Thank You!

To accomplish its mission, MSS enjoys the ongoing support and partnership of many campus and off-campus friends who share their expertise and commitment to the success of students.

We thank the faculty and staff who generously contributed their time and expertise to present, help train, mentor, and guide the students. Our special thanks to the departmental liaisons, those who facilitated workshops and presentations at the multicultural center, and those who invested their time to assist our office in securing funding to maintain a vibrant MSS operation.

The MSS programs and services are only possible thanks to funds provided by the University through the Division of Student Affairs, partnership and support from campus units and departments, and the generous contributions of the following supporters:

- The Boeing Company (Boeing Cyber Grant)
- AT&T for the sponsorship of the Team Mentoring Program
- Bank of America for the sponsorship of the Community Engagement Program
- Bank of America for the sponsorship of the Student Support Services Program, CAMP, First Scholars, McNair Program
- Provost’s Tribal Liaison Office
- Student Involvement, Center for Fraternity and Sorority Life, Center for Civic Engagement, GIESORC, Women’s Resource Center
- Diversity Education Program
- CUB Administration/Marketing
- Residential Life –RED Collateral Assignment
- Office of Dean of Students
- Institutional Research
- Office of Admissions and Enrollment Services

The increasing number of diverse student populations is welcomed to the campus and served by the Community Relations initiatives and solid retention programs such as our Mentoring Programs, the tutoring services and educational workshops in the Academic Enrichment Center, “high impact” advising through the Smart Start Program, and a strong community of support at the unique ethnic cultural centers where students receive holistic advising and guidance.

Vision
To be a national model for addressing and meeting the academic, cultural, intercultural, and social needs of multicultural, first generation and/or other underrepresented students.

Mission
The Office of Multicultural Student Services (MSS) seeks to facilitate the best undergraduate experience for multicultural, first generation, and other underrepresented students through the provision of culturally relevant services to enhance their learning and development and foster their successful transition, adjustment, persistence, achievement, and graduation.

Values
- Academic Excellence
- Cultural and Intercultural Competencies
- Advocacy, Social Justice, and Inclusion
- Community
- Empowerment & Leadership

ENROLLMENT GROWTH FROM 2010 TO 2016
ALL UNDERGRADUATE & FRESHMAN ONLY

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>All Mult</th>
<th>All FRS</th>
<th>Mult FRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>120%</td>
<td>14%</td>
<td>40%</td>
<td>34%</td>
</tr>
<tr>
<td>2016</td>
<td>105%</td>
<td>92%</td>
<td>60%</td>
<td>105%</td>
</tr>
</tbody>
</table>

To accomplish the mission, MSS reached out to multicultural, first generation, and other underrepresented students to make them aware of and encourage their participation in our hallmark programs. It is important to note that 15% of the students who frequently participated in MSS were White and International students.

2,229 students from all backgrounds were frequent users of the MSS programs. A very high percentage of them were 1st Generation and Pell eligible (60%) students. A higher percentage of them had 3.0 or better GPA (42% vs 38%) compared to non-frequent users of MSS services. Retention rates also reflect this trend, e.g., active students in the Smart Start program had a fall-to-fall retention of 84% vs 71% for the comparison group (not in the program).
Student Transition and Adjustment

- Around 800 students attended CONEXION at the start of the year. In this welcoming event, new students made personal connection with their Mentors, Tutors, Student Leaders, Faculty and MSS Staff.
- 55 Student Mentors in the Multicultural Student Mentor Program (MSSMP) made 40,468 mentoring contacts (personal and social media) reaching out to their assigned 1,666 freshman and transfer Mentees (44% were active in the Program). Of the freshman cohort, high need (55% Pell eligible) and 1st Generation (55%) Mentees were more inclined to be active in the program vs. those not active (47% and 48% respectively). Active freshman mentees had a higher fall to fall retention (77%) vs. those not active in the Program (76%).
- 8,631 students, university, and community members participated in social and cultural events designed to create and maintain a vibrant community of support for the students.
- 8,408 prospective students and community members participated in formal tours of the Multicultural Center - A MUST SEE location for those visiting Washington State University.

Community Relations and Outreach

La Bienvenida - A program designed to Spanish speaking parents to help them learn about the university, its resources, expectations, and how to remain involved in the education of their students. 207 parents and students participated this year. Their comments in the program evaluation reflect the value of this effort for these families. Here are some of them:

- “Muchas Gracias por toda la información y la ayuda, este programa nos ayuda a ganarnos el estatus.”
- “Esta fue una experiencia maravillosa para mí y de mucha importancia. Esto lo tienen que saber todas las familias. Esta es una excelente Universidad.”
- “Gracias por estar tan interesados en ayudar a nuestros hijos a que se sientan en casa.”

