



SACRAMENTO STATE

Faculty Student Mentor Program

ACADEMIC YEAR 2017-2018

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Executive Summary

The Faculty Student Mentor Program (FSMP) is one of several educational equity programs designed to provide students with the academic support and encouragement needed to accomplish their educational goals. FSMP is designed to offer academic and personal support to students from traditionally low-income communities.

Faculty and Peer Mentors are key elements to goal attainment. Teams of faculty and peer mentors from the respective Colleges assist the students in integrating into campus life and assist their development as scholars in their academic major.

The teams may organize study sessions and give assistance by providing advice and referrals to advisors within the departments and other on campus resources. The teams also plan activities supportive of the students' interests and needs. The students are matched with Faculty and Peer Mentors by academic major.

There were 3,295 eligible FSMP students at Sacramento State. Majority of them were females (55%) and Asian (37%) followed by White/Caucasian (34%). Fifty-one percent of them were in Junior academic standing.

Six colleges (Business Administration, Education, Engineering and Computer Science, Health and Human Services, Natural Science and Mathematics, and Social Sciences and Interdisciplinary Studies) provided different types of services to FSMP student during the academic year. This includes advising, mentoring, tutoring, test preparation, and workshops.

The persistence rate of these students were above 90% for spring 2018. In addition, majority of students were in good academic standing for both semester. These students were engaged in different intervention strategies from the colleges.

Mission Statement

The Faculty Student Mentor Program is committed to improving the two and four-year graduation rates of Pell eligible students. Through activities that engage and challenge our students, we expect to increase their attachment and affinity to Sacramento State.

Program Goals

- To increase the retention and graduation rates of students
- To promote excellence
- To gain support for academic pursuits and personal development
- To promote students' self-confidence
- To advance students' knowledge of campus resources
- To encourage students' development of supportive relationships with other students, faculty and staff (community building)
- To introduce the students to an academic discipline
- To help students develop the knowledge, skills and attitudes necessary for successful completion of their academic goals
- To develop leadership skills to enable the students to become future peer mentors and leaders
- To connect the students with professional and academic organizations

Program Benefits

- Have the opportunity to meet new and continuing students with similar academic, cultural, and social interests.
- Have the opportunity to have a collaborative relationship with a Faculty Mentor within the discipline of choice.
- Gain support for academic pursuits and personal development.
- Be able to get assistance to improve academic skills such as writing, note-taking, time management, and stress management skills.
- Become aware of campus student organizations and clubs, activities and services.
- Receive assistance with course selections, majors and referrals to major advisors.
- Receive assistance with test preparation (TEAS, CBEST, CSET, and WPJ).
- Opportunity to enroll in a mentoring class in the College of Social Sciences and Interdisciplinary Studies (ID 96, Soc Connect 196A & 196B; Odyssey/Government ID 198).

Program Personnel

Emiliano Diaz – Program Coordinator

Sharyn Gardner – College of Business

Harold Murai – College of Education

Karina Figueroa – College of Education

Jaime White – College of Engineering & Computer Science (ECS)

Cindy Long – College of Health and Human Services (HHS)

Jeffrey Paradis – College of Natural Sciences & Mathematics (NSM)

