of the following concepts: Issues related to diversity; Their personal role in community enhancement; Effects of Stereotypes; Creating change on campus; Relating to others; Ethnic/Cultural Similarities and Differences, Similarities and differences based on Gender & Socioeconomic background. Sexual Orientation issues; Personal Identity/Values; Factors that contribute to social oppression; and their Sensitivity to diversity issues in general and on campus.

Satisfaction and appreciation of the CCR also influenced student learning outcomes and awareness of the MCC and its other diversity programs such as the monthly Diversity Chats and communal use of the MCC lobby, conference room, resources and program space. Use and attendance was up in 2007-2008 from previous years. The 2008 CCR assessments will be conducted online and with PDA's and analyzed through *StudentVoice*.

Recommendations: The first recommendation is that additional funds are needed. The maximum could be raised to 100 now that a new facility has been contracted. The additional funds would support the attendance of 20 more attendees (students/faculty/staff/administrators) and the accompanying need for at least one more professional facilitator. The acquisition of a new facility was based on assessment feedback and internal knowledge and recognition of this need to maintain the integrity and appeal of the program.

The new facility will provide better support, of the program format, logistics, shorter travel time, meals, and certainly housing accommodations. This will bring greater satisfaction for the students in particular. The learning outcomes recommendation will bring about an updated assessment format, process, and analysis which will be near immediate through Student Voice.

One area of program improvement is needed and that is the follow-up to the retreat with the CCR Reunion. The recommendation for this item is that the MCC Diversity in Action Interns program recruit from retreat participants and a core group of those interns be given the project of coordinating and implementing the CCR Reunion in the Spring Semester. The recommendation of the Director of Student Life would be to hold the reunion in early March.

Sustainability: The annual Cross Cultural Retreat, sponsored by the Multicultural Center (MCC) and the Office of Student Life, has a near 10-year history. These years have been marked by student initiative and growth, as well as some program high and low points. The two and a half days retreat has endured much over the years, including venue issues, and attendance issues to become the Student Life Flagship Program for 2007-2008! We will sustain this program until it grows into something greater.

We expect to accommodate our maximum of 80 attendees again this year and will begin to work with University Advancement to acquire additional long-term funding sources. The acquisition of a new facility was a major accomplishment for future sustainability of the program and we will assess the new facility and its accommodations and amenities over the next few years to ensure that it meets our current needs and hopefully it can meet future needs as well. The CCR has been very effective and beneficial for many students and the University administrators recognize its worth and purpose within the fabric of the CSUDH college experience. This is not just a flagship program for student life, but for CSUDH as a diverse institution of higher learning.

Replication: Issues that campuses should consider if replicating the program:

- Campus demographics and assessment of students' attitudes about diversity
- Campus climate & race relations; is there a need for a CCR? CCR purpose
- Support of campus administration; their support is key if you want to continue CCR
- Support of campus faculty/Academic Affairs: Involvement by more, better than less.
- Long term funding is an absolute necessity; CCR should not be one time only.
- Facilitation team is professional, flexible, sensitive, diverse, aware of campus issues
- Facility selection is crucial and should accommodate diversity including students with disabilities
- Travel Arrangements/Cost: No carpooling. Buses provided so that students won't leave retreat venue.
- Possibility of academic credit or partial credit being offered for attendance/participation
- Student facilitator training must be provided by an appropriate reputable source/agency
- Determining appropriate attendance levels for program format, purpose and goals.
- Developing a diverse registrant pool can be harder than anticipated
- Student learning outcomes should be developed and assessed
- Appropriate support from mental health professionals is key.

California State University, Fresno

Greek Life

- Concept:** The “Greek Life” program under which California State University, Fresno (CSU Fresno) Student Involvement has oversight, established two significant program enhancement efforts during the past year. In an effort to provide more in depth and focused assistance to Greek organizations and its members, two councils were developed, the Greek Academic Council and the Greek Philanthropic Council.
- Planning:** Each council was established in collaboration and after consultation with Greek organization leaders discussing resources in place and those needed, effective strategies to be successful, and approaches to motivate and develop participation in this endeavor. National and regional data was collected in regards to developing and supporting this project. Each of the two councils is supported by Greek Affairs staff which provide advising, developmental focus (trainings, workshops), and collaborative direction with university and community partners.
- Implementation:** Each council was developed under the direction of a professional staff member and the assistance of identified student leaders. During the development of these councils, time was given to identify purpose of council, goals, timeline, collaborators, and the creation of a constitution.
- The mission of the Greek Academic Council is to provide support and resources for fraternities and sororities to expand their academic goals. The Council will elevate standards of performance in an attempt to empower Greek men and women to achieve their scholastic goals. The image of the Greek Community will benefit from being more educationally focused. In order to facilitate these culture changes, the Council will create universal standards, identify resources, and share academic techniques beneficial to organizations to help Greeks make academics a priority. This council will also serve as a training environment for each of the individual council members in development of their leadership skills and personal development. This council is made up of student leaders from each recognized Greek organization selected according to the respective position they hold within their organization (academic/scholarship chair). Currently this council has over 25 students directly involved and represents 35+ Greek organizations. Collaboration with several university programs or departments is vital to this councils success. Collaborators identified are: leadership programs, academic services, student activities & leadership development, career services, and

national Greek organizations. Working with these groups can help to enhance the Council's efforts by providing trainings and workshops, academic related services, leadership and professional development, and academic program manuals.

The mission of the CSU Fresno Greek Philanthropic Council is to communicate, collaborate and unify Universal Greek Council (UGC), Interfraternity Council (IFC), Panhellenic Association (PA), National Pan-Hellenic Council (NPHC), Student Activities & Leadership, and the community to positively promote and organize philanthropy/service events. This council will also serve as a training environment for each of the individual council members in development of their leadership skills and personal development. This council is made up of student leaders from each recognized Greek organization selected according to the respective position they hold within their organization (philanthropy/service chair). Currently this council has 20 students serving in leadership positions and representing 25+ Greek organizations. Collaborators identified are: Jan and Bud Richter Center for Community Engagement and Service-Learning, Student Activities & Leadership Development, Volunteer Center of Fresno, and national Greek organizations. These partners can provide community connection, trainings and workshops, identify service or philanthropic involvement opportunities, and leadership development.

Assessment:

Academic Council – continued use of the evaluation tool identified in our collaboration with the RLS 139 class, using the survey which asked student members to consider their Greek experience and membership in relation to their academic experiences. This tool will help us in considering the council impact in providing a more positive and effective academic plan for organizations and their members. Semester grade reports will also be considered when identifying organizations that may need more attention.

Philanthropic Council – analysis of completed philanthropic/service program evaluation by each organization for each philanthropic/service event. This form will help us in capturing data that measures service hours, participation levels, event types, frequency of events, and philanthropic/service community or university benefactors.

Learning Outcomes – Academic Council

- Students who participate in the academic council will be able to identify academically related resources to support their council's goals as demonstrated by observed behavior.
- Students who participate in the academic council will be able to describe components of a comprehensive academic support program as demonstrated by observed behavior.

Learning Outcomes – Philanthropic Council

- Students who participate in the philanthropic council will be able to identify philanthropy and service agencies as demonstrated by observed behavior.
- Students who participate in the philanthropic council will be able to explain and describe components of a completed philanthropic /service event as demonstrated by a post event survey.

Sustainability: Student involvement is dedicated to the success of these two councils. It is a priority of the Greek Affairs program to provide personnel support, program assistance funding, and collaborative resources. Fundamentally, to sustain this program enhancement effort, the Greek Affairs program has been working in each of these two areas in the past year. By identifying key student collaborators and the specific interest (academics and philanthropy/service) this effort has proven, thus far, to be explicitly directive when it comes to contributing or allocating resources, staffing, and time.

Recommendations & Replication: Other campuses that may want to implement this initiative will want to determine the Greek communities desire to work with university collaborators and staff in these two distinct functional areas. It is also important to consider options when reviewing current support efforts in the two areas, as a way to incorporate responsibilities and role of the council. Resource allocation to support the programming efforts should be a factor in budget development of any unit with oversight.

California State University, Fullerton

EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment)

Concept: Educating Myself for Better Racial Awareness and Cultural Enrichment (EMBRACE) provides training in leadership development as it relates to cultural sensitivity, diversity and multicultural understanding. The program is based on the program, Greeks for Racial Awareness and Cultural Education (GRACE), created by Dr. William Gudykunst and California State University, Fullerton's (CSUF) Greek system to provide education to students involved in Greek life so that they may better understand racial and cultural diversity. GRACE then became EMBRACE. EMBRACE has been a part of campus activities at CSUF for 16 years.

The six EMBRACE student-facilitated workshops are based on the model created by Gudykunst and are designed with four major objectives in mind:

1. To increase awareness of different frames of references.
2. To become aware of how our expectations affect our interactions with others.
3. To promote the benefits of consciously thinking about our behavior.
4. To actively create a safe environment in our pursuit to embrace diversity.

Planning: EMBRACE is a diversity training program of the Student Leadership Institute and the Multicultural Leadership Center (MLC) at CSUF. This program covers a wealth of cultural issues that can help develop confidence in one's ability to explore challenging multicultural issues. EMBRACE explores cultural awareness by increasing students' knowledge of cultural, ethnic, and diversity concerns impacting campuses and communities today. Topics include the exploration of race, ethnicity, age, gender, sexual orientation, ability, and religion.

The program is directed by the Coordinator of the MLC. Support (funding, staffing, etc.) for the program is provided by the Dean of Students Office – Leadership and Multicultural Development Programs (LMDP) department. The Human Communications Department in the College of Communications provides sponsorship of an academic course used to train student facilitators (HCOM 499-Independent Study). The course is co-instructed by the Coordinator of the MLC and supervised by the Chair of the Human Communications department and is required for

EMBRACE facilitators. This course instructs students on intercultural communication, identity development and social justice theories. Programmatic and logistical support is provided by the Student Leadership Institute.

Implementation: The program is implemented during the academic year. Facilitator training is conducted in parallel to the instructional calendar. Additional training is conducted through the implementation of student leader retreats held in August and January. EMBRACE Facilitators are required to facilitate six workshops and assist with marketing and outreach of the program while enrolled in the training course. The six workshops cover topics such as intercultural communication, stereotypes, advocacy, discrimination, privilege, and identity development.

The EMBRACE Program 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 and Vice President for Student Affairs. The certificates are awarded at the annual Student Leadership Institute Recognition Banquet. To receive the certificate, students must complete 19.5 hours of training (listed below) and participate in a five hour experiential component in an on or off campus involvement experience that provides them with an opportunity to practice and apply their learning.

Certificate Track Requirements

- A. Leadership Core (Must complete all workshops)
 - Introduction to Leadership
 - Ethical Decision Making
 - Leading and Managing a Diverse Group

- B. EMBRACE Core (Must complete all workshops)
 - It's Hard to See the Picture When You're Inside the Frame
 - Stereotypes: Helpful or Harmful?
 - Actions Speak Louder Than Words – Part I
 - Actions Speak Louder Than Words – Part II
 - Being Flexible in a Changing World
 - A Reason to Change

- C. Electives (must complete 2 workshops)
 - Culture and Gender Roles
 - Dealing with Racism
 - Exploring Ethnicity
 - Gay, Lesbian, Bisexual, and Transgender Issues
 - Understanding Ism's

Over 1000 students are estimated to have participated in the program since its establishment. Last year, 50 students participated with 16 students earning a certificate of completion. Five student leaders served as facilitators.

