



**MULTICULTURAL STUDENT CENTER**

**PROGRAM REVIEW**

**SUMMER/FALL 2010/SPRING 2011**

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Weber State University  
Student Services Building, Suite 150  
1116 University Circle  
Ogden, UT 84408-1116  
801.626.7330  
[www.weber.edu/multicultural](http://www.weber.edu/multicultural)

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## **MISSION, GOALS, & OUTCOMES**

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### **Weber State University Mission Statement**

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Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

### **Student Affairs Mission Statement**

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The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students.

### **Multicultural Student Center Mission Statement**

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The Multicultural Student Center is committed to planning, developing, and implementing services, programs, and interventions that foster the learning and personal development of the various students served. The Multicultural Student Center (MSC) promotes a strong campus sense of common community and aids students in building essential skills for independent critical thinking and self-determination through in and out of classroom experiences. Furthermore, through collaborative efforts with University and community partners, the Multicultural Student Center provides educational efforts to promote multicultural sensitivity, awareness, competency, and understanding.

### **Goals**

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The goals of the Multicultural Student Center are to contribute to student retention and graduation through the following:

- Assess and prioritize the needs of students.
- Establish educational goals and assist students to determine academic skills.
- Orient students to the culture of the university.
- Promote student's holistic development through a variety of ways
  - Participation in clubs, organizations and community service projects
  - Recognition for academic and leadership excellence
  - Social and cultural activities throughout the year for all groups and the unit as a whole
- Promote leadership opportunities for students through partnerships with other campus entities.
- Identify potential mentors and encourage participation with role models.
- Provide educational opportunities to the campus community that promote cultural awareness and sensitivity and encourage cultural competency.

## Alignment with Division & University Goals

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The Multicultural Student Center utilizes the Student Affairs Division mission statement and University's mission and goals as guidelines to create necessary programs and services that assist in providing students with appropriate and applicable campus experiences that promote their learning and well-being in an inclusive environment. MSC also seeks to create partnerships with the broader community and public services. It aims to encourage participation, both voluntary and integrated, in those leadership and academic opportunities that advance development of full citizenship among WSU students. Further, MSC provides a forum that encourages freedom of expression while fostering understanding of and appreciation for multiple cultures.

## Center History

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The Multicultural Student Center (MSC) initially came into existence in the 1968 academic school year as a student organization called the "Black Student Union" (BSU) and subsequent formation of other student minority groups formulated under the Division of Student Affairs and the Dean of Students. In 1969, the WSU President's office established a fact-finding mission regarding the need for focus on ethnic studies to include Weber State College (WSC) representatives from the Departments of History, Psychology, Social Work, and Anthropology.

In 1970, the Utah State Legislature supported an "Ethnic Studies Institute" being established at WSC under the direction of two co-directors. In 1973, WSC Ethnic Studies was formed with a single Coordinator. In the same year, the Division of Student Affairs redeployed professional minority counselors to the Counseling Center as part of the College Centralization Initiative under the direction of the Dean of Students. In 1975, the Minority Student Coalition was created with the position of Director of Ethnic Studies.

In 1985, a Special Constituency Advisory Board was formed, and in 1986 the group submitted an exploratory plan for the establishment of a multicultural center at WSC. In 1987, the Vice President of Student Affairs and the Dean of Students formulated an administrative goal and a Multicultural Task Force to consider this idea. In 1988, WSC's Multicultural Education Resource Center (M.E.R.C.) was established to serve the University's multicultural student population.

In addition to a coordinator, two counselors were hired for M.E.R.C., one for Native American students and one for African American students. In 1994, WSU underwent a Strategic Planning Initiative and restructured M.E.R.C. to become Services for Multicultural Students (SMS). The department's first website was established at this time to identify scholarships, research links, calendar of events, and important linkages to other multicultural resources.

From 1999 to 2008, a succession of five (two interim) coordinators led Services for Multicultural Students. Services and programs during this decade were aimed heavily at recruitment and adjusting to the strategic shifts occurring within the Student Affairs Division. To better reflect changes in Division structure, Services for Multicultural Students was renamed the Multicultural Student Center (MSC) in December 2007 and in 2008 upgraded the coordinator position to that of Director.

## PROGRAMS & SERVICES

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The Multicultural Student Center performs multicultural student outreach, recruitment, transition, and retention. To support these endeavors, the Center's programs and services are oriented toward advising, mentoring, personal and career consultation. MSC advertises these offerings via campus mail, the University and MSC website, *The Signpost*, the Mobile text system, word of mouth, posters, e-mail, flyers, classroom presentations, bulletins, table displays, workshops, orientation sessions, and conferences.

### Advising

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#### One-on-One Advising Services

Multicultural students who seek enrollment in the University utilize the Multicultural Student Center to assist them with University processes like admission, financial aid, scholarships, and registration. The Center's counselors, advisors, and peer mentors meet with students individually to help them navigate these areas as well as class scheduling, study skill development, and tutoring referrals. The purpose of this individual approach is to reinforce a sense of inclusion, enablement, and personal empowerment--to proactively set students up for success rather than merely respond to assumed deficits.

#### Scholarship Program

The establishment of Center scholarship (private and activity waivers) awarding policies and procedures were initiated in order to streamline processes and provide accountability of Activity Waiver funds. Introduced as a pilot program in fall 2008 and fully implemented for Center scholarship recipients in fall 2009, students are required to attend a Scholarship Workshop, participate in a monthly meeting with Center staff, submit a mid-term grade check form that empowers students to meet with and discuss grades with their professor, followed by a Center staff advisor meeting to discuss mid-term grades, and an end of semester consultation meeting. In addition, the Center's professional staff and peer mentors assist the students with FASFA and scholarship applications and also recommend other resources. In fall 2010, recipients were required to participate in leadership (clubs & organizations or other campus department) and volunteer in a campus/community event. For fall 2010, the current university students had significant participation (82% advisor meeting, 82% workshop, 74% activity, 77% volunteer, but 67% for Mid-term Grade form submission).

The requirements for maintaining the MSC Activity Waiver include the following:

- Maintain a minimum of 12-credit hours or more during the scholarship period of each semester and attend all scheduled university classes.
- Not withdraw from classes that will affect current Full-Time status. Be a Utah resident.
- Achieve and/or maintain a minimum cumulative 2.5 Institution GPA or higher and recipient must not drop below a 2.5 semester GPA.
- Complete a 1-hour MSC Scholarship Workshop and survey on a yearly basis.
- Meet with appointed counselor on a bimonthly basis (agreed upon by counselor and recipient).
- Submit Mid-term Grade Check form and within one week of grades being posted, schedule appointment with counselor to discuss outcomes.
- Arrange and attend scheduled tutoring sessions.

### Scholarship Workshops

Satisfaction Survey results (See Appendix A) and the Center's desire to provide informational scholarship sessions, introduce recipients to the Center, and other services were the driving force to facilitate workshops. In spring 2009, the Center revamped the scholarship workshop sessions. Under extenuating circumstances, scholarship appointment sessions are now offered for those who cannot attend the scheduled workshop. This method supports the Center's student-centered mission and understanding of students' schedules. This is a specific service the MSC provides for its scholarship recipients and any other interested WSU students. The purpose is to educate students about available options, criteria, and processes related to obtaining financial resources. MSC award recipients learn the different requirements for maintaining their scholarships and agree to participate in the Center's leadership programs, clubs, and organization events as a means of further integrating with the campus community.

### **Mentoring**

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#### University and MSC orientation

The Center provides several opportunities to familiarize multicultural students with its services and programs as well as with University resources. Professional and student staff attend and present at events at local high schools, in WSU academic departments, other student service centers, and at community organization meetings. (See Outreach, Campus Relations, & Collaborations section-page 8.)

The Multicultural Student Center chaired and financially sponsored the Multicultural Youth Conference (MYC) for the previous 17 years. This conference was the premier campus recruitment tool for over 400-600 prospective high school multicultural students from the state of Utah with workshops in admissions guidance, career exploration, cultural identity, financial aid, and leadership. In 2009, positive administrative discussions ensued to transition the planning and coordination of MYC over to Education Access and Outreach (EAO). In November 2010, EAO executed the planning for the annual WSU MYC since this outreach and recruitment event is aligned with the specific purpose of this new Student Affairs department.

#### Peer Mentoring

MSC trains students with upper-division status (juniors and seniors) as peer mentors to help mentor newer students and also train and assist student senators to recruit and retain students for their respective area councils. The Center hires and trains work-study and hourly students to assist with the admission, financial aid, and scholarship processes of other multicultural students. This arrangement also benefits these student workers by providing them with campus-based work opportunities to finance some portion of their educational expenses and aims to enhance their student learning.

#### Student Leader Advisement & Development

MSC keeps its students informed of leadership development opportunities, including those offered through other departments on campus (e.g. Transforming Leadership- Education 4920 course, Academy of Leadership, STEP, and FYE, Non-Trad, and SSS Peer Mentors). These services are available to all MSC students who are encouraged and sponsored to enroll and participate in WSU leadership

development workshops or conferences. Student members are engaged in the student-led nomination processes for leadership chairs and directors within their respective area councils. This training and experience allows students to actively engage in other organizations or committees on campus, and in their communities. The Center staff work to promote and support student initiative by encouraging their active participation in and fulfillment of organizational and personal goals.

#### Senators/Area Councils/Clubs & Orgs Advisement

The purpose of multicultural student area councils and organizations is to foster a sense of community and cultural awareness among their respective culturally distinct student populations and to provide multicultural students with structured leadership and involvement opportunities related to recognition, celebration, and advancement of their respective cultures in conjunction with cross-cultural collaboration.

The Area Councils are led by their constituency senator. They identify concerns and advocate with their senator, and present issues important to multicultural students via the WSU Student Association structure. This includes the four area councils: African American (AAAC), American Indian (AIC), Asian/Pacific Islander (API), Hispanic (HAC), Black Scholars United (BSU), and the re-emerging TOA (Polynesian club). The MSC staff advisor supports and advises these groups. The advisor offers formal guidance and coaching toward the development of leadership and organizational skills. This encourages the intellectual, political, cultural, and social growth of student members through their organization programming.

#### ACCESS (Athletics Community Collaborating and Educating Students for Success)

This pilot program serves students in need of financial, social, educational services or resources and referrals in finding jobs. It guides students with the basic necessities that WSU has to offer.

#### Student Advocacy and Adjustment

Multicultural students can find the campus environment intimidating, especially if they are the first in their families to attend college. MSC staff consult with these clients prior to and during their initial visits to campus departments and/or provide direct referrals to other office personnel. This direct support service differs from advising in that it is intended to empower student confidence and enable self-sufficiency related to academic and direct support service matters and adjusting to the expectations of campus life.

#### **Personal Advising**

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While MSC counselors and advisors are in place to serve across cultures, distinct populations are represented professionally among staff members: African American, American Indian, Asian/Pacific Islander, and Hispanic. Multicultural students are therefore better able to “recognize common ground” with individual staff members and feel more comfortable addressing issues of race, ethics, culture and ethnicity that impact their university experiences. MSC counselors and advisors also serve as sounding boards for personal problems, crisis intervention, and home or family issues, although all acute cases are referred to the Counseling Center.

## **Career Counseling**

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MSC staff provides students with information about employment, internship opportunities, professional networking, and workforce preparation that directly address multicultural experiences. Career exploration, Graduate and professional degree career paths are extensively promoted. Staff members frequently provide letters of recommendation based upon the ongoing relationships they have established with student clients. The Center maintains a positive and successful referral relationship with various departments on campus and continually seeks campus and community-based opportunities for multicultural student career exploration, entry, and advancement.

### HCOP Summer Program

The Multicultural Student Center implemented a Summer Bridge Program for incoming freshmen from 2001-2008 and did not see great benefit from it due to recurring low attendance and the creation of new programs and partnerships for this targeted cohort. The WSU Allied Health Professions' Health Careers Opportunities Program (HCOP) requested assistance from MSC to teach thirty high school students about culturally sensitive issues and cultural competency in an academic and workplace preparation. Within the last five years, the Center has been in partnership with this WSU Academic College. Within the last year, we enhanced this academic bridge program partnership by incorporating the peer mentors to also prepare and share cultural and health related presentations and activities with HCOP summer program students.

## **Outreach, Campus Relations, & Collaborations**

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The Center works with community organizations frequently and utilizes their networks when possible. MSC also collaborates with WSU Student Involvement and Leadership via area council senators (student government) as well as with different clubs and organizations on campus.

Within the last year, a Center goal has been to reach out to Academic programs and faculty such as Learning English for Academic Purposes (LEAP), Health Careers Opportunities Program (HCOP), Science, Technology, Engineering Program (STEP in COAST), Colleges of Business and Education, and the Department of Performing Arts. During the fall of 2010, collaboration with Communications professor, Dr. Richard Sline, resulted in four multicultural students completing a Communications 2110 course so that they could in turn mentor and provide training to peer mentors. In addition, students in specific degree programs are offered practicum and internship opportunities within the Center (i.e. Psychology, Social Work, Communications, etc.).

Campus and community outreach is one of the main priorities within the Multicultural Student Center. The counselors/advisors and the Director all serve on different University and Student Affairs committees and some community committees and boards. They attend community events in collaboration with the Office of the Assistant to the President for Diversity and represent the Center, Division, and University at those functions. MSC staff were also involved with the Utah State Office of Education R.E.A.C.H. training program from 2000-2005. The Inclusion Center has provided inclusion and diversity training and retreats from 2006-present.



### Student Volunteering

Multicultural Student Center students perform volunteer hours during each semester and participate in the MSC events, University, as well as community events. These volunteers help represent the Multicultural Student Center and Weber State University in community functions and events that help build and maintain relationships and partnerships both on and off campus.

### Service, Academic, Cultural Projects

MSC student advisors, senators and their area councils plan and implement projects during the school year. Many of the activities are tied in to a community service project. (i.e. AIC's Indian Walk-in Center, BSU's Shoeboxes for Veterans, HAC's Sub-for-Santa, Quinceñera and Fiesta 2010). Retreats, panels, symposia, convocations, socials, and Emphasis Day activities such as American Indian Heritage Month; "Latino Party Food Drive"; Dia de los Muertos/Day of the Dead; BSU "Taboo Talks: Affirmative Action" panel; AP Luau; and Sud-America Days, attract hundreds of students, staff and community representatives. For example, in the spring the BSU/African American Area Council hosted a Haiti Blackout Dance event and presented \$688 to the American Red Cross for the Haiti tsunami/earthquake relief fund. The Asian/Pacific Islander Area Council held a similar event collecting clothing and other needed material for the Samoa tsunami/ earthquake relief effort. The American Indian Area Council hosts an annual Native American Pow Wow by bringing in drummers and dancers as well as out-of-state performers to compete in the event. Various Area Councils also provide and perform culturally relevant performances for community businesses and organization events. These cultural, social, and educational events are attended and supported by the campus and community at-large.

### Student Outreach/ Pre-College Outreach

Outreach to current WSU students is achieved through a variety of tasks and events to ensure inclusion of students on campus: leadership training, classroom presentations, emails, bulletins, table displays, workshops, orientations, and conferences. One challenge has been to coordinate the distribution of contact information to notify students of events and activities. The WSU Mobile Text System has been implemented to connect with the University student population. Students expressed that the Center needed to better market their services and programs to the general campus population and felt that many students are not aware of the Center's existence (Appendix A). As a result, a Telethon to personally contact all University multicultural students was initiated in 2009 which resulted in minimal student client interest. The Center decided to market their programs and services via the Center website by hiring a student Website designer and through other mediums of marketing and technology.

MSC staff also visit and make presentations at high school events and community functions. Career counseling in high school does not typically gear ethnic minority students toward college related fields; subsequently, students do not anticipate attending higher educational institutions. Outreach efforts by MSC staff encourage ethnic minority students to complete high school and pursue higher education. The Center has collaborated with pre-college outreach programs whose clients actively engage with the Center students and staff.

Presentations, tours, cultural and social activities are organized (e.g. Dia de los Muertos “Day of the Dead” displays and presentations, Scavenger Hunt for Upward Bound students, Back-to-School Barbecue, Washington High School outreach, HCOP, and Transition Night/SmartStart Summer Bridge program). MSC staff prepare activities with careful consideration of their audience where cultural identity is emphasized and impactful role modeling, encouragement, and mentoring occurs.

### Community Outreach and Resources

The Multicultural Student Center staff is engaged in partnering with both campus and community agencies and organizations to help locate and identify community resources (i.e. legal, housing (homelessness issues), employment, food, and other resources for the benefit of multicultural students. At various times, the MSC students are requested by various entities to perform cultural presentations or offer motivational presentations for their events.

The Center has an advisory board that had gone defunct in 2005 and revitalized in the fall 2009 semester. This group is comprised of community leaders, faculty members, and students who meet on a quarterly basis. The purpose of the board supports the Center staff, but does not engage in the making of policy. The MSC Advisory Board is actively involved by serving on planning committees, discusses assessment data, provides valuable input and information, shares constructive criticism, and generates creative alternatives for solving problems faced by the department staff members and students.

