

STATE UNIVERSITY OF

**PUERTO RICO**

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**spectrum program**



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**spectrum program**

**Table of Contents**

College Profile  
College Mission Statement  
Timeline  
Theory  
Learning Outcomes  
Program Staffing  
Curriculum  
Technology  
Budget  
Funding Sources  
Recruitment and Marketing  
Assessment and Evaluation Outcomes  
Individual Program Assessment Samples  
Program Completion



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## spectrum program

### College Profile

In 1988, Puerto Rico passed a referendum petitioning the U.S. Congress for status as a state. Immediately after granting Puerto Rico statehood, Congress approved a land grant to create the State University of Puerto Rico as an affordable alternative to the private University of Puerto Rico. SUPR was incorporated in early 1989 and quickly established dominance in the arena of research and development due to procuring skilled grant writers. Its attractive location in the Caribbean combined with the willingness of PR state government to offer incentives for residents to move allowed the university to attract gifted professors. Its scientific prowess commands considerable attention from the National Oceanic and Atmospheric Administration (NOAA), which funds many of its laboratories and conservation projects. SUPR has become a magnet for faculty and students interested in Spanish language and Caribbean/Central American culture and history. As a cultural and political epicenter and an economic powerhouse, SUPR drives Puerto Rico's development.

SUPR's main campus is situated in Ponce, Puerto Rico, a city of 195,000. Ponce's stature as a seat of government and tourist destination make it the second-most important city on the island. SUPR's undergraduate enrollment has grown to 46,800, necessitating aggressive building programs through the years to accommodate all its students in residence halls. As a land grant university, SUPR offers Associate's, Bachelor's, Master's, Doctoral, and Professional degrees in a wide variety of topics.

SUPR's mascot is the Fighting Coqui, a reference to Puerto Rico's most recognizable animal. *Eleutherodactylus coqui* is a common frog, easily identified by its loud call "CO-KEE!" As an unofficial symbol of the state, it holds a special place in the heart of PR's residents. Students imitate the call of the frog at university sports events in order to intimidate the other teams' fans.

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## **College Mission Statement**

The State University of Puerto Rico is a public, land grant, sea grant research institution dedicated to the education of a diverse student body to become engaged citizen-leaders and to the creation and dissemination of new knowledge.

SUPR prepares students for success in a diverse 21st century society by manifesting the following core values:

- Affordable Access
- Excellence in Teaching
- Innovation through Research
- Development of the State of Puerto Rico through Community Service and Engagement
- Development of students to their fullest potential

# spectrum program

## Program Timeline, Semester 1

March 15, 2018	Budget proposal submitted to University
April 1, 2018	Budget approved by University; recruitment of GA, upperclassman advisors, and search for director begins
May 1, 2018	Director is hired and begins by mid-May. Makes staffing decisions and opens job reqs by June 1, 2018.
June 1-15, 2018	Hiring process for full-time staff
July 31, 2018	Hiring decisions made for full-time staff and GAs
August 1, 2018	All full-time staff start work and training begins Student applications due
August 22-29, 2018	Peer Advisor training begins
August 30-31, 2018	Peer Advisors and Life Coaches participate in new student orientation
September 4, 2018	First day of school, program begins
September 14, 2018	Ice Cream Social
October 2018	Major Workshop: Psychology Major Workshop: Environmental Science Pizza Party + Movie
November 2018	Major Workshop: Biology Major Workshop: Anthropology & Sociology On-Campus Thanksgiving
December 2018	Major Workshop: Public Health Major Workshop: Engineering Holiday Party

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**spectrum program**

## Program Timeline, Semester 2 and Beyond

January 2019	Major Workshop: Chemistry Major Workshop: Political Science & Public Policy MLB Spring Training Baseball Game
February 2019	Major Workshop: Black & Latinx Studies Major Workshop: Computer Science Friendship Speed Dating
March 2019	Major Workshop: Women's & Gender Studies Major Workshop: Performing & Visual Arts Alternative Spring Break
April 2019	Major Workshop: International Studies & Foreign Languages Major Workshop: Education Beach Day - Surfing Lessons & Sand Castle Contest
October 2021	Job Search Workshop: The 5 W's of Applying for Jobs
November 2021	Job Search Workshop: Refining Your Resume
December 2021	Job Search Workshop: Composing Your Cover Letter
January 2022	Job Search Workshop: Networking 101
February 2022	Job Search Workshop: Interviewing Like a Pro
March 2022	Job Search Workshop: Tips on Changing Jobs
April 2022	Job Search Workshop: Dress for the Job You Want
May 2022	Program Graduation Ceremony

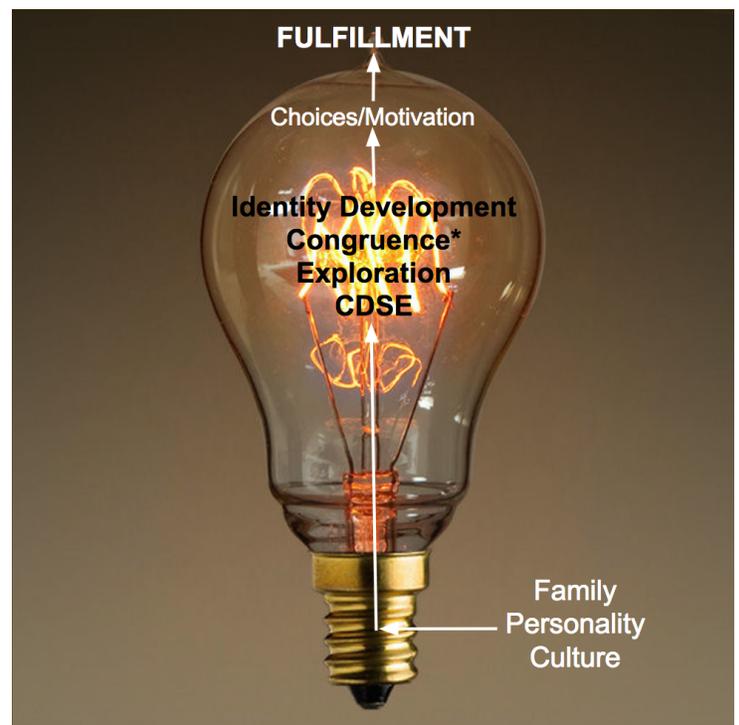
# spectrum program

## Theory

The Spectrum Program fills a gap existing in student services for those who struggle with making major or career choices (Uncommitted Students). While traditional career centers are equipped to provide students with information regarding career options, they do not have the staff or the training necessary to counsel students through challenging life decisions.