- Assessment: The EMBRACE Program assesses learning through a variety of methods which is described below:
- **Workshop Evaluations:** Each workshop offered through the EMBRACE Program is evaluated by participants at the end of each session. Participants evaluate workshops for content, presentation style, knowledge of content presented, and usefulness of information. This information is compiled by Student Leadership Institute staff and distributed to facilitators and other EMBRACE presenters.
 - **Debriefing Sessions:** Debriefing sessions are held with facilitators at the conclusion of the each workshop session and are facilitated by the Coordinator for the MLC and the EMBRACE Director (student leadership position). 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.
 - **360 degree Evaluations:** The Coordinator for the MLC, the EMBRACE Director, and the Facilitators participate in 360 degree feedback sessions by completing evaluations that assess facilitation skills, content knowledge and performance of all individuals involved in the coordination of the EMBRACE program.
 - **Major and Mini Objectives:** All EMBRACE core workshops have specific major and mini objectives or goals and learning outcomes that are used to develop curriculum and provide framework for dialogue and discussion.
- Recommendations: The assessment methods described above are used to assist the MLC in revising training curriculum for both participants and facilitators participating in the program. Information gathered through assessment efforts has helped the program add additional training content specific to social justice theory such as the Cycle of Oppression. Assessment efforts have also helped with the implementation of exercises to strengthen training activities. Examples include the inclusion of materials related to social identities and advocacy.
- Sustainability: The LMDP department and the MLC are committed to the continued implementation and development of the program. The EMBRACE program is essential in raising awareness of diversity issues, as well as increasing students understanding of themselves and others. The Center is committed to developing programs that educate and foster a global understanding among our students. The EMBRACE Program not only provides excellent quality training, but provides a safe environment for

students to learn, reflect, inquire and apply their knowledge through interactive exercises and dialogue techniques. The program provides essential diversity training which enhances the education of students, and develops stronger human beings. It is a hallmark program of the Dean of Students Office, the LMDP, and the MLC.

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.

Humboldt State University

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:
 - Arts, Humanities and Social Sciences
 - Professional Studies
 - Natural Resources and Sciences
- Awards for Excellence in an Academic Discipline:
- Best Individual Artistic Achievement in Visual and Performing Arts:
 - Best Undergraduate Research Project
 - Best Poster Presentation to a Professional Association
 - 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. They review the nominations and select the winner for the award category. Committee chairs convene to select two Outstanding Students of the Year.

All nominated students and their nominators are invited to a ceremony (complete with a rich spread of food, white table cloths, flowers, etc.) where each student is individually recognized, given a certificate, Humboldt 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 we reviewed the program and created a much broader slate of award opportunities including four academic awards. As a result, we have seen a dramatic increase in the number of nominees and greater 'buy-in' from faculty. As a result, several years ago we were asked to recognize the nominees for the Patricia O. Conkey Award for the Outstanding Thesis Project by the Graduate Studies Office as a part of this ceremony.
- Planning:** The Office of Student Life coordinates the process. Faculty and staff from across the institution are involved in the nomination process, the selection process, 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 Humboldt 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:** We do review the number of nominations that are received and the distribution across categories. Based upon that information we have made adjustments over time to the way that we promote 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, we created two awards in this area).
- Recommendations:** We would like to continue to see greater investment from academic departments and faculty in this program. This ceremony should be the primary forum for the recognition of academic excellence too. Currently the 'buy-in' is uneven across departments.
- Sustainability:** We have successfully withstood the test of time as this program, roughly in this form, has lasted over 15 years. We have established

a Leadership Endowment (with over \$40,000 in the corpus) that provides a steady source of income to support this program.

Replication:

We struggle to find the balance between recognizing each student individually and the length of the ceremony. 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 answer to these two issues.

California State University, Long Beach

Leadership Academy

Concept:

The principle mission of the Leadership Academy is to promote opportunities for leadership development and provide fundamental leadership training for college and professional success. Students who complete the program improve their leadership competence, enhance future leadership potential, and develop skills for practical application. The training allows students to connect the academic classroom experience with their daily leadership roles and organizational activities. The Leadership Academy is a 25 hour leadership development curriculum that is free of charge and open to all California State University, Long Beach (CSULB) students. There is no grade point average criteria, prior leadership experience, or minimum unit requirement to participate in the Leadership Academy. Workshops are facilitated by CSULB faculty/staff, alumni, and community leaders. Students are given two academic years to complete the program, and upon completion, receive a medallion for graduation and a leadership certificate signed by the president of CSULB. Students receive their certificates and recognition at the annual "Celebration of Leadership" hosted in the spring. Graduation from the Leadership Academy requires students to complete four key components. These components include a series of seven required workshops, five elective workshops, three hours of community service, and a theory to practice project. One of the unique characteristics of the Leadership Academy is that it was designed to revolve around students' busy schedules. In order to achieve this great flexibility, the Leadership Academy offers over 40 workshops each semester. Workshops are held at various times, including nights and weekends, to accommodate students who have full-time jobs or daytime commitments. In addition, required workshops are offered multiple times each semester to ensure students can fulfill this component of the program. Students sign up for the workshops that best fit their schedule, and work at their own pace by taking as few or as many workshops in any given semester. This has led to an average workshop attendance of 23 students. The designers of this program made it a priority to put students first and ensure that completion of the Leadership Academy was possible for everyone.

"...I can only say that I am very proud that students of every major are taking an active interest in the development of their skills and their future. I strongly feel that the Leadership Academy has succeeded in meeting its goal: to shape today's students into tomorrow's leaders. We have been introduced to the ideas,

knowledge, skills, and passion that are a part of leadership-and most importantly, we have been inspired to lead ethically and morally."

- Dharna Patel, 1995 Leadership Academy 1st Graduating Cohort

Planning:

CSULB needed to find out how to attract students to participate in valuable leadership training. The Lois J. Swanson Leadership Resource Center offered workshops in the past with dismal participation. It appeared that marketing and relevant topics were not enough. The staff began to talk to students about what they needed. They also conducted an environmental scan of what other universities were doing. In addition, the Lois J. Swanson Leadership Resource Center Board of Directors informed the planning team that in order for a certificate bearing program to have credibility, there should be a minimum of 25 hours to complete. The program curriculum was initially based on a student needs assessment that was taken from college council leaders. In addition, topics were formed through collaboration from a meeting held by student affairs professionals on "what skills students should learn for college and professional success." The program was impressed that through the process the training correlated with Astin's Seven C's Leadership Model. The team felt the process was working because they now could ground the work they were planning to move forward with in proven and tested leadership theory. The initial planning for the program envisioned only 100 participants per year. We felt this was a manageable number and could represent an exclusive group of students who applied to the program and were selected based on pre-set criteria and interview standards. As we continued through the planning process that included students, faculty, staff and alumni we felt the structure we were talking about could be more flexible. If we were already conducting a workshop we didn't want to limit participation. Plus, we also realized with a campus our size we may only have one opportunity to connect a student to our program and if they had to wait a year they may not come back. This meant we would need to have students sign up for workshops in advance in order to reserve appropriate space and/or restrict the number of students who could sign up for a particular workshop. We decided the only way to effectively manage an open enrollment program was through an on-line format. We also realized that the Office of Student Life and Development could not facilitate the program alone. We needed to reach out to the campus community to get their expertise in training CSULB students. The planning team targeted key student services personnel, faculty, administrators and alumni to be facilitators of workshops. The planning group realized facilitator partnerships would be critical to the long-term success of the program. For example, the Multicultural Center and the Counseling and Psychological Services regularly offered workshops to students. If the Leadership Academy provided credit for students who attended these workshops a win-win situation would be created.

Implementation: CSULB initially had one staff member, who the Leadership Academy as a piece of their overall job duties, along with one student assistant to get the program up and running. The program reserved facilities in the University Student Union. Initially, this was costly but after the first two-years of the program a new Union Director came to the campus and changed the rental philosophy. The University Student Union no longer charged for room rentals if the primary audience (75%) was CSULB students. Unfortunately, when we started the program we didn't have the on-line piece functional and we required students to come to the office to sign up for workshops. This was very labor intensive. All facilitators donated their time. The largest cost was the medallions students receive at the completion of the program. To be cost efficient we purchased 500 to start at almost \$6 per medallion. In addition, students receive a certificate with the university seal sticker. Although not a large cost it is something to consider when pricing out the program. We applied for grants through our university and relied on our Board of Directors to help fund the start-up costs. The overall cost, not including staff time, is approximately \$5,000. In the first year of the program we had almost 200 students participate and we graduated 49 students. The number of participants has grown steadily each year. Last year, we had over 1,000 students actively participating in the program and we graduated 260 students.

Assessment: Assessment is very important to the program and is an area we are continually modifying and improving. Our initial assessment plan was:

- **Students:** Focus groups and workshop evaluations are used to determine the workshops that are most desirable and beneficial for students. Each semester, an evaluation report is conducted by the program coordinator. Evaluation forms from each workshop are analyzed and compiled to form a report that summarizes the results.
- **Facilitators:** Once a year, the workshop facilitators evaluate their experience with the Leadership Academy and their feedback also helps shape the direction of the program.
- **Alumni:** Once a student earns their certificate, they officially become Leadership Academy alumni. Their academic and personal progress is tracked for the program evaluation component. They are contacted periodically to measure and assess the impact of the Leadership Academy in their lives. We have not conducted this assessment but are hoping to complete this in 2009. Most of our assessment has been focused on student satisfaction. We have improved and are continuing to improve our learning outcomes for each workshop. We consistently partner with graduate level classes to conduct evaluations of a specific workshop. Please see our Assessment section to get a more in-depth look at the work we have done.

Recommendations: Build it and they will come! Be ready for success. We had a hard time initially adapting to the strain on staff time and would have enjoyed the on-line system working prior to the start of the program. The area we can improve the most is on our assessment of learning outcomes. We need to convert each workshop assessment into a better tool for measuring the efficacy of the workshop in relation to the learning outcomes. We are struggling with the best approach to address students who show up late for workshops. As the program has grown so has this problem. We are contemplating a system that would require a student to attend a Time Management workshop if they are late for more than two workshops. As people are continually asked to do more with less it becomes critical to continue to reach out to new potential facilitators and always rely on the same group.

Sustainability: The Leadership Academy takes pride in its efficient use of resources and technology. With volunteer facilitators, free room rentals and a dedicated student staff to support the Leadership Academy, the cost of the program is minimal. CSULB may need to consider charging students in the future if the program is not able to obtain the financial support for the medallions. The campus community now turns to the Leadership Academy when they need students for various events and committees. This program has raised our office profile and created a true awareness of leadership development on the campus. CSULB plans to continue this program and modify it, as needed, to keep it relevant to the students and campus community.

Replication: CSULB believes this program would be easy to replicate and would serve all campuses. The program would be happy to serve as a resource and provide any materials to help facilitate your process.