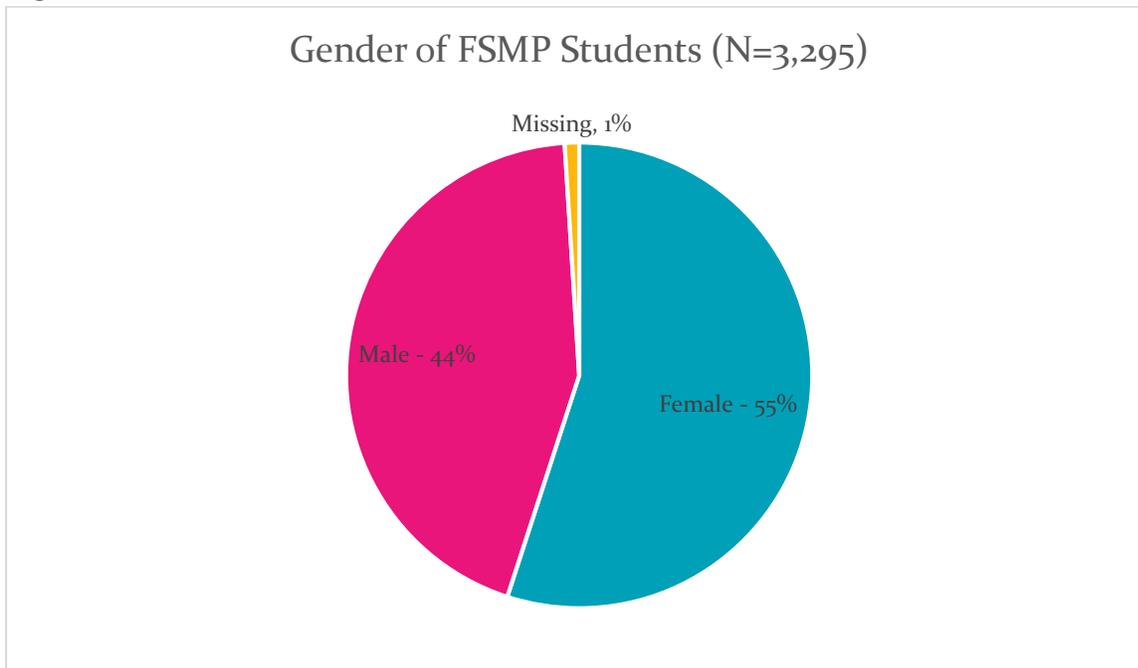
Sabrina Rai – College of Natural Sciences & Mathematics (NSM)

Cheryl Lugo – College of Social Sciences & Interdisciplinary Studies (SSIS)

Demographic Information of FSMP Students

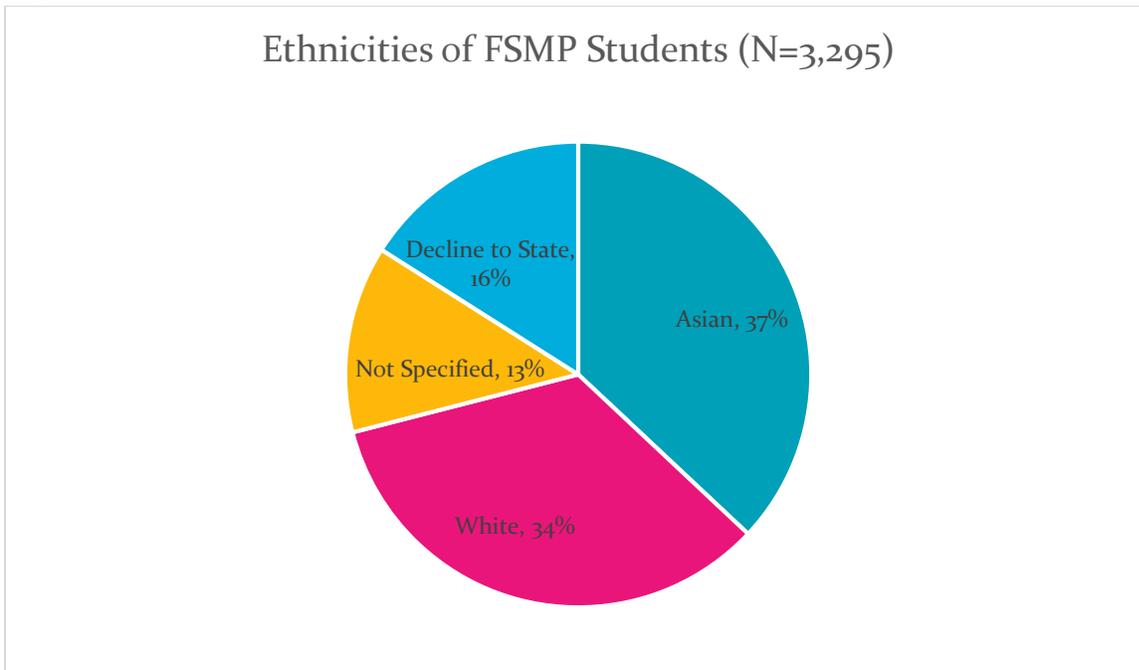
FSMP students are from one or both low-income and/or first generation to attend college. During fall 2017, there were 3,295 students who were identified meeting the criteria for FSMP eligible students. Figures 1 and 2 show the overall gender and ethnicity while figure 3 shows the academic level of FSMP students.

