"...facilitating the best undergraduate experience for multicultural students through the provision of culturally relevant services that foster their successful transition, adjustment, persistence, achievement, and graduation."

The Office of
Multicultural Student Services
A Community of Support
Compton Union 4th Floor • mss.wsu.edu
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**Mission and Goals**

In accordance with the WSU Strategic Plan and in partnership with other units on campus, the Office of Multicultural Student Services (MSS) seeks to **facilitate the best undergraduate experience for multicultural students through the provision of culturally relevant services that foster their successful transition, adjustment, persistence, achievement, and graduation.**

**Goal I:** Develop and implement outreach programs designed to welcome and aid in the transition and adjustment of incoming students.

**Goal II:** Provide and support programs that improve the retention, achievement, and graduation of multicultural students.

**Goal III:** Provide opportunities that foster and recognize student involvement and leadership, professional development, and preparation for post-baccalaureate endeavors.

**Goal IV:** Document and analyze the enrollment, retention, achievement, and graduation trends of Multicultural Students to establish comparisons to the WSU student body as a whole as well as to peer institutions.

**Goal V:** Develop university-wide and community partnerships to facilitate their engagement to increase the retention, achievement, and graduation of multicultural students.

**Goal VI:** Nurture an environment that fosters the growth and sustainability of the MSS Staff and resources.

**Introduction**

Within a year characterized by additional reduction and turn-over in personnel, major budget uncertainties and continued increase in student enrollment and participation, MSS can take pride in its commitment to its mission through the delivery of high quality services and programs. Once again, the staff came together as a team to establish priorities, assume new and additional responsibilities, and offer the best possible services to the students.

The Multicultural Center at the 4th Floor of the CUB is now recognized as hub for academic services, cultural and social programming, and most importantly, as a community of support where cross-cultural interactions take place and where difficult but courageous conversations are common and lead to greater understanding and appreciation of our diversity. Students are engaged, share their expectations and frustrations, communicate their needs, and challenge us all to understand, appreciate, welcome, and celebrate their cultural uniqueness. More recently they have been expressing a desire for more cross-center and cross-cultural opportunities for interaction and collaboration.

A solid strategic plan and dedicated staff are responsible for the continued implementation and accomplishment of MSS mission. This work remains congruent with the Division’s goals to “create, nurture, and support a university culture that values equity and diversity,” “prepare students to enter a global and diverse society,” and “engage faculty in all aspects of student development.” The following is a summary of the AY 2009-10 work plan, accomplishments, and impact on students.
Demographic Overview of Students Served by MSS

During the 2009-10 Academic Year MSS made available a set of academic, cultural/intercultural, and social programs and services to all students. Even though MSS is focused on the undergraduate multicultural student populations, many multicultural graduate and non-multicultural students participated in these programs and services. During the 2009-10 AY, our office reached out to 2,831 undergraduate students, 416 (15%) more than the previous academic year. Of them 47% were females and 53% males. African Americans 13%, Asian American and Pacific Islanders 37%, Chicana/o Latina/o 35%, Native Americans 6%, and Bi/Multi-Racial 9%. The students of color represented about 16.4% of the total student population at WSU.

At the end of the academic year, 89% of the students were meeting university academic expectations and 42% had a cumulative GPA of 3.0 or better and 12.4% were in the President’s Honor Role. The average GPA was 2.95 and women had a higher average GPA of 3.04. A total of 106 graduated in the fall 09 semester and 241 in the spring semester.

Throughout the year, 1,349 (48%) of the students participated in the services and programs made available to them at the Multicultural Center. “Active” indicates regular participation and engagement in the Mentoring Programs, academic programs (tutoring, workshops, study tables, STAR Program, advising), and cultural, social, and other outreach initiatives sponsored by the Student Centers. A significant percentage of students active in the African American and the Chicana/o Latina/o Student Centers were high need students as measured by “Pell Eligibility,” compared to those who were not active participants of these centers.
Programs and Services

Outreach programs designed to welcome and aid in the transition and adjustment of incoming students (Goal I)

Letters to all new students from MSS Director and Retention Counselors to congratulate them for their acceptance to WSU, welcome them to the Cougar family, and inform them about the services and programs awaiting them at WSU to support their educational goals.

Welcome to the Cougar Family Postcard: Sent to around 1300 students with a personal message from a Student Mentor in the Multicultural Student Mentor Program or the Team Mentoring Program (See Exhibit F).

Participation in Summer Alive! To include the Multicultural/Bilingual Alive! Session: Targeting Spanish speaking parents, MSS partnered with New Student Programs, College Assistance Migrant Program, and Enrollment Management Community Outreach in the planning and implementation of this culturally relevant Alive! session. Around 225 students and parents participated in this program.

CONEXION: A program to welcome and introduce new students to the university community and to the “Community of Support” available to them at WSU through the Office of Multicultural Student Services. This year’s CONEXION had strong participation of academic areas and faculty. There were OVER 600 participants including new students, student mentors, student leaders, faculty and staff representing all colleges as well as many academic departments and student services units on campus.

Tours to the Multicultural Center: Offered to groups visiting Washington State University. These groups included alumni, representatives of foundations and corporations, student visitations led by the Office of Enrollment Management, federal programs, etc. The Multicultural Center has become a “MUST SEE” facility for prospective students. At least 37 organized tours were held for prospective students and close to 5,000 outside visitors during the year were documented.

Support for the planning and implementation of the Recruitment/Leadership Conferences (SHAPING, CASHE, and VIBES): Student organizers and their advisors received the MSS staff support in the planning and implementation of these student led events.
Programs and services to address the retention, achievement, and graduation of students (Goal II)

Mentoring Programs

The Multicultural Student Mentor Program and the Team Mentoring Program selected, trained, guided, and supported 63 Student Mentors during the 09-10 academic year. The training component of the program includes the Summer Retreat, a Class/Seminar (3 sections of EdAd 497), a Mentor Handbook, and one-o-one and group guidance and consultations to support the work of the Mentors throughout the year.

Multicultural Student Mentor Program – MSMP

On its 22nd year, this retention program was made available to all multicultural freshman and transfer students. A total of 940 Mentees were served. Under the Guidance of the Assistant Director for Mentoring Programs, the Retention Counselors, and the Graduate Assistants, the student Mentors delivered consistent support and activities to meet the academic, social, and cultural needs of new students.

- Mentors worked more than 8,000 hours and documented 42,752 contacts with their mentees during this academic year. Of these, 9,331 (an average of 10 contacts per Mentee) were personal mentoring contacts.
- Mentors were active in helping mentees seek help from tutoring services and academic advising. They hosted over 50 study-tables sessions, and several events throughout the academic year.
- The contact method used more often (over 60%) during this academic year was electronic contacts including Facebook and texting.
- Mentors organized a leadership conference to connect with mentees and gained opportunities for cross-cultural communication, team building and leadership skills. More than 140 students and staff participate in this event.