Student Affairs staff who work with this students must be trained to recognize the developmental needs of this population:

- Reach a state of Moratorium or Identity Achievement in Marcia's identity stages
- Self-knowledge of interests and strengths/weaknesses [1]
- Information about career options [2]
- Gain Career Decision Self-Efficacy



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# spectrum program

## Theory

The Spectrum Program targets students who:

- Have low SES
- Are 1st generation college students, immigrants, or children of immigrants
- Are people of color (Asian-Americans are especially highly represented)[2]
- Reach college less prepared than their peers
- Have difficulty making career decisions

About 1,750 SUPR students are eligible. The program will accept 250 students in the first year, and then increase acceptance each year as the program becomes more established. Students apply for the program during the summer before classes begin and are selected by program staff

Funding will come partially from the US DOE in the TRiO program.[3]

[1] Bertoch, S. C. (2011). Goal instability in relation to career thoughts, career decision state, and performance in a career development course (Doctoral dissertation, The Florida State University).

[2] Hui, K., & Lent, R. W. (2017). The Roles of Family, Culture, and Social Cognitive Variables in the Career Interests and Goals of Asian American College Students. *Journal of Counseling Psychology*. doi:10.1037/cou0000235

[3] <https://www2.ed.gov/programs/triostudsupp/index.html>

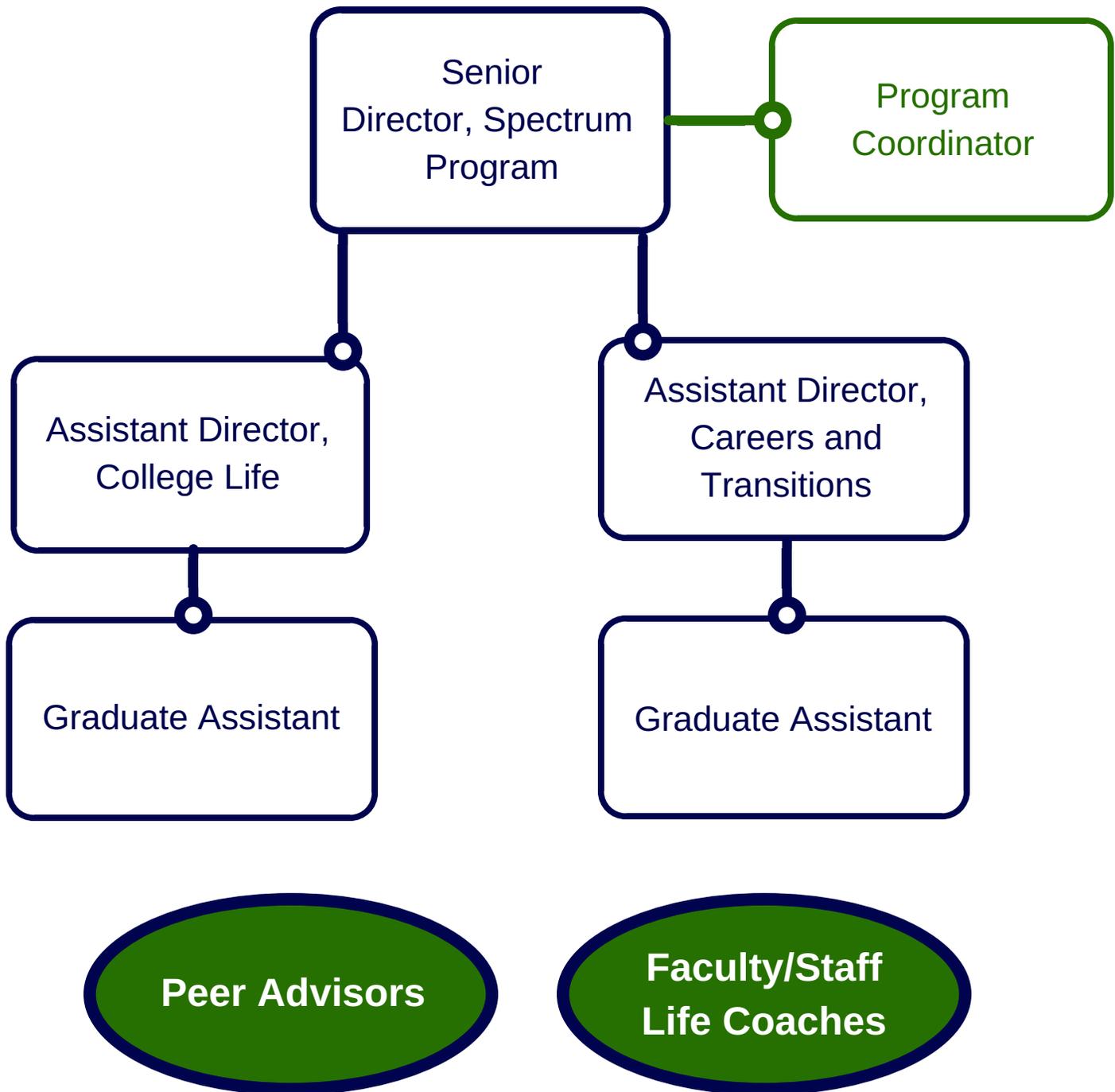
# spectrum program

## Student Learning Outcomes

Program Elements	Student Outcomes	Dimensions of Outcomes
Major Workshops, Job Search Workshops, Peer Advising	Cognitive complexity	Reflection, identity integration, critical thinking
Major Workshops, Job Search Workshops, Life Coaching	Knowledge acquisition, integration, and application	Information about different career options, career decidedness
Peer Advising, Life Coaching, social/ cultural events, community service	Interpersonal and intrapersonal competence	Personal understanding, identity, confidence, goal setting
Major Workshops, Peer Advising, Life Coaching, community service	Practical competence	Vocational competence, living a purposeful and satisfying life
Major Workshops, Peer Advising, Life Coaching, program resources and services (e.g., tutoring)	Persistence and academic achievement	Manage the college experience to achieve academic and personal success, including degree attainment

