



The Alliance for Equity in Higher Education  
*Uniting for America's Future*



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## A letter from the Director

Dear BEAMS Colleagues:

As the BEAMS cycle nears its final stage, we are fortunate to witness its harvest at many institutions. Your data and ours are showing progress across multiple campuses, and steadily, institutional leaders grow to appreciate your efforts as they see them turn into accomplishments. At this point, we have reason to hope the changes wrought through BEAMS will last beyond the Lumina grant, and improve the retention and academic attainment of students at participating MSIs.

The BEAMS mid-year meeting—March 1st through 3rd—was a success in every respect. It was held in New Orleans as a statement of solidarity with our sister institutions in Louisiana and Mississippi that were hit so hard by Hurricane Katrina, and responded so gallantly. The visit to the Dillard University campus was particularly inspiring. We saw the campus risen from destruction. We heard from students and from senior administrators about their hurricane experiences, and their intense commitment to the restoration and renewal of their beautiful campus and their beloved city. All of us realized that whatever difficulties we faced at our own institutions were quite small by comparison, and we were deeply moved by what we heard and saw.

Also, we had occasion to talk about the future. We are looking to celebrate BEAMS accomplishments, to disseminate the lessons learned through BEAMS, and to build new projects in the BEAMS foundation. Part of our celebration includes reaching out to your presidents and to the leadership of the three associations that make up the Alliance for Equity in Higher Education, in order to thank them for their support of BEAMS and to keep them informed of what you have accomplished. On March 15 we held a reception for BEAMS presidents at the NAFEO annual conference in DC, and we are looking to hold similar events at HACU and AIHEC meetings. Our dissemination plans include a publication with case studies practice briefs. And as far as building on the BEAMS foundation, I believe you have all heard—and will hear more—about a new project that we are calling LASER. We are putting the finishing touches on its latest version, and we will share a one-pager with you once we have it ready.

Let me close by reminding you that we are preparing for the Summer Academy and are encouraged by your strong interest in attending this year and of a new service that is available to you as a member of an Alliance association. I refer to [www.natn.org](http://www.natn.org), the new Website of the National Articulation and Transfer Network. Take a look at the Website, share it with your students and counselors, put a link in your own Website, and let us know how you think it can be improved. It's still a work in progress, but I believe that you will find it useful.

See you soon at the 2007 Summer Academy!

Margarita Benítez, BEAMS Project Director

## Team Representatives Gather in New Orleans for Mid-Year Meeting

Sixty-one BEAMS representatives attended the 2007 Mid-Year Meeting, held in New Orleans from March 1-3. Not only was this year's meeting convened in a great, resilient city, it was held in conjunction with the USA Funds symposium for minority-serving institutions. The meeting provided the opportunity for representatives from the 2003 and 2004 cohorts to participate and share with the 2005 cohort the strategies that have influenced and helped sustain their work.

The meeting started with topic table discussions, facilitated by the 2003 and 2004 participants, where all representatives discussed their implementation progress, noting successes and challenges. Some of the major successes reflected what past meeting participants have also emphasized: having senior-level support, collaboration between academic affairs and student affairs, and connecting with other campus initiatives.

Friday morning focused on the use of data through the BEAMS project and its impact on campuses. Jillian Kinzie and Lowell Davis from NSSE started the day working with the 2005 cohort to define appropriate outcome measures to assess the effects of campus interventions and progress toward improvement. Lana Low, a retention and financial literacy consultant, then shared with all representatives how they can gauge the use of data on their campus to determine how it is being used for institutional decision making.

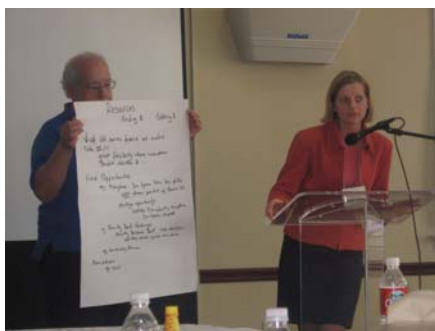
For our afternoon sessions participants traveled to Dillard University, where students and staff showcased the campuses post-Katrina rebuilding efforts. Dr. Walter Strong, executive vice president of Dillard, shared a few words and a video demonstrating how the institution was able to rebuild the campus to welcome students back in Fall 2006.