Impact:

In the fall semester, Mentors contacted 98% of Mentees and 85% in the spring. During the fall, 72% of mentees had 6 or more mentoring contacts and 79% of mentees were actively engaged in the program. An analysis of the Program based on data collected by MSS shows that fall 2009 Freshman Mentees “active” in MSMP are registered to return in the
fall 2010 at 84.8% in comparison to 73.9% for those who were not “active” in the program.

The program continues to maintain a clear academic focus: at the end of the 09-10 AY, 89% of the freshman Mentees had made positive academic progress (40% of mentees had a GPA of 3.0 or better). The percentage of mentees with a GPA below 2.0 remained at a historic low of 11% for a second consecutive year.

Freshman mentees who were “active” had a slightly higher average GPA than those who were not active in the program (2.75 compared to 2.73), similar academic deficiency rate (11%), a higher representation in the 3.0-4.0 CUM GPA (40% compared to 36%), a significant higher projected fall 10 enrollment (85% compared to 74%). The projected retention for the fall 09 Freshman Cohort in the program is 83%, still 4% short of the Mentoring Program goal of 87% which is the fall-to-fall retention goal recommended for the university in the 2008 Report by the Provost’s Council on Retention.

Although the academic progress and retention data for Transfer mentees continue to require concerted efforts, this year’s group shows significant improvement in comparison to the previous years. Transfers who were active had a higher average GPA to those who were not active (2.82 compared to 2.65), a higher representation in the 3.0-4.0 CUM GPA (41% compared to 28%), lower academic deficiency rate (11% compared to 15%), and higher projected fall 10 enrollment (78% compared to 74%).

In order to accomplish the MSS Mission and the MSMP goals, the staff of the program and the Mentors designed and implemented multiple academic, cultural, intercultural, and social activities to facilitate the mentees transition, adjustment, and retention.

MSMP greatly impacts the type and quality of MSS services while providing students with exceptional opportunities to apply their academic knowledge and skills to real situations and projects. Aside from providing personalized and sensitive support for academic, personal, and social development to mentees, mentors maintained weekly contacts with mentees, modeled appropriate behaviors and helped mentees become involve with campus life. (See Exhibit A and reports from each Center for additional information).
The Team Mentoring Program – TMP
This Program is a partnership of MSS with the College of Sciences (CoS) and the College of Engineering and Architecture (CEA) designed to support new Transfer and Sophomore students interested in pursuing STEM (Science, Technology, Engineering, and Math) disciplines. On its 3rd year, the Team Mentoring Program targeted 251 students with a goal to have 84 of these students actively engaged and progressing successfully in their career path. This goal was exceeded by 30 students. Student Mentors (12) and Faculty Mentors (7) provided services to these students under the framework of the following mentoring tracks: Academic Activities (Study Groups, Workshops, Fieldtrips); Research, Careers and Internships; Getting the Most of Your Major; Preparing for Professional, Graduate School or the Workforce; and Social, Cultural, and Fun Activities.
In order to accomplish TMP goals, the staff of the program and Mentors designed and implemented a variety of activities to facilitate the mentees’ connection to their College and increased their likelihood of staying and graduating in their intended STEM discipline. These activities include:
- Inside Ways to Connect with CoS and CEA
- Understanding STEM Disciplines culture
- Advising and Career Development
- SEL Fieldtrip
- Preparing for Medical School
- Ins and Outs of your Major
- Selecting a Major
- Resume Sessions I and II
- Degree Requirement and Certification
- Fieldtrip to Biosciences new Building
- Professional School Prerequisites
- Finding and applying for lab positions
- Conversation with Boeing
- Lower Granite Lock and Dam
- 2nd Annual Health Careers EXPO
- Health Careers -Educational Movie Night
- Smart Home and Alternative Energy Tour
- Inspiring a New Generation of Scholars and Scientists workshop series

Impact:
During the 2009-10 AY, TMP exceeded its goal of 84 with a total of 114 active mentees in the program (45% of the 251 targeted students). Mentees who were “active” with the Program had almost the same average GPA as those who were not active (2.82 compared to 2.84), a lower academic deficiency rate (10% compared to 13%), and a significantly higher projected fall 2010 enrollment (87% compared to 74%). The projected retention for the Fall 2010 of students in TMP is 80%.
TMP Mentors recorded a total of 6,887 mentoring contacts with an average of 27 contacts per mentee. The majority of contacts were through electronic mentoring with “personal email” being the most frequently used. Active mentees also continued in STEM disciplines from the fall 09 to spring 10 at higher level than the “not active” ones (84% compared to 79%). In general, female Mentees had better academic performance and higher projected retention in both the STEM disciplines and at the university. The latter represents a positive shift from last year’s TMP group.

In order to accomplish TMP goals, the staff of the Program and the Mentors designed and implemented a variety of activities to facilitate the mentees connection to their College and increase their likelihood of staying and graduating in their intended STEM discipline. (See Exhibit B and TMP report for more details).

Other important impacts of the Program include the help provided by the Mentors to 15 Mentees who obtained research/lab/internship positions and 19 mentees who established connections with faculty Mentors and are in the pipeline to secure research lab positions. Mentors also expanded their own connection to their respective college and accessed research/lab positions, received LSAMP research Scholarships, and enhanced their resumes and chances to enroll in graduate/professional programs.

### Programs to Support the Academic Achievement of the Students

In its efforts to contribute to addressing and meeting the academic needs of multicultural students, MSS implemented a set of programs that benefited multicultural and other students. These programs include personal guidance and academic advising, mentoring, tutoring and study tables, access to a computer lab, workshop series, the Strategic Team Approach to Retention (STAR), and multiple efforts to expose students to educational and career opportunities, e.g. health programs at our and other universities (Health Careers EXPO). A notable 48% (1,349) of undergraduate students actively participated in MSS programs and services during the AY 2009-10. It is important to note that many of the frequent users of MSS facilities and services are high need students as indicated by the percentage who are “Pell Eligible.” This trend is particularly clear for the African American (69%) and Chicana/o Latina/o students (52%).

