



## **Multi-Ethnic Student Affairs (MESA) Annual Report**

2020-2021

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Division of University Inclusivity & Student Affairs

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## SECTION 1: MISSION STATEMENT

The mission of the Multi-Ethnic Student Affairs (MESA) Office is to enhance cultural, social and academic experiences of underrepresented student groups with multi-ethnic and/or racial backgrounds through advising, support and programming. MESA strives to advocate, advance and cultivate the student experience, their stories and their success by championing equity, diversity and inclusion.

## SECTION 2: STUDENT LEARNING OUTCOMES

In Fall 2020 and Spring 2021, **MESA staff formally had 487 documented Navigate student appointments** through in-person, virtual, email, telephone and text engagements **that served 234 individual UW-Green Bay students**. At the end of each semester, students who had scheduled appointments were emailed an online anonymous student experience survey. **There were seventy-three out of two hundred and thirty-four students (31%) completed online surveys.**

MESA's holistic approach to supporting, advising and developing students, both in a group setting and one-on-one was effective in 2020-2021. This is evident as **80% of the students surveyed strongly agreed or agreed** that multicultural advisors **helped them understand themselves better** and over **95% of the students surveyed strongly agreed or agreed** that they **felt accepted and respected** by their multicultural advisor. MESA's commitment to student learning outcomes is to assist students with college goals and assist with their progress towards their college goals. The collected data showed the **top three reasons students used MESA services** were for **academic support, social support and cultural support** with over **83% of the students strongly agreed or agreed** that multicultural advisers worked with them **to set college goals**. And **84% of students strongly agreed or agreed** that multicultural advisers helped them **make progress towards their college goals**.

In 2020-2021, **there were 289 participants who participated virtually in MESA programs**. The monthly MESA Series workshops are developed and facilitated by the MESA staff. They are offered as an opportunity to reassess one's own personal perspective using courage, humility and critical reflection. Because of COVID-19, many programs were executed in the later evenings to accommodate students' class, work and family schedules.

**All students surveyed (100%) stated they would refer another UW-Green Bay student to the MESA Office**. The excellent student experience and confidence in multicultural advisers was reflected by the **90% of the students who strongly agreed or agreed** that multicultural advisers **encouraged them to make their own decisions** and **84% of the students surveyed strongly agreed or agreed** that multicultural advisers were **knowledgeable about their issues**.

Students who were advised by MESA **learned about the office** through these **top modes: GB Orientation, MESA's programs, student referrals and MESA social media**.

## SECTION 3: DATA REPORTING

### Formal Student Appointments

Multicultural advisors have documented student appointments through Navigate student management system from October 2021 to present. There were 487 document student appointments/engagements that served 234 individual UW-Green Bay students.

Because of the informality of the open space and suite usage, students are considered official MESA student users by having formal advising sessions with multicultural advisors.

TERM	Fall 2020	Fall 2019	Fall 2018	Fall 2017
<b>Student Appointments with MESA Advisors</b>	*176	386	421	544
<b>MESA Suite Usage</b>	**n/a	4749	5888	6043
TERM	Spring 2020	Spring 2019	Spring 2018	Spring 2017
<b>Student Appointments with MESA Advisors</b>	*311	273	474	No report
<b>MESA Suite Usage</b>	**n/a	4155	4556	2530
*Tracked by Navigate				
**usage not collected per COVID-19 safety policies and procedures				
TERM	Summer 2020	Summer 2019	Summer 2018	Summer 2017
<b>Student Appointments with MESA Advisors</b>	No report	No report	No report	No report
<b>MESA Suite Usage</b>	No report	No report	No report	No report

<b>Navigate Student Services provided by MESA</b>	<b># of Appointments: October 12, 2020 - January 22, 2021</b>
Campus Engagement	7
Campus Referral	26
Community Referral	3
Lawton Grant Advising	112
MESA-related Program	16
Monitored Academic Progress (M.A.P.)	13
Multi-ethnic Advising	59
Student Organization	Zero
Services are indicated through Navigate and each student appointment may provide one or more services.	

<b>Navigate Student Services provided by MESA</b>	<b># of Appointments: January 22, 2021 - June 30, 2021</b>
Campus Engagement	4
Campus Referral	16
Community Referral	40
Lawton Grant Advising	2
MESA-related Program	43
Monitored Academic Progress (M.A.P.)	19
Multi-ethnic Advising	227
Student Organization	6
Services are indicated through Navigate and each student appointment may provide one or more services.	

## Programs, Services, Campus and Community Initiatives

MESA programs are related directly to its student population, in both annual programs such as Jump Start, Kwanzaa Celebration, Celebration of Success and the Lawton Grant financial workshops. Throughout the 2020-2021, MESA has provided educational programs hosting specialty speakers and books and provided targeted student workshops. In addition, MESA has expanded its community, intentional educational partners such as the Green Bay Area Public School District, Service League of Green Bay, The Building for Kids Children's Museum and the Young Women Christian Association (Y.W.C.A.). MESA programs, services, campus and community initiatives provide student engagement opportunities in participation, sponsorship, community service and professional networking opportunities.

<b>Authentic Me Program</b>	Started in Fall 2018
The Authentic Me (AM) program is a self-select volunteer program for college students with multi-ethnic and multicultural backgrounds. AM student volunteers will have opportunities to serve as: a panelist on student panels, be a student model on a college photo shoot, assist with the recruitment programs, serve on campus committees, and be a student voice.	
<b>Term</b>	<b>Total # of Participants</b>
Fall 2020	9
Fall 2019	9
Fall 2018	12
Fall 2017	n/a

<b>Cultural Stoles</b>	Started in Fall 2018
MESA offers cultural stoles to domestic multi-ethnic and multicultural college students. Cultural stoles offer students an opportunity to express cultural heritage and pride during the UW-Green Bay commencement ceremony. Cultural stoles are available for rent or purchase through MESA.	
<b>Term</b>	<b>Total # of Participants</b>
Fall 2020 /Spring 2021	29
Fall 2019 /Spring 2020	8
Fall 2018 /Spring 2019	6
Fall 2017 /Spring 2018	n/a