At Dillard University.

The rest of the 2007 Mid-Year Meeting focused on strategies for overcoming challenges to implementation and how campuses can identify when to change the focus of their plans to meet changing campus priorities, a session led by BEAMS Consultant Hazel Symonette. Project staff also discussed with participants the upcoming opportunities to participate in project dissemination efforts and post-BEAMS work. (see page 3 for details)

Participants left feeling reenergized to forge ahead with the knowledge they gained during the meeting from each other and from speakers. We look forward to the continued sharing across cohorts that began to take place at this meeting.



Tony Fresquez  
(Oglala Lakota)  
and Estelle  
Young (Morgan  
State)

Participants listening in on a session



### 2003 and 2004 Participants Share Their Work

During dinner on the first night of the 2007 Mid-Year Meeting Darrell Guthrie, Orenthia Mason, and Felecia Tyiska from Jarvis Christian College; Alexei Matveev from Norfolk State University; and José Baldaguez and Carlos Carrasquillo from the University of Puerto Rico-Humacao shared the innovative processes that they have undertaken to implement their BEAMS project at their institutions. We encourage you to view their presentations on the WebCenter (<http://webcenter.msi-alliance.org>), along with notes and photos from the meeting, by logging on to the BEAMS site and clicking on "Resources".

## Preparations for the 2007 Summer Academy are Underway

The Institute for Higher Education Policy's (IHEP) 2007 Summer Academy is set to take place at the Hyatt Tamaya Hotel Resort and Spa from July 23-27. This year's theme - "Cultivating Access and Success for Students of Color: Inspiring Communities of Learners" - highlights the emphasis on connected and collaborative learning experiences and institutional change work across stakeholder groups, campus departments, institutions, and national projects. This year's keynote speaker, Vincent Tinto, distinguished professor at Syracuse University, will address student retention and the impact of learning communities on student growth and attainment. He will be joined by an exciting group of expert higher education researchers and practitioners, including: Clifford Adelman, senior associate at IHEP; Carrie Billy, deputy director of the American Indian Higher Education Consortium; Ben Corpus, vice president of student affairs and enrollment management at Baruch College; Steven D. Crow, executive director of the Higher Learning Commission; and James C. Renick, senior vice president of programs and research at the American Council on Education.



As in past years attending teams will be able to take advantage of the structure of the 2007 Summer Academy to work with their colleagues on campus change work. However, this year the BEAMS Project will also use the Academy to highlight teams' success and synthesize accomplishments. We will be looking ahead to what is next for BEAMS institutions and the possibility of participation in inter-institutional learning communities, based on common themes from your BEAMS work.

Registration for the Summer Academy closed on Tuesday, March 20<sup>th</sup>. Project staff are currently reviewing over 50 submitted applications to make final decisions on the distribution of travel grants. Teams will be notified of their status by Friday, April 13<sup>th</sup>. Teams that are accepted will receive waived registrations for up to five participants and a \$5,000 travel grant. We are looking forward to the opportunities afforded to the project by bringing such a large group of teams, at various implementation stages, together!

### In the Pipeline for the BEAMS Project

We are currently in the last funded year of the BEAMS Project, and staff members want to ensure that the results of your work are shared with a national audience. There are various activities that will be taking place this year that will promote all of your hard work to groups that are also interested in data-driven campus change. Some of these activities include:

**Practice briefs** that will help document project learning. These briefs will highlight specific issues and/or best practices that have emerged through institutions' involvement in BEAMS. Staff will be tapping individual institutions, collaborations of institutions, and consultants to identify a focus and write the short practice briefs. Their issues could range from the importance of presidential support in campus change, to changing data collection systems for improved response rates and more useful data, to models of effective first year programs. Once completed the briefs will be printed individually and sent to individuals and groups interested in the specific topic during the fall semester.

**A publication, including case studies**, will focus more robustly on the implementation process that has occurred through BEAMS and the short term outcomes that have resulted from the five years of the program. We will also include case studies of six institutions. The case studies will provide in depth profiles of team dynamics, campus circumstances, and project support structures that have influenced implementation that may not otherwise be shared. Project staff will disseminate the publication to a national audience in fall 2007.