## spectrum program

### Staffing



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# spectrum program

## Job Description: Senior Director

The State University of Puerto Rico's Spectrum Program seeks a Senior Director. The Senior Director is responsible for identifying, clarifying, and resolving complex issues with substantial significance and impact that may span multiple areas, using advanced technical and professional knowledge requiring independent judgment. S/he provides leadership in the administration of the program strategies and related projects, including resource development and personnel management, in accordance with laws and regulations.

**JOB PURPOSE:** The Senior Director will provide leadership to create an academic and social community for SUPR students who identify with the first-generation college student experience and those struggling with major/career choice, will serve as a resource and advocate for such students, and will support university efforts and initiatives to retain them. The Director is charged with building a cohesive staff team and is responsible for administrative management and planning, budgetary oversight, and staff supervision.

### CORE DUTIES:

- Develops plans, goals and objectives for the year and ensures their implementation and effectiveness.
- Develops the annual budgets for events
- Determines necessary equipment and supplies
- Hires, trains, supervises, evaluates, the work of personnel as assigned.
- Collaborate with staff members to help resolve program issues and concerns, interpret policies, and mediate complex and sensitive issues.
- Resolve multi-dimensional matters in response to students in crisis, at risk, or who have other program issues, counsel students and parents on sensitive and confidential issues.
- Provide guidance and counsel, oversee and develop a wide range of programs and services, analyze effectiveness and make recommendations for future programs.
- Reconcile complex issues; analyze diverse transactions from multiple sources.
- Leads, creates and contributes to development of business practices and organizational change to improve processes and workflow.

## spectrum program

### Job Description: Senior Director

#### QUALIFICATIONS

##### Minimum Requirements:

Education & Experience: Master's degree and six years of relevant experience; Bachelor's degree and eight years of relevant experience; or other combination of education and relevant experience.

##### Knowledge, Skills and Abilities:

- Strong leadership and strategic management skills.
- Strong communication skills to clearly and effectively communicate information to internal and external audiences, client groups, and all levels of management.
- Ability to ensure and apply compliance with legal, financial, and university policies and external regulations.
- Demonstrates sensitivity to and understanding of the disabilities and diverse academic, socioeconomic, cultural, and ethnic backgrounds of students.
- Understanding of financial transactions and program budgeting.
- Advanced analysis of qualitative and quantitative data and problem solving skills.

##### Preferred Qualifications:

- Experience with advising students, managing multiple programs, and evaluating data.
- Demonstrated experience working with a broad spectrum of people – staff, faculty, students, cross-campus colleagues, etc.
- Demonstrated knowledge issues around class, identity and intersectionality.
- Experience with community building and empowerment programming.
- Strong understanding of cross-cultural issues facing college students, including those of first- and second- generation immigrant families of various nationalities.

#### WORKING CONDITIONS:

- May be required to work occasional evening and weekend hours.

Finalist candidate must successfully pass a pre-employment background check.

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## spectrum program

### **Job Description: Assistant Director, Transitions Into College**

The State University of Puerto Rico's Spectrum Program seeks an Assistant Director. The Assistant Director is charged with addressing the needs of uncommitted students through the provision of effective and innovative training and development programs for faculty and staff, as well as educational and celebratory activities for students. S/he provides departmental and institutional leadership in addressing the transitional needs of first-generation students through the development and facilitation of the Peer Advisor program. The Assistant Director shares in the department's responsibility to promote and demonstrate our commitment to uncommitted student success. S/he reports to the Senior Director of the Spectrum Program.

**JOB PURPOSE:** Administer, implement, and assess initiatives of the Spectrum Program. Serve the needs and support students who are exploring majors and career choices for the first time, or who are experiencing a crisis regarding their past choices, including working with both high-achieving students and the first-generation and low income community at SUPR.

**CORE DUTIES:**

- Administer the Spectrum Program in student services, evaluate and recommend decisions on program eligibility for students. Focus area is upperclassmen transitioning to life after college.
- Lead the Peer Advisor college transition program. Collect applications for, interview, and select cPeer Advisors. Serve as a resource for Peer Advisors during their work with students.
- Provide advice to students on a range of issues, including, but not limited to, academic progress, academic program policies, career plans, accessibility, community standards, etc., in order to assist them in making appropriate choices and decisions. Serve as liaison to Academic Advising and Career Services.
- Summarize data from multiple sources, prepare management reports and presentations.
- Identify and evaluate data needs, manage the implementation and development of technology.
- Develop and Implement plans for outreach efforts, develop and maintain external community and university liaison represent department and university at meetings and events.
- Apprise students of research, fellowship and scholarship opportunities.
- Serve as a subject matter expert to other departments; represent department.
- May oversee, analyze and assist in development of budgets.
- Serve as a key member of university-wide teams and projects.
- Train and supervise Graduate Assistant, volunteers, and other staff.

## spectrum program

### Job Description: Assistant Director, Transitions Into College

#### QUALIFICATIONS

##### Minimum Requirements:

Education & Experience: Master's degree and three years of relevant experience; Bachelor's degree and five years of relevant experience; or other combination of education and relevant experience.