<b>Monitored Academic Progress (M.A.P.)</b>	Started in 2018
Monitor Academic Progress (M.A.P.) is an undergraduate student advising program that partners undergraduate students of diverse backgrounds with a multicultural advisor to ensure academic success. Students and advisors work very closely to monitor the academic development and progress of each course taken at UW-Green Bay by using reported grades, mid-semester grades, and faculty feedback. The M.A.P. system will alert students and advisors of academic successes and difficulties which will allow for accurate individual advising and referrals based on academic needs. The M.A.P. system is used to increase the retention, close the achievement gap, and increase graduation rates of students of multi-ethnic backgrounds.	
<b>Term</b>	<b>Total # of Participants</b>
Fall 2020	13
Fall 2019	n/a
Fall 2018	n/a
Fall 2017	n/a

<b>Lawton Grant Recipients</b>	<i>Intentionally left blank</i>
Term	Total # of Participants
Fall 2020	121
Fall 2019	96
Fall 2018	90
Fall 2017	130

<b>African American Male/Female Summit</b>	Started in Fall 2018
Term	Total # of Participants
Fall 2020	n/a
Fall 2019	Male=130, Female=130
Fall 2018	Male=155, Female=116
Fall 2017	n/a

<b>MESA Workshop Series</b>	<i>Intentionally left blank</i>	
Term	Total # of Programs	Total # of Participants
Spring 2021	Plant Yourself	36 (Virtual Program)
	Don't Ask Me Where I Am From	39 signed up for the book and 29 signed up and attended the virtual book discussion.
	Black & Asian "In the Bay" Series	140 participants (80 for BITB and 60 for AITB)
Fall 2020	Graduate School Program	36
	Intersectionality within Blackness	17 (Virtual Panel discussion)
	Nuestras Herencia	18 (Virtual Conversation)
Fall 2019	Service Project	20
	Grief Program	38
	App Night	24
	Palmeri & McCleer	37 & 41
	Waking Up White book discussion	68
	Black in the Bay	66
Fall 2018	Service Project	25
	Color Blind Date	10
	What Would You Do?	19

	Ramen Fryday	32
	Heid Erdrich	15
	App Night	22
Fall 2017	Grief Program	8
	App Night	34

## Diverse & Multicultural Student Organizations

MESA staff serve as student organization advisors, program partners and/or content experts. The organizations are: Black Student Union (BSU), Intertribal Student Council (ISC), Men of Color Alliance (MOCA), Organizacion Latino American@ (OLA), Psi Theta Nu (PTN), Somali Student Union (SSU), South Asian Student Alliance (SASA), Southeast Asian Student Union (SASU) and Women of Color (WOC).

Student Organization Participants	BSU	ISC	MOCA	MSU	OLA	PST	SSU	SASA	SASU	WOC
Spring 2021/Fall 2020	19	26	-	5	9	16	15	9	19	5
Spring 2020/Fall 2019	6	18	4	n/a	12	18	6	21	17	3
Spring 2019/Fall 2018	117	16	n/a	n/a	15	29	10	69	19	11
Spring 2018/Fall 2017	33	16	n/a	n/a	17	30	n/a	37	34	21
Spring 2017/Fall 2016	5	6	n/a	5	18	n/a	n/a	11	28	12
Provided by the Student Engagement Center										

## SECTION 4: CULTURE OF EVIDENCE RUBIC EVALUATION

	A Culture of Good Intentions  (1 point)	A Culture of Justification  (2 points)	A Culture of Strategy  (3 points)	A Culture of Evidence  (4 points)	Points
Intentionality  (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are doing (i.e., operational or procedural specificity).	People can describe what they are accomplishing (i.e., strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.	3
Perspective  (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact.  Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact.  Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous.  Data is collected and regularly used to inform processes. Data helps us close the loop on	2

				improvement processes and educational outcomes.	
Critical Linkages  (Connections that manage movement and relationships)	Unclear / Opaque.  Data, when collected, is not shared beyond assessors, so connections cannot be made. Cloudy.	Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent.  Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent.  Outsiders can see and understand contributions to student and institutional success.  Assessment is shared with all stakeholders.	3
Initiatives and Directions  (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.	2
Planning Processes  (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning-oriented.	Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking.	2
				<b>Total Culture Points</b>	<b>12</b>

**SECTION 5: COVID-19 RESPONSES**

**Formal Appointments**

Formal student appointments were provided to UW-Green Bay students through virtual settings (primary through Teams) with limited in-person student appointments due to COVID-19 restrictions. In October 2020, MESA incorporated Navigate into its primary student services. Navigate empowered students to make, reschedule and cancel appointments with the downloaded telephone application or through personal tablet, laptop and/or desktop. There were 487 documented appointments with 234 individual students served.



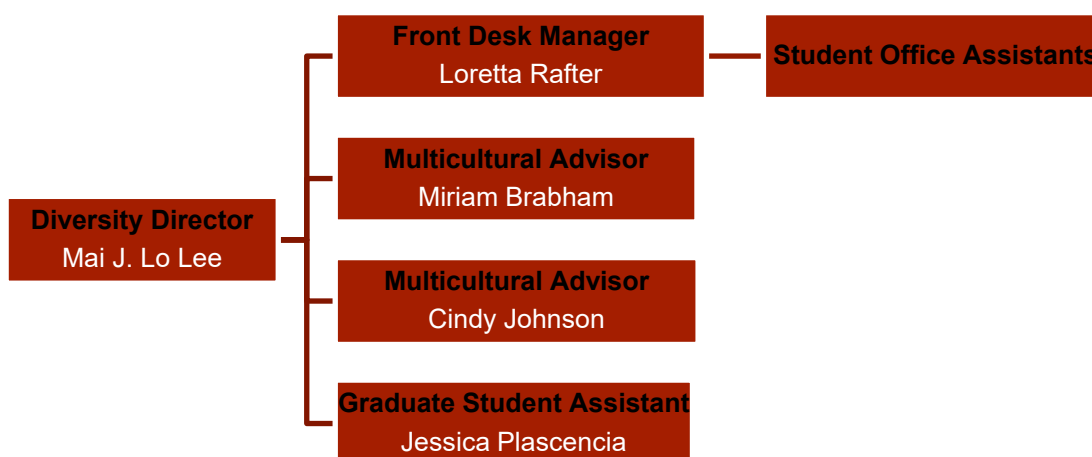
## Student Development Programs

MESA provided virtual student development engagement. Students had opportunity to engage virtually with mailed out projects, books & book discussions and virtual learning (i.e. panels, discussions, and presentations). MESA was able to continue programs with other student services offices and student organizations. This year, MESA partnered with Healthy Choices Task Force, Southeast Asian Student Union (SASU), Black Student Union (BSU), Organización Latin@ American@ (OLA), UREC, NWTC, and Student Engagement Center.