**Receptions** will be hosted by BEAMS at the American Indian Higher Education Consortium and the Hispanic Association of Colleges and Universities' national events. These receptions will recognize presidential commitment to their campus' BEAMS work and their role in advocating additional data-driven change at their institutions. A reception at the National Association for Equal Opportunity's (NAFEO) *32<sup>nd</sup> National Conference on Blacks in Higher Education* was held on March 15. The reception was attended by various presidents from BEAMS campuses, friends of the BEAMS project, Dr. Lezli Baskerville, president of NAFEO, and Dr. James E. Lyons, Maryland's newly appointed Secretary of Higher Education and previously a president of California State University—Dominguez Hills, a BEAMS institution.

## Reporting Your Progress: The Successful Practices Noted in Your Campus Reflections

To give BEAMS participants a better sense of what their colleagues are doing during their specific stage of implementation, we have included a summary of what a number of schools in each cohort are working on and what they have achieved so far. We have highlighted practices that have helped teams' implementation and short term successes that have been achieved. Below is information representing a subset of the range of activities and outcomes of the three cohorts of BEAMS institutions, but we hope these snapshots help others in the BEAMS project working on similar issues.

### 2003 Cohort – Outcomes After Two-and-a-Half Years

*The 2003 Cohort has been implementing their projects for over two years. Below are some of their reported short-term outcomes during that time frame. Please read on to learn of your colleagues' successes.*

**California State University-Dominguez Hills**, as a part of its BEAMS project, expanded their University 101 course (a freshmen success seminar). Data from their expanded and research focused 101 course indicates that program graduates persisted into their second at 77.2 percent whereas comparable students not taking University 101 persisted at 52.4 percent. The class has also expanded from five to 16 sections in the last two years.

**Jackson State University** has had project success in the use of the support services offered at the university. Due to the strategies in place as a result of BEAMS there is a 46 percent increase in the number of students using the tutorial services and a 79 percent increase in the number of students using the advisement/counseling services. The significant increases are attributed to the new advisement model pairing first year professional and faculty advisors, the Resource Room, the additional Study Skills and Study Jams Workshops, Success Seminars and the Academic Support classes, and Colloquia.

**Norfolk State University** targeted the first-year experience, academic advising and service learning to address the "Enriching Educational Experiences" NSSE benchmark. The team has been successful in implementing their plan, and their NSSE data indicates that they have aided in enriching the educational experiences for their students.

"Enriching Educational Experiences" NSSE Benchmark Items	NSU First-Year Students	
	2003	2006
Participating in Co-Curricular Activities	42%	63%
Practicum, Internship, Field Experience	83%	91%
Community Service or Volunteer Work	70%	87%
Independent Study	35%	54%
Participate in a Learning Community	45%	71%

**University of Texas – Pan American** focused their BEAMS efforts on engaging their first-year students through a seminar to help increase their retention rates. Their findings suggest that in the short term their efforts have been successful.

	Entering Freshmen Taking the Learning Framework Course	Entire Entering Freshmen
Retention of 2004 Cohort Fall 04–Fall 05	76.3%	68.0%
Retention of 2004 Cohort Fall 2006	60.1%	53.8%
Retention of 2005 Cohort Fall 05–Fall 06	77.4%	72.7%

**Voorhees College** focused their project on Active and Collaborative Learning (ACL) by instituting strategies to develop and enhance their students' academic, cultural, and social capacities. After a couple of years of implementation the college has seen an increase in students' passing rate on the English Proficiency Examination. For example, during the 2005 spring semester 87 percent of the students who took the exam had passing scores, a 20 percent increase since the implementation of ACL in the undergraduate entry-level composition courses. The Office of the Vice President for Student Affairs, where a record of students' attendance at cultural and social programs is kept, has also indicated an increase in students' attendance at those type of events.

**Western New Mexico University** set the goal of their BEAMS project "to use technology to increase communication between faculty and students and to enhance active and collaborative learning." The increase in number of hits on their communications portal indicates that their goal has been met. The data indicates that there has been an increase of about 45 percent between June and November in 2004 and the same time period in 2006.

