FALL 2013 FUTURE SCHOLARS PROGRAM
AND LINKS MENTORING PROGRAM

This report provides an overview of a satisfaction based survey that was conducted via CampusLabs by the Future Scholars Program regarding the Future Scholars Program and the LINKS Mentoring program and services. The students were notified and given two weeks to complete the survey. A total of 14 students completed the survey. All questions and answers can be found in the appendices.

Future Scholars Program

Regarding the quality of Future Scholars Program, results of data analyzed show that students rated a majority of each category good or excellent. Leadership Training could be improved from the 25% neutral rating, and Workshops could be improved from the 16.67% neutral rating.

In order to enhance the advising component, personalized advising was offered through the program’s Advising Week. The Future Scholars Program in collaboration with the Academic Advisement Center conducted three advising workshops to provide resources for students on understanding general education policies. Students were required to attend a workshop before meeting with the Future Scholars staff for advising. Students were also asked to submit grade cards as part of the program’s early warning system for academic success. There was a significant amount of positive responses for the quality of advisement week; however, there were 12.5% of respondents who rated the grade card system as neutral. Additional assessment may be needed to fully understand why grade cards are not perceived as useful or beneficial to the students in the program.

Regarding the HIP (High-Impact Practice) experience, 9 students completed Community Service/Volunteerism, 3 students were enrolled in a University 100 class, 2 students participated in Internships, one student participated in Study Abroad, and no students were involved in Undergraduate Research (see Figure 3).
Recommendations:
Through the collection of data, common themes for recommendation include: offering a variety of available hours to participate in workshops/meetings, offering more networking events, increasing opportunities for learning about high-impact practices, and increasing financial assistance.

LINKS Mentoring Program (LMP)
The goal of the LINKS Mentoring Program is to prepare students to network within the CSUF community. LMP includes activities such as: academic and social workshops, leadership training, and the opportunity to develop a network with students and faculty/staff. The program recruits undergraduate students to volunteer as mentors throughout the CSUF campus. In fall 2013, 6 student mentors, 46 faculty/staff mentors, and 93 mentees participated in the LINKS Mentoring program (see Figure 4).

LINKS Mentors and mentees meet bi-monthly, while Faculty/Staff Mentors and mentees meet once a week. The Links Mentoring Program has two offices located within Student Academic Services. Part of the program encourages campus involvement, thus some meetings take place in different locations across campus to increase awareness of the variety of campus resources.

Regarding the quality of the mentorship component of the Future Scholars Program, results of data illustrate an overwhelming satisfaction of both the LINKS Peer Mentors and the Faculty/Staff Mentors (see Figure 5). It is important to recognize the 8.33% neutral rating for student mentors. This could be due to the high ratio of student mentors to mentees or a lack of training of the student mentors.
In the LINKS Mentoring Program, 5 respondents answered that they would not make any changes; however, a few respondents stated that they would like to have a variety of various spaces to hold mentor/mentee meetings and would like to meet with faculty/staff mentors more frequently.
This report provides an overview of the Future Scholars 2014 Spring Retreat which took place February 12, 2014, at the Titan Student Union. All students (N=93) in the different scholarships programs under the umbrella of the Future Scholars Program (AB 540 Book Scholarship, EOP Book Scholars, Future Scholars, HEEF, TELACU, and William Hernandez) were invited to the retreat and over 60 students (71.43%) attended. The retreat agenda consisted of an icebreaker activity, student speaker, a keynote speaker, academic coach, “Finding My Role as Mentee” activity, spring requirements presentation, and a Q&A session.

Results of data analyzed show that almost all students (N=38, 97.44%) considered the overall quality of the retreat as good or excellent (see Figure 1).

In particular, almost half of students (N=20, 48.78%) commented that having an opportunity to interact with other scholars during the retreat is the most enjoyable aspect of the retreat (see Figure 2). Congruently, 17 students out of 37 (45.95%) answered they recommend this retreat because of an opportunity to interact with others. Moreover, more than three-fourths (75.61%) of the students valued the information/advice received from speakers and program staff.