Figure 1



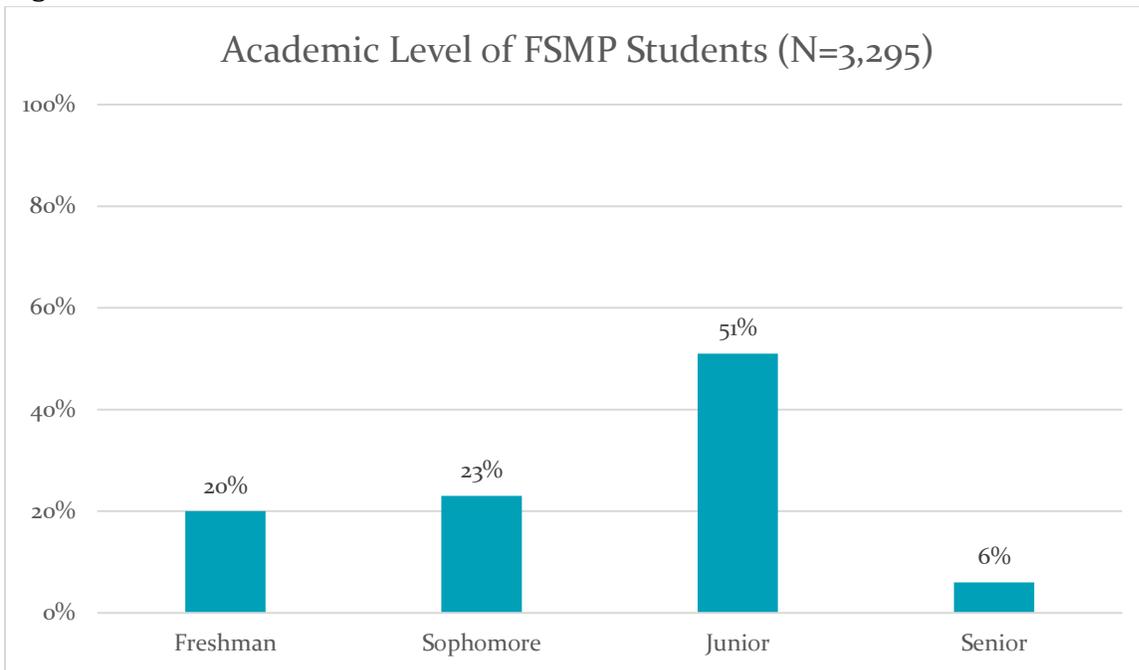
Source: COGNOS – Fall 2017 extracted on 10/10/18 and Spring 2018 extracted on 10/10/18

Figure 2



Source: COGNOS – Fall 2017 extracted on 10/10/18

Figure 3



Source: COGNOS – Fall 2017 extracted on 10/10/18

The table below shows the breakdown of eligible students who were assigned per college.

Table 1

Primary College	Number of Students Assigned
Business Administration (CBA)	468
Education (EDUC)	232
Engineering and Computer Science (ECS)	633
Health and Human Services (HHS)	818
Natural Science and Mathematics (NSM)	430
Social Sciences and Interdisciplinary Studies (SSIS)	714
Total	3,295

Each college has different types of services provided to FSMP students during this academic year. This includes opportunities to interface with peers, faculty and staff through academic-based mentoring (advising, tutoring, mentoring, e-mentoring, test preparation, community building, etc).

College of Business Administration:

The program principles of the College of Business Administration (CBS) are:

- Provide a welcoming and supportive environment in the College for current and prospective CBA students
- Provide quality connections between CBA faculty, programs and students
- Provide students a thorough and credible overview of their respective concentrations(s) requirements, prerequisites and flow, and realistic expectations and strategies
- Provide assistance to help students complete their degree in an efficient and timely manner by helping them select appropriate courses, answering questions, and pointing out appropriate resources for support

College of Education:

The main focus of the college, as in previous years, is on advising students in the majors focusing on preparing students for teaching credential programs and especially on students, who may be candidates for bilingual (BCLAD) authorization (Spanish and Hmong). Other services include:

- Diagnose and prescribe for tests, including the California Basic Skills Tests (CBEST) and the California Subject Matter Tests (CSET)
- Provide individual advising and instruction in needed areas; especially in math and writing

- Assist students in program applications; e.g. credential programs, graduate programs
- Provide workshops for CBEST and CSET
- Encourage participation at events
- Conduct individual meetings with students contracted through email and phone call follow-ups

College of Engineering and Computer Sciences:

The tutoring services were advertised by flyers, announced on electronic bulletin boards, and sent via e-mail messages to students. Tutors represented the different majors in ECS (Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Mechanical Engineering and Construction Management).

