



HUMAN DEVELOPMENT
AND FAMILY STUDIES
COLORADO STATE UNIVERSITY

COLLEGE OF HEALTH AND HUMAN SCIENCES

CAMPUS CONNECTIONS: A SERVICE-LEARNING PROGRAM FOR STUDENT AND COMMUNITY SUCCESS

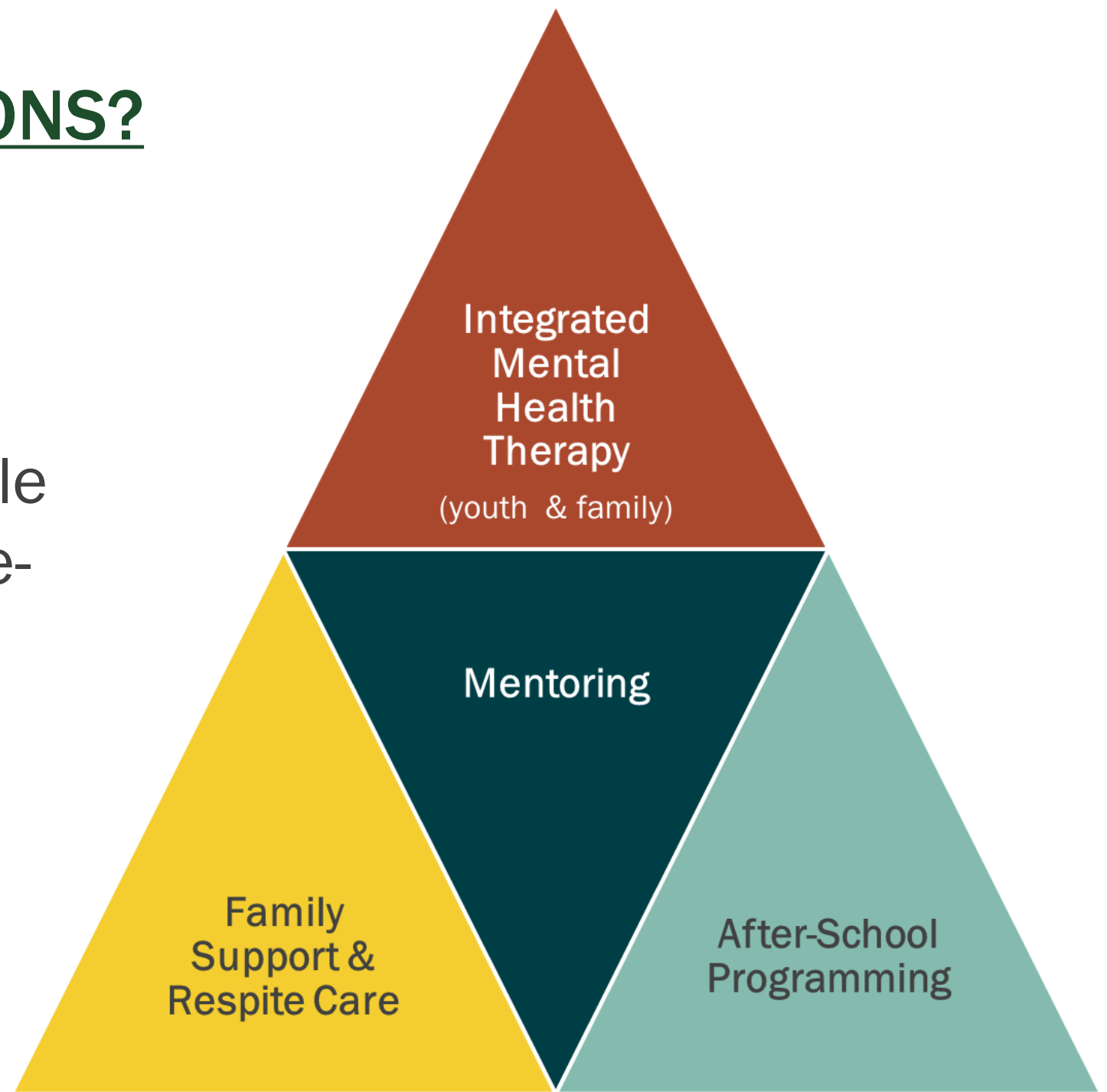
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WHAT IS CAMPUS CONNECTIONS?

An award-winning therapeutic mentoring program for vulnerable youth and a high-impact service-learning course involving both undergraduates and clinical graduate students.



CAMPUS CONNECTIONS' MISSION

Time-limited, structured therapeutic youth mentoring program aims to:

- Promote the resilience and life success of vulnerable youth;
- Prepare undergraduate students to be successful students who graduate and become highly skilled community leaders;
- Prepare clinical graduate students to be able to provide therapy in alternative settings; and
- Respond to community initiatives to strengthen community systems to better serve at-risk youth and their families.

MAUNUALIZED AND LICENSED TO OTHER CAMPUSES



University of Northern Colorado
2015



University of Auckland, New Zealand
2017



University of Colorado at Colorado Springs
2019



Beginning January 2020



University of Kentucky
Beginning 2020
(pending final signatures)

STRUCTURE OF CAMPUS CONNECTIONS

Daily Schedule

- 3:00-4:00 pm - Pre-lab Training
- 4:00 pm - Youth Arrive
- 4:00-4:30 pm – Walk & Talk
- 4:30-5:30 pm – Supporting School Success
- 5:30-6:00 pm – Dinner
- 6:00-7:00 pm / 7:00-8:00 pm – Pro-social Activities / Social Justice Curriculum
- 8:00 pm – Youth Depart
- 8:00-9:00 pm – Post-lab Training
- Therapy is integrated throughout the night.