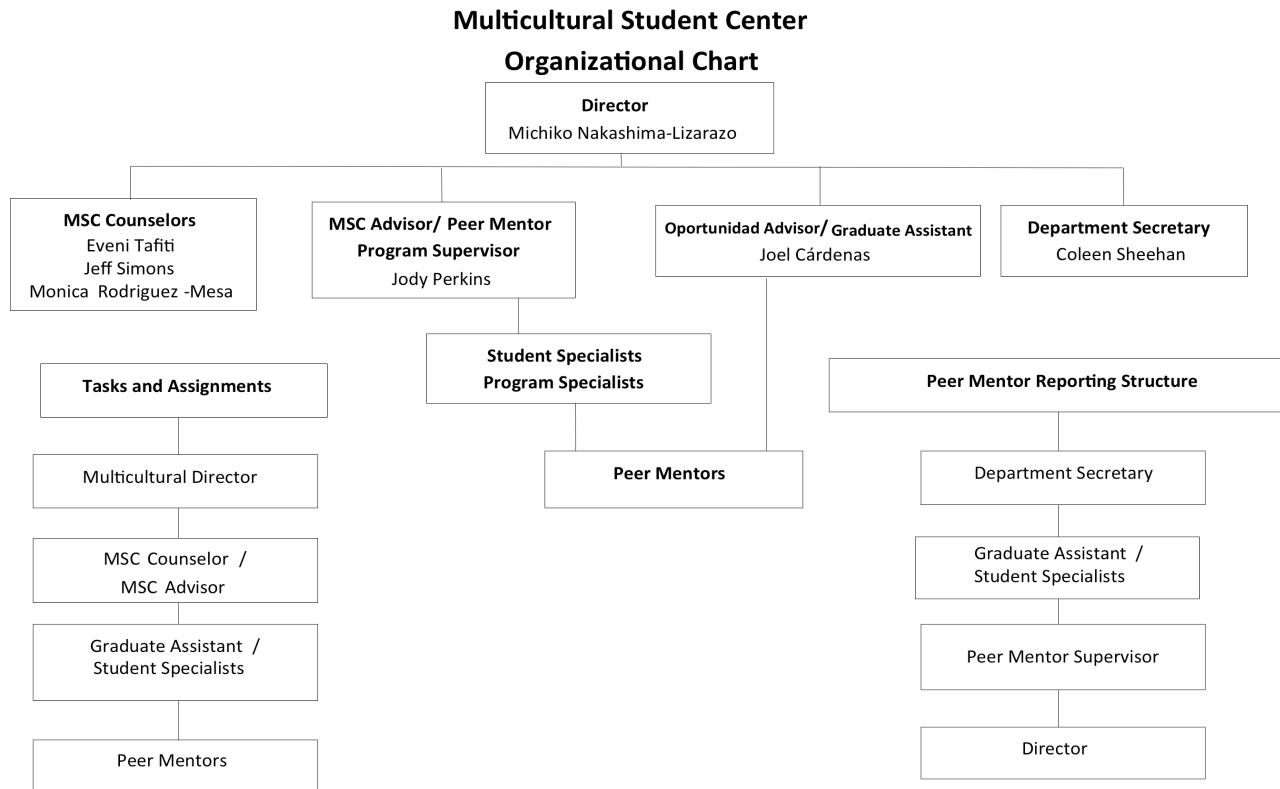
Examples of some MSC partners:

- United States 2010 Census Bureau
- Utah State Office of Ethnic Affairs
- Utah Department of Workforce Services
- Zion’s Bank Multicultural Board
- The Inclusion Center
- Ogden Area Hispanic Chamber of Commerce/ Scholarship Committee
- Zion’s Founders Scholarship Fund
- Asian/Hispanic and Ogden Area Chambers of Commerce/ Scholarship Committee
- Northern Utah Coalition, Inc.
- Ogden Weber Community Action Partnership
- Utah Coalition of La Raza
- NAACP (National and Ogden Chapter)
- Image de Northern Utah/ Scholarship
- Javier’s Restaurant
- Café Ville Bella
- 2<sup>nd</sup> Baptist Church
- St. Joseph’s Catholic Church
- White House Initiative (Educational)
- Utah Governor’s Native American Summit
- United States Navy
- Ogden Weber Applied Tech College
- University of Utah/Utah State University
- Davis, Weber, Ogden School Districts
- WSU Assistant to President for Diversity
- WSU Office of EO/ Affirmative Action
- WSU Human Resources
- WSU Athletics
- WSU Academic Colleges (Business, COAST, Education)
- WSU Department of Performing Arts
- WSU Health Professions – HCOP
- WSU LEAP (Learning English Academic Program)
- WSU Enrollment Services
- WSU Financial Aid and Scholarship Office
- WSU: Diversity Center, Union Programs, EAO, SSS- SmartStart, Upward Bound
- WSU Nontraditional Center

## LEADERSHIP & STAFFING

### Structure

The Center's organizational and reporting structure is represented below.



### Decision-Making & Dissemination

Decisions related to University, Division, and Department procedures and policies are addressed by professional staff and confirmed by the MSC Director (refer to chart). Planning committees are established to address decisions related to programs and services such as the multicultural student scholarships and student staff performance issues (i.e. in January 2010 through June 2010, an internal committee (comprised of Center staff and an Advisory Board Member served as the Chair) met to work on the Ceremony of Excellence. Another example, a MSC Team Lead served as the Center's liaison to HCOP program coordinators. The Student Specialist served as co-chair to facilitate Center meetings and ensure task completion for the academic summer bridge program. Area Council and MSC student organizations make decisions according to their group bylaws with input from their MSC staff advisors. Sub-committees are established within the various area councils. MSC program information is shared and discussed via staff meetings, trainings, minutes, email, MSC website, the Peer Mentor task board, or the GroupWise calendaring system. Decisions are further processed where staff members are given areas of focus to research and report. Decisions associated with programming and community involvement may be presented to the MSC Advisory Board for additional input, but the Director maintains final authority on all department decisions.

### Staff Positions & Responsibilities

Full-time MSC professional staff members include the Director, two full-time Multicultural Counselors, a full-time Multicultural Advisor, and a half-time Multicultural Counselor. Multicultural Counselors have five years experience in Student Affairs in higher education and a Master's degree. Support staff includes one classified Secretary, a Multicultural Graduate Assistant/Oportunidad Advisor (hourly), Student Specialist (hourly), and a Program Specialist (hourly). Student positions include Peer Mentor, Special Event Coordinator, Office Assistant, Web Designer, and Practicum Intern. Aggregate demographic information for these employees and interns can be seen in the following table.

	Professional	Support	Students	Practicum Interns
<b>Female</b>	2	2	5	2
<b>Male</b>	3	2	5	0
<b>Master's Degree</b>	4			
<b>Bachelor's Degree</b>		3		
<b>Assoc./Certificate</b>		1		
<b>Less than 5 yrs exp.</b>		3		
<b>5 – 10 yrs exp.</b>	2			
<b>11 – 15 yrs exp.</b>	2	1		
<b>&gt; 20 yrs exp.</b>	1			
<b>Full-time (12 mos.)</b>	4	1		
<b>Part-time (12 mos.)</b>	1	3		

Recruiting for professional staff takes place according to University policy and procedure. Candidates are sought from local, regional, and national sources, but the unique Utah culture and a lack of financial resources (salary range offering) to recruit professional staff tends to create small, local prospect pools. The lack of financial resources created less diversity demographically in the past for the Center with a lack of an African-American staff representation (April 2007- February 2010) and a Multicultural Counselor/ Hispanic Advisor (October 2008-June 2010) for nearly two years. From 1999 to December 2008, the Multicultural Coordinator had also served as Counselor and Advisor for the respective constituency that they served. The complexity of multiple roles was a major concern of former MSC Coordinators. As of February 2009, this issue has been addressed by Division administration, which has supported the distinct role for the Center Director to primarily serve as the administrator of the Center.

### Responsibilities & Qualifications

Basic job descriptions and qualifications for MSC staff positions are provided below.

- The *Director* is responsible for overseeing the daily operations of the Center; organizing and directing Center resources, staff, and programs; budgeting; conducting staff and student interventions; and using student assessment data and tools to implement best practices for the retention and persistence to graduation of students.

Qualifications for this position include a Master's degree, supervisory experience, staff development and administrative skills, counseling and advising, racial, ethnic relations experience, leadership training and development, experience with public relations, and a minimum 5 years student affairs experience.

- Responsibilities for the *Multicultural Counselor* position include advising and counseling minority students enrolled in the university who need assistance; advising an Area Council and student senator; training and supervising peer mentors; assisting in the development of university policies which promote cultural diversity; conducting research in order to make an accurate assessment of minority students as well as minority community needs and to identify and acquire outside resources for students; and developing community/WSU interface to maintain close contacts with the total community, including the minority communities.

This position requires a Master's degree in a social behavioral or related field, skills and strategies unique to communicating effectively with minorities, five years or more related Student Affairs experience and student supervisory experience.

- *Multicultural Advisor* responsibilities include intentional interventions in advising, tracking, and consulting with multicultural students; advising/mentoring Area Council and student government senator; supervising the MSC peer mentor program; collaborating and supporting WSU departments, faculty and staff, and community members in the integration of student experiences into programming; and serving on relevant committees as assigned.

Qualifications for this position are full-time experience equivalent to a Bachelor's degree, i.e., 3 years education and at least 2 years full-time work experience in Student Affairs or a related area.

- The MSC *Secretary* is responsible for attending to visitors and handling inquiries on the phone and face to face; supplying information regarding the department to the general public, students and staff; tend to general office duties, running errands, making phone calls, data-entry, employee records, invoicing, and other duties as assigned.

This position's qualifications are 3 years experience in similar capacity; proficiency in MS office and office equipment usage; being detail oriented with the ability to multi-task and follow through on projects; and having data entry experience.

### Multicultural Student Employment

Retention research studies have shown that students who work on campus are more likely to stay enrolled. On-campus student employees experience greater inclusion and more stable employment. Thus, the Multicultural Student Center strongly advocates funding for multicultural student work-study and hourly positions. These limited resources have been allocated for peer mentors as well as skilled student employee positions. To emphasize academic excellence, student employees are to devote one of every four hours worked in the Center to studying. They also must provide a mid-term grade check form, participate in tutoring, as well as complete volunteer service hours on campus and in the local community. Within the hiring process, peer mentors are required to complete a MSC-based essay application form, University web-based application, and undergo a formal committee interview.

- *Graduate Assistant/Advisor* responsibilities are intentional interventions in advising, tracking, and consulting with multicultural students; administering the Oportunidad scholarship program; using student assessment data and tools to implement best practices for the retention and persistence to graduation of students; and coordinating Peer Mentor training and activities.

Qualifications for this position are current WSU enrollment in a master's program; proficiency in English and Spanish; a Bachelor's degree; and at least 2 years work experience in Student Affairs or a related area.

- The *Student Specialist* position is responsible for coordinating and assisting with special projects and programs; maintaining confidential information; assists student clients; making appointments for students to meet with faculty or staff; working closely with the Peer Mentors; ability to work independently; and performing other duties as assigned.

Qualifications are a Bachelor's degree; experience working in a multicultural setting; and knowledgeable with WSU policies and procedures.

- A *Program Specialist* assists MSC staff with duties related to student clients, including intake and campus orientation; serving as a Team Lead to the Peer Mentors, work independently, and performing other duties as assigned.

Qualifications are four years of college; experience working in a multicultural setting; strong communication skills; ability to work independently; computer skills including Microsoft Office and GroupWise; and knowledgeable with WSU policies and procedures.

- The role of a *Peer Mentor* is to be part of a team that will serve as a personal resource for freshman, incoming and existing multicultural students. Peer Mentors need to be able to inform students about resources on campus, such as financial aid (FAFSA), enrollment (admissions, registration procedures), writing and math centers, tutoring

programs, diversity programs, other student support services on campus. They model leadership and life skills during college.

Qualifications for this position include being a WSU junior or senior in good academic standing; maintaining a 2.7 GPA or higher; having a working knowledge with University and Center policies and procedures; strong knowledge of MSC, other student support services, and academic departments; and setting a good example for other students by studying, attending class, and behaving in a positive, productive manner.

- An *Office Assistant* is responsible for assisting with visitors and inquiries on the phone and face to face; tending to general office duties, running errands, making phone calls, performing data-entry, and other duties as assigned.

This position's qualifications are current WSU student enrollment; proficiency in MS office and office equipment usage; being detail and customer service-oriented.

- The *Web Designer* is responsible for designing the MSC website; frequently updates website information, graphics, formatting, layout, and other content (photos, video, sub-websites); coordinating with Center staff; marketing of the Center; and attending related training seminars.

Qualifications for this position include current WSU student enrollment; proficiency with Adobe Photoshop and Dreamweaver; ability to communicate and work independently.

- The *Special Event Coordinator* position requires collaborating with and assisting MSC and other University personnel in the planning, hosting, coordination, market/sponsor research and communication, and logistics of special event(s).

Qualifications for this position are current WSU student enrollment, knowledgeable about Internet research, GroupWise, Microsoft Office, and event coordination. This job requires excellent written and verbal skills, and ability to work independently.

- The *Practicum or Intern* position provides hands-on experience and guidance for students seeking degrees. Responsibilities include shadowing and assisting professional and support staff as they perform their duties; seeking and providing feedback regarding procedures and policies; maintaining confidentiality; and connecting observations and experiences with academic program curriculum.

Qualifications for this position are current WSU student enrollment; strong communication skills; expressed interest in and experience with multicultural settings.

### Training and Professional Development

Professional and classified staff members are required to complete University training sequences through Human Resources. The Office of Workplace Learning (OWL) and the utilization of the web-based Training Tracker allows for registering for a variety of training opportunities. Training for staff (including student employees) includes, but is not limited to: compensation and benefits, fiscal responsibility, FERPA guidelines and requirements, P-card (purchasing) and travel procedures and guidelines, and Information Technology (GroupWise).

MSC also encourages employees to participate in professional development activities, including local, regional, and national conferences, seminars, workshops, and courses—as well as University, Division, and department team building exercises, meetings, one-on-one supervisory sessions, in-service workshops, and leadership retreats. Some costs of these activities may be defrayed through department or Division funds, grants, or tuition reimbursement and benefits.

### Evaluations

Performance evaluations take place periodically as well as annually. The Director meets with professional and support staff in frequent “one-on-one” sessions throughout the year and formally through the Performance Review Evaluation Program (PREP) on or near their hiring anniversaries. The PREP and six-column model act as a guide for determining responsibilities, outcomes, and timeframes.

Peer Mentor performance is informally evaluated bi-weekly and in a formal meeting at the end of each semester by the Multicultural Program Supervisor, Graduate Assistant, and Director. The informal bi-weekly discussion of performance is discussed among the three staff members depending on the circumstances related to each Peer Mentor. The Peer Mentor Training Module (guide) serves as the basis for review. Other student workers are evaluated on an ongoing and semester basis by professional and support staff.

Mechanisms for feedback include correspondence via emails, minutes from meetings and discussions, questionnaires, one-one-one sessions, and the annual Peer Mentor Evaluation conducted at the end of every summer semester (2009 and 2010). An opportunity for staff to provide feedback was conducted by Internal Audit conducted in June 2010. Timelines for change are discussed and agreed upon by both the supervisor and employee(s) and vary by individualized or group goals and task.

### Department Recognition and Rewards

The Center frequently acknowledges and hosts cultural awareness days, graduation receptions, birthdays, holidays, spiritual or religious events, holidays, and academic accomplishments with either a formal or informal gathering to celebrate and honor the successes of staff, students, and partners.



Students:

- In the spring 2010, the inaugural MSC Ceremony of Excellence recognized academic scholars and graduates of the university who also significantly contributed, embodied and developed the ideals of MSC in leadership and academic excellence.
- Multicultural Youth Conference (incoming freshmen) Scholarship Banquet (2000-2009)
- MSC posts student accomplishments on its office Wall of Fame board.
- Annual Crystal Crest Awards (premier awards program for the University)
- Office of the Assistant to the President for Diversity: Diversity Awards
- Signpost, e-mails, MSC website, e-newsletter, and/or social networking sites
- The Winter Solstice Awards event was introduced in 2010 to recognize exemplary upper division student employees.

Staff:

- Division "Builders of Excellence" notices
- Center staff meetings or emails (to all staff or individualized).
- Nominations for WSU Professional Staff Advisory Council awards, End-of-Year luncheon awards, Crystal Crest, or local, regional, or state nominations.

Campus and Community:

In addition, the Center identifies and recommends for awards and recognition of other University personnel or community partners for fostering relationships and their commitment to promoting cultural awareness.

**Staffing Needs**

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The Hispanic population in this region has doubled within the last few years. WSU has experienced similar growth in student demographics, and having a full-time, bilingual Hispanic counselor in the Center would significantly increase the University's ability to service this population (2008-2011 MYC 43% Hispanic participation of 829 participants). Further, the addition of this position could provide seamless direct student support within the University and specifically within the Student Affairs Division departments as outreach initiatives continues to target this group in its recruitment and retention efforts.

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## FINANCIAL RESOURCES/BUDGET

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Fiscal responsibility, accountability, policies and procedure implementation are the reasons for budget oriented changes within the last two years. The Multicultural Student Center prioritizes items in its overall budget based upon department, Division, and University mission and objectives. This information is further analyzed using needs assessment data, demographic data, as well as actively discussing program-related projects and needs with Division supervisors. The Division of Student Affairs 2010-11 priorities include:

- Expand student engagement in meaningful learning & leadership opportunities
- Foster a diverse and inclusive campus environment
- Create meaningful connections for non-residential (commuter) students
  - WSU Learning Communities, Transition & Bridge Programs, Mentoring
  - Intentionally acknowledge the attributes/characteristics of students we serve (traditional, working, married, etc.) in program delivery
  - Student employment opportunities

The Center has focused on the Division priorities and implemented the Peer Mentor Program. Major budget oriented changes have resulted in order to offer direct support services for retention of current undergraduate and graduate students and their persistence to graduate. The MSC Peer Mentor Program is uniquely designed to help all minority students smoothly adjust to life at the university level. A key component is based on “students helping students” with an aim to achieve mutually successful adjustment to academic, emotional, and socio-cultural factors associated with university life. As the trends dictate growth, the Center anticipates more changes in the budget in the near future for future programming needs.

Another major budget oriented change was reallocated for the position of a Graduate Assistant. This part-time, hourly position supervises the training of MSC student employees, volunteer coordinator for the Multicultural Youth Conference, and in the summer of 2009, position and title were restructured to better reflect the advisor and supervisory role of the Oportunidad Scholarship fund recipients (see below).