Other services provided to FSMP students included academic advising, counseling, MESA Engineering Program (MEP) workshop, bi-weekly check-ins, check-ins for registration holds, mentor program, Louis Stokes Alliance for Minority Participation (LSAMP), MEP assembly, drop-in consultations, professional development seminars, and e-mail communications announcing tutoring services and other opportunities.

College of Health and Human Services:

The college serves an array of students from first-time freshman to graduating seniors. The purpose of the Student Success Center is to provide holistic support services to aid in a student's university experience. The center provides the following service including academic planning, basic career exploration, faculty mentoring, major program exploration, and referrals to campus resources.

All 818 students were contacted via email several times in the fall semester. The purpose of the emails was to familiarize students with the serves offered. Office hours were also held to support these students. A grand opening and "Meet the Dean" was held during spring 2018. Future workshops for these students on how to be successful in college are being organized for the next academic year.

College of Natural Science and Mathematics:

The Science Educational Equity (SEE) Ambassador program is a peer mentoring program to provide guidance and mentoring to new and current students to the Science Educational Equity Program. Ambassadors will assist in delivering the goals of the SEE program, which is to support students from diverse ethnic, racial, and socioeconomic backgrounds in their pursuit of careers in the health professions, science research, and teaching. This is achieved by receiving guidance from senior members of the program, attending club meetings, engaging in SEE activities, and taking part in community outreach activities organized by the SEE Program.

The “Commit To Study Program” (C2S) helps motivate STEM students to achieve the University’s recommended three hours of study per one unit of math and science coursework. It provides the following:

- Media campaign to raise awareness of study hours needed for success
- Creation of STEM study space for group and individual use
- Study skills workshops, worksheets, and tutorials for science students
- Faculty workshops focused on incorporating study skills instruction in their classes
- Study skills clearinghouse webpage:
www.csus.edu/indiv/p/paradisj/studyskills.htm

College of Social Sciences and Interdisciplinary Studies:

The goals and objectives of the college includes the following:

- Provide a welcoming, inviting and supportive environment for current, prospective, and past SSIS students
- Foster a sense of community, campus engagement, and professionalism by ensuring that students are aware of opportunities for networking and sharing experiences throughout the completion of their degree
- Ensure that students have a thorough and credible overview of their respective degree requirements, prerequisites, and degree flow. Facilitate knowledge of baccalaureate requirements to increase time table of degree attainment
- Provide trouble shooting guidance and resources to aid students in their academic experience while providing realistic expectations and strategies on how to complete academic goals
- Provide students with opportunities to develop a thorough understanding of how to achieve their career goals including graduate school preparation

Program Outcomes

This academic year, the Vice President of the Division of Student Affairs decided to align department goals with the university's goals, Student Affairs Divisional Goals, and Baccalaureate Learning Outcomes. The structure of this section will include the goals, the strategies to achieve those goals, and the outcomes.

Program Goal 1: FSMP students will enroll the following semester.

