

# *SSS Male Elite*



**Empower, Support, and Create Leaders!**  
**SAEOPP Conference**  
**August 2, 2012**

# Mission & Vision

The mission of SSS Male Elite is to create a supportive environment to enhance male students collegiate preparedness by providing an intrusive approach through mentorship and leadership by developing their internal, moral, and creative capacities.

## Who We Serve

SSS Male Elite serves first-generation, low income, and/or disabled male students

## Our Educational Philosophy

**Empower, Support, and Create Leaders!**

# Step 2 – Assessment: Using the SWOT to Identify the Problem/Issue

Internal

## Strengths

- Positive effect overall on male student outcomes
- Provide college prep initiatives and courses before they enroll in college course
- Provides leadership skills
- Good collaboration effort among community & faculty

## Weaknesses

- Few examples to model program after
- Lower male high school graduation rates
- Gaining credibility with other post-secondary institutions

External

## Opportunities

- Collaborative efforts among faculty offering our qualified participants priority to enroll in classes
- Large percentage of males entering college underprepared
- Administrative staff, financial resources, & partnerships reaching out to aid students' success

## Threats

- Limited opportunities for training
- Males not participating
- Faculty not assisting

Positive

Negative

# Step 3 - Desired Outcomes

- **Goal 1: Increase male student achievement, retention and graduation rates by 50% within 5 years**
  - Complete career assessments
  - Educate students about STEM programs
  - Form a Summer Bridge Program
  - Incorporate the “Call Me Mister Program”
  - Have faculty complete progress report
  
- **Goal 2: 25% of our male students will pursue careers in STEM and educational programs**
  - Develop a mentor program with professionals
  - Job shadowing program
  - Discuss and educate students on the shift in the employment market
  - Resume and cover letter building workshops; workplace etiquette

# Desired Outcomes

- Goal 3: Create valued and productive leaders and alumni
  - Students to complete community service for 10 hours minimum
  - Participation in Student Ambassadors
  - Financial Literacy
  - Principles of Entrepreneurship
  - Develop self-worth and social environmental expectations

# Research

“Clemson University and Longwood University’s Call Me Mister Program”

The Ohio State University ‘s study on African-American male Retention Success

<http://odi.osu.edu/current-students/bell-national-resource-center/research.php>

“First Generation College Students” Understanding and Improving the experience from Recruitment to Commencement

Clark Atlanta’s Guide to Developing Retention Strategies for Academic Departments and Schools

First in the Family by The Pell Institute

[http://www.luminafoundation.org/publications/first\\_in\\_the\\_family.pdf](http://www.luminafoundation.org/publications/first_in_the_family.pdf)

# Model

## Lawrence - Model for Student Success

A reflective-social-cultural transition model- useful for orientation developmental counseling workshops & leadership development ( gbl, 2006)

- **Reflective practice**
  - Reflection on action/attitudes & behaviors before acting
- **Critical practice**
  - Self-awareness of your own beliefs/value system(s) (domain)
  - Awareness of the critical steps affecting one's transition/retention
  - Learning to balance yourself and the new academic game
- **Social-cultural practice**
  - The transition to college is a cross-socialcultural experience
  - Help students develop/expand self-efficacy in a cross/multi-cultural context



Source: Lawrence, 2005

# Activities

- Mentorship Program
- Job Shadowing
- Tutoring in Math & Science
- Internships with mentors
- Advising Students
- Forming Leadership Opportunities



# Step 5 - Resources

To address the issue of male preparedness for college, the institution should:

## Funds for:

- a. Provide seminars to the faculty and administration to engage the students.
- b. Create activities for male student to engage and motivate them to complete college, i.e. cultural adaptation, work vs. study, and advantages of having a degree, etc.

## Staff

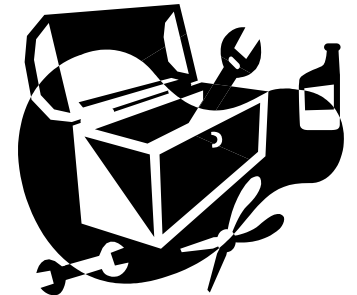
- a. Include school counselor, professors, and administrators as part of a mentoring program.

## Technology

- a. Use social networks and text messages as part of the mentoring program.

## Information

- a. Posters that model self-efficacy with positive messages.
- b. Send information (brochure, documentation) to parents to involve the in the process.



## Curriculum/Instruction

- a. Improve pre-college preparation. (Collaboration between schools and colleges/universities)
- b. Increase of financial aid literacy.
- c. Emphasis in college transition.

## Relationships (Create bridges between....)

- a. Between college and community.
- b. Between college and male organizations.
- c. Between college and student organizations on campus.

# Step 6 - Staff Development

What new skills or information do staff & faculty need in this model?

- **Training**

- Professional Development for mentors
- FERPA
- Diversity Training
- Sensitivity Training for female counselors to assist male students
- Partnership with Upward Bound

- **Skills**

- Leadership
- Communication Skills
- Team Player
- Sensitive to the needs of the sub-population

# Step 7 - Assessment/Evaluation



- **Formative steps**
  - Evaluations of all workshops
  - Grades – Degree audit per semester
  
- **Summative steps**
  - Retention Rate of continuing male students
  - Review of final grades

# The SSS Elite Team