## Telecommuting / Remote Work

MESA provided all of its staff with a University-issued laptop, headphones, additional wireless keyboard and mouse with a lighting cube. In addition, MESA staff used the telephone system, Jabber, to make work calls. All telecommuting opportunities were supported due to COVID-19 restrictions and all campus work policies were administered.

## SECTION 6: ORGANIZATION CHART



## SECTION 7: SIGNATURE EVENTS

<b>Jump Start On-boarding Program</b>	Started in Fall 2015
Jump Start is a multicultural intensive preparatory program for first-year students from multicultural backgrounds interested in learning how to be successful at UW-Green Bay. During the seven-day program students will: move-in early and live in their assigned UW-Green Bay housing and meet other first-year students, learn about UW-Green Bay office resources, and strengthen time management/study skills, discover how to navigate the city of Green Bay and understand more about Green Bay’s community resources and gain insight on intercultural differences, increase intercultural competency and strengthen multicultural growth and development.	
	<b>Term</b> <b>Total # of Participants</b>
	Fall 2020      13
	Fall 2019      33
	Fall 2018      20
	Fall 2017      29

<b>Kwanzaa Celebration</b>	<i>Intentionally left blank</i>	
	Term	Total # of Participants
	Fall 2020	96 (virtual program)
	Fall 2019	120
	Fall 2018	82
	Fall 2017	107
<b>Celebration of Success</b>	Started in 2016	
	Only celebrated in Spring term	Total # of Participants
	Spring 2021	No program due to COVID-19
	Spring 2020	Cancelled due to COVID-19
	Spring 2019	155
	Spring 2018	129
	Spring 2017	117

## SECTION 8: SELECTED DEPARTMENTAL ACCOMPLISHMENTS

### New Initiatives

MESA partnered with the Center of First Nations Studies to purchase First Nations graduation stoles for graduates who identified as First Nations. This representation at graduation allowed graduates to authentically reflect their cultural identity.

### Personnel

In 2020-2021, MESA had the Front Desk Manager at FTE of 75% instead of 50% and added a 2021-2022 graduate assistantship position for nine months (July 2021 – May 2022).

### Other

MESA will celebrate its 50<sup>th</sup> Anniversary in Fall 2021 – Spring 2022. MESA was awarded one-time funding from the University's Strategic Priority Initiative: Achievement Summit with Green Bay Area Public School District – \$25,000, The Bias Inside Us 2022 – \$70,000, and Jump Start 2021 – \$17,700.

## **SECTION 9: STUDENT OUTCOMES**

Outreach to undergraduate students will be a primary goal for MESA in 2021-2022, in addition, specific outreach will need to expand to graduate and doctoral students at UW-Green Bay. The recent data collected implies that current students are the best promoters of MESA and will have to be used in its strategic outreach plan.

The low usage of Navigate in the collected data was a directive that MESA will need to better promote awareness of the online student success software and educate students about how Navigate can aid in their success at the University of Wisconsin – Green Bay. Administration discussions will be needed to examine documentation with prospective undergraduate, graduate and doctoral students.

Assessing MESA's physical suite space will be high priority as students return to campus in person. The collected data showed concern about the lack of chairs and tables in the MESA Suite. In addition, the data showed that the suite's open hours did not match the students' needs.

# 2020 -2021

MESA Online Evaluation -Overall

N=73 UW-Green Bay Students

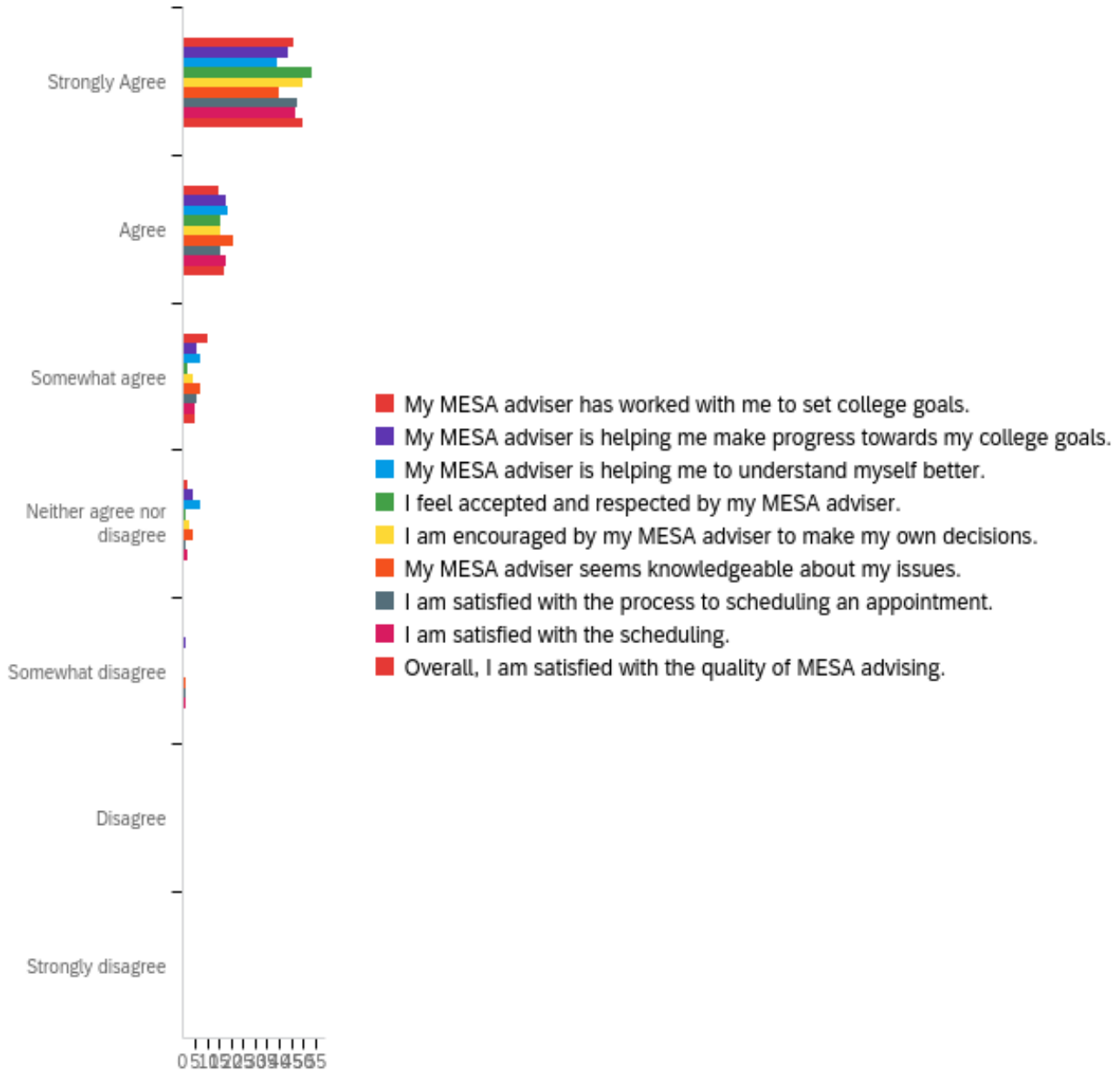
## Q1 - Please complete as much you feel comfortable:

Your Age	Your Sex / Gender Identity	How many year(s) you attended at UW-Green Bay?	Your Race/Ethnicities
22	Female	4	Hmong American
19	male	2	asian
19	Female	2	Hispanic
21	Female	3	Mexican American
22	Male	4.5	Hmong
48	Female	1.5	Native
21	Male	3 years	African American
21	Female	3	Mexican American
47	female	3 years	hispanic
19	male	2	asian
35	Male	1	Asian
19	F	1.5	Hispanic
59	Female	2	Black
19	female	2	Hmong
46	F	2	Native American
20	Female	3	White/ Native American
28	F	1	Hmong
20	male	3	Hmong/Asian American
22	Female (cis gendered)	4th year	African American
20	Male	3	Hmong
18	female	1 semester	african american
20	Female	2	Black and white; biracial

32	F	4	Asian/Hmong
19	Female	Almost 2 years	American Indian-Cherokee
19	Female	1	African American
23	Female	4	Asian-American / Hmong
22	Male	5	Hispanic
20	Male	2	2 or more
24	F	2	ASIAN
20	Female	2	White/Hispanic
20	Female	1.5 years	Black African American
19	Male	1.5	Hispanic
21	Female	4	Asian
20	Male	2	Hispanic
18	Female	This is my first year	Hmong/Asian
22	Male	1.5	Black
26	Male	4	Hmong
21	Female	3	Hispanic
19	Female	1.5	Mix
23	female	4	hispanic
19	Male	First Year	Pacific Islander
	Male	3.5 years	Hmong
24	Make	One year	African american
20	Male	2	Hispanic
19	Female	2	Native American
22	Female	1	Hmong
21	Female	3	Hmong
64	Female	2	First Nation
27	Female	1	Asian
21	Female	1 1/2 year	Hmong American
31	Female	1	African American
21	Female	4	White

20	Female	2	Hmong
20	male	2	Black
26		3	Asian
19	Female	1	African American
25	Bi	2	Hispanic
21	female	2020-2021	
20	female	2	African American
25	Male	One year	African American
20	Female	3	Hispanic
28	F	1	Hmong
40	Female	Junior	Asian
35	Male	1	Asian/Korean
51	male	1	pacific islander
19	Female	1	Asian
19	Female	2	Hmong
25	Female	2	Latina
18	Female	1	Hispanic
47	F	2	Native American
20	Male	2	Hispanic/Latino
22	Male	3	Black
21	Female	3	Biracial-Black/White

**Q2 - Please read and mark your MESA staff experience:**

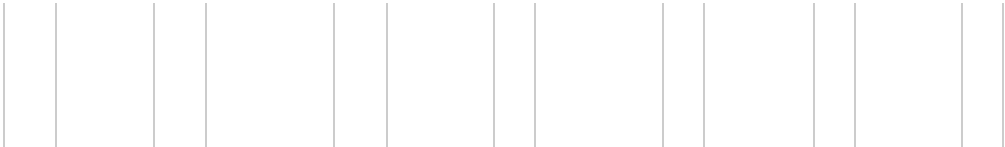


#	Question	Strongly Agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	Total							
1	My MESA adviser has worked with me to set college goals.	63.01 %	46	20.55 %	15	13.70%	10	2.74%	2	0.00%	0	0.00%	0	0.00%	0	73