<table>
<thead>
<tr>
<th>Mentee Engagement with TMP</th>
<th>Mentees</th>
<th>In STEM Spring 10 (2)</th>
<th>Registered for Fall 10 (3)</th>
<th>Avg. GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active (1)</td>
<td>114</td>
<td>96</td>
<td>99</td>
<td>84%</td>
</tr>
<tr>
<td>Not Active</td>
<td>137</td>
<td>108</td>
<td>101</td>
<td>79%</td>
</tr>
<tr>
<td>All</td>
<td>251</td>
<td>204</td>
<td>127</td>
<td>81%</td>
</tr>
</tbody>
</table>

(1) Active Mentees are those reported by the Mentors to be “super active” to “somewhat active” in the Program as documented in Mentor Weekly Log
(2) This information will be updated after the 10th day of classes with final numbers to reflect those who actually are still pursuing a STEM major
(3) Projected enrollment includes student who have registered for classes for fall 2010 (as of 6/25/10). This information will be updated after the 10th day of classes to reflect those who actually are attending WSU in the fall.
Holistic Guidance and Advising for Students

The Student Centers
The MSS staff (Associate Director, Assistant Director, Retention Counselors, and Graduate Assistants) with close support from the Counseling Services, Residence Life, Financial Aid and Scholarship Office, the Center for Advising and Career Development Liaisons, and other volunteer faculty and staff provided consistent and multiple, formal and informal interventions as well as one-on-one and group guidance and support to students facing academic, financial, personal, and other difficulties and challenges. In keeping with a long standing tradition, much of this work was done in close collaboration with faculty and staff from various departments so that students would receive the most appropriate help. MSS staff informed, nominated, and guided many students as they pursued scholarship and leadership awards, internships, and post baccalaureate opportunities. The following are just a few examples of some of the programs implemented at the Centers:

- **The Parent Series:** An African American Student Center initiative to engage parents of current students as partners in the accomplishment of the Center's mission.

- **C.A.S.A. (Commitment to Academic Success and Achievement):** A Mentoring plan at the Chicana/o Latina/o Student Center to promote academic success.

- **Women’s Talking Circle:** A collaborative initiative of NAWA, the Women’s Resource center, and the Native American Student Center to provide women with a traditional venue to share concerns, aspirations, and accomplishments and to build a sense of community characterized by a healthy and supportive environment.

- **Study Nights/Chemistry Study Nights:** Multiple evenings each week in the AAPISC led by Mentors. This initiative promoted students to take more ownership in the Student Center and in each others’ academic performance (See Exhibit E, and Student Center Annual Reports for additional information).
Study Sessions
Led by the Student Mentors and with the support of the Academic Enrichment Center, multiple study sessions were held at the Centers to facilitate mentees and other students’ preparation for tests and final examinations.

Academic Enrichment Center

Tutoring
Additional Funds made it possible to gradually build on the quality of tutoring services made available to students through the MSS Academic Enrichment Center. With the hiring of the AEC coordinator, tremendous progress has been made in the creation of academic environment and the improvement in the quality of tutoring training, guidance, supervision and delivery of services. In the Fall 09, 18 tutors provided around 140 tutoring hours on a weekly basis. In the Spring 2010, 32 tutors provided around 200 of tutoring hours on a weekly basis. Academic support was made available to students in over 100 subjects. The AEC documented that over 200 students took advantage of the one-on-one tutoring services on a regular basis and around 60 students participated in “study-tables” supported by tutors for Chemistry and Spanish. Students from all backgrounds were welcomed and served, 75% were multicultural students. An analysis of the academic performance of these tutees shows that at the end of the semester they had an average GPA of 2.92 and only 3 of the Tutees had a cumulative GPA below 2.0 at the end of spring semester. It must be said that with the full-time coordination of these services we will see dramatic improvement in data collection and analysis for continued enhancement of services provided to students through this Enrichment Center.

Computer Lab
Students are provided with free access to a Computer Lab available to them at the Academic Enrichment Center and at each one of the Student Centers. This service is used by many students beyond our target multicultural student population. The MSS relocation in the CUB has increased the student use of this service. We estimate that around 90 students access the lab on a daily basis (See Exhibits D & E and AEC Annual Report for more information)
Workshops Designed to Enrich the Students University Experience

**College Success Workshops**
This effort is led by the Center for Advising and Career Development (CACD). MSS has been a partner in this university-wide effort (CACD, Counseling Services, Libraries, MSS, CAMP, SSP, DRC, Writing Programs, Financial Aid) to offer students access to training on multiple topics in the areas of Stress Management and Life Skills, Major Choice and Decision Making, Time Management, Test Taking, Learning Styles, Note-Taking, Reading and Memorization, and Writing, Reading and Research.

**Inspiring a New Generation of Scholars and Scientists**
Workshop series made available to students through collaboration with School of Molecular Biosciences. Eight faculty members and some students presented their research and inspired and invited students to consider joining in towards a career as scientists. An average of 14 students attended these workshops (See Exhibit D).

In addition, each one of the Student Centers and the Academic Enrichment Center planned and hosted workshop and training sessions in response to student requests. Throughout the year, 107 workshops and training sessions were held at the Multicultural Center. 1,962 students participated in them for an average of 18 students per workshop (Exhibit E).

**Second Annual Health Careers Expo**
The Health Careers Expo has become another ongoing initiative to support the interest of students considering health careers. The objectives of this EXPO are to provide underrepresented student populations in the health careers with information about the health programs at WSU and other universities, inspire them to pursue their career goals, and help to position WSU to exceed the national rates in the enrollment and graduation of underrepresented students in the health disciplines. This is also another example of MSS partnerships with academic units, faculty and staff to contribute in addressing and meeting the academic needs and dreams of the students.

We thank the WSU Division of Health Sciences, the advising offices of the College of Sciences and the College of Nursing, and the WWAMI Medical Education Program planned for their partnership with MSS in the planning and implementation of the Second Annual Health Careers Expo.
In this year’s EXPO, around 120 students participated in this event. These students received a copy of the “Guide to the Washington State University Health Programs” and had the opportunity to meet and interact with the WSU Dean of the College of Nursing, **Dr. Patricia G. Butterfield** and with representatives from all the WSU Health Programs, the University of Washington School of Medicine and School of Dentistry, Eastern Washington University Physical Therapy, Occupational Therapy, and Dental Hygiene Programs, Walla Walla Community College Nursing Program, and Western University of Health Sciences (See Exhibit G).

**Strategic Team Approach to Retention – STAR**
This is a concept with the potential to dramatically change the retention and graduation statistics at our university. Aggressive, thoughtful, and caring interventions for students with a 2.2 or lower GPA can make the difference for their continued enrollment in and graduation. This is exactly what a team of dedicated professionals tried to accomplish again this year in their work with multicultural students. Staff from MSS, the Athletics Department, CAMP, SSSP, CACD-CSF/PASS Programs reached out to these students both in the fall and spring semester. STAR targeted 196 in the fall 2009 and 331 in the spring semester of 2010. MSS Staff (Associate Director, Assistant Director, Retention Counselors, and AEC Coordinator and Graduate Student) reached out to 186 of these students in the Spring semester. Of them, 31% (57) were responsive to the MSS staff and benefited from the academic support made available to them through STAR. Active STAR students had an average CUM GPA of 2.31 at the end of the semester compared to 2.1 for those who were not active, their projected continuation in STAR is lower (33% compared to 39%), and they are projected to leave school at a much lower rate (16%) compared to those who were not active in the Program (27%). Helpful to the STAR efforts is the availability for the staff of mid-term grades which allows for follow up contact with students who are not meeting minimum academic expectations to make sure they are aware of resources available to them including assistance with personal academic planning, tutoring, and other support as presented by the students. It must be said that the MSS staff could have greater impact in working with these students if this initiative were to be an institutional one with required student participation (See Exhibit C).

