

PROMISING PRACTICES

2014 Promising Practices in
Student Activities Biennial Report



TABLE OF CONTENTS

California State University, Bakersfield – Sensational Sophomores	1
Social Class System: Game of Life	
California State University, Channel Islands – Tunnel of Oppression	3
California State University, Chico – SOLE Student Organizations and Leadership Education Program	6
California State University, Dominguez Hills – Leadership Education and Advocacy Development (LEAD) Program	10
California State University, East Bay – Thursday Night Takeover (TNT)	12
California State University, Fresno – Welcome Wednesday	15
California State University, Fullerton – Titan Student Involvement Center	16
Humboldt State University – Student Leadership Training Series	18
California State University, Long Beach - Greek 101 New Member Orientation	20
California State University, Los Angeles – Freshmen Spirit Day	24
California Maritime Academy – Comprehensive Training	26
California State University, Monterey Bay – Cross Cultural Center	27
California State University, Northridge – United We Serve & Freshman Common Reading Program	29
California State Polytechnic University, Pomona – My Bronco Activity Record (myBAR)	30
California State University, Sacramento – The Leadership Initiative (LI)	33
California State University, San Bernardino – TRAIN: Training Remarkable and Involved New Students	36
Student Internship Stipend Program	
Student Leadership and Development's Flagship Program	
Veteran's Success Center Flagship Program	
San Diego State University – Greek Accreditation	49
San Francisco State University – Student Life Partnership Fund	51
San Jose State University – Fraternal Values Summit	52
California Polytechnic State University, San Luis Obispo – PolyCultural Weekend	55
California State University, San Marcos – Tukwut Leadership Circle	57
Sonoma State University – Greek Community Summit	60
California State University, Stanislaus - New Student Orientation Program	63

California State University, Bakersfield

Sensational Sophomores

CONCEPT: The Sensation Sophomores program is an emerging leaders program targeted at second year students. It is introduced to incoming students at New Student Convocation, informing them that if they excel academically during their first year at the university, they will be eligible for the program. The program consists of a year-long leadership development program that aligns with our University Learning Outcomes.

PLANNING: The planning committee for program development consists of the Vice President of Student Affairs, Associate Vice President of Student Affairs, Director of the Student Union and Organizational Governance and the Assistant Director of Campus Programming.

IMPLEMENTATION: Implementation of the program can be achieved through cross campus collaborations. On our campus, this requires both Academic Affairs and Student Affairs working together to ensure the program's success.

ASSESSMENT: Objective 1.1 Create Opportunities for Personal Growth. Outcome Mapping Leadership Development Skills. By attending the workshop series students will be able to develop leadership skills in the following areas:

- Balancing Academics and Involvement
- Communication and Conflict Resolution
- Event Planning
- Facilitating Meetings and Conversations
- Leadership Styles and Group Dynamics
- Motivating Group Members
- Officer Transition
- Recruitment/Retention and Motivation

- **Student Affairs Strategic Plan Goal 1: Provide Opportunities that Promote Student Development:** Impact personal growth opportunities for students, Students will demonstrate personal growth,
- **Student Development Outcome 1: Critical Reasoning and Problem Solving:** Demonstrate Critical Reasoning & Problem Solving Skills,
- **University Learning Outcomes: 1D:** Ability to think critically.

The first cohort of students will be entering their senior year during the 2014-15 academic year. We will assess the program through the campus exit interview program.

RECOMMENDATIONS: This leadership development group has become very popular on campus as it promotes academic success in the classroom during the student's first year at the university. Students look forward to receiving the invitation to be a part of the program demonstrating that their hard work has been acknowledged.

SUSTAINABILITY: The program is a part of the Division of Student Affairs with strong guidance and support from the Vice President of Student Affairs.

REPLICATION: The program can be replicated on other campuses as long as it has strong support from the campus administration.

California State University, Bakersfield

Social Class System: Game of Life

CONCEPT: In a conversation with a group of students, staff members realized that the students were unaware of the American social class system and the inequalities and privilege that exist within our class system.

PLANNING: We began planning for the program six weeks prior to the scheduled program date. We partnered with a faculty member from the sociology department. The professor would present to students on the American social class system, social stratification principles, privilege and inequality. We determined that we would create an interactive group activity where students would randomly be divided into a five class model. Each group would have an occupational and educational profile and would have to budget for annual expenses on their assigned income. The Game of Life title was developed and went through revisions by staff and the faculty member. The purpose of this activity was to educate students on the day to day realities of life with a shortage of money and an abundance of stress.

IMPLEMENTATION: Program consisted of two residence life staff members and sociology faculty member.

ASSESSMENT: Larger group debrief. A survey given to program participants after the program was also used.

RECOMMENDATIONS: While in their roles as representatives of various classes, some students from the elite group made some egregious comments in a flippant manner that were viewed as inappropriate and demeaning towards the students in the lower class groups. We would encourage setting expectations for student behavior prior to the group exercise.

SUSTAINABILITY: We intend to continue with the program annually.

REPLICATION: The program met our learning goals; however, campuses can also explore the Community Action Poverty Simulation (CAPS) as well.

California State University, Channel Islands

Tunnel of Oppression

Within the Division of Student Affairs, the 'Tunnel of Oppression' program stands out for its exemplification of the California State University Channel Islands (CI) mission, contribution to an inclusive campus climate, as well as opportunity for leadership development and involvement of students. The CI community prides itself on our connection to our mission statement:

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

In developing student leaders, the Tunnel of Oppression provides a co-curricular opportunity for learning on two levels: as a participant, and as a volunteer/actor. As a participant, attendees are challenged to view facts, figures, scenarios, and images that highlight oppression that is currently occurring in US society, the chance to debrief the experience and discuss what it means for their every-day life, as well as identify specific actions they will commit to in order to take a stand and make a positive difference. As a volunteer or actor students are required to attend an interactive 3-hour diversity training, and are assigned a role based on their passion and comfort level, from assisting with check-in/registration in a volunteer role to re-enacting a scene involving domestic violence. Being able to identify and discuss challenging issues is a vital skill for leadership development in our multicultural society, and this event provides both challenge and support in facilitating growth in this area.



CONCEPT: The Tunnel of Oppression is a campus diversity initiative originally developed at Western Illinois University in 1994, inspired by The Museum of Tolerance in Los Angeles, California. The creators of the Tunnel of Oppression sought to provide participants with an emotionally charged experience that would allow them to briefly experience what oppressed groups have endured/continue to endure in their lives. Through the use of photographs, facts, displays, vignettes, videos, and recordings concepts and forms of oppression are communicated to and interpreted by participants. After "going through" the Tunnel participants (small groups of no more than 15-20 people) are able to debrief their experience with the facilitators who lead them through the Tunnel. Traditionally to close the debrief participants are asked to consider what actions they will take in their own lives to aid in deconstructing oppression. Often there is a pledge participants can take and/or sign as a symbol of the actions they plan to take.

Through the Tunnel of Oppression experience, students will better understand the cycle of oppression theory and will experience a "glimpse" of what others go through. Through the Tunnel of Oppression program CI students will have tangible evidence to support the existence of oppression and will be able to identify different forms of oppression in everyday life. Through a better understanding of how privilege and oppression function in the world, students will have the opportunity to explore and identify privilege and oppression in their own lives. Therefore, students will have a better understanding of themselves and with this knowledge, students will be able to critically look at their own world and how they participate in the cycle of oppression. Students will be presented with resources and tools that CI offers to support their decision to become a change agent and will have the opportunity to take the pledge to "end oppression." Ultimately, the Tunnel of Oppression event will provide students with an opportunity to better understand difference and create awareness around issues of diversity.

The Tunnel of Oppression program at CI would include: a general overview and explanation of the cycle of oppression and how it functions (based on Bobbi Harro's Cycle of Socialization and Cycle of Liberation, 2010), racism, sexism, body image oppression, ableism, heterosexism, and classism. The entire Tunnel experience will take approximately 30 minutes per participant, including the group debrief after walking through the Tunnel. Facilitators will be appropriately trained staff members and actors will be appropriately trained student leaders.

Learning Outcomes

Through participating in the Tunnel of Oppression activity, participants will be able to:

- Describe the Cycle of Socialization (B. Harro, 2010).
- Identify different forms of oppression in everyday life.
- Explain how oppression affects those involved.
- Apply what they experienced to confront oppression.
- Evaluate their experience and communicate what they have learned.

EVENT OVERVIEW: At CI, the Tunnel of Oppression event is held for 2 days each November, for a total of 12 hours (1 hour break during each session). Groups of approximately 15 participants are guided through the 'tunnel' by two facilitators. Individuals and groups can sign up for the event via an online system that manages and assigns a specific tour time (SignUpGenius.com), and are asked to arrive to the event 10 minutes before their tour to check in. Sign-ups started 2 weeks prior to the event, and participants were also able to walk-up and reserve a spot at the event.



A lead facilitator begins the tour with an overview of the Cycle of Socialization (Harro, 2010), and guidelines for participants. Inside the Tunnel, participants are guided through a series of 'rooms' that each depict a different form of oppression. At each room participants will see actors deliver a scene, monologue, or poem that relates to the room's theme and they can see numerous images, facts, words, and personal accounts posted on each wall from the floor to the ceiling. After visiting each room, the facilitator takes the group to an area to debrief, take the event assessment, and direct to an area to get a t-shirt or button to take away, as well as sign a large 'Pledge' poster that will displayed in Housing & Residential Education following the event. The entire tour lasts approximately 30 minutes, including debrief.

PLANNING AND IMPLEMENTATION: The Tunnel of Oppression (Tunnel) event is initiated within Housing & Residential Education, and includes collaboration with partners across the Division of Student Affairs. Currently involved in the event are Multicultural Programs, Office of the Vice President for Student Affairs, Student Leadership Programs, Veterans Affairs, and University Outreach. Within Housing the committee is led by the Coordinator of Community Programs, who sends an invitation for participation to staff within the Division of Student Affairs annually inviting participation.

As the event is held during the second or third week of November each year, the planning committee meets weekly starting the first week of September. For campuses first initiating this programs, it is recommended to start committee meetings at least 4 months in advance. Chaired by the Coordinator of Residential Education, the weekly meetings focus on planning, implementation, and updates. Initial meetings include identification of sub-committees, which are as follows:

RECOMMENDATIONS: Based on the assessment data, this event has been very successful at raising awareness on the campus about oppression and its impact on the individual and society. In addition, the event has seen participation grow each year as well as an increasing number of students who return to volunteer and act each year.

- The inaugural event was held in the spring semester. Moving the event to the Fall presents some challenges with planning and recruiting volunteers early, but the opportunity for student development and continued engagement throughout the academic year has proven to be a great benefit.
- In Fall 2013 the religious oppression room was taken out, to focus more space of sexism and violence against women. There was a lot of discussion surrounding removing this area, since religious oppression remains a problem in US society, though in the end due to space limitations the committee decided to focus on 'isms' that are more relevant to the CI community and college population.
- Through assessment it was found students could not identify with the holocaust or civil rights movements as their grandparents/parents were young during these times. Utilizing current (within the last 10 years) data and stories allows participants to learn current impacts of oppression on society.
- Comments heard from students in the debrief included 'this is California, this doesn't happen here', this lead to more research done in Ventura county and facts provided to students that show this is a local issue as well.

SUSTAINABILITY: Following the inaugural event in Spring of 2012, there has been strong interest to continue this event and allow it to become a CI tradition. Both quantitative and qualitative assessment results showed the event had a positive impact on students, their understanding of oppression, and their feelings about wanting to contribute to ending oppression.

Following the inaugural year the program was built into the annual budget of Housing & Residential Education, as well as included on the Student Life annual planning calendar to ensure staff support would be available. A benefit of this annual event is that costs can be managed or reduced each year as materials are re-used. At CI the budget remained the same, but funds shifted within to accommodate more t-shirts to be distributed to participants. More than a give-away piece of clothing, the t-shirts contain the pledge students make and allow students to use their clothing as a talking point about privilege and oppression. Having a new theme and design annually for Tunnel of Oppression shirts has assisted sustainability in allowing a 'collector's item' that raises awareness and interest in the event each year.

REPLICATION: The 'Tunnel of Oppression' is an event done nationally, and the main consideration is to ensure the event is made to 'fit' the campus culture, student demographics, and the student's level of awareness and comfort (or discomfort) in discussing very difficult topics. It is important to challenge students, though remain cautious with delivery about highly controversial or sensitive topics so that students do not react with defensiveness.

CONCLUSION: Due to successful collaborations across the Division of Student Affairs and Academic Affairs, the Tunnel of Oppression event is able to positively impact hundreds within the CI community each year, and has become the largest-attended diversity program on the campus. While supporting our University Mission, the event provides a solid co-curricular experience that challenges students intellectually, builds community and an inclusive climate, and provides an opportunity for leadership development and engagement. It is a promising practice that has become a campus tradition that will positively impact students, faculty, staff, and administrators for years to come.



California State University, Chico

Participation of Transgender Students in Sports

Club and Intramural Sports

CONCEPT: Everyone has a gender identity, which can be described as our own internal understanding of our gender as male, female, both, or neither. We also have gender expression: the varying ways we express our gender through the way we dress, style of hair, and even the pronoun and/ or name we choose to be called. “Transgender” is used as an umbrella term to describe an individual whose gender identity and/ or expression does not match the person’s assigned birth sex. For example, a male-to-female (MTF) transgender person is someone who was born with a male body, but who identifies as a girl or women. A female-to-male (FTM) transgender person is someone who was born with a female body, but who identifies as a boy or a man.

PLANNING: California State University, Chico’s Office of Diversity and Inclusion Policy prohibit discrimination on the basis of gender identity and gender expression. In accordance with this policy and to uphold the University’s educational goals of equity and inclusion, the California State University, Chico Recreational Sports maintains the following guidelines to facilitate and encourage the participation of transgender students, staff, faculty, and visitors. These guidelines cover: participation in sport clubs and intramural sports; and accommodation for transgender identified people who attend and participate in recreational contests that take place at the California State University, Chico.

These guidelines closely follow the principles offered in the 2010 report *On the Team: Equal Opportunity for Transgender Student Athletes*. Written by Pat Griffin and Helen J. Carroll, the report stems from the work of a think tank entitled “Equal Opportunities for Transgender Student Athletes” that included “leaders from the National Collegiate Athletic Association and the National High School Federation, transgender student athletes, and an impressive array of experts on transgender issues from a range of disciplines—law, medicine, advocacy, and athletics.”

The Think Tank identified ten principles:

1. Participation in interscholastic and intercollegiate athletics is a valuable part of the education experience for all students.
2. Transgender student athletes should have equal opportunity to participate in sports.
3. The integrity of women’s sports should be preserved.
4. Policies governing sports should be based on medical knowledge and scientific validity.
5. Policies governing sports should be objective, workable, and practicable; they should also be written, available and equitably enforced.
6. Policies governing the participation of transgender students in sports should be fair in light of the tremendous variation among (all) individuals in strength, size, musculature, and ability.
7. The legitimate privacy interest of all student athletes should be protected.
8. The medical privacy of transgender students should be preserved.
9. Athletic administrators, staff, parents of athletes, and student athletes should have access to sound and effective educational resources and training related to the participation of transgender and gender-variant students in athletics.
10. Policies governing the participation of transgender students in athletics should comply with the state and federal laws protecting students from discrimination based on sex, disability, and gender identity and expression.

Confidentiality

All discussions among involved parties and required written supporting documentation should be kept confidential, unless the student athlete makes a specific, written request otherwise. All information about an individual student's transgender identity and medical information, including physician's information provided pursuant to these guidelines, shall be maintained confidential and in accordance with applicable state, local and federal privacy laws. In accordance with the Family Education Rights and Privacy Act and University policy (FERPA) and with the consent of the individual student, the information about an individual student's transgender identity may be shared with those who have legitimate need-to-know about the information. Those with legitimate need-to-know will be determined on a case by case basis and may include coaches, players, NGB, opponents' coaches, officials, and California State University, Chico decision makers.

Guidelines for Intramural Sports

People participating in any intramural sports may participate in accordance with their gender identity, should that be relevant, regardless of any medical treatment. All intramural sports are subject to the California State University, Chico non-discrimination policies. If complaints of discrimination or harassment arise, they will be referred to the Office of Judicial Affairs and/or to the Office of Diversity and Inclusion. If conflicts or procedural questions arise under these guidelines, a team consisting of both the Intramural and the Sports Club Coordinators, the Director or designee from the Office of Diversity and Inclusion, the Director of Recreational Sports, and the Director or designee from GSEC Resource Center shall be consulted for advice and resolution.

Guidelines for Sport Clubs

A transgender student athlete at the college level should be allowed to participate in any sports activity so long as that athlete's use of hormones therapy, if any, is consistent with the National Governing Body's (NGB) existing policies on banned medications. Specifically, a transgender student athlete should be allowed to participate in sex-separated sports activities under the following conditions.

I. Participate in Sex-Separated Sports Teams

A. Transgender student athletes who are undergoing hormone treatment

1. A male-to-female (MTF) transgender student athlete who is taking medically prescribed hormone treatment related to gender transition may participate on men's team at any time, but must complete one year of medically prescribed hormone treatment related to gender transition before competing on a women's team.
2. A female-to-male (FTM) transgender student athlete who is taking medically prescribed testosterone related to gender transition may not participate on a women's team after beginning hormone treatment, and must request a medical exception from the National Governing Body (NGB) prior to competing on a men's team because testosterone is a banned substance.
3. A female-to-male (FTM) transgender student athlete who is taking medically prescribed testosterone for the purpose of gender transition may compete on a men's team.
4. In any case where a student athlete is taking hormone treatment related to gender transition, that a physician must monitor treatment, and the NGB must receive regular reports about the athlete's eligibility according to these guidelines.

B. Transgender student athletes who are NOT undergoing hormone treatment

1. Any transgender student athlete who is not taking hormone treatment related to gender transition may participate in sex-separated sports activities in accordance with his or her assigned birth sex, or gender.
2. A female-to-male transgender student athlete who is not taking testosterone related to gender transition may participate on a men's or women's team.
3. A male-to-female transgender student athlete who is not taking hormone treatments related to gender transition may not compete on a women's team.

II. Participation in Mixed Gender Sport Activities

A mixed team has both female and male participants and may be restricted in championship play according to specific national governing body rules.

- A. Transgender student athletes who are undergoing hormone treatment
 1. For purpose of mixed gender teams classification, a male-to-female (MTF) transgender student athlete who is taking medically prescribed hormone treatment related to gender transition shall be counted as a male participant until the athlete has completed one year of hormone treatment at which time the athlete shall be counted as a female participant.
 2. For purpose of mixed gender team classification, a female-to-male (FTM) transgender student athlete who is taking medically prescribed testosterone related to gender transition shall be counted as a male participant and must request a medical exception from the National Governing Body (NGB) prior to competing because testosterone is a banned substance.
- B. Transgender student athletes who are NOT undergoing hormone treatment
 1. For purpose of mixed gender team classification, a female-to-male (FTM) transgender student athlete who is not taking testosterone related to gender transition may be counted as either a male or female.
 2. For purposes of mixed gender teams classification, a female-to-male (FTM) transgender student athlete who is not taking testosterone related to gender transition participating on a women's team shall not make that team a mixed gender team.
 3. For the purpose of mixed gender team classification, a male-to-female (MTF) transgender student athlete who is not taking hormone treatment related to gender transition shall count as a male.

IMPLEMENTATION:

- A. The student's responsibility
 1. In order to avoid challenges to a transgender student's participation during a sport season, a student athlete who has completed, plans to initiate, or is in the process of taking hormones as part of a gender transition shall submit the request to participate on a sports team in writing to the Sport Club Coordinator upon matriculation or when the decision to undergo hormonal treatment is made.
 2. The student shall submit her or his request to the Sport Club Coordinator. The request shall include a letter from the student's physician documenting the student athlete's intention to transitioning or the student's transition status if the process has already been initiated. This letter shall identify the prescribed hormonal treatment for the student's gender transition and documentation of the student's testosterone levels, if relevant.
- B. Individual School and National Governing Body Responsibilities
 1. The Sport Club Coordinator shall meet with the student to review eligibility requirements and the procedure for approval of transgender participation.
 2. The Sport Club Coordinator shall notify the NGB of the student's request to participate. The NGB will assign a facilitator to assist the Sport Club Coordinator in responding to the request.
 3. If a student athlete's request is denied by the athletic director, the decision must be automatically reviewed by a team of consisting of both Intramural and the Sports Club Coordinators, the Director or designee from the Office of Diversity and Inclusion, the Director of Recreational Sports, and the Director or designee from GSEC Resource Center shall be consulted for advice and resolution. This team shall

be convened and its decision reported to the athletic director and school administrator in a timely fashion. This committee should include:

- A health care professional, e.g. physician, psychiatrist, psychologist or other licensed health professional with experience in transgender health care and the World Professional Association for Transgender Health (WPATH) Standards of Care. The student athlete's physician can serve in this role.
- A faculty athletic representative; and
- A representative with expertise in institutional anti-discrimination policy, such as someone from the institution's human resources, ombuds office, or Americans with Disabilities compliance office.

