HIGHER EDUCATION COORDINATING COMMISSION

SB 860 CAREER AND MENTORING PILOTS:
Final Program Frameworks

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SB 860: CAREER MENTORING PILOT PROGRAM FRAMEWORKS

Two institutions were selected for a competitive grant per SB 860 to pilot a career and advising mentorship coordinator program, and they are Oregon State University and Western Oregon University. Grantees were selected for pilot programs based on cost-effectiveness, existing infrastructure to fulfill program goals, ability to serve students from traditionally underserved populations, and infrastructure capacity. A rubric with the selection criteria is available in the interim report to the Student Success and Institutional Collaboration subcommittee.

Funds will be distributed to the two universities for pilot programs by the HECC to coordinate campus resources pertaining to: academic advising, career services, and alumni networks or foundations for the benefit of students. The pilot programs and the HECC have prepared this joint report on program frameworks for the 2016 regular session of the Oregon Legislature. In addition, the two grantees and the HECC will jointly report on results of the pilot programs to the 2017 regular session of the Oregon Legislature.

OREGON STATE UNIVERSITY: ALUMNI CAREER PLACEMENT PILOT PROGRAM

HECC will provide OSU up to $243,180.00 ("Grant Funds"); $225,000.00 for proposed activities and $18,180.00 to facilitate a statewide conference which are described in Appendix A.

BACKGROUND

In 2015, the Legislature passed Senate Bill (SB) 860, which funds an Alumni Career Placement Pilot Program. The bill provides $427,500 to the Higher Education Coordinating Commission (HECC) to establish a career placement pilot project at one of the state's larger institutions (Oregon State, University of Oregon, Portland State) and at one technical or regional university, "TRU" (Oregon Tech, Western Oregon, Eastern Oregon, Southern Oregon), on the basis of their responses to a request for proposal developed by the HECC. On November 25, 2015, HECC announced the solicitation for responses and proposals for the SB 860 Coordinator Pilot Project.

PROPOSED COORDINATOR PILOT PROJECT

Oregon State University is developing an academic ecosystem that engages the entire university network in the support of student success and employability. A key component of this ecosystem is providing students access to career services, particularly given the growing diversity of our students and the rising population of online learners we serve. With this submittal, OSU proposes to establish one full-time equivalent position dually reporting to the Director of the Career Development Center and the Director of OSU Alumni Career Services. The Online Professional Development Coordinator position would be responsible for:

• Mapping current online career services programs and conducting a gap analysis, with specific attention to the deployment of alumni in providing mentoring services;

• Continuing to develop, procure, and offer training to an engaged network of alumni interested in mentoring students who are seeking employment and internship opportunities across the entire spectrum of degrees offered by OSU;

• Creating and implementing a comprehensive system of metrics to monitor the effectiveness of OSU's online career services programs for Ecampus and on-campus students, with specific attention to the deployment of alumni in providing mentoring services;

• Providing technical assistance to other universities and community colleges that are interested in implementing online career services programs that have significant alumni engagement; and

• Developing new systems and programs to extend to online and on-campus students in order to take full advantage of OSU's statewide, national and international footprint.

BENEFIT

This position will build on existing online services being offered through our customized communities (colleges and majors) by expanding the services and events offered, the number of students served, the number of OSU alumni participating as mentors, and the times and locations these services and events will be offered. As a result of coordinating and expanding these offerings, OSU intends to serve our students more efficiently, connect more students with alumni, and offer events and services in a manner and mode through which students prefer to receive communications, events, resources, and services.

BEST PRACTICE SHARING

WOU and OSU, the funding recipients, are committed to working together to share our findings as we implement our respective programs. In addition, at the conclusion of the funding period, we will host a statewide conference during which we can share the outcomes of the pilots and our recommendations for implementation and best practices at other institutions.

WESTERN OREGON UNIVERSITY: CAREER ADVISING & MENTORSHIP OPPORTUNITIES PILOT PROJECT

HECC will provide WOU up to $184,320.00 ("Grant Funds"); $166,140.00 for proposed activities and $18,180.00 to facilitate a statewide conference which are described in Appendix B.

