

California State University, Chico



Division of Student Affairs

Student Life & Leadership

Annual Report 2017 – 2018

Cross Cultural Leadership Center

Fraternity and Sorority Affairs

Men of Chico

Orientation, New Student & Family Programs

Recreational Sports, Intramurals & Sport Clubs

Student Organization and Leadership Education

Cross Cultural Leadership Center (CCLC)

I. Departmental Mission Statement

The Cross-Cultural Leadership Center values and respects the richness and understanding that diversity brings. The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel respected, connected and affirmed. Through a holistic approach of leadership development, cultural awareness, community education, and the creation of a constructive social change, we aspire to create transformational opportunities between and for all people that fosters community engagement.

As the CCLC, the following six values guide our work:

- *Interpersonal Relationships*
Building intentional, cross-cultural relationships that upholds the value and dignity of all people is foundational to the work that we do.
- *Community Building*
We are committed to building up the relationships and support infrastructure within diverse communities that increases the visibility and representation culturally inclusive communities on campus.
- *Identity Exploration*
Self-awareness is critical to one's empowerment. Through understanding one's story and experiences within a larger social framework is essential in equipping students to lead and create transformation within themselves and others.
- *Cultural Competency*
Cultural awareness, knowledge and empathy are critical to the holistic academic experience of our students. We believe in the power of using our influence to create change in individuals and social systems. We aspire to create valuable and positive change within others that develops followers into leaders that promote diversity and inclusion.
- *Advocacy*
By embracing our cultural and intellectual heritage, the CCLC supports student leadership in advancing our collective vision for community empowerment and social justice.

II. Departmental Accomplishments - Highlights

- Faculty, Staff and Leadership Diversity Summit: Coordinated a campus-wide faculty, staff and leadership diversity summit to provide an opportunity for individuals engaged in diversity work to develop collaborative relationships as well as revisit strategic priorities for the university around diversity. This was the first one of its kind in 10 years and was done in partnership with the Office of Diversity and Inclusion and Multicultural and Gender Studies. Continued efforts are taking place to analyze collected data and identify action items.
- IRB Approved Research: Partnered with Dr. Mariah Kornbluh, Community Psychologist and Assistant Professor from the Psychology Department, in fully

assessing all CCLC programs to develop a social change agency theory focused on what civic engagement looks like within communities of color. Research included focus groups (9 focus groups), pre and post surveys (142 surveys), ethnographic field notes (15 observations), and reflective strategic planning exercises (5 sessions). Research has been co-presented with CCLC students at regional and international conferences. Research will be presented to the university in fall 2018, through an interactive arts exhibit. Currently, manuscripts are being developed to submit to journals in higher education and diversity.

- 10 Year Anniversary: Coordinated a three-day, 10 - Year anniversary celebration for the Cross-Cultural Leadership Center highlighting the impact of the CCLC on diversity work in the past, present and future for current students, alumni and university leadership. 189 attendees were present for the Saturday gala.
- Who We Are Anniversary Video: <http://www.csuchico.edu/cclc/who-weare/who-we-are.shtml>
- still I rise Video: <http://www.csuchico.edu/cclc/>

Diversity Efforts

- Provided bi-weekly diversity and leadership development opportunities through Beyond Obstacles Leadership Development (B.O.L.D.) that builds interpersonal relationships while teaching cultural leadership skills in a diverse, experiential-based learning environment.
- Provided weekly intentional interactions that encourages relationship building in a multicultural environment while participating in social and cultural activities.
- Provided monthly educational and social programs highlighting the Black/African American, Latinx, Asian Pacific Islander and Hmong cultural communities.
- Coordinated community-specific (Black/African American, Latinx) retreats that aim to support personal identity development, deepen cultural connections and address community-based challenges and obstacles.
- Maintained CCLC house standards to guide discussion and environment.
- Dinner and a Story series focusing on relationship building inter and intra-culturally.
- Prioritizing relationship building during cultural programs and retreats and placing groups into family groups for personal sharing.
- Comprehensive facilitator training for cultural retreats and Pipeline Through College Mentors
- Networking opportunities with faculty and staff members appreciating diversity
- Implement the Exposed: Unpacking the Controversy program designed to engage the campus community in educational conversations on controversial topics related to diversity. Topics included: Sexism, Feminism vs womanism, homophobia within communities of color, the biracial/multiracial student experience, men of color in leadership, microaggressions, colorism within communities of color.

- Facilitated educational panels on the current needs of diverse student populations for new faculty orientation, and faculty professional development opportunities
- Implemented contracted diversity related workshops for departments, organizations and classrooms focused on inclusive language, micro-aggressions, power and privilege, strengths-finder and women of color in academia.
- Facilitated weekly, formal and informal conversations on current events and issues impacting communities of color.

III. Changes in Policies and Procedures

- We transitioned to using an on-line registration system for all limited space programs and applications required programs through Wildcat Sync. This has greatly improved logistical efforts regarding programming.
- We transitioned from mid-year evaluations to mid-semester evaluations to provide more timely feedback and support for student staff. This also improved our touch point in providing academic accountability.
- We transitioned to storing all data and documents from BAY to BOX
- We transitioned to using an online room reservation google form for securing the use of MLIB 172.

IV. Resources Summary

Resource Allocation:

The CCLC's operational budget is supported through the CSU state budget and programmatically supported through the Associated Students. Funding for the CCLC by the Associated Students is reviewed annually. The \$40,000 supports our student employees and basic operational expenses. A summary is provided below.

State Operational Budget

State General Fund - \$40,000

Pipeline Through College - One Time \$15,000

Carter Scholars - One Time \$2,000

Work-Study - \$44,982

Foundation Programming Budget

Fall Semester \$40,000

Spring Semester \$40,000

Human Resources:

This last year we had a SSP I staff member responsible for the Pipeline Through College program moved on from their role in June 2017. Krystle Tonga was promoted from an SSP I to an SSP III position and assumed the operational and programmatic responsibilities of the Pipeline through College program for the academic year.

In December, the CCLC director, Charles "CC" Carter, retired from his position and the position continues to be vacant. We hired a staff member, Shawnya Abrams, in January to assume an ASC I role within the Center.

Facilities/Equipment:

In the summer of 2017 new carpet was installed in the Center. However, the carpet is defective and has peeled up in several areas in the space. It is in need of immediate

replacement and should be covered under warranty. The CCLC hosts a variety of events and trainings and we are finding ourselves in a shortage of private programming space that can be used during hours and concurrently with our main space after hours. It limits our ability to provide programming and space to meet the needs of all the cultural groups we serve. The CCLC is a heavy traffic area with students using the space nearly 7 days a week and after hours. Recently, a card swipe system was installed in the building and it has posed a challenge to making the space available to students. The building is not unlocked like the rest of the library on the weekends and we have not been able to get this adjusted.

V. Program Assessment for Past Year

Program Objectives:

- Create CCLC alumni base with University Advancement and work towards Endowing the Stone of Hope Scholarship.
 - a. Alumni base is created
 - b. Endowment is in progress
- Implement a comprehensive assessment project in collaboration with Dr. Mariah Kornbluh on developing a change agent theory related to civic engagement amongst communities of color.
 - a. Academic year assessment complete. Results currently being compiled, transcribed and analyzed for CCLC Open House in fall 2018.
 - b. Assessment and research continuing for 2018-2019 academic year
- Conclude a 2-year planning process for the CCLC 10 Year Anniversary celebration bringing together ten years of history, alumni and stories and casting the vision for the next ten years.
 - a. Complete
- Revamp Pipeline Through College program by instituting interview and acceptance process at the high school level, transitioning the timing and expectations of the initial program retreat and integrating program assessment.
 - a. Met. Assessment results located below

Ongoing Assessment Efforts:

Assessment of student learning outcomes has traditionally been conducted for both our paid student staff and participants who attended CCLC programs. Student staff and participants within our closed-structured programs completed pre and post program evaluation.

Additionally, during all CCLC programs, evaluations were distributed and collected after the program and a comprehensive 360 degree post program analysis for every program. An annual climate survey is also disseminated in the spring semester. Outcomes are analyzed annually and used for program review of effectiveness and determine goals for the following year.