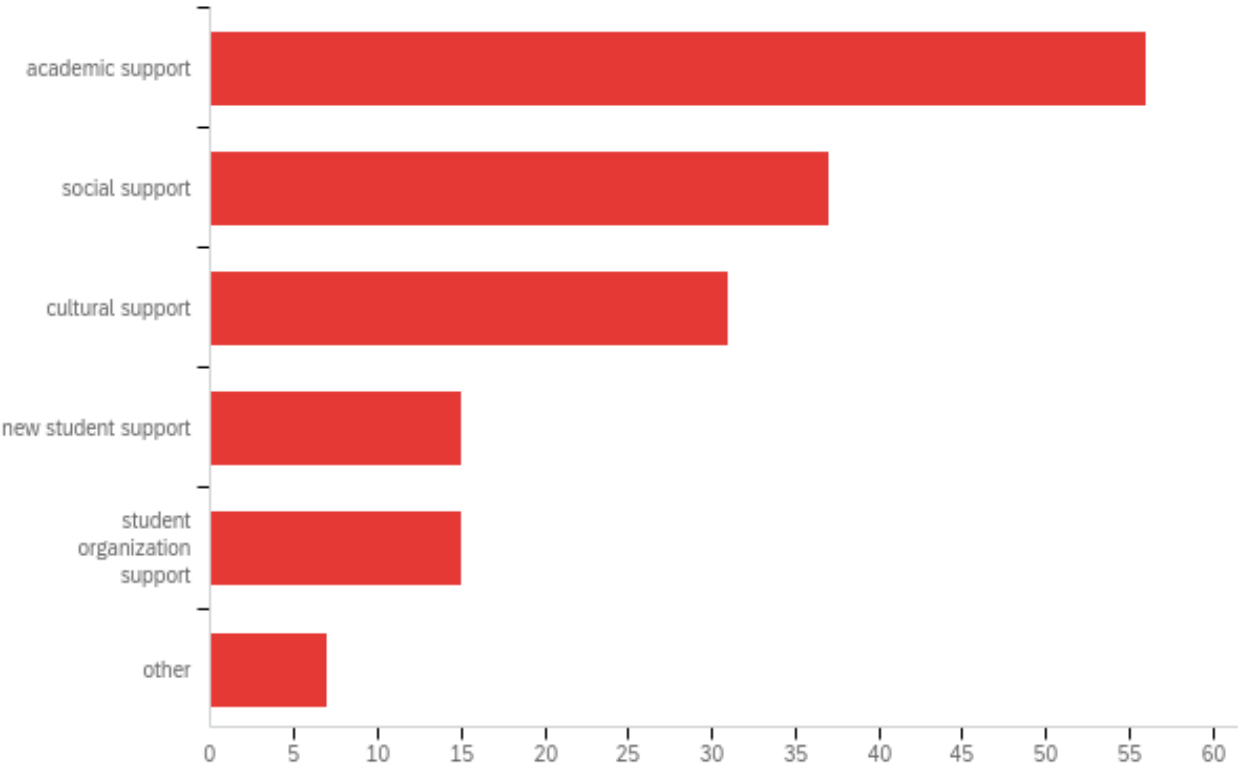
2	My MESA adviser is helping me make progress towards my college goals.	60.27 %	44	24.66 %	18	8.22%	6	5.48%	4	1.37%	1	0.00%	0	0.00%	0	73
3	My MESA adviser is helping me to understand myself better.	54.17 %	39	26.39 %	19	9.72%	7	9.72%	7	0.00%	0	0.00%	0	0.00%	0	72
4	I feel accepted and respected by my MESA adviser.	73.97 %	54	21.92 %	16	2.74%	2	1.37%	1	0.00%	0	0.00%	0	0.00%	0	73
5	I am encouraged by my MESA adviser to make my own decisions.	68.49 %	50	21.92 %	16	5.48%	4	4.11%	3	0.00%	0	0.00%	0	0.00%	0	73
6	My MESA adviser seems knowledgeable about my issues.	54.79 %	40	28.77 %	21	9.59%	7	5.48%	4	1.37%	1	0.00%	0	0.00%	0	73
7	I am satisfied with the process to scheduling an appointment.	66.67 %	48	22.22 %	16	8.33%	6	1.39%	1	1.39%	1	0.00%	0	0.00%	0	72
8	I am satisfied with the scheduling.	64.38 %	47	24.66 %	18	6.85%	5	2.74%	2	1.37%	1	0.00%	0	0.00%	0	73
9	Overall, I am satisfied	69.44 %	50	23.61 %	17	6.94%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	72



with the  
quality of  
MESA  
advising.

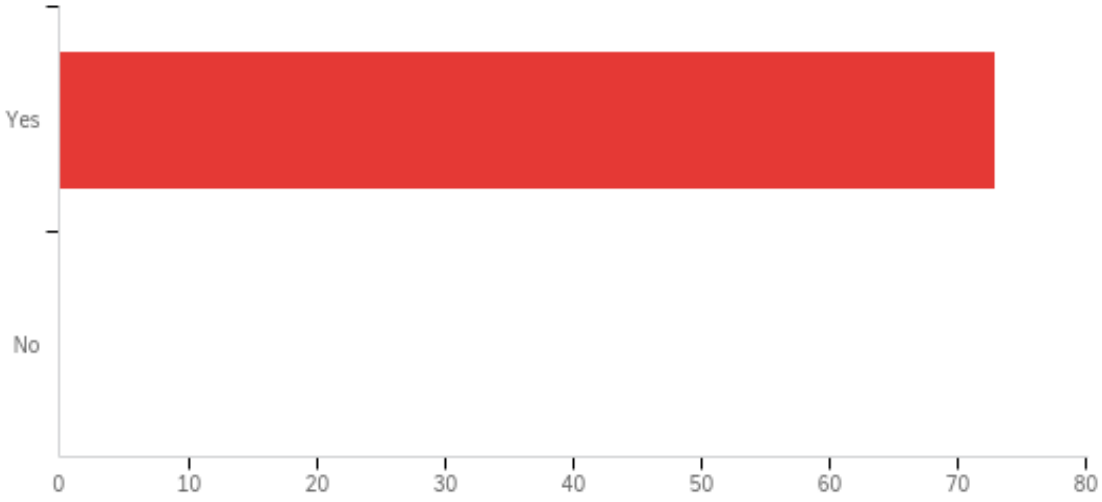


**Q3 - Please mark why you use the MESA and/or the MESA staff members (check all that apply):**



#	Answer	%	Count
1	academic support	34.78%	56
2	social support	22.98%	37
3	cultural support	19.25%	31
4	new student support	9.32%	15
5	student organization support	9.32%	15
6	other	4.35%	7
	Total	100%	161

**Q4 - Would you refer a UW-Green Bay student to the MESA for advising:**



#	Answer	%	Count
1	Yes	100.00%	73
2	No	0.00%	0
	Total	100%	73

**Q5 - Please add your comment(s) or suggestion(s) on making your MESA advisor better:**

Please add your comment(s) or suggestion(s) on making your MESA advisor better:

You guys do a phenomenal job working with students!

Thank you!

Overall great advisor. Very flexible.

I did not even know I had a MESA advisor.

Enjoyed our quick chat and she was very informative. Thank you!

more social media interactions/virtual events

I just thought it's great that I can always reach out to my MESA advisor if I ever have any question.

none, Cindy is great

this is a great resource for multicultural ethnic groups. i think what it stands for is great!

Keep the amazing work you guys doing up.

Great hospitality and kindness throughout the entire MESA Offices. Feels like home.

Miriam does not have to do anything better, she's doing a great job already.

Miriam was great! She was didn't judge me or try and make me feel a certain way, she understood me and what I am going through as a person of color, while being able to relate to me making me feel better about my situation (not that I'm in a bad situation just different from many of my classmates). She deserves a raise!!!

There is nothing I can think of to make my MESA advisor better.