4. The Sport Club Coordinator will notify the NGB of the appeal outcome.
5. The NGB will confirm that the treatment requirement has been met.
6. Transgender student athletes subject to a one-year transition period should receive an extension of their eligibility at the end of their transition period, upon timely review and approval by the NGB.
7. An opposing team or school may only challenge a transgender student athlete's approved eligibility through the accepted formal appeal process of the NGB.

ASSESSMENT: Each year the Wildcat Recreation Center committee reconvenes to provide feedback and review student participation in Recreational Sports. During the next two years the effectiveness of this program will be measured by:

- Progress in accommodating transgender students in competitive recreational sports programs in the areas of Sport Clubs and Intramural teams.
- The ability to create a positive university culture among transgender students participating in Recreational Sports programs.

RECOMMENDATIONS: Student athletes, coaches, trainers, and those involved in competitive sports and recreation should be educated about transgender identities and the principles of transgender inclusion. They should be knowledgeable about how, in their particular roles, to support transgender-identified people, and be prepared to put this knowledge to use.

SUSTAINABILITY: The Recreational Sports program will take the lead on continuing to meet the needs of all students including our transgender community. Student feedback has been positive in implementing this program. We will continue to work directly with the offices of Student Life and the University Diversity Unit to insure inclusion and outreach.

REPLICATION: The framework of transgender participation in competitive sports is a model that can be adapted to additional campuses. Costs are minimal, but with the right facilitation, conversations and discussions we can help educate students about transgender issues and participation in Recreational Sports.

California State University, Dominguez Hills

Leadership Education and Advocacy Development (LEAD) Program

CONCEPT: The Leadership Education and Advocacy Development (LEAD) Program is one of the promising practices at CSUDH. The LEAD Program is a comprehensive and diverse portfolio of leadership development opportunities developed by a committee from the Division of Enrollment Management and Student Affairs. The LEAD Committee includes representatives from the Student Life, Loker Student Union, Associated Students Inc., University Housing, Athletics, International Student Services, Multicultural Center, Veteran Student Programs, Health Education, Student Support Services and the Educational Opportunity Program. LEAD Program involves a multi-prong approach to develop CSUDH student leaders that positively impacts the campus and the community. The components encompasses leadership theory, leadership application, service, professional development, and community building. The LEAD Program components are listed below.

1. LEAD Retreat – is a three day, two-night leadership retreat for 50+ key students leaders from across campus including resident assistants, athletic team captains, elected student government representatives, presidents of student organizations, sororities and fraternities.
2. Leadership Catalyst Program – one day freshman leadership program
3. Fall Leadership Conference – is a one-day leadership conference for 200+ student organization and Greek Life officers that focuses on how to successfully lead campus organizations.
4. Passport to Leadership – is workshop based leadership certificate program that involves 4 core workshops, 5 elective workshops and a service component. Passport to Leadership is a pipeline for developing student leaders
5. University 289: Introduction to Leadership – is a semester course offering that addresses leadership theory and practice.
6. Women's Retreat- is a three-day, two-night retreat that educates, explores and connects 50+ female students on topics that involve women's identity, cultural expectations, socialization and empowerment.
7. Women's Conference – a one-day conference that addresses and connects 150+ students to resources, services and programs that celebrate and empower women. The conference workshop session address various topics including professional development, mentoring, alumni panels, and academic success.
8. Men's Retreat- is a three-day, two-night retreat that educates, explores and connects 50+ male students on topics that involve men's identity, cultural expectations, socialization and supportive networks.
9. Spring Leadership Summit – culmination event that serves to connect students with leadership positions and opportunities for the next year.

PLANNING: The LEAD planning committee is composed of a diverse group of CSUDH professionals from various departments. The Program has been funded through a combination of a one-time funding request thru the division of Enrollment Management and Student Affairs and contributions from the Office of Student Life, University Housing, Associated Students Inc., Women's Resource Center, Male Success Alliance and Loker Student Union. Hopefully, in the near future, LEAD is incorporated into permanent funding. The LEAD planning committee's first charge was reviewing all campus-wide leadership initiatives and development opportunities. The planning committee evaluated the target audience, the intended outcomes, and the resources. LEAD not only consolidated a few existing leadership programs but also launched five new programs: LEAD Retreat, Catalyst Leadership Program, Spring Leadership Summit, Women's Retreat and Women's Conference. This fall, the LEAD Program enters its second full year.

IMPLEMENTATION: The nine components of the LEAD Program are implemented thru active participation of the following offices: Office of Student Life, Loker Student Union, University Housing, Women's Resource Center, Associated Student Inc., Multicultural Center, International Student Services, Athletics, Male Success Alliance, Student Support Services and Educational Opportunity Program. The Men and Women's Retreat also had faculty partners from Women's Studies and Student Health and Psychological Services. All departments are involved in the program development, facilitation, student recruitment, marketing, implementation and assessment. However, the Office of Student Life has been the lead organization. The LEAD Retreat, Women's Retreat and Men's Retreat site has been the American Jewish University in Simi Valley and Bel Air Campus. All other components have been on campus.

ASSESSMENT: The assessment plan for the LEAD Program has involved a pre-test and post-test of all retreats and conferences. We used questionnaires as research instruments and designed questions related to learning outcomes of each program. The Passport to Leadership component has evaluated each of the 93 workshops offered in 2014. The return rate of the evaluations have been fairly low. However, the results have shown that the Passport to Leadership workshops have had impact and met outcomes. The LEAD retreats have had higher return rates as we physically included printed surveys as students arrive and depart from the retreat. The LEAD Women's Retreat assessment plan of pre-test and post-test is included below. The questionnaire not only asks for demographic information but includes questions related to learning outcomes.

RECOMMENDATIONS: In the second year of the LEAD Program, the planning committee has modified areas of various components due to evaluation results. Some of the changes have involved program content, delivery models, processes and length of sessions. The results of the evaluations have shown that the LEAD has been meeting its outcomes per component. However, the data has not been gathered as a collective whole to review the LEAD Initiative.

SUSTAINABILITY: The LEAD Program has been a promising and dynamic practice at CSUDH. LEAD has added a sense of excitement for students and created a momentum of innovation on campus for new programs. There is full support from the Division of Enrollment Management and Student Affairs and various departments to not only sustain the program but also grow the program. There is ownership and buy in for the LEAD Program across campus. The branding and visibility is increasing as we launch into our full second year. And, LEAD has been successful in developing student's experiences, skills, and a sense of community.

REPLICATION: The issues of funding, staffing and sustainability of the LEAD Initiative must be considered if the program is replicated on another campus. At CSUDH, the program has been launched from the Associate Vice President of Student Affairs and Dean of Student's Office. Therefore, there has been a collective effort within the division and also multiple sources of funding. As we enter the second year of LEAD, there are opportunities for increase marketing, branding, and outreach. However, it has been an incredibly successful program due to the partnership and the teamwork within the division to launch nine components under the LEAD Initiative in the first year.

California State University, East Bay

“Thursday Night Takeover” (TNT)

The “**Thursday Night Takeover**” (**TNT**) is a weekly program sponsored by Student Housing and Residence Life (SHRL) that occurs every Thursday night in the residence halls at 10:00 p.m. during the academic year, in collaboration with Student Life and Leadership Programs, the Residence Hall Association student club, Associated Students, Inc., Pioneer Athletics, Student Health & Counseling Services, a wide range of student clubs/organizations, and other campus partners. Designed to provide campus residents with fun, but safe alternatives to the Thursday night party/alcohol scene, examples of past TNT programs include talent showcases, poetry slams, glow-in-the-dark events, game tournaments, pool parties, on- and off-campus movies, and bowling events.

CONCEPT: In 2009, it was determined that there was an increased number of marijuana and alcohol policy violations on Thursday nights in the residence halls, accompanied with a large number of residents leaving campus to “find the party scene.” In an attempt to address this concern, TNT was created. TNT’s objective is to provide safe alternatives to alcohol consumption and rival the party scene by encouraging students to stay on (or come to) campus for fun/stress relief, avoiding the use of drugs and alcohol on Thursday nights.

PLANNING: During TNT’s past five years of operations, there have been numerous staffing/planning models. Past planning committees have included a TNT coordinator, Resident Assistants, and Residence Life Coordinators. However, the planning model that seems to be most effective includes one TNT coordinator (an upper division student assistant), 4-6 TNT student assistants, and one graduate assistant supervisor to facilitate the coordination and planning process.

IMPLEMENTATION:

Resources:

Staffing: TNT staffing primarily includes 5-7 student assistants and one graduate assistant, which report to the Assistant Director for Residence Life-Educational Development for overall guidance and support. Funding for the student assistants is provided by SHRL. Additional staffing and program resources are utilized by partnering with the Residence Hall Association (a student club/organization), other campus clubs/organizations (including Greek Life), Student Life and Leadership, ASI, and other campus departments.

Facilities: TNT programs are primarily located in residential community spaces (large meeting rooms, lounges, outdoor quad space, etc.). However, additional program locations have included the Student Union, Recreation & Wellness Center, campus lawns, the gymnasium, the campus pool, and local movie theatres and bowling alleys.

Budget: TNT’s budget consists of the following: staffing costs, advertisement costs, and programming costs/supplies. The annual budget for TNT is approximately \$13,000. Approximately \$6,500 is spent on staffing salaries; approximately \$6,500 is spent on advertisement and programming supplies/costs.

Scheduling considerations:

TNT occurs every Thursday night during the academic year with the exception of breaks/holidays which means that there are 30 TNT each year. TNT intentionally begins at 10:00 p.m. Starting TNT any earlier than 10:00 p.m. still allows students to “party” after TNT instead of using it as an alternative to the party scene.

Target Audience:

Overall, TNT’s target audience includes all residential students; however, most TNT events are open to all CSUEB students. More specifically though, TNT targets those students who fall in the “moveable middle.” We assume there are three types of students: those who will party no matter what, those who will never party, and those in the middle who will attend the party if there is no other competing option.

Since the objective of TNT is to provide an alternative to the party scene, we specifically target the latter in the hopes that our event will sway students towards enjoying Thursday nights, drug/alcohol-free.

Number of Participants:

Participation greatly varies from event to event. Our largest TNT event each year draws between 400-500 students. Some small events draw as few as 10-20 people. Overall, our average attendance is generally 40 students. In total, over 2,100 attendees participated in TNT events during the 2013-2014 academic year.

ASSESSMENT:

Learning Outcomes:

1. Students will be exposed to healthy alternatives to consuming drugs and/or alcohol and will be learn to adopt/incorporate these alternatives into their lives as a means of managing stress and social needs.
2. Students will learn social skill building through low-risk participation.
3. Through applied learning, student staff members will develop event planning, implementation, and assessment skills.

Participant surveys, program evaluations (completed by staff), and the conduct database are used as instruments for collecting data. Conduct statistics are extracted to determine if there is an effect (positive or negative) on the frequency and severity of alcohol/drug related policy violations that are being documented on Thursday nights. Additionally, TNT participants self-report about personal enjoyment/development through completion of electronic and paper surveys following TNT events. Lastly, TNT staff complete a comprehensive program evaluation to discuss the outcomes of each event.

RECOMMENDATIONS:

Four recommendations are discussed which are believed would strengthen the effectiveness of TNT:

1. TNT Staffing - there is an opportunity to develop the TNT student assistant positions into paid internships that seek to enhance classroom learning by providing an opportunity for practical application. It is recommended that a connection be made with the academic department of Hospitality, Recreation, and Tourism so that this opportunity can be explored.
2. Campus Collaboration - there are numerous untapped or under-utilized campus resources to connect with. It is recommended that TNT staff work to develop additional and stronger collaborations with other campus departments, clubs/orgs, and community partners.
3. Better Marketing - the participation and resident survey results indicate that there is a need for better marketing. Most reported that the biggest deterrent from attending a TNT event was due to lack of knowledge that it was happening. It is recommended that multiple marketing methods be explored and adopted including the use of technology, additional marketing staff (word of mouth), and better/more timely printed advertisement.
4. Better Assessment - it is recommended that a more comprehensive and reliable assessment plan be adopted. The use of innovative, effective and user friendly assessment methods should be explored and implemented consistently. The assessment criteria should align with the greater assessment needs of the Division of Student Affairs.

SUSTAINABILITY: SHRL seeks to sustain the TNT program indefinitely. During the past five years that TNT has existed on the CSUEB campus, students consistently report that they greatly enjoy the weekly TNT events. Additionally, the department continues to experience a decreased number of drug and alcohol related incidents on Thursday nights. Due to the success, TNT remains a standing item on the yearly Housing budget. Future sustainability will rely on the TNT staff's ability to continue to connect with other campus departments and student clubs and organizations through collaborative efforts.

Additionally, in order to remain relevant, the TNT staff will need to offer innovative, creative, and dynamic programs that appeal to the changing interests of the student population.

REPLICATION: Potential issues/factors that a campus should consider if contemplating replicating TNT include:

1. Determine if there is a consistent night of the week when drug/alcohol incidents seem to be most frequent. Although CSUEB has chosen Thursday nights, recognize that the need could be different on another campus.
2. Funding- Explore funding opportunities to support the operation. Potential funding could be gained through partnering with other clubs/orgs/departments. Additionally, explore funding opportunities from local businesses who may donate food and/or supplies. Lastly, to reduce staffing costs, consider if unpaid internships would be successful on another campus. Also explore the use of work-study student assistants.
3. Staffing- Staff selection is very important. Desired qualities include attention to detail, sound administrative skills and follow-up, personable/able to speak to groups of people, good marking skills, solid technological ability, and good role modeling ability especially in terms of drug/alcohol use.
4. Reliability- Much of the success of TNT is due to the reliability that every Thursday night at 10:00 PM, there is something fun happening on campus. If adopting this initiative, campuses should be committed to ensuring recurrence of events is at the same time and on the same day of each week.

CONCLUSION: Student Life and Leadership Programs continues to recognize, develop, and support our student clubs and organizations on both the Hayward Hills and Concord campuses by:

- Providing training, leadership, and advisement to student clubs/organizations to ensure compliance with university policies and EO 1068
- Coordinating facility reservations and event planning support for programs such as fundraisers, meetings, recreation activities, food sales, lectures, receptions, picnics, entertainment, and music events
- Coordinating the use of University facilities, equipment, and personnel for student sponsored events
- Helping student clubs and organizations and/or their officers enhance their effectiveness through consultation, leadership training, and workshops
- Connecting student clubs and organizations with colleges, departments, and university resources to help enhance their programming efforts
- Assisting student clubs and organizations with requesting ASI funding for events and programs
- Assisting student clubs and organizations with requesting and reconciling funds from club bank accounts
- Providing information and referrals about student organizations and their programs to interested students

California State University, Fresno

Welcome Wednesday

CONCEPT: Welcome Wednesday, the kick-off program for our FresWoW! Weeks of Welcome campaign, took place the day prior to the start of fall classes. This event was designed to communicate a strong sense of school spirit and belonging, while also centralizing in one location access to complete many of the tasks that often cause long lines, confusion and frustration during the first few days of instruction. The atmosphere of fun and welcome was accomplished through a free barbecue dinner and Fresno State t-shirt for everyone, pep band performance, dj, giveaways and inflatables.

PLANNING: Many divisions and offices collaborated in the planning of this event, including University Student Union (set up, staffing, reservations, decorations), Administrative Services (free parking for participants), Alumni Office (text message blasts to all students), University Communications (fall welcome website and home page link), Graduate Studies (aligned this event with Graduate Student Orientation), Music Department (pep band), Technology Services (laptops and card swipe equipment), Dining Services (dinner and beverage service). The event was held outside the student service building from 4-7 p.m. with a number of offices located inside that facility remaining open late to service to students throughout the event. Services available for students at the event included:

Financial Aid	Advising and Process Completion
ID Card Office	Pick Up ID Cards, Create ID Cards
Cashier's Office	Purchase Parking Hang Tag, Pay Student Bill
Records & Registration	Course Schedule Printing Stations/Print Outs
Orientation Office	Classroom Tours
Student Health Center	E Check Up To Go Required Freshmen Online Survey
ASI	Planner Give Away
Athletics	Purchase Football Season Tickets
Student Recreation Center	Sign Up for Intramurals
University Police Department	Hand Out Safety Guides and Campus Maps
Bookstore	Giveaways and discount coupons

IMPLEMENTATION: The student response was tremendous; we gave away 1944 t-shirts, served 1257 meals, sold out 200 season passes for football within the first 45 minutes of the event, distributed more than 800 planners, sold over 200 parking passes, distributed 237 ID cards, and there were lines at the course schedule printing stations throughout the duration of the event. The success of this event set a positive tone for student life, engagement and connection for the academic year.

We targeted our marketing to every student group we could identify: residence hall students, international students, graduate students, participants of EOP, CAMP, Renaissance Scholars, Veterans, social Greeks and other groups of affiliation. In addition, we contacted each of the six apartment buildings around campus where we know many students reside, and obtained their support in communicating with their student renters. They distributed fliers to every new resident, and on the day of the event we ran a continuous shuttle service to those apartment complexes. The event was also marketed heavily through multiple channels: the orientation office and Alumni Office emailed and text messaged all new students, and the registrar emailed all students. A new Welcome Week website was created and included not only the schedule of events but also guidance on all the important facets of transition to Fresno State. Posters, fliers, outside signage and social media posts from every office in the Division of Student Affairs were used extensively.

ASSESSMENT: The assessment plan included an email survey to student participants. Data on utilization of service and feedback was also collected from each office that participated in the event. Debrief notes from all stakeholders who participated in the planning and implementation of the event was also captured.

California State University, Fullerton Titan Student Involvement Center

CONCEPT: The Titan Student Involvement Center (TSIC) is an online hub for student involvement and activities center that is available through the student portal. The goal of the center is to create a community of engagement and increase student involvement here at CSU Fullerton. Moreover, TSIC demonstrates the importance of having a co-curricular transcript for students to track their involvement.

PLANNING: Since 2010, the Dean of Students Office has provided leadership for the CSUF Student Engagement Project. This project originated in 2009 when the university's National Survey of Student Engagement (NSSE) administration resulted in lower than expected scores in items related to curricular and co-curricular participation.

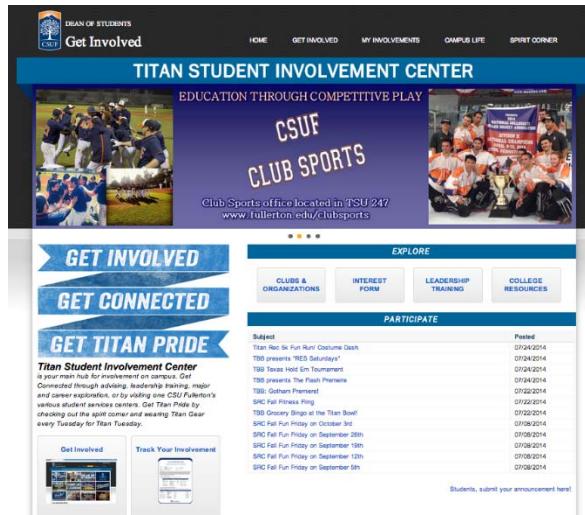
As a result, the university formed a committee within the Dean of Students Office to examine student engagement, co-curricular involvement at the university, and best practices (on and off campus) for tracking these experiences. Findings were presented in May 2010 and the committee provided recommendations, which became the charge of a university wide group to follow up on these recommendations. The Division of Student Affairs made it a priority to establish the tracking and assessment of curricular and co-curricular involvement as a priority to address these findings. The committee was charged with developing what would become the CSUF Student Engagement Initiative.

The Titan Student Involvement Center is one project of the CSUF Student Engagement Initiative, which is comprised of five components:

- 1) The CSUF Student Engagement Statement
- 2) The Titan Student Involvement Center
- 3) The Student Engagement Tracking Database
- 4) Involvement Research
- 5) Get Involved Education and Outreach

Launched in its first phase in fall 2011, the online center is accessible via the Titan Portal and provides tools and resources to encourage participation and tracking of involvement activities. Along with the online center, the Titan Pride Record was launched as an "involvement transcript" which summarizes students' involvement history at CSUF.

In fall 2013, the Dean of Students Office established plans to begin capturing curricular and co-curricular involvement data from departments within the Division of Student Affairs. Staff members were trained on uploading information into the Student Engagement Tracking Database. Additional changes were made to the online Titan Student Involvement Center to increase the ease of navigation and highlight important components of the Engagement Initiative.



IMPLEMENTATION: Currently, all 35,000 CSUF students on campus have access to the center via their online portals. Every student who attends the New Student Programs sponsored Student Life Orientation is informed about the Titan Student Involvement Center and exposed to its features and importance of "Getting Involved" on campus.

In addition to students being able to add to their Titan Pride Records, the Dean of Students Office has worked with the Division of Information Technology to access a variety of databases on campus that contain involvement data including student employees, clubs and organizations, volunteer hours, civic engagement, and internships, among others.