University Strategic Goal: Enhance student learning and success

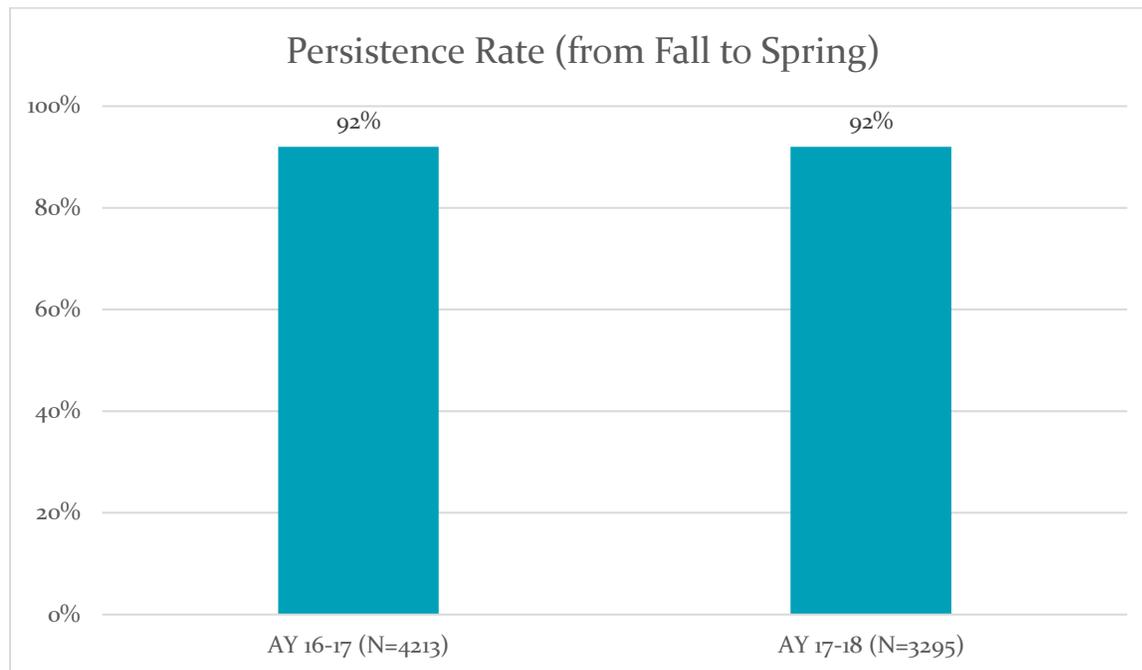
Student Affairs Divisional Goal: Increase graduation rates and decrease time to degree

Baccalaureate Learning Goal: N/A

Standard of Achievement: Maintain or increase students' persistence compared to prior year

There were 4,213 FSMP students who were identified during fall 2017 compared to 3,295 FSMP students during fall 2018. The figure below shows the persistence rate of student for each academic year.

Figure 4



Program Goal 2: FSMP students will be in good academic standing in fall 2017 and spring 2018.

University Strategic Goal: Enhance student learning and success

Student Affairs Divisional Goal: Increase graduation rates and decrease time to degree

Baccalaureate Learning Goal: N/A

Standard of Achievement: *Collect baseline data on students' academic standing and track the transition between good standing and academic probation every semester*

Table 2

	Fall 2017	Spring 2018
Good Standing	93%	94%
Academic Probation	5%	3%
Continued Probation	1%	1%
Academic Disqualification	0%	2%

Majority of FSMP students are in good academic standing during fall 2017 and spring 2018. In addition, 50 students who were in probation or disqualified in fall 2017 were in good academic standing in spring 2018.

Program Goal 3: FSMP students will attend different intervention strategies.

University Strategic Goal: Engage students in a comprehensive university experience

Student Affairs Divisional Goal: Enhance student engagement, health and wellness promotion

Baccalaureate Learning Goal: N/A

Standard of Achievement: *Maintain or increase in the number of students with low and high impact interventions*

Intervention strategies that colleges offer to students include advising, tutoring, mentoring, e-mentoring, test preparation, and community building.

College of CBA:

The CBA peer mentors were able to reach out to all 162 freshmen and sophomore students through multiple methods such as individual meetings, phone calls, e-mails, and drop-in visits compared to 141 students from the prior year. In addition, Dr. Gardner (faculty) were able to reach out to all students. Approximately 100 students met face-to-face or by phone for advising compared to 103 students from the prior academic year. Approximately 46 voicemails were left for additional information.

All targeted students from the cohort list were contacted multiple times by email during the academic year with information and services available, as well as with individualized email messages to establish relationship and mentoring/advising opportunities. Many students have been served by CBA student engagement services.

The college reached out to all FSMP students to let them know about events, mentoring and advising opportunities, and other student engagement activities. Contact was through emails, phone calls, and flyers, as well as the CBA website and other communication efforts. The college targeted FSMP students with a concentration information session. In addition, because of established programs and comprehensive student engagement services in the CBA, it has identified collaborative strategies this year and for the future. For example, the CBA Office of Student Engagement (OSE) hosted the miniBiz orientation for expressed-interest students, and ensured FSMP students were included in the invitation to participate in these sessions. The OSE has many outreach events such as Deadweek activities, the CBA tutoring center, and the like. By virtue of being a business student (including expressed interest), FSMP students were included in all CBA student engagement invitations. One new initiative this year was a regular weekly email to students. This weekly email helped to build a relationship and regular communication with students. In the emails, the faculty mentor let students know about upcoming events and weekly notes on resources that they might not be aware of to help support them.