This year, the CCLC collaborated with Dr. Mariah Kornbluh from the Psychology Department who received a grant to conduct research on developing a change agent theory within communities of color. As a result, IRB approved research has been

implemented within the CCLC and replaced many of our traditional surveys in order to avoid assessment fatigue. Participants within various CCLC programs were given pre and post assessments (142 total) as well as invited to participate in structured focus groups (9 total). The programs and initiatives in which research was conducted to assess specific learning outcomes included: 9 CCLC staff, 6 Carter Scholars Black Excellence Academy leadership team members and 30 participants, 54 Latinx Summit, 49 Black/African American Summit, 8 regular participants of Beyond Obstacles Leadership Development (B.O.L.D.) and 10 Pipeline Through College Mentors.

This research is being compiled and analyzed during the summer and the research will be presented during the Fall 2018 Open House. Some preliminary research has been provided below as well as additional assessments of program effectiveness that were conducted.

Service Usage Summary	
<p>Program Participation #'s Pipeline Through College: 51 Latinx Summit: 88 African American/Black Summit: 73 F.S.L. Diversity Summit: 98 Carter Scholars Black Excellence Academy: 30 B.O.L.D.: 5-15 per program Exposed: Unpacking the Controversy: 6-40 per program Cultural Programming: 20-300 per program Special Workshops: 15-50 per program</p>	<p>Number of CCLC Programs: 58 Monthly Average of Programs: 6 Average daily foot traffic: 105 people</p>
<p># of Program Type Social Cultural: 12 Cultural Community Empowerment: 22 Educational: 12 Advocacy: 5</p>	<p>Average GPA of Student Staff Prior to working in CCLC: 3.04 Post working in CCLC: 3.22</p>
	<p>Professional Staff: 3 Paid Student Staff: 9 Interns: 1 (Spring Semester) Pipeline Through College Mentors: 10</p>

Demographic Reporting

Annual Climate Survey

Class Standing

1 st Year	2 nd Year	3 rd Year	4 th Year/Senior	Graduate	No Response
15.4%	26.9%	7.7%	46.2%	3.8%	3.8%

Racial Background

African American/Black	Latinx/Chicanx	API	Caucasian	Bi-racial
42.3%	30.8%	11.5%	11.1%	7.7%

Transfer Student

Yes	No	No Response
11.5%	88.5%	3.8%

Major

Psych	Exercise Phis	Anthropology	Pol. Sci	Comm	Bio	Sociology	Spanish	Child Dev el.	English	Mus ic	CIN S	Mat h	Crimin al Justice	Publi c Adm in	Two Or More	No Respo nse
7.7%	3.8%	3.8%	3.8%	11.5%	7.7%	3.8%	7.7%	3.8%	3.8%	3.8%	3.8%	3.8%	7.7%	3.8%	15.4%	3.8%

Question 1. I feel comfortable when I am in the CCLC.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	No Response
61.5%	30.8%	3.8%	0%	0%	3.8%

Question 2. I feel challenged to grow when interacting with CCLC Staff

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
69.2%	15.4%	15.4%	0%	0%

Question 3. I feel that the CCLC staff is approachable.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
76.9%	19.2%	3.8%	0%	0%

Question 4. I feel that the CCLC staff is supportive.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
80.8%	11.5%	7.7%	0%	0%

Question 5. The CCLC staff is welcoming.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
88.5%	7.7%	3.8%	0%	0%

Question 6: I feel that CCLC programs and activities are beneficial to Chico State students

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
76.9%	19.2%	3.8%	0%	0%

Question 7: I feel that programs sponsored and co-sponsored by the CCLC promote inclusivity on campus

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
84.6%	11.5%	3.8%	0%	0%

VI. Analysis:

Currently the CCLC is under review regarding its future infrastructure as a result of our Director's retirement. Difficult decisions are needing to be determined and outlined below are recommendations for moving the CCLC forward and taking the program to the next level.

Since fall of 2013 the number of students of color who have been admitted to Chico State has steadily increased. In fact, in 2017 a total of 65% of all students admitted identified as being a student of color. Additionally, based on institutional research, more students identified as being first generation college students than those who had parents graduate from a 4-year university.

This shift in our student demographic has resulted in an increased demand for culturally relevant student support spaces and the CCLC is in a prime position to expand its services in order to meet this need. In order for the CCLC to move to the next level it will be important to begin to provide a touch point for wrap around services on a revolving door basis. Meaning students do not need to 'apply' to be a part of any particular program within the Center, but rather have access to a variety resources, mentorship and/or guidance using culturally centered methodologies. Research has shown that first generation college students who are able to access multiple resources through the guidance of one central location are more likely to succeed.

Nationally we are seeing a rise in mental health issues amongst college students. We have observed the impact of this trend in the CCLC in recent years. It has been particularly impacted by the current national political climate which is placing high visibility on the safety threat, oppression and marginalization of diverse identities. In order for the CCLC to move to the next level, we must incorporate additional culturally-centered mentoring and support groups in order to support the social and emotional barriers that first generation college students experience.

Additionally, we will need to provide an increase in identity development and self-efficacy focused programming and involvement opportunities for our Latinx, Black/African American and API communities. Increasing the capacity of the CCLC to provide intercultural opportunities while maintaining our intracultural centered programs are critical to providing a wholistic approach to retention services for students of color. This approach increases intercultural capital, captures a broader audience of identities, supports intercultural understanding and civic engagement. Partnering with campus faculty, staff and departments to increase our capacity will be critical in light of our current budget. Our cultural organizations also play an important role in providing programming and cultural resources to the campus community. While they should not be the primary entity providing cultural programming, the CCLC is positioned to increase its capacity to provide additional mentorship and programmatic support as it relates to their overall success.

Another area that the CCLC is positioned to take to the next level is in the area of diversity education and ally development. The CCLC has a far greater demand to

provide experiential-based, diversity-focused, learning experiences for the broader campus community than it currently has capacity to do. Considering the shift in student demographics, being able to better educate and equip the campus to meet those needs are critical.

Finally, in order for the CCLC to move to the next level it needs to be separated from the Student Life and Leadership umbrella and a Director should be reinstated within the Center as it previously had prior to 2012. It is recommended that the Director report directly to the Associate Vice President of Student Life. It would also be critical as the Director of the CCLC to consider a consistent funding source. Currently the programming capabilities of the CCLC is contingent on the leadership within the AS. From this position, the CCLC can begin to expand the scope of its retention and support services for first generation college students and students of color.

VII. Program Objectives for Next Academic Year

- Expand the current CCLC assessment infrastructure by identifying key performance indicators and integrating it into individual program assessments, a card swipe data collection process and connecting it to long-term graduation/retention predictors.
- Increase collaboration with campus partners to provide increased access and approachability to supportive services. Specifically, mentorship programs, community engagement, psychology, academic advising, counseling and wellness.
- Provide large-scale, campus-wide student leader diversity training to increase understanding around inclusive language, microaggressions and power and privilege.
- Lead a 3-day diversity summit retreat for all University Housing Resident Advisors to provide diversity education and relationship building.
- Increase opportunities to actively engage in conversations and active reflection around complex issues within the area of diversity that is welcoming of all experiences.
- Increase intentional programming for the Latinx community based on identified needs
- Implement two certification programs focused on cultural leadership and advocacy.
- Launch a volunteer-based, semester long intern program to fulfill major required internship experiences.
- Expand the Pipeline Through College program to reach high school sophomores and increase the number of college-level mentors and provide personal and leadership development.

Fraternity and Sorority Affairs

- I. **Departmental Mission Statement:** To foster the learning and development of students who affiliate with the 30 social fraternities and sororities through leadership development, academic achievement, philanthropic endeavors, and community involvement.

The motto of Fraternity and Sorority Affairs (FSA) is “Building a community of lifelong leaders”. From recruitment to graduation we set out to instill the philosophy that high expectations are the standard. We focus on five *Pillars of Distinction*: Leadership, Scholarship, Service, Community, and Integrity. These pillars closely align with the values of Student Affairs: Diversity, Excellence, Growth, Integrity, Leadership, and Service. Annually, every chapter is qualitatively assessed on how they carry out completion of these pillars within their organizations.