GOAL

WOU's long-term goal is to provide every student with career services and mentorship opportunities based on their individual needs and developmental stages. Such a comprehensive and widespread program requires the development of a smaller pilot program that can be fine-tuned through the use of an iterative cycle that (1) identifies student needs, (2) designs and implements a program based on those identified needs, (3) conducts ongoing evaluation of the pilot program through student feedback, and (4) engages in a continuous improvement cycle to monitor alignment between student need and program delivery.

PROGRAMS INVOLVED

Through the development of this pilot program, WOU proposes to reach 500 undergraduate students (10% of its undergraduate enrollment). To ensure that students from traditionally underserved populations are assisted, the following programs are committed to participating in the pilot:

- Student Enrichment Program (target n = 210);
- Abby's House, Center for Women and Families (target n = 10);
- Academic Advising and Learning Center (target n = 225); and
- Alumni Relations Office (target n = 25).

OBJECTIVES

The objectives of the proposed pilot program are as follows:

1) Identify and hire a Coordinator for the pilot project.
2) Conduct a student needs assessment through the above-identified programs (SEP, MSSP, Abby's House, AALC, Alumni Relations) to determine student needs and preferred delivery mechanisms for career advising and mentorship.
3) Identify mentorship and practicum opportunities and develop a centralized resource for disseminating this information.
4) Expand alumni networks providing mentorship opportunities.
5) Use an iterative process in which students in the identified programs engage in the activities and provide feedback for improvement.
6) Create a sustainable system for all students to have the opportunity to access career advising and mentorship opportunities.

The Research Institute (TRI) at WOU will provide evaluation services for the pilot program including the design, implementation, and analysis of the needs assessment; ongoing focus groups with targeted populations to assess usefulness of any developed resources; and pre and post surveys gauging the awareness level of the targeted student groups about WOU's career services and mentorship opportunities.

INFRASTRUCTURE SUPPORT

Understanding that students with clear career goals are more likely to remain in school and graduate, WOU's Retention Committee will serve as the infrastructure support for this pilot program. Comprised of representatives from the AALC, SLCD, Student Enrichment Program (SEP), Multicultural Student Services Program (MSSP), Alumni Relations, Financial Aid, Admissions, Faculty Senate and Student Affairs, the committee will oversee all phases of the design, development and implementation of the program.

PROPOSED TIMELINE

The pilot project will have four stages:

- **Planning** (January – March). Search for and hire Coordinator. Conduct needs assessment (pre-survey with students, alumni, faculty/staff and employers), conduct analysis of data, and gather knowledge and resources to design a program that both fits the WOU campus and student population and meets

best practice standards. Meet monthly with Retention Committee in their oversight role. Share framework and implementation plan with higher education committees during 2016 regular session of the Legislative Assembly.

- **Testing** (April – June). Begin development and iterative evaluation of material and strategies; work with departments to identify, coordinate and expand mentorship and practicum opportunities; and match students in identified programs with mentors with careful monitoring, oversight and evaluation by Coordinator. Meet monthly with Retention Committee in their oversight role.

- **Fine-Tuning** (July – September). Engage in refinement and fine-tuning of process, actively reach out to alumni, and plan for full program implementation and student outreach. Continue evaluation with pilot group, WOU staff and mentors. Meet monthly with Retention Committee in their oversight role as part of the development of a sustainable program.

- **Active Implementation** (October 2016 – April 2017). Continue monitoring and development of processes; fine-tune based on evaluation feedback (iterative process). Conduct post survey with pilot group. Present progress report on results of pilot program to higher education committees during the 2017 regular session of the Legislative Assembly. Collaborate with OSU on sharing lessons learned through conference type activities.

ADDITIONAL COLLABORATIVE ACTIVITIES

Western Oregon University (WOU) in collaboration with Oregon State University (OSU) shall facilitate a statewide conference for career mentoring pilot programs. This conference should take place at a mutually convenient time and location but preferably will be held in January of 2017, in advance of the 2017 Legislative session when the results of the pilot programs will be reported.