California State University, Los Angeles

Leader Project

Best Practices

- Concept:** Leader Project is an interactive ten-week class offered by the Center for Student Involvement at California State University, Los Angeles (CSULA) in the winter quarter for students interested in gaining and developing new leadership skills and experiences while understanding more about what it means to be a leader both on campus and ultimately beyond the college environment.
- Planning:** The Leadership Development Program is planned and implemented by the Center for Student Involvement (CSI) under the advisement of the Assistant Director for Student Development. In addition, volunteer peer facilitators are chosen through an application process to develop, implement, and lead class participants through weekly exercises, dialogue, and textbook discussions and applications to their academic, personal, and work-related experiences. Through hands-on training, facilitators also are given the opportunity to develop facilitation skills and further their involvement experiences as they lead the class through its weekly exploration of leadership development.
- The curriculum of the class is centered on Kouzes and Posner's *The Leadership Challenge*, which is utilized as the textbook and upon which class activities, discussions and reflections are planned. In planning this program, the Center also works with the Office of Undergraduate Studies and the Cross Cultural Centers.
- Implementation:** As part of the Center's yearly offering of leadership programs, Leader Project is included in the annual budget proposal process. The program, which targets first year students, can be implemented with an operating budget of \$2,700 for 10-30 participants. The operating budget is intended for the purchase of supplies and other materials needed to facilitate class topics and for the peer facilitator training program received prior to the winter quarter.
- The Assistant Director for Student Involvement created and implemented the peer facilitator training program and oversaw the activities and discussions led by the volunteer student facilitators. In addition, the Leadership Development Assistant, a CSI student position, also served as a peer facilitator and provided peer supervision over the team of facilitators.

The 2007 Leader Project class had a total of ten student participants and a team of four facilitators. This year, a total of five students went through the Leader Project 2008 with the Leadership Development Assistant serving as a peer facilitator. Previous classes held in the University-Student Union had numbers ranging from 20-30 students.

Assessment:

The learning outcome for the program is outlined as follows:

“Leader Project is designed to provide new and continuing students with the opportunity to learn more about leadership, themselves and the co-curricular opportunities that are available to them at CSULA. Through practical application and experiential learning, this course explores personal experiences and values as the formation of individual leadership styles.”

To assess the Center’s success in reaching this outcome, reflection papers are assigned to each class session. These papers serve as the primary means of assessing each student’s progress qualitatively. The data sought centers around a change in the student’s definition of leadership toward the ultimate end of an understanding of their own leadership style.

In addition, an evaluation is administered to quantify student satisfaction and understanding of the topics discussed. The evaluations are given out at the 5th and 10th week of the program.

Recommendations:

Overall assessment results indicate that students who participate in the program do undergo a process of understanding more about themselves as leaders. Additional data suggests that the program also provides students with opportunities at discovering the resources offered by CSULA.

Recommendations for improvement include involving more campus departments in marketing and outreaching the program to potential participants, conducting pre- and post-assessments at the start and end of the 10 weeks to further measure class success in obtaining desired learning outcomes, and the use of a new textbook to connect leadership development specifically within the college setting and experience.

Sustainability:

Since the program’s inception in 1999, Leader Project has served as an instrumental program in developing student leaders who have since become involved in campus activities, student government, and off-campus involvement. Its success can ultimately be found in its student-centered approach to discussing the broader topic of leadership and its attempt at establishing general applications to concepts presented not only in the classroom but also in co-curricular settings such as club and organizations, residence halls, community-based organizations, and even in workplace settings. Undoubtedly, the CSI will continue to provide opportunities to CSULA students who seek to enhance and further their leadership experiences.

Replication:

In considering replicating this program the following should be considered:

- Timing of the course offering; given the nature of the course, organizers may want to spend time to market the program to interested students at least a quarter or semester ahead of when the course is actually offered.
- Course credit: Students at CSULA may opt for the 1 unit course credit attached to the program. Not all students opt for the credit. This will require working with the Registrar's Office and or the appropriate College under which the program will be housed. An alternative to course credit is a certificate of completion program.
- Peer-Facilitation Training: Given that the facilitators are students themselves, careful attention should be paid to the development of the training given to them. While rare, certain discussions may lead to more sensitive topics and will require careful handling if not more advanced facilitation skills. Facilitators should be trained to not only implement class activities but also with the overall learning outcomes in mind.
- Budget Considerations: the program in itself can hypothetically be run with or without an operating budget. In considering any fiscal needs, supplies and materials serve as the primary need for funding, depending upon the types of activities planned.

Curriculum:

Each week of the ten week class is devoted to a specific concept taken from the assigned textbook. Facilitators plan out each week at least one week prior. Depending upon the timing of the course, time should be devoted to developing weekly activities and discussions so that they relate and apply to assigned readings.

California Maritime Academy

Friday Night Challenge

Concept: In the past California Maritime Academy provided a number of alcohol related educational programs to the campus community. By bringing together a committee of students and staff we identified activities that would enhance the knowledge around alcohol and other drugs. The committee put on several programs throughout the semester utilizing California Maritime Academy's (Cal Maritime) Public Safety Department, the Vallejo Police Department, the United States Coast Guard, Health & Wellness Center, Housing & Residential Life, Leadership Development Department, and Cal Maritime Associated Students. It was unofficially called "Friday Night Challenge", although some of the programs offered were not offered on Friday nights due to scheduling conflicts with outside vendors and staffing.

Planning: The planning for "Friday Night Challenge" was done with the assistance of two Associated Student government student leaders, the Public Safety Chief of Police, Housing & Residential Life Coordinators, Assistant Director of Leadership Development and Director of Campus Life. The committee brainstormed ideas and selected the programs to sponsor. Each event had a lead coordinator who was a member of the committee. Each committee member had a function of responsibility for each of the events that was delegated to each member. The events that were planned were DUI: What are the consequences, Root Beer Kegger, A Night in the French Rivera, Randy Speaks, All Nighter JAWs attacks@ CMA and Goggles & more.

"The Night in the French Rivera" was the most popular of the Friday Night Challenge programs. It was coordinated by the Associated Students programming board and our Residential Life staff. Both parties wanted to offer more on-campus programming that was fun and innovative. Two years prior the campus hosted a "Casino Night" in the Student Center. It was a huge success whereby resident assistants built several casino tables including a professional craps table and created a cool and swank atmosphere in the Student Center. Students raved about that night. A number of faculty and staff participate in the event. Looking back at this program, and the equipment that was built, the students decided to plan this program again but added an educational component to the program. A cocktail bar that consisted of mock-tails was added with educational information posted around the bar & student center on the topic of alcohol

and gambling. The students had to read information that was stationed around the room, answer a question pertaining to the posted information, or state a fact about those topics. They could find information throughout the room and even could find out information from one of their peers who served as the card dealers or game table staff. The students utilized the Public Safety department and Student Health & Wellness Center for the educational pieces on alcohol and gambling. Public Safety and a few faculty & staff even took an active part in helping out with the program that night by tending bar and being card dealers. At the end of the evening students cashed out and received raffle tickets in accordance with how much they won. Prizes were raffled and given away. The prizes were donated items that the students solicited from local vendors.

Implementation: The committee pulled resources from the Associated Students, Housing & Residential Life, and Orientation. At most of these events each member of the committee played a role and was an active participant. The program faced scheduling challenges when trying to keep events only on Friday nights, so a few of the events were scheduled mid-week after 7:00 p.m. The target audience was all students although most were first and second year students. Each event differed in participation, although the social programs had more participation over the two speakers/presentations. The DUI program had a larger turnout of upper division students due to the fact that it spoke to the student's coast guard license.

Assessment: A follow up survey was given out to students participants after the first event. The questions on this survey helped to gather information on the student's perception of the event from the signage/advertisement used, to the event itself and lastly what they took away from participation. Also, the program utilized information from the Noel-Levitz survey results and the CORE Alcohol and Drug survey in the assessment efforts. The learning outcomes listed below are some of the areas that the post surveys/assessment drew information that was collected.

Development of Identity

- Demonstrate increased and realistic self-appraisal and self-understanding.
- Demonstrate autonomy and independence in their decision making.
- Display honesty and integrity and articulate one's personal values.

Development of Life Skills

- Engage in activities which enhance dimensions (physical, social, intellectual, emotional, environmental, and spiritual) of their personal wellness lifestyle.
- Develop and apply stress management, time management, conflict resolution, financial management skills in order to deal with life's complex and competing demands.

- Exhibit ability to make informed choices as they pertain to complex societal issues such as alcohol/drug use, sexuality, personal safety, and finances.
- Articulate that what they are learning connects to their current and future life experiences.

Development of Interpersonal Skills

- Participate in activities which are designed to enhance ones understanding and appreciation of human difference.
- Establish and maintain meaningful and healthy relationships.
- Demonstrate tolerance of divergent views.

Development of Civic and Global Responsibility

- Demonstrate awareness of civic and global events and their impact on self and society.
- Articulate their individual strategies for behaving responsibly, respectfully, and within the standards of the Academy's community.
- Recognize the unique opportunities a college education affords in ones future life.
- Identify their responsibility to serve their local and global communities.

Recommendations: The recommendation is a meaningful assessment tool that will lead to a more clear assessment of the program and how it correlates to the learning outcomes of Campus Life. Also, if the committee had more involvement from faculty there is belief that the students would more engaged in the program and activities.

Sustainability: “Friday Night Challenge” will continue to be coordinated at Cal Maritime Academy. Campus Life has just added a Health Peer Mentor program which will add another dimension to this overall program. Cal Maritime was also awarded money from the California State University alcohol grant that will help to coordinate more educational opportunities for the students.

California State University, Monterey Bay

Go! Shuttle Program

- Concept:** The Flagship Program that California State University Monterey Bay (CSUMB) would like to highlight is the Go! Shuttle Program. In light of the campus being isolated from the community, along with the idea of creating a sustainable alternative transportation model, CSUMB created a new shuttle program that began in Spring 2008. Piggybacking off the existing shuttle service that serves the campus, a collaboration was created between the Police Department's Transportation and Parking Service, Risk Management and Student Affairs (Student Activities). The CSUMB shuttle vans now go to various stops off campus. Every Friday and Saturday from 4:00 p.m. -1:00 a.m. and Sunday from 1:00 p.m.-7:00 p.m. on one hour loops. Stops include the brand new Dunes Shopping Center, the Del Monte Shopping Center, and Alvarado Street Downtown Monterey.
- Planning:** A series of meetings were held to brainstorm the best alternatives for such an endeavor. CSUMB looked at best practices from other institutions, along with Monterey Bay's local transportation system. A partnership had already been in place for the Monterey Salinas Transit and CSUMB received a grant to subsidize the ticket price for students, staff and faculty to go one way for free. As a first run, the campus decided to go with their own shuttle vans. Additional insurance was necessary for this venture.
- Implementation:** As for implementation of Go! Shuttle Program, CSUMB hired current student drivers of the vans. The campus also purchased gift certificates from local vendors to encourage ridership. The tag line was "Go Shop, Go Eat, Go Explore, Go Out, Go Green." Various forms of publicity were created including large posters, small flyers, and bookmarks that all included the schedule.
- Assessment:** Data was collected daily in order to calculate the number of boardings. For Spring Semester there were 768 boardings.
- Recommendations:** After the success from the Spring Semester, the Police Department's Transportation and Parking Services will continue this program with the same schedule. There may be additional stops that are requested for future shuttle runs. With the timing being a one hour loop, that may have to be reevaluated. Hours of operation may also be something to be assessed including extending the service to other days.

Sustainability: Go! Shuttle Program has secured funding from the Materials and Services Fee to have permanent funding source. Last year the program was able to use budget money from a retention fund as a temporary source of funding.

Replication: If a campus was to consider such a program, it is important that a collaboration is formed between key stakeholders and set expectations are made from the beginning.