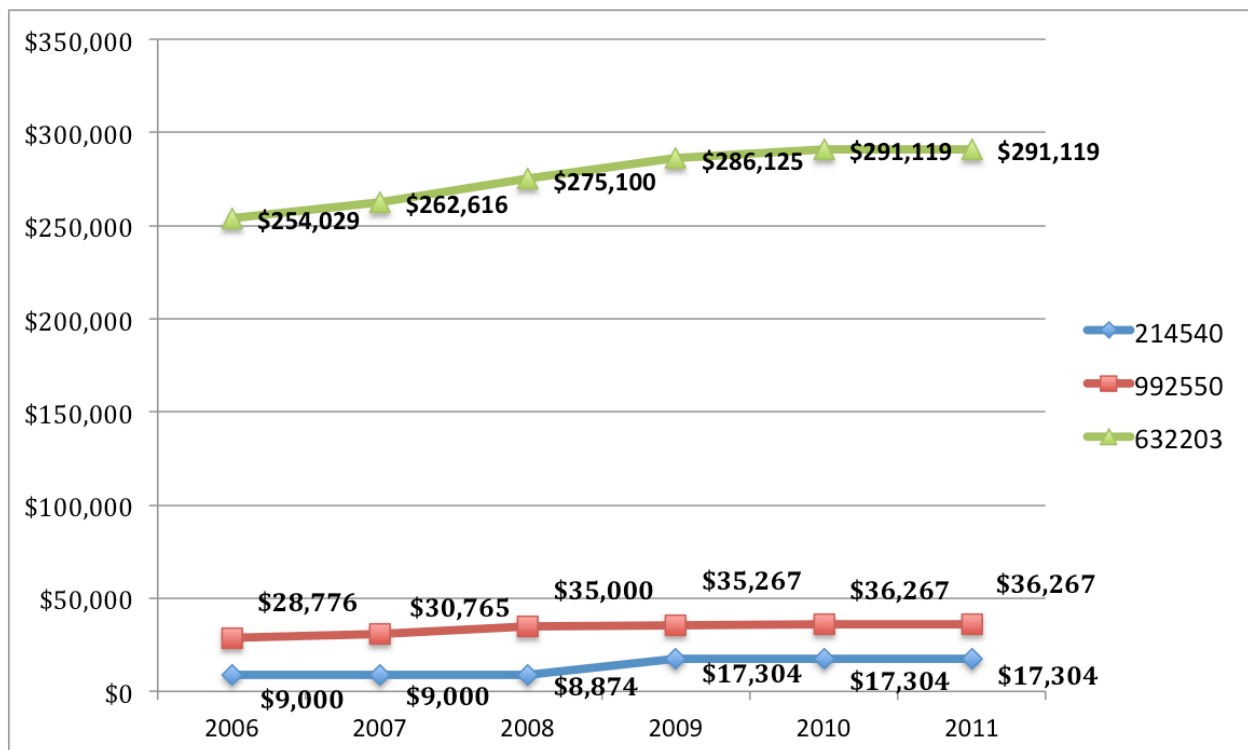
### Oportunidad Scholarship Fund- \$200,000

A local, private scholarship established in 2008 that awards \$50,000 of scholarship monies every year. Students who are not eligible to apply for FAFSA and meet certain criteria are recipients. The scholarship is monitored by the Oportunidad Advisor who advises 20 students.

### Scholarship Activity Waivers- \$66,000

Traditionally underserved populations who receive financial activity waivers gain a sense of self-worth and self-esteem that “someone” is willing to provide support in their educational endeavors. This increases student self-worth and self-respect with the act of our Center nominating the student for a waiver. In addition, the student then gains knowledge of the Scholarship Activity Waiver process. Two cohorts receive this funding: \$19,800 for new incoming freshmen (pre-college) and \$46,200 continuing (freshmen-senior) students. (See Scholarship Program section-page 5).

**Funds**



In 2009-10, the breakdown of total budget (including salaries) per session was \$100.17. This is based on a total budget of \$344,690 with 3585 student sessions held. Excluding salaries, the cost per session was \$14.94. 84% of the Center total budget goes toward salaries. 16% of the total budget goes toward programming.

E&G (21-) \$17,304

Used for travel, current expense, institutional memberships. This is a state-funded account.

Student Fee (99-) \$36,267

“Student fees are monies collected, according to a rate schedule approved by the Board of Regents, from students to support designated kinds of student-oriented activities and allotted on an annual basis. A committee makes recommendations to appropriate university authorities about the level and distribution of student fees. Students are appointed to sit on the committee and serve as liaisons to represent different departments to the larger committee. Based on department proposal presentations, funds are allocated.” The Center budget has been shifted to focus on retention and persistence to graduation. The Peer Mentor Program wages are \$13,100. For 2011-12, the MSC is requesting an increase of \$2,963 in work-study wage and benefits to help compensate for minimum wage compression. An additional \$4000 is budgeted for Peer Mentor training, retreats, and activities.

Disadvantaged Multicultural Student (63-) \$291,119

These funds are for staff salaries and benefits. This is a state-funded account that is allocated for multicultural and diversity efforts.

## **FACILITIES, EQUIPMENT, & TECHNOLOGY**

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Current MSC facilities include six offices, a storage closet, a Commons area with a four-station student computer lab, seating for six, and a small front desk/reception area. This space allotment is not adequate for MSC professional staff; two staff members (the Graduate Assistant/Oportunidad Advisor (hourly staff) and the Multicultural Counselor/Hispanic Advisor (professional staff) share an office with two computer lab stations and one drawer each to store student files. During the summer and depending on the respective staff members' schedules as both are part-time (20 hours), there have been numerous occasions where they both need to utilize the office at the same time. Coincidentally, both staff members are bilingual Spanish, resulting in student meetings with Hispanic families (usually 3-5 people) which forces one of the staff members out of the office due to limited seating and confidentiality. Both staff members have agreed to work out their schedules and appointments to not impede with the advisor–student client relationship and confidentiality of the student sessions.

The Peer Mentors and WSU Student Association Senators do not have individual office space so depending on the circumstances of their tasks and responsibilities they have utilized the offices of three professional staff members when the staff member is not scheduled for student appointments. The Director has also shared an office with the NASPA Undergraduate Fellow / Intern and other student employees. The Student Association Senators have also utilized the Peer Mentor/Support office during their scheduled office hours at the Center. The Commons area is used by student clients to meet with their respective constituency student Senator and Peer Mentors to fill out confidential documents (FAFSA, applications), use computers and printers, study, and host cultural activities and celebrations. The front desk reception area is only large enough to house the Secretary's phone, computer/monitor, and printer; it has only one small drawer unit for confidential files and storage.

Counselors and advisors need to speak with students in a confidential setting, and that is becoming more of a challenge, especially with office sharing, minimal office space for peer mentor and student leadership use, and a cramped workstation for the Web Designer, Specialists, student Senators, and Peer Mentors. This designated office has two computer stations and houses the departments' confidential financial files in two locked cabinets and the network printer for Center staff. MSC had two offices removed from the department in 2005 and 2006 due to the Union Building renovations.

MSC anticipates that more students will be visiting the Center to utilize its services, especially given the recent increase in student clients (students, families, community) served over the past calendar year. Annual department headcount report for 2008-2009 reflects 755 student visits to over 1,098 accounted visits in 2009-10. This only reflects data swipe card reader and does not reflect the visitors who do not check in at the reception desk or when we host events or activities. Performing duties to support this level of service is increasingly a challenge. Student employees do not have sufficient space to work, and student clients experience increasing wait times for computer lab stations. Including three EAO student employees who utilize the computer stations to complete their employment tasks, the MSC Center student employees (10) have to share a computer work-station from 8 a.m. to 5 p.m. on a daily basis.

The Center will begin to collect data on the wait time that student clients experience. Equipment purchases are restricted by the amount of space MSC occupies (i.e. hand-held document scanner was purchased because there was no room to place a desktop scanner). Simply stated, current space does not allow for any additional equipment or materials (computers, monitors, printers) for student or visitor usage.

MSC updates equipment as the need arises according to recommendations from Student Affairs Technology. Staff computers are replaced about every 4 years. Student computers in the Commons area are replaced more quickly due to their intense use. Two networked printers have been purchased within the past 5 years. Data swipe stations were introduced in the main lobby area in December 2008, but equipment and software glitches have at times limited their usefulness. Nonetheless, of all the self-identified ethnic-minority students at WSU, **49%** visited the Multicultural Student Center in fiscal year 2009-10 (**45%** increase of student visits from 2008).

A related information technology problem area for MSC is the delay for cohort data of Center data sessions. This greatly impacts our reporting and awareness of issues impacting our students. For instance, the Ceremony of Excellence held in May 2010 was to recognize MSC students who had recently graduated and/or had a high GPA; although a request was made in March 2010, the names of the students were not available from Institutional Research until August 2010. Real-time data would enable MSC to more quickly address trends, track usage of new and existing programs, use appropriate intervention, identify and track outcomes, and be responsive to MSC student performance in a more timely manner.

MSC also recognizes that websites can be valuable support tools for Divisional and University initiatives and encourages staff to utilize this technology. Website design should convey constituency appropriate information for each service and program while adhering to University communication, template, and graphic standards. The Center's newly restructured website strives to meet these criteria.

## **ETHICAL & LEGAL RESPONSIBILITIES**

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MSC houses numerous student case management files (Intake) for the various constituencies (prospective/ current students) with which the professional staff closely work with throughout the year. Multicultural Student Center understands the value of accurate information that is readily available to parties that require it and readily acknowledges that these files must be protected and kept confidential. MSC ensures that measures are in place to protect the security, integrity, and reliability of data, both digitally and physically. These measures include the housing of digital data on computer work-stations in a secure area, as well as creating databases, firewalls and password policies that protect against accidental or unauthorized access of student/staff directory information, educational records, and personally identifiable information as per federal (FERPA, GRAMA, or the Data Protection Act) and state laws and WSU PPM-10. Physical student information (forms, case files, etc.) are secured in locked filing cabinets (daily basis) within individual offices whose doors are locked when not in use. Discussions during staff and one-on-one supervisor meetings address ethical and legal

responsibilities. Professional and student staff undergo University and departmental training on a semester or yearly basis to ensure careful compliance with regulations.

## **ASSESSMENT & EVALUATION**

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### **Program Goals & Achievements**

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The core programs and services that the MSC have examined are in the areas of advisement, mentoring, and personal and career counseling. Among these areas the following outcomes have been identified. Goals and outcomes are tracked via the 6-column model. These are available online at [www.weber.edu/saassessment](http://www.weber.edu/saassessment). The model for 2009-10 can be found in Appendix B.

#### Empowered Environment

In the summer of 2009, the Multicultural Student Center reconfigured its suite of offices to promote student inclusion as well as an opportunity to socialize and study in a culturally accepting environment. The Center Director envisioned a student-centered environment and recognized that the space configuration was not visitor friendly (4 seats for student clients). The Director initiated conversations with other administrators within the Suite to propose physical changes with the removal of furniture and work stations. In particular, the redundancy of two reception/secretary areas took up a substantial amount of space. Those areas are now better suited with a computer station area, sitting and study area. The Director presented the proposal to Center staff (at that time it was only 2 professional staff, 1 classified, and 2 student hourly employees), which was fully supported. In the fall of 2010, a student employee whose major is in Interior Design had been assigned a project to redesign the Center suite area. Because of the diversity of the staff and the student-centered environment, students of many different cultures have expressed they are able and willing to come into the Center. Four computer workstations as well as sitting and one table for a study area are available for student use. The MSC serves as a physical source of personal empowerment for multicultural students through contact with and encouragement from staff, peer mentors, and fellow students. This personable environment reinforces the Center's holistic approach to serving its clients' academic, personal, and cultural needs.

#### Peer Mentor Program

A major accomplishment within the Multicultural Student Center is the formalization of the Peer Mentor hiring (five to eight work-study students), training, and supervision processes. To ensure that peer mentors follow formal policies and procedures, mandatory training, meetings and retreats for student leadership development have been successfully implemented. The position of program supervisor are now designated with one MSC professional staff member with the support and guidance of the department Secretary, Graduate Assistant and two Specialists to oversee related operations and tasks. This new structure further enforces the retention of and service to multicultural students. Additional enhancements to the MSC Peer Mentor Program include the assignment of peer mentors to individual Center staff members to

assist in one-on-one staff reporting, mentoring, and academic guidance of the peer mentors themselves. It is a goal and a priority for the Center to coordinate with the Assessment Coordinator to formally assess the Peer Mentor Program in May 2011.

- As of fall 2009, of the 8 Peer Mentors (retention and persistence to graduation):
  - 1 former Peer Mentor is graduating with Master's degree at WSU (April 2011).
  - 1 graduated in April 2010 and will pursue Master's degree.
  - 1 obtained two Associates degrees (transferred to U of U for Engineering).
  - 1 is completing student teaching in spring 2011 and will graduate (April 2011).
  - 3 will graduate in fall 2011.
  
- GPA's:
  - 3.20 WSU Institution / 3.45 Fall Semester (9, 12, 16, 20 credit hours)

All peer mentors must undergo mid-term grade checks as part of their role modeling for their peers. The department created and introduced a formal peer mentor training manual and handbook to expand the student services knowledge. In addition, the Multicultural Student Center now requires that all peer mentor use GroupWise email and calendaring for communicating, scheduling, and performance tracking.

The Peer Mentoring program not only serves as one of several MSC accomplishments, but is also a strength that it reaches out to all students of different ethnicity and genders at a peer level. This program will continue to maintain its integrity through group-based decision and implementation methods along with team building exercises involving the peer mentors themselves as well as the peer mentees. It is also recognized that peer mentees are likely to become peer mentors themselves.

#### Scholarship Workshops

The Multicultural Student Center offers weekly scholarship workshops on an hourly basis for one hour facilitated by one of its professional counselors. The purpose of the workshops is to familiarize multicultural students with the scholarship application process, provide information on how to seek additional sources of financial support, and connect with the Center. In addition, students learn the departmental and financial aid requirements and can learn how to seek additional sources of financial support. Attendance is mandatory for those multicultural students who are recipients of departmental aid; however, the sessions are open to any interested WSU students. The counselor who facilitates the workshop tracks attendance and receives feedback (survey) from students at the conclusion of each workshop. Also, the counselor continually updates his knowledge base regarding this service and frequently incorporates suggestions from student feedback.

### Interdepartmental Collaboration

The Multicultural Student Center works closely with a number of WSU departments, Colleges, and programs to build and expand awareness of multicultural issues and avenues for success. The Center's Director and staff continually seek additional opportunities to forge lasting relationships across campus that are mutually beneficial for the departments involved as well as for multicultural students.

### Evaluation of Service Effectiveness

Periodically the Multicultural Student Center seeks input from external and internal constituents regarding the effectiveness of service offerings. An advisory board council comprised of WSU alumni, professors, and administrators as well as local community leaders provides ongoing input regarding programming and issue awareness. Current professional and student staff members as well as student clients of the Center are frequently asked to evaluate the quality and variety of services. Their feedback has been used to reallocate resources, modify programs, and enhance services: i.e. Scholarship and Financial Aid workshops; increase in cultural and social events; recognition and focus on the various nationalities within the ethnic minority groups; improvement in advising and counseling sessions; marketing of events; functional and up-to-date website (hired a student employee); lack of constituent advisors (e.g. African American and Hispanic); scholarships and financial support.

### Sources of Findings

MSC professional and student staff work with the students on a one-on-one basis, mentoring and counseling them, offering financial assistance in the form of scholarship guidance and recommendations, tuition/activity waivers, and encouraging them to participate in student involvement and leadership positions within the University and within the department. In addition to Banner System and Divisional reports, MSC has used needs assessments, satisfaction surveys, meetings, and training/workshop reflections from students as methods of examining these outcomes.

### Improvements

- Data collected during student intake sessions (targeting scholarship recipients)
- Intake information allows intentional interventions during one-on-one appointments  
Survey results helps in knowing the needs of the students and planning workshops and training for their benefits.
- Recognition programs helped to develop intrinsic motivations in ethnic minority students and helping them to feel good about themselves and then giving them the strength to help others (peers) to achieve.
- Student reflections following training/ workshops or Area Council meetings let the Center know what benefit has taken place for each student. Examples are on file in the office and can be shared during the review.

One example of how information gathered from the assessments, surveys, meetings, and reflections has been used to improve programming is the MSC decision to revamp the Summer Bridge Program. Resources were reallocated to co-sponsor (with four other departments) to



facilitate the Transition Night program for incoming freshmen (2008-present). In addition, the Center joined forces with the WSU Health Professions College to expand upon the cultural competency component of HCOP. The Center's staff, financial resources, and time is now better spent in assisting traditional non-college bound students in understanding career choices and culturally relevant health disparities through a collaboration of student affairs and academic affairs personnel in achieving the University's mission and goals.

The MSC has used past academic year information to implement and continue to restructure our policies and procedures with student Peer Mentoring Program, Area Councils, Scholarship Program, and academic and leadership recognition ceremonies. We have had an increase in students who are motivated to be leaders and contributing members of society by helping their fellow peers to improve their life-long learning, educational and career endeavors. Peer mentors are becoming the driving motivational force for some of our new incoming and current students.

#### Goal Determination

Goals and initiatives are determined on current trends often reflected in the recruitment and retention of the groupings of students who utilize the Center and its staff. They are also determined by student satisfactory surveys and also support the overarching goals of the Division and University initiatives. Goals, initiatives, and outcomes are revisited throughout the year in departmental staff meetings and retreats. The individuals that are invited and included in this process are the members of our MSC Advisory Board, the Dean of Students, MSC staff student employees, the assessment coordinator, and our partners and administrators from Offices of the Assistant to the President for Diversity and Equal Opportunity/Affirmative Action.

#### Ongoing Adjustment

MSC staff members make connections with new students and invite them to visit the Center. They discuss students' educational, personal, and career goals and needs. During the Intake and orientation procedures, staff make intentional follow-up appointments to make sure student needs were met and that they are participating in their daily learning and education. The Center recruits students to participate in Area Councils and multicultural clubs. MSC promotes leadership development for students by sponsoring them in leadership trainings, retreats, mentoring, and by providing culturally sensitive programs that promote cultural competency, sensitivity, and understanding.

### **Cohorts**

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#### Intentional Programming

MSC has counselors and advisors assigned to work on a weekly basis with each of the ethnic groupings, including a senator and area council. Programming is accomplished with the cooperation of the staff, advisor of the Area Council/Senator. Intentional programming is facilitated with the Area Councils by tracking their meetings, agendas, and minutes. The Center recently provided (fall 2010) cohort lists and is heavily reliant upon the guidance and assistance of the Assessment Coordinator for tracking outcomes (retention, GPA, graduation) of each of

the Area Council meetings, activities, and other programming activities. These groups are tracked in terms of time to graduation, retention, GPA, etc.; however, data is still in the early stages of being gathered and is not yet helpful to draw conclusions.

### Needed Improvements

- Tracking of these cohorts requires more closely aligned cooperation and consistency in the data collection and reporting between MSC, Institutional Research, the Student Affairs Assessment and Research Office, and Student Affairs IT Division.
- Case management files (Intake) data collection needs to be revamped.
- All students visiting the Center complete Intake forms (forms or software need to be revamped in order to best streamline and capture the accurate and up-to-date information).
- Students are asked to use ID card swipes to record each visit. Not all students are accounted for tracking especially when the card swipe is not functioning.
- Counselors/Advisors are required to enter data sessions. This is a challenge to capture “live” data. The staff member has a student visit for a session, needs to ensure their computer is set up for “Student Assessment/Tracking” via the web portal, enter the W# or student name and then select the category and codes after 15 minutes. The challenge is to remember to enter the data while focusing on the student needs and also not inflating the sessions or forgetting to enter the session if it runs over 1 hour.
- Intentional interventions via student appointments with students
- First-year freshmen, student athletes, first-generation, and undocumented students are groups with unique needs (as there are many others) who require extensive time and resources. As such, we should reallocate time and resources towards these groups.
- Certain Center staff members need to enroll in courses for software (particularly spreadsheets), and become familiar with X, Y (millennial), Z generation trends in technology.