This conference shall be a public event which includes invitations to Oregon's other public postsecondary institutions. The funding is intended to provide opportunities for those institution's participation at the collaboration conference.

Oregon State University Proposal:
Online Professional Development Coordinator

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Summary

Oregon State University is developing an academic ecosystem that engages the entire university network in the support of student success and employability. A key component of this ecosystem is providing students access to career services, particularly given the growing diversity of our students and the rising population of online learners we serve. With this submittal, OSU proposes to establish one full-time equivalent position dually reporting to the Director of the Career Development Center and the Director of OSU Alumni Career Services. This position would be responsible for:

- Mapping current online career services programs and conducting a gap analysis, with specific attention to the deployment of alumni in providing mentoring services.
- Continuing to develop, procure, and offer training to an engaged network of alumni interested in mentoring students who are seeking employment and internship opportunities across the entire spectrum of degrees offered by OSU.
- Creating and implementing a comprehensive system of metrics to monitor the effectiveness of OSU's online career services programs for Ecampus and on-campus students, with specific attention to the deployment of alumni in providing mentoring services.
- Providing technical assistance to other universities and community colleges that are interested in implementing online career services programs that have significant alumni engagement.
- Developing new systems and programs to extend to online and on-campus students, with particular attention to underserved student populations, in order to take full advantage of OSU's statewide, national and international footprint.

This position will build on existing online services being offered through our customized communities (colleges and majors) by expanding the services and events offered, the number of students served, the number of OSU alumni participating as mentors, and the times and locations these services and events will be offered. As a result of coordinating and expanding these offerings, OSU intends to serve our students more efficiently, connect more students

with alumni, and offer events and services in a manner and mode through which students prefer to receive communications, events, resources, and services.

Response to Specific Submittal Requirements

Proposed number of students expected to be served: In fall 2015 OSU's Career Development Center served approximately 10,000 students through current program delivery methods. This was the first time we measured programming using new metrics. The establishment of the new metrics-based online programming described in the proposal will enable OSU to track our progress and offer regular updates to HECC regarding student participation. We plan to pilot initially programming with 17,000 Ecampus students before expanding to all on-campus students, including OSU-Cascades.

A commitment to providing career services as part of its student advising processes: Academic advising at OSU is decentralized, but reports to the same administrative unit as the Career Development Center. Academic advisors will be key partners to help the Online Professional Development Coordinator market new programming and services to students.

The infrastructure plan necessary to effectively and efficiently fulfill the goals of the pilot program: As documented in our proposal, the collaborative career support structures of the Career Development Center, the Alumni Association, and Ecampus will ensure the success of the pilot program.

The ability to use the pilot program to assist students from traditionally underserved populations: Demographic information on the students who will be served through the program is described in the proposal. A particular population of interest will be Ecampus students, who are 4% veterans, 21% racial minorities, and 42% over the age of 24.

Approval by the University governing board: This proposal has been submitted to the OSU Board of Trustees, which will review and consider it during the December 17th meeting of the Executive and Audit Committee, which is empowered to act on behalf of the entire board.

National Context

According to the Institute for College Access and Success, "Seven in 10 seniors (69%) who graduated from public and nonprofit colleges in 2014 had student loan debt, with an average of $28,950 per borrower" (Project on Student Debt). The *Wall Street Journal* has noted that 2015 college graduates are the most indebted ever (Sparshott, 2015). Given this debt landscape, higher education leaders have called for a new framework for providing evidence of learning that will help students be more employable upon graduation. This framework would better inform students, institutions, alumni, and employers about the alignment between students' experiences and their post-graduation career goals. Newman (2015) notes that "colleges and universities need fresh thinking, commitment across the institution, and engagement with a

broader set of stakeholders beyond the institution to more effectively capitalize on their resources to benefit students and employers" (np).