Social Greek organizations are predicated upon integrating students to campus life academically and socially through civic engagement. FSA holds each organization accountable to best practices for risk management, scholastic achievement, leadership development, and healthy behaviors. FSA hosts a number of programs throughout the year that focus on personal and organizational growth. These programs range from campus and community recruitment, induction, developmental workshops, leadership opportunities, and career preparation.

Department Goals:

Leadership: To advance leadership, FSA will maximize the potential and abilities of our students through providing opportunities for self-governance and organizational leadership development, providing education and experience in leadership, collaboration, identity development, and personal and moral development, and connecting members to leadership opportunities across campus, in the local community, and within their national organizations.

Scholarship: To advance scholarship, FSA will promote academic excellence and intellectual growth through advocating for our community to achieve academic standards above the all-student average, promoting success of all members through recognition and accountability initiatives, providing a system of support to assist students in meeting their educational and personal goals, and providing opportunities for students to integrate in-class and out-of-class learning.

Community: To advance community, FSA will cultivate an environment of inclusivity and respect through advocating for collaboration and appreciation amongst chapters, council, and community, advocating for students to lead positive change on campus and in our local community, and providing open recruitment opportunities for those seeking connection, meaning, and purpose.

Service: To advance service, FSA will cultivate a culture of community engagement and volunteerism through supporting student’s efforts to advance philanthropy and service interests, providing opportunities for community service,

service-learning and philanthropic projects, and providing systems for chapter and individual recognition.

Integrity: To advance integrity, FSA will prioritize individual and community accountability through coordinating risk management programs, assessing and taking action to mitigate potential risks, implementing and enforcing an event notification process that outlines and teaches chapters leaders safe event procedures, and ensuring a zero tolerance for hazing, bullying, sexual assault, violence or hate of any kind.

The Fraternity and Sorority Affairs office will provide opportunities and support for our community to be a relevant and contributing part of fulfilling the mission of the University. Through an open recruitment process, we provide opportunities for students to connect and establish a sense of belonging within the community. Both personal and peer accountability are established throughout chapter operations which assists with retention both within the Greek community and the University. Finally, our academic focus encourages scholastic achievements and advancements within our community, assisting students as they matriculate throughout college and eventually graduate.

II. Departmental Accomplishments

- Title IX and Sexual Assault Training - This is the first year that our Greek community has been fully compliant with EO 1095 that all students in fraternities and sororities must receive additional preventive education to promote the awareness of CSU policies against sexual discrimination, sexual harassment, sexual misconduct, dating and domestic violence, and stalking, and to make victim resources available, including comprehensive victim services.
- Coordinated opportunities for students to understand the value and importance in giving back to their community which resulted in fundraising \$17,872 for the Chico Cares Campaign.
- Facilitated the largest blood drive in the North State and donated over \$3,000 to local charities.
- Created a reinstatement process for 2 unrecognized organizations who have expressed interest in rejoining the community.
- The Interfraternity Council has expanded with two new fraternities.

Diversity Efforts:

FSA strives to promote diversity and education learning opportunities by providing fraternity and sororities the opportunity to be recognized as a 3-star (highest ranking) chapter in the pillar of leaders.

As a result, fraternities and sororities increased participation in diversity and inclusion events. Panhellenic and IFC presidents went to national and regional conferences and attended sessions focused on diversity and inclusion and shared their findings at their council meetings. FSA Paraprofessional staff will complete diversity training prior to beginning their roles and we will be hosting a

conference for our culturally based organizations focused on retaining members who affiliate with a culturally based organization.

III. Changes in Policies and Procedures: No policies have been changed since last year, however, reinstatement guidelines for unrecognized fraternities have been created. We will continue to focus efforts on more effectively communicating the policies and procedures to our chapters through electronic signatures and re-recognition workshops.

IV. Resources Summary

Resource Allocation:

- 3 student staff employees
- Professional development opportunities
- Programming and promotion materials
- Leadership/educational conference for students- Association of Fraternal Leadership Values
- Council executive board training
- New Member Orientation
- Multicultural Greek Council Retreat
- Greek Week
- Greek Leadership Summit and Fraternity and Sorority Training
- Title IX Training
- Greek Awards Reception
- Recruitment room reservations and food

Human Resources: SSPII hired effective June 25, 2018

Facilities/Equipment: N/A

V. Program Assessment for Past Year

Program Objectives: Met program objectives over the past year

Ongoing Assessment Efforts:

30 recognized fraternities and sororities

96 Council meetings per year advised and attended by FSA staff

400 Panhellenic incoming women completed ROAR training through CADEC

500 Greek members completed Fraternity and Sorority Training

550 incoming members attended New Member Orientation

1,500 Greek Life participants

VI. Analysis: Each year the number of students who choose to participate in fraternity and sorority recruitment increases. As a result, we have increased programming and engagement efforts to both new members and active chapter members. We partner with the Wildcat Welcome committee to engage our new students through our Meet the Greeks event in Sutter Courtyard and our Greek

Carnival in Bidwell Park where a total of 600 students participated. We hold an annual conference every fall with 1/3 of all active chapter members, a Greek Leadership Training each spring with all chapter leadership, and a New Member Orientation with all new members from each council and chapter in both the fall and spring. On an annual basis, we also provide additional Title IX training to every Greek student. We have piloted a card swipe attendance program and hope to add this functionality to each program in order to conduct a more effective assessment.

The all fraternity and sorority average GPA was a 2.76 and our sorority GPA exceeds the undergraduate women's GPA. We have seen an increase in the desire for national organizations to expand to our community which has resulted in the addition of two new Interfraternity Council Chapters. We have also created reinstatement guidelines for unrecognized fraternities as a result of two off-campus fraternities expressing interest in rejoining the community.

We raised \$17,872 for the Chico Cares Campaign, donated over \$3,000 to local charities, and donated 3,000 non-perishable food items to the Hungry Wildcat Food Pantry. As more chapters join our community, we hope to expand our efforts and increase partnerships across the campus and community.

VII. Program Objectives for Next Academic Year

- Increase the all fraternity and all sorority GPA average.
- Work with the culturally based organizations to develop a scholarship plan to reduce the number of chapters below the 2.5 cumulative GPA requirement.
- Develop risk management training for IFC chapters focused on hazing prevention, alcohol education, and new member orientation programs.
- Provide targeted and intentional alcohol education programming to first year students who go through a recruitment process.
- Decrease the number of unrecognized fraternities operating in the CSU, Chico community.
- Expand partnerships throughout Greek Week both on campus and in the community to exceed the service hours completed and money raised from previous years.
- Update and expand the website to accurately reflect our values, community achievements, programs and events, policies, and departmental information.
- Create a public relations and marketing plan including a parent or student pamphlet and social media presence.
- Train both paraprofessional staff and council leadership through the CCLC Student Leader Diversity Program.

Men of CHICO

I. Departmental Mission Statement

Men of CHICO aims to empower, guide, and support men of color at CSU, Chico. We seek to instill a sense of cultural, communal, and academic esteem in order to produce scholarly astute change agents.

Goals

Men of CHICO is a university program established to address the achievement gaps between underrepresented racial minority (URM) males (Black, Latino, Native American, Hmong) and their undergraduate peers at CSU, Chico. Recognizing national, state, CSU, and institutional data, this program was created to increase recruitment, retention, persistence, and graduation of URM males at CSU, Chico. Furthermore, Men of CHICO contributes to the [CSU, Chico Strategic Priorities](#) and the [CSU 2025 Graduation Initiative](#).

Objectives

Provide URM males opportunities to learn how to:

- Identify and have an expanded understanding of how to engage academic resources
- Organize and navigate social and academic time constraints
- Differentiate leadership techniques and philosophies
- Have an expanded understanding of personal leadership style(s)
- Understand needs and expectations of both peer/non-peer mentorship opportunities
- Grasp normative professional behaviors and expectations
- Apply techniques to improve physical and social-emotional wellness
- Recognize social influencers of self-identities
- Engage processes of affirming those identities

II. Department Accomplishments

Fall 2017 Programs:

We were able to engage 25-40 men of color with faculty and staff at each of our programs during the fall 2017 semester.

