

Governors State University
Student Affairs and Enrollment Management: Reaching Vision 2020

Focus Area: Diversity Education and Social Change

Leader(s): Sean Smith – Coordinator, Male Success Initiative

Implementation Year: 2017 - 2018

GOAL 3: Establish and promote the Male Success Initiative as the premiere pathway to increase the enrollment, retention and graduation of first year and transfer men of color.

Objective 1:	Partner with area high schools and community colleges to implement pipeline efforts that will increase college readiness and enrollment of men of color.
Action Items	<ul style="list-style-type: none"> • Establish community college partner(s) • Foster high school partnership • Develop work plan
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	<ul style="list-style-type: none"> • Area high school(s) and key personnel • Community college partners key personnel • Number of students enrolled in Male Success Initiative • Number of students apply to GSU
Responsible Person and/or Unit (Data collection, analysis reporting)	<ul style="list-style-type: none"> • Intercultural Student Affairs • New Student Programs • Recruiting • Admissions • Dual Degree Program
Milestones (Identify Timelines)	<ul style="list-style-type: none"> • Develop relationship with area high school • Establish programming endeavors with area high school • Host joint program with high schools and community college partner(s) • Implement programming model for high schools to recruit students • Create student ambassadors from Male Success Initiative to aid in recruitment efforts
Desired Outcomes and Achievements (Identify results expected)	<ul style="list-style-type: none"> • Students will be able to analyze challenges that exist along the path to college • Students will develop an increased awareness of college opportunities • Students will garner access to college • Students will increase participation in curricular activities on their respective campuses
Achieved Outcomes and Results	<ul style="list-style-type: none"> • Outreach efforts to Prairie State College, South Suburban College, and Moraine Valley Community College yielded all institutions agreeing to formalize the partnership for the 2017-18 academic year. • Through collaborative activities on the CCP campuses, more eligible students, including males, were made aware of the Dual Degree Program and its benefits.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	<ul style="list-style-type: none"> • Outcomes were met, as all three institutions agreed to formalize the partnership with GSU. Of the institutions, Prairie State has the longest established male support program on campus, followed by Moraine Valley, whose program is newly re-established with a new coordinator duo. South Suburban does not have an established male support program on their campus, due in large part to the institution not willing to support and defend a program targeting a specific demographic.

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| | <ul style="list-style-type: none">• Prairie State College has the most productive DDP program of all three partner campuses, and as such, their outreach efforts are proven effective. However, it was determined that the male students (specifically those of color), were not applying for the DDP as consistently as their female peers. Through targeted promotion to those students participating in the PSC MSI, the students seemed more receptive to learning about the DDP as well as interested in applying. All of the students we spoke to had heard about the DDP, but didn't know program details that were of particular interest.• South Suburban College does not have a program with a captive audience, nor do they support targeted (exclusive) outreach to the male of color population. So efforts to promote the DDP to male students of color was especially challenging. The liaison, Mrs. Thompson, made attempts to recruit students to attend various scheduled programs, but the attendance was always dismal, citing students not responding, not showing up, or unable to make it.• Due to the timing of outreach and coordination with Moraine Valley, there was not sufficient time to reach out to and inform their students about the DDP, although the CORE Team at MVCC were fully supportive of the DDP. I imagine that efforts in the 18-19 academic year will either yield good outreach numbers or students who are already participants. |
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Objective 2:	Reframe programmatic thrust for the Male Success Initiative to reflect program tenets and current trends of student needs.
Action Items	<ul style="list-style-type: none"> • Define appropriate time host programs • Solidify program topics and speakers • Garner financial support for efforts
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	<ul style="list-style-type: none"> • Number participants in attendance • Number of non-participants attendance • Number of faculty/staff attendance • Number of men of color enrolled at GSU
Responsible Person and/or Unit (Data collection, analysis reporting)	<ul style="list-style-type: none"> • Intercultural Student Affairs • Dual Degree Program • New Student Programs • Development • Institutional Research • Dean of Students
Milestones (Identify Timelines)	<ul style="list-style-type: none"> • Develop programming calendar • Identify key personnel to support efforts • Host monthly sessions inclusive of Book Club, Cultural Outings, Career Mapping/Curricular Enhancement Workshop(s) and Meeting of the Minds
Desired Outcomes and Achievements (Identify results expected)	<ul style="list-style-type: none"> • Participants will be able to establish identity through intersectionality and character enrichment • Participants will be able to foster a sense of belonging and raise social and academic consciousness • Participants will be able to develop healthy relationships and gain positive interactions between peers and faculty/staff • Participants will become prepared leaders that have a commitment to service and social justice
Achieved Outcomes and Results	<ul style="list-style-type: none"> • Active SP18 participants did develop and express a sense of belonging to the university and to the MSI program, through their involvement and communication with the Coordinator. • SP18 participants averaged 2.8 term GPA, compared to FA17 average 2.35GPA • 88% of spring participants were engaged in MSI programming and consistent contact with the MSI Coordinator. • Programming and engagement did not encourage recruitment for more participants by the current participants. Less students persisted to become active participants due to a change in recruitment strategies. But the students who did qualify proved to be more engaged throughout the semester.
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	<ul style="list-style-type: none"> • Student participation in MSI decreased quantitatively as the semesters progressed, but a change in recruitment efforts from fall 17 to spring 18 showed that when students respond voluntarily to outreach efforts, they were more likely to display consistent commitment to the program's goals and objectives. They stayed in contact with the Coordinator, responded to communications (texts and emails), and displayed more intent and desire to participate in programs and activities.