California State University, Northridge

The Clubs and Organizations Annual Recognition Conference

Concept:

Annually, California State University, Northridge (CSUN) recognized clubs and organization are required to attend a mandatory conference. The Clubs and Organizations Recognition Conference is held each fall within the first four-five weeks of the academic year. The conference serves several purposes including informing student leaders of university policies and procedures, disseminating important documents for annual registration and providing leadership education through workshops, panels, and a key note address. Through student evaluation the Clubs and Organization Conference was developed. Eight years ago student leaders attended a half-day meeting that covered policies and procedures, a diversity presentation, how to access key services such as scheduling meetings, programs and events in the University Student Union, and how to access Associated Students (AS) funding. A representative needed 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. Our student leaders were 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 secure the training they needed to further advance their organizational goals. Through surveys, evaluation and focus groups we launched our first student leader conference eight years ago. Each conference has had a specific focus that is communicated in our conference theme. Recent conference themes have included: *The Blueprint: Models of Success*; *Pathways to Success*; and *Believe It, Achieve It*. This year's theme is *Unleash Your Potential* the focus will be on students' assessment of their own leadership skills and developing an action plan to work on skills they have identified needing to be further developed and honed. Additionally, students will identify goals and objectives for their organizations and set up a strategy to reach those goals, thereby unleashing their potential and their organization's potential.

Planning:

Currently, the Clubs and Organization Recognition Conference is coordinated by the Activities Coordinator for Clubs and Organizations. The conference is a full day program offering three breakout sessions with 15-20 different breakout workshops, a keynote, and a networking session with 300-450 students attending annually. Professional speakers are

contracted to present some of the educational programs as well as faculty and student affairs professional. Student leaders can also work with a professional staff member to develop an educational session during the conference. Planning for the conference is a year-long process with the major program planning and implementation occurring three to four months before the program. Although the Activities Coordinator has the primary responsibility of planning and program implementation, staff in the Matador Involvement Center, the AS and the University Student Union are intricately involved in the process. The AS provides the primary funding for the conference. Through the AS's annual budget process we request funds to support clubs and organizations programming. The AS staff in the AS Central office and in the AS Accounting and Financial Services Department also play key roles in developing training programs to meet student needs as they relate to AS programs and services. We work extensively with the Meeting Services staff to coordinate the facility logistics for the conference. We utilized every major meeting room in our Student Union facility to host the conference.

Implementation: In implementing the Annual Recognition Conference CSUN needed to consider several factors including event staffing, scheduling and budget. The professional staff has the primary responsibility in the developing, planning, implementing, evaluating and assessing the conference. The Activities Coordinator must recruit educational sessions, identify a keynote speaker, arrange panels and coordinate all the logistics associated with the educational components of the conference. This staff person manages the budget, all 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 by presenting educational sessions, providing on-site management of specific areas such as check-in, on-site registration, facilitator check-in, conference information center. Additional staffing issues can be divided by pre-event, event and post event task.

Pre-event staffing - Student assistants in the Matador Involvement Center work on contacting student leaders in the summer to inform them that their University Recognition Documents (URD) are available for pick up in August. Additionally, student leaders can begin to register for the mandatory clubs and organizations recognition conference. Ten to fifteen students are hired to work 20 hours with pre-event tasks and day of the event tasks associated with the conference. Pre-event tasks include making calls to student groups that 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 (conference program, attendance card, clubs and organization manual, and other

information/resources), assembling workshop evaluation packets, updating check in/out binders, and assembling workshop kit (dry eraser makers, blue tape, pens, pencils, makers and candy). The day before the conference, equipment such as walkie-talkies, TV/VCR, LCD projectors, screens, flipcharts, 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 AS to put information about the conference on the Info screens and the AS Notes, a weekly insert in the campus newspaper. Student Affairs Information Technology assists us with the updating and the maintenance of the website that contains information on the clubs and organizations recognition conference.

Event staffing - 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 check-in/out, serving lunch, setting up meeting rooms with AV equipment, delivery workshop evaluations, checking in presenters, setting up direction signage, decorating the facility, managing on-site registration etc.

Post-event staffing - After the conference ends the program has the student staff involved in tabling and summarizing the workshop evaluations, overall conference evaluation and disseminating this information to our presenters.

Scheduling - Working on the program schedule involves meetings with Meeting Services department, to make sure that the program is following their rules and regulations. Making sure that in the planning process the program works towards accommodating students unable to attend the program due to religious observance, an alternative plan is established.

CSUN has been increasingly intentional about the audience that is identified to attend the recognition Conference. The target audience and number of participants and budget consideration are annually evaluated.

Target Audiences - Each recognized student organization is allowed to bring two representatives from the organization at no cost. Each additional student is charged a small nominal fee to cover the cost of lunch. Since EO 969/1006 was issued by the Office of the Chancellor, we have intentionally targeted the Presidents and Treasurers. Previously any officer of a student organization could attend and represent the organization at the conference. With the program specifically targeting these two positions, CSUN has been able to gather information from

officers about their specific training needs which allows greater focus on training efforts. The program also highly encourages other leaders to attend the conference as well as students in the process of creating new organization at the beginning of the year. This year the conference will have a special series of workshops for student leaders in Sports Clubs with a focus on risk management, alcohol and hazing in the context of sports organizations. In previous conferences, we have had special programs targeted for leaders of social fraternities and sororities. The number of participants has increased over the last three years as follows:

Conference Year	Number of Participants
2007	452
2006	431
2005	313

Budget - The budget for the clubs and organizations Recognition conference is funded by the Associated Students. Approximately \$15,000 per year is spent to implement the conference.

UNIVERSITY RECOGNITION CONFERENCE	Anticipated Cost
Student Conference Assistants 10asst x \$8.50per hour x 20hrs	\$1,700
Speaker/Workshop	2000
Signage/banners	250
Conference Programs	300
Decorations	250
Specialty Items:	
Facilitator Gifts	500
Club Leader Incentives	300
Food (500 @ \$9/person)	4500
Table Linens	80
Room Rental	2000
Workshop Supplies includes club binders, permits/forms on CD, flipcharts, etc.	1500
Equipment Rentals	150
Interpreters	1500
Totals	\$15,030

Assessment:

The conference assessment plan has several parts. First, by utilizing the registration process to gather information about our attendee' knowledge of the university recognition process, key policies and procedures, how to access specific services and the identification of student needs. Second, by evaluating each session by having students complete a workshop

evaluation. The workshop evaluation is also used to gauge student learning. Feedback is summarized and given back to the workshop presenter. The feedback is used to improve and identify future educational programs. Third, the students complete an overall conference evaluation in order to gain insight on how the program structure is meeting their needs. The overall conference evaluation form is completed and submitted as part of the check-out process. Fourth, the program assesses 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 indicating to agreement with the statement “The Recognition conference is where my organization receives most of the information crucial to its success.” Finally, the program gathers informal information through focus groups on the program quality in early spring to help guide our planning for the next conference.

Recommendation: Based on workshop evaluation, the facilitators do a phenomenal job of meeting the expectation of CSUN students in terms of topic knowledge, quality of workshop and the value they place on their own skill development. Each educational session is evaluated by audience members at the conclusion of each workshop. The evaluations are tabulated, summarized and given to the presenter. The student evaluations are used to identify future presenters and to talk with presenters whose program did not meet the needs of our audience. Recently added to the educational session proposal form is a section for each presenter to write specific learning outcomes for their session. There is a need to work with the presenters in further development of their workshop learning outcomes and improve how educational sessions are described in the conference program incorporating the learning outcomes. Additionally, a process for assessing student learning of the specific learning outcomes identified by the presenter need to be delineated.

Students complete an overall conference evaluation form submitted anonymously as a part of the check-out process. The information about the overall quality of the program in terms of how well did the conference experience meet their individual needs and organization needs is gathered and used to reflect about the needs not met. This information is used to develop other programs either during the academic year or for the next conference program.

CSUN students have continued to ask for more opportunities to network during the conference. They have also expressed an interest in using the conference as an opportunity to increase collaboration. Although there has been opportunities for networking at previous conferences, we have learned that students need more specific training on how to effectively network. The program will be using “Playfair” at this year’s event to help

us reach our goal of creating an environment at the conference that facilitates networking. Comments from our students from the 2006 Conference:

What was the most important thing you learned today? (most frequent answers)

1. Financial/Accounting info/budgets
2. Executive Order 696
3. Leadership
4. Publicity

Which workshop was the most beneficial to you and why? (most frequent answers)

1. Financial/Accounting info
2. How to reserve a room
3. Publicity

What other workshops could have been offered that would have been useful to you? (most frequent answers)

1. Fundraising/budgeting for your group
2. How to arrange a conference/banquet/event
3. Networking workshop

After today, do you feel you know more about how to be an effective club leader?

Yes: 90%
No: 10%

Would you recommend this program to other student leaders?

Yes: 85%
No: 15%

Would you like a mini-workshop presented to your club/organization?

Yes: 55%
No: 45%

What kinds of mini-workshops would be the most beneficial to your group?

1. Networking, advertising, promoting
2. Financing and accounting
3. Fundraising

Sustainability: The conference has been sustained through efforts to collaborate with AS 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. Our student leaders in AS have generally highly valued this program. We have worked in partnership with the AS in previous years by working with their student Director of Clubs and Organizations. During the annual budget process this year some questioned were raised by the AS regarding student directed and initiated programs. Initially, the program lost funding for clubs and organizations programming. This funding was restored but it demonstrated the importance of keeping AS leaders involved in the process. To address their concerns of student directed and initiated programs we recently began discussing with AS leadership the creation of a Clubs and Organizations Coordinating Council which would share some of the responsibility in the development of the conference with the Activities Coordinator for Clubs and Organizations. As the program has continued to develop, the program 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 CSUN works with conference presenters to identify the specific learning objectives of each educational session. The program is invested in the leadership training model and plans to continue to further develop and enhance the program. To expand the conference program, CSUN may need to begin to explore corporate sponsorships. Additionally, the program is interested in how to better incorporate the use of technology in the conference experience. Examples of this may include: pod casting the educational sessions and the use of a wireless response system to gauge our students understanding of key policies and procedures.

Replication: In replicating the University Recognition Conference at your institution, CSUN recommends that the responsible department 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 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 this conference include: food, facility rentals, speaker fees and staffing. The structure of your program will also impact your cost. For example, the program is a full day with continental breakfast, lunch and afternoon snack break provided. Additionally, there are expenses to use the Student Union facilities for an entire eight hour day. To provide more student leaders with access to the conference, there is 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.

Scheduling - Issues related to scheduling involve when to offer the program in your academic calendar. Questions to consider include:

- When is the best time to hold the program in light of other campus programs?
- How will your scheduled program impact your staff/support staff relative to other office programs?
- What major programs are student leaders involved in that may impact their ability to attend?
- How do you address issues such as religious observance for programs offered on Saturday and/or Sunday?
- 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.

Student Involvement - The most important consideration in replicating the 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 Polytechnic University, Pomona

3D Leadership Conference

Concept: The goal of the 3D Leadership Conference is to empower students by assisting them in identifying their leadership styles, inspiring them to advance to the next level of leadership and strengthening the student leadership community at California State Polytechnic University, Pomona (Cal Poly Pomona). The program was first created in 2003.

Conference Objectives:

- To become aware of the range of leadership styles and identify one's own leadership style.
- To identify one's own level of leadership development in regards to drive, strength, and areas for improvement.
- To empower individuals seeking involvement to connect with at least one community.
- To empower individuals, who are already active in a community, to connect with a different community.
- To learn about campus programs and services that promote leadership skills and experiences.
- To become more inspired to serve and lead.
- To increase participation in the Student Development and Leadership Institute (SDLI).