Most of all, 100% of respondents answered that they would recommend having a retreat again in the future.

Even with high positive responses on the retreat and over 71.43% participation, one issue could be reviewed. 7.69% of students responded Poor and A Little Poor, and 23.08% Neutral on the time/date of the event. Due to diverse academic schedule of students, it would be challenging to find a time and a date that all scholars can attend. Because increasing student participation is critical for the success of the program, extra effort is necessary to find a time and date for the event so a greater portion of scholars can attend.
PRESIDENT'S SCHOLARS PROGRAM
PEER MENTOR/MENTEE EVALUATION

This report provides an overview of a satisfaction survey that was conducted by the President’s Scholars Program regarding the Peer Mentor Program. The students were notified and given two weeks to complete the survey. A total of 29 students completed the survey (10 mentors and 19 mentees). The evaluation was mostly open-ended responses from the participants.

Regarding the quality of the Peer Mentor Program, results of the data showed that 17 mentees (89%) viewed the program as meeting their expectations; while 6 mentors (37.5%) said they would be willing to serve as a mentor next academic year. The reasoning most stated for not willing to serve as a mentor again was increased academic requirements for upperclassmen the following semester.

Mentors

Out of the 16 mentors, only 10 completed the evaluation (62.5%). The mentors provided answers for several areas of advice requested from their mentees (Figure 1).

All respondents answered that they received enough training and resources to adequately begin their peer mentorship process; additionally, all respondents felt a sense of accomplishment in their mentorship experience (ex. Assisting mentees with getting involved with campus life/student organizations).

Recommendations

The mentors were repeatedly asked via email from the Peer Mentor Lead (student) to complete the survey. This survey would be more likely to be completed if the survey was administered by the department rather than the student leader.

In the narrative comments regarding improvements to the program, mentees asked for more formalized contact with their mentors. This could be accomplished by having the department create programmatic opportunities to engage mentors/mentees each month. Multiple mentors also shared the same sentiments regarding formal programming. This issue is being addressed as the program is being developed for the fall. Additionally, the survey should be created and conducted by the department, rather than the student Peer Mentor Lead.
PRESIDENT'S SCHOLARS SENIOR SURVEY 2014

This report provides an evaluation of a survey that was completed by 9 President’s Scholars Seniors (100 %). The students were notified and given two weeks to complete the survey.

Background Info

The survey shows (see Figure 1) that all students completed their degree but in various length of time due to enrollment status and program of study. Seven (77.78%) began as freshman and 6 students completed their program within 4 years and one student within 5 years. Two (22.22%) are veteran (transfer) students and all students completed within 2 years.

The survey shows diversity of age among the scholars. Figure 2 shows although most students are populated in ages 22 to 23, one student is 20-21, one student is 26-28, and one student in 29-31 ages range.

One item that may need to be revisited is completion of the University Honors Program. Only two students (22.22%) completed the University Honors Program. The reasons for not completing the program are: too much additional work (2 students), schedule doesn’t allow (3 students), no desire to complete the senior honors project (1 student), and no reason, (1 student). Veteran transfer students are not able to participate in the program.

Financial

All students had additional means of financial assistance, such as financial aid, scholarships, student loans, military benefits, and parental assistance, in addition to President’s Scholars benefits (see Figure 4).
In addition to the extra financial assistance, 8 (91.66%) students had one or more forms of part-time employment. Furthermore, the results illustrate that the majority of student employment occurred off-campus. Further investigation is needed to ascertain the reasons for the lack of on-campus employment in this group. Possible explanations could be availability of positions or knowledge of on-campus employment opportunities.

Qualities of the President’s Scholars Program
The survey shows (Figure 6) that most students strongly agree or agree regarding the question of the qualities of the President’s Scholars Program contribution in: academic excellence, a timely graduation, community service, leadership, mentorship opportunities, and the Titan Experience.

