*Resources.* Assistance for completing this form can be found here: equity.psu.edu/eopc

*Q1.* Program title

Loft Peer Mentor Program

*Q2.* Please choose your campus location.

Penn State Hazleton ▼

*Q3.* Unit

Student Engagement

*Q4.* Office address

*Q5.* Primary program contact name

*Q6.* Penn State email

*Q7.* Phone number

*Q8.* Program category

- ◉ Campus climate
- ○ Curriculum
- ○ Faculty and staff recruiting
- ○ Faculty and staff retention
- ○ Leadership development
- ○ Student recruiting
- ○ Student retention and graduation
- ○ Organizational change

*Q9.* Funding period

- ○ Summer 2021
- ◉ Academic Year 2021-2022

*Q10.* Target number of participants

Please see attached information

*Q11.* Abstract. Please provide a brief description of the program, addressing the rationale, purpose, and intended impact; these should attend to how the program promotes greater equity for historically underrepresented and underserved groups within the University and those groups that have been historical targets of discrimination. Please do not exceed 100 words.

Our campus proposes to continue to support and develop a diversity and inclusion student peer mentor program, which will work in conjunction with our campus's existing diversity and inclusion program the Lions of Fusion Territory or "LOFT". The peer mentor program will: (1) will hire and train three undergraduate peer mentors (2) facilitate diversity and inclusion focused programs designed to support students from frequently marginalized populations, such as LGBTQA+ students, students of color, students with disabilities, (3) create and provide educational resources focused on bringing awareness to the experiences of LGBTQA students, student of color, and students with disabilities.

*Q12.* Program description. Please describe your goals, participants, needs, actions, and strategic plan linkage. Provide answers to the following questions: What is the program to accomplish? Who will participate in the program? Why is the program necessary? How will you construct the program to accomplish the desired goals and outcomes? What activities will provide the opportunities for learning? How is your program aligned with the strategic plan and diversity goals? Please do not exceed 500 words.

Program Participants: Three (3) undergraduate peer mentors, and one (1) diversity and inclusion program assistant (graduate intern). Need: The Penn State Hazleton Campus has few programs or resources designed to support students who are part of marginalized populations, including LGBTQA+ students, students of color, students with disabilities, etc. Penn State Hazleton has an ethnically diverse population with nearly 17% of the campus identifying as Hispanic/Latino and 32% of the campus identify as an ethnic minority. Additionally, while there are existing LGBTQA+ student resources on campus, the LOFT is the only designated space for these students on campus and no specific peer resources exist outside of this program. Goal: To improve the quality and attendance of diversity and inclusion focused programming and create a specialized resource for LGBTQA+ students and students of color per the Outcomes Assessment section. Actions: 1. Hire and train three (3) undergraduate peer mentors. 2. Plan and execute six (6) diversity and inclusion-based programs each semester 3. Staff the LOFT with peer-mentors and the diversity and inclusion program assistant (graduate intern). (Each of the three (3) peer mentors work fifteen (15) hours per week; the graduate intern works 12-15 hours per week). 3. Evaluate the program with the methods listed in the Outcomes/Assessment Section of this proposal. Strategic Plan linkage: "Diversity is critical to the education of all students. It broadens their exposure to people representing different countries and nationalities; age groups; racial, ethnic, religious, and socioeconomic backgrounds; mental and physical abilities; and sexual orientations and gender identities, among others." (Penn State Strategic Plan, p. 5)

*Q13.* Outcomes Assessment (measurable outcomes and methods used to gather them). List and define the impact the program should have on participants. For example, what are the specific skills, knowledge, or behaviors participants should demonstrate as a result of participating? How will you assess or measure the extent to which the outcomes were accomplished?