Student feedback indicates that the outreach was greatly appreciated. With an impacted program and high demand for advising, students took advantage of the time to provide information and mentoring for getting into the BSBA program (expressed interest students), which concentration to choose, and courses to take, as well as career mentoring and learning about CBA / University services.

College of Education:

All FSMP students were contacted via email and 111 were seen in the office by appointment or walk-in compared to 124 students the prior year. Five of them replied with their own inquiries about our program.

Together with various staff and faculty in the College of Education's Student Success Center, the Equity Coordinator and the Peer Mentors participated in outreach efforts including: tabling in the College of Education building at the beginning of Fall and Spring semesters, Transfer and First Year Orientation tabling and workshops, transfer fairs at local community colleges, presentations to various groups on campus, hosted hundreds of K-12 students, and information sessions throughout the year. The Peer Mentors followed up with students who were identified through outreach efforts by email and phone calls. In addition to advising and informational presentations, other student-oriented advising and retention activities focused on equity and access included: advising and guiding students on course and program selection, job searching, academic internships, scholarships

and financial aid for taking required tests for entering the professional programs. Students received support on how to resolve any challenges (e.g. financial aid, EOP holds, registration/holds, transferable & equivalent/substitution courses) that could have affected their ability to be successful in their educational and career pursuits.

The Faculty Student Mentors have been increasingly involved in STEM related activities in local high schools and middle schools. The Peer Mentors serve with backgrounds in engineering, science: chemistry and mathematics. In partnership with CSUS STEM Pre-Teaching Club, these students are contributing to math and science family nights in local schools. The goal is to increase the number of students who pursue areas of study in these fields to then follow a field in education.

A new initiative/project the Faculty Student Mentor Program successfully lead/organized and supported is the EduCorps Sacramento State: Celebration of Teaching event. Over 300 students were nominated and from these students, over half were bilingual. Two weeks prior to the event, the peer mentors called every nominated student to confirm their attendance. The relationships established by our students and Equity Coordinator increased the number of confirmed attendees. Since the event, nearly every student has been contacted for follow-up on updates regarding their academic and career goals. The intent is to continue to follow-up with students at least once per semester to monitor their progress toward graduation and provide the necessary advising to prepare them for careers in education.

A second initiative/project is the effort to establish Future Teacher Clubs in the local high schools and community colleges. The Peer Mentors have lead the efforts in creating the Future Teacher's handbook containing the mission statement, goals and areas of study for the clubs. The Equity Coordinator is working with another faculty in the College of Education to create five Future Teacher Clubs by fall 2018 - every year increasing the number by 5. The idea is to create a space for students that would like to learn more about careers in education. Schools would be provided with books, library materials, advising sessions and potentially sponsorships to educational conferences. The Peer Mentors have also been involved in these conversations as they continue to present/host hundreds of students that visit the College of Education. They often lead the presentations as well as participate as panelists.

The Equity Coordinator supports students interested in the programs in the College of Education (COE). COE maintains an open-door policy and assist students that are undergrad, graduate and future students. Students applying to the COE graduate programs in need of passing CBEST are also contacted for advising. Others interested in substitute teaching are assisted in completing the applications with the California Commission of Teacher Credentialing (CTC) while others seek assistance on the application and interview process.

The peer mentors worked with undergraduate students in preparing and registering for required tests for credential candidates: CBEST and CSET. In addition to test preparations, peer mentors also met with undergraduate students in need of tutoring in their English (reading/writing), math and science undergraduate classes for further support.

College of ECS:

Funding from FSMP for the College of ECS was used to provide tutoring (for all FSMP students) and MEP's high impact services (for FSMP students in MEP) which is essential for STEM students due to rigor of coursework. The number of tutor visits by FSMP students for fall 2017 was 26 (83 in fall 2016) and 47 for spring 2018 (63 for spring 2017). The total student visits for the fall was 309 and the spring was 421. MEP also provided other vital services to FSMP students including MEP workshops for academic and professional development and the mentor program. In addition, FSMP students were served with academic advising, counseling, bi-weekly check-ins, the Louise Strokes Alliance for Minority Participation (LSAMP), drop-in consultations, professional development seminars, and several email messages announcing services and opportunities.

Tutoring services schedules were posted throughout Riverside Hall and Santa Clara Hall. Tutoring services were also announced on the electronic bulletin boards in both halls. Email messages were sent to both FSMP students and non-FSMP students in ECS. Tutors visited key classes that students typically needed the most assistance with and they described the ECS Tutoring Services program.