##### Knowledge, Skills and Abilities:

- Strong communication skills to clearly and effectively communicate with students, parents, faculty, and staff.
- Analysis of qualitative and quantitative data and problem solving skills.
- Advanced customer service skills.
- Excellent computer skills including experience with Microsoft Office Suite and student information systems.
- Experience with Google Drive and web design.

##### Preferred Qualifications:

- Experience with advising students, managing multiple programs, and evaluating data.
- Demonstrated experience working with a broad spectrum of people – staff, faculty, students, cross-campus colleagues, etc.
- Strong leadership and strategic management skills.
- Demonstrated knowledge issues around class, identity and intersectionality.
- Experience with community building and empowerment programming.
- Strong understanding of cross-cultural issues facing college students, including those of first- and second- generation immigrant families of various nationalities.

#### WORKING CONDITIONS:

- May be required to work occasional evening and weekend hours.

Finalist candidate must successfully pass a pre-employment background check.

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## spectrum program

### Job Description: Assistant Director, Transitions From College

The State University of Puerto Rico's Spectrum Program seeks an Assistant Director. The Assistant Director is charged with addressing the needs of uncommitted students through the provision of effective and innovative training and development programs for faculty and staff, as well as educational and celebratory activities for students. S/he provides departmental and institutional leadership in addressing the transitional needs of first-generation students through the development and facilitation of the Life Coach program. The Assistant Director shares in the department's responsibility to promote and demonstrate our commitment to uncommitted student success. S/he reports to the Senior Director of the Spectrum Program.

**JOB PURPOSE:** Administer, implement, and assess initiatives of the Spectrum Program. Serve the needs and support students who are planning their post-graduate life, including high-achieving students, first-generation students, and low-income community at SUPR.

**CORE DUTIES:**

- Administer the Spectrum Program in student services, evaluate and recommend decisions on program eligibility for students. Focus area is upperclassmen transitioning to life after college.
- Lead the Life Coach post-college transition program. Collect applications for, interview, and select coaches. Serve as a resource for Life Coaches during their work with students.
- Provide advice to students on a range of issues, including, but not limited to, academic progress, academic program policies, career plans, accessibility, community standards, etc., in order to assist them in making appropriate choices and decisions. Serve as liaison to Academic Advising and Career Services.
- Summarize data from multiple sources, prepare management reports and presentations.
- Identify and evaluate data needs, manage the implementation and development of technology.
- Develop and Implement plans for outreach efforts, develop and maintain external community and university liaison represent department and university at meetings and events.
- Apprise students of research, fellowship and scholarship opportunities.
- Serve as a subject matter expert to other departments; represent department.
- May oversee, analyze and assist in development of budgets.
- Serve as a key member of university-wide teams and projects.
- Train and supervise Graduate Assistant, volunteers, and other staff.

## spectrum program

### Job Description: Assistant Director, Transitions From College

#### QUALIFICATIONS

##### Minimum Requirements:

Education & Experience: Master's degree and three years of relevant experience; Bachelor's degree and five years of relevant experience; or other combination of education and relevant experience.

##### Knowledge, Skills and Abilities:

- Strong communication skills to clearly and effectively communicate with students, parents, faculty, and staff.
- Analysis of qualitative and quantitative data and problem solving skills.
- Advanced customer service skills.
- Excellent computer skills including experience with Microsoft Office Suite and student information systems.
- Experience with Google Drive and web design.

##### Preferred Qualifications:

- Experience with advising students, managing multiple programs, and evaluating data.
- Demonstrated experience working with a broad spectrum of people – staff, faculty, students, cross-campus colleagues, etc.
- Strong leadership and strategic management skills.
- Demonstrated knowledge issues around class, identity and intersectionality.
- Experience with community building and empowerment programming.
- Strong understanding of cross-cultural issues facing college students, including those of first- and second- generation immigrant families of various nationalities.

#### WORKING CONDITIONS:

- May be required to work occasional evening and weekend hours.

Finalist candidate must successfully pass a pre-employment background check.

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# spectrum program

## Job Description: Program Coordinator

The State University of Puerto Rico Spectrum Program seeks a competent Program Coordinator to undertake a variety of administrative and program management tasks. The Program Coordinator serves as primary administrative support for the Spectrum Program, including coordination of assigned projects and independent responsibility for designated assignments.

### CORE DUTIES

- Support planning and coordination of Spectrum programs and activities.
- Monitor departmental budget records, complete monthly reconciliations of purchasing card charges, process invoices for payment, initiate purchase orders and coordinate all other aspects of maintaining financial records for the Senior Director.
- Serve as the primary resource person for managing telephone calls, greeting visitors, responding to requests for information, establishing appointments and meetings, making referrals, coordinating responses to e-mails received; tracking and summarizing feedback received by the program.
- Co-Manage contents of the University's website for the Spectrum Program.
- Process correspondence, reports, mass mailings and other information dissemination projects.
- Assist with administrative support for special events such as Orientation, Family Weekend and Commencement.
- Maintain office machines and inventory.
- Schedule meetings for program staff.
- Complete special projects and other duties as requested.

### QUALIFICATIONS

#### Minimum Requirements

- Four to five years' experience as a secretary, office manager, and/or administrative assistant, preferably in a higher education setting.
- Experience with student information systems desirable, but not required.

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**Job Description: Program Coordinator**

Knowledge, Skills & Abilities

- Excellent communication, interpersonal and problem-solving skills.
- Strong organizational, administrative and project management skills.
- Experience with financial record-keeping.
- Ability to work cross-functionally, collaboratively and cooperatively.
- Commitment to providing excellent service to external and internal customers.
- Understanding of and appreciation for issues of confidentiality.
- Technological literacy in Microsoft Office Suite and Google Drive.
- Excellent time-management skills; detail-oriented and efficient. • Willingness to take initiative in fulfilling duties and responsibilities.
- Ability to work independently and effectively in a fast-paced office environment.

Preferred Qualifications

- Ability to work in a diverse environment; sensitivity to multicultural issues.

Finalist candidate must successfully pass a pre-employment background check.