- Game Night at the U-HUB
- Unfiltered I – Addressing challenges for URM males
- Unfiltered II – Developing solutions for Success for URM males
- Presidio Camping Trip (Cancelled due to air quality risk caused by fires)
- Men of CHICO info session – Provide information about the inaugural cohort

Spring 2018 Programs:

We developed a cohort model to incorporate peer mentoring. Applications were open to the campus and 17 men of color participated. We had students sign up for LDRS 345 to

address any commitment issues. Fifteen students signed up and the remaining two decided to participate without signing up for the course.

III. Changes in Policies and Procedures

NA - New Program

IV. Resources Summary

Resource Allocation:

- Student Employees \$2,120
- Work Study \$10,313
- Travel \$3,962
- Supplies and Services \$6,645
- Hospitality \$8,130
- Registration Fees \$250
- Motor Pool Intrafund \$1,161

Total budgeted amount was: \$43,500

Total spent: \$22,270

Total remaining: \$21,229

Human Resources:

- One Program Coordinator
- Four student employees
- Twenty volunteers

V. Program Assessment for Past Year

Cohort Demographics:

Black – 12

Latino – 4

Hmong – 1

Fall 2017	Average GPA	Spring 2018	Average GPA
Men of Chico Cohort	2.26	Men of Chico Cohort	2.80
All Males	2.77	All Males	2.74
Asian Males	2.76	Asian Males	2.75
Black Males	2.52	Black Males	2.50
Latino Males	2.65	Latino Males	2.63

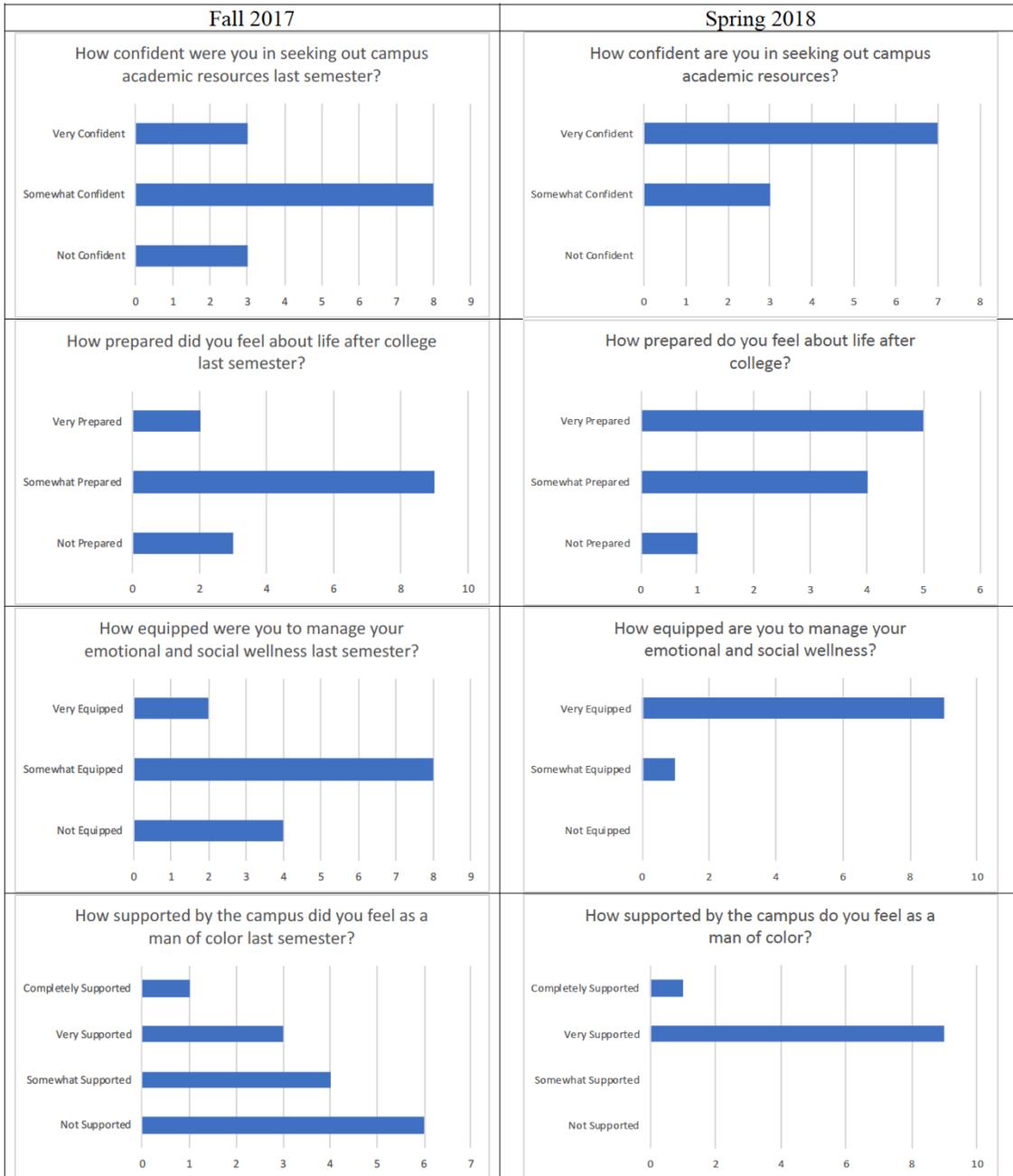
Senior – 7

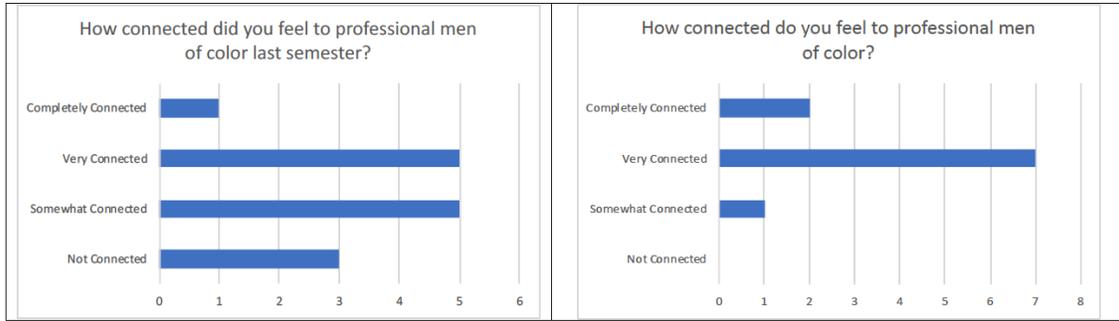
Junior – 4

Sophomore – 4

Freshman – 2

Student Assessment of Satisfaction, Quality and Student Learning Outcomes





What suggestion(s) do you have to help improve the Men of Chico Program?
Make better advertising to connect men of color who are entering college for the first time.
Incorporate dance classes
I think that we should be introduced to more job opportunities. We do learn great resume building skills but it would be great if we could learn more on where to find jobs
More promotion and outreach would help bring in more men of color for next year. I also think we should do promotional events or group outings multiple times a year.
More social activities
I'm interested in having more open topics that are personal to the participants.
We should definitely have social engagements with each other at least once a month and every week, each member of the cohort would be required to share something about them that we don't already know.
Invite clubs or organization or students to come check out and participate in one of the classes and see what the Men of CHICO is. If it's not their thing they don't have to join. But if it's something they want to they can join. Or at least they know it exist for those who they think they will need. I think it would be beneficial for students to be invited to see what actually goes on in the actual Men of Chico classes.

VI. Analysis:

Men of CHICO does not currently “live” anywhere physically or digitally. This increases the difficulty of visibility. Physical space is hard to come by and will need to be addressed as the program continues to grow. A digital home is more immediately needed as a way to inform parents, students, and other community stakeholders. Furthermore, Men of CHICO is a hybrid program, funded by GI 2025, an initiative of VPSA, and coordinated out of SLL. This suggests continued discussions regarding program direction and support. We are looking to bolster collaborations with Academic Advising and incorporate a mid-semester program used by EOP for progress reports. While students report wanting a greater social aspect to the program, it is important we remain diligent in encouraging both academic and social success. Now that we have a framework for the program, we are looking at how we collaborate with local high schools and community colleges to add a recruitment arm to the program outside of the Men of Color Conference.

