



Multi-Ethnic Student Affairs (MESA) Annual Report

2021-2022

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Division of University Inclusivity & Student Affairs

TABLE OF CONTENTS

SECTION 1: MISSION STATEMENT..... 1

SECTION 2: STUDENT LEARNING OUTCOMES..... 1

SECTION 3: DATA REPORTING 2

 FORMAL STUDENT APPOINTMENTS 2

 PROGRAMS, SERVICES, CAMPUS AND COMMUNITY INITIATIVES..... 2

 DIVERSE & MULTICULTURAL STUDENT ORGANIZATIONS..... 4

SECTION 4: CULTURE OF EVIDENCE RUBIC EVALUATION..... 4

 FORMAL APPOINTMENTS..... 5

 STUDENT DEVELOPMENT PROGRAMS..... 5

SECTION 6: ORGANIZATION CHART 6

SECTION 7: SIGNATURE EVENTS..... 6

SECTION 8: SELECTED DEPARTMENTAL ACCOMPLISHMENTS..... 6

 NEW INITIATIVES 6

 PERSONNEL..... 7

 UNIVERSITY STRATEGIC PRIORITY INITIATIVE 7

SECTION 1: MISSION STATEMENT

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

SECTION 2: STUDENT LEARNING OUTCOMES

In Fall 2021 and Spring 2022, **MESA staff formally had 572** (17% increase from previous year) **documented Navigate student appointments** through in-person, virtual, email, telephone and text engagements **that served 196 individual UW-Green Bay students** (16% decrease from previous year). At the end of each semester, students who had scheduled appointments were emailed an online anonymous student experience survey. **There were fifty-three out of one hundred ninety-two students who (27.6%) completed online surveys.**

	2021-2022	2020-2021
Documented Navigate Student Appointments	572	487
Individual UW-Green Bay Students	196	234

MESA's holistic approach to supporting, advising and developing students, both in a group setting and one-on-one was effective in 2021-2022. This is evident as **73% of the students surveyed strongly agreed or agreed** that multicultural student success managers **helped them understand themselves better** and over **94% of the students surveyed strongly agreed or agreed** that they **felt accepted and respected** by their multicultural student success managers. 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 **80% of the students strongly agreed or agreed** that multicultural student success managers worked with them **to set college goals**. And **84% of students strongly agreed or agreed** that multicultural student success managers helped them **make progress towards their college goals**.

Ninety-four percent of all students surveyed stated they would refer another UW-Green Bay student to the MESA Office. The excellent student experience and confidence in multicultural student success managers was reflected by the **86% of the students who strongly agreed or agreed** that multicultural student success managers **encouraged them to make their own decisions** and **85% of the students surveyed strongly agreed or agreed** that multicultural student success managers were **knowledgeable about their issues**.

Students who were advised by MESA **learned about the office services** through these **top modes: student referrals, MESA's programs, and student organization involvement.**

SECTION 3: DATA REPORTING

Formal Student Appointments

Multicultural Student Success Managers have documented student appointments through Navigate student management system from August 2021 to present. There were 572 document student appointments/engagements that served 196 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 student success managers.

TERM	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017
Student Appointments with MESA Advisors	*397	*176	386	421	544
MESA Suite Usage	**n/a	**n/a	4749	5888	6043
Spring 2022	Spring 2020	Spring 2019	Spring 2018	Spring 2017	
Student Appointments with MESA Advisors	*175	*311	273	474	No report
MESA Suite Usage	**n/a	**n/a	4155	4556	2530
*Tracked by Navigate					
**usage not collected per COVID-19 safety policies and procedures					

Navigate Student Services provided by MESA	# Appointments: August 22, 2021 - May 31, 2022
Campus Engagement	49
Campus Referral	44
Community Referral	22
Lawton Grant Advising	123
MESA-related Program	68
Monitored Academic Progress (M.A.P.)	61
Multi-ethnic Advising	217
Student Organization	62
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, Smithsonian Institution Traveling Exhibition Service, 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.