UNIQUE ELEMENTS

- Youth are exposed to higher education on a college campus
- Close collaboration with many referring agencies (juvenile justice, schools, human services)
- 1:1 mentoring and all pairs belong to a Mentor Family of 4 pairs within a mentoring community
- Integrated mental health therapy services for youth and families by graduate student therapists
- Family systems design to the program
- Support and guidance for mentors on site
- Social justice and diversity curriculum

STUDENT INVOLVEMENT

- Students are engaged in all stages of program delivery for academic credit.
- Student led and faculty/staff supervised. Multiple semester opportunities for leadership.

Undergraduate students (any major)

- Mentor
- Mentor Coach *
- Lead Mentor Coach*
- Program Admin. Support*
- Learning Community Member
- Intern (HDFS, Psych, SW, Soc., etc.)*
- Research Assistant

*Leadership track

Graduate students (Family Therapy or other clinical)

- Family Therapist Instructor*
- Intake worker*



MUTUALLY BENEFICIAL

Youth Mentees

- Improved school attendance
- Decreased substance use
- Fewer behavior problems
- Enhanced well-being

↑ Happiness & Mattering

↓ Loneliness

Clinical Graduate Students

- Improved clinical skills
- Engagement in larger systems
- Advocacy and Social Justice
- Clinical Skill-Building
- Clinical hours towards degree
- Improved professional clinical skills

Student Mentors

- Higher persistence rates
- Higher graduation rates
- Higher GPA
- Faster degree completion
- Higher levels of student engagement

ASSESSING THE IMPACT OF PROGRAMING ON UNDERGRADUATE STUDENT SUCCESS

Collaborations with Institutional Research to understand who is participating in Campus Connections and to also explore the association between participation and student success

- Student Success is operationalized as persistence, graduation, time to graduation, GPA and Engagement as measured on the National Survey of Student Engagement
- First generation, limited income and students of color are well represented in the CC classroom (slightly higher representation compared to the overall population at CSU)

Student Assessments Completed by Campus Connections

- Pre and Post Survey with a control group comparison
- Qualitative data collection

“I was ready to drop out of college before joining Campus Corps and now, because of my time spent with the youth, I am excited about the possibility of pursuing an education degree.”

PARTICIPATION'S ASSOCIATION WITH PERSISTENCE AND GRADUATION

Campus Connections participation is associated with higher rates of persistence¹.

- Students that do CC in their first year have a second fall persistence rate that is 5 percentage points (PP) higher than students that do not do CC in the first year
- These observed differences held even when logistic regression are used to control for pre-enrollment attributes and academic performance.... CC participation is associated with 63% lower odds of dropping out²

Campus Connections participation is associated with higher rates of graduation¹

- Students that do CC have a 4-year graduation rate that is 23 PP higher
- Logistic regression models show that CC participation is associated with 127% higher odds of graduating³



NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

Seniors that complete CC have higher mean score on the Reflective and Integrative Learning Engagement Indicator¹

- 73% of CC seniors have had a discussions often or very often with people of a race or ethnicity other than your own (compared to 56% of non-CC seniors at CSU)
- 78% of CC seniors have had a discussions often or very often with people of different economic background than your own (compared to 67% of non-CC seniors at CSU)

Seniors that complete CC have higher self-reported gains compared to non-CC seniors¹

- 80% of CC seniors reported that their time at CSU has very much contributed to them working effectively with others (compared to 68% of non-CC)

“I gained a whole family and a place to belong.”

PARTICIPATION'S ASSOCIATION WITH GPA AND TIME TO GRADUATION

CC participation is associated with higher grade point averages¹

- Students that do CC in their first year have a first year GPA that is .6 grade points higher than students that do CC in their first year
- These observed differences in GPA were consistent by major

CC participation is associated with faster times to graduation¹

- Among students that graduate, 92% of CC students earn their degree within four and half years. For comparison, only 80% of graduates earn their degree within four and half years.

¹Report retrieved: <http://irpe-reports.colostate.edu/pdf/ResearchBriefs/CampusConnectionsDemographicsandSuccessOutcomes.pdf>

²Report retrieved: <http://irpe-reports.colostate.edu/pdf/ResearchBriefs/CampusCorpsReport2015.pdf>

³Report retrieved: http://irpe-reports.colostate.edu/pdf/ResearchBriefs/CampusCorpsRetentionReportsent_10_31_12.pdf

LIMITATIONS, FUTURE RESEARCH, AND CONCLUSIONS

- CC students are very different than non-CC students and these analyses do not account for self-selection bias
 - CC students are more likely to be female, have higher levels of high school academic performance, and more likely to have a major in the College of Health and Human Sciences or the Psychology department
 - CC students also have higher levels of engagement and have a higher GPA, both of which are strongly correlated with persistence and graduation... It is possible that CC attracts students who are already very likely to graduate.
- We can't conclude that CC participation causes students to be successful but we do know that CC students are a particularly successful group at Colorado State University



SUSTAINABILITY & COMMUNITY PARTNERSHIPS

Since 2009, funding has been secured from 22 different sources, totalling \$2.2 million including:

- Federal and state government
- Local and national foundations
- Contracts with various community entities
- Licenses to new university sites
- Donations
- Community Partnerships - In-Kind contributions



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POUDRE SCHOOL DISTRICT
NORTHERN COLORADO



Human Services, Children, Youth & Family



HOW TO BRING CAMPUS CONNECTIONS TO YOUR COMMUNITY?

Contact

Dr. Toni Zimmerman at

Colorado State University for more information

*Email toni.zimmerman@colostate.edu or visit online
<https://www.chhs.colostate.edu/cc/licensed-cc-universities>*