VII. Program Objectives for Next Academic Year

1. Double the cohort size of Men of CHICO (30+) by increasing the recruitment efforts and expanding marketing on the Chico State campus.
2. Incorporate high schools and community colleges in programming.
3. Create a fundraiser for Men of CHICO to offset the cost associated with the program.

Orientation, New Student & Family Programs

I. Departmental Mission Statement

Orientation, New Student & Family Programs designs and implements comprehensive student and parent/family programs that introduce educational, social, and personal resources to facilitate the success and transition of new students. We focus on innovation, on collaboration with departments across campus and on building skilled and confident student Orientation leaders in order to meet the changing needs of our diverse community.

II. Departmental Accomplishments

- Developed content for launch of On-line Orientation (slated for July 2018)
- Offered expanded orientation for spring transfer students:
 - Attendance grew from 224 to 339 students – a 17% increase
 - Added major/department meetings to spring orientation
- Launched spring and fall pilots of Camp Wildcat program – a collaboration with the First Year Experience Program
- Continued to expand and grow Spanish Language Parent & Family programs
 - Added an additional session entirely in Spanish (grew from 2 to 3 sessions)
- Overhauled orientation print materials to align with Admissions

Diversity Efforts:

- Assisted Alumni & Parent Relations in staffing Ready, Set, Chico outreach events in Southern California
- Participated in HSI Learning Community
- Worked to identify special populations (including first generation, EOP and TRiO) within the on-line orientation reservation site to facilitate advising and outreach during orientation.
- Conducted abbreviated orientation session for 194 EOP Summer Bridge participants
- Worked with Veteran's Affairs to encourage 33 veterans to attend orientation.
- Modified student leader selection process to screen for Spanish Language fluency.

III. Changes in Policies and Procedures

- Transitioned orientation reservation website to newest version of Cascade
- Worked with technical support to upgrade the orientation reservation and reporting application.
- Launched a spring cycle of the orientation reservation site

IV. Resources Summary

Resource Allocation:

- Orientation is a self-supporting program and students and their guests pay a fee to attend which covers all fixed program costs (except the Coordinator's and ASC salaries) including food, staffing, facility rental, equipment, and print materials.

- Total income for 2016-2017 was \$446,432
- Expenses in 2016-2017 were \$456,244
- Submitted a successful fee proposal to increase fees from \$60 to \$95 effective summer 2018

Human Resources:

- Hired additional student staff to support a spring cycle of orientation
- Orientation Coordinator, Rebecca Berner, was reclassified to an SSP IV to reflect expanded responsibilities

Facilities/Equipment:

- Added two new student work stations and computers to accommodate additional student staff

V. Program Assessment for Past Year

Participation Data:

- Total 2017 Summer Orientation participants: 6,576
- Student attendance: 3,817
 - Freshman participants: 2,614 or 93% of all incoming freshmen
 - Transfer participants: 1,203
- Guest attendance: 2,759
 - Freshman guest participants: 2,283
 - Transfer guest participants: 476
- Special populations served:
 - EOP: 15
 - EOP Summer Bridge: 194
 - Veterans: 33
 - TRiO: 19
 - Spanish Language Program: 111 students; 158 guests
- Total Spring Transfer Orientation participants: 339
- Camp Wildcat pilot participants:
 - Spring 2017: 22 first year students, 2 peer mentors, 1 faculty
 - Fall 2017: 215 first year students, 7 peer mentors and 5 faculty

Participant Satisfaction Survey

- A program satisfaction survey is administered to participants at each Orientation session
- Student survey results (percentage who answered agree/strongly agree on 5-pt scale):
 - I am satisfied with the help I received selecting courses – 98.2%
 - I am comfortable using the portal - 96.6%
 - I am comfortable finding my way around campus – 93.9%
 - I understand general education requirements – 96.7%
 - I understand graduation requirements – 97%
 - I am more comfortable attending Chico State in the fall – 97.5%
 - The orientation session addressed by concerns and questions - 97.2%

- Parent survey results (percentage who answered agree/strongly agree on a 5-pt scale):
 - I am satisfied with the overall quality of the Orientation Program - 99.1%
 - This orientation addressed by concerns, questions and needs – 97.8%
 - Having attended orientation, I am more comfortable with my son/daughter attending Chico State in the fall – 97.4%

Student Voice Assessment

- An on-line survey administered mid-semester to all new freshmen and transfer students asking them to reflect on their Orientation experience and their transition to the institution.
- Total number of responses: 586
 - How would you rate the orientation program? 88% (excellent & good)
 - If you could start over again, how likely would you still go to CSU, Chico? (strongly agree & agree):
 - Attended orientation: 82%
 - Did not attend orientation: 75%
 - How likely is it that you will be enrolled at CSU, Chico next semester? Chico (strongly agree & agree):
 - Attended orientation: 98%
 - Did not attend orientation: 95%

Academic transition

- I am more knowledgeable about academic requirements as a result of attending orientation: 91% (strongly agree & agree)
- Percentage of students who described their academic transition as “very easy” to “somewhat easy”:
 - Attended orientation: 69%
 - Did not attend orientation: 43%
- How successful have you been to adjusting to the academic demands of CSU, Chico? (students who responded “very successful” and “somewhat successful”):
 - Attended orientation: 84%
 - Did not attend orientation: 78%

Social transition

- Orientation helped me feel connected socially to CSU, Chico: 85% (strongly agree & agree)
- Percentage of students who described their social transition as “very easy” to “somewhat easy”
 - Attended orientation: 69%
 - Did not attend orientation: 55%

VI. Analysis:

Challenges

- Demand for orientation sessions and Friday campus closures made it difficult to provide enough sessions for all students and their families who wish to attend an in-person orientation session.
- Becoming a Hispanic Serving Institution posed considerable challenges as to how we can effectively serve these populations and their families at Orientation
- Increases in the number of first generation college students on campus will likely increase the need for an orientation fee waiver, or for the development of off-site orientations. It is hoped that on-line orientation will prove a viable alternative.
- Faculty advising continues to be a costly endeavor and the quality and effectiveness of faculty advising varies greatly between departments.
- Program has grown in scope, size and complexity which will require additional staffing.
- Implementation of EO 1110 and multiple measures in Admissions may require adjustments to the Orientation calendar.

Opportunities

- Opportunity to extend orientation programs to students unable to attend an in-person session via the development of a comprehensive and cohesive virtual orientation program. This program may also be used as a “pre-orientation” for those who do attend orientation.
- Ability to partner with Student Life and Leadership, the First Year Experience Program and the RHPM Department to extend transitional programming for new students beyond orientation with Camp Wildcat.
- Opportunity to expand Spring Orientation for transfer students to include a larger student life, advising and registration component in order to help transfer students with the often-difficult mid-semester transition.

VII. Program Objectives for Next Academic Year

- Fine tune on-line orientation and track participation – add additional modules as needed
- Continue to expand size and scope of Spring Orientation for transfer students
- Double size of Camp Wildcat program to serve 500 first year students; hire coordinator to facilitate this new program
- Explore ways to utilize CRM for orientation communication and reporting functions
- Coordinate all campus orientation programs on campus under a comprehensive virtual gateway
- Continue to explore ways to better serve first generation and Latinx communities
- Examine feasibility of developing a comprehensive orientation handbook as opposed to a folder

Recreational Sports, Intramurals & Sport Clubs

I. Departmental Mission Statement

Recreational Sports is dedicated to providing recreational activities for the students, faculty and staff of CSU, Chico. Our mission is to promote and advance healthy lifestyles through recreational programs and participation opportunities. Our staff is committed to excellence and responsiveness in regard to the needs of our members. The Wildcat Recreation Center is committed to cultivating an inclusive environment where diversity is valued, respected, appreciated, and celebrated.