Alumni mentors, in particular, can help students draw director connections between their academic experiences and skills relevant to the job market. Gallup research has provided evidence that alumni networking and mentorship programs could be one of the most important efforts a university can offer to support the success of its future graduates (Busteed, 2014). Unfortunately, in a 2014 Gallup-Purdue study conducted with the largest representative population of college graduates, only about 2 in 10 (22%) strongly agree they had a mentor who encouraged their goals and dreams.

Universities still have significant work to do in order to ensure that all college students have the career development mentoring and resources needed to succeed post-graduation.

Institutional Context

Oregon State University, founded in 1868, is a land grant institution located in Corvallis, Oregon. OSU houses 11 colleges, 15 Agricultural Experiment Stations, 35 county Extension offices, the Hatfield Marine Sciences Center in Newport and OSU-Cascades in Bend. The university has a physical presence in all of Oregon's 36 counties.

OSU enrolls approximately 30,000 students and delivers nationally recognized programs in areas such as conservation biology, agricultural sciences, nuclear engineering, forestry, fisheries and wildlife management, community health, pharmacy and zoology. OSU students can choose from more than 200 undergraduate and more than 80 graduate degree programs, including over 40 online degrees offered through OSU's Ecampus. OSU also has Degree Partnership Programs (DPP) with all 17 Oregon community colleges.

OSU has been creating distance education opportunities since 1998. OSU's Ecampus, which offers over 900 credit courses in more than 90 subjects, served more than 17,000 students in 2014-15. In partnership with 10 OSU colleges and over 600 faculty members, OSU's Ecampus currently offers 20 undergraduate degree programs, 22 undergraduate minors, and 24 graduate programs.

In support of our institutional strategic goal to provide a transformational educational experience for all learners, OSU has moved beyond a one-size-fits-all learning model in order to offer varied opportunities for our diverse student population. Part of this effort has included an integrated model of customized connections and communities that extend the responsibility of employability beyond the walls of the Career Development Center to university-wide collaborations. By developing an ecosystem that fully engages the entire university network of students, alumni, advisors, faculty, employers, families, and surrounding communities, OSU will meet the career development needs of our diverse student population.

To date, OSU has significantly revised both student academic and career success programs with the understanding that one cannot succeed without the other. In 2014, new leadership at

OSU's Career Development Center (CDC) began to connect existing and new employability initiatives across campus to serve the wide range of colleges and majors through a centralized unit. This unit has raised awareness, provided resources and training, and improved campus wide communications around career development. In fall 2015, the CDC serves approximately 10,000 students through centralized events and a distributed staffing model.

In addition to the centralized resource of the CDC, each of OSU's 11 colleges currently maintains a strong and vibrant career-focused community with numerous discipline-specific and campus-wide offerings available to assist students. The services provided by these communities include counseling students in choosing a major, exploring the world of work, gaining real-world work experience while in school, and learning and utilizing the job search skills and strategies needed to succeed in today's competitive job market. Each college has a dedicated Assistant Director for Career Development who provides college-specific career services at the undergraduate and graduate level. Additionally, Alumni Services and Ecampus have developed positions devoted to serving the career development needs of their respective populations.

Our distributed career services system has been particularly effective in implementing online networking and career fairs that offer assistance on such topics as Natural Resources, Government Employment, and Alumni Networking. Initial offerings of these online events have drawn more students and alumni participants than their on-campus counterpart events. For example, in fall 2015, OSU piloted three online networking and career fair events that were developed to better connect students with alumni. The first online event drew twice as many student and alumni participants compared to the same event offered on-site in Portland.