**Impact:**
A representative example of the positive impact of both STAR and the Tutoring services is the work at the Native American Student Center by the Retention Counselor and **Kevin Walker**, a Pharmacy student who worked as a Tutor in the Center. Kevin was given a list of 27 students who were struggling to maintain the appropriate academic progress at the beginning of the spring semester. He reached out to all of them, fifteen agreed to be tutored, ten met consistently with him, 3 occasionally, and 2 did not show. The remaining twelve did not respond. Those who met consistently with Kevin had a beginning GPA averaged at 1.77 and an ending GPA averaged at 2.72.
Celebrating the Accomplishments and Graduation of Our Students

MSS was able to organize and implement the historical and traditional graduation celebrations and receptions for the class of 2010. Around 124 students receiving their Baccalaureate, Masters, and Doctoral Degrees participated in these events and were given a culturally relevant stole. Graduating students, their families, friends and members of the WSU community gathered at the 2nd Annual Multicultural Graduation Celebration and at the unique receptions organized by the Asian American and Pacific Islander Student Center, the Native American Student Center and the Chicana/o Latina/o Student Center to celebrate students on this remarkable achievement and to inspire continuing students to pursue their goal of graduation. Over 600 attended the Multicultural Graduation Celebration and over 800 participated in the Student Centers’ Receptions.

Student intercultural collaboration, leadership and professional development, and preparation for post-baccalaureate endeavors (Goal III)

MSS engaged students in discussions, activities, and programs designed to help them build cultural and global competency, articulate cultural pride, and achieve high levels of intercultural collaboration, leadership skills, and academic excellence. During the 09-10 AY, Around 121 graduate and undergraduate students held positions as graduate assistants, mentors, tutors, and student interns/office assistants in MSS.

Professional Development/Employment Opportunities for Students:
Mentoring positions (63), Tutoring positions (18 and 32 in the fall and spring semesters respectively),
Office Assistant/Student Intern Positions (16),
Graduate Assistantship positions (6),
Internships in collaboration with academic departments (2)

Leadership Opportunities Multiple leadership positions are available to students in MSS programs and in over 40 multicultural student organizations that associate with the Centers.

Student leadership training, consulting, advising, and support
MSS staff served as cultural consultants, presenters, speakers, and advisors to many student leaders and student organizations. The office maintained its commitment to work in close collaboration with Student Involvement and Leadership Development, ASWSU, Coalition of Women Students (CWS), Gender Identity/Expression Sexual
Orientation Resource Center (GIESORC), and other units on campus in efforts to train, advocate for, and engage students in leadership, intercultural, and professional development.

Throughout the year, MSS staff contributed their time and expertise in support of the planning, implementation, and evaluation of many culturally relevant programs. The following are some examples:

- **EdAd 497 Class/Seminar (3 Sections)**. Seminar designed to train Student Mentors in the theory and praxis of mentoring to equip them with the necessary tools for effective mentoring relationships.
- **Annual Cougar Leadership Retreat**
- **Recruitment/Leadership Conferences: VIBES, SHAPING, and CASHE**. These projects reflect a true model of student intercultural collaboration and leadership development.
- **Cultural Awareness Programming**: Native American Heritage Month, Black History Month, Semana de la Raza, Asian American and Pacific Islander Awareness Month.
- **MSS staff is often asked to serve as consultants and cultural advisors to many student leaders and organizations.** For example, MSS staff served as the advisors for AFA (African Friendship Association), ChiLaStAL (Chicana/o Latina/o Student Alliance), La Hermandad de O eMe Te, NAA (Native American Alliance), READ for LIFE, and FASA (Filipino American Student Association).

### Educational Material Development and Marketing

With the support of the Division’s Director of Communications and his team, the CUB Marketing Team and MSS professional and student staff developed many educational and informational materials to make students and the larger community aware of the programs, services, and initiatives available to them in MSS and throughout various offices on campus.

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**February is Black History Month**

**Featured Events**

- **Harvey and the Constitution**
  - Bryant University Distinguished Professor of Law and Public Policy at Abilene State
  - The Day of the I: 210 pm • Sold 136

- **The “NS” Word Policy and Discussion**
  - Black Student Union • CUB 314

- **McNair Scholars Presentation**
  - McNair Achievement Program
  - Monday, February 3, 10:00 am • CUB 420

- **Hannum / Filming Taxes**
  - Multicultural Services
  - Tuesday, February 8, 11:00 am • CUB 420

- **MSSC Calibur Call Center**
  - Barry L. Whiteback, P.Eng., Department of Music History, Philosophy, Physical Education, and Dance, Office of Academic Enrichment
  - Thursday, February 11, 11:00 am • CUB 420

- **Valentine The Dance**
  - African Heritage Association
  - Friday, February 12, 5:00 pm • CUB 420

- **Youth Mats Inspiring Black Empowerment**
  - Students (VIBES)
  - Black Student Union • Phi Beta Sigma
  - Friday, February 12, 5:00 pm • CUB 420

- **MSSC Self-Development Program**
  - Thursday, February 18, 10:00 am • CUB 420

- **DONNA Panel, Department of Finance, Information, and Real Estate**
  - African American Student Center
  - Wednesday, February 24, 10:00 am • CUB 420

For more information please contact

**The Office of Multicultural Student Services**

505 Uehling Hall
mss@wwu.edu

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**Interested in Grad School?**

**McNair Program Presentation**

*What is McNair?*

*How can it help me?*

*What is the application process?*

**Thursday, February 18**

12:00 pm - 1:00 pm

**AAPC**

Asian American and Pacific Islander Student Center
Documentation, Analysis, and Assessment (Goal IV)

With the support of the office of Admissions and Institutional Research, our office is able to access relevant student data necessary for the accomplishment of our work. This is critical to the design and implementation of the various initiatives as required by the MSS strategic plan. With this support, we have been able to document who is accessing the MSS facilities and services, increase our understanding of the needs of the students, target specific populations, and conduct assessments and analysis to understand student persistence, achievement and graduation trends.

Our office also conducts assessment of student learning outcomes for those who have a role/employment at the office and documents the impact of programs on targeted students, i.e. mentoring programs, tutoring, STAR. In addition to the data analysis reflected throughout this report, the following are examples of some of the assessment efforts undertaken during the 2009-10 academic year.