Department Goals

- With the addition of an Athletic Trainer, provide compliance and care for concussion management and base line testing for all high risk competitive Sport Clubs.
- Hire a consultant to develop cost analyses and architectural drawings for an artificial turf facility.
- Intramural Sports remains a very popular activity amongst students. Many students participate in multiple sports each semester. To show our appreciation and recognize their continued dedication to our program we would like to put together a participant appreciation night. We foresee this event as setting aside an evening during the fall and spring semesters and working with a local business to provide participants with a simple takeaway food/drink item and/or a dessert. Casual in nature this would be just a time for students to be recognized by our staff for the contribution they make in making the program successful.
- In our continued interest to attract new students to the program, we will begin offering tennis leagues. Popular on other campuses, this will be the first time in over a decade we will be offering tennis. We are also reintroducing “Cornhole” to our program offerings.
- Esports is exploding in popularity all across the world. Our goal this year is to begin offering some eSports Intramural Leagues to gauge their popularity. We are looking to hire a student whose sole responsibility will be to begin offering these activities. Students who participate tend not to be the traditional students who seek out and compete in our current league offerings. Our goal is to continue to reach out to new users by offering nontraditional activities.

II. Departmental Accomplishments

- NIRSA Regionals – This year Intramural Sports sent a women’s basketball team to the NIRSA Regional Basketball Championships at California State University, Sacramento.
- Partnered with the Meriam Library on “Game Nights.” On the first Thursday on each month Meriam Library and Intramural Sports collaborated on a game night. Intramural Sports provided the Super Nintendo NES System, Super Smash Bros. game, and televisions which allowed participants at the event to compete against each other in the highly Super Smash Brothers game. This proved to be a

very successful partnership and helped Intramural Sports reach a population that commonly does not participate in our traditional sports program offerings.

- This year we introduced a Greek All-Star Basketball Game. Each house nominated two participants. The game was played after the Greek Championship game and was a success at attracting a larger audience.
- This year intramurals successfully integrated Connect2 into our program. Connect2 is a facility management program for use on tablets. We transferred all of our paper forms into digital format which now allows us to complete all our forms on the tablet. This has allowed us to eliminate the use of paper accident and incident reports, and nightly evaluation sheets. This has helped organize our information into cloud-based storage and eliminates the risk of losing a paper form. Also, we are now able to compile reports and look for any trends in injuries in a sport that may need to be addressed.
- We installed in the WREC our Intramural Wall of Fame. This photo display has become a new tradition of our program. This is becoming perhaps our most visible and memorable recognition as it showcases the year-long achievements of those who enjoy the benefits of our program. It also serves to celebrate the diverse nature of our participants and the positive influence our program enjoys throughout the university community.
- This year we were able to give three of our employees a financial award through our Recreational Sports Program. We offered all of our employees the opportunity to apply for our Recreational Sports Award. Using funds raised through our summer camp program and donations this year we provided \$3,000 in award dollars. Each applicant must submit an application and then have an in-person interview with a panel of professional staff. The award is based on GPA, financial need, major, and/or year in school. The new annual Recreational Sports Award is our way to recognize and assist our outstanding student employees.
- The CSU, Chico Women's Rugby Club won the D1 National Championship (May 2018)
- The Recreational sports program transitioned 8 Recreational Sport Clubs under our umbrella to improve and better serve student organizations.

Diversity Efforts:

- Continued to increase the funding to provide additional Sport Club Student Athlete Scholarships. These awards are based on financial need, GPA, and participation which the program to continue to reduce the financial burden on students making the program more affordable. Through additional fund raising and annual donations the program awarded \$5,000 to students to offset the overall cost of their participation. This year's goal is \$10,000.
- Next semester we are going to begin collecting user data on ethnicity. One of the strengths of our program is its diversity of participants. In Intramurals, there are a high percentage of African-American, Hispanic and international students who participate in our programs. It is obvious that all segments of our program are popular with the rich and diverse student population of Chico State.

III. Changes in Policies and Procedures

Sport Club Manual

- Added that when multiple vehicles travel, they should leave at the same time, but not “caravan” or directly follow each other.
- Drivers must have a commercial license for vehicles capable of transporting 15 persons or greater. Use of 15 passenger vans is strongly discouraged!
- Added that Risk Managers will assist with obtaining Foreign Travel Insurance for international travel.

- Redefined Tier 1/Higher Risk and Tier 2/Lower Risk Clubs for insurance classification.

- Added that Risk Managers should assist:
 1. Determine which clubs are recognized ‘Sport Clubs’
 2. Determine which clubs are Tier 1/Tier 2

IV. Resources Summary

Resource Allocation:

State general funds are used for 3.5 professional positions in Recreational Sports (\$350,000). IRA funding approved the operational budget at \$270,000. Work Study provides another \$47,000. Fees and summer camp revenue is at \$50,000. These funds are used for the full time competitive sports coordinator position through the Foundation. Additionally, Sports Clubs & Intramurals received one-time funding in the amount of \$25,000. Sport Clubs annually raise \$350,000 in donations, dues and fundraising.

Human Resources:

We have had no change in staffing. The Director of Recreational Sports is now the interim Director of Student Life and Leadership.

Facilities/Equipment:

Currently, our natural grass fields are shared between Recreational Sports, Intercollegiate Athletics, and the Department of Kinesiology. With Field 10B and Yolo being nearly unplayable and many times inaccessible, we face the dilemma of having less than sixty hours of outdoor programming time. Sixty hours is not nearly enough field space and time to meet the demands of our Recreational Sports programming needs.

Having sixty hours available is a perfect case scenario and does not account for weather and maintenance related closures that can last days to months. Additionally, since most of our current fields cannot be secured, these sixty hours do not reflect the times the fields are closed for damage inflicted by unauthorized use. Finally, the state of the current fields is poor and very close too unplayable due to years of drought and overuse.

V. Program Assessment for Past Year

Program Objectives:

Goal: Train all student staff on the connection between diversity/inclusion and customer service.

Accomplishment:

- Student training occurred in Fall 2017 and Spring 2018

Goal: Increase support of first generation students in entry level officiating positions

Accomplishment:

- Hired a staff member to specifically provide logistical and programmatic support at all student staff trainings.

Goal: Develop alternative for students unable to attend an in-person captains meeting orientation session (for monetary or other reasons)

Accomplishment:

- Contracted with outside vendor to produce comprehensive on-line orientation slated to launch Fall 2018. All students who did not attend an in-person orientation will be provided with a link in mid-July to the free on-line orientation program.
- This new on-line orientation program has a Spanish Language Resource section.

Ongoing Assessment Efforts:

1. Each semester we survey our participants to have them provide feedback on their experience participating in Intramural Sports. This year our participants indicated that:
 - Over 75% of respondents “Agreed” and/or “Strongly agreed” that the league(s) met their expectations.
 - Over 80% respondents had fun while participating.
 - Over 65% of respondents felt our staff was approachable, enthusiastic, and professional.
 - Over 90% of respondents said they would participate again.This feedback continues to help us drive our program. We strive to offer minimal barriers to participation and we require no previous athletic experience in order to participate.
2. Each semester we survey our employees in order for them to provide feedback on their experience working for Intramural Sports. This year a strong focus of our training was “tying back” the skills gained on the job back to how they could then apply those skills both inside and outside the classroom. We used the resource, “Considering the Impact of Participation and Employment of Students in Campus Activities and Collegiate Education on the Development of the Skills Employers Desire Most” published by NACA and NIRSA. This year we asked our 25 student employees the following questions:

“Through my employment with the Intramural Sports program I have improved...”

 - My ability to work in a team structure = 98% “Agreed” or “Strongly Agreed”

- My ability to make decisions and solve problems = 99% “Agreed” or “Strongly Agreed”
- My ability to verbally communicated with persons inside and outside the program = 93% “Agreed” or “Strongly Agreed”
- My ability to plan, organize and prioritize work = 99% “Agreed” or “Strongly Agreed”
- My ability to obtain and process information = 99% “Agreed” or “Strongly Agreed”
- My technical knowledge related to the job = 99% “Agreed” or “Strongly Agreed”
- My proficiency with computer software programs = 80% “Agreed” or “Strongly Agreed”
- My ability to create and/or edit written reports = 80% “Agreed” or “Strongly Agreed”
- My ability to sell or influence others = 63% “Agreed” or “Strongly Agreed”

This is incredibly important information for us to have because it strongly shows that our students are learning real world skills from their employment that positively reflects back onto their educational and future career goals.