Each year, our learning outcomes change depending on the theme. 2007's theme was "Images of A Leader." The conference drew in 239 students. According to the assessment outcome, 81% of the students learned about leadership in the context of a multidimensional world; 88.1% understand the pressures associated with being a leader; 88% think critically about social responsibility and; 92% explored and was able to identify one's self-image as a leader.

Planning: The 3D Leadership Conference is a part of Student Development & Leadership Institute (SDLI). The program 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 students to discuss leadership skills with leading executives and get the "real world" perspective. The 3D Leadership Conference is held at the beginning of each academic year to kick off the SDLI program. The conference is made possible through the collaborative efforts of faculty, staff, administrators and students. What is unique about this conference is the process the committee takes in creating the conference. We proud ourselves in being a learning-centered committee. Everyone, whether a student or a professional, is part of the creation and implementation process. The program is assessed at different levels to create a complete picture of what students learned, what went well and what needs to be changed. Before the next conference is developed, the committee reviews all the assessment summaries and gathers feedback from students. Each year, the conference changes to meet the needs of our diverse student population and the growing trends of our global society. This is how 3D Leadership stays innovative and creative.

Implementation: The conference involved 239 participants. Funding for this program is provided by various departments at Cal Poly Pomona.

Publicity:

The 3D Leadership Conference is promoted and publicized to Cal Poly Pomona students through various outreach efforts, including, but not limited to:

- 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 conference. Students must register themselves and there is no cost for the students.

Assessment: A detailed assessment report was completed.

Recommendation: Common suggestions that came from the evaluations included the following: (1) allowing more time to interact with the keynote speaker; (2) moving the conference to a weekend; (3) having a wider array of workshops; and (4) having a point person for professors offering extra credit for attending the conference. The 2007 3D Leadership Conference saw a 30% increase of off-campus residents and showed increases in both freshman and junior attendees. The conference had a wide array of attendees from all the colleges with an increase of Collins School students.

The conference planning committee should continue its efforts to ensure that student attendees reflect a diverse population because leadership development benefits all students.

Sustainability: The program has continued to gain campus-wide support and grown in participation and collaborators since 2003. 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:

- **Budget/Cost:** Keynote speaker is the most costly aspect of the event. To reduce costs, a speaker can be chosen with less expensive speaking fees.
- **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.
- **Participation:** For Cal Poly Pomona, holding this event on a Friday works best to meet our diverse student population's busy schedules.

California State University, Sacramento

CSI: Sacramento

Campus Student Involvement: Sacramento

Concept:

The basic idea was to present a common program with a new twist, both for students and the presenters. Each year, Student Activities coordinates an organization/student services fair to introduce new students to the campus. Building upon the popularity of the CSI television franchise, California State University, Sacramento (CSUS) decided to invest time and resources in an alternate program that would help the student realize that involvement in campus activities and services is the key to success at the university.

Previous format: Invite programs and services to show up at a specific time, set up information at a random table (usually in rows), possibly sign a 'program-monopoly' card carried by student to indicate student was at table in an effort to fill card and win a prize. Depending on budget some food and beverage would be centrally located in the room.

CSI format: Rather than rows of tables, the program conceived of using tables to create city blocks and other urban amenities to simulate a 'cityscape'. Programs and services were invited to attend a series of planning meetings to develop initial idea further and secure 'buy-in'. For this to work the presenters needed to embrace their 'inner child' and leave the formal presentation behind while still delivering the essential message about their program or service. Just as in the 'city', billboard advertising around the room would promote upcoming events.

Twenty-four hours prior to the event, an outline of a 'body' was taped to the floor in front of the venue. Crime scene tape ringed the 'body' and flyers invited to students to return to solve the mystery of the missing student at the appropriate time. As student participants entered the room, they were given the scenario of a student, 'Harry F.M.R. Hornet' who disappeared one day from the campus. The participants were given the task of determining 'why Harry F.M.R. Hornet was missing' and were given possible questions to ask at various tables throughout the city. Through the planning meetings, programs and services were prompted to develop questions and answers that would help the participants come to the conclusion that Harry F.M.R. Hornet was missing because he was not INVOLVED in campus life / he did not use services available to him.

Planning: The following offices and students leaders were invited to participate, ‘*’ indicates departments that were active participants in the planning process. All invitees were informed of plans through updates.

Student Activities*, Student Affairs*, Peak Adventures*, Academic Advising*, Aquatic Center*, Athletic Marketing, Community Collaboration*, UNIQUE Programs*, Union Catering, Campus One-Card*, Theatre/Dance Department, Music Department, Campus Police, Campus Judicial Officer, Government Affairs, Woman’s Center, Alumni Affairs, *The State Hornet*, Financial Aid, Constitution Day, Peer Health Educators, Residential Life, Parking & Transportation*, Library, Health and Nutrition, AlcoholEducation*, ASI Government, Services to Student with Disabilities, Campus Life & Services (ASI), and University Enterprises, Inc.

Bi-weekly meetings were held throughout the summer and accelerated closer to the event as needed. Pizza was served as an incentive to continue participation in the meetings. Student Activities was able to underwrite expenses for the initial year.

Implementation: Student Activities undertook primary promotion. All other departments assisted through their publications and word-of-mouth. Special efforts were made through Resident Assistants and other resident staff to encourage hall members to participate.

Upon entering the Union Ballroom, participants were give an entry form and bag printed with the *CSI: Sacramento* logo to collect written materials in from the many participating departments. They were also treated to a new experience. In one area, blue tarps became Lake Natomas – home of the Aquatic Center – complete with a sailboat, Jet Ski and campsite. Further on was a “city park” with games and infallibles. The back wall of the Ballroom was the entertainment center of our city, highlighting each of the UNIQUE committees including music and a film projected on a screen. Off-setting UNIQUE were tables with other activities to highlight opportunities on campus – theatre, dance, and music schedules, as well as upcoming athletic events. Financial Aid served as the ‘financial district’ while Community Collaboration, Parking, Judicial Affairs, and Campus Police composed the downtown hub. University Enterprises played the role of Employment Office with jobs available both on and off campus.

Food carts were located throughout the cityscape and decorated accordingly. A popcorn maker was located adjacent to the UNIQUE movie display. A hotdog stand was in the city park. Ice cream, beverages, fresh fruit and other student popular foods were also in distinct locations, including the area where we were collecting evaluations/student guesses on why Harry F.M.R. Hornet disappeared. To help keep students in the

room, upon entry, students were also given a ticket. Periodically, tickets were drawn to receive a *CSI: Sacramento* t-shirt which students needed to be present to claim.

Participants had two opportunities to win a donated prize at the end of the event. Every student who returned an evaluation was entered into the drawing. In addition any student who successfully guessed why Harry F.M.R. Hornet was missing [*Harry F.M.R. Hornet was missing because he was not INVOLVED in campus life / he did not use services available to him*] received another opportunity to win the grand prize – a laptop computer. Departments also provided some prizes – i.e. Peak Adventures donated a trip and the Bookstore donated an iPod. Since the drawing for prizes would be held after the event we were able to collect email addresses. While students were given the option of only allowing Student Activities to use the email address for notification of winning a prize, 96% said we could use their email address to send information about upcoming events.

Budget:

Food	\$2046
T-shirts	\$725
CSI bags	\$400
Flyers/posters	\$200
Room rental	\$300

Based upon roll tickets given upon entry for door prizes, 246 students participated. Fifteen programs and services staffed tables for the event and 6 additional programs submitted information for distribution.

Assessment:

Data was self-reported by participants to determine the current level that students were involved in with on and off campus activities and jobs. Students were also asked the detriments to involvement. A follow up questionnaire asked similar questions to determine if there was an increase in involvement. Since there was no direct link between a particular student's pre- and post-response, comparisons were based upon averages. Participating programs and services indicated a very positive response to the event and indicated a willingness to take part in the future.

Learning Outcomes:

- Students will be able to link university success and campus involvement.
- Students will be able to identify campus resources to assist them in their academic achievements.
- Students will be able to compile linked information to determine a solution to a question.

- Through questions suggested to help participants determine why Harry is missing, students are introduced to specific services/programs and how they can assist in overall success at Sac State.

The following analysis of the pre and post evaluation is from a report generated for the WASC evaluation in June 2008.

Program Objective 1 - Fifty percent of students participating in CSI Sacramento (Campus Student Involvement – Sacramento conducted on September 12, 2007) will increase participation in at least one additional organization or service by the end of the semester.

Rationale: Student Activities will invite various student affairs departments and service/program oriented academic departments and others to participate in a new program to introduce the programs services available to students. Studies have shown that active participation beyond the classroom increases the retention rate and time to graduation.

Measures - The results of a survey conducted as part of the program evaluation will be compared to a similar survey to be conducted in February 2008. Since it may not be possible to identify the response by individual returns nor can Student Activities assume that 100% of those surveyed will respond the focus will be on determined averages rather than specific students.

Results - CSI: Sacramento Involvement Survey was collected along with a follow up survey administered via email in April 2008 and sent for a second time in May 2008 to those not responding. Analysis of data was completed by June 2008. The follow up study of had a 15.62% response after submitting the evaluation twice to participants agreeing to be surveyed. In the initial survey the mode for Question #1 – “Participation” was “0” and the weighted average was 1.05 [when averaged, students were participating in slightly more than 1 student organization each]. In the follow up, the mode was tied at “0” and “3”; however the weighted average more than doubled to 2.2, indicating that the average student responding was participating in at least 2 student organizations.

Using a point analysis [5 points – very high; 1 point very low] to determine average assessment of “involvement on campus” (Question #3) there was a 16% increase from 2.93 to 3.40. There was a moderate increase in the average number of students who began working while taking classes from 48% to 57% (Question #4). However, there was a significant increase in the average number of students who undertook some volunteer work from 19% to 50% (Question #5)

Conclusions - During the initial evaluation, 60 students requested more than 159 pieces of information from the organizations/departments represented [12 requested “5 or more” – 159 figure is based upon 5 pieces of information requested]. Ninety-one percent of those students indicated that they felt they would increase involvement based upon taking part in CSI Sacramento. In the Follow-up, 100% felt CSI Sacramento was a factor in their decision to become involved. In addition, 80% of the follow-up respondents “more comfortable” seeking services from programs represented and 20% felt “neither more nor less comfortable” in seeking services.

While results are very positive and reinforce making students aware of the values and possibilities from involvement on campus, the low response rate should not be the primary basis for definitive decisions. A higher response rate should be expected if follow-ups would occur 3 after months; and possibly 6 months after the program.

In the future, the ability of having a direct link to a particular student will provide increased opportunity for research on involvement and retention. Future assessment could link student participation with specific programs/services represented at CSI: Sacramento to determine specific learning outcomes.

Recommendations: Based upon the overwhelming response of student and departmental to CSI: Sacramento, the program will succeed in future years. Campus vendors can be brought into the planning process earlier as an opportunity for product sampling rather than purchase of food, the most expensive part of budget. i.e. – Round Table Pizza – pizza shop; Mellow Me Out – back massages. Follow-up assessment was conducted at the end of the academic year, which may have resulted in a lower response than hoped for. Assessment toward the end of the semester the program occurred would be better. While in the original planning, a debriefing session after the event with departments did not occur. This would have been better for planning the next event rather than relying in memory from the previous year. At the time CSI: Sacramento was conducted, student organizations had booths on the Library Quad limiting being able to staff multiple booths at the same time. General organization representatives – i.e. Greeks, cultural groups, departmental/honorary organizations might be incorporated to augment Student Activities promotion of specific clubs.