MSS subscribes to the philosophy and praxis that engages student workers as professionals in training. Students selected for the role of Graduate Assistant, Mentor, Tutor, Office Assistant, Student Intern undergo extensive training and are required to complete the self-assessment rubric -“Guide to Rating Professional Performance in Learning Organizations.” In addition, staff completed the supervisor-assessment rubric and used both tools to engage students in continued work towards mastering of the established learning outcomes. At the end of their work experience with MSS, students are expected and effectively develop/refine their skills in the following six rubrics: Job duties, challenges, & opportunity recognition; Information & Evidence; Organization & University learning mission; Teamwork & leadership; Cultural competency -multiple perspectives & diverse viewpoints; and Communication.

Throughout this year, Graduate Assistants, Retention Counselors, and other MSS staff used this instrument to document student growth, offer feedback, and coach Mentors, Office Assistants, and student interns in their continued development of personal and professional skills. The following is a list of assessment efforts:

- **Mentors' Learning Outcomes**: Self and Supervisor's Assessment, F09-S10
  - Mentors were able to document in more quantitative terms the knowledge, skills, and critical thinking processes they are developing while working at MSS by utilizing a rubric assessment tool develop in the office.
  - The adjacent graph reflects the Self and Supervisor Assessment results for the student Mentors in the Team Mentoring Program. Graduate Assistant Nhu Mai used this tool to assess and guide mentors in the performance of their duties and to systematically assist them in their professional growth and awareness of such growth.
- **Mentors’ Level of Satisfaction with the Program**, Fall 2009 – Spring 2010
  - Over 90% of mentors rated their experiences as mentors as excellent or very good, Fall 2009.
  - Over 98% of mentors rated their experiences as mentors as excellent or very good, Spring 2010.

- **GAs’ Performance**, Fall 2009 – Spring 2010
  - Mentors from the 4 Centers indicated that they were very satisfied or satisfied with their GAs, Fall 09 & Spring 2010.
  - Ninety eight (98%) found their GAs to be very understanding and knowledgeable, Fall 2009.
  - Ninety seven (97%) strongly agree/agree that their GAs are very understanding and knowledgeable, Spring 2010.

- **Mentees’ Level of Involvement and Satisfaction with the MSMP and WSU**
  - Although the Mentors recorded over 40,000 contacts with their mentees and program projections indicate that the retention rates of those mentees who participated in the program will be higher, we still need to document what are the mentees’ perceptions of the program. Thus, we (MSS Director, MSS Assistant Director for Mentoring Programs and four HD-540 graduate students) developed a survey to assess the mentees’ involvement practices and their perceptions about the MSMP program.
  - One hundred and sixty seven students took the survey.
  - Analysis of the survey will be done in the fall. We expect to be in a better position to know the specific activities in which mentees participate, their perceptions about the program, academic and retention trends for active and non active mentees. All of this information will further help us to assess and enhance the program.

- **CAS (Council for the Advancement of Standards in Higher Education) Self-Assessment**
  - As required by the Division of Student Affairs, Equity and Diversity the Office of Multicultural Student Services named a Review Team to conduct the CAS Self-Assessment. Our office thanks Steve Nakata for serving as a Chair person for the Committee, Dr. Bob Eddy, Amy La, John Doty, Franci Taylor, the entire MSS staff and students who engaged in this assessment process (See Exhibit H – Office of Multicultural Student Services – CAS Report – Executive Summary).

**Partners and Supporters**

**Retention, achievement, and graduation of multicultural students:**
A university-wide and community endeavor (Goal V)

Addressing and meeting the needs and maximizing the potential of multicultural students is a task only possible as a result of a university-wide effort with the support of families, alumni, and dedicated sponsors. This report documents a noteworthy set of accomplishments. We at the office of Multicultural Student Services, recognize, thank, and give credit to our partners within and beyond the university community. Many deserve the recognition and appreciation of MSS for their contributions to the accomplishment of its mission and goals. We would like to name all the faculty and staff who generously contribute their time, commitment to student success, and expertise to present, help train, mentor, and guide the students. We particularly thank Faculty Mentors, 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.

**Thanks to Our Partners**

- College of Sciences, College of Engineering and Architecture: A partnership to develop and implement the Team Mentoring Program to target Underrepresented Minorities in STEM disciplines
- Office of Research and School of Molecular Biosciences – Inspiring a New Generation of Scholars and Scientists Workshop Series
- Alumni Association and Multicultural Alumni Alliances
- Counseling Services – Multicultural Liaison, ADCAPS, workshop series, and referral services
- Financial Aid/Scholarship Office – University Scholarship Coordinating Committee, Academic Achievement/Diversity Scholarship Sub-committee, workshop series, Multicultural Liaison, & referral services
- Graduate School - Graduate Assistantships
- TRiO: Student Support Services Program, CAMP, and McNair Scholars – Workshop series, referrals
- Provost’s Tribal Liaison Office
- Student Involvement and Leadership Development, Center for Civic Engagement, GIESORC, Women’s Resource Center, Cultural Houses
- CUB Administration/Marketing
- Residence Life –RED Collateral Assignment
- Faculty and Staff of Color Associations
- STAR Program partners: Athletic Department, CAMP, CACD/PASS Program and CSF, SSSP, and the English Department
- School of Molecular Biosciences
- Dean of Students Office- Engagement in the Campus Climate group and multiple referrals
- CACD: College Success Workshops, Academic Advising, and referrals, Multicultural Liaison
- Institutional Research and Office of Admissions

**Thanks to our supporters**

In addition to the funds provided to MSS by the University through the Division of Student Affairs, Equity and Diversity, many of our programs and services would have not been possible without the generous contributions of the following campus and external supporters:

- Donald and Helen Jewett Fund
- Patricia McGinnis Raikes Tutoring Support Grant
- Bank of America
- Enrollment Management/Scholarship Services
- The WSU Graduate School
- The College of Sciences and the College of Engineering and Architecture
- The WSU Alumni Association
- CUB Administration
- The McEachern Fund
- Multiple partnerships with student organizations and departments made possible another year of rich cultural programming made available to the WSU and Pullman community
**Student Highlights:**

Our office could highlight literally hundreds of students for their active engagement in our programs and their achievement in academics, leadership, and community service. They not only benefit from what this community of support provides but are themselves invaluable to such community. In this year’s report we highlight the following few:

**Cyndrea Renea Brown**, graduated this May with a Bachelor of Arts in Communication with an emphasis in Public Relations and dual minors in English and Sociology. A long standing member for the Black Student Union, this year she served as President and Public Relations Chair. For several years she was an active member with Black Women’s Caucus and God’s Harmony. Last year she committed her time and service as a Mentor for the African American Student Center, helping freshmen and transfers transition into WSU. She was also a McNair Achievement Program Scholar. In the fall, she will be attending the University of Southern California-Annenberg School of Communication for a Master Degree in Communication Management.

