

# Executive Trainers Program (ETP)

## What We Do

We provide service, activism in day-to-day student success activities, and is designed to promote retention, student persistence, and timely graduation through peer leadership programming and interventions that support college degree attainment.

## Spring and Summer 2020 Participants (N=157)

### Gender

75% of them were female.  
24% of them were male.  
1% of them identified as other.

### Ethnicity

35% were Hispanic/Latinx.  
27% were Asian/Pacific Islander.  
20% were African American.  
12% were identified as Other.  
6% were White.

### Classification

82% were undergraduates.  
10% were graduates.  
6% were alumni.  
2% were credential students.

## Services

- Campus navigational and hospitality services
- Event and student welcome support activities and guidance
- Mentorship by a graduate student in a similar discipline
- Participation in the campus-wide “U” Mentor Program
- Civic Engagement Opportunities
- Graduate and Post-Graduate workshops to promote student success

## Thinking about Graduate School Summer Series

### 1. Workshop Sessions

- a. Session 1: What does it mean to pursue a graduate degree?
- b. Session 2: How do I select a topic or area of research?
- c. Session 3: Career coaching for current grad students
- d. Session 4: Panel of current graduate students' experience
- e. Session 5: What should I take into consideration for a graduate program?
- f. Session 6: A campus resource for your next steps - Office of Graduate Studies

### 2. Survey Results

- a. 100% of the students who were involved in ETP has helped them realized that they have a lot be proud of.
- b. 100% of students who were involved in ETP has made them want to get more involved in campus community.
- c. 90% of students who participated in ETP feel comfortable providing support for other students.
- d. 90% of students who participated in ETP feel more connected to their peers and campus.
- e. 90% of students that were involved in ETP have made themselves more aware of students' needs and how to help solve them.
- f. 90% of students have realized how much of an asset they can be to other students when being involved in ETP.
- g. 90% of student who were involved in ETP has made them want to try harder in school and graduate.

### 3. Students' Advice to Give to Future or Incoming Grad Students

- a. "I would tell incoming and future graduate students to know that they are needed in these spaces in order to bring their narratives to the discussions that has the potential to dismantle stereotypes, as well as bring about change."
- b. "Many graduate programs are designed for working adults but can still be very demanding. I would advise prospective graduate students to postpone or eliminate extraneous activities if possible. In my case, I waited to pursue my M.A. until my children were older so that I wouldn't be overwhelmed by family, career and academic responsibilities at the same time."

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<https://www.csus.edu/student-affairs/executive-trainers-program.html>