Measurable Outcomes that will define success: 1. This program runs annually, with a limit of three peer mentors being hired or evaluated for retention each semester. Applications for the peer mentor position will be available to full time students who have completed their first full academic year. Successfully hired candidates will be considered for rehire in subsequent semesters based on performance evaluations. 2. Peer mentors will receive training for facilitating diversity and inclusion focused programs, and training for peer counseling that is focused specifically on experiences related to students from marginalized and/or diverse populations. 3. By the end of each semester peer mentors will have facilitated six total programs that are focused on relevant diversity and inclusion topics. Each mentor will be responsible for 3 collaborative programs per semester. These programs will align with the LOFT's curriculum (attached), the peer mentors will be counseled by the graduate intern in the execution of each program. Also, per the LOFT's Curriculum, the peer mentors will attend an Ally Work-Shop and Language Inclusivity Workshop as part of their mentorship training. 4. Peer mentors will each work fifteen hours per week at the LOFT, which will increase accessibility to the space, which is currently only staffed by a diversity and inclusion program assistant (graduate intern) for 15\hours per week and will allow for better collaboration, increased marketing, and better peer-to-peer engagement. Due to COVID-19 in person office hours were replaced with virtual zoom hours. Methods used to gather Measurable Outcomes: • Measurable Outcome #1 will be assessed by the successful hiring of three peer mentor candidates who meet the minimum GPA of 3.0, are entering their sophomore, junior, or senior year, and internalize positive diversity and inclusion values. • Measurable Outcome #2 will be assessed by tracking program participation, and structured self-evaluation of peer mentors and structured evaluation of the program organizer. Constructive one-on-one evaluation will take place at the beginning, mid-point and conclusion of each semester. • Measurable Outcome #3 will be assessed by tracking program participation, and peer mentor team reviews that evaluate strengths, weaknesses, and potential opportunities for each program. • Measurable Outcome #4 will be assessed by tracking program participation.

*Q14.* Upload the assessment tool that you will be utilizing (if applicable).

*Q15.* Renewal?

◉ Yes
○ No

*Q15a.* What year is your renewal?

○ 2
◉ 3
○ 4
○ 5

*Q15b.*
Provide a brief summary of the evidence collected around each outcome, discussing how/if the outcomes were accomplished, what was learned from the assessment, and how the assessment was used for program improvement. Please do not exceed 250 words.

Measurable Outcome #1 was achieved by successfully hiring three peer mentors each semester who met the hiring and training requirements. This outcome developed between the first and second semester as two (2) mentors graduated at the conclusion of the Fall semester; two new peer mentors who met the hiring and training requirements were hired for the spring semester. • Measurable Outcome #2 was assessed by tracking program participation, and the completion of structured self-evaluation of peer mentors and structured evaluation of the program organizer at the start mid-point, and conclusion of each semester. Each mentor's evaluations demonstrated consistent improvement with reflective and constructive feedback. • Measurable Outcome #3 was assessed through SWOT style debriefing at the conclusion of each program. This debriefing system allowed the team to focus on patterns of deficiency and proficiency across programs. Areas of improvement included program advertising strategies, program format and organization, and program engagement techniques. • Measurable Outcome #4 will be assessed by tracking program participation. Program participation varied from program to program. Programs that had high engagement OR turnout have been reincorporated for the next year, programs with low engagement or attendance, have been revised or eliminated.

*Q16.* Budget. Please upload the completed "EOPC Proposed Budget" form found here. Provide detailed itemization and cost line items for EOPC funds, Unit funds, and External funds .

Units are required to contribute to EOPC proposal funding. For more information about funding guidelines visit: http://equity.psu.edu/eopc/overview

*Q17.* Timeline. How will you sequence the program administration? When will the program highlights or milestones be addressed? What is the timing of the major program components?

Spring/Summer 2021: Hire/rehire three undergraduate peer mentors. Fall 2021: Produce and evaluate 6 diversity and inclusion programs. Fall 2021: Conduct three structured evaluations with each peer mentor. Spring 2022: Hire/rehire three undergraduate peer mentors. Spring 2022: Produce and evaluate 6 diversity and inclusion programs. Spring 2022: Conduct three structured evaluations with each peer mentor.

*Q18.* Endorsements. By typing the names and email addresses below, the proposal writer certifies that this proposal has been shared with and approved by the Unit Executive, Immediate Supervisor, and the Financial Officer:

|  | First name | Last name | Penn State email |
|---|---|---|---|
| Unit Executive |  |  |  |
| Immediate Supervisor |  |  |  |
| Financial Officer |  |  |  |

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Thank you. By clicking the arrow button you will complete your submission, and on the next screen you will be able to download a summary of your responses. Please keep the response summary for your records. All EOPC proposals are forwarded to a review team. EOPC proposal review teams are composed of student, staff, and faculty volunteers throughout the commonwealth.

The primary contact listed in this proposal will be provided a confirmation with additional information. Questions can be directed to Amy Salinas Westmoreland, asw182@psu.edu.