### 2004 Cohort – Linking BEAMS to Other Campus Initiatives

*Short-term findings based on the Urban Institute's evaluation has determined that when a campus' BEAMS Project is linked with other institutional initiatives teams tend to more often have a successful implementation. Below are some ways that the 2004 cohort teams have aligned their efforts with other projects on campus and their preliminary outcomes from that incorporation.*

- **Alcorn State University's** plan was designed to link with other campus initiatives since its inception. This has helped sustain the work on campus because it involves the entire university.
- **California State University-Northridge** aligned their project to campus efforts focusing on assessment of first year retention and success. A report done by their Institutional Research office indicates that students involved in their Freshman Connection program have significantly higher short-term retention rates in comparison with everyone else.
- **Florida International University** linked their plan with Title V and a campus-wide initiative to build more online services. They launched their virtual student center ([www.fiu.edu/~vsc](http://www.fiu.edu/~vsc)) with a university-wide marketing campaign.
- **Mercy College's** BEAMS team mission aligned with the college's primary goal to improve student academic success. They encountered a convergence that indicated that the project was meeting a broadly perceived need.
- **Morehouse College** planned from the beginning to link their service learning project with the college's pilot program for revising the core curriculum. This allowed for a natural ally of the project.
- **St. Peter's College** has made their BEAMS initiative a key component of the Persistence and Graduation Team's Strategic Plan. The mentoring pilot initiated in fall 2005 was a success, and they are now working on incorporating it to all freshman seminar classes.
- **University of Houston-Downtown's** plan has evolved into their Quality Enhancement Plan (QEP). The merger has resulted in reports of their BEAMS progress being submitted to the QEP director and the QEP Council.
- **University of the District of Columbia** has tied their BEAMS plan to their campus' retention initiative. This has resulted in the involvement and interest in their workshops by other groups.
- **University of the Incarnate Word** has linked their project directly with the Southern Association of Colleges and Schools' QEP. They have already witnessed a campus-wide increase in participation in programs and faculty development centered on engagement.

### 2005 Cohort – Practices Aiding Implementation

*A large majority of the schools in the 2005 cohort have, upon return from the Summer Academy, focused their first phase of implementation on initiating practices that are building buy-in campus wide. A number of campus strategies are helping BEAMS teams gain support from various constituencies and avoid obstacles that are common in campus change work. Below is a snapshot of the practices and the institutions that are utilizing them.*

- **Collaboration with Other Constituencies**—Aids teams with implementation by strengthening buy-in and increasing the number of individuals involved in executing common work.
  - Tennessee State** has been in collaboration with others that have the same concern of student success as they do, including deans and their provost.
  - CSU-Monterey Bay** has built strong relationships with key campus players, including faculty and staff in academic and student affairs.
  - Coppin State University** has worked with the chair of its technology committee and technology department, since technology is the central focus of their project.
- **Securing Resources**—Provides a secure foundation for moving forward with implementation plans.
  - Cheyney University** prepared a retention proposal for funding through the state and was funded for \$500,000. During the spring semester they are beginning their implementation.
  - North Carolina Central University** received \$142,687 to work on retention initiatives, focusing mainly on their Learning Communities Initiative. They currently have submitted another budget to the state legislators for approval.

## 2005 Cohort (cont.)

- **Constant and Campus-wide Communication**—*Insuring that all constituents are aware and informed of the team's work helps implementation.*
  - New Jersey City University's** president and cabinet include BEAMS updates in major meetings and communications.
  - Polytechnic University of PR** does face-to-face distribution to all constituents on the BEAMS Project.
  - Institute of American Indian Arts** has frequent and ongoing communication with faculty and department chairs.
  - Florida A&M University** references the 2005 NSSE results in meetings of senior-level academic and administrative planning sessions to base the need for their campus action plan.
  - Eastern New Mexico University** held back-to-school informationals for all campus employees that highlighted the BEAMS initiative.
  - Cheyney University** conducted university forums on their retention rate.
  - Barry University** has kept involved parties informed of their activities.
  - Albany State University** did presentations to campus groups at various meetings.
  - Johnson C. Smith University** has met with various campus stakeholders, including support staff, directors, and faculty.
  - Miles College** is communicating with functional parties to encourage participation at the working level.
  - Philander Smith University** made presentations about their project to all constituent groups.
- **Team Make-Up**—*Teams are making purposeful decisions as to whom they include on their team in order to have broader campus buy-in.*
  - Delaware State University** recruited new members after meeting with their provost.
  - Mississippi Valley State University** expanded their team to include chairs from all academic areas and the dean of University College.
  - North Carolina Central University** has a Retention Management team that is made up of 35 people that represent the total university and are able to make decisions during meetings.
  - Our Lady of the Lake's** team consists of the vice president of academic affairs and the retention director amongst other critical persons of position at the university.
- **Scheduled Meetings**—*Teams that regularly carve out time to meet are preparing themselves to avoid one of the most common obstacles faced during implementation—lack of time.*
  - Oglala Lakota College** meets regularly and reports their progress to academic departments.
  - Harris-Stowe State University** has held concept, planning, subcommittee and follow-up meetings.
  - UPR Mayagüez** meets monthly, with other meetings, if necessary.
  - Woodbury University** has found that facilitated and regularly scheduled meetings are helpful to keeping their implementation on track.