Sustainability: While there is definite interest and plans to continue CSI: Sacramento, or a like program adaptation in the future, current budget and personnel resources have pushed the program to the Spring semester in 2009. With the success of CSI: Sacramento and positive response from departments, others may be willing to assist at higher levels of planning responsibility and financial support.

Replication: As an initial presentation, CSI: Sacramento was a significant investment in time and financial resources. However, results indicate an increase in participation, which studies have shown to be a primary factor in retention. As stated above, sustainability and replication will be dependent upon continued financial resources.

California State University, San Bernardino

Club Forum Mixer

Club Forum Mixer is a collaborative project between California State University, San Bernardino (CSUSB) Office of Student Leadership & Development and Associated Students, Incorporated.

Concept: To provide a monthly forum for club leaders to 1) meet and greet university administrators, 2) create dialogue with the California State University, San Bernardino (CSUSB) Student Leadership & Development (SLD) and Associated Students, Incorporated (ASI) staff to better serve student organizations, 3) provide an environment whereby leaders can discuss potential collaborative efforts between different clubs, 4) establish a resource table for flyers, important documents, and recent "best-practices" amongst clubs on other campuses, and 5) allow students to make announcements about their groups' upcoming activities.

Planning: Weekly meetings were set up with members of SLD and ASI during the summer of 2007 to set goals and learning outcomes for the program. Additionally, dates were proposed that met both offices' schedule and did not conflict with previously planned events. A few of the topics included: Financial Management, Collaboration, and Involving Your Alumni.

Implementation: The largest hurdle was establishing a budget for this program. While ASI had a considerable amount of expendable income for such programs, SLD has been faced with budget cuts and increased expenses. Each department agreed to provide food on an alternating basis for three sessions (approximately \$100 worth of food per session). SLD would make phone calls and send out email invitations to the student leaders. ASI would create flyers and post advertising slides on the digital screens throughout the Student Union.

Assessment: Based on student data, the program was an extreme success and should be repeated. However, dates for the program should not be scheduled a week prior to mid-terms and finals. Two of the six sessions were planned the week before mid-term and finals as a study break; however, students saw them as working meetings and, rightfully so, chose to study rather than attend the Club Forum Mixer.

Recommendations: Based on student feedback, this program should be repeated. Upon further conversations with ASI regarding this program, we plan to create a kick-off event prior to Fall Quarter beginning. This event would be a half-day seminar program for all student organization leaders. Team-building,

educational workshops, and policy/procedure sessions would be the basis for this practicum followed up by our monthly Club Forum Mixer.

Sustainability: While the costs are minimal to initially host this program, the budget must expand and/or the program needs to be tied into retention of the charter in order for the program to continue to grow. Today's students are busy and programming needs to be cutting-edge to keep them coming back. This program can be sustained as long as there continues to be commitment from both SLD and ASI.

Replication: Certificates would be given out at our annual Spring Awards Reception for participation and involvement in the Forum, as well as a collaborative program award for organizations who worked toward a common goal and created a successful event together. While the costs are minimal to initially host this program, the budget must expand and/or the program needs to be tied into retention of the charter in order for the program to continue to grow. Today's students are busy and programming needs to be cutting-edge to keep them coming back. This program can be sustained as long as there continues to be commitment from both SLD and ASI. Without question, this program can be replicated on other CSU campuses. It is an excellent way of staying in touch with student leaders, answering their questions, and encouraging them to continue to be successful leaders.

Despite budget constraints, the SLD office has provided a strong support system for the university's clubs and organizations. Students have been satisfied with the advisory role that SLD has played in their organization. Plans are underway to seek corporate sponsorships and alumni donations in order to grow existing programs and create new ones. CSUSB is interested in seeing what other CSU institutions have done in regards to programming best practices. Networking with other campus is a wonderful way to gain knowledge and make each campus even more successful.

San Diego State University

Aztec Nights

More than a decade ago San Diego State University (SDSU) 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, the campus needed to focus recruitment efforts outside of the local San Diego area. This increased the demand for on and off campus student housing making SDSU more of a residential campus. Residential is defined as the number of students living within one mile of the campus.

As the SDSU student population living within one 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 catalyst 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 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 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 2007-2008 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 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- \$50,000
- New Student and Parent Programs- \$30,000
- Residential Education- \$20,000
- Business Affairs- \$100,000
- Associated Students- \$282,165

TOTAL Budget- \$482,165

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.

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 Chancellor’s Office 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.

San Francisco State University

Welcome Days

Concept:

San Francisco State University (SFSU) has historically been a commuter campus. However, the campus is in a time of transition. This can be seen in several areas within the University:

- Changing demographics with more students living on campus in each successive academic year. In 2007-2008, over 50% of the freshmen class lived in University Housing facilities
- Launch of a new logo and University identity (SFSU)
- Focus on increased retention and graduation rates

In response to student needs, SFSU created and hosted Welcome Days, a two-day event to welcome first year students and their families to campus. Prior to this event, University Housing hosted a smaller program, Welcome Home, for their new residents. All off-campus students simply attended the first day of classes without any official University welcome. Welcome Days expanded Welcome Home to be a campus-wide event and inclusive of all first time freshmen. The inaugural event was held Thursday and Friday, August 23 and 24, 2007 with over 4,000 participants. This year (2008), the event is being held August 21 and 22, expanding 50% to include transfer and international students. Some of the significant program highlights include the official University Welcome event, academic resources programs, sample courses for students and parents, and student life resource sessions.

Rationale and Need: SFSU Welcome Days has several objectives:

- Improve retention and facilitate graduation
- Connect faculty, administrators, and staff with incoming freshmen, transfer, and international students
- Strengthen a sense of community on campus
- Develop academic class year identity (Class of 2012)
- Strengthen alumni support
- Educate students early-on regarding University expectations, policies, procedures, and resources
- Educate parents regarding University services and resources
- Develop a new SFSU tradition while complimenting existing traditions
- Promote the University through public and community relations (town and gown)

2008 Program Descriptions:

- What's Happening Information Sessions - 10-15 minute mini

orientations to assist students and family members with navigating through the day's activities.

- Student Life/Co-curricular Open Houses - Open house sessions including tours, general information sessions, and resource guides to assist incoming students in learning about the various programs and resources available on campus.
- Academic Open Houses - University colleges, academic departments and support programs will host a variety of programs to assist students in learning about the many options and resources available to achieve academic success. Guests may stop by as many of the programs as they like to get a sample of the variety of academic possibilities at SFSU.
- SFSU Welcome - The official University Welcome with University administration, including SFSU President, faculty, alumni and the student government president addressing the Class of 2012, transfer and international students and their families.
- Taste of SFSU - A food fair and student activities showcase, providing students and their family members a festival atmosphere during their lunch hour. They will have the opportunity to sample the many food options located here at SFSU and the surrounding community, while also listening to music and meeting student organization leaders in the quad.
- Touch of Class - Various sample classes and academic information sessions will be offered for parents and incoming students to choose from to provide first-hand experience regarding the classroom setting at SFSU.
- Various Workshops - Various workshops will be offered for parents and incoming students to choose from to provide detailed information regarding University and community resources.
- Welcome to the Real World (Students) - Our campus is a vibrant and exciting environment, and with it comes individual responsibility in being a good citizen and healthy contributor. Student actors convey some possible real case scenarios to incoming students while administrators and staff from Counseling and Psychological Services, Student Health Services, Creating Empowerment through Alcohol and Substance Abuse Education (CEASE), Sexual Abuse Free Environment (SAFE Place), University Police Department, and Judicial Affairs discuss expectations and resources regarding safety and wellness (both academic and student life) within the SFSU community.
- Home Away From Home (Parents) - Administrators and staff from Counseling and Psychological Services, Student Health Services, CEASE, Safe Place, University Police Department, and Judicial Affairs provide a panel discussion regarding safety and wellness within the SFSU community to parents and family members.
- Faces of Community - Opportunity to learn, network, and understand

better the many backgrounds that our students represent. This personalized program allows students and parents the ability to learn first-hand from the experiences, perspectives and personal stories of current SFSU students.

- Student Organization Performances - Various SFSU student organizations showcase their talents through dance, music, and other performing arts.
- Community Connection - Community Connections is an interactive and entertaining program to assist students in their transition at SFSU. Students meet fellow classmates and walk away starting new friendships.
- Hypnotist Dave Hill "The World's Greatest Hypnotist" - Experience the Unbelievable, Hilarious, Classical, Astounding, and Mesmerizing. Dave Hill's hypnotic stage show is a fun filled, adult event.

Planning:

Office of Student Programs and Leadership Development (OSPLD) provides the support and coordinates most of the logistics for the event. However, the overall program is developed through a committee with representatives from various academic and student life departments. The current committee consists of the following departments, OSPLD, Academic Senate, University Housing, Student Outreach Services, Academic Advising/Orientation, Public Events, International Programs, and University Development. This allows for us to look at the Welcome from all perspectives and also combine resources to ensure its success.

Implementation:

Venues for 2008 event: The entire campus was utilized including the Gymnasium, McKenna Hall, Knuth, Hall, Jack Adams Hall, Humanities and Burk Hall Classrooms, Malcolm X Plaza, Quad, University Department Offices, University Housing, and Softball Field.

Budget: The budget is provided through the University. The budget for the event is roughly \$35,000. However, this number is not reflective of the total budget. Numerous in-kind donations are provided by various University departments, including food, security, T-shirts, packet materials, etc.

Scheduling/Planning: The event planning starts in October and continues throughout the year. Rooms are reserved in October due to the number needed with SFSU limited facilities. The Welcome Days Committee also starts to meet around this time. The bulk of the planning occurs in spring semester, with logistics being managed during the summer months, including the finalization of the printed program.

Target Audience: First Time Freshmen, Transfer Students, International Students, and their families. Expected Attendance for 2008 was 4,000 – 6,000 students, friends, family members, faculty, and staff.

Assessment: Evaluation Form - A paper evaluation form was provided in the packets for all attendees. We did have difficulty gathering back the forms resulting in a low completion rate. We have put things in place for this year's event to assist in this process to increase our completion rate. Comments received from last year's event included:

1. "Very helpful-wide variety/selection very organized"
2. "This is our 6th child/student to attend college – 4 of whom have gone to private colleges/institutions. So we are very familiar with welcoming programs for parents and students. SFSU is to be congratulated especially for your 1st Welcome Days. You (the staff) did an amazing job."
3. "Very well organized and executed. It is amazing this is the 1st year it has been done."
4. "Excellent speakers with practical topics"

Focus Group Meeting - Following the event, a focus group was convened of all the University partners who assisted in the logistics of the event and Welcome Days committee to provide feedback regarding the inaugural event. Deans Meeting - Feedback was also provided from faculty through the Academic Deans.

Recommendations: Overall, the feedback was very positive. However, some feedback provided led to the changes implemented in improving this year's program. They included:

- Expanding Welcome Days to not only include first Time Freshmen, but also transfer and international students.
- Condensed all the major programs to the first day of the event and focused the second day on the University Housing community.
- Instead of hosting every component of the event twice in order to accommodate numbers, moved to hosting the University Welcome twice, but all other events once. It was an enormous strain on the University hosting every aspect of the event twice.
- Only hosting one 45 minute time slot for the Touch of Class sessions instead of two 60 minute sessions. Also, these sessions will be open to all incoming students and their family members with there being no other programming occurring during this session time.
- Hosting the Academic Open Houses on the first day of Welcome Days instead of the second day so both students and parents will be able to participate. The program also shortened the time requested to assist academic departments in staffing their events.