**Adam Paniagua**, graduated this May with B.A. in Digital Technology and Culture. Under the guidance of Luis Sanchez and applying what he was learning in the classrooms, Adam became the Media/Video Specialist for MSS. As a professional in training within this Office, Adam did a superb job of learning, growing and applying his new and refined skills, knowledge, leadership, and experience to advancing the Mission of the Office and to enhance the Community of support for fellow students. Adam also worked for Cable 8 Production’s in the Special Projects department, served as Co-Chair for 2008 CASHE Conference, and made himself available to contribute his technical skills to many student organizations. He was a recipient of the 2008 President’s Leadership Award and dedicated his time and talents to support countless events and student organizations. He also held an internship with “The Warden Memoirs,” a high school outreach and development program Led by Vice President John Fraire. On this project, Adam served as mentor and documentarian producing a full length DVD of these students' experiences. Adam made his mark at WSU, he was highly admired and respected throughout the student and larger university community. In him, WSU will have a great ambassador for life.
Andrea Charette-Bluff, graduated this May with honors and three degrees – Bachelor of Science in Architecture, Bachelor in Music-Performance and Bachelor of Arts in Music. She was a Gates Millennium Scholar and a McNair Scholar. Andrea is an awesome example of the impact a student center has on the students who both benefit from what it has to offer and from the opportunities it presents them to “give back” and contribute to enhance the MSS and the WSU community. During her time at WSU she was a MSS-NASC Student Mentor for two years (where she performed a key role as an outstanding Mentor and a remarkable leader in the Mentor Leadership Conference), President of Ku-Ah-Mah, leading also the planning for the Pah-Loots-Pu Pow Wow, and active participant in the community. We would like to highlight Andrea and her great accomplishment as one of the 5 graduating women who made the WSU – Top Ten this year. In the Fall, Andrea will be attending WSU for a Master’s Degree in Architecture.

Caspar Pascua.
During the AAPI Toast following Commencement, Caspar highlighted how big an impact the Multicultural Student Mentor Program (MSMP) had on his own personal development. He credited the MSMP for giving him that push to get involved and not be as intimidated in giving his own insights. Caspar was a 3-time selection to the Mentor Program and increased his level of leadership in some aspect each year. This is a testament to the impact that being a Mentor has on student leadership and their ability to serve. Over the years Caspar continued to improve his leadership capabilities, affirming how being a Mentor gave him the knowledge and skills to critically adjust and develop his leadership. His role as a Mentor and Student leader left a legacy at the AAPI Student Center.
Exhibit A

MULTICULTURAL STUDENT MENTOR PROGRAM (MSPM) - PARTICIPATION AND RETENTION MATRIX
Division of Student Affairs, Equity and Diversity - Washington State University

Fall 2009 FRESHMEN Mentees (1)

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** Active Mentees are those reported by the Mentors to be "super active" to "somewhat active" in the Program as documented in Mentor Weekly Logs

Not Active** Students were not active in the Program as documented in Mentor Weekly Logs

Fall 2009 TRANSFERS Mentees (1)

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** Active Mentees are those reported by the Mentors to be "super active" to "somewhat active" in the Program as documented in Mentor Weekly Logs

Not Active** Students were not active in the Program as documented in Mentor Weekly Logs

Fall 2009 CUM GPA

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Spring 10

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Fall 2010

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<td>Total</td>
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Not Official! Not for Distribution

(1) This Program offered Mentoring services to a total of 960 students. This include 715 Freshmen and 225 Transfer students (combined fall 09/Spring 10 semesters).

For data analysis and comparisons, this "Participation and Retention Matrix" only includes the Fall 2009 Freshman Cohort and the Fall Transfer Cohort.

(2) Although the greatest students served by the program are multicultural students, the program also provided services to International, White, and Other Students who requested to be included in the program (a total of 59). Mentors served by the Program include 177 Freshmen and 329 CAMP students.

(3) Includes only those who left the WSU System - Does not include 5 Freshmen who transfer to another WSU campus for the spring semester (2 WSUVL, 1 WSSU, 2 WSLP), or 4 transfers who enrolled at another WSU campus for the spring semester (1 WSSP, 1 WSLP, 2 WSLP).

(4) This projected enrollment includes students who have registered for classes for the fall 2010 (as of June 25, 2010). This information will be updated after the 10th day of classes with final numbers to reflect those who are actually attending WSU Pullman in the fall 2010.

MSS/2009-10 ANNUAL REPORT - A SUMMARY

Page 22
### TEAM MENTORING PROGRAM - PARTICIPATION AND RETENTION MATRIX

**OFFICE OF MULTICULTURAL STUDENT SERVICES, COLLEGE OF SCIENCES, COLLEGE OF ENGINEERING AND ARCHITECTURE**

Division of Student Affairs, Equity and Diversity - Washington State University

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#### TMP- AV09-10 Mentees

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<td>15 36%</td>
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<td>Male 64 5 69 27%</td>
<td>5 0 5 8%</td>
<td>59 86%</td>
<td>64 2.78</td>
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<td>21 33%</td>
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<td>36 34%</td>
<td>19 18%</td>
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<td>25 48%</td>
<td>17 33%</td>
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<td>Male 73 9 82 33%</td>
<td>15 0 15 21%</td>
<td>61 74%</td>
<td>67 2.79</td>
<td>31 46%</td>
<td>17 25%</td>
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<td>56 47%</td>
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<td></td>
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<td>204 81%</td>
<td>225 2.83</td>
<td>96 43%</td>
<td>70 31%</td>
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#### COS

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<td>32 31%</td>
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#### STRATEGIC TEAM APPROACH TO RETENTION - STAR

The Office of Multicultural Student Services, Athletics Department, Student Support Services Program, College Success Foundation, Pathways to Academic Success, Student Support Services Program, College Success Foundation, Pathways to Academic Success, Student Support Services Program, College Success Foundation, Pathways to Academic Success, Student Support Services Program, College Success Foundation, Pathways to Academic Success.

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### MSS/2009-10 ANNUAL REPORT

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**NOT ACTIVE reflects those Mentees who were “unresponsive” to Mentoring Contacts as per documented in Mentor Weekly Logs**

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(1) The STAR Program targets multicultural students with a 2.29 CUM GPA or below and/or students under academic rules 38 and 39.

(2) MSS Staff targeted 109 students. Of these 57 were "somewhat" to "very responsive" and engaged with the staff and received academic support through the semester.

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**MSS/STAR/AY2009-10 ANNUAL REPORT**

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**Page 23**
Exhibit D

Inspiring a New Generation of Scholars and Scientists Workshop Series

Multicultural Center • CUB 406 | All Workshops are from 4:10 to 6:00 PM

You are invited to participate in this series of workshops designed to help students meet faculty members and learn about the exciting research they are conducting. Some will highlight students already engaged in research projects.