ASSESSMENT: The assessment component of the project is intrinsically related to tracking involvement activities. The information collected is a centralized university database (Student Engagement Tracking Database) developed by the Division of IT. In spring of 2014, Division of Student Affairs departments were asked to begin providing their involvement data to help create a baseline of entries information for understanding the involvement activities of CSUF students.

TSIC Baseline for CSUF 2010 - 2014: 20,305 entries

RECOMMENDATIONS: The Titan Student Involvement Center experienced a large-scale rollout with the Division of Student Affairs. The development of a batch upload system allowed for larger amounts of data to be entered into the Student Engagement Tracking Database. The addition of more users to the system has allowed for more data to be captured and more assessment to be conducted on the way involvement impacts the student experience. Continued management of additional users will be necessary to provide an even greater understanding of the impact of involvement. Exploration of involvement within other units such as Academic Affairs will be necessary to gain more insight into the impact of co-curricular education.

SUSTAINABILITY: TSIC database is connected to tracking and monitoring of high impact practices which is a primary practice of our University strategic plan, Goal 1: Developing and maintaining a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

Further, TSIC allows for research on co-curricular involvement of under-represented student's whether they are connected to the university, Goals 2: Improving student persistence, increasing graduation rates University-wide and narrowing the achievement gap for underrepresented students.

Additionally, TSIC is linked to fundraising efforts of targeting and marketing to alumni based on their past activities, strategic plan Goal 4: Increasing revenue through fundraising entrepreneurial activities.

Finally, this represents a strategic goal tool for meeting university strategic plan goals that are a priority among leadership teams across campus.

REPLICATION: This project can be replicated on another campus. It requires a strong partnership with the Information Technology unit with ongoing support for development and modifications. Additionally, partnerships with academic affairs and student affairs along with other units will be necessary to determine the types of activities tracked in the system.

Humboldt State University

Student Leadership Training Series

CONCEPT: Through a Memorandum of Understanding with HSU Associated Students, Clubs and Activities staff assumed responsibility for supervision and coordination for the HSU Slamfest, a student-led, campus-wide event sponsored by a number of student-led programs. When planning the event during the 2012-2013 academic year, the Club Coordinator noticed a lack of skills and leadership capacity in the students responsible for the event.

In response to this gap in student leadership development as well as the HSU Associated Students' decision to discontinue Slamfest, a Student Leadership Training Series proposal was submitted to the Associated Students for their consideration. The proposal was accepted and beginning with the 2013-2014 academic year, a series of student leadership workshops are now offered. This work is a collaborative effort involving Student Clubs and Activities, HSU Associated Students and the office of Student Engagement and Leadership.

PLANNING: The Clubs and Activities Coordinator worked with colleagues involved in the Student Engagement and Leadership Support team (SEALS) to assist with the development of the Leadership Series model for Fall/Spring 2013-2014. Collaborators from the SEALS and other campus departments included:

1. Youth Educational Services (Student Volunteer Program)
2. Elite Scholars (Former Foster Youth)
3. Multicultural Center Community Building Coordinators
4. Retention through Academic Mentoring Program
5. Humboldt Orientation Program (New student orientation program)
6. Office of Diversity and Inclusion
7. Housing and Residential Life
8. Associated Students

RESOURCES FOR IMPLEMENTATION:

Funding: Our first task was to obtain funding for this project as the financial obligation could not be met solely by the Clubs and Activities Office. The following budget needs were identified: publicity, marketing, speakers, supplies, travel and hospitality. The Clubs and Activities Coordinator partnered with the Associate Dean for Student Engagement and Leadership to develop a budget for what became the Clubs Student Leadership Training Series to present to Associated Students. Associated Students accepted the plan and approved a budget of \$3,000. In addition to the HSU Associated Student funding, an additional budget allocation of \$1,000 was funded by the Associate Dean for Student Engagement and Leadership with the stipulation that there must be development of approved student learning outcomes.

Incentives: It became apparent that there would need to be incentives to encourage full participation by student leaders. We also considered incentives as a way to make the series attractive to students based on the university's student demographics. Specifically, many of our students are low-income, first generation students who need to work while attending school.

IMPLEMENTATION: Implementation of the Clubs Student Leadership Training Series began in Spring 2014. Due to the departure of the Club Coordinator at the beginning of fall semester 2013, the implementation and coordination responsibilities for the leadership series were assumed by the Associate Dean of Student Engagement and Leadership for the 2013-2014 academic year.

Staffing: Staffing the event was difficult as the Clubs and Activities Office is staffed with only 1 full-time professional staff member and a ½ time support staff member. The workshops were mainly supervised by the Associate Dean for Student Engagement and Leadership and, when needed, a student assistant.

Budget: We found that our hospitality budget allocation of \$50 per event was not enough and had to be subsidized with the \$1,000 budget allocation funded by the Associate Dean for Student Engagement and Leadership. Since we started in the Spring semester, we did not utilize much of the HSU Associated Students budget allocation of \$3,000 but we did use the entire \$1,000 budget allocation by the Associate Dean for Student Engagement and Leadership for food purchases.

Target Audience and Attendance: Our primary audience for the Spring 2014 series of workshops were club leaders (President and Treasurer). We had an attendance of approximately 128 students and advisors over the course of the Spring 2014 semester.

ASSESSMENT: The assessment of the Student Leadership Training Series was difficult due to inconsistent attendance and lack of student commitment to completing and submitting evaluations. We developed a simple instrument for each of the workshops that would assist in our efforts to determine student satisfaction. In moving forward, we will collaborate with our assessment colleagues in Student Affairs to develop a more appropriate instrument.

LEARNING OUTCOMES: The student learning outcomes identified for the Club Leadership Series include giving student participants the ability to identify their leadership values, as well as, 100% of participants will be able to find their leadership style.

A general outcome is that at least 50% of club leaders will attend at least one Student Leadership Training Series workshop.

RECOMMENDATIONS: In 2014-2015 the scope and target audience will expand to include all student leaders, not just those involved in student clubs. There will be less of a focus on club and organization leadership and more emphasis in developing global leaders.

- **Publicity and Marketing:** We have assigned the social media marketing to a student assistant in the clubs office. The Clubs and Activities Office will also partner with the office of Student Engagement and Leadership by utilizing their Student Engagement Student Coordinators to actively promote the workshops through tabling and outreach.
- **Staffing:** Staffing will continue to be a challenge but the number of workshops will decrease in the 2014-2015 academic year. The Clubs and Activities Coordinator is the primary responsible employee for the implementation of this program each year but will share some duties with office staff, as appropriate.
- **Speakers and Topics:** Since we have expanded the scope of the program to include student leaders from across campus, it is important to broaden the topics in order to accommodate the various breadth and depth of experience of the student leaders. The 2014-2015 year will also feature workshops utilizing the diversity and social justice lens as we focus on the development of passion and resiliency.
- **Incentives:** Food is still a major incentive for student-centered programs at HSU. We are also researching non-food incentives that may assist with the participation of our student leaders.
- **Assessment and Student Satisfaction:** Staff will meet with campus assessment experts to develop an appropriate instrument that will measure program effectiveness as well as student satisfaction.

SUSTAINABILITY: There is an abundance of interest in the development of student leadership initiatives. We have further allocated funds for the 2014-2015 implementation of this program and have sought, and attained, funding from the Associated Students. We are currently building momentum for the upcoming series through social media, email blasts and posters.

REPLICATION: What is new about this program is the social justice and diversity lens through which we organize and plan. We noted a decline in the number of White identified students involved in cultural clubs. This lens will assist us in providing opportunities for those students that will push them to reflect on their own cultural competency.

California State University, Long Beach

Greek 101 New Member Orientation Program

CONCEPT: Every semester the CSULB Greek community, which consists of 40 organizations across four councils, recruits hundreds of incoming freshmen and transfer students from across the state, nation, and internationally.

Although there are a significant number of benefits to students' involvement in the Greek community, they are at a higher risk of engaging in dangerous behavior such as binge drinking or heavy episodic drinking (HED), hazing, and sexual assault. The risks are similar to other university student organizations and entities, such as Division I Athletics marching band, club sports, and housing.

In response to these alarming facts, CSULB has enhanced its Greek 101 New Member Orientation Program (Greek 101) to effectively educate new members on self-accountability and responsibility for their peers' actions when engaging in high-risk behaviors. The program also encourages new members to better understand the significant role Greek Life plays in their personal, professional, and academic development.

Initially, the program consisted of a four-hour uninterrupted lecture session that focused primarily on the dangers of hazing, sexual assault prevention, and alcohol abuse. The initial Greek 101 Evaluation, which reviewed the Spring 2013 session and utilized the Practical Participatory Evaluation (P-PE) approach, explained that the overall program met its goals of providing information and enhancing the level of awareness regarding these three topics, but participants expressed concern over the length of the workshop and the lack of food and breaks. The evaluation also highlighted the need for more interactive and collaborative components and a more comprehensive and practical conversation regarding alcohol consumption amongst college students and members of the Greek community.

The final outcome was a three-step program that new members must complete before the end of their associate (pledge) semester. The first component is the General Session; a six-hour orientation that helps new members connect with their peers and experience a lucid understanding of the benefits and responsibilities of being Greek. This highly interactive orientation includes an ice breaker activity, a "Ted Talks" video tied to the orientation's theme, a keynote speaker, team building activities, lunch and a Greek alumni panel. The second component consists of the Risk Management Workshop which is an hour and a half discussion and lecture that covers alcohol consumption, sexual assault, drug abuse, and drinking and driving. The workshop, which is offered throughout the semester, aims at providing a thorough understanding of the responsibility students must take if they or their peers choose to engage in risky behavior. Furthermore, it educates new members on how to reduce/avoid risk associated with alcohol in a practical manner. The final component enhances new members' ability to connect with faculty, staff, community members, and alumni to improve their academic and professional development. The Elective Requirement is an opportunity for new members to attend faculty office hours, tutoring in the Learning Assistance Center, and academic/professional workshops or presentations hosted by campus services such as Counseling & Psychological Services, the Career Development Center, the Leadership Academy, and Student Health Services. Specialized tutoring, workshops, and presentations offered by a college or department also count for credit.

It is evident, based on thorough assessment, that the redesigned Greek 101 has set a high precedent in providing a holistic new member development experience and has also illuminated a positive light on Greek Life by establishing great partnerships with on-campus entities.

PLANNING: The Greek Life Evaluation was conducted in Spring 2013 by a five-person graduate student cohort from the Student Development in Higher Education program at CSULB.

In Fall 2013, under the direction of the Office of Student Life & Development (SLD), the Greek Life Advisor facilitated two roundtable meetings and a student focus group where Greek members were educated on the Greek 101 Evaluation results and the three-step program recommendation. The winter Greek Life Leadership Retreat was a pivotal moment in the process because student leaders unanimously agreed to move forward with the recommendations starting Spring 2014. With a consensus reached, the council presidents created an ad-hoc Greek 101 committee, which was student-led and met on a weekly basis. The Greek Life Advisor along with the Director of SLD consulted with the students on a biweekly basis to ensure the components and objectives were effectively developed and to identify best practices for achieving each component's objectives.

The post-assessment was executed by the Greek Life Advisor in Spring 2014 and reviewed by the Director of SLD, the Dean of Students, and the Interfraternity Council, Panhellenic Council, and Cultural Greek Council Presidents.

IMPLEMENTATION: An overall budget of \$3,000 was allocated by the Interfraternity Council and the Panhellenic Council (\$1,500 each) for the Spring 2014 Greek 101. The council budgets are comprised of fraternity and sorority membership dues. Each semester, every Greek organization is charged \$20 per member. All of the incurred costs for Greek 101 are primarily from the first component (General Session), which includes: facility fees, AV equipment rentals, staffing costs, print outs, a keynote speaker, team building activities, decorations, giveaways, gifts of appreciation and lunch.

The planning and coordination of the first component, is delegated to each council's Director of Leadership Development. They are tasked with booking the venue, buying orientation supplies and lunch, selecting the theme, keynote speaker, Greek alumni panelists, team building activities and "Ted Talks" video. Most importantly, they maintain frequent communication with the Greek Life Advisor, Chapter Presidents and Chapter new Member Educators. They are also responsible for recruiting student volunteers for the entire six-hour day.

For the second component (Risk Management Workshop), SLD adopted the Alcohol Skills Training Program (ASTP) which was developed by Dr. Jason R. Kilmer a Research Assistant Professor in Psychiatry and Behavioral Sciences and the Assistant Director of Health & Wellness for Alcohol & Other Drugs in the Division of Student Life for the University of Washington. The Greek Life Advisor received specialized ASTP training from Dr. Kilmer in order to effectively facilitate all eight Risk Management Workshops offered throughout the Spring 2014 semester for class sizes of approximately 35 new members each. The Greek Life Advisor currently serves as an ASTP West Coast Regional Facilitator for Pi Kappa Phi Fraternity. For the last component (Elective Requirement), are facilitated by faculty, staff, and university guest speakers.

In order to implement each component successfully, SLD works closely with the University Student Union Conference & Events Center to book facility space for the General Session and the Risk Management Workshops. Electives must be completed on campus, but SLD is not responsible for booking conference space. In addition, SLD provides daily administrative support in collecting, recording and organizing the 319 New Member Progress Reports (NMPR) and serves as the hub for new members to access general information and have questions answered. Each NMPR includes electronic stamps that indicate completed components and a copy of their Elective Contact Verification Form, which is checked to make sure the student actually attended their elective.

ASSESSMENT: SLD chose to pilot the redesigned Greek 101 in Spring 2014 since the recruitment totals are smaller than in fall. The inaugural class had 319 new members register. Out of those who registered, 247 joined in Spring 2014 and 72 were Fall 2013 new members who elected to complete the General Session even though it was not required. Out of the 247 Spring 2014 new members, 61 dropped and 186 got initiated before the end of the spring semester. There was an overall completion

rate of 80% with 150 completing the entire program and 36 who did not (Appendix D).

The Student Learning Outcomes for Greek 101 are as follows:

- Identifies deeper satisfaction and connection with their experiences in Greek Life at CSULB.
- Comprehends the psychological, physiological and legal ramifications of engaging in high-risk behaviors associated with alcohol consumption and learn to identify and reduce/avoid those situations.
- Improve academic and professional skills (i.e. study skills, healthy habits, time management, etc.)

A post-assessment was conducted in conjunction with the piloted program. The NMPRs served as an instrumental tool in developing the Greek 101 Verification Report, which details some of the data above. Qualtrics, a web-based survey software, was utilized to evaluate and validate the changes to Greek 101. The respondents were asked to identify themselves based on their class standing, major, and Greek organization affiliation. They were also asked how effective each component was in meeting the learning outcomes and objectives. The survey also measured if they had educational training/presentations related to alcohol awareness, drug abuse, sexual assault, and hazing in high school. Most importantly, the survey identified if new members were able to apply new knowledge into practice according to the information taught in the Risk Management Workshop and the Elective Requirement.

Overall, 61 new members completed the survey. Respondents said the General Session was effective in teaching new members about the benefits of being Greek and helping them network with their peers. The Risk Management Workshop was highly effective because 75% of respondents said they have applied the information they learned to a real life situation. Surprisingly, 75% said they participated in educational training/ presentations related to high-risk behavior in high school and the majority learned about alcohol awareness (40 respondents). The majority of respondents (52) answered that they did not have any concerns related to risk management and Greek Life prior to the workshop. The nine respondents that did said their concerns were addressed in the workshop. The Elective Requirement was also highly effective with 75% of respondents stating that it was beneficial to their overall academic success. The top three electives were professor office hours (18 respondents}, the Career Development Center workshops (16 respondents), and campus-wide professional presentations such as the CSULB Distinguished Speaker Series and department guest orators (12 respondents):

RECOMMENDATIONS: The following recommendations are based on the post-assessment and stakeholder feedback.

- Implement a strict timeline and meet frequently with student leaders in order to complete all tasks on time.
- Ensure student leaders are communicating with the Greek community about Greek 101 components, requirements, dates, times and locations accurately and frequently.
- Include representatives from all four councils (IFC, PHC, CGC, NPHC) in the decision-making process and coordination of the program.
- Have a keynote speaker that can effectively address the General Session theme and objectives.
- Hire a Graduate Assistant to work with the Greek Life Advisor on programmatic assessment, facilitating workshops and consulting with student leaders.
- Apply for grants that can assist with the overall cost.

SUSTAINABILITY: National pressure to address issues related to sexual assault, hazing, and alcohol and drug abuse on college campuses make programs such as Greek 101 a key part in combating those issues by promoting students' health, wellness, and academic and professional success. The balanced and multifaceted approach Greek 101 provides can have a positive impact by increasing peer support systems, developing important on and off campus relationships, improving study habits, enhancing interviewing skills, and reducing or preventing alcohol/drug overdose, sexual

assault, and hazing incidents. Since Greek 101 is entering its second semester, it is difficult to measure its long-term effects, but the provided data indicates that it will continue to significantly impact student development. CSULB's Greek community needs Greek 101 in order to continue highlighting the importance of Greek Life and to address pertinent collegiate issues.

REPLICATION: Should a campus consider implementing a similar program, consider the following:

- The need for unwavering support from key campus stakeholders such as Greek Life members, student services administration, student life staff, and student services partners.
- Access to resources such as funding, adequate facility space, staffing, student volunteers, and campus services.
- Ongoing assessment and implementation of future recommendations.

References

- Astin, A. W. (1977). *Four critical years. Effects of college on beliefs, attitudes, and knowledge*. San Francisco, CA: Jossey-Bass.
- DcBard, R., & Sacks, C. (2011). Greek membership: The relationship with first-year academic performance. *Journal of College Student Retention: Research, Theory and Practice*. 13(1), 109-126.
- Nelson, S. M., Halperin, S., Wasserman, T. H., Smith, C., & Graham, P. (2006). Effects of fraternity/sorority membership and recruitment semester on GPA and retention. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 2(1), 61-73.
- Pike, G. R. (2003). Membership in a fraternity or sorority, student engagement, and educational outcomes at AAU Public Research Universities. *Journal of College Student Development*, 44(3), 369-382.
- Severtis, R., & Christie-Mizell, C. (2007). Greek letter membership and college graduation: Does race matter? *Journal of Sociology and Social Welfare*, 34(3), 95-117.

California State University, Los Angeles Freshmen Spirit Day

As the excitement of fall quarter fades away and the reality of college life begins to set in, many first-year students at the university – a significant percentage of whom are also first-generation students – may begin to encounter difficulties of an academic and/or social nature that threaten their retention. Freshmen Spirit Day was conceived as a program that would help to address some of these challenges by solidifying their connection to the campus and providing positive reinforcement in order to bolster student retention.

CONCEPT: Freshmen Spirit Day afforded first-time freshmen at Cal State L.A. with a mid-year motivational boost by providing a presentation that was engaging as well as encouraging students to continue their positive progress by emphasizing the importance of co-curricular involvement and establishing meaningful campus networks. There was an involvement fair/pep rally where students met with student clubs, organizations, and leaders to find new and interesting ways to get involved on campus. Students were also provided with lunch, a Cal State L.A. spirit pack containing exclusive school gear, and a chance to win a Nook e-reader, an incentive to help students manage the cost of books (as finances are sometimes a challenge to new student retention). Additionally, the president and provost attended the event and addressed students to help demonstrate the university's commitment to student success.

PLANNING: The event was planned and organized by CSI, with the support of the University-Student Union and under the guidance of the Vice President for Student Affairs.

IMPLEMENTATION: Execution of the program required support from CSI staff, the University-Student Union, and the Offices of the President, Vice President for Student Affairs and the Provost. Venues used included the U-SU and the Golden Eagle Ballroom. Golden Eagle Hospitality, a unit of University Auxiliary Services, was contracted to provide lunch. Some of the incentive items were purchased from the University Bookstore. The event also required the support of several student organizations, including the fraternity and sorority councils as well as ASI. The Freshmen Activities Board hosted the Rally/Fair.

The final budget for the event was \$7880.

Event Schedule:

Friday, January 31, 2014

10:30 – 11 am	Check-In
11 am – 12 pm	Presentation: "Get a Life. . . Outside the Classroom" – U-SU Theatre
12 pm – 1 pm	Lunch, Presidential Address – Golden Eagle Ballroom
1 pm – 2 pm	Involvement Fair/Pep Rally, Provost's Address – U-SU Plaza

The program was hosted on a Friday to minimize possible conflict with class schedules and allow for a greater number of students to attend. The off-campus speaker was selected to provide a new voice and fresh perspective on the subject of campus involvement, a message students may have already been receiving to some degree, but perhaps one in which they weren't fully engaging. The involvement fair was scheduled at the end of the program to provide students with the opportunity to immediately put into practice the message they received earlier in the day. The attendance goal was 200 first-time freshmen. 196 students signed up to participate, while 152 students actually attended.

