

**Center for Multicultural Excellence  
2018 Program Review**



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## Table of Contents

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MISSION, GOALS, and OUTCOMES	3
Mission Statement	3
Goals	3
Alignment with Division and University Goals	4
Center History	4
PROGRAMS & SERVICES	5
Advising	5
Mentoring	8
Personal Advising	10
Career Counseling	10
Outreach, Campus Relations, and Collaborations	10
LEADERSHIP and STAFFING	13
FINANCIAL RESOURCES/BUDGET	19
FACILITIES, EQUIPMENT, and TECHNOLOGY	21
ETHICAL and LEGAL RESPONSIBILITIES	22
ASSESSMENT and EVALUATION	23
Program Goals and Achievements	23
Cohorts	26
Student Needs and Satisfaction	27
Basic Student Information	27
SUMMARY	27
Appendix A	30
Appendix B	33
Appendix C	34

## **MISSION, GOALS, and OUTCOMES**

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### **Weber State University (WSU) Mission Statement**

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WSU offers associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

### **Student Affairs (SA) Mission Statement**

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SA promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. SA 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.

### **Office of Access and Diversity (A&D) Mission Statement**

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To increase higher education access, persistence, and graduation rates for underrepresented students.

### **Center for Multicultural Excellence (CME) Mission Statement**

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To support students through graduation by providing multicultural learning opportunities that enhance academic achievement, personal development, and multicultural competence.

### **Vision Statement**

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Developing engaged leaders that strive for excellence in a multicultural society.

### **Goals**

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The goals of the CME align with the Council for the Advancement of Standards in Higher Education – CAS Standards and Guidelines: Minority Student Programs:

- 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.
- Provide support services to assist students.
- 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 campus partnerships.
- Identify potential mentors and encourage participation with role models.
- Promote cultural awareness, sensitivity, and encourage cultural competency.

## Alignment with Division and University Goals

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The CME utilizes the Access and Diversity (A&D) and Student Affairs Division mission statement and the 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. Further, CME provides a forum that encourages freedom of expression while fostering understanding of and appreciation for multiple cultures.

## Center History

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The Center for Multicultural Excellence (CME) 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 (2 interim) coordinators led Services for Multicultural Students (SMS). 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, SMS was renamed the Multicultural Student Center (MSC) in December 2007 and in 2008 upgraded the coordinator position to that of director.

"The Division of Student Affairs began the Underrepresented Student Retention Initiative in the fall of 2013, which, in line with the priorities of the division's strategic plan, sought to identify interventions that can increase the retention of underrepresented students...It is also informed by a comprehensive program review that includes a thorough re-examination of position roles

to best serve WSU’s students.”(WSU Underrepresented Student Retention Initiative Strategic Plan, 11/14) In the fall of 2014, a new office comprised of the Diversity Center, LGBT Resource Center, outreach grants, and the MSC would report to an Executive Director under Access and Diversity (A&D). In the spring through summer of 2015, searches for a peer mentor coordinator, a retention specialist, and the A&D executive director were conducted. As a result of the reorganization, the Multicultural Student Center was renamed the Center for Multicultural Excellence (CME).



## PROGRAMS and SERVICES

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The CME 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. CME advertises these offerings via campus mail, the CME website, social media, *The Signpost*, WeberSync, posters, flyers, e-mail, classroom presentations, bulletins, table displays, workshops, orientation sessions, and conferences.

See Appendix A for complete data.

### Advising

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#### One-on-One Advising Services

Multicultural students who seek enrollment in the University utilize the CME to assist them with University processes like admission, financial aid, scholarships, and registration. The Center’s counselors, advisors, and peer program 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.

	2016-17	Number	Percent
Female			62%
Male			38%
Average Age	23		
Average GPA	3.05		



Multicultural student usage of CME: (Fall 2015 Retention)

**2013-14:** 572 students 4,818 sessions 82% Retention 17% Assoc. Degree 17% Bachelor Graduates  
**2014-15:** 694 students 6,700 sessions 96% Retention 14% Assoc. Degree 9% Bachelor Graduates

2014-15 CME Students		
	Count	Percentage
<b>Number of Students</b>	694	
<b>Associate Grads</b>	96	14%
<b>Bachelor Grads</b>	59	9%
<b>Attending Fall 2015</b>	517	74%
<b>Fall 2015 Retention*</b>		96%

2013-14 CME Students		
	Count	Percentage
<b>Number of Students</b>	572	
<b>Associate Grads</b>	98	17%
<b>Bachelor Grads</b>	100	17%
<b>Attending Fall 2015</b>	305	53%
<b>Fall 2015 Retention*</b>		82%

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(s) with Center staff, submit a mid-term grade check form that empowers students to meet with and discuss grades with their professor, meet with a Center staff advisor to discuss mid-term grades, and have an end-of-semester consultation meeting. In addition, the Center’s professional staff and peer assistants help students with FAFSA, scholarship applications, and/or recommend other resources. Recipients are required to participate in leadership (clubs & organizations or other campus department) and volunteer in a campus/community event (student volunteer service hours were logged in 2016-17). The CME Awarded 92 scholarships (over \$120K) in 2016-17:

- 417 advisor sessions/visits were held with 92 scholarship recipients.
- 1,500 emails were sent out to new 2017-18 FAFSA Financial Aid application and/or Financial Aid Scholarship students who began the financial aid process. Of these 1,500 students, 138 students scheduled a nomination appointment. This helped identify and recruit approximately 100 new students to the CME.





The requirements for maintaining the CME 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 CME 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.
- Recipient arranges and attends scheduled tutoring sessions on an as-needed basis.

### Scholarship Workshops

As a result of satisfaction survey results (See Appendix A) and the Center's desire to, introduce scholarship recipients to the Center and other services led to the creation of scholarship workshops. In spring 2016, the Center revamped the scholarship workshop sessions. Under extenuating circumstances, scholarship appointment sessions are now offered to scholarship recipients 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 Center for Multicultural Excellence 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 and also in maintaining the scholarship. CME award recipients learn the different requirements for maintaining their scholarships in the workshop 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**

#### University and CME 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.)

### Peer Mentor Program

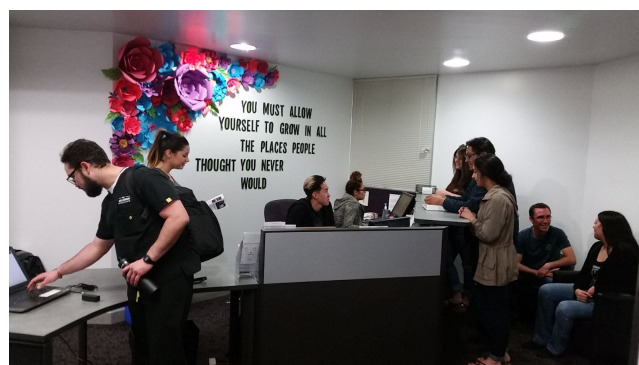
A major accomplishment within the Center for Multicultural Excellence is the formalization of the Peer Mentor Program in summer of 2015, which hired a full-time coordinator. With the support and guidance of the A&D Administrative Specialist and one upper-division student Team Lead, this mentor coordinator oversees related operations and tasks for the mentoring program. To ensure that peer mentors follow formal policies and procedures, mandatory training, meetings and retreats for student leadership development have been implemented.

The Peer Mentors provide critical guidance in the areas of friendship, moral support, and in the navigation of the student services (i.e. selection of classes and books, financial aid and scholarship opportunities). This program is further designed to assist as well as ensure the retention of these particular student groups. Another primary goal of the Peer Mentor Program is to foster academic and leadership excellence through academic programming in collaboration with many other university student services departments.

In the summer of 2017, the program coordinator was moved from out of CME direct reports to report to the A&D Executive Director. The program has been uniquely designed to help underrepresented students smoothly adjust to life at the university level. Additional enhancements and 2010 Program Review recommendations to the Peer Mentor Program were made in 2015 which included securing an office in the Union in a centralized and accessible area so that all students, faculty, and staff can assist in one-on-one meetings, mentoring, and academic support and guidance of the mentees and peer mentors themselves. The peer mentoring program not only serves as one of several CME accomplishments, but is also a strength that it reaches out to all intersectionalities at a peer level. This program now under A&D will continue to maintain its integrity and thrive through high-impact practices and implementation methods. <https://www.weber.edu/multicultural/students.html>

### Access and Diversity Peer Assistants

Student workers serve as peer assistants to help guide newer and current students and assist student leaders to recruit and retain students. The Center with the support of A&D hires work-study and hourly students to assist with the admission, financial aid, and scholarship processes of other underrepresented students. This arrangement also benefits these student workers by providing them with flexible and supportive campus-based work opportunities to finance some portion of their educational expenses and aims to enhance their own student learning.





### Student Leader Advisement and Development

CME informs students of leadership development opportunities, including those offered through other departments on campus. Students are encouraged and sponsored to participate in WSU leadership development courses, workshops, retreats, and attend local, state, and national conferences. 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 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 groups are co-led by the WSUSA, student association, constituency senator for each respective area council or the respective chair. This includes: American Indian Council (AIC), Asian Student Involvement Association (ASIA), Hispanic Area Council (HAC), Black Scholars United (BSU), The Ohana Association-TOA (Polynesian club) and WSU Ballet Folklorico.