- Shortened the workshop sessions from 60 minutes to 45 minutes. The program also shortened the length of time between workshops to best accommodate presenters' schedules.
- Not hosting a freshman book this year. However, SFSU hopes to review how to better incorporate a summer reading program throughout our campus departments and programs for the future.

Sustainability:

OSPLD is excited to continue the development of Welcome Days and continue to receive financial support from the University. Also, the Welcome Days Committee continues to assist in the planning and implementation of the program. Outside of the committee, numerous University departments assist in making the event happen. Welcome Days has received incredible support throughout the campus. To assist with the financial component of Welcome Days, OSPLD has looked into possible sponsorship with partners of the University.

Replication:

A few of the challenges are documented for potential replication.

Venues - The major challenge for SFSU in hosting such a large event is venue availability and capacity. The event is held throughout the main campus - Gymnasium, McKenna Hall, Knuth, Hall, Jack Adams Hall, Humanities and Burk Hall Classrooms, Malcolm X Plaza, Quad, University Department Offices, University Housing, and Softball Field. Even so, due to limited space and capacity, we are unable to accommodate all of our guests. This has been the biggest challenge for the event.

Budget - We have tried to keep the budget to a minimum, by having items donated by on-campus eateries and also the University Bookstore. The University continues to support the program. However, as it continues to grow and develop, additional funds will be needed.

Staff - Although a committee encompassing multiple University departments assists with the planning, the majority of the support and logistics comes from OSPLD. Other than student assistants, no additional staff resources have been provided to support this new program. This has put a strain on the department, particularly during the summer months.

Positive Experience - No matter the challenges, Welcome Days has been a very positive experience. It has brought together the entire campus in order to welcome the new incoming class. It is truly a collaboration that encompasses the entire University. Also, it has brought new energy and excitement to the start of the academic year.

Website: <http://www.sfsu.edu/~ospld/welcome>

San Jose State University

Leadership Today: Creating Community in a Diverse World

Concept: Leadership Today is a dynamic growth opportunity for San José State University (SJSU) student leaders. This collaborative program was designed to raise awareness, further understanding of the diversity that surrounds us, and teach new skills for effecting positive change through a process of self-exploration. The program engages student leaders in interactive workshops, large and small group discussions, and various experiential activities on intergroup relations, diversity, and leadership development. The 40 students selected to participate have prior leadership experience at SJSU and represent a cross-section of our campus. These students are called “delegates”.

The goals of Leadership Today are:

- To create a caring and inclusive community of peers who can support one another
- Establish a framework for building connections to the larger campus and larger San José community
- Develop and improve leadership and communication skills
- Teach respect and appreciation for human differences
- Educate participants about discrimination and its effect on our society and each other
- Empower college students with the capacity to change circumstances
- Help break down self-segregation among various cultural/ethnic group
- Develop ways to create a respectful and inclusive campus community
- Foster cultural competencies and values for life-long success and contributions to the community
- Connect students with SJSU faculty and staff (who serve as Leadership Today facilitators).

Through the course of 3 ½ days, the delegates engage in thoughtful dialogue and experiential activities that allowed them to raise their awareness and develop skills for effecting positive change. Topics included:

- Understanding the Nature of Prejudice
- Discussing Racial Identity
- Realizing Privilege in America
- Gender Empowerment & Communication
- Discovering Abilities

- Debunking Stereotypes
- Understanding Sexual Orientation
- Exploring World Faiths and Religions

Application to Student Involvement's Mission - Leadership Today is directly related to the mission of Student Involvement. By engaging delegates and facilitators in profound conversations surrounding social consciousness and action, the program succeeds to carry out the department's six learning outcomes. In addition, the relationships developed at the program assists in creating a community that values equality and knowledge.

Program Planning: As a joint collaboration between two distinct departments within the Division of Student Affairs, Leadership Today has been divided by two areas of responsibility: the retreat and the follow-up activities. The MOSAIC Cross Cultural Center spearheads the Follow-Up Activities for the delegates such as the reunion and other educational opportunities. Student Involvement spearheads the Retreat Planning Committee and oversees the preparation and execution of the Retreat. Typically the Retreat Planning Committee consists of the Associate Director of Student Organizations and Leadership (Committee Chair), Assistant Director of MOSAIC, and two former Leadership Today facilitators. This committee plans the recruitment and selection of delegates, secures facilitators, and refines the retreat curriculum.

Implementation: Prior to the 2007 Leadership Today retreat, the program budget came from soft monies. The first two retreats were financed by a Lottery Grant request and were subsequently subsidized by the Vice President of Student Affairs. In 2006, Student Involvement submitted a budget request to the University Planning Council (UPC). As a result of the positive evidence that came from the extensive assessments conducted at the retreats, the UPC granted Leadership Today permanent funding in the amount of \$36,000. This allocation was given to support not only Leadership Today but other Student Involvement leadership program endeavors.

The Leadership Today Retreat takes place in January prior to the Spring semester and is held at the Asilomar Conference Grounds in Pacific Grove, California (www.visitasilomar.com). The secluded and beautiful nature of Asilomar provides an ideal environment for delegates to reflect upon the themes and activities of the curriculum.

As previously mentioned, 40 San José State students are selected to attend the retreat. These students are intentionally chosen to represent a diverse array of San José State communities such as: Athletics, Residence Life, Student Government, Student Organizations, Service Learning, and

Academic Affairs. It is the hope of the planning committee that these delegates will return to these communities after attending Leadership Today and share what they have learned throughout the course of the retreat. This peer leadership is an action plan for students to become positive changes agents in their communities.

Assessments:

Extensive assessments are conducted with the student delegates and Leadership Today staff. Delegates participate in both a Pre and Post Assessment. The Pre Assessment is administered prior to leaving for the retreat and the Post Assessment is conducted at the conclusion of the program. Staff members complete surveys evaluating their experience with the program, training, and personal growth. All instruments use both qualitative and quantitative methods. Leadership Today has a wonderful reputation amongst student leaders as being a life-changing program to experience before they leave SJSU. Below are testimonials from former Leadership Today Delegates throughout the years:

“This definitely affected my life. I learned to actually empathize with those who’ve dealt with racial discriminations. Also, because of the ethnicity differences, I will definitely cherish the things my parents have done for me.” – 2008 LT Delegate

“LT has totally changed my life. It has made me realize what prejudice thoughts and actions I have had/done and I have learned that I need to eliminate those from my life. There is no room in this world for prejudice, even when joking!” – 2008 LT Delegate

“This retreat definitely changed my perceptions on a lot of things and it definitely made, and will make, a difference in the messages I promote as a person and as a leader in my community.” – 2007 LT Delegate

“I really feel that life is not always easy going & can be a struggle, but I am not alone & I now feel supported & stronger. I am only a drop in the ocean, but by encouraging myself to do something small each day, I hope to touch a heart, change a life & someday change the world.” – 2007 LT Delegate

“It (LT) has made me a stronger person. Now I feel I have the beginning toolbox to change the world.” – 2007 LT Delegate

“It opened my eyes, I thought I knew about diversity and equality but there is so much more out there. I feel LT has only scratched the surface.” – 2006 LT Delegate

“This retreat will keep me in touch with what is going on around me in the realm of how people perceive and react to each other. I hope to put it to good use with my future students and with those who I care for and with whom I share my personal life.” – 2006 LT Delegate

Another commendable component to the program is the overwhelming support received from both Faculty and Student Affairs. Seven faculty and

staff members are chosen annually to serve as small group facilitators throughout the retreat. This exposure to students outside of the classroom has proven to be a remarkable experience for our faculty members. Below are testimonials from Leadership Today (LT) Facilitators throughout the years:

“By far, the final segregation simulations resonated with me the most. Instead of ending the retreat with the candle light ceremony, students were able to experience what it “might” be like the day they return to the “real world.” It was emotional but all the more empowering to see their fellow classmates take the leadership role to change the situation. It not only made the students think, but it was a situation that allowed them to experience & act. That made the message real for me & most effective.”
– 2008 LT Facilitator

“My best experience was working directly with students. I loved the opportunity to interact and experience dialogues about issues so rarely brought up at standard leadership trainings.” – 2008 LT Facilitator

“I observed a willingness to divulge one’s own experiences for the benefit of other’s growth.” – 2007 LT Facilitator

“Having been at LT for a few years now, I have witnessed the program’s development into a truly comprehensive training on social justice. I was very pleased to see the addition of the “abilities” portion as well as the adjustment in the Queer portion.” – 2007 LT Facilitator

“When I signed on to facilitate LT, I thought that I would be doing all of the teaching. I am humbled to say that I have learned SO much from the students, staff, my colleagues.....the entire program.” – 2006 LT Facilitator

“I had no idea how impacting LT was going to be on me. I have really changed as an instructor as a result to my experiences at LT and after hearing the stories that the delegates shared.” – 2006 LT Facilitator

Application to Student Involvement’s Learning Outcomes

Students that participate in Leadership Today achieve the following Student Involvement Learning Outcomes:

- (1) Leadership: As a delegate for Leadership Today, students are making a commitment to bring back the knowledge they acquire at LT to their respective organizations. Through role modeling and information sharing amongst their peers, delegates will perform an impactful leadership undertaking.
- (2) Communication: Through large and small group activities, delegates are able to apply their vocal communication skills. In addition, we provide journals to all delegates and encourage them to spend reflective time

journaling throughout the retreat. This enables them to enact written communication skills.

(3) Reasoning: Delegates are able to analyze and critically examine issues through topics such as racism, sexism, and homophobia. Participation in the curriculum allows them to consider various perspectives from a diverse group of peers.

(4) Individual Responsibility: The activities shared at Leadership Today allow delegates to learn more about themselves and their personal values. In large and small group activities, students are able to examine character and identity development.

(5) Social Responsibility: Participating in Leadership Today exposes students to social justice training and begins developing cross cultural competency. By participating in LT, they are likely to plan and implement socially responsible programs and events when they return to campus and their communities.

(6) University Responsibility: Attendance at Leadership Today displays the delegates' desire to participate in University related/sponsored events, thus increasing their institutional commitment. This is a prime example of their aspiration to engage on an intellectual level with their peers.

Recommendations: Some recommendations to improve Leadership Today are:

(1) Increase participation from historically underrepresented groups to offer additional perspectives and life experiences.

(2) Increase faculty participation as Facilitators to strengthen the ties between Academic Affairs and Student Affairs. In addition, this would offer faculty members a different perspective of their students outside of the classroom.

(3) Offer the program twice a year to outreach to a great number of students.

Sustainability: Leadership Today is an acclaimed student leadership program at San José State University. Both the MOSAIC Cross Cultural Center and Student Involvement have a vested interest and desire to continue Leadership Today and look forward to continual growth on campus.

Replication: There is a significant potential for Leadership Today to be replicated on other campuses. Initially, Arizona State University was the first collegiate campus to bring on Leadership Today. In previous years, many surrounding campuses to San José State have inquired the startup process for the program and have been in contact with Silicon Valley Faces to explore such possibility.