### **Student Needs and Satisfaction**

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MSC surveys the students to ask them how the Center can help them and then spends time listening to their answers. Staff members do this individually with one-on-one meetings, in small groups like workshops, and in the area council meetings. This process is also performed during the intake/assessment process and when reviewing minutes of department and area council meetings. Instruments include questionnaires and surveys distributed via email as well as directly. Survey results from 2009 and 2010 are available in Appendix A.

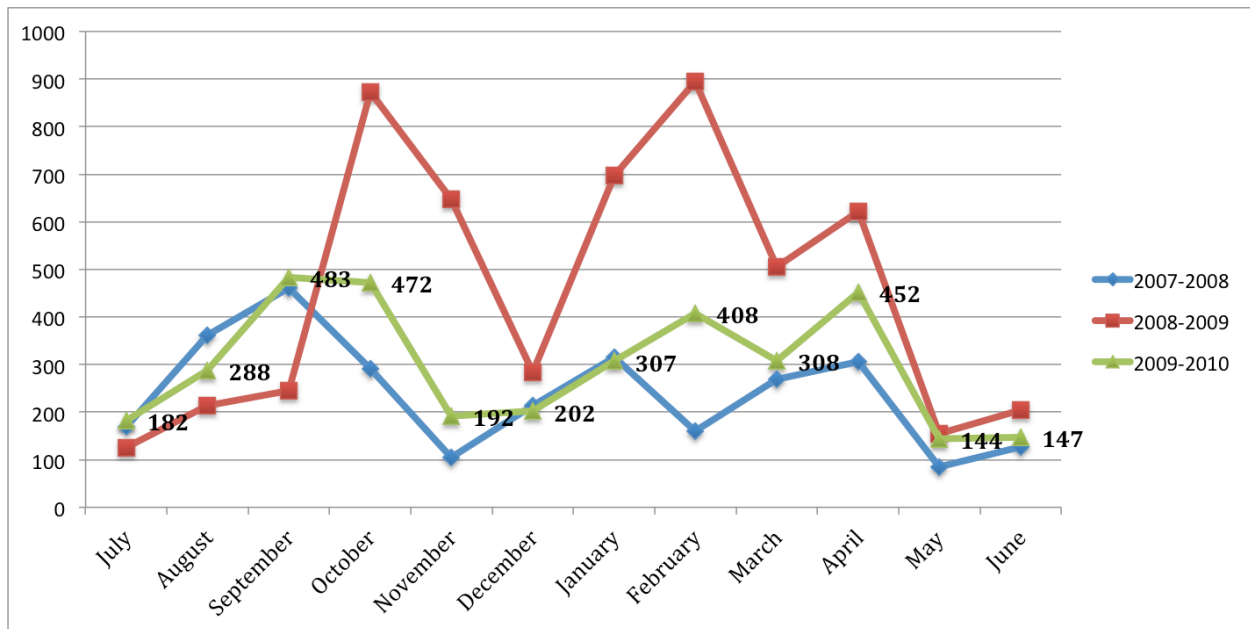
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### Basic Student Information

In order to maintain a record of intervention goals, MSC documentation occurs for cultural moments, emphasis days, area council meetings, student satisfactory surveys, and reflection logs after Area Council meetings (“what have I learned today” forms). The record forms include sign-in lists, student client intake forms, counselor/advisor student files, notes from one-on-one sessions, data session headcount reports, and end-of-year survey responses. The Center also initiated a mid-term grade check form and mandatory meeting with counselors or advisors for all peer mentors and student leaders.

Student session count for 2007-2010 can be seen below.

Data captured has not historically been reported as accurately as it could be.



## Multicultural Students

### Headcount Report

Date	July			August			September			October			November			December		
	07	08	09	07	08	09	07	08	09	07	08	09	07	08	09	07	08	09
Unique Students	61	20	62	71	58	105	44	46	104	14	38	146	6	107	72	34	18	76
Sessions	170	126	182	361	214	288	462	245	483	292	873	472	104	648	192	213	284	202

Date	January			February			March			April			May			June		
	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
Unique Students	20	65	90	12	196	109	14	51	96	38	108	146	8	31	47	38	17	45
Sessions	316	697	307	161	895	408	270	505	308	306	622	452	85	154	144	127	204	147

\*Many of the unique students vs sessions numbers seem bizarre. This is, oftentimes, because large events or meetings are captured in terms of sessions, but individual student data was not available to track unique students. However, some students are seen multiple times in one month.

The above data represents the total number of unique students seen each month; however, you cannot add all students together for a total unique student count as a student may or may not visit in March and then again in April. This is an area that the Assessment and Research Office aims to improve in the future. The session count, however, is as accurate as the data that was input acknowledging that sometimes the swipe system was down, so not all data was captured. Thus, in 2009-10, 3,585 sessions were held with students. This compares to 5,467 in 2008-09 and 2,867 in 2007-08.

## SUMMARY

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The major changes experienced by MSC over the past five years include a shift in programming focus from recruitment and awareness of cultural differences to an emphasis on retention and development of cultural competency. Department leadership has progressed from a Coordinator to a Director position, and the number and ethnic representation of counselors and advisors has grown to more closely match the multicultural student population and Area Councils. Center facilities have expanded and contracted to meet available space, which now constrains program and service effectiveness.

The Multicultural Student Center (MSC) at Weber State University (WSU) performs multicultural student outreach, recruitment, transition, and retention. During the 2008-2010 academic years, the Center has highlighted its retention efforts through concentrated marketing and outreach initiatives directed toward the current student population. Of all the self-identified ethnic minority students at WSU, 49% visited the Multicultural Student Center in fiscal year 2009. From July 2008- June 2010, the amount of students visiting the center per fiscal year increased by 45%. Currently there are 3 times more students visiting the Center compared to fiscal year 2007. Also, the Center continues to maintain current reciprocal relationships with local multicultural organizations and populations and works to cultivate additional such ties with the surrounding WSU communities, both internal and external.

The emerging structure of the MSC Peer Mentoring Program reinforces this year's focus on retention. Efforts to improve and formalize peer mentor roles, responsibilities, training, and support of the MSC professional staff are ongoing. The strategic addition of skilled support staff (graduate assistant, specialists, volunteers, and interns) has relieved much of the current bottleneck in this area, but the Center's current facility layout and limited resources will continue to be an obstacle to peer mentor performance. Furthermore, the constrained office space impedes consistent and secure (FERPA related) interaction between clients and professional and student staff.

The Multicultural Student Center has dramatically improved its student outreach in the past academic year with the addition of a full-time African American advisor who has established ties to the WSU Athletic Department and other academic colleges and departments. Also, the hiring of an evening half-time Hispanic Multicultural Counselor with strong ties to the community and campus resources provides service to the traditional, non-traditional, ESL/LEAP, and undocumented multicultural student population at WSU.

Two development areas are of primary interest this academic year. First, the expansion of skilled student employment opportunities in the Center is enabling professional staff to cultivate long-term strategies as well as better tend to day-to-day operations for retention and persistence to graduation. Second, the MSC is collaborating with multicultural leaders in the local community to establish a greater number and variety of externship, mentoring, and networking opportunities specifically for multicultural students. These efforts will help the MSC to improve its service in all mission areas.

The program review process has provided the Multicultural Student Center the opportunity to re-examine its mission, purpose, and outcomes. The Center's major strengths coincide with its actualized goals as identified through this self-study: enabling academic excellence, advocating for multicultural student success, celebrating cultural heritage, and performing intervention activities that promote retention.

One major challenge the Center would like to address is the methodology of data collection:

1. Pre-college outreach, large groups or large functions: improve the process for a more efficient and accurate count.
2. Intake: case-management of student client files.  
Conversion of case management files into an intranet database or form will allow us to track data. (A subsequent challenge would also be the need for technological support to manage this electronic system.)
3. National trends on racial identification also exhibit an increase in the controversial and accuracy of reporting multiracial or biracial ethnic status. The data collection on this group will also be a challenge for the next decade as more people self-identify (or refuse to identify) with multiple ethnicities.

Maintaining and enhancing these strengths requires a continued effort to improve formal procedures, physical space utilization, training, and tracking of outcomes. Resources necessary to support MSC goals and to achieve the improvements indicated include additional facility allocation within Student Affairs, continued budget support for student employment and financial aid, streamlined Intake system, and better data collection and reporting capability. These are also the areas upon which the Center would like its site review team to focus.

## Appendix A Satisfaction Surveys

\*The 2010 survey appears first followed by the 2009 survey.

### 2010 Multicultural Student Center Satisfaction Survey Results

**Q1. Please indicate your level of agreement with the following statements: - The atmosphere in the Multicultural Student Center (MSC) offices is supportive.**

Count	Percent	
13	50.00%	Strongly agree
6	23.08%	Moderately agree
4	15.38%	Neither agree nor disagree
3	11.54%	Moderately disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
26		Respondents

**Q2. Please indicate your level of agreement with the following statements: - I am treated with respect in the MSC offices.**

Count	Percent	
16	61.54%	Strongly agree
8	30.77%	Moderately agree
2	7.69%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
0	0.00%	Not applicable
26		Respondents

**Q3. Please indicate your level of agreement with the following statements: - The MSC counselor I met with helped me feel at ease.**

Count	Percent	
16	61.54%	Strongly agree
5	19.23%	Moderately agree
4	15.38%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
1	3.85%	Not applicable
26		Respondents

**Q4. Please indicate your level of agreement with the following statements: - I have had opportunities to increase my leadership skills through activities sponsored by the MSC.**

Count	Percent	
13	50.00%	Strongly agree
4	15.38%	Moderately agree
4	15.38%	Neither agree nor disagree
2	7.69%	Moderately disagree
1	3.85%	Strongly disagree
2	7.69%	Not applicable

**Q4. Please indicate your level of agreement with the following statements: - I have had opportunities to increase my leadership skills through activities sponsored by the MSC.**

Count	Percent
26	Respondents

**Q5. Please indicate your level of agreement with the following statements: - I enjoy sharing my culture with other people by doing presentations, workshops, or performances.**

Count	Percent	
17	65.38%	Strongly agree
4	15.38%	Moderately agree
2	7.69%	Neither agree nor disagree
0	0.00%	Moderately disagree
1	3.85%	Strongly disagree
2	7.69%	Not applicable
26		Respondents

**Q6. Please indicate your level of agreement with the following statements: - It is important to me to support the activities sponsored by the MSC student groups.**

Count	Percent	
20	76.92%	Strongly agree
2	7.69%	Moderately agree
3	11.54%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
1	3.85%	Not applicable
26		Respondents

**Q7. Please indicate your level of agreement with the following statements: - I am involved in MSC activities.**

Count	Percent	
17	65.38%	Strongly agree
3	11.54%	Moderately agree
2	7.69%	Neither agree nor disagree
1	3.85%	Moderately disagree
1	3.85%	Strongly disagree
2	7.69%	Not applicable
26		Respondents

**Q8. Please indicate your level of agreement with the following statements: - I feel that there should be more MSC activities that allow me to learn about other cultures.**

Count	Percent	
16	61.54%	Strongly agree
6	23.08%	Moderately agree
2	7.69%	Neither agree nor disagree
1	3.85%	Moderately disagree
0	0.00%	Strongly disagree
1	3.85%	Not applicable



**Q8. Please indicate your level of agreement with the following statements: - I feel that there should be more MSC activities that allow me to learn about other cultures.**

Count	Percent
26	Respondents

**Q9. Please indicate your level of agreement with the following statements: - I feel that there should be more MSC social activities.**

Count	Percent	
19	73.08%	Strongly agree
4	15.38%	Moderately agree
2	7.69%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
1	3.85%	Not applicable
26		Respondents

**Q10. Please indicate your level of agreement with the following statements: - I am involved in WSU campus activities outside of MSC.**

Count	Percent	
12	46.15%	Strongly agree
4	15.38%	Moderately agree
5	19.23%	Neither agree nor disagree
2	7.69%	Moderately disagree
0	0.00%	Strongly disagree
3	11.54%	Not applicable
26		Respondents

**Q11. Please indicate your level of agreement with the following statements: - I would like more information about WSU campus activities outside of MSC.**

Count	Percent	
13	50.00%	Strongly agree
4	15.38%	Moderately agree
8	30.77%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
1	3.85%	Not applicable
26		Respondents

**Q12. How important is it that your counselor is the same . . . - Ethnicity as you**

Count	Percent	
7	26.92%	Extremely important
3	11.54%	Very important
5	19.23%	Moderately important
2	7.69%	Slightly important
9	34.62%	Not at all important
26		Respondents

**Q13. How important is it that your counselor is the same . . . - Gender as you**

Count	Percent	
2	7.69%	Extremely important
0	0.00%	Very important
5	19.23%	Moderately important
3	11.54%	Slightly important
16	61.54%	Not at all important
26		Respondents

**Q14. How helpful were the following services from MSC? - Academic advising**

Count	Percent	
10	38.46%	Extremely helpful
3	11.54%	Very helpful
9	34.62%	Moderately helpful
0	0.00%	Slightly helpful
1	3.85%	Not at all helpful
3	11.54%	Not applicable
26		Respondents

**Q15. How helpful were the following services from MSC? - Personal counseling**

Count	Percent	
12	46.15%	Extremely helpful
3	11.54%	Very helpful
4	15.38%	Moderately helpful
1	3.85%	Slightly helpful
1	3.85%	Not at all helpful
5	19.23%	Not applicable
26		Respondents

**Q16. How helpful were the following services from MSC? - Financial aid information**

Count	Percent	
10	38.46%	Extremely helpful
6	23.08%	Very helpful
4	15.38%	Moderately helpful
1	3.85%	Slightly helpful
3	11.54%	Not at all helpful
2	7.69%	Not applicable
26		Respondents

**Q17. Please indicate your level of agreement with the following statements: - I feel I belong at WSU.**

Count	Percent	
17	65.38%	Strongly agree
7	26.92%	Moderately agree
0	0.00%	Neither agree nor disagree
1	3.85%	Moderately disagree
1	3.85%	Strongly disagree

**Q17. Please indicate your level of agreement with the following statements: - I feel I belong at WSU.**

Count	Percent
26	Respondents

**Q18. Please indicate your level of agreement with the following statements: - It has been easy for me to meet and make friends with other students at WSU.**

Count	Percent	
12	46.15%	Strongly agree
8	30.77%	Moderately agree
2	7.69%	Neither agree nor disagree
4	15.38%	Moderately disagree
0	0.00%	Strongly disagree
26	Respondents	

**Q19. Please indicate your level of agreement with the following statements: - I have experienced racial prejudice on the WSU campus.**

Count	Percent	
1	3.85%	Strongly agree
6	23.08%	Moderately agree
5	19.23%	Neither agree nor disagree
6	23.08%	Moderately disagree
8	30.77%	Strongly disagree
26	Respondents	

**Q20. Please indicate your level of agreement with the following statements: - I have heard derogatory racial statements made toward ethnic minority students at WSU.**

Count	Percent	
3	11.54%	Strongly agree
9	34.62%	Moderately agree
4	15.38%	Neither agree nor disagree
1	3.85%	Moderately disagree
9	34.62%	Strongly disagree
26	Respondents	

**Q21. With which counselor/advisor do you meet? (Check all that apply)**

Count	Respondent %	Response %	
14	58.33%	43.75%	Michiko Nakashima-Lizarazo
12	50.00%	37.50%	Jeff Simons
6	25.00%	18.75%	Evani Tafiti
24	Respondents		
32	Responses		

**Q22. How helpful has this counselor/advisor been in assisting you to obtain resources and information?**

Count	Percent
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**Q22. How helpful has this counselor/advisor been in assisting you to obtain resources and information?**

Count	Percent	
15	62.50%	Extremely helpful
5	20.83%	Very helpful
2	8.33%	Moderately helpful
2	8.33%	Slightly helpful
0	0.00%	Not at all helpful
24		Respondents

**Q23. What has this counselor/advisor done well for you?**

Count	Percent	
17	100.00%	
Count	Percent	
1	5.88%	Asking how I am doing academically. Always there to answer questions I might have. Also keeps me informed on most of the multicultural activities going on.
1	5.88%	everything
1	5.88%	Everything
1	5.88%	EVERYTHING i have come back after alot of years of being gone and Jeff Simons has gone to the extreme to help me get back in and to apply for the right things that i needed to at the time!!! and when ever i have a problem i go to him and no one else except for financial aide. and he help to introduce me to Susan Abbot in the financial aide office when i was having problems with the dept and this was the best thing that happened to me!!
1	5.88%	Get me involved with the pacific islander/asian club
1	5.88%	Helped find financial help
1	5.88%	I have been able to increase my leadership skills, participate in WSU activities, network and further my education. I was guided to the right people to help me decide on my major and figure out scholarships and financial aid.
1	5.88%	Jeff helps me so much with personal motivation. Being a first generation student to attend college in my family is tough, but being advice by a counselor who has endured the same legacy is inspiring.
1	5.88%	Jeff Simons made me feel very welcome. I a a non traditional student that needed some guidance with some financial aide and class selections. He directed me to the appropriate web sites to apply for aide, and invited me to the Pow Wow that was put on by the school in the spring. Thank you!
1	5.88%	Jodey Perkins should be considered a counselor
1	5.88%	Michiko has always been there for me. As busy as she is, she always makes time even if its for 10 minutes to sit down and just make sure everything is well. Her knowledge on how to approach every obstacle that has come my way has been very helpful and direct.
1	5.88%	Michiko has done helped me a great deal. I mean more than words can express. She's always a good person to confide in. Even tho her position requires her to keep moving and it's hard to get a hold of her sometimes, if you make an appt. she'll drop everything to help you or point you in the direction that you need to go.
1	5.88%	nice guy.
1	5.88%	She explain me about the beneficies the WSU for Senior Citizen. She talk in my native language too.
1	5.88%	talked to me about scholarships
1	5.88%	The advisers tend to show that they really care and are concerned about my success