All students responded yes to the question, “If you were able to do it all over again, would you have accepted the offer to be a part of the President’s Scholars Program?” Some additional comments were:

- “There are great people involved in this program. I hope to see it go on in the future. It was an amazing opportunity to be a part of the program, and I’ll be forever grateful for it.”
- “I owe my entire undergraduate education to this program and without this program I would not have had the college experience that I was blessed to have.”
PRESIDENT’S SCHOLARS 2014 EXEC BOARD RETREAT

This report provides an overview of the President’s Scholars 2014 Executive Board Retreat which took place January 13, 2014 at Verne Wagner’s (donor) residence. The retreat was planned by the co-presidents of the President’s Scholars Student Association. The retreat focused on semester planning, the creation of semester goals, reviewing the *Ten Truths about Leadership*, and officer responsibilities. The staff allowed the presidents to plan and execute the retreat; however the staff attended to the retreat to assist with the facilitation of discussion. Six of the eight (75%) officers on the executive board were in attendance.

Satisfaction of Topics and Location

Overall, there was a positive satisfaction of the retreat icebreaker, the workshops being enjoyable, semester planning workshop, and the food and location selected. The students that planned this event had previously asked for opinions on location, food, and workshops from their peers and were therefore more likely to provide satisfactory results.

Mixed Results

There was a discrepancy in the opinions of several items of the retreat agenda. The advisors were able to determine that this discrepancy is due to a lack of preparation by the student leaders. In the staff’s opinion, they provided an average retreat for their peers, but the hopeful outcomes by letting them take ownership of the retreat did not materialize.

Recommendations: In the future, this retreat will be planned by President’s Scholars staff with some input from the student constituents. Learning outcomes will be established before the event, and the President's Scholars staff will facilitate the retreat.
PRESIDENT’S SCHOLARS 2014 GENERAL RETREAT

This report provides an overview of the President’s Scholars 2014 General Retreat which took place January 25, 2014, at the Juniper 111 Conference Room in Residence Life. The theme of this retreat was Teamwork and Involvement. The retreat focused on ways to be involved on campus and focused on the Titan Experience. Goals were also set by the students on how to assess their collective involvement on campus.

All President’s Scholars were required to attend this retreat; however, some exceptions were granted (with makeup days). The survey was conducted via evaluation forms at the conclusion of the retreat. 46 students completed the survey out of the 52 who attended the retreat (88%). This margin of completion was due to a few students being excused early for work or family obligations.

Results of the data (Figure 1) showed an overwhelming positive response to the retreat (93.48%). There were 3 students (6.52%) who rated the retreat being neither positive nor negative.

In particular, the respondents enjoyed the guest speakers. The speakers were Softball Coach Kelly Ford and Student Leadership Institute Facilitator Serena Cline (New Student Orientation). Both speakers discussed being involved on campus, why teamwork is important, and how to inspire others on your team. There were a few negative comments regarding satisfaction of the food. It was suggested that sandwiches were served at too many events.

Important Notes

This year’s retreat structure had been altered from previous years. Previously, the spring retreat reviewed program requirements and upcoming events incorporating large group activities. The programming this year was conducted to incorporate the Titan Experience portion of Division of Student Affairs Strategic Plan. Program staff aimed to provide avenues to increase participation in campus organizations, events, and leadership. An end of the semester assessment will be conducted to measure if any increase occurred. Small group activities (breakouts) were utilized to create a more team-oriented and intimate atmosphere among attendees.
**PRESIDENT’S SCHOLARS 2014 STUDENT INVOLVEMENT**

This report provides an overview of the President’s Scholars 2014 Student Involvement Survey. This survey was conducted electronically via Google Docs. The survey was designed to assess which events (social & service) scholars participated in, how many service hours scholars completed during the semester, extracurricular involvement, and if there were any distinguishing awards or distinctions scholars received. As the program strives to incorporate the full Titan Experience and fulfill the core tenants of the program: academics, leadership, mentorship, and community service, it was important to assess each scholar individually as well as a collective group.

**Community Service Hours**

Figure 1 illustrates the amount of community service hours as reported by the President’s Scholars. Scholars completed 365.5 hours of community service at official President’s Scholars Student Association events. They conducted another 1,372.5 hours individually (some were completed through other CSUF student organizations).