Miriam was a great advisor nothing needs to be changed

I like hte information. It is hard to talk sometimes because she is talking a lot.

Keep the amazing job you are doing right now up!

I just hope we can meet in person again.

Everything is fine as it is so far! :)

My advisor was great. I don't have any tips on how to be better. I think Cindy does a great job at connecting to her students like me. Cindy has diligently kept up with relatability and tools that are helpful with us.

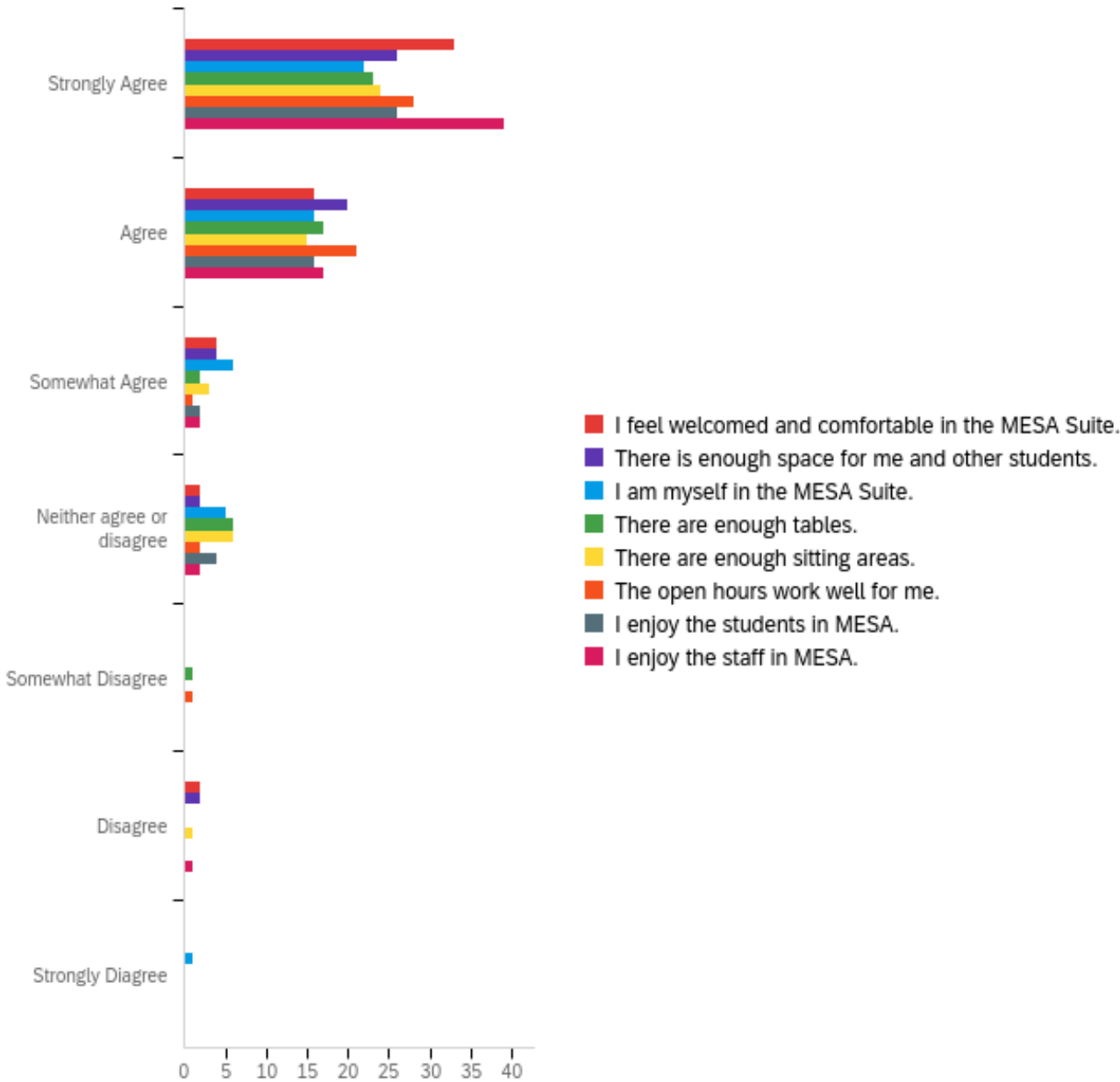
Cindy made me feel extremely comfortable and heard me out with all my concerns. I would keep her on.

NA

Cindy was an all around kind and funny person. I never felt like the conversations were awkward. It was like talking to another friend.

Its been a great experience just talking to Cindy and being able to be myself. She always gives me advice and resources to help me with myself, and my education!!

**Q6 - Please answer about the physical MESA Suite (for example, reception, student space, study/computer room, and professional staff offices)**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel welcomed and comfortable in the MESA Suite.	1.00	6.00	1.70	1.12	1.26	57
2	There is enough space for me and other students.	1.00	6.00	1.81	1.12	1.26	54
3	I am myself in the MESA Suite.	1.00	7.00	1.98	1.21	1.46	50
4	There are enough tables.	1.00	5.00	1.88	1.08	1.17	49

5	There are enough sitting areas.	1.00	6.00	1.90	1.16	1.36	49
6	The open hours work well for me.	1.00	5.00	1.62	0.85	0.73	53
7	I enjoy the students in MESA.	1.00	4.00	1.67	0.90	0.81	48
8	I enjoy the staff in MESA.	1.00	6.00	1.52	0.92	0.84	61

#	Question	Strongly Agree	Agree	Somewhat Agree	Neither agree or disagree	Somewhat Disagree	Disagree	Strongly Disagree	Total
1	I feel welcomed and comfortable in the MESA Suite.	57.89 % 33	28.07 % 16	7.02 % 4	3.51 % 2	0.00 % 0	3.51 % 2	0.00 % 0	57
2	There is enough space for me and other students.	48.15 % 26	37.04 % 20	7.41 % 4	3.70 % 2	0.00 % 0	3.70 % 2	0.00 % 0	54
3	I am myself in the MESA Suite.	44.00 % 22	32.00 % 16	12.00 % 6	10.00 % 5	0.00 % 0	0.00 % 0	2.00 % 1	50
4	There are enough tables.	46.94 % 23	34.69 % 17	4.08 % 2	12.24 % 6	2.04 % 1	0.00 % 0	0.00 % 0	49
5	There are enough sitting areas.	48.98 % 24	30.61 % 15	6.12 % 3	12.24 % 6	0.00 % 0	2.04 % 1	0.00 % 0	49
6	The open hours work well for me.	52.83 % 28	39.62 % 21	1.89 % 1	3.77 % 2	1.89 % 1	0.00 % 0	0.00 % 0	53
7	I enjoy the students in MESA.	54.17 % 26	33.33 % 16	4.17 % 2	8.33 % 4	0.00 % 0	0.00 % 0	0.00 % 0	48

8	I enjoy the staff in MESA.	63.93 %	3 9	27.87 %	1 7	3.28%	2	3.28%	2	0.00%	0	1.64%	1	0.00%	0	61
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## Q7 - Please comment on your MESA usage and experience. What should be kept? What should be changed?