UNDOCU/QUEER Conference - A first of its kind in the state of Washington, this conference is yet another example of on and off campus collaboration to understand, address, and attempt to meet the needs of underrepresented students. UNDOCU/Queer Week brought together undocumented, queer, and ally students, faculty and staff to examine the experience of these college students, to raise awareness about their challenges, and to validate and appreciate their contributions to the university. Around 200 participants from WSU, UW, Gonzaga, EWU. A partnership of the WSU Crimson Group, the Office of Multicultural Student Services, the Gender Identity/Expression and Sexual Orientation Resource Center, and NASPA.

UNDOCUMENTED STUDENT TRAINING: Led by the MSS Community Relations and Outreach, the taskforce to support undocumented students - Crimson Achievement Pathways Team – created a webinar for faculty and staff with basic tools about how to help and support undocumented students at Washington State University. “Undocumented Student Training” is available through Human Resource Services WSU Custom Online Training at http://hrs.wsu.edu/training/.

First Off-Site Retreat – Coeur d’Alene, ID
- Early buy-in from our students
- Increased commitment from students including lesser missed class attendance and higher engagement levels
- Implemented Engagement Dependent Scholarship Disbursement
- Partnership with Financial Aid enabled flexibility in pushing students to be more involved throughout the year
- Enabled an increased scholarship amount based on Fall 2015 academic performance

Improved Student Recruitment
- Earlier awareness of Smart Start Program expectations
- Decreased the amount of late program additions which hinders program consistency

Fall Feast
- High participation from students for optional event
- Assisted in staff-student camaraderie building

Campus Partnership Development
- Financial Aid – Scholarship Disbursement
- CLASP – Increased student participation
- Housing – List of students with Housing debt
- NSP – Smoother advising process

Smart Start Program

Fall 2015-Spring 2016 | Highlights

“Smart Start initiated a sense of ownership and reinforced that I was making decisions that only I could make. I felt a foundational bond forming with my processes at WSU, educational goals were seeds that needed attention beyond a K-12 mindset, personal balance was stressed to better my abilities to attain the highest level and they connected great Financial Aid information to good people that worked in one of the most important offices on campus to a first year student. I would recommend Smart Start to anyone!!”

Elizabeth Manning | Smart Start Program | FA 15-SP 16

“My experience with Smart Start taught me to be a focused independent. This program is made up of people who take the time to focus on their students and guides them through the many aspects that affect their college experience. Through this program I was able to gain the ability to create my class schedules, deal with the many problems concerning financial aid, work with different people such as my advisors, professors, and peers, and developing skills that would help me to deal with life on and off campus. Most importantly, I have learned that I am racing nobody but myself and I am in charge of finding open doors and persistently knocking on closed ones.”

Victoria Lavea | Smart Start Program | FA 15-SP 16

WSU uFirst Conference for First Generation Students
Sponsored by the Suder Foundation, this conference was led by the Office for Access, Equity, and Achievement in collaboration with the Office of Multicultural Student Services, and the First Scholars Program.

- Approximately 40 students learned about college success, empowerment, leadership, finance, professional development, health and wellness, and made campus connections
- 11 Faculty/Staff presenters, 5 booths/9 staff /8 office assistants attended
- Over 50% of respondents indicated they will serve as first-gen ambassadors for other students
- Overall, the conference was a success in meeting the workshop initiative goals.
**Holistic Guidance and Advising for Students**

**THE STUDENT CENTERS**

The MSS staff with close support from many other student services units on campus designed and provided consistent, formal and informal interventions, as well as one-on-one and group support to students. This high-touch level of service is particularly helpful for those students who are high financial need and 1st generation college students. Many were supported as they faced academic, financial, personal, and other difficulties and challenges. At the Centers, students received culturally relevant services, were closely tracked on their academic progress, supported in the development and implementation of individualized academic plans, and provided with advising, tutoring, access to study tables, and workshops. Each student center provides an incredible set of programs and services that make WSU a university destination for 1st Generation, multicultural and other underrepresented students (See specific Center reports for complete information). Here are just a few of this year’s highlights:

**Remodeling of the Chicana/a Latina/o Student Center**

This remodeling was a direct impact of the MSS CAS assessment completed in the fall of 2015, which recommended this action to address unmet programmatic needs of the Center, students’ expectations for use of the Center through a layout that better accommodates multiple services and programs accessed by an increased number of students, and acquiring new furniture to maximize the versatility of the space. We are thankful to the CUB Administration and the S&A Fees for their work and support of this project.

**MSS and TMP Student Mentors | FY 2015-2016**

The center has helped me grow and aided me to make strong connections with people and allowed me to build the necessary skills that I will need to start my career in management information systems. Moreover, "The CHIC/LAT center helped me be resourceful to any student in need – anybody seeking help, I would gather information and support them to achieve their goals. Definitely, the CHIC/LAT Center has helped me become a leader. Thus, in the near future, I, too, can lead a team of people to successful goal-oriented accomplishments."