ASSESSMENT: Freshmen Spirit Day was designed to yield the following learning outcomes:

- *Increase first-year students' desire for and knowledge of campus involvement opportunities*

- *Positively impact first-year students' decision to return for their second year.*

Participants were asked to complete a pre-assessment and post assessment survey, where they were asked to rate their satisfaction with their current Cal State L.A. experience, their current level of involvement as well as their intentions regarding their enrollment for fall 2014. In addition to the rating system, students were also able to give direct feedback regarding the presentation "Get a Life... Outside the Classroom," and share the key concepts that they retained, and provide additional feedback on ways to improve the event for next year's freshmen class.

The collected data showed that, prior to the program, 15% of students were undecided on whether or not they wanted to take advantage of various involvement opportunities on campus, with an additional 3% stating that they had little to no desire to engage in extracurricular involvement. After the program, the percentage of undecided students was reduced by more than half to 6.5%, and the "unlikely" percentage was eliminated altogether. Furthermore, 4% of students admitted that they were undecided or unlikely to return to Cal State L.A. for their second year. After the program, 100% of participants said they were likely/very likely to return, with 59% of students stating that this program highly impacted their decision to return (in some cases moving individuals from "likely" to "very likely").

RECOMMENDATIONS: Only 78% of registered students actually attended on the day of the event, perhaps due in part to students not fully knowing what to expect from this new initiative. One recommendation moving forward would be to ensure increased communication with registered students to encourage follow-through participation, and to devise a stronger incentive strategy to make attendance more appealing. Student feedback also indicated that the involvement fair should be expanded to include even more clubs, departments, and organizations, to increase the participants' opportunities to find the appropriate co-curricular connection.

SUSTAINABILITY: CSI has expressed interest in sustaining this program by providing the necessary funding to replicate it in winter 2015. A proposal including a detailed agenda and budgetary needs will be submitted to the U-SU's Interim Executive Director for approval.

REPLICATION: Freshmen Spirit Day was a successful event that received very positive feedback from the student participants, as well as other individuals who observed and/or otherwise participated. It would be a good choice of an event to replicate on other campuses.

Planning considerations include:

- Venue – the available space may determine the number of students this program is able to serve at one time.
- Student Organization Participation – the Involvement Fair/Pep Rally portion of the event is one of the most anticipated parts of the day. It's important to begin soliciting participation from student organizations and campus departments early enough to ensure a wide variety of options for first-year students to consider.
- The Speaker – the presentation starts the day and needs to be very engaging to get students thinking about the benefits of extracurricular involvement and developing strong interpersonal networks as resources. This can be done by professionals on campus, of course, as the cost of off-campus speakers may present a financial challenge. However, sometimes students are more willing to accept information from a new source than one they interact with on a regular basis, so an off-campus speaker should be considered.

California Maritime Academy

Comprehensive Training

One initiative that California Maritime Academy has taken on this most recent academic year is Community Service. The annual Coastal Cleanup takes place early in the fall semester, typically September. This allows students the opportunity to come to the waterfront to meet and socialize while cleaning up a part of the bay. The students strongly support this project from year to year as it is important for them to learn about maintaining and cleaning the area in which they live and will continue to work in, even after graduation. The Campus Stewardship Program was introduced this past year and requires Cadets to participate in some type of service/Stewardship to support/improve the campus. First year students (4C) are required to perform 15 hours each semester, sophomores, (3C), perform 10 hours per semester, and juniors (3C), are required to do 5 hours each semester.

CONCEPT: With the push of the Fantail through IT and individualization of department and activities web pages, it is easier to reach out and communicate with individuals about specific topics that pertain to specific individuals. Internally, we have applied more evaluation and theory to programming in the last two academic years. A comprehensive training for the ASCMA Board, club presidents, and advisors, in addition to new forms, will be created and applied to programming, clubs, and organizations during the 2014-2015 academic year to help track, evaluate, and assess programs and resources to better serve the student community in the future.

PLANNING: The planning of this event is done by a changeover committee each year. This committee is usually chaired by the Vice President of Programming and has members representing the student body as a whole. A final date is chosen during the Fall by the committee so that the venue can be selected as early as possible. Then a theme is chosen, this year we chose Made Men as our theme. The event is marketed during Orientation and Spring Semester to students via email, bulletin boards, Residence Hall postings, television marketing, etc. After the venue and theme have been decided, it is time to start deciding on the caterer and the other contracted services that are offered.

IMPLEMENTATION: One of the most difficult processes for this massive event is transportation. To get the students from campus to the event, there is much coordination to be done. ASCMA utilizes other departments on campus to help with changeover, especially the buses. Also, upon arriving at the venue there are ticket collectors who give out wristbands based on under or over twenty one. Usually employees and staff handle the ticket sales so that we know identifications are being checked appropriately. Staffing for this event is mostly done by student leaders and Student Affairs staff.

ASSESSMENT: If you take into account the number of participants, we are increasing by nearly 8% each year. Right now our assessment is just word of mouth and a post Changeover meeting and wrap-up which provide anecdotal information, tips and recommendations to the next years Committee so that they are more prepared for the challenges they will face.

RECOMMENDATIONS: In the future, it is important for Cal Maritime to keep a record and perform assessment based upon defined learning outcomes with the student body. With new staff in place and student's ability to assist, we can begin to further explore and expand our assessment of events. We need to make sure that students are an integral part of planning this event so that the event caters to what the students want. This event is by far the most popular event on campus, and with a new Marketing Officer working with ASCMA, it will allow for better visibility and collaboration around this event.

SUSTAINABILITY: This has been a longstanding event that the Academy does each year and has become a tradition. This event is attended by upwards of six hundred of our one thousand students. With statistics that high I cannot see any change in our wish to continue the Changeover Ball.

California State University, Monterey Bay Cross Cultural Center

CONCEPT: The Otter Cross Cultural Center (OC3) is a new area in the Student Activities & Leadership Development department at California State University, Monterey Bay. As early as 1998, the campus has always imagined some sort of Multicultural Community Center that could provide a space for students of all backgrounds to engage in issues around diversity (Report from the Task Force on Diversity and Unity, 1998). In Fall 2010, momentum rose and the Dean of Students, Dr. Christine Erickson convened a committee consisting of students, staff, and faculty to develop a proposal and concept for a center that would become the Otter Cross Cultural Center (OC3).

The OC3 was broadly envisioned to be a "campus-wide resource that facilitates and promotes a learning community of cultural understanding and exchange through collaboration, dialogue, and action" (Proposal, 2011). Since its implementation and in practice, the OC3 promotes greater awareness, appreciation, respect, understanding, and inclusion of social differences including but not limited to: race, ethnicity, gender, sexual orientation, class, ability, and religion. Guided by the core values of social justice, identity development, and leadership, the OC3 is a student- centered organization where students translate reflection to action through co-curricular programming, campus collaboration, advocacy, and activism.

PLANNING: The Vice President of Student Affairs and Enrollment Services, Dr. Ronnie Higgs, supported the original committee and asked for a clear proposal for center services, programs, and requested resources. After meeting for several months, the committee planned the initial outline for what the OC3 should be. The center would offer programs and events that promote cultural education, leadership training and development for students/staff/faculty, resource library, support for affinity-based graduation celebrations, a safe place for students to gather, study and recreation space, peer mentoring, and support for the Multicultural Greek Council.

The requested resources included \$60,000 baseline funding for a full time staff member salary and benefits, \$10,000 baseline funding for student employees, and \$25,000 one-time funding to furnish the center with a work station, furniture and computers. Student Activities & Leadership Development re-allocated a space of formerly used as conference room and office space for an Office Coordinator in the Student Center to be the designated as the OC3. All proposal requests were approved and funded by the VPSA & ES.

IMPLEMENTATION: Since 2012, the OC3 Coordinator has helped actualize the original committee's vision and more. Highlighted accomplishments include:

- Conceptualization and implementation of organizational infrastructure consisting of 6 Student Coordinator led areas: Community Outreach, Cultural Arts, Cultural Enrichment Series, Dialogue, Educational Workshops, Internship
- Establishment of Internship program with an inaugural class of 12 interns
- In 2013-2014, offered 27 campus-wide programs and events, 16 customized trainings on diversity/social justice, and 4 conference presentations
- Created and implemented 2 signature programs: Safe Zone LGBTQ+ Ally Training for staff and faculty and Ignite! Social Justice and Leadership off-campus, overnight retreat
- Partnered with Student Housing & Residence Life to create Social Justice Living Learning Community
- Coordinated and published campus-wide heritage month calendars
- Supported 7 affinity-based student groups, advised Multicultural Greek Council and supported 13 multicultural Greek letter organizations
- Supported 4 affinity-based graduation celebrations, and specifically helped start Asian Pacific Islander Graduation Celebration

- Served on over 15 campus committees, including the Office of Inclusive Excellence Advisory Council, Title IX Task Force, and Admitted Students Reception (student of color yield events)

The professional staff and student salaries are self-renewing every year through the VPSA & ES. Additional funding for general operations and programs is requested through the Material Services Facilities Fee fund on a yearly basis. For 2014-2015, the OC3 was awarded \$50,000 for its programmatic initiatives.

ASSESSMENT: Learning outcomes for student coordinators and general programs were all developed based on Council for Advancement of Standards in Higher Education (CAS, 2009) guidelines for multicultural affairs (see Appendix A). Student coordinator learning is assessed via regular journals, pre/post survey, and a final culminating social justice presentation. General programs are assessed on an individual basis depending on the specific program, but general data collected includes a mixture of both quantitative and qualitative data. Additionally, the OC3 evaluates all programs based on the Halualani, Haiker, and Lancaster (2012) Diversity Learning and Engagement Taxonomy in alignment with the model that the Office of Inclusive Excellence is using for the CSUMB Diversity Mapping Project.

SUSTAINABILITY: SA&LD is committed to sustaining the OC3 and its growth. After two initial years of its existence, the Director of SA&LD and OC3 Coordinator are beginning OC3 strategic plans for the next three to five years. Additionally, given that OC3's operational and programmatic funds are not permanent and granted on a yearly basis, both the Director of SA&LD and OC3 Coordinator have it as a high priority to garner permanent funds for OC3 operations and programs after this academic year.

RECOMMENDATIONS: Recommendations to continue to institutionalize and improve the OC3 include:

1. Establishing permanent operations and programmatic funds
2. Increasing budget for student employees to increase quality and quantity of programs/services offered
3. Hire an additional full-time staff member to support OC3 operations and scope of work
4. Provide more complex assessment software/tools and training
5. Continue to provide various levels of education (Halualani, Haiker, & Lancaster, 2012) that range from Level 1 Knowledge-Awareness programs to Level 7 Innovative Problem Solving programs.

REPLICATION: Issues to consider for replication:

1. Where will funding sources come from and how will it be sustained?
2. How will a range of issues and communities that fall within the broad "cross cultural" umbrella be represented and addressed?
3. How is social justice education evolving? What has been the trajectory of diversity/cultural centers and how can we infuse new thinking and practices?
4. How does the positionality of the center within the institution affect its work and access to different types of relationships, funding, and support?
5. What are the current campus needs of students and how will the center meet those needs?

California State University, Northridge

Unified We Serve and Freshman Common Reading Program

CONCEPT: Unified We Serve the Volunteer Program at Northridge was created to provide students with engaging opportunities to get involved with serving in the community through volunteerism. Providing various resources to volunteer, such as membership, programs, and services, United We Serve creates inclusive opportunities for the diverse student population.

PLANNING: Over the last five years, themed events were created in partnership with University 100 in the Freshman Experience. Each year Unified We Serve utilizes the Freshman Common Reading book as the inspiration behind the creation and implementation of the themed events. The Director of Freshman Experience and Coordinator of Unified We Serve work in collaboration to offer service events to the students in University 100, which are created by the Unified We Serve Committee Leadership team. Themed events have included topics such as homelessness and poverty, education and literacy, mentorship, autism and health, and environmental sustainability.

IMPLEMENTATION: Over the last two academic years, themed events have focused on resilience (Freshman Common Reading book: One Amazing Thing) and environmental sustainability (Freshman Common Reading book: Garbology). The resources used to conduct the themed events consisted of a budget allocated from two funds, which were provided from Lottery and Associated Students. The themed events consisted of interviewing ten CSUN students, faculty, and staff and presenting their stories to the CSUN campus through presentations and displaying of participant artifacts in the Oviatt Library lobby. Student and staff volunteers helped to implement the program. Environmental sustainability provided students on campus with the opportunity to learn ways to recycle old, used objects and turn them into reusable items. Students and staff volunteered to work the events and assist participants in their engagement at the events.

ASSESSMENT: Both themed events (resiliency and environmental sustainability) garnered anecdotal research that helped to assess the success of each program. Students made statements in regards to the impact that the events had on their lives and the new learning opportunities to implement in to their daily practices. The resiliency events taught students that they are capable of overcoming great adversities to be successful in their educational and personal endeavors. The environmental sustainability events taught students that items once seen as old and not usable can actually be converted into reusable resources that are sustainable to the environment.

RECOMMENDATIONS: It is recommended that the partnership between The Freshman Experience and Unified We Serve be maintained and further enhanced to develop additional innovative volunteer service opportunities. These opportunities should continue to center on the themes identified in the Freshman Common Reading book. This partnership encourages first year students to engage in Unified We Serve events, which in turn assists them in the development of new bonds and connections amongst their peers.

SUSTAINABILITY: The department's interest to sustain the program is to offer students innovative ways to engage in community service and volunteerism around a central issue, created from the theme of the Freshman Common Reading, which provides students with a medium for learning about issues that are prevalent in their local communities. Students are able to understand the larger societal issues that are apparent within each service opportunity based on the knowledge provided from events that harbor the message of each theme.

REPLICATION: One key issue is the need to develop a variety of experiences and volunteer service components for students to connect with the community. These experiences should focus on learning personal and professional values specific to "giving back to the community" and helping students to develop a strong ethic for service to others.

California State Polytechnic University, Pomona

My Bronco Activity Record (myBAR)

CONCEPT: My Bronco Activity Record (myBAR) captures student engagement in academic-related activities, clubs, organizations, employment, and awards earned. By documenting campus engagement, students can begin articulating their experiences in preparation for future interviews and applications. Professional staff and faculty can use data — along with indicators such as GPA, degree progress and completion, and demographic information — to help inform practice in an effort to close the achievement gap, improve the graduation rates, and increase student engagement.

In February 2010, The Division of Student Affairs requested a mechanism for accurately tracking student engagement in activities within the campus community. The primary reasons were two-fold: 1) First was to establish a baseline and on-going measure of the number of engaged students, reach out to uninvolved students, and develop reports to help with our “Facilitating Graduation Initiative.” 2) Second was to provide students with a summary of their co-curricular activities to assist them in developing thorough and sound resumes. Academic Affairs provided valuable feedback about adding spaces for students to record transferable skills learned or utilized in an activity and displaying the advisor’s name and email address on the summary report.

PLANNING:

- Campus Labs Collegiatelink - Amy Sponsler is serving as liaison to the myBAR team as we implement the user friendly interface.
- Division of Student Affairs – Carol Lee, the Division of Student Affairs Budget Analyst, is providing budget support for myBAR.
- Graduation Initiative Steering Committee – Dr. Kevin Colaner, Associate Vice President for Student Services, works with the myBAR team to ensure that the Graduation Initiative Steering Committee is updated on the progress of the development and use of the myBAR tool.
- Office of Student Life & Cultural Centers – La’Keisha Beard, OSLCC Senior Coordinator, oversees the myBAR program and the myBAR team.
- Orientation Services – Dr. Cecilia Santiago-Gonzales, Senior Coordinator for Orientation Services, developed a partnership with myBAR team to educate all incoming students about myBAR
- Payroll Services - Mary Martinez, Manager Payroll Services, is providing student employers with the option of creating more descriptive job titles for student assistants.
- Student Affairs Information & Technology Services (SAITS) – Cathy Bates, Director of Applications, is providing technical expertise in developing operational reports and dashboards using tools currently available. She also provides equipment and support to major myBAR outreach events.

IMPLEMENTATION: My Bronco Activity Record initially began as a “homegrown” solution to track student engagement because we could not find a product on the market at the time that met all of our needs. Since conceptualizing and creating what we desired, there have been a couple of products introduced on the market that work to help track student engagement. CPP decided to integrate what we had already created with Collegiatelink to create a more robust system and one that was more attractive for students to use. It was important for our purposes in creating myBAR to pull together various stakeholders from across campus in order to get “buy-in” to what it was we wanted to achieve.

Some of those stakeholders included individuals representing various Student Affairs units, partners from Information Technology, and colleagues from Academic Affairs.

ASSESSMENT: We know that social engagement is a significant factor related to student retention (Tinto, 1975). The primary learning outcome for myBAR was to evaluate student engagement in out-of-the-classroom experiences. Additionally, the objective was to use the knowledge obtained to outreach to uninvolved students and those who have no involvement reflected in myBAR to either A) document their co-curricular involvement in myBAR or B) connect them to co-curricular opportunities that support student success. The uninvolved student report was pulled from myBAR to compare student data in PeopleSoft. From the myBAR data a report of uninvolved students was developed.

Ms. Lee Anne Ma, a graduate student in CPP's MPA program and an employee with our Student Affairs Information Technology Services (SAITS) completed a survey to assess the efficacy of myBAR for students. 49% of the students that participated in the survey indicated that a more user friendly interface was desired. This information was used to inform our decision to seek help from Collegiatelink in updating our interface.

RECOMMENDATIONS: Although we are making strides in collecting student engagement data, there are many areas of potential student engagement that are not represented. There is minimal employment data and academic based co-curricular involvement collected in the system. Without this data it is difficult to get a complete picture of co-curricular student engagement. It is important that a broad stroke approach is taken in regard to data collection in myBAR. Continued outreach and education on the benefits of myBAR is needed to aid in the collection and documentation of student engagement.

SUSTAINABILITY: OSLCC at Cal Poly Pomona strongly believes in the value of myBAR, and thus we plan to sustain the program. The following are some examples of what OSLCC has done to sustain the program:

- Regular and on-going reports and updates have been provided to the campus Graduation Initiative Steering Committee on the progress and success of myBAR. These updates will continue.
- Workshops were presented to faculty and staff at 2013 Fall Convocation about myBAR.
- A presentation was made to the Student Affairs Leadership group on myBAR.
- We are identifying additional opportunities to present information about myBAR to Student Affairs professionals and highlight how we plan to use this data to improve services to underrepresented students at Cal Poly Pomona.
- My Bronco Activity Record has been integrated into the fabric of our institution. It has a presence on the front page of the Cal Poly Pomona website, and is listed as a link under online tools with other links such as Bronco Direct and Blackboard.
- Every campus department has the opportunity to use myBAR as a tool to connect with students.
- With student engagement data now in myBAR, we can begin the process of using the rich source of assessment data to take proactive actions with our underrepresented students, and begin to review retention and graduation reports to assess what types of out-of-the classroom engagement factor into student success and promote those opportunities to students.
- We will regularly run operational-type reports to assist with the development of initial target strategies to reach underrepresented students, and it will be a standard part of new student orientation.
- Oversight of myBAR has been permanently written into the position description for the Office of Student Life and Cultural Centers (OSLCC) Senior Coordinator position.
- Annual club and organization registration process is completed utilizing the myBAR tool.

- myBAR is integrated into the Orientation program, through workshop presentation and club fair participation.
- During the winter 2014 quarter, the myBAR team introduced service hour tracking to the Cal Poly Pomona community; more than 150 students have reported 675 service hours in myBAR.
- The myBAR team provided Dr. Winny Dong an engagement report about students, utilizing myBAR data to support her research on “Fostering Supportive Learning Environments for Diverse Students in STEM Through Cooperative Research Teams.”
- The myBAR team partnered with faculty to pilot a way to track student research and conference presentations in myBAR.
- Introduced over 6,500 students to myBAR in an interactive way• Presented 28 myBAR workshops to groups, such as Renaissance Scholars, College Councils, Clubs and Organizations emphasizing the importance of using myBAR to document engagement.

REPLICATION: If contemplating replicating creating a tool similar to myBAR, a campus should consider the following logistical factors:

1. How engagement data is currently being collected at your institution.
2. The budget and cost for creating a tool such as myBAR.
3. Who the planning/implementation team should be comprised.
4. The desired results and outcomes for the campus and how the results from myBAR can potentially educate and impact the general campus as a result of the rich engagement data collected.

California State University, Sacramento

The Leadership Initiative (LI)

CONCEPT: The Leadership Initiative or LI serves as a foundation for leadership development and campus life involvement as a way to promote retention, academic success, and graduation. The LI is a certificate program built on leadership development and student involvement. The Social Change Model of Leadership Development (SCM) is the foundation of the LI, which, encompassing the three sets of values individuals build upon to become change agents in their community. In conjunction with this model, there are four possible certificate levels to complete in sequential order: Green, Gold, Hornet Pride, and Leadership Initiative. As students advance through the program, the requirements to complete each certificate increases.