You will come away from these sessions inspired and looking for ways to get involved. WSU’s new Strategic Plan calls upon faculty to partner with students in providing a “premier education and transformative experience that prepares students to excel in a global society.” Don’t miss this opportunity to engage with some of WSU’s finest Professors and Researchers!

This fall’s lineup:

15 SEPTEMBER
CUB 406
Dr. John F. Alderete
Professor and Co-Director
School of Molecular Biosciences
alderej@wsu.edu

Life as a Scientist and the Value of Working in a Laboratory as an Undergraduate

22 SEPTEMBER
CUB 406
Dr. Michael J. Smardon
WSU Regents Professor
Biochemistry and Biophysics
School of Molecular Biosciences
smardon@wsu.edu • http://www.wsu.edu/~smardon/index.html

Life in a DNA Repair Shop: Climbing the Ladder of Discovery

29 SEPTEMBER
CUB 406
Dr. Elizabeth Fussell
Associate Professor
Department of Sociology
fussell@wsu.edu

Katrina Stirs the Gumbo Pot: The Reception of Post-Katrina Latino Immigrants in New Orleans

06 OCTOBER
CUB 406
Dr. John H. Nilson
Edward B. Meyer Distinguished Professor and Director
School of Molecular Biosciences
join@wsu.edu

A Hitchhiker’s Guide to an Unintended Career in Science

13 OCTOBER
CUB 406
Dr. Paul Kwon
Associate Professor
Department of Psychology
www.wsu.edu/~kownp

Personality Factors in Depression: Integrating Different Theoretical Perspectives

27 OCTOBER
CUB 406
Dr. William B. Davis
Associate Director of Undergraduate Studies and Associate Professor
School of Molecular Biosciences
wbdavis@wsu.edu

The Silence of the Yeast

04 NOVEMBER
CUB 406
Dr. Adrian Rodriguez-Marek
Associate Professor
Department of Civil and Environmental Engineering
arodriguez@wsu.edu

Designing for Earthquakes: How Do We Predict the Earth’s Behavior?

11 NOVEMBER
CUB 406
Dr. Mike Konkel and Research Group
Professor
School of Molecular Biosciences
konkel@wsu.edu • http://molecular.biosciences.wsu.edu/faculty/konkel/index.html

Significance of Bacterial Foodborne Illness and Approaches for Prevention

17 NOVEMBER
CUB 406
Johnathan Broady
WSU McNair Scholar

Dr. Derek McNair
Faculty Mentor and Assistant Professor
Department of Animal Sciences
www.wsu.edu/~mccnair/

Stem Cell Research: It’s more than Embryos

Sponsored By
The Office of Multicultural Student Services
and The School of Molecular Biosciences
Find out more • mss.wsu.edu

Washington State University
World Class. Face to Face.
### Exhibit E (1 of 2)

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<th>Workshop/Training Sessions</th>
<th>Presenter(s)</th>
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Welcome to the Cougar Family

Office of Multicultural Student Services
College of Sciences | College of Engineering & Architecture

Team Mentoring Program
Working with you to build connections for success!

A message from your mentor:

Team Mentoring Program
A team of faculty, students, and staff dedicated to walk by you on your educational journey. You have been nominated to be part of this selective program and we are excited about your interest in pursuing a degree in Sciences, Technology, Engineering, or Math. Our team of faculty and student Mentors are eager to meet and familiarize you with academic resources and to keep you informed of services, events, and activities available to facilitate your success at WSU. Take advantage of their expertise and commitment to assist you in making successful connections to the College and to learning about internships, research and other scholarly opportunities.
Health Careers EXPO

Join us for the Second Annual Health Careers EXPO
Monday, March 1, 2010 ~ 4:00 PM to 6:30 PM
CUB Jr. Ballroom

Program Outline

4:00 Registration and Refreshments

4:30 Keynote Speaker
Patricia G. Butterfield, PhD, RN, FAAN
Dean and Professor
Washington State University College of Nursing

5:00 Student Panel
What inspired them to go into a health care field, how they got there, and how to position yourself to be a successful student!

5:45 Break-out Sessions
For in-depth information about health programs.

4-6:30 Informational Tables
Representatives from the various Health Programs will be available to interact with you and answer your questions at any time throughout the duration of the EXPO!

Get your blood pressure, reflexes, and glucose checked!
WWAMI Medical and WSU Pharmacy students will be available to do so.

Visit with Representatives from the following Health Programs:

- Physical Therapy, Occupational Therapy and Dental Hygiene at Eastern Washington University
- Nursing at Walla Walla Community College
- Medicine at Western University of Health Sciences College of Osteopathic Medicine
- Dentistry at University of Washington
- Pharmacy, Medical Education, Veterinary Medicine, Speech and Hearing Sciences at Washington State University

The Office of
Multicultural Student Services
A Community of Support
Compton Union 4th Floor • mss.wsu.edu

EXPO sponsored by
College of Sciences Advising Office
College of Nursing Advising Office
Office of Multicultural Student Services
Native American Health Sciences
WWAMI Medical Education Program
Team Mentoring Program

Washington State University
World Class. Face to Face.
Office of Multicultural Student Services
CAS Report
Executive Summary
June 2, 2010

The mission of Washington State University’s Office of Multicultural Student Services (MSS) has evolved since it was created almost a quarter-century ago. Few people remember that when MSS was created in the late 1980’s, it was perhaps best known for its efforts to recruit multicultural students to WSU. At one time four recruiters operated out of the Multicultural Center providing WSU with key leadership in diversifying its student body. But stability was never a word in the vocabulary of MSS staff. After years of ongoing discussions, collaborations, office relocations, and negotiations, the recruiters eventually moved to another area within the university. The student centers had their own challenges. Underfunded retention counselor positions created continuous turnover and for many years the centers were mostly places for students to hang out and meet others like them. On a broader scale, for many years MSS staff members wondered where they would eventually end up in the university’s organizational structure. At times they felt as if no one really wanted them or the “problems” some people believed multicultural students presented the campus community.

For MSS in particular, it is important to revisit its history because it provides some context that helps us better understand how things came to be for this important unit. At the same time, it helps us acknowledge just how far MSS has come since its inception. A comprehensive review of the 14 different CAS standards by a committee verifies that MSS is excelling in many different areas and often serves as a model unit for the entire university system to emulate. The most important example of MSS serving as a model unit for the entire university is in preparing students for the increasingly multi-racial hiring committees that are already common and will become more and more the norm for professional hiring in all majors. This multi-racial communication preparation for employment interviews and post-employment that MSS provides is needed throughout the university, especially for mainstream students, who often have the least experience with dynamic cross-racial communicating. And with any comprehensive review, a few areas have been identified that could use more attention as MSS strives to be the best it can be.