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**spectrum program****Job Description: Graduate Assistant**

The State University of Puerto Rico's Spectrum program seeks two Graduate Assistants for the 2018-2019 school year. The Graduate Assistant plays a key role in helping the Spectrum Program staff in accomplishing our mission to promote the intellectual, cultural and personal development of its students.. Both GAs will serve as the leaders for our Peer Advisor student volunteer program. Each GA will be supervised by an Assistant Director of the Spectrum Program, who will provide supervision meetings weekly.

**CORE DUTIES**

- Supervise, train, and mentor Peer Advisors, student volunteers who provide assistance to center in the areas of outreach and marketing
- Design and present workshops to residence halls and student groups on various career related topics
- Assist the staff with the planning, marketing and implementation of all Career Center programming
- Resume Clinic, Special topic workshops
- Attend weekly staff and assessment meetings
- Maintain social media accounts for the Spectrum Program
- Other duties relevant to the Career Development Center

**QUALIFICATIONS**

- Self starter, motivated
- Interpersonal communication and listening skills
- Ability to work well independently and in groups
- Ability to supervise and lead student groups
- Creative, ability to develop new ideas and initiatives
- Outreach and presentation skills
- Organization, time management skills
- Skilled in Microsoft Office, Google Drive, and web editing

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# spectrum program

## Curriculum: Peer Advisor Program

**Objective:** To meet students' needs for information on selecting classes, self-awareness, and career decision self-efficacy through one-on-one contact with an upperclass peer mentor.

**Materials:** Training materials for Peer Advisors (paper and copier ink), Spectrum gear for Advisors

**Settings:** May take place anywhere students choose to meet

**Presenters:** None

**Learning Outcomes:**

1. Students will be able to classify courses based on whether or not they meet general education requirements.
2. Students will be able to describe their interests and goals to a friend.
3. Students should be able to relate their interests and goals to course and/or major options.

**Procedures:**

A centerpiece of the Spectrum program, the Peer Advisor initiative pairs upperclass students with incoming Spectrum first-years. These volunteers are expected to check in with their first-year mentees every 3 weeks or so, especially around registration and exam times. Peer Advisors' main role is to help their mentees become acclimated to college life and to provide a student perspective on academic matters such as course selection. Through regular interaction with an older student, Spectrum first-years should begin to reflect on their interests and goals in life. As Peer Mentors share how they made course selections, major selections, and even career goals, their mentees get to know role models for making decisions about the future. By sharing their stories and listening to their mentees' stories, Peer Advisors build mentees' confidence in making decisions about courses, majors/minors, and careers. Both students in each Advisor/first-year dyad are transformed through personal sharing and reflection.

Spectrum Peer Advisor training begins one week before new student orientation. Peer Advisors are trained in university general education requirements, major and minor options, and administrative resources. Additional training includes active listening with role play of various scenarios.

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**Curriculum: Peer Advisor Program**

Peer Advisors will join standard training sessions for orientation leaders in which university services, basic leadership skills, and diversity issues are covered. For the other training components, they will break off into a separate group for sessions led by Spectrum staff. During Orientation Weekend, Peer Advisors join orientation leaders in welcoming first-years to campus and will meet with them during time designated for Spectrum students.

Cost: \$300 for copies at \$.10/page; \$4,330 for Spectrum gear  
(250 t-shirts at \$8/shirt, 250 water bottles at \$4/bottle 250 stickers at \$1/sticker)

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# spectrum program

## Curriculum: Life Coach Program

**Objective:** To help prepare students transition out of college, especially in their job search (including resume and cover letter review) or pursuit of a higher degree of education.

**Materials:** Training manual, Spectrum lapel pins and office door signs for Life Coaches

**Procedures:** Students may opt into this program during their upperclass years. Students who are planning for their post-graduate life will be able to set up 15-minute meetings as often as once a day or as life coach is available, with a volunteer staff or faculty member to receive assistance with the job search process, resume and/or cover letter review, interviewing, applying to graduate school, or other inquiries about transitioning out of college. The life coaches will be trained by Spectrum staff one week before the new student orientation on how to assist students with these processes and how to answer possible questions the students may have. The life coaches will also be informed of the available university services and how to refer students when they come with inquiries that are outside of the life coaches' realm of knowledge or expertise (e.g. Financial Services, Career Center, Global Services).

**Learning Outcomes:**

1. Students will be able to make personal short- and long-term career goals leading up to and after graduation.
2. Students should build vocational competence as they follow through with their next steps before graduation.
3. Students will achieve relational interdependence when they meet with their life coach.

**Settings:** Staff or faculty member's office, or other suitable meeting place agreed upon by the participants

**Presenters:** None

**Cost:** \$437.50 for Spectrum gear: lapel pins (\$312.50 for 125 pins at \$2.50/pin), office door signs (\$125 at \$1/sign); \$62.50 for paper for training material (\$0.10/page)

## spectrum program

### Curriculum: Major-Specific Workshops

Objective: To meet students' need for information on selecting a major and career options within each major or group of majors

Materials: Paper and copier ink for handouts, snacks for students

Settings: May take place in a classroom, student lounge, group study room, or other area where students can comfortably gather

Presenters: Faculty members or doctoral students from each department

Learning Outcomes:

- 1a. Students will gain general guidelines on selecting a major (How to Choose Your Major workshop).
- 1b. Students will gain a broader understanding of career options for a given major (What can I do with a BS/BA in \_\_\_\_\_? workshop).
2. Students will be invited to reflect on how their individual strengths/weaknesses and likes/dislikes align with the career options available in their current major or the major they are considering.
3. Students will be able to describe multiple career paths for a major or area of interest.

Procedures:

The students may register for the workshops via the website. Presenter and Spectrum staff arrive 15-20 minutes early. Presenter sets up any presentation materials or PowerPoint. Spectrum staff set out sign-in sheet, handouts, and snacks. After the presentation, presenter and Spectrum staff remain to answer student questions and gather unused supplies.