The LI accommodates the attendance timespan of any student, including transfer students. Therefore, each certificate level is achievable within one semester, or at the students pace. The general structure of each certificate level is attending a set of designated workshops, events under an LI “Area of Growth” category, and completing written reflections. Each certificate level correlates to one of the SCM value sets: the Green Certificate focuses on the Individual values of Consciousness of Self, Congruence, and Commitment; the Gold Certificate focuses on the Group values of Collaboration, Common Purpose, and Controversy with Civility; the Hornet Pride Certificate focuses on the Community/Societal value of Citizenship; and the Leadership Initiative Certificate focuses on change and being a change agent.

PLANNING: In fall 2009, SO&L launched a LI pilot program in collaboration with a class in the Department of Recreation, Parks and Tourism Administration’s Leadership 32 class. Thirty-five students participated in a series of campus events and programs designed to: 1) get them involved outside of the classroom; and 2) participate in leadership development workshops. The faculty member was Dr. Beth Erickson, and her students received course credit when they attended or participated in eight events hosted by various on- and off-campus entities. These events were divided into four categories: Service, Leadership Development, Appreciating Diversity, and Hornet Pride. To earn course credit, students were expected to participate in two events from each category over 16 weeks. The events were drawn from departments and units mentioned above.

The pilot allowed SO&L to experiment with various participation-tracking options. Due to the connection to student grades, tracking was identified early on as one of the barriers to a comprehensive program. Student Organizations & Leadership had committed to utilizing OrgSync for managing clubs and organizations and it was found as a resource that could be modified to manage participation. OrgSync is a web-based software that allows us to capture and share multiple levels of data while also allowing our students involved in clubs and organizations the opportunity to communicate with one another in a social media format.

IMPLEMENTATION: By the end of the fall 2010 semester, we had partnered with several on- and off-campus departments and organizations to showcase more than 50 events on the LI calendar. The information collected through the end-of-year evaluations, by participants, provided valuable insight into their learning experiences and suggestions for improvement. The SO&L office expanded the program from 30 to 132 students by spring 2011. An additional Recreation, Parks and Tourism Administration class and 221 Educational Opportunity Program students participated. Student Organizations & Leadership added an additional category of “Professional Development,” and increased the number of events and programs offered (from 50 to more than 100).

The LI continued to grow in the 2011-2012 academic year by collaborating with the Summer Bridge Leadership Academy. Two hundred fifty five EOP students completed the Green Certificate as part of their summer college preparatory courses. In addition, multiple professors requested to add the LI to their curriculum. The SO&L team developed a syllabus addendum that explained the LI and committed to attending a class to explain the ease of the program. An additional area of growth, “Wellness,” was added and SO&L hosted mandatory Leadership Workshops for each certificate. This academic year had

an additional 373 students participating in the LI. An additional umbrella portal was purchased from OrgSync to manage the increased traffic.

In the 2012-2013 academic year, another significant change to the LI occurred. The LI became an option for professors teaching the mandatory Freshman Year Seminar course. Additionally, a grant was awarded that infused the LI into the Full Circle Project, a support program for Asian Pacific Islander students at Sacramento State. These changes added 133 students totaling 506 new LI participants. During the 2013-2014 academic year, SO&L continued its partnership with EOP and the Summer Bridge Academy and more faculty choosing to participate as part of their Freshman Year Curriculum, 769 new students began the LI.

The project was started in the time program advisors had originally allotted for organizational workshops. As the demand increased, SO&L hired a temporary full-time ASA II, for 90-days, (at a cost of approximately \$6,000) to assist our Leadership Coordinator as who also advises 60 student clubs and organizations. In 2009 and 2010 SO&L “bought” three units of a faculty partner’s time (approximately \$5,000 with benefits) for Spring 2010 so they could work with us on the data analysis of the 2009 Multi-Institutional Study of Leadership (results are available on our website at www.csus.edu/soal). This initiative does not require additional facility resources but it does require a great deal of time devoted to exploring, building, scheduling, maintaining, and evaluating partnerships across the University and in the greater Sacramento community.

Currently, the Leadership Coordinator position description has changed and the responsibilities are more in line to support the LI with fewer clubs to manage. The ASA II position has been removed and a temporary Student Service Professional II position contributes to the mission of the LI at approximately \$3,250 a month. Lastly, the Full Circle Grant, which was co-written by the former director of SO&L, funded a Program Advisor to help with the administration of the LI. All three positions dedicate percentages of their time to the LI, while completing other duties for SO&L.

The cost for supplies for the LI is approximately \$9,000 per year. The cost includes an extra OrgSync portal for \$1,500 per year and an additional \$500 for OrgSync ID card swiping technology, allowing efficient and accurate attendance tracking. \$3,200 is spent on two banquets to award fall and spring certificate earners. Certificates and other supplies make up the difference.

In addition, SO&L secured three part-time, grant-funded student assistants for this program (\$9,000) and a full-time Summer Graduate Student Intern from the University of the Pacific (at the cost of \$2,000).

ASSESSMENT: The learning outcomes are pre and post tested for each workshop. They are as follows:

- Because of participation in Green Workshop 1, students will be able to indicate an understanding of the Leadership Initiative program objectives, demonstrate knowledge of the requirements for completing the Green Certificate, and exhibit awareness of the components of the Social Change Model of Leadership Development.
- Because of participation in Green Workshop 2, students will be able to, demonstrate knowledge of the definition of Consciousness of Self, and exhibit an awareness of the factors that shape your understanding of leadership. Identify the stages of the Leadership Identity Development Model.
- Because of participation in Green Workshop 3, students will be able to, demonstrate knowledge of the definition of Congruence, indicate an awareness of Commitment, and identify the ways in which their personal values affect their leadership.
- Because of participation in Gold Workshop 4, students will be able to demonstrate knowledge of the requirements for completing the Gold Certificate, indicate an understanding of the definition of Collaboration, and exhibit awareness of the five stages of group development.

- Because of participation in Gold Workshop 5, students will be able to demonstrate knowledge of the definition of Common Purpose and indicate an understanding of why Common Purpose is important to group processes.
- Because of participation in Gold Workshop 6, students will be able to, demonstrate knowledge of the definition of Controversy with Civility, and indicate an understanding of strategies for managing conflict in groups.
- Because of participation in Hornet Pride Workshop 7, students will be able to, demonstrate knowledge of the requirements for completing the Hornet Pride Certificate, indicate an understanding of the definition of Citizenship, and articulate three specific actions one could take that would exemplify Citizenship.
- Because of participation in Hornet Pride Workshop 8, students will be able to indicate an understanding of what it means to be a Change agent, demonstrate knowledge of the requirements for completing the Leadership Initiative Certificate, and articulate a vision for a social change project in the campus or local community.

The data from these outcomes is critical to validate learning and make improvements to the workshops.

RECOMMENDATIONS: In the coming year, SO&L will work to incorporate the Socially Responsible Leadership Scale, a measuring instrument for Social Change learning outcomes, into the assessment portfolio for the program. This will also allow our students to be compared nationally to MLS data. This will most likely be added to the pre and post-assessments for the workshops. We will also look to improve efficiency with our partnerships

SUSTAINABILITY: Student Organizations & Leadership will continue to look for funding sources to improve and continue funding the program. We are looking into additional grants to improve and sustain the staff members currently with us. We do not see the program sustainable at a higher number of participants. Student Organizations & Leadership will focus on increasing the number of certificates earned in the Gold, Hornet Pride, and LI levels.

REPLICATION: The scale of the project would not be possible without an efficient identification card tracking system. We utilize OrgSync but any system would work. Additionally, staffing must be available to assign to the general relationship building that this program requires. Student Organizations & Leadership was able to build the program into the fabric of the campus and office structure. All members of the SO&L team contribute to the LI.

California State University, San Bernardino

TRAIN: Training Remarkable and Involved New Students

CONCEPT: The Student Leadership & Development department annually reviews opportunities to support the mission and strategic plan of the university. During the winter of 2013, the staff became aware of a program created at a local private university in the Inland Empire called TRAIN, which stood for Training Radical And Involved New Students (SLD changed "Radical" to "Remarkable" to better suite our student population). The concept included taking incoming students on a 3-day retreat during the first weekend on campus. While at the retreat, students would go through intense introspective activities, experiential team building, and community dialogues about how they saw the world and how the world saw them. More than 100 students were invited and over 60 accepted the offer. The funding for this retreat comes from the Student Success Initiative Fee allocation for SLD.

PLANNING: The SLD staff began planning this event during the spring of 2013 and used staff meeting time to prepare for the program. The planning was put on hold until the summer as the department conducted a national job search for a new Program Coordinator for Clubs and Organizations. The TRAIN Retreat took place only 30 minutes from our campus, but for most of our student participants (mostly first generation college students), this was their first trip to the mountains.

IMPLEMENTATION: The first day of the retreat started at an on-campus location so students could sign liability waivers, share a pizza lunch, and participate in interactive ice-breakers. In addition, two program coordinators leading this trip were joined by a faculty member and an outside facilitator.

Day One - Students arrived at noon for lunch and participated in several ice breakers. They completed a pre-retreat survey given to them by the facilitators, and discussed conduct, norms and expectations. They were assigned to their small group and roommates, and then boarded buses to Pilgrim Pines. Each small group had a team leader (TRAIN Leader). Once at the destination at approximately 4:00 P.M. students put their belongings in their cabins, and reconvened as a large group in the main hall. The students then participate in team building, personal development, and diversity activities for the remainder of the evening. Many of the activities include personal sharing and in-depth self-reflections. The evening concludes at 11:00 P.M.

Day Two - Students had breakfast and participated in personal development activities for the remainder of the day. These activities took place outside, or in the main hall. Students continued to remain in small groups. The students participate in a campfire and made S'mores. The evening concluded at 11:00 P.M. with personal reflections.

Day Three - Students had breakfast and participate in reflection exercises, as well as one-on-one mentoring with their TRAIN Leader. The day ended with students discussing their 3-Day experience. When students returned to CSUSB, they had learned about themselves, bonded with peers, and now have a TRAIN Family.

ASSESSMENT: The assessment for TRAIN is being done incrementally. Students filled out a pre- and post-survey. They then were asked to complete a 3-month, 6-month and 12-month survey to gauge their leadership effectiveness and the impact the TRAIN has had on their overall development. While we are still awaiting the 12-month survey results, preliminary data clearly shows that student participants rated the TRAIN Retreat as "excellent," citing educational and impactful as the reasons they enjoyed it so much.

Participants on TRAIN will learn about:

- Who they are and their place in the world
- Differing leadership styles
- Ways to balance their time
- The importance of diversity
- What privilege each of us has
- Differing group dynamics
- The leader/follower relationship
- How to create a workshop
- How to get involved on campus
- How to ask for help from peers and others
- How to make informed decisions
- Differing ways to challenge themselves

RECOMMENDATIONS: As we look to the future and reflect on the past, we can see that the TRAIN Retreat has the potential to positively impact the lives of CSUSB students by helping them see the potential in themselves. We see the opportunity to do a similar program for incoming sophomores over the summer. Sophomore programming is limited on our campus, as well as nationally. By adopting some of the principles from the original TRAIN Retreat, CSUSB could create a groundbreaking Sophomore Experience Program which assists students who struggled during their first year, get back on track.

SUSTAINABILITY: It is expected that SSI dollars will provide continued funding for this program. The real question is, "how do we grow it to include more students?" The facility that we rented can house 120 students, so there is the possibility to double our attendees without relocating. The other way to grow the program is to do multiple retreats throughout the year; perhaps one per quarter. We will continue to assess the program and with the help of Institutional Research, we will track retention, graduation rates, and grade point averages of TRAIN participants.

REPLICATION: This program could easily be replicated on another campus. Again, buy-in prior to making all of the decisions was crucial and has served as a tremendous strategy in all of our programming and collaborative efforts. SLD staff would be eager to share the blue print for the success of the TRAIN Retreat with any campus that was interested. In addition, the SLD staff would be open to a train-the-trainer session with interested campus programmers. The only limiting factor for this program is funding. Buses to and from were nearly \$1,500, the facility and food were nearly \$10,000 for the three day retreat. The program would lose some of its uniqueness if it was done on campus, but other financial sources could be sought out in order to expand the program.

California State University, San Bernardino

Student Internship Stipend Program

CONCEPT: The Career Center Student Internship Stipend Program was created in winter quarter 2013 to provide payment to students who were interning and enrolled in an internship course. These internships were with non-profit and government agencies that did not pay students.

Several factors contributed to the development of this concept. Internships were identified as one of ten High Impact Practices for CSUSB students and as an area of interest for assessment purposes. The campus' first Internship Coordinator in the Career Center was hired in fall 2012 and it became evident that any internship support program needed a way to pay students as many CSUSB students decline to complete an internship due to schedule conflicts, work commitments and financial concerns. This program was also created during an increased period of scrutiny by state and federal labor boards with a number of lawsuits filed by unpaid interns around the United States. The Career Center determined that reducing the barriers to participation and aiding in legal compliance would likely lead to increased student engagement in this High Impact Practice. The Career Center was allocated a portion of the Student Success Initiative (SSI) fee that partially funded the stipends.

PLANNING: As the Career Center had not previously managed an ongoing Internship Stipend Program, it was rolled out on a word-of-mouth basis. A search of campus websites and resources determined who in the various colleges managed internships and those faculty and staff members were informed that a program to support internships was now available through the Career Center. Additionally, Risk Management was consulted and the necessary policies and procedures were followed to ensure compliance. The Financial Aid Office administered the stipend awards. Two student assistants tracked the Program's data and handled the paperwork and communication with students, employers and faculty. The employers completed the Student Placement Agreements, signed time sheets and completed an assessment of each stipend recipient.

Budget: \$96,000 (includes Student Success Initiative Fees, Career Center event fees, and funding from Alumni Development)

Partners: Social Work, Physics, Public Health, Business and Public Administration, History, Communications, Art, Sociology, Kinesiology, Political Science, Risk Management, Development, Alumni Development, Financial Aid, Employers

Resources: Qualtrics software, 2 Internship Student Assistants (ISA), Internship Coordinator, PeopleSoft

Cost Sharing: Alumni contributed \$20,000 (conditional) in the first year

The Career Center allocated lump sums to two departments that managed 22 interns. The same policies and procedures were followed and the same paperwork was completed for those interns managed through these departments. The assessment data reflects the total number of interns.

IMPLEMENTATION: The following steps were taken:

1. The Internship Coordinator contacted campus faculty and staff that work with internships and asked for student recommendations.
2. The Internship Coordinator met with each student to discuss the process, expectations and timelines.
3. A student assistant sent the interested students a standardized email documenting the process, the maximum hours approved, the maximum dollar amount approved and directions to the Financial Aid Office to ensure they were eligible for this stipend award. This email also included a link to a Qualtrics form that gathered all student and employer information. The form triggered an automatic email notification to the Career Center following student submittal. A time sheet was included in the

email if their department or employer did not have one in place. The employer and the student both signed the final time sheets that were submitted to the office.

4. The Internship Coordinator confirmed with the faculty and/or staff that a Student Placement Agreement was in effect and if it was not, took steps to secure the signed document by contacting the employer. Risk Management was kept apprised to ensure compliance.
5. A reminder was sent to the students regarding submission of their time sheets mid-way through the quarter.
6. In week 9 of the quarter or if the student completed the internship earlier, an email, with the Student Evaluation link (through Qualtrics), was sent to the student. The email notification would also trigger the Employer Evaluation, also via a Qualtrics link, to be sent directly to the employer.
7. The Career Center sent a brief 2-question Qualtrics form to the supervising faculty/staff asking if the student had completed all of the internship course requirements and if they would recommend this student to other employers.
8. Students were reminded throughout the process that all evaluations must be completed, final time sheets signed and approved and passing grades (usually CREDIT) must be assigned before approving the final stipend. Grades were confirmed for all students using PeopleSoft.
9. Data was tracked (e.g., all assignments, final hours) using Excel. The students' coyote ID#s, names, total hours and final dollar amounts were submitted to the Financial Aid Office. The Financial Aid Office then awarded the student the stipend.
10. Stipends were electronically deposited into students' accounts and over awards were applied to eligible outstanding loans.
11. Sixty-nine students received \$90,789 for the 2013-14 academic year.

ASSESSMENT: Each student and employer completed an evaluation using Qualtrics software, which was in addition to evaluation components of the internship courses required by faculty. The following is an infographic of the data collected by the Career Center and shared with the campus.



RECOMMENDATIONS:

1. Create a Blackboard “home” for these students, which would allow the Career Center to track assignment completion, enable time-efficient outreach and eliminate a manual tracking process. This goal will be completed by the end of summer 2014.
2. Seek additional funding to support a larger number of stipend-funded internships, which would allow more students access to career-enriching opportunities. Ideally, a long term managed fund through University Enterprises Corporation could provide regular stipend funding.
3. Send a mid-quarter reminder regarding the possibility of an “over-award” so students are informed at an earlier stage.
4. Fund a dedicated staff member to assist the Internship Coordinator in overseeing all Student Internship Stipend Program activities.
5. Consider combining the academic department evaluations with the Career Center evaluation to reduce duplication of efforts and for better assessment integration.

SUSTAINABILITY: The Career Center’s goal is to sustain and enhance the Student Internship Stipend Program long-term. For the 2014-15 academic year, \$100,000 has been requested from the SSI fees and other entities will be approached to fund the Program. Associated Students Inc. has expressed interest in supporting summer stipends and a proposal will be submitted. Advancement is soliciting donations from employers. The Career Center continues to work with the Colleges to find matching funds in order to “double” the stipend impact. Ideally, a large-scale fund could be established so that the interest on the investment could generate stipend funds annually.

REPLICATION: Issues for consideration:

- Designate an entity responsible for overseeing compliance with E.O. 1064.
- Ensure that safeguards are in place to prevent conflicts of interest in determining allocations.
- Establish protocols for distributing unexpended funds (e.g., due to fewer hours worked than were approved).
- Evaluate the feasibility of offering the Program during the summer quarter.
- Collaborate with the Financial Aid Office to identify the appropriate time frame for distribution of the stipends.
- Plan ahead to ensure that adequate time is dedicated to ensuring compliance with campus policies and labor laws.
- Utilize databases to post and recruit candidates so all students have equal access to internship opportunities.

California State University, San Bernardino

Student Leadership &

Development's Flagship Program

CONCEPT: In 2013, the Office of Student Conduct and Ethical Development conducted an extensive review of academic dishonesty reports from faculty, academic dishonesty caseload trends and outcomes over a seven year period, and solicited formative feedback from students within the disciplinary process who were referred for alleged acts of academic dishonesty. Consistent with national trends, plagiarism was the most recurring trend in referrals from faculty. A gap in the need for seamless proactive and reactive educational opportunities, and student engagement surrounding academic integrity, was identified. The data was then presented to the Writing Center/Graduate Writing Center, John M. Pfau Library, and Graduate Studies. The units collaboratively developed a grant proposal, sought, and obtained Instructionally Related Programs Fees for "Academic Integrity & Plagiarism: A Comprehensive Student-Centered Outreach & Education Program." The proposal required review and approval from the Dean of Undergraduate Studies, Dean of Graduate Studies, Dean of the Library, Vice President for Student Affairs, Provost, the Instructionally Related Programs Board, and ultimately, the President.

PLANNING & IMPLEMENTATION:

Divisions Involved in the Planning: Academic Affairs and Student Affairs

Departments Involved in the Planning: Writing Center/Graduate Writing Center, John M. Pfau Library, Office of Graduate Studies, and Office of Student Conduct and Ethical Development

Confirmed Additional Partners for Year 2: Teaching Resource Center; Office of Student Research

Anticipated Expanded Partnerships for Year 2: Department of English; Center for International Studies and Programs

Individuals Involved in the Planning/Staffing: Director of the Writing Center/Graduate Writing Center; Coordinator of the John M. Pfau Reference Services; Administrative Support Coordinator/Thesis Reviewer for the Office of Graduate Studies; Student Services Professional for the Office of Graduate Studies and Student Research; Director of the Office of Student Conduct and Ethical Development; Graduate Student Writing Consultants (3) for the Writing Center/Graduate Writing Center; Graduate Student Assistants (2) from the Office of Student Conduct and Ethical Development. The Director of the Writing Center/Graduate Writing Center and Director of the Office of Student Conduct and Ethical Development provided overall program oversight and implementation.

Individual Involved in the Planning of an Educational Intervention: Chair of the Department of English

Additional Collaborating Departments Involved in the Implementation:

Peer Advising Departments: Advising and Academic Student Success; Center for International Studies and Programs; College of Natural Sciences; English Peer Advising (EPIC); Foreign Language; Advising and Guidance (FLAGS); Faculty/Student Mentor Program (FSMP); Mentor Advising Center (MAC); Psychology Peer Advising Center (PAC); Peer Advising for Liberal Studies (PALS)

Departments: Admissions and Student Recruitment; Career Center; CSUSB Intercollegiate Athletics; Office of Undergraduate Studies; Office of the Associate Dean of Students at the Palm Desert Campus; Educational Opportunity Program (EOP); Financial Aid Office; CSUSB Campus Counsel; MBA Program Office; Office of Associate Vice President for Enrollment Services; Office of Institutional Research; Office of Public Affairs; Records, Registration, and Evaluations; Student Assistance in Learning (SAIL); Student Leadership and Development; Santos Manuel Student Union (SMSU); Student Services Center (CBPA); Technical Support Services for Student Affairs; and Office of Public Affairs

During Academic Integrity and Awareness Week, academic and non-academic units also teamed up to provide staff support with assistance from over 20 student assistants.