## The National Articulation and Transfer Network Launches Student Portal

The National Articulation & Transfer Network (NATN) has launched its new Webpage, [www.natn.org](http://www.natn.org), that provides information for a variety of audiences interested in articulation and transfer issues. NATN, whose mission is to enhance access and success in higher education by increasing the number of transfer students who graduate with baccalaureate degrees, has also as part of their Web site created the NATN Student Portal. The NATN Student Portal is a helpful educational online tool offering the most comprehensive compilation of transfer and enrollment information available anywhere.



**Addressing a timely need:** The NATN Student Portal addresses both the educational and informational needs and concerns of students by offering them a unique resource of transfer related information and data—no other one destination is able to provide such a comprehensive collection. Recognizing that innovative approaches and strong research are critical to changing behaviors, the user-friendly Web portal is helpful both to students who are seeking higher education success, and to counselors who are advising them on their various education pathways.

**Providing helpful tools:** Designed and written especially for new and current students who are interested in successfully completing their educational endeavors, the NATN Student Portal enables browsers to personalize their activities and searches to better match them with colleges and universities that fit their unique needs and capabilities. A wide assortment of education facts and data is presented in an easy-to-use format, ultimately empowering students to better identify the right college/university and career path for them.

**Creating a support network:** The NATN Student Portal's helpful tools are enhanced by its national network of colleges and universities, whose active participation has resulted in an up-to-date repository of state articulation policies and other key information on transfer student issues. The NATN network is comprised of a growing coalition of top urban high schools, community colleges, and four-year degree-granting institutions. Through its strategic relationships with the Alliance for Equity in Higher Education, NATN also includes access to the coalition's more than 350 minority-serving member institutions. This type of clearinghouse approach facilitates rapid communications and encourages the sharing of best practices among institutions.

**Building a long-term platform for success:** Even while addressing the acute short-term need to increase the number of community college students who actually transfer to a four-year institution, the NATN Student Portal is building a platform for longer-term success in addressing the needs of a changing student population. Currently, the majority of students do not experience college in a linear or sequential fashion, and that trend will likely accelerate in the future. The NATN Student Portal is positioned to serve their needs today and influence their thinking tomorrow.

As members of the Alliance for Equity in Higher Education, all BEAMS institutions enjoy the benefits of basic NATN membership. We encourage all of you to visit the general NATN site and promote the portal for your students' and counselors' use. If you have any questions please contact Kelley Aveilhe, program manager, at [kaveilhe@ihep.org](mailto:kaveilhe@ihep.org).

## Campus Spotlights: Highlighting the Work of the BEAMS Teams

*This is the third installation of snapshots of your BEAMS colleagues' work.. We will continue these spotlights in the upcoming issues of the BEAMS Beat and hope that they will prompt collaborations between institutions engaged in similar work. If you are interested in sharing your team's progress please send a short summary to Melissa Del Rios, BEAMS program associate, at [mdelrios@ihep.org](mailto:mdelrios@ihep.org).*

### 2003 Cohort - Texas A&M International University

Texas A&M International University is located in Laredo, Texas. We chose to incorporate the focus of our BEAMS project along with the Quality Enhancement Plan (QEP) developed during our reaffirmation process with the Southern Association of Colleges and Schools (SACS). With a focus on enhancing undergraduate student writing, our action plan was implemented beginning fall 2004. One of the greatest initiatives through BEAMS has been the creation of the Scholars Alliance for Learning and Teaching (SALT). SALT participants represent a cross-section of faculty in academic disciplines that already incorporate innovative ideas with writing in their courses.