OSU has sought to be an early adopter of online career resources and services, in addition to the traditional service delivery formats, because of our diverse and dispersed student population. OSU has a population of approximately 30,000 students from all 50 states and more than 100 countries with 22% students of color and 11% international students. OSU's Ecampus served more than 17,000 students in 2014-15. Distance students who enroll with Ecampus are from all 50 states and nearly 40 countries. Approximately 52% of OSU's distance students are women and 25% of distance students live in Oregon. Approximately 60% of students taking Ecampus courses are hybrid students, who also take cou

Western Oregon University
Proposal for ORPIN Opportunity Notice
#525-1001-15

Western Oregon University (WOU) seeks funding to hire a Coordinator for its proposed pilot program to bring together academic advising, career services and alumni services to provide WOU students greater access to career advising and mentorship opportunities. The university's long-term outcome is to provide all WOU students with career advising services that align with their needs and stage of career development. In order to achieve this outcome the university must identify, develop and pilot a system that (1) assists students in identifying their interests and strengths, (2) provides them experiences for building confidence in their career skills, (3) engages students in developing their ability to adapt to changing work environments and (4) fosters networks for students to access mentorship and career opportunities.

Western Oregon University has steadily emerged over time as a leading comprehensive, public, liberal arts institution that is committed to changing lives, strengthening communities and transforming the world. Originally established in 1856 as a normal school, WOU has expanded its core mission to providing a broad-based liberal arts education. With approximately 5,500 students (82% undergraduate and 18% graduate), the university provides 62 undergraduate degree programs and 12 graduate degree programs. Almost one-third (29%) of its student population is non-white and four out of five students (80%) are from within Oregon. Slightly more than 40% of incoming students report being the first in their family to attend college. Additionally, WOU's students have significant financial needs with almost half (47%) receiving Federal Pell Grants (compared to 40% for Oregon public institutions) and 67% relying upon loans (compared to 52% for Oregon public institutions).

Proposed number of students expected to be served: 500
WOU's long-term goal is to provide every student with career services based on their individual needs and developmental stages. Such a comprehensive and widespread program requires the development of a smaller pilot program that can be fine-tuned through the use of an iterative cycle that (1) identifies student needs, (2) designs and implements a program based on those identified needs, (3) conducts ongoing evaluation of the pilot program through student feedback, and (4) engages in a continuous improvement cycle to monitor alignment between student need and program delivery.

Through the development of this pilot program, WOU proposes to reach 500 undergraduate students (10% of its undergraduate enrollment). To ensure that students

from traditionally underserved populations are assisted, the following programs are committed to participating in the pilot:

- Student Enrichment Program (n = 210), a federally funded TRIO-SSS program focused on providing supports for first-generation college students and those from traditionally underserved backgrounds;
- Multicultural Student Services Program (n = 30), focused on providing educational opportunities and services to ethnically and culturally diverse students;
- Abby's House, Center for Women and Families (n = 10), focused on providing educational resources and referrals to promote equity and non-violence, serves a number of students with children as well as those from diverse backgrounds;
- Academic Advising and Learning Center (n = 225), through the exploratory advising track, engages students in identifying and pursuing their educational, career and life goals through personalized learning experiences; and
- Alumni Relations Office (n = 25), focused on connecting WOU graduates with ongoing opportunities at the university (including career services).

Commitment to providing career services as part of student advising process

WOU's Academic Advising and Learning Center (AALC), through its exploratory advising track, provides students with a multitude of resources to guide them through the career decision-making process. These resources include referrals to WOU's Center for Service Learning and Career Development (SLCD) as well as web-based decision-making tools. Through this pilot program, a more formal arrangement between the AALC and SLCD will be established to provide all incoming WOU students, not just those in the exploratory advising track, detailed information about career advising services and mentorship opportunities. Since all incoming students have at least one contact with the AALC, this will help to ensure students increase their awareness about and usage of the campus-based career advising and mentorship services.

Infrastructure plan necessary to effectively and efficiently fulfill the goals of the pilot program

Understanding that students with clear career goals are more likely to remain in school and graduate, WOU's Retention Committee will serve as the infrastructure support for this pilot program. Comprised of representatives from the AALC, SLCD, Student Enrichment Program (SEP), Multicultural Student Services Program (MSSP), Alumni Relations, Financial Aid, Admissions, Faculty Senate and Student Affairs, the committee will oversee all phases of the design, development and implementation of the program.