Professional CME staff members serve as advisors offering formal guidance and coaching toward the development of leadership and organizational skills. This encourages the cultural, intellectual, political, and social growth of student members through their organization programming. The Councils identify and advocate with their constituent senator via the WSUSA structure and present issues important to multicultural students.

### Student Advocacy and Adjustment

Multicultural students can find the campus environment intimidating, especially if they are the first in their families to attend college. CME staff and students can consult with these students 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 CME counselors and advisors are in place to serve across cultures, distinct populations are represented professionally among staff members: American Indian, Asian, Pacific Islander, Hispanic, and once filled, African American. 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. CME counselors and advisors also serve as sounding boards for personal problems and home or family issues, although all acute cases are referred to the Counseling Center.

### **Career Counseling**

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CME staff provide students with information about employment, internship opportunities and workforce preparation that directly address multicultural experiences. Professional degree and graduate career paths are also introduced. Students are referred to Career Services and encouraged to attend career related events and activities (i.e. Career Cafe, major exploration, resume writing, interviewing skills, etc.). Staff frequently provide letters of recommendation based upon the ongoing relationships they have established with students. The CME maintains a positive referral relationship with various departments on campus and continually seeks campus and community-based opportunities for multicultural student career exploration, program entry, and career advancement.

### **Outreach, Campus Relations, and Collaborations**

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A Center goal has been to reach out to Academic programs and faculty for student engagement and academic opportunities. As a result, students in specific degree programs have been offered practicum and internship opportunities (i.e. Criminal Justice, Marketing, Computer Science, Graphic Design, etc.). Campus and community outreach is also another priority. The counselors/ advisors and the director all serve on different University and Student Affairs committees and some community committees and boards. Staff attend community events and represent the Center, Division, and University at those functions.

### **Service Projects**

CME student leaders plan service projects during the school year. For example, in the spring the Hispanic Area Council holds their annual soccer tournament to fundraise for underrepresented students. The American Indian Council volunteers at the Adopt-A-Native Elder and statewide pow wows. ASIA volunteers at the Buddhist Temple events by helping to clean and prepare food for the community. Various councils provide and perform culturally relevant performances for community organization events (e.g. WSU Ballet Folklorico, TOA and AIC performed at local school districts). In partnership with Ogden School District, HAC collaborated on service projects (i.e. Dia de los Muertos- Day of the Dead Altars, *Open House: Artist-in-Residence-- Jose María Velasco (1840-1912) and Mexican Revolution*). The American Indian Council and partners held the WSU Native American Pow Wow which enhances both the campus and the community-at -large by inviting native tribal drummers and dancers to compete in the event. Both events had attendance of over 1,000 people in 2012 and 700 people in 2018. Over 100 volunteers were pre-registered for each event and they were provided with an orientation training on pow wow etiquette and cultural sensitivity.

### Student 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. Students have expressed that the Center needs 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 (Satisfaction Survey). As a result, a phone telethon to personally contact University multicultural students was initiated in the summer of 2017, which resulted in minimal student interest. The Center continues to market their programs and services via the Center's website by hiring a student experienced in website design and through social media networking sites (i.e. Facebook).



CME staff have been requested to visit and make presentations at high school events and community conferences or functions. The Center has collaborated with programs whose students 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, Back-to-School Barbecues, Orientations, or other programs). CME staff prepare activities with careful consideration of their audience where cultural identity is emphasized and impactful role modeling, encouragement, and mentoring occurs.



### Interdepartmental Collaboration

The Center for Multicultural Excellence 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.



### Community Outreach and Resources

The Center for Multicultural Excellence staff is engaged in partnering with both campus and community agencies and organizations to help locate and identify community resources (i.e. legal, housing, employment, food, financial and scholarship resources) for the benefit of multicultural students. At various times, the CME students are requested by various entities to perform cultural presentations or offer motivational presentations for their events. The CME promotes the Center and University services and programs that are offered on campus. Likewise, students also become aware of community needs and are compelled to volunteer and/or coordinate activities to support these community organizations.

Examples of some CME partners (not all inclusive):

- Utah State Office of Ethnic Affairs
- Utah Department of Workforce Services
- Davis, Weber, Ogden School Districts
- Asian/Hispanic and Ogden Area Chambers of Commerce
- Utah Hispanic Leadership Foundation
- University of Utah/Utah State University
- Ogden-Weber Applied Tech College
- National and Utah Coalition of La Raza
- Ogden Weber Community Action Partnership
- NAACP (National and Ogden Chapter)
- Pacific Island Knowledge 2 Action
- Image de Northern Utah
- LUPEC
- YMCA
- WSU LEAP (Learning English Academic Program)
- WSU Financial Aid and Scholarship Office
- WSU Center for Diversity and Unity- Diversity and Inclusive Programs, Student Support Services, Student Involvement and Leadership (Clubs/Orgs)
- WSU Nontraditional Center
- WSU Academic Colleges
- Javier's and Sonora Grill Restaurants
- Northern Utah Coalition, Inc.
- Utah Arts & Humanities Council
- Artes de Mexico en Utah
- Mexican Consulate
- Nurture the Creative Mind
- Hill Air Force Base (AAPI- Asian American Pacific Island)



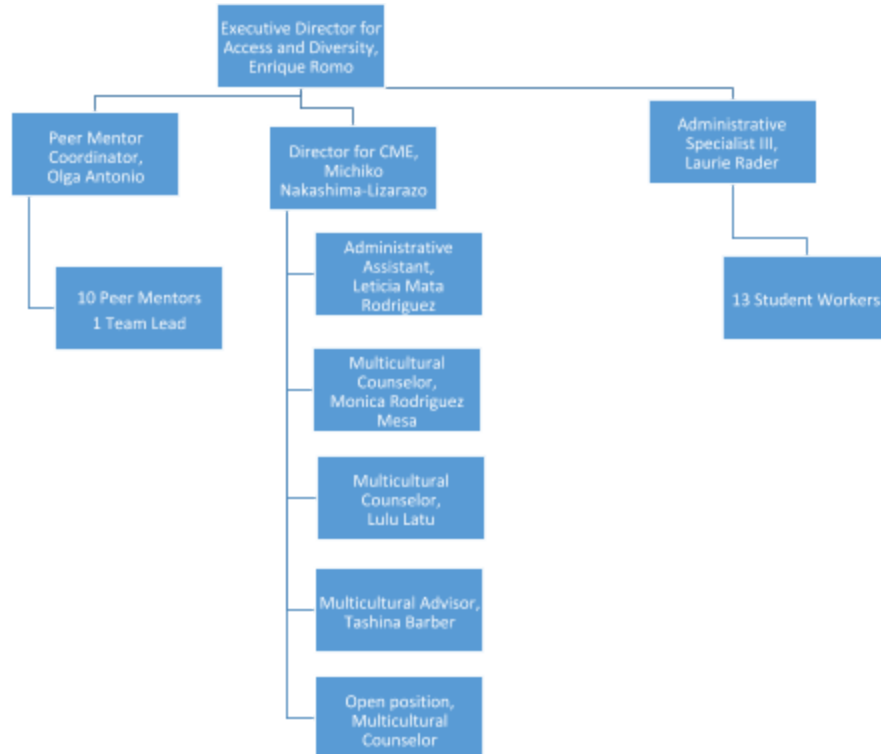
## LEADERSHIP & STAFFING

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### Structure

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



### Decision-Making and Dissemination

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Decisions related to University, Division, and Department procedures and policies are addressed by professional staff and confirmed by the CME Director. Planning committees are established to address decisions related to programs and services such as the multicultural scholarships or awards ceremonies. Council and CME student organizations make decisions according to their group bylaws with input from their CME staff advisors. Sub-committees are also established within the various area councils. Decisions associated with programming and community involvement may be presented to the CME Director or staff for additional input, but the Director maintains final authority on all department decisions. CME program information is shared and discussed in staff meetings and training sessions. It is also included on the CME website and is further processed by task assigning where staff members are given areas of focus to research and report. The professional staff communicate decisions to Center staff members (see previous chart) via staff meetings, minutes or memos, in person, email, phone, or daily utilization of Gmail and Gmail calendaring system.



### Staff Positions and Responsibilities

Full-time CME professional staff members include the Director, two full-time Multicultural Counselors, and a full-time Multicultural Advisor obtaining their Graduate degree in Student Affairs in the spring of 2018. The Multicultural Counselor has over five years of experience in Student Affairs in higher education and a Master’s degree. Support staff includes one classified Administrative Specialist III that provides support to all A&D programs and areas. Student positions are all cross-trained in A&D duties and responsibilities and include student workers such as: Administrative Assistant, two Data Analysts, one Marketing & Promotions Intern, and seven Peer Assistants with two Team Leads.

Aggregate demographic information for these employees and the intern can be seen in the following table.

	Professional	Support	Students	Interns
<b>Female</b>	4	1	8	0
<b>Male</b>	0	0	4	1
<b>Master’s Degree</b>	3	0		
<b>Bachelor’s Degree</b>	1	0		
<b>Assoc./Certificate</b>	0	1		
<b>Less than 5 yrs exp.</b>	2			
<b>5 – 10 yrs exp.</b>	1			
<b>11 – 15 yrs exp.</b>	0	1		
<b>&gt; 20 yrs exp.</b>	1			
<b>Full-time (12 mos.)</b>	4	1		
<b>Part-time (12 mos.)</b>	0	0		

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 specific affinity based staff. Currently, the CME conducted a search for two new Multicultural Retention Counselor positions. One position has been filled as of February 26, 2018 and the second search is in progress.