**Q23. What has this counselor/advisor done well for you?**

Count	Percent	
1	5.88%	here at WSU They give me chance to meet other students and other counselor/sdvicer as well. They also show me that how Multicultural process works and the benifits from that etc.
17	Respondents	

**Q24. How can this counselor/advisor further assist you?**

Count	Percent	
14	100.00%	
Count	Percent	
1	7.14%	About my future mayor.
1	7.14%	Continue to answer my questions
1	7.14%	Continue to be amazing.
1	7.14%	Don't take this the wrong way BUT, AIC business is AIC business. Keep your nose out of it. I know you come to the meetings if it's really important but other then that, if WE want to order food for our meeting (we have the funds) then we should be able to without the threat of our counselor being dismissed. All fund removed and gained need to be left alone by you. Sorry, but it needed to be said.
1	7.14%	He is already doing an excellent job!
1	7.14%	I am still in need of some help with funds for books.
1	7.14%	I would like to know more opportunities that are specific to American Indians and would like to know more activities at the multi culture center.
1	7.14%	idk
1	7.14%	Jodey Perkins should be considered a counselor
1	7.14%	more scholarship oppurtunities throught msc
1	7.14%	Personal guidance. Help me track progress and choose classes to help me in my major and not take classes that will be useless to me.
1	7.14%	They can give me more advice on scholarships.
1	7.14%	well by just being there for me when i need or have a problem! Plus to be there as a connect to My Indian People in Montana!
1	7.14%	When talking to some of the advisers they did not seem to as well informed about filling out the financial aid information but fortunately one of the students in the Lobby was able to further assist me.
14	Respondents	

**Q25. What does the MSC do well to help ethnic minority students succeed at WSU?**

Count	Percent	
16	100.00%	
Count	Percent	
1	6.25%	by encouraging students to be involved with student government, which allows students to reach out to other minority students here on campus.
1	6.25%	don't know.
1	6.25%	encourage them to do well in school, apply for scolarships
1	6.25%	financial aid, activities, tutoring and peer mentoring
1	6.25%	have a location for minorities to meet

**Q25. What does the MSC do well to help ethnic minority students succeed at WSU?**

Count	Percent	
1	6.25%	Helping on paying for tuition.
1	6.25%	Helps them feel welcome, and be more successful
1	6.25%	I feel that they do because they try to provide an environment where I feel like I belong
1	6.25%	I have only been there a couple of times. I don't feel qualifies to answer.
1	6.25%	Nothing. Hiring students for little jobs then for them to sit and do homework isn't needed. I've personally witnessed lack of help. Laziness. Doing small jobs not in the job description. Really, you don't need 9 peer mentors. And you wonder why the department doesn't have the funds to put on Multicultural events. EH?????!!!!!!
1	6.25%	Scholarships, connecting students to students, encouraging leadership, creates a community of peers and support groups.
1	6.25%	The services offered here I think most help by opening a door to a place where we all feel united. We see success and similar struggles with those in positions higher or the same as ours and that really just allows us to connect.
1	6.25%	They have counselors to help you. Activities to involve you in the campus and to meet new people. Welcoming to everyone and having good resources and opportunities that students can use!
1	6.25%	They have helped me with absolutely everything.
1	6.25%	They make it a personal experience, giving minorities a place at Weber State.
1	6.25%	To help them to "assimilate" and to help in any way to succeed!
16	Respondents	

**Q26. How can the MSC improve its services to better help ethnic minority students succeed at WSU?**

Count	Percent	
16	100.00%	
Count	Percent	
1	6.25%	Have a multicultural library with books of great black people and writers, i say black because that is my background and background provides comfort
1	6.25%	Have more counselors and more money to support activities
1	6.25%	Have printers that work all the time.
1	6.25%	Hold one or two meetings a semester with advisors and active students involved with MSC. By focusing on one area of discussion to improve the resources MSC needs can help broaden the center and build the center as a whole.
1	6.25%	i dont know
1	6.25%	I think there needs to be better connection to other American Indians. I would like to see better use of technology e.g. texting information concerning MSC, or even emails to just name a few.
1	6.25%	Involve all minority students.
1	6.25%	Just to pay attention to all the needs that they may have, even if they do not know that they have them!
1	6.25%	keep doing what you are doing
1	6.25%	Look past your own ethnicity and help others. I now know when someone said it's like a hispanic hang out, I know what they meant. Even with the EAO center there too, Alot has to do with hispanics. And the scholarship, I can't remember the name of it, is focused towards hispanics. What about Native Americans, Polynesian students that are in the area? Where is their scholarship opportunities with the center? Open it up to all.

**Q26. How can the MSC improve its services to better help ethnic minority students succeed at WSU?**

Count	Percent	
1	6.25%	More social activities, have that "commuter" feeling disappear.
1	6.25%	Promote better.
1	6.25%	Reach out more to them
1	6.25%	Send emails!
1	6.25%	They are already doing an excellent job
1	6.25%	Try to contact more students who really needs them but don't know about this program.
16	Respondents	

**Q27. Do you have any additional comments or suggestions?**

Count	Percent	
3	13.04%	Yes (please explain)
		<b>Count Percent</b>
1	33.33%	Please put on cultural activities that can be shared. I swear the only two events that showcase any culture are Dias De Los Muertos (3 years running), and the PowWow. Get culturally aware people to put things together. Senate doesn't own MSC do they? Everything but the Pow Wow this past year has been, how to put it.....whited out. No culture, no show casing (salsa? come on, there's more to hispanic community and culture besides dance)
1	33.33%	the only thing i have to really complain about is Jeff Simons secretary! at first she was really nice, and when i was coming up there back and forth sometimes 3 different times in one day i was in need of parking validations....i was taking care of all i needed to to get back in school and i did not have the money to pay for parking. well she got upset about me doing it there in the end, but i was not abusing it! it was truly a need and i was doing business there to get everything accomplished to get back in school!!! This is part of what they are there for right?!?!? Anyway this really made me angry with her treatment when i asked for parking validation! other than that all is fine!!!
1	33.33%	Weber is a very passively racist school, the material in the books and some of the classes are racist, stating many negative facts and swaying minds to promote stereotyping.WSU promotes programming and by programming i mean for example blacks are either athletes or low income students or white people are rich, rich people are healthier, blacks are poor, poor are less healthy and that information is straight out of my public health book and that is unacceptable even if it is true. Also i believe we need to promote culture especially black to provide students with a sense of growth since we have been programmed to aim lower. I hate that it is exciting to see a minority in office, in business, or in college that is just another example of programming minorities that this is a special place but why is that not the same for whites. I don't believe in promoting racism, i believe in promoting growth, opening minds, and providing oppertunities for the minority community at WSU,Ogden, and Utah.
20	86.96%	No
23	Respondents	

## 2009 Multicultural Student Center Satisfaction Survey Results

**Q1. Please indicate your level of agreement with the following statements: - The atmosphere in the Multicultural Student Center (MSC) offices is supportive.**

Count	Percent	
36	52.94%	Strongly agree
17	25.00%	Moderately agree
9	13.24%	Neither agree nor disagree
1	1.47%	Moderately disagree
3	4.41%	Strongly disagree
2	2.94%	N/A
68		Respondents

**Q2. Please indicate your level of agreement with the following statements: - I am treated with respect in the MSC offices.**

Count	Percent	
47	69.12%	Strongly agree
11	16.18%	Moderately agree
5	7.35%	Neither agree nor disagree
2	2.94%	Moderately disagree
3	4.41%	Strongly disagree
0	0.00%	N/A
68		Respondents

**Q3. Please indicate your level of agreement with the following statements: - The MSC counselor I met with helped me feel at ease.**

Count	Percent	
45	66.18%	Strongly agree
9	13.24%	Moderately agree
8	11.76%	Neither agree nor disagree
2	2.94%	Moderately disagree
2	2.94%	Strongly disagree
2	2.94%	N/A
68		Respondents

**Q4. Please indicate your level of agreement with the following statements: - I have had opportunities to increase my leadership skills through activities sponsored by the MSC.**

Count	Percent	
25	36.76%	Strongly agree
20	29.41%	Moderately agree
10	14.71%	Neither agree nor disagree
2	2.94%	Moderately disagree
4	5.88%	Strongly disagree
7	10.29%	N/A
68		Respondents



**Q5. Please indicate your level of agreement with the following statements: - I enjoy sharing my culture with other people by doing presentations, workshops, or performances.**

Count	Percent	
33	48.53%	Strongly agree
17	25.00%	Moderately agree
8	11.76%	Neither agree nor disagree
1	1.47%	Moderately disagree
4	5.88%	Strongly disagree
5	7.35%	N/A
68		Respondents

**Q6. Please indicate your level of agreement with the following statements: - It is important to me to support the activities sponsored by the MSC student groups.**

Count	Percent	
34	50.00%	Strongly agree
19	27.94%	Moderately agree
7	10.29%	Neither agree nor disagree
0	0.00%	Moderately disagree
3	4.41%	Strongly disagree
5	7.35%	N/A
68		Respondents

**Q7. Please indicate your level of agreement with the following statements: - I am involved in MSC activities.**

Count	Percent	
22	32.35%	Strongly agree
17	25.00%	Moderately agree
11	16.18%	Neither agree nor disagree
7	10.29%	Moderately disagree
7	10.29%	Strongly disagree
4	5.88%	N/A
68		Respondents

**Q8. Please indicate your level of agreement with the following statements: - I feel that there should be more MSC activities that allow me to learn about other cultures.**

Count	Percent	
32	47.06%	Strongly agree
15	22.06%	Moderately agree
13	19.12%	Neither agree nor disagree
1	1.47%	Moderately disagree
3	4.41%	Strongly disagree
4	5.88%	N/A
68		Respondents

**Q9. Please indicate your level of agreement with the following statements: - I feel that there should be more MSC social activities.**

Count	Percent	
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**Q9. Please indicate your level of agreement with the following statements: - I feel that there should be more MSC social activities.**

Count	Percent	
33	48.53%	Strongly agree
16	23.53%	Moderately agree
12	17.65%	Neither agree nor disagree
0	0.00%	Moderately disagree
4	5.88%	Strongly disagree
3	4.41%	N/A
68		Respondents

**Q10. Please indicate your level of agreement with the following statements: - I am involved in WSU campus activities outside of MSC.**

Count	Percent	
21	30.88%	Strongly agree
16	23.53%	Moderately agree
15	22.06%	Neither agree nor disagree
3	4.41%	Moderately disagree
5	7.35%	Strongly disagree
8	11.76%	N/A
68		Respondents

**Q11. Please indicate your level of agreement with the following statements: - I would like more information about WSU campus activities outside of MSC.**

Count	Percent	
17	25.00%	Strongly agree
22	32.35%	Moderately agree
15	22.06%	Neither agree nor disagree
2	2.94%	Moderately disagree
3	4.41%	Strongly disagree
9	13.24%	N/A
68		Respondents

**Q12. How important is it that your counselor is the same . . . - Ethnicity as you**

Count	Percent	
12	17.65%	Extremely important
11	16.18%	Very important
10	14.71%	Moderately important
6	8.82%	Slightly important
29	42.65%	Not at all important
68		Respondents

**Q13. How important is it that your counselor is the same . . . - Gender as you**

Count	Percent	
6	8.82%	Extremely important
5	7.35%	Very important
12	17.65%	Moderately important

**Q13. How important is it that your counselor is the same . . . - Gender as you**

Count	Percent	
5	7.35%	Slightly important
40	58.82%	Not at all important
68		Respondents

**Q14. How helpful were the following services from MSC? - Academic advising**

Count	Percent	
25	36.76%	Extremely helpful
15	22.06%	Very helpful
11	16.18%	Moderately helpful
3	4.41%	Slightly helpful
4	5.88%	Not at all helpful
10	14.71%	Not applicable
68		Respondents

**Q15. How helpful were the following services from MSC? - Personal counseling**

Count	Percent	
27	39.71%	Extremely helpful
13	19.12%	Very helpful
13	19.12%	Moderately helpful
2	2.94%	Slightly helpful
3	4.41%	Not at all helpful
10	14.71%	Not applicable
68		Respondents

**Q16. How helpful were the following services from MSC? - Financial aid information**

Count	Percent	
31	45.59%	Extremely helpful
11	16.18%	Very helpful
10	14.71%	Moderately helpful
5	7.35%	Slightly helpful
5	7.35%	Not at all helpful
6	8.82%	Not applicable
68		Respondents

**Q17. Please indicate your level of agreement with the following statements: - I feel I belong at WSU.**

Count	Percent	
39	57.35%	Strongly agree
19	27.94%	Moderately agree
6	8.82%	Neither agree nor disagree
3	4.41%	Moderately disagree
1	1.47%	Strongly disagree
68		Respondents

**Q18. Please indicate your level of agreement with the following statements: - It has been easy for me to meet and make friends with other students at WSU.**

Count	Percent	
31	45.59%	Strongly agree
20	29.41%	Moderately agree
12	17.65%	Neither agree nor disagree
3	4.41%	Moderately disagree
2	2.94%	Strongly disagree
68		Respondents

**Q19. Please indicate your level of agreement with the following statements: - I have experienced racial prejudice on the WSU campus.**

Count	Percent	
12	17.65%	Strongly agree
6	8.82%	Moderately agree
11	16.18%	Neither agree nor disagree
10	14.71%	Moderately disagree
29	42.65%	Strongly disagree
68		Respondents

**Q20. Please indicate your level of agreement with the following statements: - I have heard derogatory racial statements made toward ethnic minority students at WSU.**

Count	Percent	
14	20.59%	Strongly agree
10	14.71%	Moderately agree
15	22.06%	Neither agree nor disagree
10	14.71%	Moderately disagree
19	27.94%	Strongly disagree
68		Respondents

**Q21. Which counselor/advisor do you meet with? (Check all that apply)**

Count	Respondent %	Response %	
48	71.64%	56.47%	Michiko Nakashima-Lizarazo
17	25.37%	20.00%	Jeff Simons
20	29.85%	23.53%	Evani Tafiti
67			Respondents
85			Responses

**Q22. How helpful has this counselor/advisor been in assisting you to obtain resources and information?**

Count	Percent	
42	62.69%	Extremely helpful
15	22.39%	Very helpful
7	10.45%	Moderately helpful
1	1.49%	Slightly helpful
2	2.99%	Not at all helpful

**Q22. How helpful has this counselor/advisor been in assisting you to obtain resources and information?**

Count	Percent
67	Respondents

**Q23. What has this counselor/advisor done well for you?**

Count	Percent
48	100.00%

Count	Percent	
1	2.08%	
1	2.08%	????????????????????????????????
1	2.08%	????????????????????????????????
1	2.08%	All counselor have been a source of strength. All have been a spring-board for ideas. Each counselor has a special function/assistance to me. Michiko has advised me on financial, availability of on/off campus jobs, moral support, and when I needed acted as a life skills coach. Jeff has served me advice on technical/ideas for which my family can greatly benefit. Jeff has also been inspiring, because he lifts spirits through his timely wise sayings. Evani helped me understand others by understanding him through his cultural insight. He's very to the point--that's his strenght!
1	2.08%	Apply for financial aide.
1	2.08%	Encouragement
1	2.08%	Eveni is very positive and encouraging. He keeps me up to speed on current events.
1	2.08%	get reintroduced to weber state activities. He is also always there with an open ear when i need advice.
1	2.08%	Great advice on school and personal issues. Has helped me find employment here at WSU. She has been my go to person here at Weber State University.
1	2.08%	Guided me to what I need to run a club and gave me advice on what I can do to make the club run right.
1	2.08%	has given me advice to succeed. This counselor has been concer about my education and likes to always keep in touch to assist me with anything I need.
1	2.08%	He has been very helpful in aiding my efforts in continuing my education as a outreach student studying off campus
1	2.08%	He has helped me obtain my scholarship funds for my freshman year.
1	2.08%	He has helped me to get informed (eg scholarships) and is someone in the faculty that I feel I can connect to personally. He's a cool dude.
1	2.08%	He has made me feel welcome and included!! He provides great information and advise!!
1	2.08%	He helped me obtain my scholarship for my freshman year
1	2.08%	He is always there to help in any situation. When I need financial assistances he directs me to the place and helps me through the process. He always helps and lets me work for it, which I like. It helps me be more responsible. He is always friendly and willing to serve. He really is a great counselor very professional and personable.
1	2.08%	he seeks out his students even when we are to shame to ask for help
1	2.08%	help me learn ways to get scholarships to help pay for school. Has also helped me to get involved with activities.
1	2.08%	Help understand
1	2.08%	helped me realize my potential both within and without the multicultural center. She helped me see that I can be successful outside the realm of being tagged the hispanic guy. Michiko helped me realize how to succeed as an individual while still holding my culture in high regard. I was taught how to find information for myself and when

**Q23. What has this counselor/advisor done well for you?**

Count	Percent	
		to realize I need extra help. Even when I was in my academically difficult time she never doubted my ability to succeed.
1	2.08%	Helped me with choosing which professor to take for class, book scholarships, financial aid.
1	2.08%	Helped me with scholarship applications
1	2.08%	Helped me with Scholarship Information and Activities information
1	2.08%	helpful with support and some financial aid.
1	2.08%	helping me getting a scholarship
1	2.08%	Helping with scholarships
1	2.08%	Introduced me to new people, brought ideas to attention that could help me rebuild the BSU.
1	2.08%	Just helped me when i come in with any issue
1	2.08%	Keeps me informed about programs I can be involved in.
1	2.08%	kept me up on campus issues and resources available to me.
1	2.08%	Listen to my areas of concern and offers guidance and advice whenever needed.
1	2.08%	Made me feel better and get back on track!
1	2.08%	Made sure of my well-being. Usually there for support and urging to be in leadership positions.
1	2.08%	Many things listen, provide me with useful information that I would probley not get from anywhere else
1	2.08%	Michiko has helped me so much she has opened so many doors for me. She has helped me tons with finicial aid. I was awarded a scholarship I would have never had known about if it wasn't for her. So I can spend more time on school work and my son now. Also i was able to meet people that will help me acheiving my degree through a multi cultural event. So I am very grateful.
1	2.08%	Michiko is a wonderful woman as a counselor and friend. She understands students in bad situations that means with problmes, coping, and struggling. She always try to help us and makes us feel that she really cares for us and that makes me feel good because lately for some students like me that counts a lot. She is an excelent counselor and I'm happy to met her.
1	2.08%	Michiko is supportive and very helpful in helping me make choices about campus activities etc. keeping in mind my personal life and how things will affect my studying and grades etc.
1	2.08%	nada
1	2.08%	She demonstrated empathy for me. She really listened with all her heart and mind. She went the extra mile to help. If she couldn't do it herself, she found someone to help me. I like the fact that I can talk to her in English or Spanish. She is a really hard worker. I admire her. Maybe the multicultural center could do some workshops on how to endure, how to get more self-esteem, etc.
1	2.08%	she help me so much with financial aid information, how get more information in other programs.
1	2.08%	She is always there for me when I need help or if a have a concern. Her advices are really helpful and encouraging.
1	2.08%	She is very supportive not only in academic matters, those of personal nature as well. She really listens to you and has incredible understand and relates well with college students. I feel like i could go to her anytime I have a question or concern about something.
1	2.08%	She is very supportive.
1	2.08%	She is willing to help everytime that I need help. Also she encourage me to apply for different kinds of scholarships and the important thing to keep coming to school.