Kevin Yang | Student Mentor | Fall 2015-Spring 2016

**Participant of the Spring 2016 AAPI Toast**

"The Chicana/a Latina/o Student Center was home. It reminded me of what culture, family, and the Cougar pride really meant at Washington State University. The center inspired me in so many ways, including becoming a part of the student mentoring program. Being a Mentor taught me to challenge myself and to grow as an individual. Most importantly, this student center has always been a place full of individuals genuinely giving all of their support and guidance to help students succeed, not only at WSU, but also in life. I am grateful to have been given the opportunity to show the same support and guidance to incoming students."

Ashley Orjiako | Student Mentor | Fall 2015-Spring 2016 | Student speaker MSS Graduation Celebration, May 2016

**Makani Pau | WSU Freshman | Fall 2015-Spring 2016**

Community building - Nature a climate that recognizes, embraces, and promotes the unique cultural traits of the multicultural student communities. Under the leadership of the African American Student Center, the university community (students, faculty, and staff), the Pullman and WSU Police Departments, and community members came together regularly to discuss campus and city climate issues and develop relationships and activities to enhance WSU and Pullman as welcoming communities for all.

"MSS and the African American Student Center have been very influential in my academic career at WSU. They offered ample amount of times where students can show leadership skills. MSS helped not only just events to bring communities closer together and extend a hand to other communities as well. It is truly one of the few programs that focus on inclusiveness. MSS made a huge impact weather it was putting on events for different organizations to highlight their culture or just having a place for me to go and express myself. The AASC/MSS helped me build everlasting relationships and become a more outgoing person."

Reginald "Reggie" Rogers Jr. | Member of Omega Psi Phi Fraternity Inc. and Black Men Making A Difference | MA graduate 2016

**Adrian Wong | Class of 2016 | Fall 2015-Spring 2016**

"The African American Student Center and the entire MSS played a critical part in my last year of college. I was provided with mentors around every corner in every room who were invested in my academic and personal success. Through my MSS involvement, I was provided the rewarding opportunity of becoming a community leader and growing in ways I never thought possible. I learned about different cultures and how to work with diverse groups of people. The relationships I built, and the growth I had made my last year of college truly special... I owed that in a big part to the WSU Multicultural Student Services."

Khalil Pettway | Student speaker MSS Graduation Celebration, May 2016

**Personnel alignment - Second Retention Counselor for the Asian American and Pacific Islander Student Center**

This allowed MSS to increase support for AAPISC Mentors and overall programmatic development, strengthened student retention support, implement better communication methods between Mentors intra-Center and cross-Center.

"The AAPISC/MSS has given me ample support both academically and emotionally. It taught me about the concept of community and student support, which helped me transition into leadership through student led organizations. It also provided a productive working and social environment while at the same time addressing a lot of the things that made up who I am as a first generation, Asian American student."

"The AAPI/CAS has been a great experience... it’s helped me transition to college and continue my education. It has provided me with knowledge, guidance, and opportunities to work and grow with different personalities and cultures. Overall, it has helped me grow and become a better leader, not only in the university setting but also in my personal life."

Participants of the Spring 2016 AAPI Toast

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Khalil Pettway | Student speaker MSS Graduation Celebration, May 2016.
Student Learning and Development

- Tutoring: 27 Tutors provided around 4,000 hours of tutoring in over 100 different subjects. 562 students accessed this service on a regular basis and many attending study tables led by the AEC Tutors. Of them, 51% were multicultural students. 55% of them had a 3.0 or better GPA at the end of the year vs. 44% for all students served by MSS.

- Study Tables: 585 students participated in 80 study table sessions hosted Student Mentors and supported by the AEC Tutors.

- Workshops and Trainings: 3,068 students participated in 148 workshops and trainings offered by MSS staff and partners to address specific student needs and to enrich their educational experience.

- Training: Intensive training for Mentors, Tutors, Office Assistants, and Student Interns through Annual Retreats and the UNIV 497 class (4 sections each semester).

- Teaching: The Smart Start Program provided selected 1st Generation and high academic need students with "high touch" advising and instruction designed to help student master the following standards at the completion of their first-year: Time Management, Academic Expectations, Healthy Choices, Financial Literacy, and Academic Resource Literacy. To accomplish this, students were required to enroll in UNIV 104 (7 sections) in the fall semester and UNIV 101 (7 sections) in the spring semester.