The key facilitator for implementation of our project has been campus leadership buy-in. In addition, the linkage between BEAMS, SALT, and the QEP is essential to ensure that the work and dedication given to these initiatives benefit the institution. Project success has been evident in the re-vamping of the First-Year Writing Program. The program provides students with the results of a diagnostic assessment in ENGL 1301/1302, gears instruction to improve student writing deficiencies and refers students to the Writing Center for assistance as necessary. A terminal essay in each course is used to assess student progress. Early indicators of the success of this program are the selection of three first-year students to present their work at the 20<sup>th</sup> Annual National Undergraduate Literature Conference. These students also presented at the 2006 Hispanic Association of Colleges and Universities Conference. In addition, faculty participating in SALT submitted an article to the journal *Research in the Teaching of English*. This year, senior writing assessment will be incorporated across all disciplines.

At this point, we are still collecting and analyzing data. The work initiated through BEAMS has served as a spring board for the creation of a culture of learning and teaching on our campus. One of our ultimate goals within the next five years is to establish a Center for Learning and Teaching to provide faculty opportunities to explore best practices and incorporate new techniques and innovation across all disciplines. Our work has just begun.

#### Campus-To-Campus Visits

Project funds are available for campus-to-campus visits, providing teams the opportunity to visit other schools in the BEAMS Project to observe the structures and practices implemented, participate in a campus-based meeting or conference, or exchange drafts of plans for feedback. If your team is interested in visiting a fellow BEAMS campus or would like guidance as to an institution that your team would benefit from visiting, contact Melissa Del Rios at [mdelrios@ihep.org](mailto:mdelrios@ihep.org) for further information.

### 2004 Cohort – Morgan State University

The Morgan State University (MSU) BEAMS Project, "Scholars-in-Service," is derived from the Documenting Effective Educational Practices (DEEP) conditions of a "living" mission and unshakable focus on student learning. Our overall strategy is to develop and implement a BEAMS plan designed to augment existing university efforts, maximize student participation in design and implementation, and minimize program costs. We propose to extend an existing university mechanism, academic credit for experiential learning, to support on-campus student endeavors reflecting the university's urban mission. The service learning activity has three components: a campus-based; student-led community service placement; career development; and academic enrichment curriculums.

MSU BEAMS targets on-campus, student-led community service projects for several reasons. Campus organizations are more horizontally structured. Students able to offer a sustained commitment of 100 hours during a semester automatically compete for a top position. Campus organizations have the flexibility to create position descriptions more closely tailored to the student's major, career aspirations, and talents. On-campus placement simultaneously supports the survival of campus-based service organizations by providing a consistent cadre of administrative workers. By providing academic credit, the university also enacts the urban mission both through the student's community service and through the support of one of MSU's community service organizations. In turn, students serve as official representatives of MSU and its urban mission on and off campus.

While our project is yet to be implemented, the MSU BEAMS strategy offers areas where our efforts can serve as an example to others. Student engagement is built into every facet of the BEAMS project. Students are not simply the customers of MSU BEAMS, they are the engineers. Students are involved in program design, implementation, and the evaluation plan. We specialize in low cost, small, and non-controversial initiatives and in this way can be implemented on any campus.

### 2005 Cohort—California State University - Monterey Bay

At CSU Monterey Bay we have been working hard to increase our freshman student engagement in co-curricular activities. When we reviewed our 2005 NSSE data, we scored significantly below the national average for freshman co-curricular participation. This indicated to us that our freshman either did not understand the term "co-curricular" or that they did not feel we offered enough co-curricular activities. As a result, our BEAMS action plan is focused on increasing first-year, co-curricular participation.

Our BEAMS action plan calls for us to improve our communication and support of co-curricular learning opportunities. We started at the top, brainstorming with the provost, vice presidents, associate vice presidents and deans about challenges freshman face and how to better communicate and get them involved. We developed a number of strategies to get the word out to freshman about co-curricular activities including a "street team" of students who regularly hand out flyers on student activities; a new "Student Activities Alert" e-mailed regularly to students; and a new student activities logo to help us create a stronger identity with student events.