Cost: \$5.00 for copies at \$.10/page and \$25 for snacks

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## spectrum program

### **Curriculum: Job Search Workshops**

**Objective:** To provide more detailed information about the job search process than can be provided in a meeting with a life coach (e.g. comparing U.S. job search process to other parts of the world, how to make connections, how to select employers you want to work for, career change).

**Materials:** Handouts (as needed)

**Settings:** May take place in a classroom or a room at the student center

**Presenters:** Internal or external faculty members or career coaches

**Learning Outcomes:**

1. Students will be able to make personal short- and long-term career goals leading up to and after graduation.
2. Students will be able to build vocational competence as they follow through with their next steps before graduation.
3. Students will achieve interpersonal dependence when they attend workshops.

**Procedure:**

The Assistant Director that serves students transitioning from college will invite an internal or external faculty member or a career coach to lead an hour-long workshop on a given topic such as the ones mentioned in the objective. The speaker may use a PowerPoint presentation, handouts, or activities appropriate for the topic. The students may register for the workshops via the website.

**Cost:** \$5.00 for copies at \$.10/page, variable cost for non-SUPR speakers (\$60 - \$100 per session)

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## spectrum program

### Curriculum: Member Social and Cultural Events

Objective: To create a comfortable and welcoming environment for Spectrum members to meet and connect with each other as well as learn about other cultures.

Materials: Food, tables, chairs, travel expenses

Procedures: The Program Coordinator plans and coordinates monthly social events that encourage diversity and cultural appreciation. Examples may include: trips to art museum, potluck of international foods, ice cream social, barbecue, open mic, coffeehouse, and movie night.

Learning Outcomes:

1. Students will be able to understand and appreciate human differences.
2. Students will gain cultural competency.
3. Students will develop their racial identity.

Settings: Student center, campus quad, or classroom

Presenters: None

Cost: Variable depending on location, event type, and food

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# spectrum program

## Curriculum: Community Service

**Objective:** To enable Spectrum program members to experience a mutual relationship with their community by giving back in the form of volunteer work and charity fundraising.

**Materials:** Transportation to and from work sites; food or snacks if the activity lasts longer than 3 hours

**Procedures:** The Associate Directors plan and execute community service opportunities for members of the Spectrum program. Examples may include: working on a Habitat for Humanity house, serving meals at a soup kitchen, collecting dry/canned goods for a food pantry, raising money for a local charity, and volunteering with the local Boys and Girls Club.

**Learning Outcomes:**

1. Students will be able to describe human differences.
2. Students should begin to (or continue to) develop a sense of responsibility for fellow community members, expanding their vision of community outside the campus "bubble".
3. Students should develop leadership competencies, e.g, taking the initiative and putting group needs ahead of personal needs.

**Settings:** Various settings off-campus

**Presenters:** None

**Cost:** Variable depending on location, event type, and food

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# spectrum program

## Curriculum: Leadership Opportunities

Objective: To enable Spectrum program members to experience a mutual relationship with their community by giving back in the form of taking the lead in student programming and community service.

Materials: Variable, depending on the type of activity

Procedures: The Associate Directors plan and execute leadership opportunities for members of the Spectrum program, developing student leaders to help them in this task. Examples may include: workshops or speakers focused on leadership skills, serving as a student leader in Spectrum student leadership, and helping to plan and execute community service activities for Spectrum members.

Learning Outcomes:

1. Students should be able to name 2-4 leadership competencies and give examples of each.
2. Students will demonstrate leadership competencies through involvement with the Spectrum program..

Settings: Various settings on and off-campus

Presenters: None

Cost: \$5.00 for copies at \$.10/page, variable cost for non-SUPR speakers (\$60 - \$100 per session)

## spectrum program

### Curriculum: Services

#### Student Lounge:

Objective: To encourage students in the Spectrum program to socialize with each other.

Materials: (at start up) microwave, coffee machine, insulated paper cups, snack vending machine, drink vending machine, board games, couches, tables, chairs

Procedure: Students may access the lounge any day between 7AM-11PM.

Learning Outcome: Students will achieve interpersonal competence through forming meaningful relationships.

Cost: \$55 microwave, \$100 coffee machine, \$13 for 150 cups, \$200 furniture, variable cost for games

#### Study Space:

Objective: To encourage academic development for Spectrum students with the benefit of having their own study space.

Materials: (at start up) desks, chairs, computers

Procedure: Students may access the study room at any time for quiet study.

Learning Outcome: Students will be able to achieve academic success by using available resources.

Cost: \$1,000 per desktop, \$300 for furniture

#### Coqui Closet:

Objective: To provide students from low-income families with formal clothes that they cannot afford easily.

Materials: Donation bins

Procedure: SUPR students may donate their unwanted professional clothes that either are new or have only been worn a few times without damage for students in the program.

Learning Outcome: Students will be able to describe how to dress in professional attire (e.g. for a job interview).

Cost: \$48 for 3 bins

## spectrum program

### Curriculum: Services

#### Financial aid counseling/scholarship assistance

Objective: To provide students financial guidance from first year to graduation.

Materials: Booklets

Procedure: Associate Directors and Program Coordinator will assist any students experiencing difficulty with financing their education by collaborating with financial services and explaining next steps to students. They will help students identify and apply for scholarships for which they might be eligible.

Learning Outcome: Students will achieve economic self-sufficiency.

Cost: \$125 for 125 brochures, at \$1/brochure

#### Study skills/tutoring

Program: Dedicated tutors

Materials: notebooks and pencils

Procedure: University-trained tutors hold office hours in the Spectrum Center. Students may make appointments to see them on the Spectrum website, or may walk in to ask basic questions.

Learning Outcome: Students will perform well in their classes.

Cost: \$176 for notebooks (200 notebooks at \$.88/notebook), \$19.62 for pencils (18 doz pencils at \$1.09/doz)

Program: Library How-To

Materials: none

Procedure: University librarians will hold a special session for incoming first-years who have not accessed library resources regularly. They will give a physical tour of the building and orient students to library resources. This is an opportunity for students to ask questions they may otherwise be embarrassed to ask in front of mainstream classmates.