### **Responsibilities and Qualifications**

Basic job descriptions and qualifications for CME 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 five 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; 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; 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 a Bachelor's degree, at least two years full-time work experience working with college-aged students in Student Affairs or a related area.

### **Multicultural Student Employment**

Retention research studies have shown that students who work on campus are more likely to stay enrolled (McKenzi, 1981). On-campus student employees experience greater inclusion and more stable employment. Thus, the Center for Multicultural Excellence strongly advocates funding for multicultural student work-study and hourly positions. These critical funding resources have been secured for peer mentors as well as skilled student employee positions including marketing or web designer, administrative assistant, graduate assistant, and interns.

Within the hiring process, applicants are required to complete a University web-based application and undergo a formal interview.

- The role of a *Peer Assistant* is to be part of a team that will serve as a personal resource for freshman, incoming and existing multicultural students. Peer Assistants 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 in good academic standing; maintaining a 2.5 GPA or higher; having a working knowledge with University and A&D policies and procedures; strong knowledge of A&D, 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.

**We're Hiring!!**  
Apply to join our team today!

Find a job that is right for YOU

- ✓ Peer Mentor Lead
- ✓ Peer Mentor
- ✓ Peer Assistant
- ✓ Data Analyst/Specialist

For more information about this opportunity to learn and grow as you serve students, please contact Olga G. Antonio at [olgaantonio@weber.edu](mailto:olgaantonio@weber.edu) or 801-626-7332

Apply today at [jobs.weber.edu](http://jobs.weber.edu)

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Center for Multicultural Excellence

- An *Administrative Assistant* is responsible for assisting with visitors and inquiries on the phone and face to face; tending to general office duties and works with confidential items, serving on CME committees, generating minutes or agendas, performing data-entry, and other specialized 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 *Marketing and Promotions Intern* position requires collaborating with and assisting CME and A&D in the marketing communication and designing promotional materials of event(s); responsible for posting social media; coordinating with Center staff; and attending related training seminars (on campus). Qualifications for this position include current WSU student enrollment; proficiency with Adobe Photoshop and Dreamweaver; ability to communicate and work independently, knowledgeable about Internet research, Gmail, Microsoft Office, and event promotion.

### **Training and Professional Development**

Professional 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 online system allows for registering for a variety of training opportunities that once completed are uploaded into the system. Training for staff (including student employees) includes, but is not limited to: compensation and benefits, fiduciary

responsibility, FERPA guidelines and requirements, P-card (purchasing) and travel procedures and guidelines, and Information Technology. In addition, we often invite or attend other departmental information sessions to specifically learn about various services and programs that can benefit students and/or contribute to staff professional growth and development.

CME also highly 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. A majority of the cost of these activities are defrayed through department or Division funds, grants, or University tuition reimbursement and benefits program.

### **Evaluations**

Formal performance evaluations take place annually. The Director meets with professional and support staff in one-on-one sessions throughout the year and formally through the Performance Review Evaluation Program (PREP) on or near their hiring anniversaries. The PREP, six-column assessment model, and strategic plan act as a guide for determining responsibilities, outcomes, and timeframes. Student workers are evaluated on an ongoing and semester basis by support staff. Changes to timelines are discussed and agreed upon by both the supervisor and employee(s) and vary by individual or group goals and task.

See Appendix B for 2017-2018 6-Column Model.

See Appendix C for current Strategic Plan.

Mechanisms for feedback include correspondence via emails, minutes from meetings and discussions, questionnaires, and one-one-one sessions. An opportunity for staff to provide feedback has been conducted in the past during the 2013-15 restructuring and more recently has been conducted by the A&D Executive Director. In February 2018, a Staff-Supervisor Satisfaction Survey was completed by CME staff. This survey was then discussed by the CME supervisor and with the A&D Executive Director. This was an opportunity for open dialogue on suggestions for improvement as a supervisor were provided.



*Figure 1 8th Annual Ceremony of Excellence: Top Ten Seniors & Crawford Graduate Award, 2017*

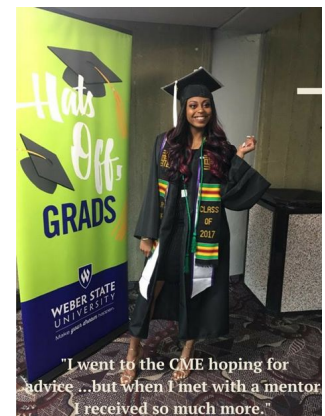
### **Department Recognition and Rewards**

The Center frequently acknowledges and hosts cultural awareness days, graduation receptions, birthdays, holidays, spiritual or religious events, 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 CME Ceremony of Excellence recognized academic scholars and graduates who also significantly contributed, embodied and developed the ideals of CME in leadership and academic excellence. It is an annual flagship event that has been celebrated for the past nine years.
- Forrest Crawford Distinguished Stewardship Graduate Award. This award has been created to honor Dr. Forrest C. Crawford, former Assistant to the President for Diversity, and professor of Teacher Education. It acknowledges Dr. Crawford's remarkable energy and commitment to Weber State University (WSU), and, especially, his leadership of the University's Diversity Initiative. This \$1000 scholarship award is given to WSU graduate students who "have made exceptional contributions to the University, their profession or the public."
- CME posts student leaders photos on its office Wall of Fame bulletin board. In order to demonstrate inclusivity and establish leadership tradition, eight clubs and organizations that are housed within A&D are featured.
- CME staff take a significant amount of time to submit nominations of students and respective CME clubs and organizations for the Annual Crystal Crest Awards (a premier awards program for the University). Although this ceremony is coordinated by another Student Affairs department, the CME staff and students are intentional in supporting and nominating deserving students and organizations.
- Top Ten Seniors are featured in the University newspaper.
- Electronic mail (e-mails) or texts are sent out to students to congratulate or offer words of encouragement. It is our intent to utilize Starfish "kudos" component to recognize and acknowledge students.
- A&D and CME website(s) and the CME social networking site (Facebook) feature "Students of the Month" or "Wildcats on the Move" where quotes, photos, and a student biography are submitted or written about the featured student(s).



Staff:

- Division "Builders of Excellence" notices are recognitions of colleagues. Colleagues can send a personalized and detailed message "chit" that also include the Division values. Once five chits (notices) are collected, the colleague will receive a token of appreciation.



- Nominations for WSU Professional Staff Advisory Council awards, Student Affairs division awards, Crystal Crest Friend of Student award, NASPA (Student Affairs Administrators in Higher Education ), and/or local, state, and regional nominations.
- Center staff meetings or emails (to all staff as a group or individualized).
- Small gifts (purchased from personal out-of-pocket/ not university-related funds).

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 Center is in the process of hiring a contracted salaried position that will serve all multicultural students, but focus on advising the African American student population. Another staffing need that the Center has experienced is the the local Hispanic/Latinx population is at 51% in the high schools (Utah State Board of Education, Fall Enrollment by Demographics, 10/1/17). WSU has experienced similar growth in student demographics, and having a second full-time, bilingual Hispanic/Latinx counselor in the Center would significantly increase the University's ability to service this population. Further, the addition of these two positions could provide seamless direct student support within the University and specifically within the Student Affairs Division departments as initiatives continues to target this group in its recruitment and retention efforts.

**FINANCIAL RESOURCES/BUDGET**

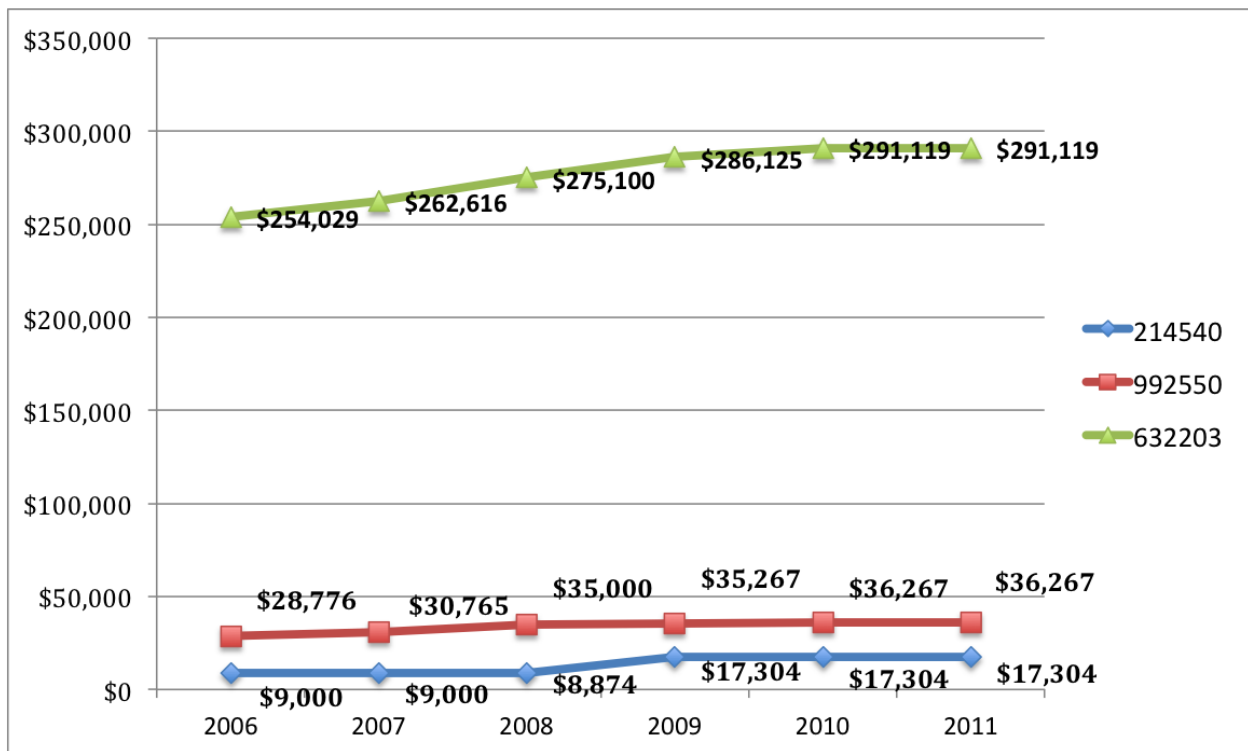
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Fiscal responsibility, accountability, policies and procedure implementation are the reasons for budget-oriented changes within the last two years. The Center for Multicultural Excellence prioritizes items in its overall budget based upon department, 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 supervisor.