Program Description: The John M. Pfau Library, the Writing Centers, the Office of Graduate Studies, and Office of Student Conduct and Ethical Development, as collaborators in the education of students at California State University, San Bernardino (CSUSB), as it pertains to academic integrity and plagiarism, established a comprehensive program with an emphasis on providing students with engaging proactive and reactive outreach, and educational opportunities to understand and avoid plagiarism, and the importance of integrity as it relates to being a CSUSB Coyote. The program also provides funding and invaluable professional development opportunities for student assistants who not only assist with program coordination and implementation, but also serve as peer educators.

The program implementation includes three annual phases, consisting of an emphasis on student outreach and education in year one (completed), an emphasis on partnerships with deans and faculty in year two, and in year three an emphasis on the campus-wide culture and commitment to academic integrity. During year one, the Chair of the Department of English, an expert linguist, was also critical partner in the development of an intervention in response to plagiarism trends from cohorts of international students. The Teaching Resource Center has agreed to serve as a critical partner in relation to the establishment and funding of a faculty-centered track during year two in 2014. The Office of Student Research has agreed to serve as a partner during the student-centered efforts for year two, and an expanded partnership with the Center for International Studies and Programs and the Department of English will also be sought. The collaborating departments meet regularly to discuss academic integrity, trends, resource development, and program assessment, development, implementation, and expansion.

Target Audience: First-year students, Undergraduate students, and Graduate students

Overview of Program During Year One:

Academic Integrity Awareness Week Calendar of Events

- “Research Ethics for Students” presented by Dr. Jeffrey Thompson, Dean of Graduate Studies
- “Yours, Mine, or Ours: Owning, Authoring, or Plagiarizing” presented by Dr. Carol Haviland, Emerita Professor of English and Dr. Jeffrey Thompson, Dean of Graduate Studies
- Introductions & Special Remarks were made by CSUSB Provost, AVP/Dean of Undergraduate Studies and Chief Diversity Officer, and Vice President for Student Affairs
- *Event was WebCast live to our Palm Desert Campus
- “Graduate Student Workshop: Learn to Use the Free Zotero Citation Management Tool” presented by Student Services Professional for the Office of Graduate Studies and Student Research
- “Academic (dis)Honesty: Avoiding Plagiarism and Cheating”
- This workshop was also offered five times throughout the academic year and sign in sheets were submitted to the Office of Student Conduct and Ethical Development. Students who were voluntarily agreed to complete the workshop as a sanction attended (their required participation was maintained confidential). The workshop was also open to all students voluntarily and by referral from faculty. This workshop also engages students in reflection about the impact of academic dishonesty on the institutional values, mission, and value of the CSUSB degree.
- Opportunities for Academic Awareness Integrity Awareness were available through all peer advising departments Monday – Friday.
- Students were allowed an opportunity to stop by an information table to make a pledge to academic integrity and for an opportunity chance to win prizes. Tables were located outside of the Santos Manuel Student Union, John M. Pfau Library, College of Business, College of Education Atrium, and the College of Social & Behavioral Sciences Monday – Friday from 11:30 a.m. – 1:30 p.m.

Additional Workshops Provided During the Academic Year

- “Academic Integrity,” covers issues of academic integrity that students encounter in the university, such as how – and at least as important, why – to paraphrase, quote, and cite sources correctly.

We encourage all students to attend this workshop *before* they run into issues of improper or unintentional citation in order to ensure their own academic integrity.

- "Citation, Text Authorship and Ownership in American Academic Writing," is geared mostly for international students who may come to CSUSB unprepared for and uninformed about many of the conventions of American academic writing. Again, because it's been our experience that students are much less likely to make mistakes in citation and attribution if they understand expectations and the rationale behind them, our focus is to provide context for these situations.

RESOURCES USED:

- **Instructionally Related Programs Fee:** \$14,900
- **Assessment Support:** In-kind feedback was provided by the Office of Institutional Research and a faculty member in the department of Organizational Psychology
- **Volunteer or In-Kind Guest Speakers:** All presenters for workshops either volunteered their time or contributed their time as an in-kind contribution from their department
- **Facilities:** Graduate Writing Center (in-kind contribution); John M. Pfau Library (in-kind contribution); Palm Desert Campus Classroom (in-kind shared contribution); Lower Commons (departmental fee rate); Santos Manuel Student Union Theater (departmental fee rate for facility use and technical personnel support)
- **WebCast & Technical Support:** To ensure WebCast access of the featured workshop to our Palm Desert Campus, and to expand online educational efforts, funds were utilized to pay for the costs of technical support
- **Rentals:** Tables and chairs were rented to launch the peer-to-peer education and outreach tabling throughout the week. Technical support is ongoing in the development of online educational videos, including the availability of workshop recordings online.
- **Development of Academic Integrity Student Guide:** In-kind collaborative development between Writing Center/Graduate Writing Center, Office of Student Conduct and Ethical Development, John M. Pfau Library, Office of Graduate Studies, and Office of the Associate Dean of Students at the Palm Desert Campus
- **Duplication:** This included copies of the collaborative academic integrity student guide (departmental rate), design development and printing of marketing materials for Academic Integrity Awareness Week (departmental rate paid to the Santos Manuel Student Union), CSUSB academic integrity pledge card, student survey (in-kind contributions from the Career Center, Office of the Vice President for Student Affairs, Office of Financial Aid, Admissions and Student Recruitment, Office of the Associate Vice President for Enrollment Services, SAIL, and Advising and Academic Services).
- **Marketing Materials:** T-shirts, pens, pencils, and resource bags will continue to be distributed during program workshops and events
- **Refreshments:** Pizza and beverages for one workshop provided by the Office of Student Conduct and Ethical Development
- **Writing Center/Graduate Writing Center Graduate Writing Consultants:** A partnership was established to allow students (who may require more intensive assistance) who voluntarily agree to complete 1 on 1 tutoring regarding understanding and avoiding plagiarism (in addition to completing the sanctioned workshop and follow-up exercise) within the disciplinary process, to aid in their academic success
- **Donation of Prizes for Opportunity Chance Drawing for Survey Participants:** Donations were obtained from local businesses, campus departments, and some planning committee members also provided personal funding to support this effort.

Summary of Participation in the First Annual Academic Integrity Awareness Week:

- Approximately 1,000 Academic Integrity resource bags were distributed
- Approximately 730 students received Academic Integrity information and resources during advising sessions from advising centers and their participation in the Career Fair combined
- Approximately 500 students signed Academic Integrity pledge cards

- Approximately 90 students, staff, and faculty attended the lectures and educational workshops on Academic Integrity, including a WebCast of the featured lecture to the Palm Desert Campus and by request to faculty with online courses
- Over 10 members from four academic student organizations participated in the banner contest, assisted with peer education, and tabling across campus
- Estimated 20 members from CSUSB Women's Softball and Soccer Teams assisted with peer education and tabling across campus
- During Career Center workshops, around 66 students learned how academic integrity leads to professional integrity

ASSESSMENT:

Goals:

1. To minimize acts of academic dishonesty;
2. To foster integrity as a principle of the academic mission of CSUSB;
3. To aid in student retention efforts of CSUSB;
4. To provide students with resources and educational opportunities to understand and avoid intentional plagiarism, as well as acts that might be interpreted as such;
5. To nurture campus spirit and pride through the establishment of new traditions;
6. To provide engaging and hands-on educational resources and opportunities to which faculty can refer students.
7. Student Learning Outcomes
8. Students will be more confident in their ability to understand and avoid plagiarism;
9. Students will increase their awareness of resources available at CSUSB to aid in their understanding of plagiarism and how to avoid it;
10. Students will increase their awareness of resources available to assist with some of the most common factors often associated with plagiarism (e.g. time management, stress management, anxiety, school-work-life-family balance);
11. Students will increase their awareness of the importance of academic integrity and its impact on the legacy of being a CSUSB Coyote their communities, their workplaces, and the world.

To date, Instructionally Related Programs (IRP) efforts during year one have resulted in an increase in proactive requests from faculty to design and provide educational workshops, presentations. In addition, proactive educational interventions, in partnership with an academic college, to address educational needs for cohorts of international students, were also developed. During year two, we hope to expand efforts to have a stronger presence and resources available for students at the Palm Desert Campus, ensure that CSUSB is an active institutional member of the International Center for Academic Integrity to stay current with trends, resources, new educational initiatives, and the promotion of our initiatives at a national level. Year two will have an additional collaborative track geared towards faculty education, discussion, and resources, in partnership with the CSUSB Teaching Resource Center (TRC). The TRC has agreed to fund the faculty track initiatives.

RECOMMENDATIONS: Based on formative feedback from students, the workshop on academic integrity should be a requirement for all new students, irrespective of their level of entry (i.e. freshman, transfer, international, and graduate students). However, a full-time program coordinator would be needed to launch such effort. The program results have also informed the institution's student disciplinary response to reports of academic dishonesty, and the development of comprehensive educational sanctions to aid in holistic student retention and success, whenever possible. Online programmatic expansion is also projected to continue during the 2014-2015 academic year with resources for students and faculty. A

separate workshop focusing on ethical decision-making will also be developed in the future. Based on our student population, and program results, the development of a workshop focusing on student school-work-life balance will also be explored with the Student Health Center. In addition, based on qualitative findings, the “Coyote Legacy Ambassadors” advanced student leadership opportunity, whereby students will be cross-trained to promote the Standards for Student Conduct, academic integrity, ethical decision-making, institutional values, and to creatively address trends in student behaviors (i.e. or concerns surrounding well-being (i.e. healthy dating tips) through marketing, peer education, and programming efforts, will be piloted during the 2014-2015 academic year.

SUSTAINABILITY: The program achieved full funding for the 2014-2015 academic year and full funding is anticipated to continue into 2015-2016 academic year. The collaborating offices will continue to seek funding from outside sources, with the goal of ultimately securing funding to sustain it as a stand-alone line item in the departmental budget, including the need for a program coordinator. The scaffolding method utilized to implement the program has resulted in the achievement of the goal for faculty to request presentations for their courses, an increase in referrals to workshops by faculty, and requests from faculty and colleges for guidance and resources. In addition, in-kind collaborative contributions are expected to continue and to expand, including engagement by student volunteers.

REPLICATION: Implementation of this program requires a collaborative partnership between academic and student affairs. The use of a dedicated program coordinator to implement and assess the program would be beneficial. Analysis of the triangulated data should consistently serve as formative data in practice, including educational sanctioning strategies within the disciplinary process.

The University of Arkansas-Fayetteville requested information regarding the program and has been able to successfully implement their first annual program in 2014.

California State University, San Bernardino

Veteran's Success Center Flagship Program

CONCEPT: Around the country, efforts are being made to address the needs of military veterans – the university is no exception. In fact, with its many resources the college environment is uniquely suited to support the veteran as a student. Lately, as military veteran authors such as Phil Klay garner international headlines for their books, more and more ad hoc workshops are springing up to support veterans writing poetry, fiction and screenplays.

For the first time this summer, Cal State University San Bernardino's (CSUSB) Veterans Success Center (VSC) is offering a course, "Screenwriting for Military Veterans," that goes further than other programs and workshops.

Screenwriting is in many ways the best gateway to creative writing. Unlike a novel, which can take many forms, motion pictures follow specific dramatic structures and employ time-tested narrative techniques, which can all be taught and directly applied to students' projects. The mastery of the art and craft of screenwriting is a solid basis for successful fiction and other creative writing. Given their life experience, discipline, ability to focus, and see a project through to a successful conclusion, veterans are ideally suited to be writers. They have stories to tell and all that is needed is teaching them the know-how.

"Screenwriting for Military Veterans," is a rigorous nine-week college level course, where veterans are not only encouraged to write screenplays, but first of all, receive a thorough training in the art, craft, and business of professional screenwriting. The course is adapted from CSUSB's course COMM 347, Fundamentals of Screenwriting, and uses a method of teaching screenwriting developed by its instructor, Andreas Kossak.

Through a combination of classroom lectures, project-based learning and individual feedback, our military veterans develop an original idea for a full-length motion picture, write an outline, a treatment and begin to write the full-length screenplay of about 120 pages. Veterans will prepare an "Elevator Pitch," learn the technical process of eBook conversion, and will be guided to publishing their screenplays, adaptations and other work on Amazon. In addition, students will be introduced to marketing possibilities, as well as copyright laws and procedures for protecting their work.

Most of the 120-page screenplay will be written after the regular 9-week course. For that period, support and feedback via email will be provided, as well as through meetings at the VSC. Former CSUSB students, who have completed the regular COMM 347, Fundamentals of Screenwriting, are volunteering their support providing feedback, and proof reading. The resulting screenplays should be able to open professional doors and serve as work samples should veterans decide to apply for graduate programs in professional or creative writing.

"Screenwriting for Military Veterans" has an additional dimension that is designed to help course participants establish themselves as authors with the unique promise that their work will be published. To that end, a publishing label, "Written by Veterans," with its own website has been initiated, giving veterans the option to publish their work in eBook form, while retaining all profits and rights. Those opting to publish through "Written by Veterans" will be able to participate in the decision making, much like in a co-op. The instructor of this course, Andreas Kossak, runs an eBook publishing label for independent writers, which will serve as a model for "Written by Veterans." It is further planned to create publicity and public awareness through appearances of CSUSB military veteran writers at events such as the Los Angeles Times Festival of Books, all of which will be organized and facilitated by CSUSB's VSC and Student Veterans Organization (SVO)

The future goal of this course is to create a permanent writing group for its alumni, which will meet at the VSC at regular intervals. This writing group will give military veterans an opportunity discuss their writing

progress, or team up as co-writers. Members of this group will also be able to serve as mentors to those veterans who will take the "Screenwriting for Military Veterans" course in future years.

PLANNING: Dr. Terry Ballman, Dean of the College of Arts and Letters, Dr. Michael Salvador, Department of Communication Studies Chair, Dr. Rod Metts, Associate Professor, Department of Communication Studies, Michael Wichman, Department of Communication Studies, and Marci Daniels, Director of the Veterans Success Center, and Andreas Kossak, Department of Communication Studies, worked together to plan course logistics and divide up duties, including the production of a documentary film about the course. Several face-to-face meetings were held in addition to telephone and email communication.

Everyone involved agreed to donate their time and effort to make the "Screenwriting for Military Veterans" course a success. The Department of Communication Studies made their multimedia classroom available and its faculty is producing a documentary film on the course. Through extensive interviews, scenes shot in the classroom, and other material, the documentary takes a qualitative look at the expectations of military veterans going into the course, their learning progress, as well as their learning outcomes.

Marci Daniels, Director of CSUSB's Veterans' Success Center, with the assistance of the SVO spearheaded marketing the course via email blasts, Facebook, and articles placed in the center's e-newsletter.

Andreas Kossak, who teaches CSUSB's COMM 347, Fundamentals of Screenwriting, modified existing syllabus, assignments, and PowerPoint slides to fit the format and structure of "Screenwriting for Military Veterans." He also created the course website and donated server space hosting the site.

IMPLEMENTATION: The program meets for nine 4-hour sessions during the summer on Tuesday evenings from 5 to 9 p.m. The sessions began on July 1 and will end on Aug 26 during the 2014-2015 academic year. The class does not provide college credit or grades and is free of charge. Students submit a work-in-progress writing assignment each week for review and feedback by the instructor.

Marci Daniels, in collaboration with the SVO, was responsible for marketing the course to recruit 15 dedicated veterans that were interested in developing a screenplay. This was accomplished through email blasts to student veterans, postings on the VSC and SVO Facebook pages, and articles in the center's "Reveille" e-newsletter. Marketing efforts were successful and target numbers were met including several SVO members who signed up for the course.

The Department of Communication Studies donates classroom space and is producing the documentary about the course.

Professor Kossak, a graduate of the USC School of Cinematic Arts, agreed to donate his time for lectures, out-of-class feedback, as well as the design and maintenance of the course website.

The syllabus and Power Points are posted on the course website <http://www.writtenbyveterans.com/2014>. There is no textbook for the course, but many handouts and worksheets are provided for download from the course website. The Celtx screenwriting software can be downloaded for free from the web.

ASSESSMENT: Students deliver parts of the screenplay process (based on their chosen story).

These parts follow a specific protocol:

1. Completion of story notes (about 3000 words)
2. Completion of outline (about 4000 words)
3. Completion of treatment (about 4000 words)
4. Completion of first 15 pages of screenplay (about 3500 words)
5. Completion of story summary (50 words)
6. Completion of 'elevator'/marketing pitch (50 words)

All these elements have to meet specific criteria in terms of content, length, format that are laid out and explained during the lectures (and reiterated via lecture slides and instructor feedback). The marketing pitch has an added criteria and is assessed for persuasiveness.

Data Needed:

The 'data' are the documents students create and deliver. As noted below, success of the outcome can only be recorded after the course has concluded.

Assessment Instruments:

Assessment is based on:

1. (Measuring points 1, 2, 3 above) -- effective application of screenplay process to develop an original story
2. (Measuring point 4 above) -- effective application of screenplay format to translate and adapt an original story into a script
3. (Measuring points 5, 6 above) -- effective application of condensing an idea and story into a marketing pitch

The desired outcome for veterans is the development of professional skills in screenwriting, to open up career opportunities and, hopefully, the creation of a screenplay with commercial potential. Eventually, veterans could form writers' groups to support each other, as well as gain access to resources available to them in the film industry.

RECOMMENDATIONS: Since this is the first year for the program, we do not yet have data to assess.

SUSTAINABILITY: The VSC, SVO, the Department of Communication Studies, and the instructor are committed to sustaining the program. Graduates from this year's program will be recruited to assist in next year's program by providing peer editing and guidance to incoming veterans. Moreover, veterans will be encouraged to form writers' groups to support each other, as well as gain access to resources available to them in the film industry.

As mentioned above, with military veteran writers, like Phil Klay, getting so much attention now, the timing is perfect. Please click on the link below: <http://www.theguardian.com/books/2014/mar/16/phil-klay-desire-serve-my-country-us-marine> and here: <http://www.philklay.com/press/>.

REPLICATION: The key is finding professors or professional screenplay writers who are willing to donate their time. The instructor also needs professional experience in film production, a proven instructional method to teach screenwriting to beginners, as well as a military background, or at least an appreciation of the unique experiences and culture of military veterans. The fact, that we are replicating an existing "for credit" class made it much easier since the syllabus, learning outcomes, presentation materials and coursework were already developed and only needed to be modified. In addition, the course instructor, Andreas Kossak, has military background and has worked professionally in the film industry side-by-side with military veterans for nearly three decades.

CONCLUSION: CSUSB student activities, such as the flagship programs highlighted in this report, are grounded in High Impact Practices and continue to serve as an important tool for advancing student success and matriculation quality.

San Diego State University Greek Accreditation

PLANNING: To plan the Greek Accreditation, Greek Life staff identified standards that would reflect institutional values and annual requirements from the chapter headquarters. Additionally, Greek Life staff developed the detailed statuses based on the structure of San Diego State and the opportunities for involvement within the system.

IMPLEMENTATION: Once the program was developed, the implementation was facilitated by Greek Life staff working in Student Life and Leadership in the Fall 2012 term. Staff presented Greek Accreditation to the community and began evaluating the chapters each semester.

To track, document and provide reports, each chapter selects an Accreditation Chair. In addition to providing this information, the Accreditation Chairs examines their chapter's participation, reports to their chapter on progress and encourages opportunities that meet accreditation standards.

In addition to working with the chapters, Greek Life staff works with campus partners to implement the evaluation for Greek Accreditation. An example of this is assessing the Academic Achievement. To assess the Academic Achievement of the chapters, Greek Life staff works with SDSU's Student Testing Assessment and Research to run grade reports. Working with this objective office ensures that the information gathered reflects the academic status of chapter members.

As previously mentioned, once all of the information for each chapter is compiled, Student Life and Leadership staff evaluates the chapter Accreditation report and a status is assigned. Once evaluation for each of the (now) 44 chapters is complete, the overall Greek Accreditation report is posted on the Student Life and Leadership/Greek Life website.

ASSESSMENT: Although there has been an anecdotal feedback given by chapters, a formal assessment process has not been developed to examine Greek Accreditation and is a recommendation for the future.

RECOMMENDATIONS: Recommendations for future consideration for Greek Accreditation include assessing the program, consistently reviewing standards, meeting with Accreditation Chairs and implementing Greek Accreditation workshops. Although Greek Life staff have received informal feedback regarding the Greek Accreditation process, a recommendation for the upcoming term is to develop an assessment plan that evaluates the student experience and progress made within the chapters.