Learning Outcome: Students will use the library effectively.

Cost: none

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**s p e c t r u m   p r o g r a m**

**Curriculum: Services**

Program: Study Skills Workshops

Materials: none

Procedure: University undergraduate student services will offer special presentation of their Study Skills Workshop at the Spectrum Center tailored to Spectrum students. For first-generation students, they will offer basics of study skills that they may not have learned in high school. For high-achieving, focused students, they will offer more advanced study techniques. This is an opportunity for students to ask questions they may otherwise be embarrassed to ask in front of mainstream classmates.

Learning Outcome: Students will perform well in classes.

Cost: none

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# spectrum program

## Curriculum: University Resources

### Career Center

Spectrum works closely with SUPR's Career Center in order to help students reach their fullest potential vocationally. Their services include assessments to help them learn more about themselves, the career fair, and hour-long one-on-one appointments with the advisors about career decisions.

### Global Services

We partner with Global Services for our students to use them as a resource for questions regarding immigration and visas, and to help our students fully integrate into the campus community.

### Counseling Services

Spectrum works closely with SUPR's Counseling Services in order to help students who struggle with major/career choices, managing relationships with family/friends who have not attended college in the U.S. or have not attended college at all, and other common psychological issues such as imposter syndrome.

### Identity Groups

We partner with various identity groups on campus such as the Center for Black Culture, Latino/a Cultural Center, Asian-American Center, and LGBTQ Resource Center. These leaders and affinity groups on campus help students to develop their racial and gender identities, and connect with students with similar backgrounds.

Objective: To help students to connect with campus services and resources.

Materials: None

Procedure: Associate Directors and Program Coordinator will refer students to these resources as appropriate and will include upcoming events from each office in Spectrum weekly emails to students.

Learning Outcome: Varies by resource

Cost: \$0 (these offices have their own budgets)

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# spectrum program

## Technology

As Spectrum members, student participants will have access to a dedicated study room, including computers for common use. Spectrum tutors will be computer savvy and will be able to help students with common tasks related to academic use of software, such as working with PDFs in Adobe Reader, cloud computing, creating a References page, and formatting a paper per APA or Chicago style guidelines.

Spectrum staff will have access to Starfish software, which allows professors to post flags for students who do poorly on tests early in the semester. Advisors, including Spectrum staff, are able to intervene for these students and help them course correct before finals and even mid-terms. Advisors are also able to send kudos to students who do well in courses. This provides much-needed positive reinforcement for students who feel discouraged.

Spectrum staff, Peer Advisors, and Life Coaches will use social media and direct text messaging while working with Spectrum member students. As the cornerstone of the Spectrum program is relationships, these methods of communication will be necessary. Additionally, the official social media channels of the Spectrum program will provide the public face of the program and keep the campus community updated on Spectrum activities.

# Spectrum Program Budget

Category	Notes	Expense
<b>Staff</b>		
Salary, Director - \$70,00		\$70,000
Benefits, Director - \$14,156		\$14,156
Salary, Assist. Dir. of Transitions Into College		\$58,000
Benefits, Assist. Dir. of Transitions Into College		\$14,156
Salary, Assist. Dir. of Transitions From College		\$58,000
Benefits, Assist. Dir. of Transitions From College		\$14,156
Salary, Program Coordinator		\$42,000
Benefits, Program Coordinator		\$14,156
Wages, Grad Assistants (\$11/hr)		\$6,000
Conference fee for staff	\$450/person/yr	\$1,800
<b>Office Equipment</b>		
Printer/copier/scanner		\$4,700
Individual printer for Director		\$150
Keurig machine		\$150
Reusable My K-Cup set		\$40
Fax machine	From eBay	\$20
Computers (Staff + GA's)	6 x \$1,000	\$6,000
Phone system (4-line)	AT&T	\$328
<b>Printing/ Copying</b>		
Extra ink for big all-in-one copier x2		\$656
Extra toner for big all-in-one copier x2		\$550
Extra ink for personal printer		\$75
Extra toner for personal printer		\$50
Copy paper - 1 case of 100% recycled copy paper		\$67
<b>Office Supplies</b>		
Ballpoint pens - 1 60-pack of blue and 1 60-pack of black	\$7 each	\$14
Pencils - 432 custom-made with Spectrum logo		\$95
Highlighters - 1 12-pack of assorted highlighters		\$9.79
Sharpies - 1 12-pack		\$11.79
Post-It notes - 1 24-pad pack		\$20
Notebooks:		
1 12-pack of 8.5x11 notebooks		\$10.50
1 12-pack of 5x8 notebooks		\$9.50
<b>Events</b>		
Food	workshops and social and cultural events	\$1,050
Workshop speakers	per speaker per session	\$100
Swag:		
T-shirts	250 x \$8	\$2,000
Water bottles	250 x \$4	\$1,000
Lapel pins	125 x \$2.50	\$312.50
Stickers	250 x \$1	\$250
Door signs	125 x \$1	\$125
<b>Marketing</b>		
Advertisement		\$25
<b>Student Lounge</b>		
Microwave		\$55
Coffee machine		\$100
Cups	150 count	\$13
Furniture (couches, chairs, tables)		\$200
Games		\$100
<b>Study Space</b>		
Furniture (desks, chairs, bookshelves)		\$300
Computers	6 x \$1,000	\$6,000
<b>Other</b>		
SPIN (Sponsored Program Information Network) membership	\$10,000 paid by university every year	\$10,000
Clothing bins for Coqui Closet	3 x \$16	\$48
Career Decision Self-Efficacy Scale Short Form	\$50 manual + \$625 License to Reproduce for 250 participants	\$675
Prizes to incentivize alumni to complete post-graduation survey	Does not apply to first class	\$0
Microsoft Office licenses for 5 staff computers & 6 student computers	\$79.99 per computer for 4 years	\$880.00
Adobe Reader licenses for 5 staff computers & 6 student computers	\$10 per computer per year	\$110
Starfish user licenses for 3 staff (Director and Assoc. Directors)		\$0
<b>TOTAL</b>		<b>\$328,724</b>
<b>Funding Source</b>		
	<b>Notes</b>	<b>Amount</b>
TRiO grant		\$182,000
Lumina Foundation grant		\$45,000
Seed funding from university alumni		\$42,000
Gates Foundation grant		\$50,000
University Research Department (SPIN membership)	Paid by university every year	\$10,000
<b>TOTAL</b>		<b>\$329,000</b>
Program Net		\$276