Please comment on your MESA usage and experience. What should be kept? What should be changed?

The MESA is an awesome place, I think the only thing I would want to change is getting a bigger environment! That would be awesome.

I received emails on events

No comment; I've only had a virtual meeting.

Have not used. Do not live in area. Am an online student.

I started off in the Jumpstart Program, but I don't really have any communication with them since a few weeks after school started

I love everything about MESA

I would find a larger area designated for the MESA. That seems to be the only issue. Besides that I love going to the MESA, seeing other people who look like me, and receiving support from staff who have been in my shoes. I don't know how effective this can be given the circumstances we are under (ie COVID), but I always found the coffee cart events to be super encouraging. I like getting to know people who may or may not share the same story as I do. Bonding over food is a must in my opinion! and proven to be super effective. If possible, keep those. I also like the emails and check in video calls especially those that I experienced through receiving the Lawton grant. I really only knew or heard of MESA due to receiving the Lawton grant.

Keep the space open and I would say it looks pretty good the way it's right now.

Everything is great to me personally.

Everything you do is perfect and just keep it how it is now.

I haven't used MESA that much but from what I have experienced it is great!

I don't use the MESA for my own workspace as I am currently off-campus.

Was only part of MESA for a bit because it was part of financial help. But overall, enjoyed it and the staff was very helpful and welcoming!!

I have used MESA just for assistance with myself and academics. Everything that is done or being done is great. I have not had much experience because of COVID but I know I will once life goes back to normal.

Nothing

I have never been on campus so I can't comment

I study at mesa and rest there when I am tired. I would say keep everything the way it's right now because everything looks awesome to me, no change needed.

Everything so far is good. My personal schedule sometimes doesn't line up with MESA'S. Maybe this next semester will be less tedious.

Everything is fine the way it is! :)

I appreciate the scheduling and online visits. They were convenient.

I've never been at MESA physically. Just online.



NA

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I wasn't in the space, but I'm sure it's great!

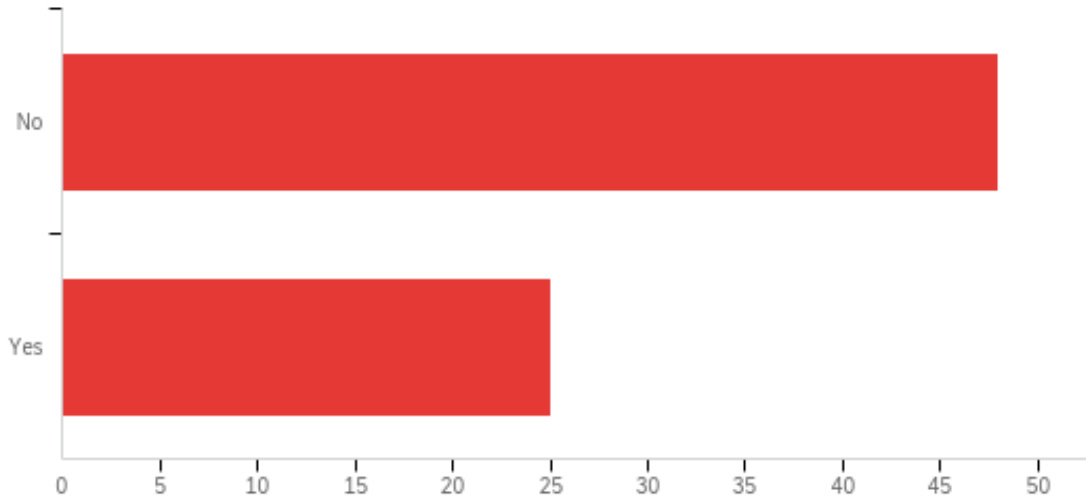
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I have not been in the MESA facility much but i would like to go more often when i am free

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Uhhhh.... I haven't been in the MESA suite, the physical MESA suite since the beginning of my freshmen year before COVID started so... if the suite hasn't changed since then uhhh... I think the arrangement of the lobby could be better. There was some clutter here and there that was in the way physically but to me it was an eye sore, but that's more of a personal thing, I just like having things really neat and have everything tucked away if its not needed so yeah. I don't have any big gripes about the space or the people in it.

**Q9 - Do you follow MESA social media? If yes, please list which ones.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you follow MESA social media? If yes, please list which ones. - Selected Choice	7.00	8.00	7.34	0.47	0.23	73