**Q23. What has this counselor/advisor done well for you?**

Count	Percent	
1	2.08%	The counselor (Michiko) was able to take time out of her own personal schedule in order to accomodate and help me.
1	2.08%	They have always pointed me in the right direction.
1	2.08%	They have guided me through HAC opportunities such as scholarships
48	Respondents	

**Q24. How can this counselor/advisor further assist you?**

Count	Percent	
39	100.00%	
Count	Percent	
1	2.56%	?
1	2.56%	??????????
1	2.56%	??/
1	2.56%	All counselors do a "damn good job", but there's always room for improvement/funding. However, I need to see addition of an Africian American counselor for Africian American students.
1	2.56%	always be by my side
1	2.56%	be more organized in the TOA club! make official members and guidelines.
1	2.56%	By contunuing to be available for assistance
1	2.56%	By having a budget that allows him to put on Multicultural events.
1	2.56%	By helping us find a counselor to help fill her position. We are excited to have her be the director, but now we have a void that we need to fill so that we can continue receiving the high level of support we have had up to now.
1	2.56%	continue to be there
1	2.56%	He has provided assistance in every way
1	2.56%	Help plan graduation in the near future.
1	2.56%	Help start a poly club.
1	2.56%	I am good now, if something comes up I will ask.
1	2.56%	I think he is doing well for how long i have known him!!
1	2.56%	in how to enroll in more programs or help me in any questions.
1	2.56%	its hard to get a hold of her sometimes
1	2.56%	Just by being who she is and being there for the students who look to her for guidance.
1	2.56%	Just be there as usual
1	2.56%	just being more approving of our activities and not so negative of there outcomes
1	2.56%	Just keep doing what they are doing which is help me greatly.
1	2.56%	Just keep me informed of any events I might be able to participate in. I f you ever need help like volunteers or anything if I have time I will help
1	2.56%	Keep doing the same. I enjoy working with her. She is AWSOME!! Does a wonderful job.
1	2.56%	Keep guiding me!
1	2.56%	Keep throwing out ideas. Thats what helps me succeed.
1	2.56%	Keeping up his good work!
1	2.56%	nada
1	2.56%	none.. they are doing a great job and enjoy talking with them when needed..
1	2.56%	Not for the time being. But if there is an opportunity, I'll let her know.

**Q24. How can this counselor/advisor further assist you?**

Count	Percent	
1	2.56%	nothing.
1	2.56%	She can be a bit too "know it all" at times. She needs to be a bit more relaxed with students.
1	2.56%	She has done a lot for me, THANK YOU.
1	2.56%	She is doing a great job so I would say the same as question 23
1	2.56%	She is doing an exelent job the way she is serving right now.
1	2.56%	She was there for me when I needed support during a pre-hearing. Unfortunately politics it's extremely difficult to understand or to deal with.
1	2.56%	Sometimes I am unsure of the hours of the office in general.
1	2.56%	Stay in touch and continue being supportive.
1	2.56%	The counselor has helped me in every possible way that has helped me
1	2.56%	they all do everything great
39	Respondents	

**Q25. What does the MSC do well to help ethnic minority students succeed at WSU?**

Count	Percent	
47	100.00%	
Count	Percent	
1	2.13%	Advise us to keep on top of our studies and provide help when we have questions.
1	2.13%	Assist them to succeed
1	2.13%	emphasize on good grades and working hard in all of our classes
1	2.13%	Encourages their involvement at WSU and provides opportunities for financial aid.
1	2.13%	everything that they can possibly can but it is very hard when finacial cutbacks are constantly happening
1	2.13%	Gives them a support area and gives the students valuable resources to succeed.
1	2.13%	Help finding scholarships and connecting with different areas of campus that are useful in education and socially.
1	2.13%	help them feel like a part of something.
1	2.13%	Helps bridge the gap that sometimes can happen with different cultures. They are good at helping us, students, transition to further our education in various ways. One in particular is the support they give. I know that I can walk into the MSC anytime with questions or help and they work through the problem with me that I am having. I always walk out with a great solution to it and of course they let me do the work so that it helps me be more responsible and independent. They are a great asset to Weber State University.
1	2.13%	Helps them get involved in activities that bring campus community closer. Helps with scholarships to buy books so I don't have to struggle to make ends meet.
1	2.13%	helps then get involved and stay in school
1	2.13%	Helps us step out of our culture to integrate better with the whole populus, while teaching us to be proud of our heritage.
1	2.13%	i feel that what they are doing currently is good.
1	2.13%	i love the multi cultural conferneces and emphasis weeks that they assist
1	2.13%	I really don't know, because I don't know where there office is located.
1	2.13%	Inspiring a sense of community as well as individuality. I feel more encouraged to not only represent my culture but my school as well.
1	2.13%	It is a multicultural office



**Q25. What does the MSC do well to help ethnic minority students succeed at WSU?**

Count	Percent	
1	2.13%	Just to know there is a place to go for help
1	2.13%	keep student united and very supportive
1	2.13%	Make people like us feel better about even going to college.
1	2.13%	make them feel comfortable.
1	2.13%	MSC is in the middle of other departments, therefore they have the networking capability to help students in issues that are unrelated to the center. They are always able to send people exactly where they need to go.
1	2.13%	n
1	2.13%	Networking is great at this department. Also, getting to know other multicultural students is great here too. It feels like family.
1	2.13%	none
1	2.13%	nothing
1	2.13%	Nothing
1	2.13%	Provide advice, Provide funds to attend college, provide activiets to socialize
1	2.13%	Relate to me as an individual and provide assistance whenever needed.
1	2.13%	scholarship and make us feel belong at some where
1	2.13%	Scholarships, clubs to join, and activities to do.
1	2.13%	Since I have not too much contact with the office, but the little one that I had have been good, I think that MSC is doing well to encorage students to succeed at WSU.
1	2.13%	Support of the HAC. Support of individual students by finding money or jobs. Most importantly, just being there for the student(s)
1	2.13%	that we can be what we are, we can share our believes, our language, culture and traditions with others and we're not going to be judge for it. I'm glad to have MSC.
1	2.13%	The counselors make you feel really comfortable. They are really interested in you. They don't just ask how are you doing how are things going, just to be friendly. They are really concerned so that is always a good felling to know that someone care if you succeed or fail.
1	2.13%	They concern about grades and do what they can to help you through them. And they also help with financial assistance.
1	2.13%	they encourage students to do their best.
1	2.13%	They help minority groups to get the information necessary about WSU, they motivate students to get involve in activities and most importantly stay focused on classes.
1	2.13%	They help organize certain activities and events to help bring all students at WSU together to open their eyes to different cultures and events.
1	2.13%	They help them financially and get them involved in the school to make for a better college education.
1	2.13%	They make the ethnic minority students feel welcome for being here.
1	2.13%	They provide minority students with more confidence by helping them achieve their goals in education and lives
1	2.13%	They provide support, they provide with computer labs and printers. This has been my lifesaver.
1	2.13%	They take the steps of approaching the student and informing them of what is available to them as students. They also help the students try to interact more with different groups of people.
1	2.13%	Tries to get students to share their own culture, as well as, making the students feel as if they are making a difference even though they may be considered different in culture and lifestyle.
1	2.13%	yes

**Q25. What does the MSC do well to help ethnic minority students succeed at WSU?**

Count	Percent	
1	2.13%	Yes, I think it does very well. Financial and academic opportunities provided are wonderful.
47	Respondents	

**Q26. How can the MSC improve its services to better help ethnic minority students succeed at WSU?**

Count	Percent	
45	100.00%	
Count	Percent	
1	2.22%	at times i do feel like it is a place just for the hispanic people
1	2.22%	?
1	2.22%	as Weber State Students we are the rule model for younger students so we have to make a double effort to show them that we are here to help them, we are a minority and that doesn't mean that we don't have opportunities or place in college we do, we are capable and some parents of this student don't know all the opportunities, all they know is that college is way to expensive that's why they don't encourage their kids to go college in some cultures.
1	2.22%	Be given deadlines of scholarships and grants ahead of time. Give more incentives for students so that they want to join in senate meetings and make activities a fun atmosphere
1	2.22%	Be in a place where more students can be aware of the services offered. there are too many students that don't even know these services exist.
1	2.22%	Be more active with the students. Dont just have the students be active within them selves but i would like to see the counselors also getting involved and active and not see it just as a supervision for them
1	2.22%	By doing research and focusing in on problems that are identified through quantifiable data, instead of relying on what is perceived as problems.
1	2.22%	Get additional staff members for other ethnic students
1	2.22%	Go to the high schools and let them know there are people out there that care and would love for them to go to college.
1	2.22%	have more counselors and senators and actually separated Asian from Pacific Islander. BECAUSE WE ARE TOTALLY 2 DIFFERENT TYPES OF PEOPLES
1	2.22%	Have more events.
1	2.22%	Have more get togethers or workshops with others to get to know each other better. Help get the word out that we are all in this together so lets stand and support each other.
1	2.22%	Have more social gatherings where the students can all meet each other and have chances to get to know each other and also more awareness to what MSC can do for all students.
1	2.22%	I like that they had more events about different cultures these past couple of weeks. I think if they could host more of those, It will make the atmosphere of the campus more thriving. They could also publicize their meetings to minority and non-minority students.
1	2.22%	I think that finding a replacement for Keith would be great. It's been a couple years since his departure, and to date, there's been no replacement.
1	2.22%	I think that there needs to be more involvement with the two male counselor. They are not very helpful when you ask them for help many times you even feel nervous to approached them.
1	2.22%	I would like to see more outreach into the community but I know that they are trying

**Q26. How can the MSC improve its services to better help ethnic minority students succeed at WSU?**

Count	Percent	
		that.
1	2.22%	If they had bigger budgets they could help students with scholarships that would make attending classes full-time easier. I am a 15-18 credit hour student who brings in less than 300 dollars a month. I wish I could focus energy on school work rather than financial woes.
1	2.22%	It can't
1	2.22%	It is doing great so far!!
1	2.22%	It seems that the center follows a 80-20 rule where 20% of the people do 80% of the work. It would be helpful if everyone were able to share more of the burden.
1	2.22%	Keep being there for students
1	2.22%	Let the students know it exists
1	2.22%	let the word out about msc not a lot of people now about it, they have heard about it but know nothing about anything.
1	2.22%	Let them know when scholarships that are applicable to them are available. Most ethnic student will not know about the services or scholarships offered by MSC and won't know how to use or get these services without someone telling them about the services. An email would be helpful.
1	2.22%	let us know more current information, the Representative of the Hispanics need to be more inform.
1	2.22%	Maybe have more activities for the students like field trips and such, or even academic help in case a student needs extra help with a class.
1	2.22%	Michiko is the only advisor that helps out students. Jeff and Eveni don't do anything. All they do is just sit in their offices. It seems like they don't want to help out other students. there needs to be a change in their attitude or a change in advisors. Coleen and the peer mentors do a better job of advising. Jeff and Eveni don't seem to realize that they need to go out and find students for the department. Saying "students don't come in to see me" is NOT an excuse. Showing face is important.
1	2.22%	More activities
1	2.22%	More space and visibility accessibility for other students to get involved. the area we are in makes it hard for wireless services to work properly
1	2.22%	n
1	2.22%	No other ways I know.
1	2.22%	Not that I am aware of.
1	2.22%	nothing
1	2.22%	nothing, what they are doing now is great..
1	2.22%	Probably by letting the students know that even if they do not get a scholarship there are other options to take before quitting also by helping them to find these options.
1	2.22%	recruit more students. I see lots of indians around campus that are not involved.
1	2.22%	They are doing a great job the way they are working now.
1	2.22%	They are doing really well
1	2.22%	They should advertise more make their services more known. A lot of students have no clue the MSC is here for them.
1	2.22%	Try to get more multicultural students involved in MSC.
1	2.22%	We can further participate in more events in efforts to bring more of the WSU population together and help recognize what HAC stands for.
1	2.22%	Well, I did not know about much about the center. I only heard the MSC was doing some donations about three years ago. I brought some toys. Then I learned about some parties, but I was mostly more connected to the nontraditional students center. for a time I thought the multicultural was the same as the international department. I

**Q26. How can the MSC improve its services to better help ethnic minority students succeed at WSU?**

Count	Percent	
		hardly came across ads or info for activities for MSC.
1	2.22%	Work more with student government (eg CDU) in doing activities because they have a lot of ways of reaching out to a broad spectrum of people. Also, get your name out there more because I don't think all the ethnic minorities on campus are really informed/aware of what the MSC has to offer.
1	2.22%	yes
45	Respondents	

**Q27. Do you have any additional comments or suggestions?**

Count	Percent	
17	26.56%	Yes (please explain)
Count	Percent	
1	5.88%	during the HAC meeting sometimes had been occur issues that sometimes it is not necessary to happen. some members in the meetings are so rude with the post or pre-applicants for the representative of the Hispanics. other thing is that it is not necessary that the president of the hispanics speak spanish if the meeting are in english. it is necessary the come from for a family which have hispanic dependency.
1	5.88%	For future reference, Eveni is an amazing fire-knife dancer.
1	5.88%	Get additional staff members for other ethnic students.
1	5.88%	Get rid of the multicultural center
1	5.88%	I think it is wonderful there are many centers available for students, we all need it. International, multicultural, and nontraditional. I sometimes think they should combine activities. I know it is difficult to coordinate, however this way we would not feel isolated, we would have more friends maybe. Because I wish I could go to all the activities, but I cannot do them all. I would love to support every center. They are all important! Because sometimes if we keep doing activities separately, it would be harder to mingle with the rest of the WSU students, and we don't want to give that impression of being antisocial. Or, are we always going to be a bit separate? It would be alright if multicultural students know this, that way we won't expect much from others. Human development workshops, and communications workshops would be nice.
1	5.88%	I think that it would be good to have a database where all students who have different cultures be contacted by teh MSC office so that the students may know of the service that can be rendered. That probably is the biggest gap that the overall student population isn't aware of the program
1	5.88%	I think that the budgets could be re-worked a bit. I am not happy that a large portion of my student fees goes to Football. I have never attended a game, nor will I or any of my fellow students attend sport games. I feel ashamed that we as a campus are made to financially support a competitive sport that thrives on divisiveness. The multicultural, non-trad., and women's center deserve more support, as they thrive on unity and togetherness.
1	5.88%	I think there should be equal weight on each councilor's part to play a part on getting things done, like activities and such.
1	5.88%	I'd very much like to have another African American councilor. I feel my interests will be better represented.
1	5.88%	Jeff Simmons has always been a very helpful and caring person toward myself, my wife, and my mother. I appreciate that
1	5.88%	no

**Q27. Do you have any additional comments or suggestions?**

Count	Percent	
1	5.88%	Since MSC is only the office. And HAC is the meeting that we have but they work together. I would say that sometimes some members of HAC have attitudes with some new persons that should not been taken. Sometimes I feel that in some way discrimination is within our own race and between us. As for example when someone wants to apply for Senator we do not have to be rude with that person and judge him or her before we get meet him/her. Also meeting are at one time so some members need to get on time for the meetings most of the times we start the meeting 15 min late. And last one I read in the news paper about a comment that the new senator should be able to be contact at any time well before asking for that we should get on time and check if we are able to do that. Sorry for sound like mean or something else, but HAC meetings became less responsible, a little less enthusiastic.
1	5.88%	Thanks MSC for helping us and helping others to reach our dreams and goals!
1	5.88%	The MSC is a waste of taxpayers dollars
1	5.88%	This office has a lot of potential. They need more space. Also, this department needs 2 new advisors. Jeff and Eveni are not cutting it.
1	5.88%	Today was the first time I met with another counselor, this counselor had his lights off in his office. I'm not even sure of his name. He was very polite and got up and shook hands. This is very important to me. I appreciate this. However, he seemed out of it. He was not focused. He asked questions to clarify, but still did not know what to do or what to say. I perceived he was distracted. I had to change the subject and then he handed me a sheet for scholarships, but did not explain very well. I wanted to keep the sheet, but someone suggested I should leave in the MCS. I acknowledged that my case was kind of strange and peculiar, but this counselor was really out of it. I did not like the light off in his office, of course he did turned them on when I came in. I hope it was only this time, or I hope he is not having his own problems. It is very difficult to find jobs. Hopefully he gets feedback to avoid this situations.
1	5.88%	You guys rock!
47	73.44%	No
64	Respondents	

## Appendix B Six Column Planning Model

\*2010-11 goals appear first with no results or use of results. They are followed by 2009-10 then 2008-09.

