

Male Success Initiative Students' Development of Transitional Skills

Male Success Initiative (MSI) – Student Affairs

Step 1: Student Learning Outcome

Male Success Initiative (MSI) students will develop life skills to assist in their transition to campus.

Step 2: Methods and Measures

Male Success Initiative-Fullerton is dedicated to supporting and advancing the potential of undergraduate men of color by providing tailored programming and services that empower brothers with the skills and knowledge needed to foster success through their academic journey. The MSI-Fullerton Scholars program consists of first time, first year students that self-identify as men of color. Scholars are required to attend an academic coaching session that focuses on first-year transition advising at the beginning and end of the semester. Indicators of how well students are transitioning into the college environment include students' academic, social, and emotional experiences with data collected using a Coaching Form. Academic coaches (MSI staff) complete pre and post Coaching Forms using a rubric to identify student's development of key life skills, to include, academic skills, personal life skills, co-curricular/social skills, accountability, emotional wellbeing, and ability to establish a brotherhood. The form also identifies areas of support needed. Additional data, such as GPA, retention, and persistence rates, is gathered to further monitor students' transition.

Workshops are also held to promote skills essential in supporting men of color as they navigate and transition through their academic journey. Topics are designed to assist students in gaining self-awareness, communication skills, critical thinking skills, problem solving skills, and opportunities to network. Data is collected via a post workshop survey.

Step 3: Criteria for Success

- 80% of scholars will enroll in their second year at CSUF.
- 80% of scholars will increase their life skills that assist in their transition to campus by at least one ranking.
- 80% of participants will agree to have gained life skills.

Step 4: Results

Sixteen MSI Scholars from the 2018 cohort participated in the academic coaching sessions during the fall 2018 and spring 2019 semesters. Staff facilitated the meetings with the students for 45 minutes to an hour and completed a pre-and post-coaching form for each scholar. Analysis of coaching forms revealed the following:

- 16 scholars (100%) enrolled in their second year at CSUF ((as of July 2019).
- Although data from the coaching forms was collected, no students demonstrated an increase in their life skills. Interestingly, 8 students demonstrated a decrease in at least one area.
- No data was collected from post-workshop surveys *

*Due to the department focusing efforts on best supporting the Scholars programs and reformatting the workshop series, assessment for workshops was not completed.

Step 5: Improvement Actions

Overall, only one out of the three criteria of success were met for this academic year. Several areas for improvement were identified as follows:

Coaching Form Process:

- Although this year's coaching form was enhanced from last year's form, the department noticed that there needs to be a norming session for the staff involved in the coaching sessions. This norming session will allow the staff completing the forms to better understand not only the process for completing the forms, but also normalizing the rubric so that each student is rated with similar expectations. A norming session will also unify the data collection process.
- The department also hopes to follow-up throughout the year with staff completing the coaching forms in order to catch any needed issues and understand how students are transitioning throughout the year. This will allow for any issues to be addressed earlier and for development to be best supported in a formative manner.

Supporting Life Skill Development:

- Better preparing students with regard to how they balance their time and acclimate to life as a college student. This may be done by placing greater emphasis on attempting not to overload themselves.
- Another goal is to present the six (6) life skill categories to the students directly so that they understand what life skills are and how the program plans to support them in developing them. The hope is that students can make intentional decisions to improve these life skills and have tangible ways to demonstrate (e.g., for academic skills, student A uses a notebook to keep notes after the first coaching session but by the second coaching session switches to using Google Drive to store notes and keep himself more organized).
- Better preparation and a more strategic and interactive training will be developed for the new mentors. The interactive training will help mentors to understand MSI-Fullerton procedural items and how to effectively evaluate student's progress.

Workshops:

- This year no data was collected from the workshops due to various department needs. Data will be collected from workshops during the next academic year.
- The department plans to develop a unified and embedded survey to be distributed after each workshop. This survey will be developed in summer of 2019.