#	Answer	%	Count
7	No	65.75%	48
8	Yes	34.25%	25
	Total	100%	73

**Q9\_8\_TEXT - Yes**

Yes - Text

Facebook

Facebook and Instagram

Facebook

Facebook

Facebook page

everything

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instagram

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Instagram

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Instagram and Facebook

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FaceBook

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Instagram, Facebook

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instagram

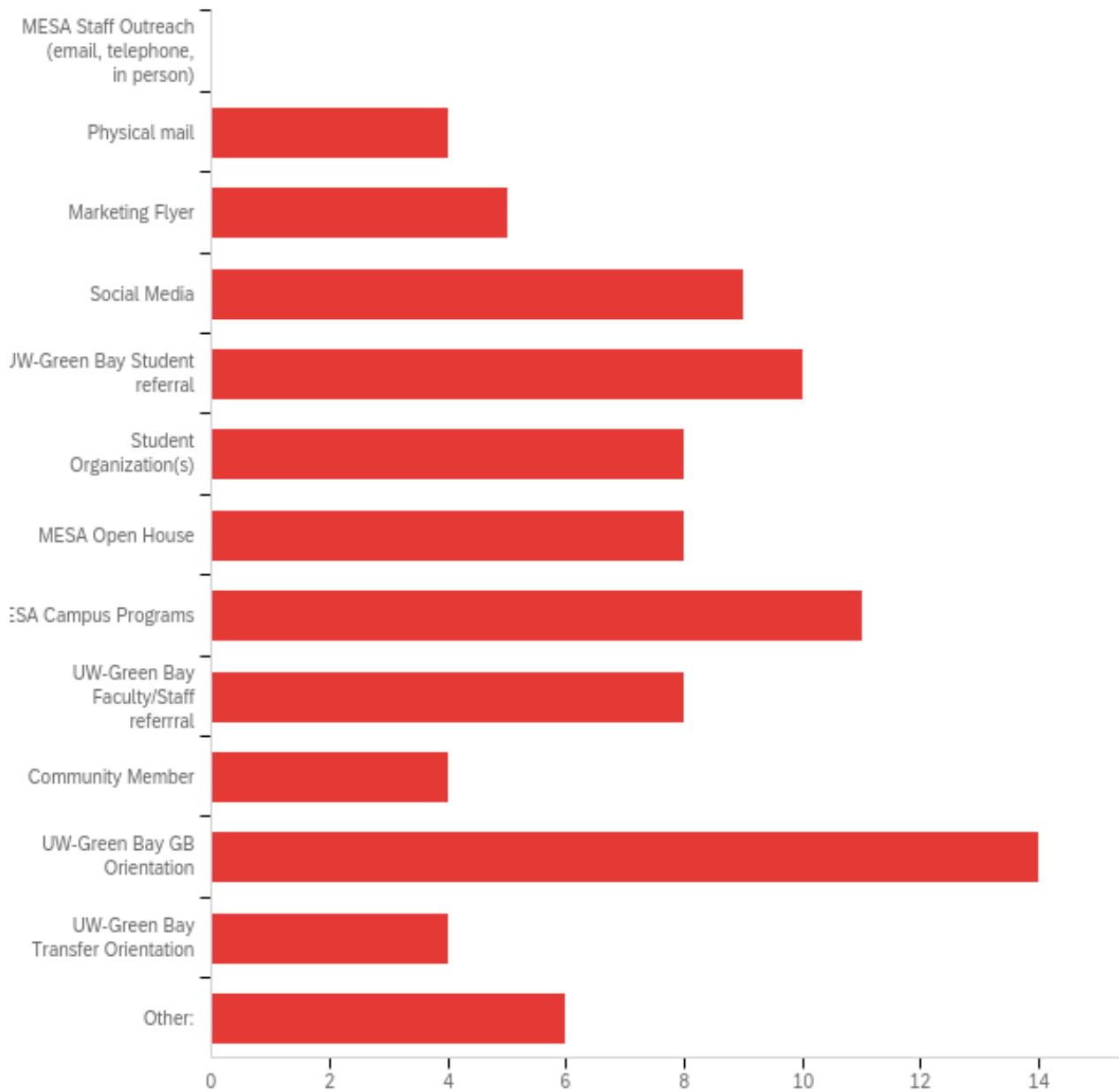
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Twitter, Instagram, Facebook

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Facebook

**Q10 - How did you find out about the Multi-Ethnic Student Affairs (MESA) office? Please mark all that apply:**



#	Answer	%	Count
1	MESA Staff Outreach (email, telephone, in person)	0.00%	0
2	Physical mail	4.40%	4
3	Marketing Flyer	5.49%	5
4	Social Media	9.89%	9

5	UW-Green Bay Student referral	10.99%	10
6	Student Organization(s)	8.79%	8
7	MESA Open House	8.79%	8
8	MESA Campus Programs	12.09%	11
9	UW-Green Bay Faculty/Staff referral	8.79%	8
10	Community Member	4.40%	4
11	UW-Green Bay GB Orientation	15.38%	14
12	UW-Green Bay Transfer Orientation	4.40%	4
13	Other:	6.59%	6
	Total	100%	91

Q10\_13\_TEXT - Other:

Other: - Text

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Friends

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friend

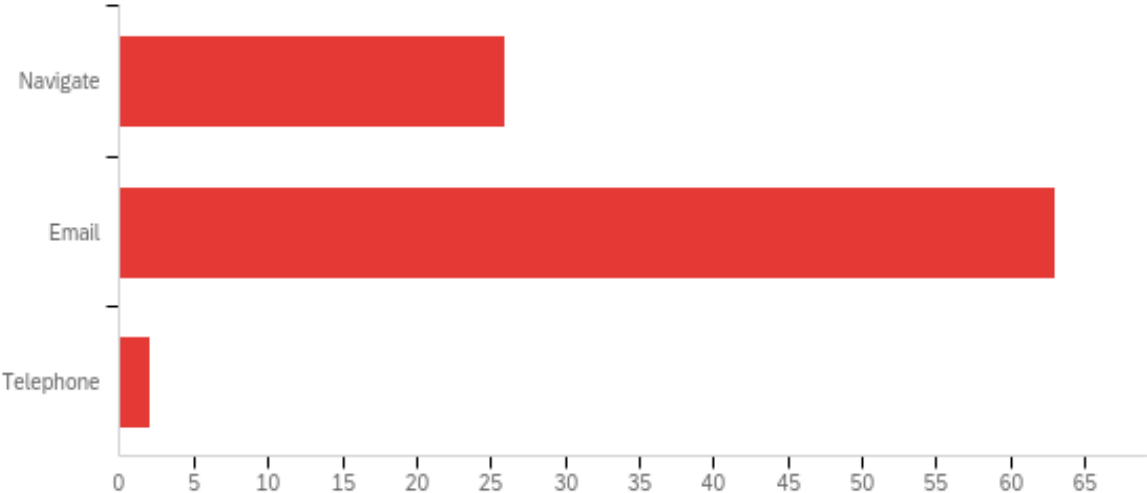
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Lawton Grant

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I received the Lawton Grant and was introduced to MESA through the grant.

**Q12 - How did you book your appointment with your multicultural advisor? Check all that apply:**



#	Answer	%	Count
1	Navigate	28.57%	26
2	Email	69.23%	63
3	Telephone	2.20%	2
	Total	100%	91