In addition to assessment, Greek Life staff will also be reviewing the current standards for Greek Accreditation and developing standards that reflect the evolving climate of the University. For example, there have been several new initiatives developed out of SDSU's Strategic Plan. In order to be consistent with the direction of the University and for Accreditation to reflect programmatic opportunities, it is important to review Greek Accreditation standards. An example of this is the implementation of One SDSU Community events derived from the new Integrative Diversity Task Force. There will be 50+ programs implemented throughout the year around the topics of diversity and inclusion, which should be reflected in the Accreditation process. In addition to examining the overall program, another recommendation is to increase chapter contact and support. Effective Fall 2014, Greek Life staff will be

meeting with each Accreditation Chair of the chapters that did not meet the minimum requirements for Accreditation. These meetings will be to assess the barriers for completion, develop a plan for the upcoming term and general advising.

One of the barriers that has been (anecdotally) given by a small group of chapters (specifically those in the College Panhellenic Association) is that Greek Accreditation requires “too much.” In addition to meeting with Accreditation Chairs for advising, Greek Life staff is planning to conduct workshops during the beginning of each semester with Accreditation Chairs. These workshops would ask Accreditation Chairs to come prepared with the requirements from their headquarters and their chapter goals for the year. Greek Life staff will then facilitate a program that cross references the Greek Accreditation standards with requirements from headquarters. Additionally, the workshop would provide an opportunity for Accreditation Chairs to develop a strategic plan for the upcoming term.

SUSTAINABILITY: Overall, Greek Accreditation is a sustainable program as it is solely dependent on chapters tracking their involvement and staff time. There is not an operating cost to implement Greek Accreditation because SDSU has the infrastructure to implement the program.

REPLICATION: In order to replicate Greek Accreditation, it is recommended that Greek Life entities assess the climate and strategic goals of the institution to ensure that they are reflected in the development of an Accreditation process. Additionally, staff should rally support from the leaders within the Greek community (Greek Councils, chapter executive boards, etc.) and cross reference standards with chapter headquarter requirements.

San Francisco State University Student Life Partnership Fund

CONCEPT: Each year San Francisco State University solicits donors for gifts to support undergraduate education and student life. Proceeds from these gifts fund financial aid, undergraduate teaching, and special initiatives. One of the special initiatives is the Student Life Partnership. The Student Life Partnership was conceived in the fall 2013 semester by representatives of the Office of Alumni Relations & Annual Giving and the Student Involvement & Career Center. Through this program, any registered student organization or sport club may apply to earn group funds to help finance new initiatives, activities, programs, and projects that will be open to the SF State community.

PLANNING: Staff from SICC, Dean of Students and Alumni Relations & Annual Giving met on multiple occasions to conceptualize and plan for the Student Life Partnership. Staff time was used to draft the framework for the program and develop an online form that students could use to submit proposals. Obviously, financial resources were needed in order to start the fund.

IMPLEMENTATION: The target audience for the Student Life Partnership Fund is student organization leaders. Email communication was used to inform them of the program and they can apply for it online.

ASSESSMENT: The program will be fully launched in the fall 2014 semester with assessment to follow in subsequent semesters.

RECOMMENDATIONS: *As the program gets off the ground and continues to grow, learning outcomes should be established as well as tracking data from the proposals received and how the money is used.*

SUSTAINABILITY: This is a young program and it is hoped that it will become a long-term, sustainable program. The only thing that might inhibit this is withdraw of funding.

REPLICATION: This program can be easily replicated. The most important thing needed is the actual funding source. Once that is established, creating a framework and policies specific to the campus is needed as well as a way for students to

Part H: Additional Documents

All documents related to this program can be found at
<http://www.sfsu.edu/~sicc/studentLifePartnershipFund.html>.

San Jose State University Fraternal Values Summit

Creation of the Fraternal Values Summit (previously known as the PRIDE Retreat) was prompted by the 2004 SJSU Greek Life Task Force Report, which outlined a number of recommendations for the enhancement of fraternity and sorority advising and support services. The Fraternal Values Summit has evolved over the years into a signature program for SJSU's fraternity and sorority community.

The objectives of the Fraternal Values Summit are:

- To build understanding and unity within a highly diverse fraternity and sorority community
- To train presidents and other leaders on necessary information related to SJSU and Student Involvement policies and expectations and to outline a framework for accountability
- To provide Greek leaders with resources that will help them be successful in their positions

For the 2013 fiscal year, approximately \$18,000 was spent on the Fraternal Values Summit. The bulk of the costs are dedicated to the retreat location fee, which includes meeting space for three days, overnight lodging for two nights, and meal service. Two students per chapter and council attend, plus an average of 5 Student Involvement staff, which generally totals to around 75-90 individuals participating in the summit. Because location fees are incurred before the summit, chapters/councils that do not send their allotted delegates are billed for the cost of attendance. The summit is hosted at one of several retreat/camp sites around the San Francisco Bay Area. In addition to location costs, we do pay for charter busses to transport participants from campus to the summit location. There are also nominal expenses for printing and supplies. There is no cost for students to attend the program.

CONCEPT: Topics covered at the summit have included:

- Roles of the chapter/council leader
- Human development theories/models (e.g.: Maslow's Hierarchy of Needs)
- SJSU Policies and Expectations (e.g.: [Greek Management Manual](#))
- State and Federal Law related to Fraternities and Sororities (e.g.: SB 1454 – "Matt's Law")
- SWOT analysis of the fraternity/sorority councils and overall community
- Social justice and inclusion awareness and training
- Event planning and calendaring
- Personal leadership development
- Dealing with difficult situations/conflict management/problem solving
- Campus and community resources for health and wellness
- Academic support programs and services
- Goal setting and strategic planning

In order to encourage more in-depth discussion and to reinforce information presented in whole-group sessions, there are several points during the summit where participants meet in cohort groups ("Values Groups"). Professional staff and alumni facilitate these small discussion-based groups, which are often assigned projects to complete during the summit, such as peer teaching assignments, skits, goals, and other tasks. The staff is intentional about creating Values Groups that bring together a variety of leadership experience levels and council affiliations to ensure that the groups reflect the diversity of the wider fraternity and sorority community.

ASSESSMENT AND RECOMMENDATIONS:

Each summit is assessed primarily for student satisfaction with the experience in general and the usefulness of individual topical sessions. Students are also asked to rate their competence or knowledge in a variety of subjects both before and after the summit (Pre-Test/Post-Test). These subjects change from year to year, but in general, participants rate themselves as possessing greater competence or

knowledge after the summit than before. This has been a consistent result for the 2012, 2013, and 2014 summits.

For the 2014 summit, three learning outcomes for the summit were developed and assessed based on the Student Involvement learning outcomes using a Pre-Test/Post-Test format. The three outcomes were:

- Outcome 1: Knowledge of SJSU Fraternity/Sorority Councils & Their Characteristics:** Participants of the Fraternal Values Summit will be able to articulate the unique characteristics of other governing councils to their own council, measured against an established rubric.

This outcome links to Student Involvement's Learning Outcome #3: Involved students at San José State University will engage themselves as active members of society. The SJSU fraternity and sorority is very diverse in terms of types of organizations, and our staff believes it is critically important for members of the community to know about groups that differ from theirs and be able to demonstrate an understanding and appreciation for the richness of the SJSU Greek community. This outcome is also connected to the "Family" value of the fraternal values that underlie the summit and the community.

- Outcome 2: Knowledge of Greek Management Manual & SJSU Policies:** Participants of the Fraternal Values Summit will be able to articulate SJSU policies and procedures found in the Greek Management Manual and other policy documents, measured against an established rubric.

This outcome links to Student Involvement's Learning Outcome #1: Involved students at San José State University will think critically and practically, and to Learning Outcome #2: Involved students at San José State University will commit to success. Fraternity and sorority communities face significant liability and risk management concerns, as well as a great deal of compliance issues with national requirements, university policies, and local, state, and federal law. Being able to thoughtfully understand and apply these policies and regulations to chapter operations is a critical skill for chapter and council leaders. They must also be able to educate their chapter members and cultivate critical thought about how chapters and councils exist within the wider community. This outcome is also connected to the "Leadership" value of the fraternal values that underlie the summit and the community

- Outcome 3: Knowledge of Student Involvement Purpose and Programs:** Participants of the Fraternal Values Summit will be able to articulate the purpose and programs of Student Involvement, measured against an established rubric.

This outcome links to Student Involvement's Learning Outcome #2: Involved students at San José State University will commit to success. Student Involvement is the department responsible for SJSU's fraternity and sorority community, but it also plays a wider role in campus life. This wider role is relevant to fraternity and sorority members. Our staff wanted to know the extent to which chapter/council leaders were aware of the full scope of Student Involvement's programs and services.

The 75 participants of the 2014 Fraternal Values Summit were asked to describe their knowledge of the learning outcome areas before the beginning of the Fraternal Values Summit (pre-test) and after the summit (post-test).

Percentage Changes

Knowledge of SJSU Fraternity/Sorority Councils & Their Characteristics	28.7%
Knowledge of Greek Management Manual & SJSU Policies	32.8%
Knowledge of Student Involvement Purpose and Programs	8.4%

We were able to determine that some learning had occurred for each of our outcomes, in that the average score had increased from pre-test to post-test. We were able to determine that we had achieved two out of three of our learning outcomes based on our retroactive criteria. Participants in the Fraternal Values Summit did learn about the fraternity/sorority councils and the policies and procedures that apply to the fraternity/sorority community as outlined in the Greek Management Manual. Participants were not able to successfully articulate the purpose and programs of Student Involvement.

We were satisfied with our participants' achievement of Outcome 1, although we plan on improving and enhancing learning opportunities in that area in order to enrich understanding of the diversity of our fraternity/sorority community.

Although learning occurred for Outcome 2, we are always looking for ways to improve how we deliver content in this area. Rules, regulations, polices, and procedures can be very dry and unexciting to teach and to learn and we will be employing further interactive and applied teaching methods in future Fraternal Values Summits

It is clear that much more work should be done to achieve Outcome 3 and help our participants understand the purpose and programs of Student Involvement. Many of our participants are only aware that this department works with fraternities, sororities, and student organizations. Because our department offers a wealth of programs and services that are of us to fraternity and sorority leaders beyond the advisement and support provided by the Student Engagement staff, we will develop a new curriculum to educate participants on the resources of the entire department as well as its overall purpose at San Jose State University.

SUSTAINABILITY: The summit has existed for almost 10 years and has become an important part of our training and development of fraternity and sorority leaders. Student Involvement is committed to the program and has altered the content and facilitation style from year to year to adapt to student learning styles, needs, and emerging issues. In 2014, the staff incorporated the department's assistant director for leadership development in the planning and implementation process in order to enhance the personal leadership and community building aspects of the program.

Funding is the primary factor that could potentially threaten the existence of the program or substantially alter the way in which it is implemented. Over the years, increases in costs for summit locations have outpaced increases in the program budget. The Student Involvement staff believes that the current three-day, two-night format at an off-site location to be ideal for having participants focus on learning and building a community. Changing the format or hosting the event on-campus may significantly decrease the impact of the program.

REPLICATION: We have found that the summit's focus on values and unity has been a very effective approach in bringing our diverse participants together. While our students and chapters are very different, they do have the values of Family, Academics, Service, and Leadership in common and we are intentional about connecting everything we do at the summit back to those values. We recommend that any plans to replicate the Fraternal Values Summit include something similar.

Timing is an issue that plays a significant role in the summit. The program was developed based on the fact that many chapter and council officers' terms are based on a calendar year cycle. Thus, hosting the summit at the beginning of a calendar year allows us to present information to new leaders at the beginning of their terms when it is most relevant to the leadership development. However, as our fraternity and sorority community has grown, we are faced with the fact that a large number of our organizations have their officer terms on an academic year cycle, so when they attend Fraternal Values Summit, they are already half-way through their terms. These attendees tend to already know our policies and procedures, although the community building aspect of the summit remains relevant for them. Identifying an ideal time for this type of training for all chapters/councils is an ongoing challenge.

For SJSU Student Involvement, the Fraternal Values Summit is a major program, but we are currently at a crossroads in that significant improvement or enhancement of the program will require significant additional funding. Our staff has had initial discussions about the potential for outside sponsorship of the summit through donations from Greek-affiliated alumni or other individuals and organizations in the wider community who may be interested in contributing to a leadership and community-building program. We recommend that any replication of this program include strategies for funding development.

California State Polytechnic University, San Luis Obispo PolyCultural Weekend

PolyCultural Weekend is designed to acquaint prospective students to the Cal Poly University by exploring its academic, cultural, and social resources. PolyCultural Weekend aims to establish a sense of community, a sense of belonging, and provides students with the skills to succeed at Cal Poly.

PolyCultural Weekend is a weekend where cultural organizations come together to host high school seniors and transfer students are conditionally accepted to Cal Poly. This weekend gives students the opportunity to determine if Cal Poly is the right university for them. PolyCultural Weekend shows potential students and their families how the University is committed to the Diversity Learning Objectives by:

- Exposing potential new students to the many programs Cal Poly offers which foster, develop, and engage students of diverse backgrounds.
- Identifying resources which can assist in achieving success at the university level.
- Providing a welcoming environment for students and parents.
- Allowing personal bonds and a one-on-one connection to develop. This gives prospective students a mentor and someone of whom to ask questions in the future.

During PolyCultural Weekend 2014, 217 prospective freshman and transfer students attended the event. This group was comprised of 176 high school seniors and 41 transfer students.

PolyCultural Weekend caters to students from all majors and colleges. Fourteen students represented the College of Architecture and Environmental Design; 27 students represented the College of Science and Math, 33 students represented the Orfalea College of Business; 39 students represented the College of Agriculture, Food & Environmental Science; 42 students represented the College of Liberal Arts; and, 62 students represented the College of Engineering.

The students involved in PolyCultural Weekend were made up of various ethnicities. In order to increase awareness of already-established diverse clubs within Cal Poly, many on-campus cultural clubs and organizations assist to ensure potential new students are exposed to the many programs and activities Cal Poly has to offer. Participating clubs include Asian-American Christian Fellowship, BELLAS, Chinese Culture Club, Chinese Christian Fellowships, Chi Delta Theta, Chinese Student Association, Driven Towards Sisterhood, Hispanic Business Student Association, Hmong Student Association, Indian Student Association, Korean-American Student Association, Lambda Phi Epsilon, Lambda Sigma Gamma, Lambda Theta Phi, Movimiento Estudiantil Xicano de Aztlan, Nu Alpha Kappa, Omega Xi Delta, Pilipino Cultural Exchange, Society of Black Engineers and Scientists, Society of Hispanic Professional Engineers, and the Thai-Vietnamese Student Association.

In a poll prior to attending Cal Poly's PolyCultural Weekend potential students were asked their likeliness to attend Cal Poly in the fall. The results showed 37% were very likely to attend. After attending Cal Poly's PolyCultural Weekend, a separate poll revealed students' likeliness to attend Cal Poly in the fall increased to 76%.

Sponsors of the program included Cross Cultural Centers, MultiCultural Center, College of Agriculture, Food and Environmental Sciences, College of Architecture and Environmental Design, College of Engineering, College of Liberal Arts, College of Science and Math, Equal Opportunity Program, University Housing, Inter-Housing Council, Office of the President, Office of University Diversity and Inclusivity, Office of the Vice President of Student Affairs, and the Partners Program.

Venue and Staffing History

PolyCultural Weekend takes place in Chumash Auditorium located within the Julian A. McPhee University Union (Building 65), as well as several other on-campus locations.

The program was housed in the Dean of Students Multi-Cultural Center and it has been reestablished in the Cross Cultural Center as a featured program.

PLANNING: The planning and coordinating for this event takes place over the course of the year, starting at the completion of the previous year's PolyCultural Weekend. In order to host, feed, and entertain these prospective students, fundraising is a critical element in the planning process. Each year the planning committee of four coordinators, four to five committee heads, five to 15 hosts per student group, and advisors, fund-raise around \$20,000 to help offset these costs. Coordinators work with Cal Poly to reserve on-campus classrooms for club breakout sessions, as well as communicate with all six colleges on campus to organize specific college tours. They also contact the San Luis Obispo Downtown Association to let them know there will be a large influx of students in town that weekend. Finally, this group works with University Housing to make sure every prospective student has a comfortable place to stay during their weekend here at Cal Poly.

IMPLEMENTATION: The program is executed through the Dean of Students Office with the support of the Multicultural Center, and student staff. For 2013-2014:

- 1.150 volunteers assisted in the coordination of the program
2. Presented events to over 210 prospective students
3. Contacted by phone 500+ prospective new students and families

ASSESSMENT: The program is evaluated and assessed using the University learning objectives and the CAS standards associated with program development. The program has continued to improve as a result of after-action reviews and student surveys to identify areas of development.

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

- Appreciating Diversity
- Enhanced Self-Esteem
- Realistic Self-Appraisal
- Leadership Development
- Collaboration
- Effective Communication
- Meaningful Interpersonal Relationships
- Active Listening
- Respect
- As a result of yearly assessment data, the program enhances the University's commitment to diversity and involves students, faculty, and staff.

RECOMMENDATIONS:

- The program will petition for Instructionally Related Activities funding to support the influx of additional students.
- PolyCultural Weekend will continue to involve cultural clubs to further enhance the diverse student body associated with the University.

SUSTAINABILITY: PolyCultural Weekend has built a very effective way to connect students of diverse ethnicities and backgrounds to ensure that the University's mission and commitment to

Diversity and Inclusivity is sustained.

California State University, San Marcos

Tukwut Leadership Circle

CONCEPT: In 2007, the Student Life & Leadership launched the university's leadership certificate program, the Tukwut Leadership Circle, designed to support the leadership development and community engagement of CSUSM students. CSUSM faculty, staff, and community leaders voluntarily facilitate weekly leadership development workshops. The 50-minute workshops are held on Tuesdays and Fridays in the same location. Program components include completing a minimum of: seven TLC workshops, seven hours of campus engagement, seven hours of civic engagement, creation and refinement of resume, TypeFocus self-assessment, and a reflection paper which is presented through an online leadership portfolio/website. The final component is the panel exit interview where graduates meet with 3-4 panelists to discuss their leadership learning through the TLC. All TLC components align with one or more of the Student Affairs Co-Curricular Model outcomes of: leadership & interpersonal development, civic engagement & social responsibility, and career & professional development. The TLC takes approximately 30 hours to complete and upon completion, they earn a leadership certificate signed by President Haynes and an engraved medal to proudly wear at commencement.

PLANNING: The TLC workshop schedule is created before the start of every fall and summer term and includes outreach to presenters and cultivating campus partnerships. Marketing materials are created with the presenter pictures, bios, and workshop descriptions to be posted on a-frames, departmental website and campus homepage. Weekly marketing of TLC workshop information, as well as campus and civic engagement opportunities, are shared through an online platform called Constant Contact. A small group of TLC graduates serve as Peer Leaders and meet with new TLC students to discuss realistic and measurable goals relating to their major or career. The TLC Coordinator regularly attends the TLC workshops to introduce presenters and connect key concepts from past presenters. The final component of the TLC is a panel exit interview, which includes TLC workshop facilitators and friends of the program to volunteer on graduate panels. Program sign-ups and tracking are completed online with the aid of Peer Leaders. Graduates, panelists, and presenters are acknowledged at an annual ceremony.

IMPLEMENTATION:

Target Audience: All Students

Recruit students from Orientation, GEL classes, and faculty

Number of Participants Graduates

2012- 100	23
2013- 180	43
2014- 200	100

Resources used for implementation:

- Coordinator for Involvement coordinates program (Half-time)
- 2 Peer Educators (student staff) are used to assist with the logistics
- 8 Peer Leadership Team Members (past graduates of program to serve as mentors)
- Budget: \$2000 (Certificates, brochures, gift cards, medals, reception)
- TLC workshops start the third week of school and meet for 8 consecutive weeks each term.

Accomplishments each semester include:

- 18 Facilitators (faculty, staff, and community members) conducted weekly workshops.
- Workshops which are intentionally grounded in the TLC learning outcomes and Student Affairs Co-Curricular Model; Weekly workshop materials and attendance are tracked through the Office of Student Life & Leadership.
- A TLC reception to honor graduates occurs at the end of the spring semester.
- Fall graduates are given a letter of completion for their portfolio.
- Average attendance on Tuesdays was 40 participants; Fridays was 25 participants

ASSESSMENT: TLC student learning outcomes are:

- Students will reflect on their own personal leadership development. (CCM: Leadership & Interpersonal Development; Holistic Wellness, Critical Thinking & Ethical Decision-Making)
 - Students will explore and understand how their leadership experiences relate to their career and professional goals. (CCM: Civic Engagement & Social Responsibility; Career & Professional Development)
 - Students will apply leadership knowledge and skills in various settings. (CCM: Leadership & Interpersonal Development.) Students will learn how leadership applies to multiple aspects of self.
- Assessment Strategies:
- Workshop attendees complete an evaluation at the end of every workshop to measure learning, content and presenter.
 - Reflection Papers are used to assess learning and used for panel interviews. The papers are used qualitatively to determine if learning occurred and application of leadership.
 - TLC graduates complete an online survey indicating their overall learning and the impact of the TLC on helping them meet their goals.
 - Peer Leaders track and compare rates of attendance between the Fall and Spring terms
 - Peer Leaders will provide qualitative feedback throughout the year as to whether TLC participants are growing from the program and how program components and operations can be refined.
 - Assessment of student learning occurs through the panel exit interview.