**Scholar Involvement**

Figure 2 illustrates the percentage of students who participated in activities outside of the President’s Scholars Program. The most significant detail of this analysis is that 98% of President’s Scholars participated in a high-impact practice. The program prides itself on student involvement and utilizes such statistics in outreach and recruitment strategies as well as encouragement of current scholars.
On-Campus Involvement
President’s Scholars can be seen actively participating in student organizations, leadership positions, and all areas of campus life. As the list would be exhausting to display in its entirety, below are a few examples of where scholars are investing their non-academic hours while at Cal State Fullerton.

Scholar Recognition and Achievement
President’s Scholars have been awarded recognition for outstanding achievements in their college, organizations, and community. This is just a small list of the many achievements scholars attained this academic year.

Student Organizations
- Rotaract
- Philippine-American Student Association
- Alpha Chi Omega Sorority
- CRU
- Accounting Society

Sports
- Softball
- Men's Soccer
- Women's Soccer
- Men's Club Volleyball

Elected Leadership Positions
- ASI Board of Directors, Natural Sciences and Mathematics
- President, Business ICC
- President, Rotaract
- Vice Chair, Natural Sciences and Mathematics ICC

Achievements
- Research Presentations
- Dean's Lists
- Applied Security Analysis Program
- Health Professions Scholarship Program with the U.S. Army
- CSU Washington D.C. Program
This report provides an overview of the President’s Scholars 2014 Student Satisfaction Survey. This survey was conducted electronically via CampusLabs, Inc. over a two week period during mid-March and early April. The survey was designed to assess student satisfaction with the President’s Scholars Program—this includes satisfaction of academic advisement assistance, social events, community service events, mentorship opportunities, alumni interaction, student-centered space, program staff, and overall expectations of the program.

There were 44 respondents (71%) who responded to this survey. The results illustrate that a majority of students were satisfied with the President’s Scholars Program (Figure 1). The 5% of respondents (2 students) who did not have their expectations fully met did not provide reasoning for their opinions.

Satisfaction of Benefits

There were several key pieces of satisfaction to assess as related to the benefits of the program. These benefits and opinions are shown in Figure 2 below.

It is important to note that Figure 2 illustrates Priority Registration, Letter of Recommendation from CSUF upper management, and diploma notation as the top three most important benefits of the program. Academic Advisement and a Community of scholars are also perceived as important. The University 100 class had mixed results with some respondents stating it was slightly important or unimportant, rather than extremely or very important. This could be furthered assessed by conducting an additional survey of all current University 100 enrollees.
Satisfaction with Experiences
The President’s Scholars Program aims to provide a holistic, student-centered (Titan) experience. The program encourages participation in alumni/student events, community service, leadership development training, campus events, and athletics events. Figure 3 illustrates satisfaction per category of student-centered events.

It is important to note that there was more opposition to the importance of the President’s Scholars Program promoting athletic events. This academic year the program created 2 opportunities for such events: Homecoming and President’s Scholars Night at the Softball game. The program encouraged participation at both events to emphasize the important of the Titan team and experience. These types of events may need to be reevaluated in the future based on these results. Community Service ranked very high (86% Extremely/Very Important). This was to be expected as one of the core tenants of the program is service to others and the community. Campus Events and Alumni/Student results had more mixed/balanced responses among respondents.

Qualitative Data and Additional Comments

- “Introduction of other scholarship programs seems to have had an impact on the PS program.”

- “When I first found out about the program, I thought it would just be a check every semester. That alone would have obviously been wonderful, but the program is so much more than that. I have met so many amazing new people and have had the opportunity to participate in some incredible events. I cannot express in words what this program has meant to me and I can’t recommend it highly enough!”

- “I know everyone’s experiences within the program are different, but for me, this program has been life changing. It has cultivated me as a leader and has supported me both academically and personally. I have purposefully inundated myself within the program to really make the most of this experience.”

- “Thank you for everything! I look forward to a bright future in this program.”