3. Demographically, Intramural Sports served 4,000 students, managed 320 teams and officiated 726 games during the 2017-2018 academic year.

- 72% of participants were males
- 28% of participants were females.
- 10% of our participants were Freshman
- 24% were Sophomores
- 28% were Juniors
- 36% were Seniors
- We held 16 special events/tournaments over the course of the year including...
 - Pickleball (1)
 - Bubble Soccer (6)
 - Trike Races (3)
 - Ping Pong (3)
 - Badminton (3)
- Indoor and Outdoor remain our biggest sports attracting 35% of our total participants.

From the end of the year Sport Club program evaluation, below is the data collected directly from the sport club athletes:

- 91.7% said their participation in their Sport Club is “Very Important” or “Important” to their overall experience at Chico State.
- If applicable, please list how participating on this team has enhanced your Chico State experience:
 - “It is my Chico State experience.”
 - “It has given me a community to be a part of”
 - “If I wasn't on this team I would've dropped out by now.”

- “It gives you a sense of pride to have the Chico state crest on your chest. Representing your school in a way not everyone is fortunate enough to experience.”
- “As a freshman living off campus, I felt a little disconnected to the school when I first arrived, but through water polo I've made lifelong friends and now I have a support system that I can depend on away from home.”

Demographic Reporting:

- Participant Class/Level:
 - Freshman: 27.4%
 - Sophomore: 19.4%
 - Junior: 25.2%
 - Senior: 28%
- Ethnicity:
 - African American/Black: 2.7%
 - Asian: 3.2%
 - Caucasian/White: 68%
 - Hispanic/Latino: 18.8%
 - Native America/Alaskan: Less than 1%
 - Other: 2%
 - Pacific Islander: 1.3%
 - Prefer not to identify: 3%
- Gender:
 - Female: 45.3%
 - Male: 54%
 - Prefer not to identify: Less than 1%
- Participation:
 - New Member: 54%
 - Returning Member: 46%

Service Usage Summary:

Student Assessment of Satisfaction, Quality and Student Learning Outcomes

- From the end of the year program evaluation: Please list of describe any life skills, or positive qualities you have gained by participating within your Sport Club:
 - “I've made learned social skills and how to work as a team. By participating in this sport I've learned what it really means to be determined.”
 - “Improved communication skills and ability to receive criticism.”
 - “Leadership, teamwork and time management”
 - “Leadership skills, work ethic, I am also a lot more outgoing since joining this club.”

VI. Analysis:

Concussion Management is a very serious and necessary component of any collegiate sport unit. Next year, the focus of the Sport Club Program will be to recruit and hire a full-time athletic trainer. The main objective for the new position will be the implementation of a Concussion Management Protocol, as well as concussion education for athletes and coaches, on-site injury treatment, and post-injury assessment.

The addition of an environmentally responsible, lighted, artificial turf field would provide a near-perfect surface for play year-round. With limited maintenance and no customer expertise needed, an artificial turf field offers extended hours of use, increased opportunities for student involvement and the addition of new programming opportunities.

- Can save over 500,000 gallons of water a year
- Turf infill is made from your choice of recycled tires, athletic shoes, or cork.
- Field can be utilized more hours per day with no field recovery time needed and can be used year-round.
- Opportunity to reach an additional 1,000+ students by adding new and expanded programming opportunities.
- Multiple studies have shown that compared to natural grass, artificial turf has shown less athletic injuries.

VII. Program Objectives for Next Academic Year

- Hire a professional full-time athletic training position for the Sport Club Program.
- Develop a Sport Club Fundraising Handbook.
- Continue to work with accounting to transition sports club bank accounts from the Foundation to state-side.
- Increase the number of clubs recognized as a sport club.
- Work with the Master Planners to develop cost estimate and architectural drawing for an artificial turf field with lighting.

Student Organization and Leadership Education

I. Departmental Mission Statement

In support of the University mission to provide “creative activity” as well as “assist students in their search for knowledge and understanding” and help them “assume responsibility in a democratic community and to be useful members of a global society”, Student Organizations and Leadership Education (SOLE) seeks to fulfill the following mission:

“Student Life and Leadership strives to create an environment in which all students and student organizations are encouraged and aided in the development of positive social, cultural, intellectual, recreational, and leadership programs and activities. The Student Life and Leadership staff supports programming which promotes learning, personal growth, self-governance, social responsibility, and understanding.”

SOLE programs provide a myriad of touch points from the first day of college to graduation. SOLE also supports a diverse population of students, helps them connect and engage as well as focus on affinity interests and life skills that support retention, satisfaction, social integration and institution and degree commitment.

Department Goals

- Add card swipe to our functionality within Wildcat Sync to allow us to collect user data and parlay that into assessment of our programs. This is key to collection of demographic data to identify service strengths as well as service shortcomings. This also allows us to collect post-event satisfaction and social integration information to support retention.
- Develop a partnership with the Counseling Center to increase the mental health offerings that are offered within the Adulting 101 curriculum. This should help with mental health management and outreach and contribute to wellness and personality adjustment in support of retention.
- Pilot a co-enrollment in Recreation, Hospitality and Parks Management field school class as part of the buildout of Camp Wildcat. This should enhance social integration and personality and adjustment as components of retention and academic achievement.

II. Departmental Accomplishments - Highlights

- **Expanded programming in Adulting 101 life skills series and increased attendance in that program to over 1,500 attendees for the year.**
 - Offered sixteen total workshops with an average attendance of over 90 students per session.
 - Nearly 90% of attendees report increased confidence in their ability in the life skill workshop topic, and nearly 85% report that

they met at least one person they did not know before the workshop

- **In partnership with First Year Experience and Orientation and New Student Programs, launched a program that served 240 students with affinity-based peer mentorship.**
 - After piloting with 35 students and two peer leaders the previous fall, successfully integrated five courses in three pathways into the Camp Wildcat model.
 - Hired, trained and deployed seven peer leaders who led approximately 40 total out-of-class meetups to support the social integration of class members.
- **In response to new CSU mandates, worked with Student Financial Services to successfully transition club accounts from the AS to stateside with better access and customer service as a result.**
 - Partnered with Student Financial Services Staff to provide treasurer training at re-recognition as well as on an ongoing basis.
 - Assisted with the development and completion of forms to Student Financial Services.
 - Assisted with communication to clubs and club officers about ongoing dates, deadlines and procedures for new stateside accounts.
- Developed and implemented online compliance training for club presidents and treasurers to address different learning styles as well as tracking of compliance training.
- Expanded partnerships with Academic Affairs for Wildcat Welcome via the Chico del Sol event, as well as spearheaded transition to the new EDx Chico event for the coming fall in partnership with the Office of the Provost.
- Partnered with University Advancement to develop online giving platforms for approximately 20 general student organizations.
- Secured a \$1000 sponsorship for the life skills workshop series.
- In partnership with the VPSA office and campus counsel, helped develop a new DRAFT Time, Place and Manner document for consideration for campus adoption.
- Served as the project organizer for the completion of the Wildcat statue, including planning and implementation of a successful dedication and unveiling ceremony.
- Instituted an “Advisor Appreciation Week” to increase partnership and communication with student organization advisors.

Diversity Efforts:

- Trained all student staff on the connection between diversity/inclusion and customer service via Fall 2017 and Spring 2018 staff training.
- Provided logistical and programmatic support for Filipino Student Organization (FASO) to put an event together supporting cultural programming

- Partnered with Summer Orientation to launch expanded Spanish language printed and presentation sessions.
- Tailored topics and did specific outreach to First Gen Programs, PATH Scholar and Chico Student Success Center populations for Adulting 101 Life Skills workshop series.
- Targeted employment recruitment information to multicultural campus organizations.

III. Changes in Policies and Procedures

- Implemented an electronic, QR code-based check-in/check-out system for tables, chairs, popups and other frequently used equipment.
- Implemented use of free software “One Note” for better communication between shifts at the front desk.