The Center has focused on the Division priorities and during the reorganization implemented the Peer Mentor Program with a dedicated professional staff member to coordinate the program. Major budget oriented changes have resulted in this position being realigned under Access & Diversity. As the trends dictate growth, the Center anticipates more changes in the budget in the near future for future programming needs.

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**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 3441 student sessions held. Excluding salaries, the cost per session was \$51.58. 83.6 % of the Center total budget goes toward salaries. 16% of the total budget goes toward programming.

E&G (21-)

Funds used for travel, current expense, institutional memberships (NASPA, etc.). This is a state funded account.

Student Fee (99-)

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 \$10,000. For 2018-19, the CME requested an increase of \$13,750 in student wages for the Peer Mentor Program and benefits to help compensate for minimum wage compression. The CME received \$5,000 from student fees.

Disadvantaged Multicultural Student (63-) \$361,394

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

## **FACILITIES, EQUIPMENT, and TECHNOLOGY**

Current CME facilities include seven offices, a storage closet, two Commons area with an eight-station student computer lab, four (4) study tables that seat eight (8), seating lounge area for six, and a front desk/reception area that can house three student workers comfortably. This space allotment is still not adequate for CME professional staff; two part-time Data Analyst, and two part-time student staff members (the Administrative Assistant and the Marketing and Promotions Intern). As we conduct student meetings with families (usually 3-5 people) this results in limited seating and a breach in confidentiality if we cannot close the office door. We do not want to impede with the advisor–student relationship and confidentiality of the student sessions.

The student leaders and student workers (Peer Assistants, Peer Mentors, and/or WSU Student Association Senators or leaders) do not have individual office space so depending on the circumstances of their tasks and responsibilities they cannot utilize an empty office or they have to use one of the offices of their respective advisor when the staff member is not scheduled for student appointments. The student leaders also utilize the the support office during their office hours at the Center. The commons area is used by students to meet with their respective constituency student Senator and/or Peer Assistant or counselor to fill out confidential documents (FAFSA, applications), use computers and printers, study, and host cultural activities and celebrations. The front desk reception area is currently large enough to house three student workers with a two computers/monitors, phone, drawers for files and limited 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 interns. 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. CME had two additional offices reallocated to another area in 2005-06 due to the Union Building renovations.

CME anticipates that more students will be visiting the Center to utilize its services, especially given the recent increase in students (students, families, community) served over the past calendar year. Annual department headcount report for 2016-2017 reflects 975 visits (unaccounted) and 7,546 sessions. This only reflects data swipe card reader and does not reflect the visitors who do not have a Wildcat Identification number (W#) and can not be checked in at the reception desk or when we host events or activities. Students experience increasing wait times for computer lab stations or study stations. Equipment purchases are restricted by the amount of space the CME occupies. Simply stated, current space does not allow for any additional equipment (computers, monitors, printers) or materials for student or visitor usage. Discussions to addressing space issues are ongoing.



CME 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. One data swipe station has been introduced in 2015, but the new protocol (Starfish) has had some glitches and has limited the usefulness of tracking.

A related information technology problem area for CME is the delay for cohort data of Center data sessions. This greatly impacts our reporting and awareness of issues impacting our students. Real-time data would enable CME to more quickly address trends, track usage of new and existing programs, use appropriate intervention, identify and track outcomes, and be responsive to CME student performance in a more timely manner. It is expected that Starfish will assist with the tracking of these issues.

CME also recognizes that websites and social media can be valuable support tools for Divisional and University initiatives and highly 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 restructured website and social media strives to meet these criteria.

### **ETHICAL and LEGAL RESPONSIBILITIES**

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CME still houses numerous student intake files (Intake) for the various constituencies (prospective/ current students) with which the professional staff closely work with throughout the year. Center for Multicultural Excellence 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. CME 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 workstations 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 Section 10 of the WSU PPM. Physical student information (forms, case files, etc.) is secured in locked filing cabinets (daily basis) within designated 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 monthly, semester or yearly basis to ensure careful compliance with regulations.

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## ASSESSMENT and EVALUATION

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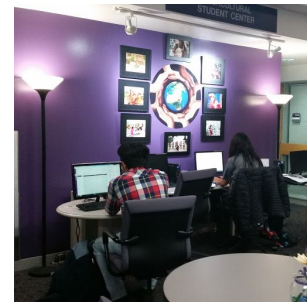
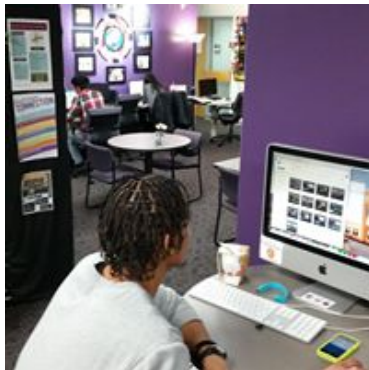
### Program Goals and Achievements

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The core programs and services that the CME have examined are in the areas of advisement, mentoring, 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 2017-18 can be found in Appendix B.

#### Empowered Environment

In the summer of 2009 and again in the fall of 2015, the Center for Multicultural Excellence 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 students). The Director initiated conversations with other administrators within the Suite to propose physical changes with the removal of certain furniture and workstations. In particular, the redundancy of two reception/secretary areas took up a substantial amount of space. The Executive Director supported these changes to those areas that are now better suited with a centralized reception area, a computer station area, lounge, and study area. The CME under A&D serves as a physical source of personal empowerment for multicultural students through contact with and encouragement from staff, peer assistants/mentors, and fellow students. This personable environment reinforces the Center's holistic approach to serving its students' academic, personal, and cultural needs.



#### Scholarship Orientation Workshop

The Center for Multicultural Excellence offers a semester scholarship workshop on a 30-minute basis 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 their knowledge base regarding this service and frequently incorporates suggestions from student feedback.



### Evaluation of Service Effectiveness

Periodically the Center for Multicultural Excellence seeks input from external and internal constituents regarding the effectiveness of service offerings. Current professional and student staff members as well as students 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 (hire student employees); lack of constituent advisors (e.g. African American, Asian, and Pacific Islander); scholarships and financial support.

### Sources of Findings

CME 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, CME has used needs assessments, satisfaction surveys, meetings, goal setting plan, and WeberSync reflections from students as methods of examining these outcomes.

### Improvements that have been made as a result of 2010 Program Review

- Intake Paper files are no longer utilized- intake is paperless
- Student Information (demographics, gender, financial aid, address, emails, etc.) is accessible during student intake sessions with online 2017 Banner (MultiDash).
- Using MultiDash intake information for tracking intentional interventions during one-on-one appointments. Data collected from Accudemia helped in accessing data headcounts and services
- Enhancements in the recruiting and retainment of scholarship recipients
- Survey results helps in knowing the needs of the students and planning workshops and training for their benefits.
- Recognition programs (Ceremony of Excellence Top Ten Senior) helps to develop intrinsic motivations in ethnic minority students and help them to feel good about themselves and then giving them the strength and esteem to help others (peers) to achieve.
- Student reflection(s) and learning outcomes notify the Center what benefit has taken place for each student. Examples are electronically filed 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 student engagement intra-relations and cultural programming. In 2015-16, a Student Affairs SETF Engagement Assessment was submitted by the CME team where we have been able to gather, discuss, and identify the various stages and levels of engagement as a team. Intentional programming in high impact learning experiences are offered where students can engage and socialize in and outside of their constituent student organizations. In 2015-17, resources were reallocated to sponsor peer mentor program

activities and events which incorporated many of the Area Council constituent groups and other student leadership organizations. In addition, the Center joined forces with various WSU academic colleges to expand upon the cultural competency component of cultural events by adding the educational component of a panel, discussion, or training workshop (“Dia de los Muertos”- Day of the Dead, PowWow 2012 and 2018, Heritage Months- Asian, Black, Hispanic, Native, and Pacific Islander emphasis, ). An emphasis on sharing the same message with scholarship program policies and implementing the “Handbook for Academic Advisors” (Academic Impressions) has enhanced our method in helping improve counseling and advising on a day-to-day basis. The Center’s staff, financial resources, and time is better spent in assisting students in understanding career choices and culturally relevant identities through a collaboration of student affairs and academic affairs personnel while achieving the University’s mission and goals.