Cultural Stoles	
Term	Total # of Participants
Fall 2021/Spring 2022	25
Fall 2020 /Spring 2021	29
Fall 2019 /Spring 2020	8
Fall 2018 /Spring 2019	6

Monitored Academic Progress (M.A.P.)	
Term	Total # of Participants
Fall 2021	61
Fall 2020	13
Fall 2019	n/a
Fall 2018	n/a

Lawton Grant Recipients	
Term	Total # of Participants
Fall 2021	132
Fall 2020	121
Fall 2019	96
Fall 2018	90

African American Male/Female Summit	
Term	Total # of Participants
Fall 2021	222
Fall 2020	n/a
Fall 2019	Male=130, Female=130
Fall 2018	Male=155, Female=116

MESA Workshop Series		
Term	Total # of Programs	Total # of Participants
Fall 2021/Spring 2022	Firekeeper’s Daughter Book Discussion	45
	Crochet, Cider and College	9
	Scholarship Night	17
	White Space Book Discussion	12
	Life After Graduation	18
	Nature and Nurture Hike	8

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 2022/Fall 2021	118	15	20	5	9	17	26	3	37	9
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
<i>Provided by the Student Engagement Center</i>										

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 improvement processes and educational outcomes.	2
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.	3

				Assessment is shared with all stakeholders.	
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
				Total Culture Points	12

SECTION 5: COVID-19 RESPONSES

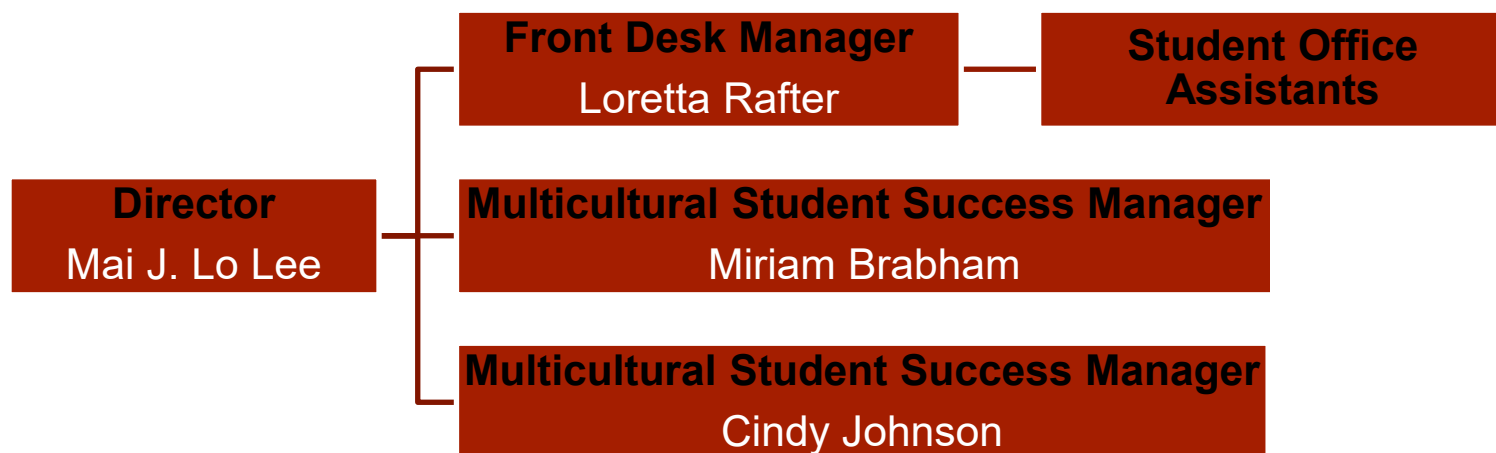
Formal Appointments

Formal student appointments were provided to UW-Green Bay students with options of in-person and virtual settings (Teams). In 2021-2022, MESA was able to incorporate Navigate as its primary student records management service. Navigate empowered students to make, reschedule and cancel appointments with the downloaded telephone application or through personal tablet, laptop and/or desktop. There were 572 documented appointments with 196 individual students served.

Student Development Programs

MESA provided monthly student development engagement opportunities. Students had opportunity to engage in-person and 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. In 2021-2022, MESA partnered with Center of First Nations, Dean of Students, Southeast Asian Student Union (SASU), Black Student Union (BSU), Organización Latin@ American@ (OLA), UREC and Student Engagement Center.

