

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

Focus Area: Diversity Education and Leadership Development

Leader(s): Robert Clay

Implementation Year: 2019-2020

GOAL 3: Establish and promote the Male Success Initiative as the premiere pathway to increase the enrollment, retention and graduation rates of first year and transfer men of color.	
Objective 1:	Develop effective programming for the Male Success Initiative to impact participant engagement, retention, and academic success.
Action Items	<ul style="list-style-type: none"> • Expand current and previous programming to attract and engage more eligible students • Establish the MSI on campus as a formidable group of impactful students committed and proud of their accomplishments and pursuit of excellence • Identify and secure engaging and impactful speakers to facilitate or reinforce topics associated with program tenets, for monthly meetings and workshops
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	<ul style="list-style-type: none"> • Post-program surveys to assess participant satisfaction and level of knowledge increase through MPACE • Number of attendees at each program, and trend of attendance throughout the term • Program attendees' end-of-term academic results (GPA achievement) compared to previous terms and compared to program non-attendees. • Persistence data analysis of MSI participants and program attendees, compared to non-MSI participants and non-program attendees.
Responsible Person and/or Unit (Data collection, analysis reporting)	<ul style="list-style-type: none"> • Coordinator, Male Success Initiative
Milestones (Identify Timelines)	<ul style="list-style-type: none"> • Develop programming calendar for the fall and spring terms • Secure fall and spring program topics and workshop facilitators • Coordinate and finalize all fall and spring off-campus excursions • Create program and semester feedback surveys • Distribute program surveys per program activity • Distribute end-of-term fall and spring survey • Analyze all assessments for fall and spring semesters
Desired Outcomes and Achievements (Identify results expected)	<ul style="list-style-type: none"> • Participants will create and promote their presence on the GSU campus, establishing themselves as a recognized and desirable group • Compared to non-MSI participants, a higher percentage of the MSI participants will have registered and actually returned for the spring 2020 and fall 2020 terms • Most or all of the MSI participants will have attended MSI programming, and provided feedback about the programming to determine effectiveness and impact.

	<ul style="list-style-type: none"> Participants will be empowered and committed to recruiting other eligible males to participate in the MSI.
Achieved Outcomes and Results	<p>The majority of the applicants noted “academic success” as their top goal, with some stating longer-term goals that included career-related success, building a solid network, and being more in-tune to who they are personally.</p> <p>While it varied between the applicants, the most common response dealt with achieving personal accomplishments and having a solid work ethic to achieve them. Some defined success as “being able to” do whatever they want to do (financially), whereas some also included the ability to be able to give back to others less fortunate.</p> <p>Participant responses ranged from meeting other like-minded students as well as influential, successful men to helping contribute to the display of a better example of male students of color, to gaining new knowledge and ways of thinking, to simply getting more involved on campus. A few also indicated that they expected to get help from returning, more senior students, who they could depend on and trust.</p>
Analysis of Results (Where outcomes met? Exceeded? Progress towards goal)	<p>Currently, as a result of the M2C3 survey that assess male student engagement and experiences conducted Fall 2019 as well as interviews and subsequent mid-term meetings, it was determined that the MSI participants were interested in being mentees and being mentored as well as meeting people in their respective fields to increase their chances of achieving ‘greater success.’ We will invite males of color from on- and off-campus to consider connecting with the MSI participants, to get a real feel of the value of mentorship. A formal mentoring component will be further explored throughout the upcoming academic year, which will require interest among the staff, faculty, and administration, followed by structured training for all involved. However, programming such as the Annual Fall Retreat and Men’s Leadership Summit will look differently due to the impact of COVID-19.</p>

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Objective 2:	Promote and support the Dual Degree Program, and any male of color (MOC) initiative at the respective community college campus, as model pathways to the baccalaureate degree for transfer students.
Action Items	<ul style="list-style-type: none"> Coordinate with the DDP Transfer Specialists to organize periodic campus visits to promote the DDP and/or CCP MSI Identify campus liaisons at the CCP to reach out to students to inform them about the DDP. Encourage eligible DDP participants to consider participating in CCP MOC programming. Encourage eligible CCP-MSI participants to consider participating in the DDP Participate in CCP DDP programming and activities to meet DDP and MSI students, to promote awareness of the GSU-MSI partnership.

<p>Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)</p>	<ul style="list-style-type: none"> • Coordination between the CCP personnel and the DDP STA to schedule campus visits for MSI/DDP information meetings • Access or the ability to promote both programs (DDP & MSI) to current eligible students at the partner institutions • Analysis of the number of new students who attend programs at the CCP • Analysis of number of students who express interest in the DDP and/or MSI • Analysis of students who qualify for and enroll in the DDP
<p>Responsible Person and/or Unit (Data collection, analysis reporting)</p>	<ul style="list-style-type: none"> • Coordinator, Male Success Initiative • DDP Transfer Specialists
<p>Milestones (Identify Timelines)</p>	<ul style="list-style-type: none"> • Develop CCP programming calendar for the fall and spring terms • Facilitate one information session per term at each partner campus • Facilitate one Strengths Assessment workshop per term at each partner institution with an established MSI-like program for all program participants • Create, distribute, and analyze feedback surveys per program activity
<p>Desired Outcomes and Achievements (Identify results expected)</p>	<ul style="list-style-type: none"> • More students, specifically males of color, will have become aware of, and registered for, the Dual Degree Program at the respective partner institutions • More CCP students, specifically males of color, will choose to transfer to Governors State University as a result of the exposure to the DDP, MSI, and GSU as a viable transfer option.
<p>Achieved Outcomes and Results</p>	<p>Partnerships with the Community College partners were not as productive in the final year of the grant. Administration and staff changes at the community colleges resulted in a loss of clear liaison assignments and engagement with students at the CC campuses.</p> <p>The most engaged campus was South Suburban College (South Holland, IL), which welcomed the MSI Coordinator to campus several times throughout the 2018-2019 academic year to engage with students. Moraine Moraine Valley (Palos Hills, IL) was the least engaged, as there was little to no communication between the MSI Coordinator and the MVCC liaison throughout the entire year. Kankakee Community College (Kankakee, IL) invited the MSI Coordinator to campus to solicit students for the MSI program as well as the DDP, but there was only one opportunity during the campus' Welcome Week activities. Joliet Junior College (Joliet, IL) also collaborated to provide access to students with the MSI Coordinator and the DDP Transfer Specialist.</p> <p>Overall, outreach has been minimal and ineffective, due to limited interaction on behalf of the CCP.</p>
<p>Analysis of Results (Where outcomes</p>	<p>The structure of the outreach portion was not embraced and supported by the CCP's. Lack of communication with the liaisons made it difficult to engage</p>

<p>met? Exceeded? Progress towards goal)</p>	<p>with the students of the CCP's, especially those without a formal SMI-like program on the campus.</p> <p>The biggest success was the collaboration between the DDP Transition Specialists and the MSI Coordinator to find ways to penetrate the CCP campuses. The Coordinator was able to use the leverage and campus presence of the DDP-TS to set up tables, coordinate room presentations, and cross-promote the two programs and their opportunities. Challenges included communication with the CCP liaisons, getting any kind of momentum (familiarity) with the CCP students,</p> <p>To be more successful with the outreach portion in the future, there needs to be a partnership with an established student entity already on the campus, or a specific department, such as Multicultural Student Affairs, along with an effort to align academic calendars for planning purposes to coordinate and attend events throughout the semester and year. Generally, male students of color are not aware of the opportunities afforded to them, and some staff/offices do not have a consistent and/or effective strategy to connect with them.</p>
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