	<ul style="list-style-type: none">• Student participant success rate (based on fa17-sp18 average GPA comparison) showed an increase, which was the result of increased QUALITATIVE engagement throughout the spring term.• Engagement continues to be a challenge when working with a population that has an increased value and need for employment. Part time jobs compete for students' free time, or time to participate in campus-based activities.• When outreach and recruitment efforts changed to make MSI applicants more accountable, the result was less applicants and even less who completed the requirements to be active participants. Students who voluntarily apply and participate in the MSI have consistently shown an intrinsic value system relating to academic success and their commitment to the MSI.
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Objective 3:	Infuse Brotherhood Retreat as pre-orientation program for Male Success Initiative
Action Items	<ul style="list-style-type: none"> • Develop digital footprint • Gather database of faculty/staff for invitations • Gather database for student invitations
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	<ul style="list-style-type: none"> • Number of faculty members in attendance • Number of staff and senior administrators in attendance • Number of students in attendance
Responsible Person and/or Unit (Data collection, analysis reporting)	<ul style="list-style-type: none"> • Intercultural Student Affairs • New Student Programs • Dual Degree Program
Milestones (Identify Timelines)	<ul style="list-style-type: none"> • Solidify date for program • Contract retreat facilitator/speakers • Send invitations to faculty members and students • Host summit to expound upon efforts
Desired Outcomes and Achievements (Identify results expected)	<ul style="list-style-type: none"> • Encourage faculty to make an intentional effort when engaging with men of color • Challenge faculty/senior administration to reconsider practices of cultural pedagogy as it pertains to the success of men of color • Promote Male Success Initiative as a national model to be replicated by other universities, community partners and other agencies
Achieved Outcomes and Results	<ul style="list-style-type: none"> • The Brotherhood Retreat was held as an overnight experience for MSI registrants prior to Convocation • There was participation from faculty/staff and community leaders
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal. Implications for AY18 Objectives.)	<ul style="list-style-type: none"> • The outcomes were met for this endeavor. There was a heightened level of faculty engagement during this experience versus during the academic year which indicates they can commit to efforts/program but not a series of events. This means we must consider changing how they are involved. Additionally, one of the community members who served as a facilitator is hoping to emulate what we do at UIUC as part of their Mengagement Initiative. Students left the retreat with a heightened sense of identity and awareness of resources, but weren't as involved throughout the year. Considering to move the retreat to September.