The CME has used past academic year information (grade point averages-GPA, course repeats, course withdrawals, class progress, online courses, midterm and end-of-year grade checks, early registration) to implement and continue to restructure student involvement (student leaders includes peer mentoring program and area council- clubs and organizations leaders), scholarship program, and recognition ceremonies. One example, we used academic information (transcripts) and noticed a trend of dropping courses if they were taking more than 12 credit hours with some students in the scholarship program. As a result, we included this in the guidelines and also addressed it with the scholarship recipient. Second example, discussion of academic support and career opportunities from CME staff with students has led to graduate/professional school discussion. We have seen an increase of students prepare and apply for graduate/professional school. Another example, we have had an increase of students who are obtaining institutional honors in baccalaureate programs. Finally, we have had an increase in students GPA’s who are motivated to be leaders and/or in specific constituent programs or clubs and organizations. These are contributing members of society who are helping their fellow peers to improve their life-long learning, educational and career endeavors. These student leaders are becoming the driving motivational force for some of our new incoming and current students.

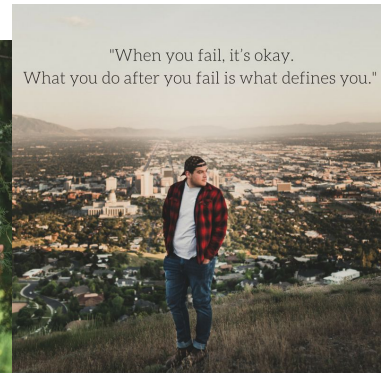
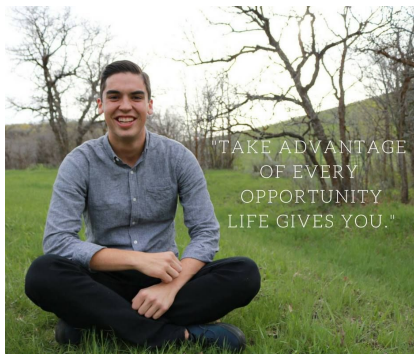
#### Goal Determination

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 and revisited throughout the year in departmental staff meetings, by surveys, CME Strategic Plan 2015-2020, and departmental Annual Report, which also support the overarching goals of the Division and University initiatives.

#### Ongoing Adjustment

CME staff members make connections with new or current 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 are met and that they are participating in their daily learning and education. The Center recruits students to participate in multicultural clubs and organizations. CME 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. The CME is using the Accountability and Responsibility rubrics and the Cultural Competency rubrics respectively.



## Cohorts

### Intentional Programming

CME 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 done with the cooperation of the advisor and the area council/senator. Intentional programming is done with the area councils by tracking their meetings, agendas, and minutes. The Center recently obtained training to enter cohort lists into Starfish 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, Starfish 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 closely aligned cooperation and consistency in the data collection and reporting between CME, Institutional Research, the Student Affairs Assessment and Research Office, and Enrollment Services. For example, the ethnicity and race descriptors need to be the same (currently there are 4 different ethnicity markers). Different areas created different ethnic parameters (White- non Hispanic, Hispanic or Latino, etc.). As a result, the White, non-Hispanic cohort has always been the 2nd largest cohort that the CME is providing direct support service. This is inaccurate.
- All students visiting the Center have to go through a series of questions using Starfish for an appointment or walk-in status and they cannot bypass this process. Students get frustrated and eventually ignore the Starfish platform and/or do not check in at the reception desk. As a result, the students who use the specific services (for example, computer lab or study area) do not get logged in anywhere in our tracking systems.



- Students are asked to use ID card swipes to record each visit. Not all students are accounted for tracking especially when they do not have an “active” W#. The student has a W#, as they have been matriculated.
- Counselors/advisors are required to enter data sessions. This is a challenge to capture “live” data. The staff member has a student visit needs to ensure their computer is set up for “Starfish”, enter the W#, or student name and then select the category.
- The Intake data collection needs to be revamped (using Banner, but still not robust).
  - The challenge is for the staff member to have enough time to enter information (student notes) while focusing on student needs. We have required that front desk staff schedule a 15-minute block after each student meeting so that staff have time to enter the session notes. This can still be a challenge when we have back-to-back student appointments or tasks.
  - The Center adopted a 1-hour rule session. One session per hour (financial aid discussion equals one session for one hour). We cover multiple needs and services and want to appropriately log in each intervention (academic support, advising, financial aid, scholarship, etc.). It is important to not inflate the sessions or forget to enter the notes/session(s).
- Intentional interventions via student appointments with students who are no shows.
- First-year freshmen, student athletes, first-generation, non-traditional, and undocumented students are groups with unique needs (as there are many others) who require extensive time and resources. As such, we need to conduct a needs assessment to allocate time and resources towards these groups such as offering a one-credit course for underrepresented students to address their needs in a group setting.
- Staff members need to enroll in courses for software (particularly spreadsheets).
- Become familiar with X, Y (millennial), Z generation trends in technology.

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### Student Needs and Satisfaction

CME 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 (clubs and organization) meetings. This process is also performed during the intake process and when reviewing minutes of department and area council meetings. Instruments include questionnaires and surveys distributed via email as well as directly.

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### Basic Student Information

In order to maintain a record of intervention goals, CME documentation occurs for cultural moments, emphasis days, area council meetings, student satisfactory surveys, and reflection goal logs after scholarship nomination meetings. The record forms include sign-in lists, counselor/advisor student electronic (electronic 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, mentees, and student leaders on scholarship.

- Student Learning Outcomes
  - Accountability and Responsibility and Cultural Competency rubric(s)
  - Scholarship Nomination reflection and goals
- Intake Process
- Surveys:
  - Cultural, social, leadership, and educational events and activities.
  - Peer Mentor program
    - End-of-year survey participants: Compared to the 2015-2016 year, all areas received *higher* percentages of students saying they agreed or strongly agreed they achieved the learning outcomes, but is still over 90% positive response.
    - Mentees/mentors provided feedback on their Peer Mentor, program components, learning outcomes: 50% and 61.54% response rate 83.83% to 100% ratings and from 87% to 100% on Peer Mentor Evaluation criteria.
    - Feedback on Program Components (examples)
      - 94.44% agreed or strongly agreed the **one-on-one** meetings with their Peer Mentors were beneficial
      - 94.44% agreed or strongly agreed the CME **Advisor** meetings were helpful to have throughout the semester

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## SUMMARY

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The major changes experienced by CME over the past five years include a shift in programming focus from recruitment and awareness of cultural differences to an emphasis on retention with a focus on the development of student identity, exploration of intersectionality, and cultural competence. Department leadership includes a director position now directly reporting to the executive director under Access and Diversity, and the cultural affinity representation of counselor and advisor has grown to three with one vacant position in progress. Although Center facilities have expanded and are more communal and open shared areas within A&D, the lack of space still constrains program and service effectiveness.

During the 2011-2018 academic years, the Center for Multicultural Excellence (CME) at Weber State University (WSU) focused on integrating the 2010 Program Review recommendations in multicultural university student outreach, university recruitment, university transition, and retention. The Center has highlighted its retention efforts through concentrated marketing and outreach initiatives directed toward the current student population. Also, the Center continues to maintain current reciprocal relationships with local multicultural organizations and works to cultivate additional such ties with the surrounding WSU communities, both internal and external.



The structure of the CME Scholarship Program and partnership with A&D Peer Mentor program largely reinforces this past three year's focus on underrepresented retention. Efforts to improve

and formalize peer assistant, peer mentor roles, responsibilities, training, and support of the CME professional staff are ongoing. The strategic addition of skilled support student staff (graduate assistant, 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 for underrepresented student performance as students have stated they have a strong sense of belonging at the CME, but do not have the physical space to freely socialize and/or study in the open study/lounge area. Also, the constrained office space(s) impedes consistent and secure (FERPA related) interaction between students with professional and student staff.

The Center for Multicultural Excellence has dramatically improved its student outreach in the past two academic years with the addition of a full-time Multicultural Advisor and the hiring of a Multicultural Counselor focused on Hispanic cohorts. Both professionals have strong ties to the community and campus resources, which enables them to provide direct support services to the traditional, non-traditional, ESL/LEAP, undocumented, and multicultural student population at both WSU Ogden campus and the bi-weekly advisor appointment(s) at the WSU Davis campus (located in Layton, UT) .