CSU Monterey Bay's approach is different than other BEAMS campuses with the similar effort of co-curricular learning. In our NSSE subject area, most BEAMS campuses are concentrated on improving their service learning. We are fortunate to have a nationally recognized Service Learning program freeing us up to direct our methods to increase co-curricular engagement. To centralize our efforts, we have reallocated funding for a new position called the first-year experience coordinator position. We are educating students on the value of co-curricular activities as part of their freshman orientation class, raising their awareness and creating an expectation of involvement in new student orientations and purposefully initiating a student culture change starting with the freshman class of 2007. We are proud of our accomplishments this far, and look forward to our NSSE administration next spring to evaluate our improvements and inform our efforts even further.

### Urban Institute Evaluation Data Collection Continues with 2004 Cohort



The Urban Institute (UI) has scheduled all but three interviews with 2004 Cohort campuses on action plan implementation. We encourage the remaining campuses to immediately schedule a time to talk with UI staff so that this critical aspect of the BEAMS evaluation proceeds on schedule. Please call Emily Conger, Research Assistant, at (202) 261-5663 if your institution has not yet scheduled an interview. UI will be conducting second round interviews towards the end of this year. Please make a note to expect the follow-up interviews.

Many thanks to the 2004 cohort campuses for participating in the recent interview follow-up regarding effects from BEAMS program participation. Your input and cooperation are greatly appreciated.

# The BEAMS Beat

March 2007

## About BEAMS

BEAMS is a five-year initiative fostering the ways in which Historically Black, Hispanic-serving, and Tribal colleges and universities using National Survey of Student Engagement (NSSE) can develop data-based decision making and increase student engagement and learning.

BEAMS serves over 100 four-year colleges and universities from the Alliance for Equity in Higher Education. Each institution commits to analyzing the scope and character of their students' engagement in learning and to implementing well-designed action plans for improvement of engagement, learning, persistence, and success. The project offers five primary ways for campuses to move toward these institutional goals.

- Data on the student experience from the National Survey of Student Engagement
- Design of action plans at the Summer Academy for initiatives to enhance student engagement and learning
- Collegial support for implementing action plans
- Web-based support throughout Project participation
- Opportunities to report nationally on campus initiatives and successes

Campuses administer NSSE at least twice during the project. Consortia of BEAMS campuses generate action plans based on NSSE data at the 2004, 2005, and 2006 Summer Academies. They interact and disseminate their learning throughout the project.

# BEAMS

## Building Engagement and Attainment for Minority Students

### BEAMS Contact Information:

Institute for Higher Education Policy  
1320 19th Street, NW, Suite 400  
Washington, DC 20036  
Fax (202) 861-9307

**Margarita Benítez**  
Senior Associate and Project Director, BEAMS  
(202) 861-8223  
[mbenitez@ihep.org](mailto:mbenitez@ihep.org)

**Lacey H. Leegwater**  
Senior Manager for Programs and Policy  
(202) 861-8223 x220  
[lleegwater@ihep.org](mailto:lleegwater@ihep.org)

**Melissa Del Rios**  
Program Associate, BEAMS  
(202) 861-8223 x221  
[mdelrios@ihep.org](mailto:mdelrios@ihep.org)

National Survey of Student Engagement  
Center for Postsecondary Research, Indiana University Bloomington  
1900 East Tenth Street, Eigenmann Hall Suite 419  
Bloomington, IN 47406  
Fax: (812) 856-5150

**George Kuh**  
Director, Center for Postsecondary Research, NSSE, and BEAMS  
(812) 856-5824  
[kuh@indiana.edu](mailto:kuh@indiana.edu)

**Jillian Kinzie**  
Associate Director, Center for Postsecondary Research  
and NSSE Institute  
(812) 856-1430  
[jkinzie@indiana.edu](mailto:jkinzie@indiana.edu)

**Lowell Davis**  
Project Associate  
[lokDavis@indiana.edu](mailto:lokDavis@indiana.edu)

For more information about BEAMS, visit the WebCenter at <http://webcenter.msi-alliance.org>.