- Professionals in training: 124 students served as Graduate Assistants, Mentors, Tutors, Office Assistants and Student Interns. At MSS these students are "professionals in training" who engaged in structured experiences designed to refine or develop skills in the following areas: job duties, challenges, and opportunity recognition; information and evidence; organization & university learning mission; teamwork & leadership; cultural competency; and communication (Self and Supervisor assessment rubric).

- Cross Cultural Leadership Development training: MSS provides training to Mentors, office assistants, and tutors with clear intentionality to prepare students in intercultural and global competencies.

Student Graduation and Preparation for Graduate or Professional School or the Workforce

The WSU graduation rate for the 2010 freshman cohort is 67.2% and the overall graduation rate for multicultural students in this cohort is 64.9%. An impressive rate considering their high representation in the 1st Generation and Pell Eligible categories. Regarding bridging the retention and graduation gap for minority students, Washington State University was highlighted by The Education Trust (December 2015) in the top-gaining four-year public institutions [https://edtrust.org/resource/rising-tide/].

- To honor graduating students and families and to inspire younger cohorts of students, MSS organizes the fall and spring graduation celebrations. 197 students participated in the celebrations joined by close to 1,400 family members, students, faculty and staff, and community.

Student Persistence and Achievement

The national trend is that multicultural students tend to have higher representation in the high need (Pell grant eligible) and first generation categories, lower SAT/ACT scores, and fewer opportunities to prepare well to navigate institutions of higher education. It is well documented that these and other factors impact and compromise their likelihood of staying and graduating at the same rates than their more privileged counterparts. “High impact” programs and units that provide culturally relevant services such as MSS reflect WSU’s understanding of the unique needs of these students and the institutional commitment to their educational success.

- Impact of the Programs available throughout MSS: During this academic year, 2,229 students were frequent users of the MSS facilities, programs, and services available to them at the Multicultural Center. Of these, 60% were high need (Pell Eligible) and 1st Generation students.

- Impact of the Multicultural Student Mentor Program (MSMP): The multicultural freshman fall-to-fall retention for this academic year was 76.9% compared to 79.5% for the overall 2015 freshman cohort. Students who were active in MSMP had a much higher fall-to-fall retention, 77.1% vs 74%, those not active in program.

- Impact of the Smart Start Program: 177 students were selected to be part of the program. 143 were actively engaged in the program. Of these, 85% enrolled at WSU for the second year. Looking solely at 1st Generation students with QValue equal to or below 2,200 who were in Smart Start, 84% enrolled in the second year vs 71% of those in the comparison group (same characteristics and not in the Program).

- Impact of the Team Mentoring Program (TMP): 357 underrepresented students (URMs) in the STEM disciplines were served by the program. 161 of them actively participated in the program. The projected graduation rates for students served by the program and who choose to be active participants is significantly higher than those who were not active (81% vs. 74% with any WSU degree and 65% vs 54% with a STEM degree).

**Fig 1. Undergraduate Multicultural Students - Pullman Campus Fall 2015**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total (1)</th>
<th>Pell Eligible</th>
<th>1st Gen</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>333</td>
<td>358</td>
<td>701</td>
<td>691</td>
<td>4%</td>
</tr>
<tr>
<td>Asian American</td>
<td>465</td>
<td>542</td>
<td>1,007</td>
<td>948</td>
<td>44%</td>
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<tr>
<td>Pacific Islander</td>
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<td>54</td>
<td>54</td>
<td>448</td>
<td>41%</td>
</tr>
<tr>
<td>Chicana/o Latinx</td>
<td>1,189</td>
<td>1,029</td>
<td>2,218</td>
<td>1,312</td>
<td>59%</td>
</tr>
<tr>
<td>Native American</td>
<td>52</td>
<td>44</td>
<td>96</td>
<td>49</td>
<td>51%</td>
</tr>
<tr>
<td>B/Multi Racial</td>
<td>749</td>
<td>696</td>
<td>1,445</td>
<td>524</td>
<td>36%</td>
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<td>Total Multicultural</td>
<td>2,788</td>
<td>2,669</td>
<td>5,457</td>
<td>3,805</td>
<td>51%</td>
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<tr>
<td>Total Undergrad.</td>
<td>8,352</td>
<td>8,077</td>
<td>16,429</td>
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</table>

(1) Data reflects numbers of undergraduate students in the Pullman campus only. Not official WSU Data

**Fig 2. FREQUENT USERS OF MSS PROGRAMS AND SERVICES - AY 2015-16**

- AA
- AAPI
- CHL
- NA
- WHITE & INTERNATIONAL

**Fig 3. TMP 2007-2015 MENTEE COHORTS: PROJECTED GRADUATION RATES**

- ANY WSU DEGREE
- WSU STEM DEGREE
- WSU VCEA DEGREE

- ALL ACTIVE
- ALL NOT ACTIVE
- VCEA ACTIVE
- VCEA NOT ACTIVE
- ALL