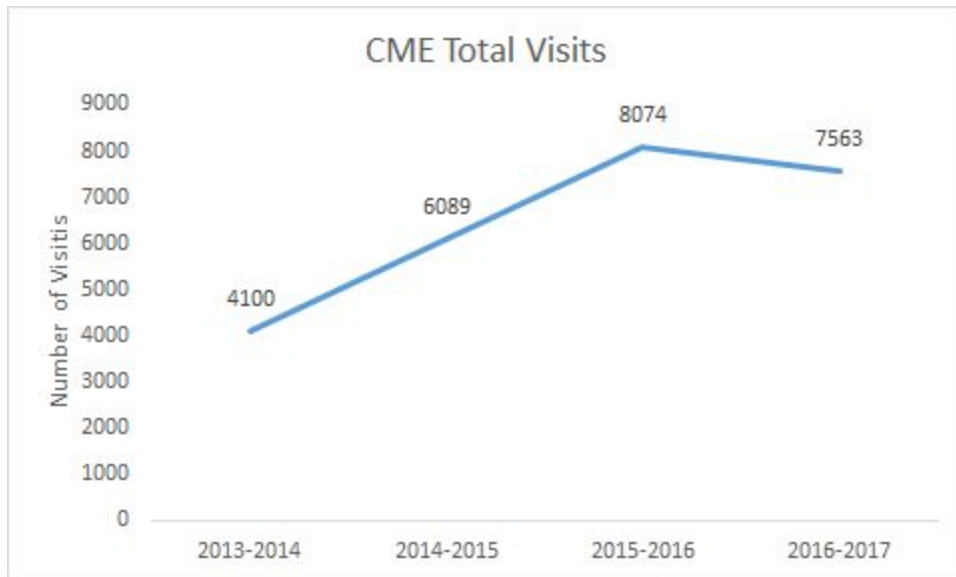
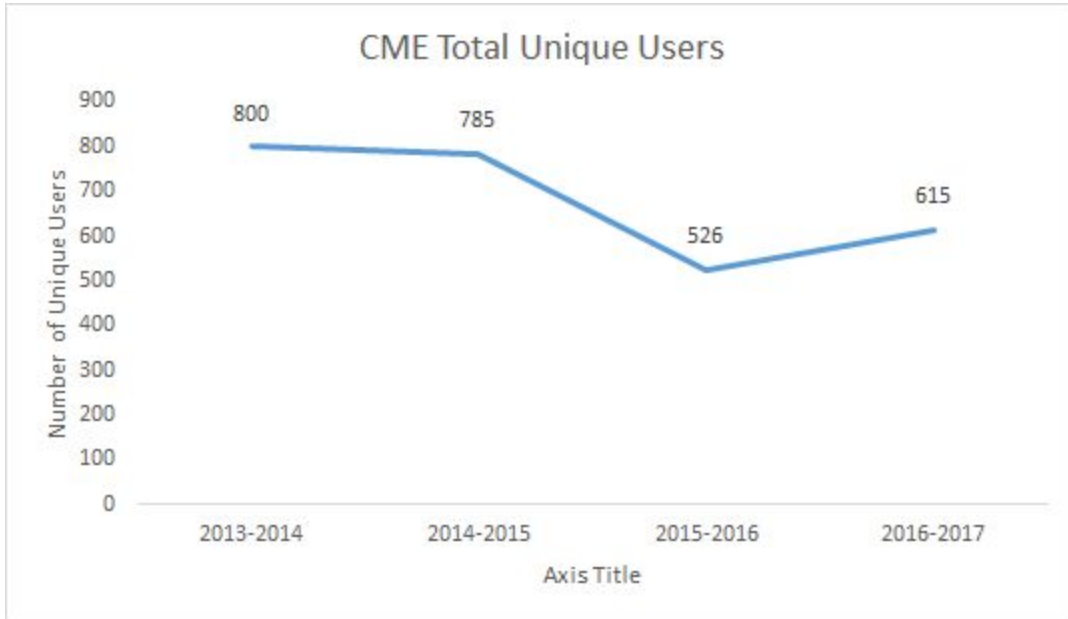
Two development areas are of primary interest this academic year will help the CME to improve its service in all mission areas:

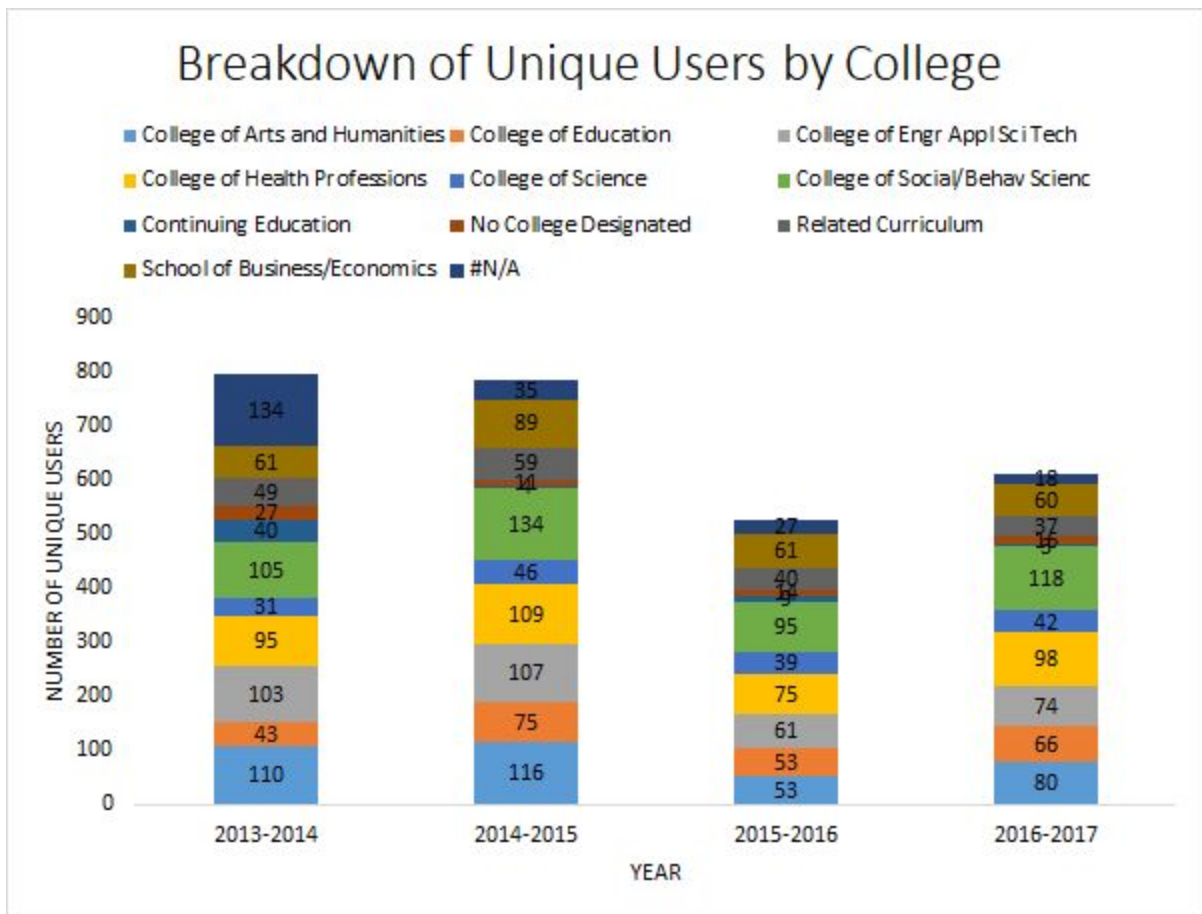
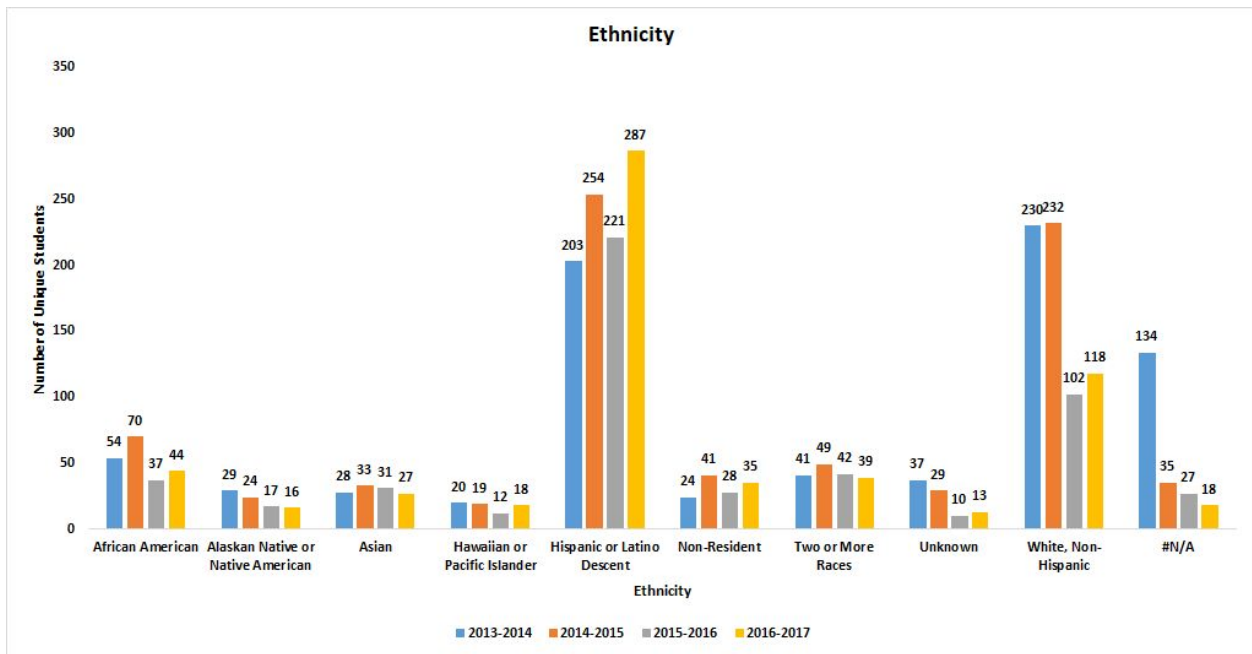
1. The expansion into the realm of supporting University Student Success Initiatives and High Impact practices in the Center is enabling professional staff to cultivate long-term strategies as well as better tend to day-to-day operations for student retention and persistence to graduation.
2. The CME is intentionally collaborating with academic colleges or programs (i.e. Graduate School(s), Alumni Services, Criminal Justice, Psychology, History, and STEM related colleges- to name a few) to establish a greater number and variety of cultural, mentoring, and networking opportunities specifically for multicultural students.