Multicultural Student Center

<http://saweb.weber.edu/Six/2009/Multicultural.aspx>

### Multicultural Student Center

Print

Goal	Means of Achieving	Outcome	Methods of Assessment	Results	Result Use
Focus on Knowledge and Resources	Focus on juniors and seniors Mock interviews, career opportunities Help with scholarship opportunities Follow up with scholarship student Referrals	How to enter the workforce Able to interview well Gain knowledge of how to apply for scholarships	Document cultural moments - keep documents Planning documents - emphasis days Meeting minutes Send out survey - rate culturally competent, who or why not? Quiz for area council - what have I learned today	Enter Results	Enter Use of Result
Cultural Competency	Area councils (inviting others) Appreciating own and other cultures Cultural moment Sharing food and music from different cultures Emphasis days (groups prepare) One-on-one Referrals Retreats	Appreciate other cultures Meeting other students at area councils Study groups	Survey, reflection, cultural moment, meeting minutes	Enter Results	Enter Use of Result
Increase ethnic minority student retention by focusing on knowledge and resources. Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners.	"One-on-one" appointments Cultural Competency Module (online) Training geared toward case management files: Intake/Data Entry/Follow-up procedures. Focus on 20% of Juniors, Seniors: contact and follow-up. 1. Identify and mail letters to all ethnic first time, full time, freshman students. 2. Complete Intake w/ 75 ethnic first time, full time, 10% freshman students 3. Complete Intake w/ 20% ethnic (does not include students in #2) students. 4. Award 100 scholarships in Fall 10/SP 11. 5.	Students will feel a sense of belonging at WSU and will gain an awareness to utilize multicultural and other support services and financial resources available. Students will also increase problem-solving and academic skills.	Check list, Intake (case management files), one-on-one sessions, Data Sessions report, End of Year Survey.	1. Identify and mail letters to all ethnic first time, full time, freshman students. MASS MAILINGS NOT COMPLETED DUE TO REVISION IN GOAL. Instead a telethon was conducted where the Peer Mentors contacted 500 Asian and Pacific Islanders, 274 African Americans, 300 Hispanic, and 129 Native American students via telephone calls where 3 attempts were made to reach students. Emails to student groupwise accounts were also sent out after the telethon. It was determined that this was not the best utilization of time and resources as we only made connection with very low numbers from each constituency. It is estimated that 10% of those who were contacted came in as a result of the marketing outreach. COMPLETED. 2. Complete	1. Identify and mail letters to all ethnic first time, full time, freshman students. It was determined that this was not the best utilization of time and resources as we only made connection with very low numbers from each constituency. It is estimated that 10% of those who were contacted came in as a result of the marketing outreach. It was also determined that deciphering between full-time and part-time was not a good use of time. It complicated matters and spreadsheets. The Center will focus on both full-time and part-time students. 2. Complete Intake w/ 75 ethnic first time, full time, 10% freshman students. Staff still needs to follow up with students. Peer

Multicultural Student Center

<http://saweb.weber.edu/Six/2009/Multicultural.aspx>

OAHCC/Oportunidad students 6. Offer Scholarship Workshop (mandatory for waiver scholarship recipients). 7. Submit Mid-term grade check form.

Intake w/ 75 ethnic first time, full time, 10% freshman students. COMPLETED. 3. Complete Intake w/ 20% ethnic (does not include students in #2) students. COMPLETED. 4. Award 100 scholarships for Fall '10/ Spring '11. Continuing students= 49 (\$66,000 in waivers) =5 (\$5,000 in private funds) New first-time freshmen= 24 (\$44,000 in waivers) STILL IN PROGRESS. Awarded 78 scholarships and still counting. 5. OAHCC/Oportunidad students In order to maximize intentional support services and retention, a current staff member was promoted as a part-time advisor and assigned to work directly with the Oportunidad Scholarship Fund (\$50 K awarded annually for 4 years) and specifically advise 8 continuing upperclassmen. Two counselors each had 5 incoming freshmen respectively to advise. OUTCOMES: Continuing: Grp 1 (12 hours +)Cumulative GPA= 2.78 Continuing: Grp 2 (11 hours <)Cumulative GPA= 3.03 First-time freshmen Counselor A: Cumulative GPA= 2.42 First-time freshmen Counselor B: Cumulative GPA= 3.40 RETENTION: 8 of 8 were retained (Continuing upperclassmen) RETENTION: 7 of 9 were retained a. 1 first-time freshmen left for LDS mission b. 1 lost scholarship-low GPA. Will still be advised by MSC to improve GPA and meet the goal of getting reinstated into the scholarship program for Spring 2011. 6. Offer Scholarship Workshops (mandatory for waiver scholarship recipients). Fall Semester 2009 we started weekly series- scholarship workshop program to help explain what students need to know and do to obtain an academic scholarship, MSC activity/tuition waiver, book scholarship, etc. From the student verbal reflections after the workshop sessions, they said that the workshop was

Mentors will have assignment to contact students. 3. Complete Intake w/ 20% ethnic (does not include students in #2) students. 4. Award 100 scholarships for Fall '10/ Spring '11. STILL IN PROGRESS. Awarded 78 scholarships. It was determined that when staff nominated students, only 7% of those students did not complete the eWeber Portal Scholarship application. A vast improvement from last year's nominations. The scholarship portal completion will continue to be an objective for when staff met with a student. It is now included in the Intake checklist. The student will use the staff computer to enter and complete their eWeber Portal Scholarship application per WSU Scholarship Department guidelines (1/10/10) and MSC policy. The staff member will guide the student with this process and ensure the student completes the application. Due to a state law (SB-81), all WSU students have to verify their legal status in the United States. This caused some major issues with incoming freshmen (15 out of 40) that we were directly working with. It impacted 5% of continuing students. S.A.S Banner (scholarship web-based system) was being upgraded. Although the Center had nominations ready to input in April 2010, there were still some major setbacks due to the system upgrade. The nominations process ended up usurping valuable MSC, Scholarship Chair, and Scholarship department staff time. The Center will meet with the Student Affairs Scholarship Committee Chair in late

"very helpful". The criteria and requirements for obtaining and maintaining a scholarship or a waiver were understood by the students who attended as determined by Q & A session. SCHOLARSHIP WORKSHOP ATTENDEES/COMPLETERS: 73 August - October 2009= 52 (staff member not able to conduct workshops in Nov/Dec.) Spring 2010= 21 Characteristics: \*First-year freshmen= 6 \*Oportunidad first-year freshmen= 10 \*Oportunidad continuing (upperdivision)= 8 \*MSC Peer Mentors= 12 \*Leaders/Area Council members/officers= 24 \*Miscellaneous= 13 7. Submit Mid-term grade check form. The number of students who took advantage of checking their mid-term grades with their professors/instructors and making adjustments to the learning habits were = Fall 2009= 35 Spring 2010= Incomplete The method of having student scholarship recipients, student leaders, and Peer Mentors submit their mid-term grade check forms has improved. The first-year freshmen were extremely difficult to get a hold of and they did not have a high percentage of participation in the mid-term grade check form or the scholarship workshop. We need to improve methods to connect more with first-year freshmen (we will utilize Peer Mentor program).

March and first week of April in 2011. Supervisor, Center Secretary and Chair will both sit down at a computer terminal and individually input each student nomination. All will be completed by last week of April 2011 to meet the May 1 Scholarship department deadline. 5. OAHCC/Oportunidad students In order to maximize intentional support services and retention, a current staff member was promoted as a part-time advisor and assigned to work directly with the Oportunidad Scholarship Fund and specifically advise 8 continuing upperclassmen. Two counselors each had 5 incoming freshmen respectively to advise. USE OF RESULTS: As of June 2010, this part-time advisor will now work with all Oportunidad scholarship students in all aspects. It was determined that it would be more productive and impactful to have one staff member provide intentional interventions and thorough follow-up by advising this population that is impacted by SB-81. 6. Weekly Scholarship Workshops An actual evaluation for completers is needed for data assessment. The Workshop facilitator will design a pre/post quiz during the summer. 7. Mid-term grade check form. We need to improve methods to connect more with first-year freshmen (we will utilize Peer Mentor program). Mid-term grade check forms were misplaced by a staff member and thus resulted in "incomplete" goals for the Fall semester. Spring semester: emphasis was placed on other goals. Not as many mid-terms were submitted. USE OF



					RESULTS: Assign one staff member to oversee the mid-term grade check system.
<p>Multicultural Youth Conference MYC attendees will be informed about services, programming, and enrollment process at Weber State University. To outreach and recruit over 400 ethnic minority high school students from the state of Utah to attend the one day conference that provides workshops in financial aid, admissions, scholarships, cultural competency, leadership, student involvement, and career opportunities. Initiative 3: Foster enrollment growth which moves the university toward its vision of 26,000 students in 2030.</p>	<p>Multicultural Youth Conference Coordinate and facilitate university-wide planning committee with university departments, academic college representatives, secondary educational institutions, and community representatives. 1. Set up sub-committees to meet six months prior to the conference. 2. A "save the date" email was sent out to external community partners in the month of March 2009 and every month thereafter to notify them about the Conference. 3. SA Information Technology department was contacted to set up on-line registration process and set up a link specifically for the Multicultural Youth Conference. 4. Over 300 letters (with flyers) were mailed (by Recruitment office) to high school counselor representatives. 5. ETS, Upward Bound, Utah Advisor Corp, MESA, Colors of Success, and other high school outreach programs will be contacted. 5. Email and the MSC website were utilized to relay Conference information.</p>	<p>Multicultural Youth Conference High School students will: 1. learn to access higher education by attending workshops (admissions, financial aid, scholarships, etc.). 2. engage in cultural competency and leadership opportunities. 3. communicate and ask questions at workshops and information booth representatives. 4. engage with other multicultural students in a conference setting. 5. meet and engage with current university multicultural students.</p>	<p>Multicultural Youth Conference (NOTE: Assessment AND Results are BOTH in this section- Results column is missing) MYC survey: Respondents will indicate on the survey their satisfaction at the conference. Transition Night Orientation held on April 14 (for first-generation, MYC attendees, and incoming freshmen and families) ALL DAY Orientation: held during the day for students via Orientation &amp; Recruitment Office</p>	<p>Question #7 - Overall, I enjoyed the Multicultural Conference Base: 316 No reply: 2 Strongly Agree: 148/ 46.8% Agree: 139/ 44.0% NA/ND: 16/ 5.1% Disagree: 7/ 2.2% Strong Disagree: 4/ 1.3% MYC Qualitative Evaluation - Question #14 - What are the three things I learned at MYC that I did not know before: 1 Fin. Aid/Scholarship 149 2 Multicultural Panel 112 3 U of U Medical Presentation 47 4 Leadership/Validation 43 5 Admissions Information 38 6 OWATC Information 18 (only 1 session) 7 Navy 15 (only 1 session) 8 AmeriCorps 12 (only 1 session) 9 Goddard Business 12 (only 1 session) 10 Omar (Discrimination)Present. 10 (only 1 session) 11 College Rec. 9 (booth) 12 WSU Davis 7 (only 1 session) 13 Luke Harris (time mgmt) 6 (only 1 session) 14 Census Information 4 (only 1 session) 15 Air Force 1 (booth) Question #15 - What was the BEST thing about this conference: 1 Environment (Social) 66 2 Information 28 3 Learning about WSU 28 4 Workshops 22 5 Lunch 20 6 Fin. Aid/Scholarship 19 7 Leadership 16 8 Medical (U of U) 13 9 Navy 13 10 Multicultural 12 11 Everything 9 12 People 8 13 Volunteers 6 14 Admissions 5 15 Business 5 16 Getting out of school 4 17 Air Force 3 18 Omar Flores 3 19 Luke Harris 2 20 Davis Campus 1 Question #17 - What would you like more information about: 1 More Info interest Total 2 Scholarship/Fin. Aid 122 3 U of U Med. 26 4 Class Activites 25 5 Air force/ Navy 20 6 Sports 18 7 Schedule of Conf 12 RESULTS:: MISSING from section Multicultural Youth Conference 29 High Schools participated from Northern Utah and South Salt Lake Student Total = 414* (16 students had no registration</p>	<p>Multicultural Youth Conference 1. Survey that was used was incomplete. Revise to obtain questions (i.e. Respondents will indicate that "information received was useful in their decision to enroll in college". 2. Follow up with MYC seniors who apply for admissions. 3. Since WSU SNAP is used, it is easier for the Center to obtain the data. Evaluate other assessment tools. The qualitative data had to be retyped by a staff intern (inefficient). No graphs or charts were used. 4. If we use Student Voice, determine if students will fill out the survey. The Conference would need 10-20 laptops so that students could fill out the survey. 5. Every year, t-shirts are used as the incentive to have all students fill out the survey. It has been used for the last 10 years. Evaluate if this is the best method? 6. We need to engage the students with the survey and offer a more interactive and relevant type survey that they would respond to and that meets our needs. 7. College Access and Transition Committee will provide data of MYC participants so that the committee liaisons can contact the attendees.</p>

				<p>forms) Seniors= 300 Juniors= 98 Females= 214 Males = 184 Average Reported GPA: 2.913 Number of GPA not reported: 89 Highest GPA Reported: 4.0 Lowest GPA reported: 0.88 Total Reported Ethnicities: African American: 25 Asian: 31 Caucasian: 14 Hispanic: 251 Middle Eastern: 2 Native American: 13 Pacific Islander: 11 British: 1 Multiple Ethnicity: 39 Not Reported: 11 HS Seniors completed application process: 174 (students are being contacted in June 2010- data still incomplete) HS Seniors completed application process, awarded scholarships and accepted award= (students are being contacted in June 2010- data still incomplete) HS Seniors completion of the process and awarded scholarships= (students are being contacted in June 2010- data still incomplete)</p>	
<p>Honor and recognize students who obtained a 3.2 cumulative GPA and all ethnic minority degree recipients. Initiative 1: Increase national recognition for WSU's teaching excellence and leadership in the areas of undergraduate research, service learning, community involvement and student engagement.</p>	<p>Honor 3.2 GPA: 1. Use Institutional Research data for degreed recipients 2. Run Crystal Reports of ethnic minority students who obtained above a 3.2 cumulative GPA 3. Wall of Fame instituted at the Center to acknowledge honor roll students</p>	<p>Honor 3.2 GPA: 1. Students will be motivated and engaged to pursue post-graduate programs since they will meet the entrance requirements based off of their GPA. 2. Other students will strive to reach the 3.2 GPA. 3. Students will seek out assistance and guidance from Center staff to further enhance their academic and co-curricular experience.</p>	<p>Honor 3.2 GPA: 1. Created Honor Roll (Wall of Fame) Inductees (Fall 2009) Students who maintained above a 3.0 Cumulative GPA= 3.38 (58 students) 2. Ceremony of Excellence: May 18, 2010 GPA of 3.2 or above who have graduated or near graduation= 200 ethnic minority Degree recipients= 80/ Master's Degree Recipients= 10 3. Top Ten Multicultural Student Center Alumni: initiated Kente Cloth celebration for 10 MSC Graduates who were dedicated</p>	<p>Honor Roll 3.2 GPA: 1. Created Honor Roll (Wall of Fame) Inductees (Fall 2009) Students who maintained above a 3.0 Cumulative GPA= 3.38 (58 students) 2. Held Ceremony of Excellence: May 18, 2010 GPA of 3.2 or above who have graduated or near graduation= 200 ethnic minority Degree recipients= 80/ Master's Degree Recipients= 10 3. Top Ten Multicultural Student Center Alumni: initiated Kente Cloth celebration for 10 MSC Graduates who were dedicated to the Center during their collegiate experience. The recipients distinguished themselves through their leadership, strove for excellence through helping others and actively participated in making Weber State a better university for all students and their community= 10 Alumni recognized</p>	<p>1. Created Honor Roll (Wall of Fame) Inductees According to Registrar, and per FERPA, the Center needs to get signatures of ALL students whose names we want to post or list in a public venue. We have a sign-in sheet for those students who meet the honor roll recognition. 2. Ceremony of Excellence: May 18, 2010 The Spring 2010 candidates for graduation list could not be obtained via IR. The graduation list will not be released until August 2010 (after the ceremony). 2011- only the Summer and Fall graduates will be recognized in the Ceremony for Spring 2011. 3. Top Ten Multicultural Student Center Alumni: Application needs to be filled out by those students who want to be recognized as Top Ten Seniors.</p>

			to the Center. The recipients distinguished themselves through their leadership, strove for excellence through helping others and actively participated in making Weber State a better university for all students and their community= 10		
Volunteer: To provide student engagement and cultural awareness and sensitivity in volunteerism by connecting university students to mentor and role model for diverse high school students at the Multicultural Youth Conference. Initiative 1: Increase national recognition for WSU's teaching excellence and leadership in the areas of undergraduate research, service learning, community involvement and student engagement.	Volunteer: 1. Assign a volunteer coordinator to run the training and coordinate volunteers. 2. Offer the Conference as an opportunity to fulfill student volunteer hours. 3. Contact all Multicultural scholarship recipients to volunteer. 4. Maintain a contact and sign-in/interest sheet. 5. Provide training and information about the conference. 6. Offer various workshops for training. 7. Offer the training 1 week in advance. 8. Provide t-shirts to volunteers. 9. Offer food the day of the conference to the volunteers. 10. Provide extensive opportunities for university students to engage and mentor high school students.	Volunteer: 1. University students will participate by offering their volunteer service. 2. Students will learn about multicultural youth conference and provide guidance. 3. Students will serve as role models to high school students.	Student volunteers attended training sessions that were offered at various times and conducted one week before the Multicultural Youth Conference. 1. Completion of training session. 2. Participation on the day of the Conference for their assigned task.	Volunteer in MSC approved activity: For the first time in 16 years, a training workshop was provided by MSC staff. Over 61 student volunteers participated on the day of the Conference.	Volunteer: 1. Utilize the support of the Student to Student program who referred student workers/volunteers to MYC. 2. Information on events has to be accessible so that our students can volunteer or participate in programming events. This list has at times been delayed in printing or having out one year in advance since we have a myriad of events throughout the entire year where the dates change and/or they are driven by student leaders (area councils/senators). 3. A Volunteer Calendar of Events with brief description title, semester and tentative dates or month (since some events are held by Area Council student leaders and this changes annually), and basic info was produced. This document will be revised on a yearly basis and offered to those students who want to volunteer at the Center. 4. Increase referrals to the Community Involvement Center. 5. Utilize opportunity to discuss AmericCorps program.
"Enhancing Student Learning through College Employment"	"Enhancing Student Learning through College Employment" A. 1.	"Enhancing Student Learning through	1. Pre/Post Cultural Competency (aka Cultural	"Enhancing Student Learning through College Employment" Fall 2009: Average 3.5 Cumulative GPA for 6 Peer	"Enhancing Student Learning through College Employment" 1. Continue to partner with external