SECTION 6: ORGANIZATION CHART



SECTION 7: SIGNATURE EVENTS

Jump Start		
	Term	Total # of Participants
	Fall 2021	17
	Fall 2020	13
	Fall 2019	33
	Fall 2018	20
Kwanzaa Celebration		
	Term	Total # of Participants
	Fall 2021	120
	Fall 2020	96 (virtual program)
	Fall 2019	120
	Fall 2018	82
Celebration of Success		
	Term	Total # of Participants
	Spring 2022	121
	Spring 2021	No program due to COVID-19
	Spring 2020	Cancelled due to COVID-19
	Spring 2019	155
	Spring 2018	129

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.

MESA celebrated its 50th Anniversary in Fall 2021 – Spring 2022. There were numerous formal events and social, in addition, this celebratory fact was announced at numerous department programs.

Personnel

In 2021-2022, MESA had a graduate assistant who worked 20 hours per week from August 23, 2021 to May 22, 2022. This position was extremely helpful during August, September and October when a MESA multicultural student success manager was on maternity leave. The graduate assistant had assisted with student support, student organization development and university-wide campus initiatives.

University Strategic Priority Initiative

MESA was awarded one-time funding from the University's Strategic Priority Initiative for the Achievement Summits, The Bias Inside Us and the Jump Start program.

Achievement Summit with Green Bay Area Public School District

MESA collaborated with the Green Bay Area Public School District to host multicultural summits called Achievement Summit for its students who identify as racially underrepresented and enrolled within the sixth grade in their middle schools. There were 867 middle school students who identified as Somali, African American/Black, Latinx/Hispanic, Asian American/Asian and First Nations/Native American who participated within the Achievement Summits.

Additional online articles:

GBAPS Achievement Summits

We have to start early by Green Bay Press Gazette article

The Bias Inside Us 2022

MESA collaborated with the Smithsonian Institution Traveling Exhibition Service to host The Bias Inside Us Exhibit at The Weidner Center for the Performing Arts. The exhibit drew more than 1,000+ participants.

Participants ranged from campus constituents such as students, student employees, various student services office such as: Marketing and Communication, Admissions, Continuing Education & Community Education, Housing and Residential Education and the Student Engagement Center. Professors and their students participated in the exhibit ranging from various academic discipline such as: sociology, anthropology, English, design arts, psychology, social work, nursing and education.

Community partners who attended were from Franklin Middle School, Plymouth High School, Preble High School, Neenah Public School District, Bellin College and Brown County United Way.

Exhibit participants were from: Abrams, Appleton, Armstrong Creek, Bryant, Columbus, Denmark, De Pere, Eau Claire, Elkhart Lake, Green Bay, Hobart, Hortonville, Kiel, Luxemburg, Marinette, Menasha,

Neenah, New Franken, New London, Oconto Falls, Oneida, Oshkosh, Portago, Suamico, Valders, Van Dyne, West Bend, and Iron Mountain, Michigan.

MESA hosted the following program to engage early and after The Bias Inside Exhibit.

Angeline Bouley, author of *Firekeeper's Daughter* and an enrolled member of the Sault Ste. Marie Tribe of Chippewa Indians, discussed topics of Indigenous identity, citizenship, and language revitalization.

Tim Wise, one the nation's most prominent anti-racist writer and educators. Wise has spent over two decades speaking to audiences on over 1,500 college and high school campuses in all 50 states, and hundreds of academic and professional conferences. He is the author of nine books, his latest being *Dispatches from the Race War*

Jennifer De Leon, Guatemalan-American author of the young adult novel *Don't Ask Me Where I'm From* and essay collection *White Space*.

Las Cafeteras, born and raised east of the Los Angeles river, Las Cafeteras are remixing roots music and telling modern-day stories of Latino and immigrant lives. Using traditional Son Jarocho instruments like the jarana, requinto, quijada (donkey jawbone) and tarima (a wooden platform), Las Cafeteras sing in English, Spanish, and Spanglish and meld styles, from rock to hip-hop to rancheras. Las Cafeteras use music as a vehicle to build bridges among different cultures and communities, and create "a world where many worlds fit".

Additional online articles:

[The Bias Inside Us by WBAY News Report](#)

[Traveling exhibit on bias comes to UW-Green Bay Fox 11 News](#)

[New Exhibit at University of Wisconsin – Green Bay by Green Bay Press Gazette article](#)

[UW-Green Bay Campus Announcement](#)

[Bias Inside Us Opening](#)