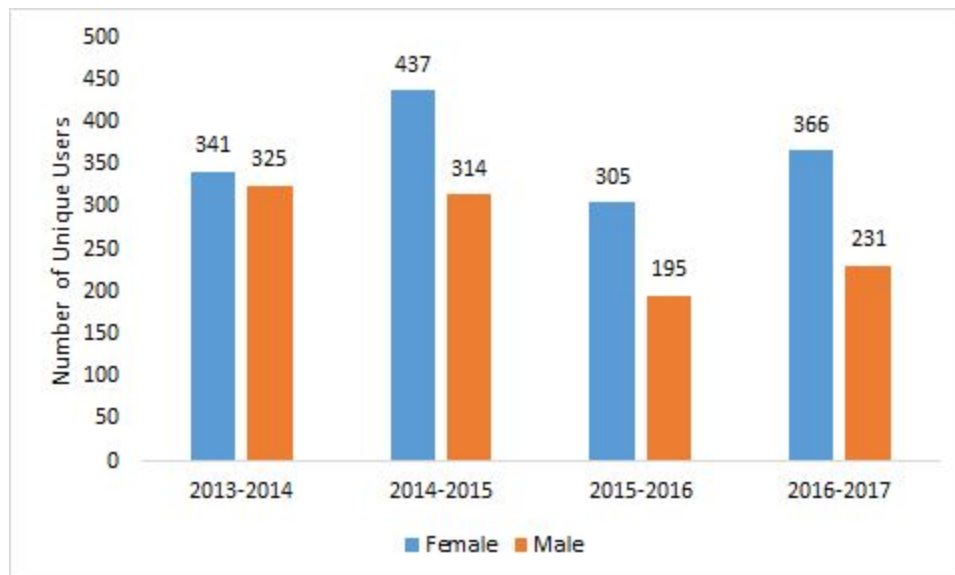
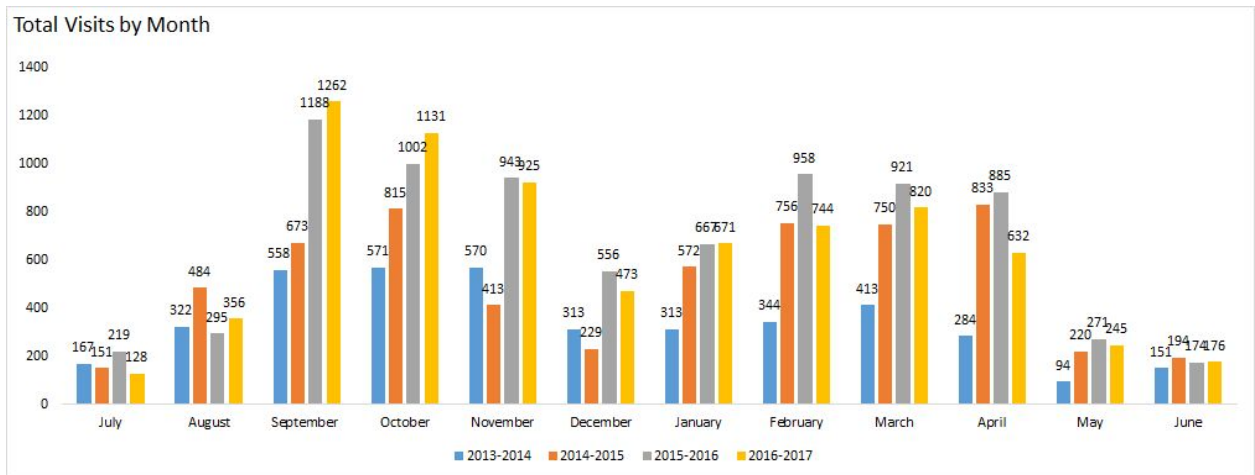
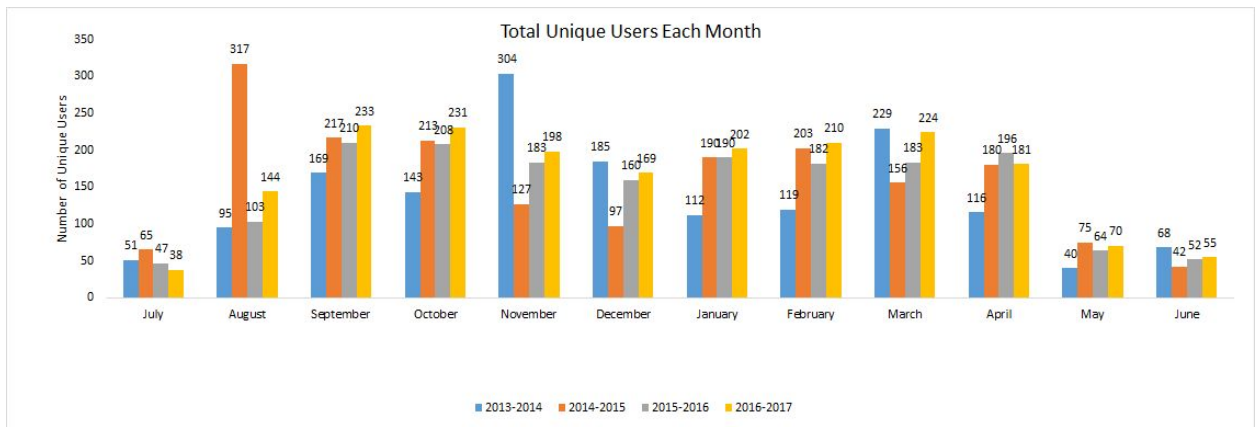
This program review process will provide the CME the opportunity to examine its mission, goals, purpose, and outcomes. The Center's major strengths coincide with its actualized goals as identified through this self-study: enabling academic excellence, advocating for multicultural student success, celebrating cultural heritage, and performing intervention activities that promote retention. Maintaining and enhancing these strengths requires a continued effort to improve formal procedures, physical space utilization, and tracking of outcomes. Resources necessary to support CME goals and to achieve the improvements indicated include additional or larger physical facility allocation within Student Affairs, continued budgetary support for student employment and student engagement opportunities, financial aid/scholarship support, paid student para-professional/internship funding (50/50 or other paid program), and departmental data collection with robust reporting capability. These are the areas upon which the Center would like the site review team to focus.



### Appendix A Student Data and CME User Data







**Appendix B**  
**2017-18**  
**CME 6-Column Model**

University Objectives	Unit Goals	Means to Achieving	Student Learning Outcome	Methods of Assessment	Results	Use of Results
Access	Creating new FAFSA initiative(s).	FAFSA Fridays, Walk-Ins, Advisor Appointments, FAFSA Frenzy <a href="#">tiny url</a>	Students will learn/know how to fill out the FAFSA form	Students will complete FAFSA forms; data will be tracked with the FAFSA Frenzy <a href="#">url</a>	Results are reported and tracked through Access & Diversity and are not available at this time (1/24/18)	
Diversity	Develop Cultural Competence (Knowledge of Diversity and Cultural Awareness) among CME participants within leadership roles	CME student groups/participants will share their cultural experiences with strong emphasis in leadership development, for example: Leadership Summit *August 11 HAC - events, <a href="#">Día de los muertos</a> , <a href="#">Kick It For higher Ed</a> ; Ballet <a href="#">Folklorico</a> - performances for different audiences; Peer Mentors/mentees - conversations, reflections with mentees and mentee groups; Areas/councils - cultural events, <a href="#">meetings</a> , <a href="#">student lead workshops</a>	Students will be able to reflect on the following aspects of Cultural Competence: 1. Knowledge of Diversity; 2. Cultural Awareness; 3. Cultural Interactions; 4. Cultural Attitudes	Cultural Competency Rubric pre and post tests for the different student cohorts	AIC, TOA, HAC, Ballet, ASIA: clubs & orgs (area councils) advisors will submit after April 15th (AIC).	
Learning	Formalize scholarship participants' program curriculum	1. Establish learning outcomes for scholarship students; 2. Advisor meetings; 3. Orientation workshop; 4. utilize rubric pre and post tests to measure student learning		scholarship curriculum is created and implemented		

Results for goal 3: 1. Establish learning outcomes for scholarship students (still using Responsibility and Accountability rubric in paper form, but worked with Assessment to enhance the form with specific examples to share with students for a meaningful and robust rubric); 2. Advisor meetings (One full-time staff member- a counselor, is no longer employed. The remaining 2 staff members and 1 coordinator have split the scholarship cohort and continue to enhance and improve the advisor meetings to best meet the needs of our scholarship students in the program in addition to meeting with all non-scholarship students (including walk-ins). The 3 staff members have all split the counselor vacancy cohort and now meet with approximately 100 students or 35 students each; 3. Orientation workshop (made significant improvements in communicating to students the mandatory attendance of a workshop and strong emphasis on reviewing and understanding the terms of the agreement and then submitting the signed agreement); 4. utilize rubric pre and post tests to measure student learning (Although the Accountability/ Responsibility link cannot be emailed to students, great progress has been made in enhancing the learning to provide specific examples. The paper rubric will be used at the end of the Spring semester).