"ECS Tutor Courses with Confidence" lists were developed and marketed to facilitate tutor selections by students and referrals by faculty and staff. The total tutoring sessions conducted for FSMP students was 73. These sessions were conducted as a result of a marketing campaign and unsolicited drop-ins or referrals from faculty, counselors or other students. A total of 10 tutors were selected in fall 2017 semester and 9 tutors for spring 2018. Tutors represented the different majors in ECS.

College of HHS:

As there was no HSS mentor for the previous academic year, there were no ongoing programs in the fall of 2017. As the Student Success Center for HHS was also being developed in the fall semester, it was a slow start. However, all 820 students were contacted via email to familiarize students with services offered including mentoring, and advising. The college will offer some workshops for these students in the future.

College of NSM:

All FSMP students in the college were each emailed a total of 12 times during the 2017-2018 academic year. Emails were used to let FSMP students know about the peer

mentoring services and study skills workshop. Three hundred and thirty nine were sent robocall messages about the program. Forty one students took part in the study skills workshops and 26 students took part in the peer mentoring program compared to five students who took it the prior year, indicating that the outreach method have improved.

The Commit to Study (C2S) program met with a greater number of students. The six C2S peer mentors spent 316 hours mentoring 185 students (up from 49 students the year before; a nearly 4-fold increase). C2S also presented one of six different study skills workshops on 21 different occasions to a total of 318 unique students (up from 274 students the previous year).

There were five study skills workshops that the peer mentors presented several times each semester. Topics include:

- Developing a Growth Mindset (for Students)
- Test-taking Strategies for Science and Math Classes
- Learn to Avoid Procrastination
- Time-Management for Busy Science and Math Students
- Essential Study Skills for Science and Math Classes

The C2S peer mentors met with students one-on-one and administered the Learning and Study Strategies Inventory (LASSI) in order to help students address areas of strength and areas that need improvement in terms of study skills. Peer mentors then provided tailored curriculum and follow-up meetings to help students improve their weak areas so that they can reach their full potential as successful college students.

College of SSIS

The departments involved in FSMP have continued to offer and expand upon the following services as previously established in prior reporting years.

- The peer mentor office hours resulted in over 450 contact over the academic year. Peer mentors assisted students with understanding degree requirements, preparing for major advising, meeting with faculty advisors, fulfilling major requirements, finding resources based on students' interests and needs, exploring careers in the field, providing information about internships, and applying for graduate school.
- Event tabling, orientation presentations, information sessions, and course outreach resulted in over 200 contacts over the academic year. Peer mentors were tasked with increasing program visibility through ongoing program promotion. Mentos visited upper division and lower division classes, reached out to professors, posted flyers, presented at New Student Orientation, and tabled at outreach events.
- 89 FSMP students attended one or more workshops that include:
 - Graduate School and Career Preparation
 - Self-Care and Stress Management

- Creating a Resume or Curriculum Vitae, and Cover Letter
- Diversity and Inclusivity
- Transfer Students' Transition to Sac State

Appendix A

Program Goals	What will be the standard of performance?	Program Outcomes
1. FSMP students will enroll the following semester.	Maintain or increase students' persistence compared to prior year	<p>92% of students who were enrolled during fall 2016 were enrolled in spring 2017.</p> <p>92% of students who were enrolled during fall 2017 were enrolled in spring 2018.</p>
2. FSMP students will be in good academic standing in fall 2017 and spring 2018.	Collect baseline data on students' academic standing and track the transition between good standing and academic probation every semester	<p>93% of students were in good academic standing in fall 2017 and 94% of students were in good academic standing in spring 2018.</p> <p>50 students who were in probation or disqualified in fall 2017 were in good standing in spring 2018.</p>
3. FSMP students will attend different intervention strategies.	Maintain or increase in the number of students with low and high impact interventions	<p>CBA: Face to face or by phone advising from 103 to 100 students</p> <p>Education: Seen in the office by appointment or walk-in from 124 to 111 students</p> <p>ECS: Total tutor visits from 146 to 73 students and total ECS visits from 793 to 730 students</p> <p>HHS: New FSMP program in the college</p> <p>NSM: Mentoring services from 5 to 26 students; Study skills workshop from 40 to 41 students; Commit to Study peer mentoring from 49-185 students</p> <p>SSIS: Total students served from 636 to 739 students</p>