

Student Success Initiative Year Three/Summative Report

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to **your respective vice president or dean by April 15**. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at joxendin@csusb.edu.

CONTACT INFORMATION

Department/Unit Receiving Funding: The Faculty/Student Mentoring Program

University Division: Academic Affairs

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities:

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SSI PROGRAM/PROJECT OVERVIEW: (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

The SSI funds are used to fund the ASC I position full time (half fund by SSI for the University Honors Program). The funds allow us to expand the professional staff for the programs to increase recruitment, student support, operating hours and more accessibility to computer labs and equipment.

- Goal 1 Student mentors will develop effective mentoring skills and behaviors
 - Outcome 1.1 Student mentors will have the knowledge in guiding and assisting protégés toward meeting their academic goals.
- Goal 2 Mentors will develop and demonstrate professionalism in interactions with protégés and staff
 - Outcome 2.1 Student mentors will show initiative; assess, critiques, and then improve the quality of their work and their environment.
- Goal 3 Protégés will develop their capacity to pursue their academic and personal goals
 - Outcome 3.1 Protégés will articulate and make plans to achieve academic and personal goals, and then demonstrate the ability to pursue their academic and personal goals.
- Goal 4 Protégés will improve their ability to manage their personal affairs.
 - Outcome 4.1 Protégés will exhibit self-reliant behaviors (attend class, do homework, meet with mentor, take responsibility for their actions, be proactive to resolve issues)

SSI-FUNDED ACTIVITIES: (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

Year 1

With the funding for a full time ASC I, the office was able to extend their office hours from 20 to 40 hours per week. The ASC was able to provide better supervision of the student mentors, monitor mentor one-on-one meetings with protégés, and supervise the computer lab and study area for maximum usage.

Year 2

FSMP increased the number of educational fieldtrips from 3 to 6. The purpose of the fieldtrips is to expose the students to cultural diversity, enhance tolerance, expose students to careers in the sciences, and broaden their horizons. Many students may not have an opportunity to visit museums or zoo and attend a play. Students (both protégés and mentors) were invited to attend any of the following educational fieldtrips: *Stomp*, Museum of Tolerance, Whale Watching, San Diego Zoo, *Jekyll and Hyde*, and the Getty Museum.

Year 3

FSMP increased the number of student mentors from 25 to 33 and included a designated team for undeclared students only. However, with the increased number of student mentors, FSMP recruited more first time freshmen and transfer students during SOAR, which did not decrease the ratio of protégés to mentors.

ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES: (Describe the progress you have made each year toward your original SSI goals and outcomes. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.)

Year 1

The FSMP Faculty Coordinator had not established the SSI goals and outcomes in the first year. The Faculty Coordinator resigned during the summer 2012.

Year 2

Based on the draft assessment plan, the support staff worked with Lead Student Mentors to create an enhanced and more structured Student Mentor Orientation and Training during the summer 2013. During the spring break, mentors who were interested in becoming Lead Mentors were encouraged to attend the Peer Advising Training. Once they completed the training, they became Certified Peer Advisors.

The Student Mentor training covered: University Policies and Procedures, Academic Resources, Boundaries, Effective Communication and Listening, Goal Setting, and Time Management. The staff also worked with existing student mentor to create a 30-minute information workshop – What A Student Mentor Does – to inform prospective mentors so they could understand the expectations and requirements in being a good student mentor.

Year 3

During the summer with the expansion of the team, the support staff, the Lead Mentors and invited speakers provided new and returning student mentors with a more informative and interactive training environment. All 33 students completed the 3-day training and were quizzed with an interactive activity. In the Fall quarter, FSMP held an Open House for new protégés (over 280 protégés attended) and during this time, the student mentors held brief meetings, provided campus tours and showed them the program facilities.

During the Spring Break, the ASC and four Lead Mentors attended the National Center for Student Leadership Conference to develop leadership and networking skills. At the same time, fourteen continuing student mentors attended the Peer Advising Training to become certified Peer Advisors.

FSMP will once again hold the “What A Student Mentor Does” workshops during the spring quarter to recruit new mentors for the upcoming academic year. FSMP will work with the Palm Desert Campus to help implement a mentor program at their campus.

The student mentors will be participating in the upcoming Coyote 1st STEP pilot program.

CUMULATIVE FINDINGS: (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

FSMP will continue to improve and expand the current training program. The staff will continue to utilize the Lead Mentors to ensure we are always covering current topics and events and utilizing the current communication trends such as texting and/or instant messaging.

CHALLENGES: (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

During the past year, we found that even though we increased the number of student mentors, the mentors were extremely successful in recruiting and maintain their protégés, which did not reduce the student mentor to protégé ratio. The student mentors were able to express their enthusiasm with the program to their protégés which reduced the number of protégés cancelling their one-on-one meetings.

With the increased number of student mentors and protégés, the space is being utilized more which at time can create a noisy environment, limit the number of computer stations available and limit the space for one-to-one meetings.

LESSONS LEARNED: (Please share any additional information you’d like regarding this area not covered above.)

FSMP needs to do a more effective job of promoting the program to new students but also with faculty, staff and administrators. With the growth of the program, we will soon be limited on the number of students who can use the facilities at any given time. We need a strategy to procure more space so that we can more effectively serve a greater number of students.

We learned the value in having the student mentors involved in the mentor training but also the value of exposing the student mentors to the Peer Advising Training. Students who participated learned about other peer advisors in the various disciplines across campus and were able to establish working relationships.

SUSTAINABILITY: (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

FSMP will continue to increase the number of student mentors, and protégés in the program subject to available funding. FSMP will continue to provide educational fieldtrips to the theatre, museums and outdoor educational experiences.