The goals of the proposed pilot program are as follows:

1) Conduct a student needs assessment through the above-identified programs (SEP, MSSP, Abby's House, AALC, Alumni Relations) to determine student needs and preferred delivery mechanisms for career advising and mentorship.
2) Identify mentorship and practicum opportunities and develop a centralized resource for disseminating this information.
3) Expand alumni networks providing mentorship opportunities.
4) Use an iterative process in which students in the identified programs engage in the activities and provide feedback for improvement.
5) Create a sustainable system for all students to have the opportunity to access career advising and mentorship opportunities.

The Research Institute (TRI) at WOU will provide evaluation services for the pilot program including the design, implementation, and analysis of the needs assessment; ongoing focus groups with targeted populations to assess usefulness of any developed resources; and pre and post surveys gauging the awareness level of the targeted student groups about WOU's career services and mentorship opportunities.

Strengths of WOU's infrastructure

Western Oregon University has a history of strong commitment to the career development of students. The institution has a comprehensive career development office, the Center for Service Learning and Career Development (SLCD), whose mission is to "provide access to transformative experiences, education and counseling that advance student career development and benefit society." The SLCD provides a number of programs and services and is the leader on campus for career development. The office works closely with the Academic Advising & Learning Center (AALC), the Student Enrichment Program and the Multicultural Student Services Program. Through the course of a year, the SLCD provides career counseling to approximately 500 students, workshops to approximately 3,500, and drop-in resume review to another 750. Current SLCD services include:

- access to active engagement by networking with employers and professionals to offer career fairs, Career Connect, etiquette dinners, alumni networking and mock interviews;
- experience through internships, service learning, volunteering, employment opportunities and informational interviewing;
- skill building such as resume writing, interviewing, etiquette and networking;
- information and resources through an updated website;
- WolfLink, WOU's career management software where employers and nonprofits post on/off campus jobs, internships and volunteer opportunities;

- counseling and coaching focusing on self-awareness, exploration, skill building, strategizing and information gathering; and
- job search help by providing assistance on resume and cover letter writing, mock interviews and strategies related to job and internship search**.**

The **WOU Alumni Relations office** has established eight regions with alumni populations of 500 or more active alumni (i.e., those with current contact information). The eight regions include Portland, Seattle, Willamette Valley, Central Oregon, Eastern Oregon, Northern California, Southern California and the Hawaiian Islands. Additionally, the Alumni Relations office has identified alumni spread across Oregon's coastal areas and is working to establish a ninth region of concentration. Each region has volunteers that coordinate communication, host events and provide other services such as mentorship opportunities. Yearly surveys of recent graduates indicate that the graduates' most desired need from the Alumni Relations office is career counseling/placement. Likewise, yearly surveys with alumni volunteers indicate that most are interested in being contacted by students for advice and mentoring opportunities. By strengthening the connection between the SLCD, AALC and the Alumni Relations office, students' access to and use of mentorship opportunities will expand.

WOU requests funding to support a full-time Coordinator of the proposed pilot program whose primary responsibilities will be as follows:

- Coordinate opportunities for student career advising and mentorship available through WOU by
    - identifying current mentorship and practicum opportunities available to students;
    - assisting departments with strategies to incentivize students to participate in mentorships and practicums;
    - creating trainings, outreach, processes and policies that meet best practice standards for alumni to engage;
    - expanding the SLCD's online mentor module that helps facilitate student and mentor connections through a searchable database that provides students the ability to search for mentors that fit their area of interest, live nearby, or otherwise match the students' search criteria; and
    - working with the Alumni Relations Coordinator to expand mentorship networks, usage of the SLCD's online mentor module and increased connections of students with mentorship opportunities.
- Collaborate with AALC Director, SLCD Director and Alumni Relations Coordinator to establish a system for ensuring students are aware of and have access to career advising and mentorship opportunities at WOU.

The Coordinator and proposed pilot program will be housed at The Research Institute to ensure collaboration between Academic Affairs, Student Affairs and Alumni Relations. During the course of the pilot, a permanent reporting structure will be identified through the guidance of the Retention Committee and university administration.