RECOMMENDATIONS: Assessment of the TLC participants is positive. 100% of faculty, staff, and community leaders who present workshops are interested in returning to present and often volunteer to be on graduate panels.

CSUSM does not currently have a degree program specifically designed for leadership, which puts the TLC in the unique position to partner with Academic Affairs to broaden curriculum offerings. We have cultivated high impact practices with our Career Center partnership and faculty engagement from every college. The TLC is a platform for students to engage both on and off campus – applying leadership to multiple aspects of their lives.

TLC shifted from using the Social Change Model to the Student Affairs Co-Curricular Model as a framework. This has caused the program to be more intentional and connected to the student experience.

SLL has found success in using a consistent date/time/location for workshops. Tuesdays are hosted during “University Hour.”

SUSTAINABILITY: This program has continued to be successful for SLL. After modifications and alignment with the Student Affairs Co-Curricular Model, the participation and graduation rates have increased.

The TLC program fits nicely with the Co-Curricular Model and supports our desired learning for students inside and outside the classroom.

REPLICATION: Replication is recommended. The TLC is poised to:

- Develop transferable leadership skills in our students
- Increase student self-awareness
- Engage faculty and staff from across campus
- Create new opportunities to engage student leaders in campus and civic engagement opportunities
- Increase retention and student engagement
- Generate a culture of collaboration and positivity, and
- Support a cross-campus effort at facilitating student learning that occurs while engaged in co-curricular/student leadership activities.

The following are recommendations/issues for other campuses to consider in the replication of this program:

- A theoretical framework is needed for the program. The TLC is currently framed using the Co-Curricular Model. In the past, TLC used the Social Change Model. It would be important to integrate TLC with the learning model/leadership development model used on campus.
- Identify one or more professional staff to coordinate the program. This person should cultivate relationships with faculty, staff, and community leaders.
- Develop learning outcomes and assessment measures for the program.
- Align program components with GELOs and LEAP initiative.
- Identify tangible outcomes for students: resumes, self-assessment, certificate, medal, and projects.
- Establish support from administration and campus partners in the recognition of this program.
- Use a consistent date/time/location for workshops.

Sonoma State University Greek Community Summit

The Greek Community Summit brought together five (5) members from each of the twenty one Greek organizations at Sonoma State University for one day at the beginning of the 2013-2014 academic year. The program sought to create connections amongst Greek community leaders, evaluate the community from a student perspective and create an action plan to address issues facing the entire community.

CONCEPT: The Greek Community Summit program was created to address a variety of concerns within the Sonoma State University Greek community. During her first year as a Campus Life Advisor, Micki Estuesta observed that many of the organizations were facing similar challenges, had little to no experience working outside their individual organizations and the overarching councils struggled to create buy in within the community. Students would continuously reference their want for "Greek unity", but none could identify examples of unity within the current community. Micki also noticed that chapter Presidents were consistently being relied on as the only "leader" and official point of contact for each organization. While the Presidents were able to create community and share their experiences, the much larger population of Greek chapter officers did not work together. After gathering feedback from chapter Presidents and council officers, the concept of the Greek Community Summit was created; the program would aim to bring together Greek leaders and develop a sense of unity by empowering individual organizations to be accountable for the success of the entire community.

PLANNING: Simplicity was a main priority when planning the Greek Community Summit for a variety of reasons: (1) CSLIS staff consisted of two professionals and two student staff, (2) current students had never participated in an program of this nature, (3) many council officers were sophomores and did not have experience leading programs, (4) the event was not included in prior budgets and would be an added expense to the office. The program agenda was created with the intention that one staff member could present the entire program without additional resources and students new to the Greek community could participate in dialogue equally as their more experienced veterans. In the semester prior to the program (Spring 2013), feedback was gained from chapter officers about content, date and timeline. The following learning outcomes were created:

- Connect members from different organizations outside of competitive and social events (philanthropy and formals)
- Understand values/foundation of other the organizations included in the community
- Assess the Greek community from a student perspective.
- Create "buy-in" for change with student-centered and student-created initiatives the only expense incurred in the planning of the program was lunch for the 90-100 student participants.

IMPLEMENTATION:

Staffing: Campus Life Advisor and CSLIS student assistant

Facilities: large meeting room with round tables and computer access on campus

Participants: Each organization selected five (5) members to attend the Greek Community Summit. Chapters were able to determine who the five members would be; the only requirement was that the participants could not all be new members. Members of the three governing councils, Panhellenic Council, Interfraternity Council and Multicultural Greek Council, officers were also in attendance.

Timeline: the Greek Community Summit was planned for Saturday, September 21, 2013. The date was selected as most organizations had concluded recruitment for the Fall 2013 semester and the weekend did not conflict with any campus, academic or Greek programs already in existence.

Program Agenda:

Welcome: Introductions & icebreakers Values

• Individual chapter values: review of chapter mission/values statements

• Similarities & differences (discussion)

- Greek values/SSU Greek value: creation of statement that encompasses SSU Greek values
- State of the Community: SWOT Analysis
- Strengths (internal)
- Weaknesses (internal)
- Opportunities (external)
- Threats (external) Lunch

Topic #1: Relationship with Rohnert Park/greater SSU Community

- Where does the community stand with this issue?
- What is one goal that can be achieved by the end of the academic year?
- What is one action item that can help the community achieve the goal?

Topic #2: Relationships within Greek community

- Where does the community stand with this issue?
- What is one goal that can be achieved by the end of the academic year?
- What is one action item that can help the community achieve the goal?

Topic #3: Social Standards

- Where does the community stand with this issue?
- What is one goal that can be achieved by the end of the academic year?
- What is one action item that can help the community achieve the goal? Closing
- Individual: who exemplifies the Greek community values & why do you stay in your organization?
- Chapter: how can the discussions & connections of today be transferred to the chapter members not in attendance?

Program environment: the agenda was created to be inclusive and allow many opportunities for discussion amongst participants. Each agenda item lasted 45-60 minutes with small and large group discussion. An analysis of the current Greek community was done using SWOT Analysis (Strength, Weakness, Opportunity, Threat). The outcome of the analysis was used to shape the goals and actions created in the afternoon. Participants moved into new groups for each agenda item and were expected to connect with members outside of their own organization. The end of the program focused on sharing the information gained with the greater Greek community and accountability of the community for completing the action plan.

ASSESSMENT: Assessment of the Greek Community Summit occurred in two concrete ways: weekly/monthly review of action plan completion and a qualitative review by chapter's officers in the 2013 Greek Awards packet.

During weekly council meetings and bimonthly president meetings, the action plan was reviewed to assess when and how items were being completed. At the end of the 2013-2014 academic year, four of the eight action items were completed. All actions items that were the responsibility of the CSLIS office and councils were completed; action items that individual chapters were responsible for are listed as incomplete as not all organizations completed the action.

The reflections given in the 2013 Greek Awards packet demonstrated the value of the Greek Community Summit. Reflections indicated that students appreciated getting to meet with other like-minded Greek members, understand the different value statements of individual organizations, and create goals to better the community. Multiple chapters indicated that the program should be repeated annually and expanded to include more members of the community.

RECOMMENDATIONS & SUSTAINABILITY: The Greek Community Summit was very successful as a first time program. Going forward, adjustments will need to be made based upon the outcomes of the assessment. The most important change to the program will be to more clearly define the learning outcomes. Each of the four learning outcomes from the 2013 Greek Community Summit were obtained, but could have been more specific. Specificity would allow for more accurate assessment data. The second and almost equally important change will be to define the program agenda. As it will be going into

a second year, the program may need to be adapted so that second time attendees will still benefit from participations. While the goal setting and action planning will remain a valuable portion of the Greek Community Summit, the first portion of the agenda can be strengthened.

There are a variety of ways to strengthen the depth of conversation during the first half of the program. One such solution would be to bring in outside staff or community partners as a keynote speaker. Topics such as individual accountability, career development, values based living, and motivations are possibilities. It would also be an opportunity to showcase the action items that were achieved after the 2013 Greek Community Summit as inspiration to continue positive progress. One simple solution would be to use second time participants as discussions leaders. The addition of student leaders in the implementation of the program would add value without creating a strain on professional staff resources.

Students can encourage conversation from all participants while providing peer support.

Based upon the positive feedback from participants and the relative low cost per participant, the program will be implemented during the 2014-2015 academic year. The outcomes and assessment of the second year will be vital in understanding if the program will continue in its current format (action plan driven), or morph into a training and leadership development conference.

REPLICATION: In order to replicate the Greek Community Summit, institutions must look at the current environment of their fraternity and sorority community. At the time of planning, the Sonoma State Greek community had nearly doubled in size over a three year period, had increased the number of high level incidents and added multiple chapters to the community. Student leaders were eager to have an opportunity to connect with other likeminded students, as well as be included in planning for the future. Gaining buy-in from key student leaders was vital to the success of the first Greek Community Summit. Without having trained discussion leaders or council officers with programming experience, there were still individuals who challenged the conversation and fought for more drastic action items. It will be essential to students like those to help promote and participate in a program like the Greek Community Summit.

California State University, Stanislaus New Student Orientation Program

One of the Student Leadership and Development flagship programs at CSU Stanislaus is the New Student Orientation Program, which was significantly reorganized in 2011, and continues to be updated each academic year. Improvements and updates continue today through the resourcefulness and sustained commitment from the Office of Student Leadership and Development, the New Student Orientation Program Coordinator, campus stakeholders and partners, as well as with the support from the Division of Enrollment and Student Affairs.

CONCEPT: In 2009, as a result of fiscal resource management, the New Student Orientation Program was reorganized and relocated to the Office of Student Leadership and Development. During the 2009-2010 and 2010-2011 academic years the program underwent significant review to determine program strengths, opportunities, and challenges

Based upon passed and current student engagement data and student retention literature, many new students encounter challenges pertaining to navigating the University, knowing and understanding academic expectations, and knowing and utilizing academic and course skills needed for success. Furthermore, new students also experience challenges when progressing and networking toward career goals, adjusting to college life, developing relationships with faculty, and making a connection with the campus community. The structure of the NSO Program's interactions and activities are designed to enhance the student's campus experience while also providing additional time, access and opportunities to interact with faculty, staff and peers in an educational setting. New Student Orientation participants are provided an opportunity to learn more about academic and educational strategies for success, co-curricular requirements, and campus resources and opportunities. And as a result, students are able to build a strong foundation for future educational success at CSU Stanislaus.

PLANNING: The planning of the NSO Program evaluation began with a wide and consultative review of past and current student engagement, retention and college success and readiness literature. Qualitative data was collected from interviews and meetings with diverse staff, faculty, administrators and students. The following departments participated in a year-long program review and continue to be part of our program evaluation partnership meetings each year:

- Enrollment Management (includes the Dean of Registrar)
- Advising Resource Center
- Admissions and Outreach
- Financial Aid
- Academic Department Chairs
- Identified faculty representatives from each major
- Office of the Dean of Students
- Dean's Council
- Vice President for Enrollment and Student Affairs
- Provost and Associate Vice Provost for Academic Affairs
- Enrollment Management Committee

The Student Leadership and Development Director and the NSO Program Coordinator evaluated results of the program review to determine common themes evident in the collected data. Four themes that persisted in the data include:

- Provide a New Student Orientation experience that allows new students to participate (in an active participatory role) with high levels of interaction with diverse peers, faculty and staff, structured similar to a learning community
- Structure the design of the full-day program to allow the students to identify and understand the diverse campus-based student resources and services

- Educate and promote positive strategies for student success and academic engagement
- Provide greater in-depth major advising, student-centered, with faculty representatives

As a result of the program evaluation, the department Student Leadership and Development Director and NSO Program Coordinator worked together to design a full-day program that would reflect the identified themes. The resulting outcome integrated these four themes into the structure and program agenda for the next academic year.

The demands of the program include: Fiscal resources (budget), reports and mandates, meetings with partners/stakeholders, and peer demands from fellow managers and program constituents. Since the 2011 reconstruction of the program, the initial campus-wide partnerships and stakeholders have continued to grow and increase in number. With the help of these partnerships, the NSO Program is able to provide information, support, and resources leading up to, during, and following each new student orientation full-day program.

The constraints considered during the planning, development, and implementation of the NSO Program include: Minimal amount of staffing, minimal fiscal resources, limited technological resources and availability, limited time frames for processing and coordination of processes with partners, adjustment to changes of policies and procedures, and diverse and competing expectations from campus partners and stakeholders.

IMPLEMENTATION: Based on the wide and varying data, there were initially eight redesign proposals drafted for the New Student Orientation Program. After consultation and collaboration between the Student Leadership and Development Director, NSO Program Coordinator, and with program partners and stakeholders, a final draft was selected for the summer of 2011. This final draft reflected a significantly integrated educational experience for each new student. This draft also incorporated the four major themes found during the initial review process. The combined effort of the program staff and campus-wide partnerships (resulting from the initial 2011 collaboration) has resulted in continued program support and coordinated efforts with our partners each year to provide a high quality, student-centered, engaging experience for every new student that attends the New Student Orientation Program.

Each NSO Program Session is designed to inform all new students about the necessary tools and resources for navigating the university. These aspects include one-on-one time with highly trained student orientation leaders, staff members, and faculty throughout the day. Additionally, these combined efforts aid in the development and implementation of NSO Program activities, dates, deadlines, processes and changes that are in concert with other university programs, policies and procedures. Furthermore, this campus-wide support from each college, division, department, and other programs supports the NSO Program in identifying and securing existing and additional resources while also implementing cost saving measures. Some of these resources and measures include: Access to more facilities on campus, planned coordination, increased participation with academic and student affairs departments (i.e. increase of staffing levels and advising), scheduling and facility usage priority (maximizes the number of participants served from 100 to 600 at each program), and enhanced quality interactions by organizing new students and orientation leaders into highly effective orientation groups. All orientation groups are specifically designed around student participants' majors and designed colleges (we have four colleges) to create an environment that fosters peer group networking and engagement.

During NSO, new students are provided the opportunity to become familiar with the academic requirements of the university and the academic requirements of their specific major. Students receive information pertaining to academic advising about General Education and university requirements for graduation, major advising and other requirements. As a result, students will be able to identify General Education requirements and be able to gain experience of the academic program structure of General Education breadth requirements and sequencing. An academic outline is provided by each major department and the requirements to graduate will be presented and discussed. After receiving academic advising and major advising, new students will have the opportunity to register for classes for the upcoming semester using our campus wide class registration system. Students will also have the opportunity to learn how to add/search course offerings (class selection functions), navigate myCSUSTAN portal, Blackboard, My Scheduler software, and utilize student email and related functions

through the assistance of many staff and faculty who are on hand physically assisting students throughout designed computer labs for each major.

By the end of NSO, students will have been exposed to resources that will aid them in navigating a variety of resources the University has to offer. Students will have been exposed to locations of available resources such as: Enrollment Services, Advising Resource Center, University Student Union, Library, Student Recreation Complex and their academic major department and faculty.

ASSESSMENT: The New Student Orientation Program maintains a clearly articulated assessment plan to document the achievement of established goals and learning outcomes. Additionally, the developed assessment plan demonstrates accountability by providing evidence of program improvement, and reasoning behind subsequent changes in the program overall.

The Program assessment plan includes direct and indirect evaluation as well as the use of both quantitative and qualitative methodologies. The New Student Orientation also pulls data and information from past assessments, as necessary, to provide further evidence toward the achievement of goals and learning outcomes as well as the overall program mission statement.

Data collected includes responses from new incoming students, employed student orientation leaders, faculty members, staff and other constituencies. Results of assessments are shared appropriately with the various constituents partnered with the New Student Orientation Program. Records of all program evaluations and survey data are secured and maintained in the New Student Orientation Office with the Program Coordinator as well as the Director of the Office of Student Leadership and Development.

All results of the articulated assessment plan are used to evaluate and identify the necessary changes and improvements needed in revising and improving the New Student Orientation Program. All needs and interests of new incoming students, current students, faculty and staff, as well as a variety of other constituents are considered vital elements in determining necessary program adjustments. Additionally, results are also considered to assess and identify methods of maximizing resource efficiency and effectiveness as well as improving student achievement of identified learning outcomes and goals. All resulting changes and improvements are shared openly with all unit stakeholders.

RECOMMENDATIONS: NSO data was collected from surveys that were administered after the NSO sessions of 2013 and after the January 14, 2014 and summer 2014 sessions. The NSO Program Coordinator reviewed the survey data and discussed program development opportunities, planning, and program needs with the Student Leadership and Development Director. After a full review of the survey data by the New Student Orientation Program Coordinator and the Student Leadership and Development Director, the NSO Program Coordinator drafted, designed, and implemented a plan for the summer 2014 programs by working with program stakeholders and partners to enhance program educational components aimed at the following focus points:

- Assisting students in registering for 12 units prior to leaving their NSO session
- Engaging in discussions with faculty, administrative leadership and academic staff advisors as to how to effectively deliver information about General Education Requirements and Major Advising to all students

The findings were focal points that created a solid baseline for the NSO Program coordinator and staff, resulting campus-wide partnerships, and community stakeholders to work together to address program improvements and enhancements for the summer 2014 sessions. During these most recent New Student Orientations sessions, additional resources, procedures and tools were added to maximize the available resources and provide a high quality program for every new student attending the New Student Orientation. This year, the program adopted and implemented the following:

- Assist students in registering for 12 units prior to leaving NSO session
- Use of Blackboard to add every new student to a forum for New Student Orientation where each student can have unrestricted access to presentations, documents, guides and student support and success information complementing and supplementing information provided at New Student Orientation

- Student Guidebook Application for smartphones, tablets, and other smart technological devices that provides immediate campus based services and information directly to the user with interactive software
- Availability of YouTube videos (<https://www.youtube.com/user/SLDStanislaus>) providing detailed information on campus resources (Topics of videos: Financial Services, myCSUstan, Blackboard, student email, etc.)
- My Scheduler, a tool to help pick and plan a student's class schedule
- Violence Intervention/Prevention Resources and Student Conduct presentation
- Campus receptions for new student to interface with Student Organizations and Housing and Residential Life
- A strategy workshop, "Key to College Success" provided tips and strategies for navigating and having a successful college career
- Increased time and sequencing with major advising sessions and interactions with faculty
- Earlier class registration sequenced directly after major advising
- The Awareness Gallery includes poster presentations and tables to raise student awareness on a variety of topics including safety, health services, disability resources and more

Thus far, current summer 2014 survey results are still in the process of being analyzed. However, the New Student Orientation Program strives to continually improve the content, methods and diversity of information, resources and tools provided to students in concert with our student affairs, academic affairs and academic department partners. As a result, the NSO Program continues to work with program stakeholders and partners to identify new strategies for student and faculty participants in the New Student Orientation Program to learn about campus-based services, programs and university requirements.

SUSTAINABILITY: The New Student Orientation Program (NSO) is a program for incoming CSU Stanislaus students designed to provide students with information about University requirements, general education requirements, major academic advising and student programs and services. Each NSO includes informational sessions with a variety of CSU Stanislaus staff and faculty to assist each student with academic advising and course registration and learn more about student support and resources that are designed to enhance academic success and student engagement. The benefits of attending NSO include:

- Preferred class selection and scheduling
- Opportunity to become familiar with campus prior to first day of classes
- Interaction with other new students as well as University faculty and staff
- Gain knowledge of University policies and graduation requirements
- Obtain information of campus services available to you as a student

The New Student Orientation Program is instrumental in providing new incoming students with important information and experience that is vital to their personal and academic success at the university.

REPLICATION: Our NSO Program relies heavily on highly-trained and motivated orientation leaders, campus-wide support, and partnerships with faculty, staff, administrators, departments, and programs, as well as community constituents to achieve New Student Orientation Program goals, learning objectives, and the program mission statement. In order to replicate the CSU Stanislaus NSO Program, program coordinators must be willing to reach out to relevant campus individuals and departments as well as external agencies to establish, maintain, and promote effective relations; disseminate information about their own and other related programs and services; communicate student success and engagement; coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students; and promote the achievement of established student learning outcomes. New and innovative programs and methodologies must be planned, implemented, and assessed if the personal and educational needs of new incoming students and their families are to be met. Additionally, the inclusion of campus and community constituents during the academic/major advising segments and class registration portion of the NSO Program is vital for active participation of new students and familial participants.



www.calstate.edu