<p>Division Goal Areas: First Year Student Success, Cultural Competency and Leadership Development Promote leadership and growth opportunities for diverse students through campus/community (internal/external) partnerships; identify student mentors; and encourage participation of student role models in an environment that promotes academic excellence, student centered learning, cultural awareness and sensitivity.</p>	<p>Created Graduate Assistant position (Summer 2009)/then promoted to Advisor (Spring 2010). Staff member currently supervises Peer Mentors. 2. Retained former Peer Mentor who was promoted to a Student Specialist who now assists the Program Manager and Supervisor of the Peer Mentor program. 3. Assign professional MSC staff member to coordinate pilot program (Spring 2010). 4. Three MSC staff members oversee the hiring, training, and structure of the program. 5. Connect the Peer Mentors to university wide departments focusing on academic and student affairs departments. 6. Peer Mentors attend mandatory training on various aspects of student support services. B. Department of Workforce Services partnership: (Work-Based learning site) Placement of 5 DWS interns (18-24 yr. old) - retained 3 and 3 enrolled into WSU, one intern had enlisted to Navy prior to hiring) C. U.S. 2010 Census partnership (Census Site) Hired 3 work-studies to work with census project.</p>	<p>College Employment" LEFT BLANK ON PURPOSE (mnl)</p>	<p>Sensitivity) Online Module 2. Session (appointment) notes 3. Participation in consultant evaluation 4. Peer Mentor meetings 5. Peer Mentor trainings 6. Staff meeting comments/ agenda/minutes</p>	<p>Mentors (PM) Hired 4 more PM's for Spring) Spring 2010: Cumulative GPA= 2.76 (Average for 10 Peer Mentors) Spring 2010: Semester GPA = 3.07 (10 Peer Mentors) Retained 8 of 9 Peer Mentors: 1 Peer Mentor left for LDS mission (Summer 2010) 8 of 9 Peer Mentor attended school full-time (12 hours +) 1 Peer Mentor graduated with degree in the Spring 2010 and promoted to Hourly Retained 7 Peer Mentors for the Summer 2010 (due to registration of summer classes and qualification of summer work-study.)</p>	<p>partners as a work-based learning site. 2. Strive to provide an innovative, structured, and enhanced Peer Mentor program. Utilize best practices and models from established peer mentor programs from various higher educational institutions. 3. Peer Mentors reported "lack of communication" with one another as the number one dynamic negatively impacting the program. In order to address their concerns, for staff development, and to integrate student affairs and academics, the Peer Mentors were requested to register (Fall 2010) for a 3-credit hour Small Group/ Communications course. Discussions were held with Dr. Sline in the Spring. He will gear his course for Center group goals (cohesion of group and enhanced communication).</p>
<p>Graduate School Programs: Increase student access/awareness for application/ acceptance into Graduate School. Initiative 4: Enhance academic, student</p>	<p>Graduate School Programs: (within the last 4 years) Summer 2009: A Texas A&amp;M (Practicum Intern) pursuing a Master's degree in Student Affairs interned at the Multicultural Student Center. Spring 2010:</p>	<p>Graduate School Programs : 1. Upper Division students will learn about the process to access and enter a Graduate level</p>	<p>Graduate School Programs: 1. One-on-one session notes 2. Letters of recommendation 3. Graduate school acceptance letters 4.</p>	<p>Graduate School Program: 11 students (WSU Multicultural Alumni) we closely worked with who are currently in or completed a Graduate School PROGRAM: Gladys Alvarez-Tovey: U of U MS Social Work (graduated on 5/7/10) Elizabeth Balcazar: U of U MPA (graduated on 5/7/10) Liz</p>	<p>Graduate School Program: 1. Orientation Checklist to Graduate School programs (needs to be drafted)and placed in student Intake file. 2. Intentional efforts to discuss graduate school with upper division students and include brief discussion with ALL</p>

<p>development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners.</p>	<p>Prospective fellow (WSU student) and director applied with the NASPA NUPF (Fellows Program) who is interested in pursuing a graduate degree in Student Affairs field. Accepted in May 2010. 1. Student met w/a staff member regarding Graduate School programs. 2. Maintained semester contact. 3. Staff member wrote letter of recommendation. 4. Student received assistance with graduate school application. 5. Received financial assistance or scholarship from MSC to attend Graduate School. 6. Referral. 7. Other assistance from the Center. 8. Spring 2010: Graduate School workshop-"The In\$ &amp; Out\$ of Graduate School" 9. MSC Advisory Board members serve as mentors (informal).</p>	<p>Program. 2. Students will refine their educational goals to include post-graduate education. 3. Students will pursue post-graduate education and get accepted into a program.</p>	<p>Entrance exam scores 5. Tracking of follow up (meetings, phone calls, emails)</p>	<p>Mercado (Velasquez): U of U MS Social Work (graduated on 5/7/10) Steven Bagley: Westminster (Communications) Joel Cardenas: WSU English Jennifer L Faumuina: WSU Criminal Justice Maria Gil: WSU HSA Cesar Mas: USU (Computer Science) Louthilia Mose: U of U MS Social Work Maria North Medical School Josh Tukuafu: WSU Criminal Justice Doctorate programs (to be determined): Joel Cardenas Liz Mercado (Velasquez)</p>	<p>students during Intake and Orientations. Graduate School was discussed at Family Empowerment Conference. 3. Collaborate with other departments with same vested interest (i.e. Student Support Services and Career Services). 4. Offer to mentor and host an intern (NASPA NUPF-Fellows) interested in Student Affairs field at the Multicultural Center.</p>
<p>Provide cultural, educational, and social opportunities to the campus community that promotes inclusion and cultural awareness and sensitivity. Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners.</p>	<p>4 Area Councils and WSUSA Senators (recruit and invite others to attend) 1. Implement campus outreach and marketing efforts via technology and free marketing venues (i.e. text, social networking sites, website, email, etc.) 2. Members and advisors need to recruit students via information booths, campus programs, and intentional interventions. 3. Appreciation of one's own culture and other cultures. 4. Cultural Moments during the meetings or event. 5. Sharing ethnic food</p>	<p>Cultural Competency Students will: 1. appreciate other cultures, heritage, and perspectives. 2. engage and dialogue with other ethnic minority students. 3. form study groups based off of their shared backgrounds. 4. engage in a diverse and inclusive campus. 5. promote inclusion and cultural awareness and</p>	<p>1. Pre/Post Cultural Competency (aka Cultural Sensitivity) Online Module 2. Cultural moments/ reflection (3 things I learned today) 3. Survey 4. Meeting minutes 5. Data sessions/ data swipe machine</p>	<p>1. Pre/Post Cultural Competency (aka Cultural Sensitivity) Online Module NOT COMPLETED. See below. Only the MSC Peer Mentors took the online module. 2. Cultural moments/ reflection (3 things I learned today) Only one area council shared cultural moments. Two of the other area councils did not meet for an entire semester-BSU did not have an advisor. In one group, the students only discussed agenda items and focused on current issues of the day. 3. Surveys a. Discrimination/Harassment by WSUSA Senator Vincent Longa and another student organization. Survey Release via Student Voice email across campus b. MSC Satisfaction Survey: Results are pending. 4. Meeting minutes a. American</p>	<p>1. Pre/Post Cultural Competency (aka Cultural Sensitivity) Online Module Need to get results for Peer Mentors. Still not completed. Assign a different staff member to run the project so that this goal gets completed. 2. Cultural moments/ reflection (3 things I learned today) Meet with advisors in July 2010 and emphasize the outcomes for this goal. 3. Surveys a. Discrimination/Harassment Survey Release Research will be presented nationwide at 2 conferences in the fall and will continue throughout 2011 by Vincent Longa. (Faculty Advisors:Dr. Kowalewski &amp; Dr. Trentelman) b. MSC</p>

and music from different cultures. 6. Emphasis days (area councils organize and plan) 7. One-on-one referrals by student members and advisors 8. Retreats 9. Collaborate with other entities on campus 10. Showcase student talents and abilities. 11. Celebrate and commemorate ethnic and cultural based holidays.

sensitivity.

Indian Council met every week. They did not have a secretary and thus no meeting minutes are available. b. Asian/Pacific Islander area council began meeting halfway into the Spring semester and only met twice in April. c. Black Student Union met every other week beginning in March 2010. d. Hispanic Area Council met every other week in the Fall 2009 and due to class schedules then switched to meet once a month in the Spring 2010. They took minutes. ACTIVITIES: American Indian Emphasis Week 1. Sunrise Ceremony 2. 5th Annual Native American Symposium (led by Faculty) 10-20 people attended 3. Fry Bread/Taco Sale and community jewelry vendors 4. Annual Pow Wow 5. 4 members Participated in USU's Annual Pow Wow 6. 3 members volunteered at Indian Walk-In Center during Thanksgiving 7. Held 3 socials (barbecues and movie) 8. Miss WSU Indian represented AIC. 9. Met on a weekly basis including summer 2009 (every other week). Black scholars United/ Black Student Union (BSU): 1. Social/1st meeting Barbecue (Oct.2009) over 50 students/community members attended 2. President Millner invitation to African American community leaders & students and WSU staff (Nov. 2009)-- over 75 people attended 3. 16 Students attended community events Nov./Dec. 2009 (NAACP Anniversary banquet, USU/UoU, and Northern Utah AIDS dinner fundraiser) 4. African-Amer. Oral History&Genealogy Project: Keynote: Phyllis Caruth, Afro-Amer. Historical & Genealogical Society Pres. & Darnel Haney (over 35 attended) 5. BSU Haiti Dance: All proceeds benefitted Haiti relief (~\$700 raised). Over 230 students attended. 6. 7 members Volunteered at Ceremony of Excellence 7. 3 members volunteered at Dr. Akombo's end-of-year Recital

Satisfaction Survey: obtain email addresses in a database program for easy access and provide email and survey before school ends in 2011. Consider conducting survey every semester. 4. Meeting minutes Meet with advisors and require that the groups maintain minutes for all meetings. (leadership development) ACTIVITIES: a. Use sign-in logs/participation sheets and data swipe (mini laptop) at events and meetings; evaluate best practices and use of time and resources for a successful program which includes marketing, press releases, advisor guidance and mentoring, recruitment, and leadership development. b. Ensure that advisors are meeting with their constituents from their respective area councils that they advise. Financial aid completion, eWeber Portal Scholarship application completion, grade review, class registration/advising, graduate school, 3-peat rule, developmental course review/discussion, leadership role, mid-term grade check form, scholarship workshop completion, and four-year graduation plan are going to be placed on a spreadsheet and worksheet. Advisors will need to ensure that the Area Council members complete this checklist every semester. c. Use Excel spreadsheet to enter data of each student who participated in Area Council meetings and present it to the respective advisor and area council membership.

				<p>8. End of year Cook Out 9. Met every other week after February retreat w/average attendance of 25 students. 10. Held successful leadership/academic retreat in February 2010 for 15 students. 11. Will host a June 2010 retreat for 15-20 students. 12. Collaborating with NAACP WSU student chapter. 13. Made connections with Athletics division. 14. Student officers are meeting in the summer 2010. Hispanic Area Council: 1. Met on a weekly basis in Fall 2009 then switched to monthly meetings in Spring. 2. Volunteered and coordinated with community partners DCFS/Image for Quinceñera 3. Held "Navidad Con Ritmo" dance. Donated all proceeds to Ogden Weber Comm. Action. 4. Had discussion on discrimination and harrassment during area council meetings. 5. Organized "Fiesta 2010" with free dinner, speakers, and cultural entertainment and activities. Collaborated with Nontrad Center(March 2010). Over 50 attended. 6. Joined local chapter of Image de Northern Utah (national non-profit organization). 7. Week long discussions and events on "Dia de Los Muertos" - Day of the Dead cultural/spiritual events. Held a dinner &amp; set up altar in Union Bldg. (over 20) 8. Members offered free salsa dance lessons. 9. Members of the HAC participated in events across campus and the community. 10. Assisted with Multicultural presentations to school district students.</p>	
<p>Follow up with students with intentional interventions who visit the Center and complete intake forms. Orient ethnic minority students to the culture of the university, provide support services that assist students</p>	<p>Enter data consistently. Training for staff. Complete Intake for every student and systemically organize files. Involve support staff in follow-up appts. of achieving goal. Obtain list from MYC and College Access and Transition for</p>	<p>Incoming freshmen (high school seniors) will learn to map out and solicit student support services in order to experience a seamless transition from high school to</p>	<p>Appointment: 15 min sessions Within 1st month of semester meet with each student 5 times, 7-8th week: 2 face-to-face meetings, 12-14th week: 1 face-to-face meeting. E-mail,</p>	<p>1. Data entering still had to get addressed. 2. One staff member continued to enter data incorrectly which duplicated results and skewed the overall headcount. 3. Further discussion/training was provided on 4/2/10. 4. Need an accessible and efficient spreadsheet (designed in-house)that can systematically track student visits. 5. Hired peer mentors</p>	<p>1A. A report from Student Affairs IT was run in March 2010. Further discussion/training for staff was necessary. Training for staff for entering data sessions was provided on 4/2/10. Peer Mentor training 5/12 (included data swipe machine and purpose). Purchased and set up card swipes in individual offices. Each</p>

to refine academic skills and promote their growth and development. Initiative 3: Foster enrollment growth which moves the university toward its vision of 26,000 students in 2030. AND Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners.

first-year freshmen.

post-secondary education. They will be oriented to the Center and to the University. Students will learn how to access and complete financial aid (FAFSA), scholarship eWeber portal, admissions, registration, attend orientation, get connected with leadership and cultural opportunities.

Phone calls, Text: 1st week welcome, 15th week checkup, contact i.e. email after grades posted, 11 contacts per semester. Tracked through S.A. Banner tracking and counselor case management files (Intake). FOR INCOMING FRESHMEN WHO ARE MYC & recent high school graduates: Assessment will not be available until December 2010 as the class of 2010 recently graduated at the end of May and first week of June 2010.

(work-studies) to involve support staff in follow-up appts and for retention purposes. 6. Although some staff met with students and met their goal, others failed to meet the unit goal.

counselor now has a data swipe card reader attached to their computer. Each time a student visits for more than 15 minutes (1 session), the counselor requests the ID card get swiped or manually enters the W#. 1B. Reports for April, May, and June will be run in July 2010 to ensure staff are following policy and using data entering procedures accurately. 2A. Needed an accessible and user-friendly spreadsheet (designed in-house?) that systematically tracks student visits and outcomes and that all counseling staff can have access to this spreadsheet/software. 2B. In January, a spreadsheet was designed that focused on outcomes for every student that received services from the Center. The spreadsheet still needs major revamping. 3A. It was difficult to obtain outcomes from staff members due to the following: a. One staff member was recently hired. Due to time constraints, it has been challenging to provide in-house training on outcomes. Data collection was difficult the first two months of the Spring 2010 semester because the staff member was not set up with the proper equipment which resulted in loss of data although hard copy (sign-in sheets/logs)documentation was completed. IT was contacted and Louie came up with a program so that data (from the missing month) could be entered appropriately. 3B. On-going/mandatory training will be provided in the new fiscal year. 4A. A staff member did not submit any monthly outcomes even after the one-on-one meetings and



					discussions at the end of every month. 5. In the Fall 2009, hired 2 Peer Mentors(work-studies), then increased this to 10 peer mentors during the Spring 2010 semester. This allowed counselors to involve support staff in follow-up appts of all students, to guide and mentor with all support and academic services (orientation to MSC, financial aid, admissions, scholarships, leadership, student involvement, tutoring, etc.), and primarily for retention purposes.
<p>Multicultural Student Athletes: Division Focus Areas (3 of the 4): First Year Student Success, Cultural Competency, Leadership Development, Enhancing student programs and services to improve engagement and success; and fostering a diverse and inclusive campus environment for student athletes. Initiative 4: Enhance academic, student development and support services to retain students through graduation; develop innovative strategies to meet the needs of diverse learners.</p>	<p>Multicultural Student Athletes: 1. Hire a professional staff member who can relate and understand the student athlete perspective. 2. Coordinate and connect with Athletic administration, coaching staff, AA/EEO office, Office of the Assistant to the President for Diversity, and the WSU NCAA Committee. 3. Present Multicultural Student Center orientation and services, programs, and incentives for student athlete participation. 4. Provide staff training (webinars, meetings)in how to advise, recruit and retain student athletes. 5. Conduct a student athlete needs assessment.</p>	<p>Multicultural Student Athletes (SA's) 1. Student Athletes (SA's)will meet with Center staff and learn about Multicultural support services and programs and demonstrate their knowledge of various campus and community resources. 2. SA's will engage in educational, cultural and social programming and events and discuss the effect of their participation.</p>	<p>Multicultural Student Athletes 1. S.A. Banner Tracking 2. Sign-in sheets of events and meetings 3. Meeting minutes 3. Survey 4. One-on-one advisor session notes</p>	<p>Multicultural Student Athletes (SA's) MSC connected with and mentored two student-athletes since February 2009 specifically for African American Senator seat (student involvement and leadership). OUTCOME: Hired one student-athlete to serve as a Peer Mentor in our department and the other Student Athlete served as the African-American student government senator. Multicultural Barbeque @ University Village (June 2009) (Cultural Perspectives/heritage lessons led by student Peer Mentors) Barbeque was held at University Village to reach out to student athletes and international students. OUTCOME: No student athletes attended. Mid-July 2009: Youth Archery World Championships MSC Director contacted Assistant Football Coach. OUTCOME: Five football players volunteered for archery tournament. August 13, 2009: Multicultural Summer BLAST: Cultural Competency (team building) program One student athlete and one former student athlete participated. Fall 2009: Strategizing with staff member to recruit and retain underrepresented groups (SA's). February 2010: Coaching staff (1 coach) highly engaged with the BSU members and connecting</p>	<p>Multicultural Student Athletes (SA's) 1. The prior events that were held required a staff member who could connect with the student athletes and could capture their unique perspective. The Athletics division and student athletes were not responding to our programming. The Center was in the process of hiring a new staff member. It resulted that this new staff position also require student athlete knowledge and/or experience. 2. In order to connect, understand, and immerse the Center with the student athlete perspective, it was necessary to hire student athletes to assist us with this goal. Hired 4 student athletes (Peer Mentors). 3. Tracking of student athlete information will be enhanced. 4. Current collaborations with the Athletic coaching staff (football, basketball- men &amp; women's, and softball) will be further developed.</p>

Multicultural Student Center

<http://saweb.weber.edu/Six/2009/Multicultural.aspx>

student athletes to the Center by personally introducing student athletes to Center staff and dialoguing with MSC staff on how we can all meet the needs of SA's. March 2010: Conducted Multicultural Student Center Orientation and scholarship workshop to 24 student athletes (football players). Hired 4 student athletes (Peer Mentors). One former student athlete was hired. According to the student, the Center assisted him in graduating with a bachelor's degree in Spring 2010. In the process of hiring 3 more student athletes for the summer only. With the hiring of a staff member and a MSC student athlete Peer Mentor, the Center has observed an increase in student athlete participation and engagement. OUTCOME: 69 student athletes have visited the center February 2010- May 2010.