Proposed Timeline

The pilot project will have four stages:

Planning (January – March). Search for and hire Coordinator. Conduct needs assessment (pre-survey with students, alumni, faculty/staff and employers), conduct analysis of data, and gather knowledge and resources to design a program that both fits the WOU campus and student population and meets best practice standards. Meet monthly with Retention Committee in their oversight role. Share framework and implementation plan with higher education committees during 2016 regular session of the Legislative Assembly.

Testing (April – June). Begin development and iterative evaluation of material and strategies; work with departments to identify, coordinate and expand mentorship and practicum opportunities; and match students in identified programs with mentors with careful monitoring, oversight and evaluation by Coordinator. Meet monthly with Retention Committee in their oversight role.

Fine-Tuning (July – September). Engage in refinement and fine-tuning of process, actively reach out to alumni, and plan for full program implementation and student outreach. Continue evaluation with pilot group, WOU staff and mentors. Meet monthly with Retention Committee in their oversight role as part of the development of a sustainable program.

Active Implementation (October 2016 – April 2017). Continue monitoring and development of processes; fine-tune based on evaluation feedback (iterative process). Conduct post survey with pilot group. Present progress report on results of pilot program to higher education committees during the 2017 regular session of the Legislative Assembly.

Ability to use the pilot program to assist students from traditionally underserved populations

With a large percentage of first-generation college, low income, and ethnically and culturally diverse students, it is imperative upon the university to develop a program that

meets the needs of these student groups. The programs engaged in this pilot (i.e., SEP, MSSP, Abby's House) represent students from traditionally underserved populations.

The **Student Enrichment Program (SEP)** provides support for 400 students who are first generation, low income, or who have documented disabilities. SEP is partially funded by a TRIO-SSS grant. SEP currently offers career planning as part of a no-cost, for-credit curriculum available to its students. SEP students are retained at a rate that is 9.63% higher than other first-generation students and 9.61% higher than non-first generation.

The **Multicultural Student Services Program (MSSP)** provides first-generation, low income and culturally underrepresented students with supports to assist them in academic and personal success. Through its On-Track program, the MSSP provides students with peer mentoring, academic/leadership development, and connection to the SLCD program for career exploration and decision making. The MSSP also provides advising to the Multicultural Student Union.

Abby's House, Center for Women and Families serves a number of students from underserved populations, especially those with children.

WOU has identified the programs with the largest concentrations of traditionally underserved students to ensure that diverse students needs and viewpoints are a central component of the pilot program. Additionally, through the exploratory track of the AALC, we are able to target a representative sample of WOU's student population for inclusion in the pilot program. All students participating in the pilot program will be engaged in opportunities for student career advising and mentorship.

Approval by the university governing board
See attached letter of commitment.

Budget request
WOU requests a total of $166,140 to support the development and implementation of the university's pilot program. This program will link academic advising, career services and alumni services in order to provide WOU students greater access to career advising and mentorship opportunities. Over the 15-month period, 500 students will be selected to pilot the new program and provide evaluative information for improvement.

All figures below are based on a 15-month budget.

Coordinator salary ($65,004 1.0 FTE annual salary)	$81,742
Coordinator fringe (OPE)	$39,167
Evaluation services	$ 7,900
Supplies	$ 2,500
Other (dissemination materials)	$ 600
Total Direct Costs	$131,856
Indirect (26% federally approved rate)	$ 34,283
TOTAL REQUESTED	**$166,140**

Long-term Outcome

By the end of the 15-month pilot program, WOU anticipates having a sustainable university endeavor that provides every student with career services and mentorship opportunities based upon their individual needs and developmental stages. Understanding that these services not only help retain students, but also establish strong pathways for lifelong success, WOU has incorporated an evaluative framework into the pilot program to ensure the model (1) links academic advising, career services, mentorship opportunities and alumni relations, and (2) provides WOU students with clear information, resources and encouragement to participate in career advising and mentorship.

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