First and foremost, Multicultural Student Services staff members are strong advocates and supporters for underrepresented students who often feel invisible and misunderstood at WSU. It offers culturally sensitive and holistic guidance that is found in few other places on campus. Students who utilize the centers shared with the CAS Review Team that MSS is often the only place on campus where they can just be themselves, feel appreciated, and develop a strong network of individuals (consisting of fellow students, faculty, and staff) that genuinely want to help them succeed. In fact, many students praised the MSS mentoring program for helping them connect with the multicultural community and the resources available to them—not only within MSS but across campus as well. The mentors interviewed for this report said the positive experiences they had with their own MSS student mentors prompted them to make a similar difference in the lives of other students. For them, being a student mentor is not considered an ordinary job. They see their role as someone who may make the difference between someone earning a college diploma or dropping out of college. They want to give back the knowledge they gained from others before them.

The same type of passion for helping students is seen throughout the entire MSS staff. In many respects, it is what continues to drive them during these difficult economic times. They have seen MSS staffing numbers reduced by 40 percent since 2005 while seeing significant increases in their individual workloads. By anyone’s standards, including those contained in the Self-Assessment Guide, MSS staff members are highly qualified, highly educated, well trained, and very experienced. All of these attributes contribute to making a very strong team that many students say is very effective in helping them transition, achieve, and graduate—all specific goals outlined in MSS’ mission statement.
As previously mentioned, students are able to develop strong support networks at MSS, in large part, because MSS’ facilities on the fourth floor of the CUB help facilitate such interactions. Aside from enjoying modern amenities inherent in new construction, each student center features large gathering areas where students can socialize, study in groups, or enjoy quiet time. Additionally, each student center, the Academic Enrichment Center, and the Gender Identity/Expression and Sexual Orientation Resource Center are co-located on the same floor which encourages valuable cross-racial, cross-cultural, and other cross-group coalitions for success.

Students also benefit from many strong partnerships MSS has developed over time including other units within the Division of Student Affairs, Equity and Diversity, other departments in the CUB, the academic colleges, and WSU alumni. You will find a listing of these partnerships at the end of this summary.

If state funding allocations to MSS continue to decline, it will be important for MSS staff to strengthen current partnerships and seek new ones. Such partnerships should include WSU administration and WSU Foundation in a concerted effort to seek new funding sources through grant writing and fundraising to better position MSS to serve a growing population of multicultural students. A review of current and historical budget reports for MSS indicate its total budget allocation (PBL and discretionary funds) has declined by 20-percent during the past five years. The number of multicultural students enrolled at WSU during this same time increased by 16-percent! Through its collaborative partnerships, excellent fiscal management, and creativity, MSS has protected virtually all its core programs and services so far. But while students have been able to enjoy the same level of services, some commented to the CAS review team that staff members appear to be “stretched to the limit”. The gradual reduction in staff seems to be taking a toll on remaining personnel. In many respects, MSS is at a breaking point in terms of being able to staff its current facilities, programs and services utilizing its current model of operation. This is not a good place to be and concerted planning and assessment should take place to help determine the most feasible and effective direction for the future. If WSU values the crucial work of MSS, WSU must find greater funding support. More than this, since the entire student body must prepare for multi-racial hiring committees in all careers, the purpose and funding of MSS must be significantly increased, even in these times of economic challenge.

It is interesting to note that while MSS is a great place for students and others to engage in cross-cultural and cross-racial interaction, students would like to see more such opportunities. They said it is great to be able to easily walk between MSS student centers, but there should be more planned activities that purposely bring students, faculty, staff, and administrators of different backgrounds together. It should be noted that students feel strongly about maintaining the cultural uniqueness within the existing centers, but said more emphasis needs to be placed on making each center welcoming to visitors from other areas. They also said opportunities for this kind of interaction are almost nonexistent in other parts of campus, which in part, contributes to their general feeling of isolation from the general student body. It is unfair to put the burden of creating more campus-wide opportunities solely on MSS’ shoulders, but MSS staff members certainly have expertise and experience that can help others bridge the communication gap between groups on campus.

Increasing communication and understanding between groups can go a long way towards building a better campus climate. The CAS review team heard loud and clear from students that they distrust WSU administration. They feel their voices are not heard by administrators except when needed for ceremonial or marketing purposes. In fact, many of the students interviewed for this report said outright they believed we were assessing MSS as a way to find more places to cut MSS’ budget. It is a good reminder that MSS staff members often walk a fine and delicate line between the students and WSU administration and they are constantly trying to bridge that communication gap. It is not an easy position in which to be. The good news is that students who utilize MSS appear to trust its staff members. This trust was surely built through hard work based on student advocacy over time. Students would like to see a stronger push to advance the voice and face of MSS within the larger university community. Specifically, MSS could help train mainstream WSU students to answer questions like the following in multi-racial hiring committee settings: “How do your racial identity and comfort level influence the people you study or work with, especially the people of races other than your own whom you face in a job interview or who later you supervise?”
In closing, WSU and MSS can be very proud of the work being accomplished and the relationships MSS has built with students, faculty, staff, administration, alumni, and the community at large. In many ways, assessing MSS was very challenging because there are a lot of complexities associated with an office that is very entrenched in serving not only communities of color, but all WSU students. Complexities aside, the CAS review team had many wonderful discussions about the inner-workings of MSS and appreciation for its work deepened with each one. The following ratings and worksheets provide much more detail about our assessment of each of the 14 standards as this summary concentrated more on the big picture. The review team spent considerable time and energy identifying MSS’ discrepancies, strengths and areas where it can improve. With this information now in hand, the review team recommends that MSS leaders determine which items merit follow-up, develop corrective actions, and assign tasks to accomplish those actions (work forms B and C).

Methodology
In preparation for this assessment, staff members in Multicultural Student Services compiled many reports, brochures, and other supporting documents that provided valuable background information for each of the review standards. These documents were stored in a large, three-ring binder that was kept in the MSS administrative suite and made accessible to all review team members.

The assessment process occurred over a three-month term (February through the first week of May). The review team met every Monday morning during this period to discuss assessment strategies and review findings. The committee was divided into small working groups to conduct research, develop the initial ratings, and draft written responses to the questions and criteria for each standard. Once completed, each working group presented its findings to the larger committee where additional input was given and further edits made.

As part of the information gathering process, the review team met with MSS staff members during a regular staff meeting. Additional meetings were held with various student groups including the African American Student Center mentors (approximately 10 students), Chicana/o Latina/o Student Center mentors (approximately 15 students), students in the Asian American & Pacific Islander Student Center during the noon hour (approximately 20 students) and the Talking Circle group (approximately 17 students). Aside from these group meetings, some review team members met individually with approximately 40 students.

CAS Review Team
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