IV. Resources Summary

Resource Allocation:

- We held steady at \$40,000 for SOLE staffing and programming, but with partnerships and sponsorships, we were still able to maintain most programs and even grow our life skills workshop series, Adulting 101. Due to the increase in minimum wage, we cut back our total student hours by nearly 20% to help manage this expense.
- We got an increase from \$40,000 to \$50,000 for Wildcat Welcome programming which allowed us to make all of our financial obligations for those events and partnerships without dipping into the SLL or SOLE budget. This is the first time the Wildcat Welcome budget has been able to stand alone.
- Our biggest question mark in funding is where we will get the money to both implement and grow the Camp Wildcat program. Right now, we are piecemealing out of existing Orientation and SLL budgets, but this should really be a separate budget line for this watershed campus peer mentoring program.

Human Resources:

We have had no change in staffing, but our Assistant Coordinator was promoted from SSPI to SSPII due to taking on additional job responsibilities.

Facilities/Equipment:

- We were able to purchase one new computer for the Assistant Coordinator position which allowed us to push the old unit to replace a failing student work station. We also upgraded the Coordinator’s computer drive to a solid-state drive to increase performance. This small expense increased performance significantly and it is my recommendation that we always order solid-state drives as an office standard for Macs.
- Transitioned workshop and training to a mobile managed electronic check-in system.

- Moved from paper to online survey platform for life skills workshops for easier collection and analysis.
- Developed and implemented mobile online platform for equipment checkout, thus eliminating paper and allowing more seamless operation with front desk and downstairs checkout closet (now using free online platform Lab Agenda, plus Astra for reservations).

V. Program Assessment for Past Year

Program Objectives:

- Pilot 2-3 “Affinity Pathway” programs as part of Wildcat Welcome focused on a retreat experience and ongoing “meet up” opportunities for undeclared first year students. Use the pilot to gather data on satisfaction, academic success and retention. *This objective was met and although we cannot yet track to retention (need more time) we were able to gather positive quantitative and qualitative data for satisfaction.*
- Add online training component to officer training for student organizations to address the need for both compliance and nuts and bolts training without extending face-to-face contact needs any more than we have to. *Done with 100% implementation.*
- Add a “contract” feature for signatures for Presidents, Treasurers and “those authorized to do business for the club” to allow for a certification of knowledge prior to release to act. *Done with 100% implementation.*
- Add card swipe to our functionality within Wildcat Sync to allow us to collect user data and parlay that into assessment of our programs. This is key to collection of demographic as well as satisfaction and student learning information. *We were not able to get IRES support for card swipe, but as a temporary measure we were able to create a manual input to Wildcat Sync to measure attendance at recognition events as well as the Adulting 101 life skills workshop series.*

Ongoing Assessment Efforts:

SOLE by the numbers

3.161	Average student organization Treasurer GPA (up from 3.11)
3.191	Average student organization President GPA (up from 3.14)
136	Clubs participated in CLUBTACULAR (up by 9)
236	Fall 2017 total organizations recognized on campus (up by 22)
240	Spring 2018 Total organizations recognized (13)
12	Fall 2017 New or reconstituted after being absent (down 6)
12	Spring 2018 New or reconstituted after being absent (down 13)
409	Number of active campus organization and dept portals (up 58)
18,519	Number of individuals registered on Wildcat Sync (up by 2,500)

Top Five Clubs by Membership on Wildcat Sync:

- 1 National Society of Leadership and Success: 330
- 2 Chico Snow Club: 314
- 3 Pre-Med Society: 274
- 4 Nursing Club: 237
- 5 Health Professionals Association: 171

Service Usage Summary:

- 123** Number of Food Service Permits issued to clubs (up by 32)
- 1,061** Room requests processed at SLL front desk (up by 627)
- 3,686** Tabling requests processed at SLL front desk (up by 741)
- 199** Club training sessions conducted by SOLE staff (up by 67)
- 31** Club advisers trained (down by 104)
- 189** Websites activated for use in Wildcat Sync (up by 102)
- 1,061** Total number of equipment reservations processed in SLL (up 376)
- 1,210** Number of events posted on the Wildcat Sync calendar (up by 270)
- 11,500** Total number of involvement hours offered on Wildcat Sync via all organizations (up by 4,000)

Wildcat Welcome Attendance

Wildcat Welcome Parent Reception:	400
Fire and Ice:	700
Big C welcome:	2,160
Wildcat TransferMation:	309
Wild for Business:	500
Student Services Center Open House:	700
Health Center Open House:	150
Rock the Block:	1500
LeadCat:	160
WREC 'n Wild:	600
Women's Soccer Game:	306
Moonlight Movie Guardians 2:	400
Trip 'n Dip:	36
Game Night at Meriam Library:	125
Sunday Sundae Social:	350
Chico del Sol:	1,000
Meet the Cause:	150
Meet the WREC:	200
Meet the Faiths and Cultures:	100
Meet the Greeks:	400
Men's Soccer:	264
Clubtacular:	2600
Beach Night Dance Party:	237
Boba Bingo:	257

Local Job Fair:	1376
Wildcats Can:	25
Wildcat Vibe:	350
ShipWRECKed:	100
Get Cheesy in the Courtyard:	273
KCSC's Tacos and Tie Dye:	250
Moonlight Movie Baywatch:	80
Bidwell Bash:	375
Cirque d'UV:	255

TOTAL WW ENGAGEMENT OPPORTUNITY HOURS: 16,688

Student Assessment of Satisfaction, Quality and Student Learning Outcomes

Adulting 101 Series composite stats

Connection to campus?

FROSH/SOPH	41.51%
JUNIOR/SENIOR	54.37%
GRAD STUDENT	3.77%
ALUMNI	0.34%

Attended an Adulting workshop before?

NO	59.70%
ONE BEFORE	22.22%
3 OR 4	13.93%
ALL OF THEM	4.15%

Reason for attending workshop?

PERSONAL INTEREST	37.33%
CLUB RELATED	35.98%
CLASS RELATED	18.75%
RECOMMENDATION	5.24%
OTHER	2.70%

At this workshop, I met at least one person I didn't know?

AGREE	84.39%
NEUTRAL	11.75%
DISAGREE	3.86%

This workshop met my expectations?

AGREE	86.23%
NEUTRAL	10.91%
DISAGREE	2.86%

Speaker was knowledgeable and had the right energy?

AGREE	94.89%
NEUTRAL	4.56%
DISAGREE	0.55%

After attending this workshop I'm more confident in my ability:	
AGREE	87.09%
NEUTRAL	11.68%
DISAGREE	1.22%

VI. Analysis:

After looking at our volume of activities, the number of students served, as well as the workshops and projects we have successfully implemented, we are well on our way to becoming the “go to” office for engagement on campus. We are already seeing a trend in that fellow Student Affairs programs as well as Academic Affairs programs and Business Affairs entities look to our office for advice, collaboration, and as a litmus test for attracting and engaging students.

Based on the assessment of our activities for this last year, we need to look at ways to further support and develop our student employee service group to respond to the perpetually growing customer service needs of our student organizations, in particular. We also need to find a way to be able to continue the high level of attendance and performance of the life skills workshop series, including making sure we are reaching out to underrepresented programs.

Another area for potential growth is continued outreach to student organization advisors. We still see a gap between services and support we offer and the ability for clubs and organizations to access that support. Student organization advisors can be key to helping connect clubs to resources.

Finally, we need to find a way to be able to implement and assess the peer-led Camp Wildcat program. This program could be a campus game changer, but it will need to be more than an afterthought in our programming repertoire to be successful.

VII. Program Objectives for Next Academic Year

- Develop a training/culture building plan for student employees here in the BMU 220 suite to improve shift communication as well as handle the volume of activity we are starting to see.
- Collect data on the Camp Wildcat program and develop a forecasting plan for further growth based on the results we see. Seek dedicated funding for that program.
- Collect data on office visits as well as our program attendance so we can get a better analysis of who we are and more importantly who we are not serving with our service and programs.
- Hire a marketing student to help to promote our programs and services with a particular emphasis on making sure we are reaching a diverse audience.

- Survey the advisor core to see what needs they have for training and use that assessment to develop specific advisor training for the next year to address those needs.