California Polytechnic State University, San Luis Obispo

Cal Poly Week of Welcome (WOW) Orientation Program

- Concept:** California Polytechnic State University, San Luis Obispo (Cal Poly) Week of Welcome Orientation Program was established 50 years ago as a method to integrate students into the University community. In 1957, the term "Welcome Week" was coined. It started as a leadership training camp for student leaders. The student leaders were from clubs, Associated Student Body, and student centers all over campus. As enrollment grew at Cal Poly, the orientation of new students expanded. What is now known as Week of Welcome (WOW) began in the early 1960's. It has evolved over the years to reflect the changing demographics; 90% of incoming students are from outside the county and diversity numbers are not as high as other Cal State campuses. To address these issues and other social issues college students face, awareness programs were developed. These success and wellness awareness programs became a key component of the orientation program. Other key components include orientation to the community and academic life.
- 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 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 leaders training to reflect improvements to 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.
- Creating a more meaningful experience for returning orientation leaders.
- Streamline reservation and payment system for new students and their families.

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

Programming Council

Concept: In December 2007, the California State University, San Marcos (CSUSM) Programming Council was re-charged to further connect student life programming initiatives to the University's strategic initiatives, and to foster a culture of communication, collaboration, celebration, and advocacy for student activities at CSUSM. The call to participants read:

In support of Student Life, we will serve as a collaborative body with the purpose of developing and coordinating an intentional and inclusive calendar that provides opportunities for CSUSM students to connect with each other, the campus, and the greater community. Additional functions of this group will be to:

- 1. Identify gaps in current programming and develop strategies to meet concerns*
- 2. Further define campus monthly programming themes*
- 3. Develop comprehensive publications and budget strategies that support large-scale student activities on our growing campus*

The previous Programming Council had served primarily as an information sharing body. This charge has re-energized participants and brought focus and purpose to the Council. The Council now advocates for and works toward the advanced publicity of programs, with the ultimate goal of increasing the numbers of students engaged in student activities.

Planning:

- Members attend monthly meetings chaired by the Associate Director of Campus Life, with work groups meeting to accomplish tasks between meetings. Work Groups that will be active this year include Budget/Finances, Assessment, and Shared Facility Use.
- Agenda items and discussion topics are gathered and distributed prior to each meeting to make the most of limited time together. In addition, networking time is dedicated at the end of each meeting for department updates/announcements.
- Membership includes representatives from the following campus areas: Alumni Relations, Associated Students, Inc. (Campus Activities Board and Campus Recreation), Multicultural Programs & Cross Cultural Center, Greek Life, University Events Scheduling Office, Global Education, University Student Union, LGBTQ Pride Center,

Women's Center, Student Organizations, Health Education, Library, Athletics, and Housing.

- Coordinated monthly thematic calendars of events are funded through the SLL budget. Further work in analyzing budget/money types supporting campus activities will hopefully lead to the establishment of annual event funds so that departmental budget adjustments don't put annual/traditional student life programming at risk.

Implementation:

Monthly meetings are scheduled throughout the Academic Year.

Accomplishments in the first six months of work include:

- An inventory was conducted of all campus programming traditions from previous years, including information such as: event coordinator, sponsoring department, funding source/type, and the campus values and university strategic initiatives supported by the event.
- Themes for six of the nine months within the Academic Year were identified. These pilot themes were selected to be inclusive, and exist in addition to monthly multicultural programming themes. The themes selected for the 2008-2009 academic year include: Weeks of Welcome, Cougar Pride, Social Justice, Leadership, Wellness Awareness, and Honoring & Recognition Ceremonies.
- "Conveners" have been selected for each theme month. The term "Convener" was developed to reflect that this individual does not necessarily call planning meetings or lead committees to develop the theme programming (as the term chair might imply). Selected Conveners were generally active programmer(s) for the given theme month who were also charged to solicit information about new and related programs from the campus community-at-large.

Assessment:

The student learning outcomes for the CSUSM Programming Council include:

- CSUSM students will be exposed to a comprehensive series of student engagement opportunities and report an increased sense of "things to do" while on the CSUSM campus.
- CSUSM students will be able to report/describe the themes used to tie programs together throughout the academic year.
- CSUSM programmers will experience an increase in student engagement at events and better understand how their events relate and fit into a tapestry of campus involvement opportunities available to CSUSM students.

Assessment Strategies:

- Standard program evaluations have been updated to include questions about the new coordinated publicity initiative.

- Follow-up emails will be sent to participating programmers to measure the impact on their event and gauge their sense of collaboration and understanding of all of the events offered throughout the month.
- Focus groups of on-campus and commuter students will be scheduled in September and again in April to measure the effectiveness of the Program Publicity campaign.
- Programmers will track and compare rates of event attendance between the 2007-2008 and 2008-2009 academic years.
- Members of the Programming Council will provide qualitative feedback throughout the year as to whether collaboration or budget/cost-sharing measures increased as a result of participating in the Programming Council.

Recommendations: Initial feedback from CSUSM Programming Council participants is positive. Productive working relationships have been established, resulting in increased communication across campus programming areas.

- In an effort to keep Council members' attention focused on collaboration and communication about the development of new programs and partnerships, an outside vendor has been contracted to design and print the monthly thematic calendars.
- As a staff member in Student Life and Leadership, the Associate Director of Campus Life supports the Council by providing regular communication, sharing and redirecting resources as needed and encouraging members in the process.

Sustainability: This initiative is very sustainable; meetings are scheduled for the coming year with the intention to expand membership to include faculty and student programmers.

Replication: Replication is recommended. The Programming Council is poised to: publish a series of comprehensive monthly programming calendars, increase student, faculty and staff awareness of student activities, reduce the likelihood of competing campus programming efforts, generate a culture of sharing/combining limited resources, and support a cross-campus effort at assessing the student learning that occurs while engaged in co-curricular student activities.

Sonoma State University

Annual Emerging Leadership Retreat

Concept: Annual Emerging Leadership Retreat—A 3-day sleep-away program for students. Now in its 25th year, this retreat has become a rich part of the history and traditions of the campus life offerings at Sonoma State University (SSU). Through the years, the retreat has gone from serving the entire leadership populations at SSU, including students at all levels of leadership including emerging, intermediate and advanced to its current incarnation of solely focusing on the emerging leader. This retreat is a 3-day overnight program in which students leave the campus environment to a retreat setting to explore introductory concepts of leadership, focus on basic skill building and identify developments as well as provide a comprehensive framework for leadership at SSU.

Realizing the richness this experience provided for student participants SSU decided to implement an advanced leader component to the retreat by selecting advanced student leaders to serve as facilitators of this experience. This not only supported the growth and development of advanced leaders by providing them with real-world experience and a chance to really put their skills into action it also provides new and emerging leaders the chance to share and learn from fellow SSU student who have already participated and explored the path to leadership at SSU.

Center for Student Leadership Involvement & Service (CSLIS) professional staff facilitate the selection and trainings of the advanced student leaders and also assisted the students in creating a framework for the retreat weekend. The content, workshop offerings, plenary topics and social activities then become the responsibility of the advanced students to plan, prepare and deliver.

Implementation: SSU begin program planning in the spring by selecting the student leaders who will serve in the role of the facilitators for the retreat. During the spring we held introductory meetings and provide a framework for expectations, meetings and summer tasks. The retreat is held the last week of September which allowed for time to plan once the fall semester began and to actively recruit student first-time freshman participants.

Program promotion for this retreat began at SSU Summer Orientation program and continued until the retreat has reached capacity. The program found that late September timing important as it comes at a time in the semester when students know enough about the community to have

questions but have yet the time to become actively engaged. Additionally, because the campus is predominately residential and the majority of student participants (97%) live on campus the program realized this comes at a time when they are more ready and willing to step outside of the comforts of their residence hall and living community---and realize that it might be both healthy and helpful to do so.

SSU has made intentional efforts to keep this retreat small and maintain the intimate environment. The program offers a maximum of 100 spaces for our students and operates on a first-come-first-serve basis. Participants are broken down into small groups of 8-10 and are matched with an advanced leader/facilitator for the duration of the weekend. This allows for intentional community building in both a large and small group setting and provides opportunities for the engagement of more high-risk interpersonal activities and sharing. CSLIS professional staff attends the retreat and serve in a support role for the facilitators and student participants.

Each year CSLIS receives a grant from our Associated Students, Incorporated (ASI) to offset the cost of this program. Student participants pay a fee of \$60 to offset what the ASI grant does not cover. There are a limited number of participant scholarships offered and a reduced cost for our EOP student participants as well. The total cost of the retreat is approximately \$11,000 which includes food, lodging, transportation, and all program planning materials and supplies.

Assessment:

Learning outcomes and program objectives are created on an annual basis and with the selected student leadership. Outcomes are created both for advanced student facilitators and emerging leader participants. Examples of learning objective include:

- I know how to use a variety of approaches when facilitating a small group
- I know how to use a variety of approaches when building community within a group
- I know how to use a variety of approaches when leading a large group
- I am comfortable using a variety of techniques when dealing with people who have differing personalities
- I have a clear idea of how to stay connected with students following the retreat
- I am comfortable leading a group of my peers
- I am knowledgeable about opportunities for student engagement on campus

We develop these in concert with our facilitators and are transparent with objectives and expectations throughout the process. At the close of the

retreat all participants complete a program evaluation which assess both the learning objectives and outcomes but also programmatic details.

Recommendation: Surprisingly the retreat format has not changed significantly over the past three years. It is a program that is easily replicated and is really entrenched into the fabric of SSU. The program is evaluated annually for content, workshop topics, keynote speakers and plenary session to insure that it keeps up with current needs and trends and are responding to what the previous evaluation data has shared. The past two years there has been an increased focus on dealing with issues of diversity and social justice. This came from both a campus need but also from previous evaluations and experiences of our student participants. Based on this, SSU has sought out the talent and expertise of professional staff partners to assist in insuring this component is enhanced and included.

Sustainability: This program, thanks to the generous support of SSU's ASI partners, has been funded on an annual basis. The campus has worked very hard to insure that we keep cost to a minimum for participants while still providing a high-quality program. CSLIS, together with our campus life partners are committed to this program and based on its success we are in the process of exploring to expand and offer a formal advanced student leadership retreat for students at the close of their college experience.

Replication: A few things to consider

- Availability and affordability of off-site retreat locations
- Fiscal support of ASI or other campus partners to keep cost for student minimal
- Timing—it is important that the retreat happen early in the semester before students become committed or to comfortable
- Are there other leadership programs that you could partner with? Leadership training programs to pull advanced student leaders from?
- Can student facilitators receive any sort of credit for serving as a facilitator?

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) wanted to have the best-trained student leaders in the system and developed the Student Leadership Program to address this goal. The program consists of two main components: a four-day Summer Leadership Institute and a three-unit credit course on Leadership Theory and Development.
- Planning:** The Student Leadership & Development office plans and runs the Student Leadership Program, with oversight from the Senior Director for Student Life and the Vice President for Student Affairs. The program is funded through Student Affairs, Instructional Related Activities (IRA), and a nominal student fee for the Summer Institute.
- 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 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, teaches the Leadership class.
- 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 four-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. An evaluation instrument is also administered to students in the Leadership class for the same purpose.
- Recommendations:** Student feedback suggests the program could be improved by extending the length of the Summer Institute, modifying and adding workshops, bringing in nationally-known speakers, and helping students learn more about leadership opportunities both on campus and throughout the local community. A companion program for a smaller number of students (who have already completed the basic SLP core) is contemplated for the future to provide enhanced leadership training, especially related to civic engagement.
- 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 a leadership course; and student needs and expectations regarding leadership development.



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