## Appendix C

### Center for Multicultural Excellence (CME)

### Strategic Plan (2016- 20)

#### Mission:

To support students through graduation by providing multicultural relevant learning opportunities that enhance academic achievement, personal development and multicultural competence

#### Vision:

Developing engaged leaders that strive for excellence in a multicultural society

#### Values:

- **Academic Success-** students will attain a college degree, will grow and develop as a learner, will learn to use resources available to them, will be able to be a contributing member of society
  - Growth and development
  - Resourcefulness
  
- **Accountability-** students will take ownership of their education, success and experience; give their/our best; say what we/students say we/they will do; transparency in communication and in processes; stay focused on our mission
  - Responsibility
  - Honesty
  - Integrity
  - Interconnectedness
  
- **Leadership-** we will set a good example for students to learn to lead and serve their communities; leads to positive change for our/themselves and the world; represent our/their constituents; through leadership, we encourage students to lead projects to make changes and take initiative; innovation
  - Teamwork
  - Service
  - Success in life
  - Meeting students where they are
  
- **Engagement-** the key to success; (from engagement rubric) participation, feedback, personal reflection, personal commitment, application of knowledge
  - Determination
  - Adaptability
  - Student Effort
  - Learning
  
- **Multicultural Excellence-** as the Center for Multicultural excellence our vision is to develop engaged leaders to strive for excellence in a multicultural society; bridge gaps between people and perspectives; gain better understanding of self (identity) and others to work with respect in ways that all voices are heard; encourage the success of all students, especially underrepresented students; strength lies in our differences
  - Multiculturalism
  - Interconnectedness
  - Respect
  - Inclusiveness
  - Cultural differences
  
- Stewardship (time and money, resources)
- Resourceful

### **Objectives: Short-Term Goals (2016-17)**

1. Ceremony of Excellence (CoE) application/nomination process (*refer below to #1*)
2. Marketing and Branding for CME (under A&D) (*refer below to #2*)
3. FAFSA (*refer below to #3*)
4. Scholarship Program (*see relevant notes below*)

### **Objectives: Long-Term Strategic Goals (2016-20)**



#### **Student Recognition Program**

1. Ceremony of Excellence
  1. Top Ten Seniors
    1. Better nomination of student candidates - online nomination system (by self or by others) COMPLETED
    2. Better communication/outreach/marketing COMPLETED
    3. Enhanced partnerships COMPLETED
    4. Letters of reference from faculty/staff/advisors/etc. COMPLETED
  2. Student Leaders
    1. Continue to include student leaders at CoE COMPLETED
    2. Develop criteria for who/how they are recognized COMPLETED
  3. Peer Mentors
    1. Continue to include PMs at CoE COMPLETED
      - a. PM End-of-Year Celebration held April 6, 2018
      - b. CRLA/WSU certification recognition
    2. Develop criteria for who/how they are recognized COMPLETED
  4. Mentees
    1. Continue to include mentees at CoE COMPLETED
    2. How different cohorts of mentees are recognized - criteria COMPLETED
    3. What is recognized? COMPLETED
    4. Improve/establish earlier communication on recognition IN PROGRESS
  5. Forrest Crawford Distinguished Stewardship Award (Graduate Student)
    1. Improve advertising of program/award, requirements IN PROGRESS
    2. Branding and marketing of endowment IN PROGRESS

**Leadership development**

- |  |             |
|--|-------------|
| i. Create sustainability of a leadership program for underrepresented students | IN PROGRESS |
| ii. Leadership Summit (held two in August: 2016 and 2017)                      |             |
| iii. Develop leadership curriculum/program                                     | COMPLETED   |
| iv. Lunch and learns, summit, etc.   |             |
| v. Create legacy/traditions for student leaders (pins, t-shirts, events, etc.) | COMPLETED   |

**Partnerships with other areas to recognize students in different areas** NOT STARTED

- i. Online ways for faculty to send shout outs to students (Starfish)
- ii. Online ways for students to recognize faculty that are doing a great job working with them
- iii. Develop criteria for shout outs- similar to SA Builders of Excellence (BoE) recognition program
- v. Create a shout out program for mentors and mentees
- vi. Put link to WeberSync forms online

**Scholarship recipient recognition**

- i. Recognition event, certificate (incorporated in orientation?)
- ii. Discuss/clarify university jargon-language/culture
- iii. Regular recognition programs (snacks, picture/shirt day, scholar day)
- iv. Establishing award structure that recognizes student scholarship recipient success

**2. CME Marketing and Branding**

- a. Increase Davis campus advertising, recruitment, services, staff presence
- b. Improve recruitment efforts for programs to increase student participation
- c. Visibility of CME on campus
  - i. Identify target areas (athletics, ESL/LEAP, non-trad, etc.)
  - ii. Create visual marketing (posters, flyers, banners, etc.)
  - iii. Staff presence on campus events/initiatives, etc.
- d. Online presence
  - i. Social media (Facebook, Snapchat, Twitter, Instagram, other relevant forums)
  - ii. Updating website (constant and consistent)
  - iii. Ability to schedule advisor meetings online
  - iv. Mentor/mentee application
  - v. CoE application
  - vi. Calendar of events (hosted/recommended)
  - vii. Explore text messaging options for brief, relevant reminders (WeberSync)
- e. Development of CME spirit
  - i. Chants, Spirit Squad, End/Begin with cheer
  - ii. Pride, traditions
  - iii. Intramurals partnership

**3. FAFSA** IN PROGRESS

- a. Advocate for staff position to dedicate time/work to help students complete it
- b. Increase knowledge of FAFSA and processes
- c. Increase number of students that complete it
- d. Better ways to remind students about their FAFSA appointments and what information they should bring (FSA ID, taxes, parents' info)
- e. Establish better process to help students with FAFSA

4. **Retention** - track and improve retention of underrepresented students IN PROGRESS  
Improve/Enhance Peer Mentor Program to impact success of underrepresented students
  - a. Engagement
    - i. Develop/establish levels of engagement for students with meaningful learning opportunities
    - ii. Develop way to assess mentee knowledge/skill level to place in mentor program level (intake assessment) or ...
    - iii. Become a part of the CSI (college student inventory) pilot NOT STARTED
  - b. Grants - secure funding for program initiatives
  - c. Cohorts for mentoring groups?
  - d. Ensure financial sustainability for program (scholarships, wages, development)
  - e. Student staff development program
  - f. Support A&D Men of Color Program
    - i. Program outreach that engages males of color in relevant ways
  - g. Research and implement best practices for retention programs
  
5. **Professional/Career Development for Underrepresented Students** NOT STARTED
  - a. Career Mapping for all students
  - b. Networking programs (mentoring, faculty partnerships, community partners, undergraduate research)
  - c. Conference attendance programs
    - i. For scholarship recipients
    - ii. For area councils/student leaders ONGOING
    - iii. For students who have research to present ONGOING
  - d. Research and apply best practices for career mapping for underrepresented student to more clearly identify their goals and articulate their plans for career attainment (path)
  - e. Create strong partnership with Career Services
  - f. Career exploration programs
  - g. Goals clarification programs
  - h. Using CSI to start/evaluate where they are
  - i. StrengthsQuest promotion
  
6. **Relationship/partnership building**
  - a. Include other faculty/staff on CoE committee ONGOING
  - b. Continue/improve joint recruitment/selection of peer mentors
  - c. SIL - leadership training, budget training, partnering for events, sharing resources
  - d. CCEL - CME day of service, calendar of service opportunities
  - e. CME- use calendar of events so we all know what events we all are working on (check A&D calendar)
  - f. Newsletters or notices of programs to faculty/staff earlier in year
  - g. Partnerships with Behavioral Sciences (Criminal Justice), Health Professions to better support our students ONGOING
    - i. Professor panels
    - ii. Orientation days
    - iii. Professor presentations to our students
    - iv. CME info sessions at their classes

**7. Increase the number of underrepresented students who attend Graduate School or pursue Post Bac education** ONGOING

- a. Career mapping
- b. Scholarships
- c. Advising
- d. Internships
- e. Connections to faculty/staff/industry

**8. Assessment** ONGOING

- a. End-of-year satisfaction survey to all students who came to CME
- b. Focus groups on CME services (do we provide what they thought we would provide?)
- c. Continue to use Banner/Starfish to track numbers
- d. Continue to improve the PMP learning outcomes assessment as it pertains to CME
- e. Create scholarship program assessment (intro and exit) to assess learning outcomes
  - i. Develop/identify learning outcomes
- f. Retention of students in programs
- g. Define purpose/learning outcomes of each of our programs
- h. Develop scholarship program 6-column model
- i. Improve communication of our work/results and identify staff to coordinate, implement
  - i. Share it with partners
  - ii. Put it on website
  - iii. Newsletter (bring back)