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# spectrum program

## Funding Sources

- TRiO grant
- Lumina Foundation grant

"The Lumina Foundation is an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. We envision a system that is easy to navigate, delivers fair results, and meets the nation's need for talent through a broad range of credentials. Our goal is to prepare people for informed citizenship and for success in a global economy."
- Gates Foundation grant

"Our Postsecondary Success strategy seeks to increase low-income students' college completion rates through innovations that can improve the productivity and performance of U.S. universities and colleges and ensure that all students have access to a high-quality, highly personalized education."
- Seed funding from university alumni
  - Additional monies raised through university development for future years

[1] <https://www.luminafoundation.org/our-work>

[2] <https://www.gatesfoundation.org/What-We-Do/US-Program/Postsecondary-Success>

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**spectrum program**

### **Recruitment Procedure**

The Spectrum Program will begin marketing in June to attract potential participants using flyers, our website, and social media, i.e., Facebook and Instagram, where we will post a description about the program, how to apply, and announcements about upcoming events. The flyers will be mailed to accepted students in the packages they receive from the Admissions office and will be posted on campus for incoming students should the class of 250 not be filled by orientation. Students will be able to apply through the website and contact us via email at [spectrum@supr.edu](mailto:spectrum@supr.edu) for questions.

## spectrum program

### Marketing Materials: Facebook Page

Facebook page header for State University of Puerto Rico. The page name is "State University of Puerto Rico" and the user is "Carolyn". The navigation bar includes "Page", "Inbox", "Notifications", "Insights", "Publishing Tools", "Settings", and "Help".

The cover photo features the text "STATE UNIVERSITY OF PUERTO RICO" and "spectrum program" on a green background with the "SU PR" logo.

Left sidebar navigation: Home, Events, Reviews, Promote, Manage Promotions.

Right sidebar: "Education in Ponce, Puerto Rico" with language options (English, Spanish, Portuguese, French, German) and privacy/terms links.

**Posts**

**Post 1:** State University of Puerto Rico (43 mins) - "Are you ready to apply to be a Spectrum member for 2018-2019? Visit [www.supr.edu/spectrum/apply](http://www.supr.edu/spectrum/apply) to begin your application process today!"

**Post 2:** State University of Puerto Rico (7 mins) - "What's your career personality? Take the new quiz available on the SUPR Career Services' website! [www.supr.edu/careerservices/quiz-career-personality](http://www.supr.edu/careerservices/quiz-career-personality)"

**Post 3:** State University of Puerto Rico (32 mins) - "Looking for fun things to do off-campus? Step outside of your comfort zone and discover all kinds of local gems! This Top 10 list is a great place to start."

**Image:** Aerial view of a large, multi-story building with a central tower, likely a university building.

**Caption:** 10 Things to Do: Ponce, Puerto Rico. Located on the southern coast, Ponce - La Perla del Sur (the Pearl of the South) is

Advertisement for AMERICASQUARTERLY.ORG. The ad text reads: "Loayza, the legendary Spanish explorer's great-grandson, Ponce's museums and... AMERICASQUARTERLY.ORG".

Engagement: 1 person reached. Buttons for Like, Comment, Share, and Boost Unavailable.

**Post 4:** State University of Puerto Rico (37 mins) - "Planning a move from out-of-state? Moving to an island for college can be a daunting task. Get the 411 on shipping, transport to the island, and more at [www.supr/moving-guide!](http://www.supr/moving-guide!)"

Engagement: 1 person reached. Buttons for Like, Comment, Share, and Boost Unavailable.

## spectrum program

### Marketing Materials: Instagram Profile



SUPR'S SPECTRUM PROGRAM

STATE UNIVERSITY OF PUERTO RICO

SU  
PR

Get your career exploration off  
to a great start with the SUPR  
Spectrum Program!



## MEMBERSHIP BENEFITS

How do you picture your college experience? Your career exploration while you're at college? Picture stopping by a student lounge tailored to your needs, grabbing a snack, and meeting up with peers and mentors.

Your Spectrum experience will include...

- *Peer Advising program pairs you with an upperclass mentor*
- *Workshops on major/minor and career options*
- *Social and Cultural Activities*
- *Leadership and community service opportunities*
- *Study skills workshops*
- *Tutoring designed to meet your academic needs*
- *Access to help with scholarship and fellowship opportunities*

LEARN MORE

# Apply



## Start your application now!

The Spectrum program will accept 250 students, mostly incoming freshmen for the 2017-2018 school year. Eligible students are those who know college is the right choice for them, but struggle with plans after graduation. Many come from families whose career expectations are different from where they see themselves going in life. To apply, you will need to submit:

- A video essay telling your story and explaining how Spectrum membership will help you plan your future
- A recommendation from a high school teacher or volunteer experience supervisor stating that they think you will benefit from Spectrum participation

[APPLY NOW](#)

# Contact

Name \*

First Name

Last Name

Email Address \*

Subject \*

Message \*

SUBMIT



*spectrum@supr.edu*

Powered by [Squarespace](#)

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## spectrum program

### Assessment and Evaluation Outcomes

#### Goals:

- Justification of program
- Ensure effectiveness for students completing the program

#### Evaluation:

*The Spectrum Program is effective if...*

- Students have moved from not being able to make a career decision to being able to make one
- Students are satisfied with their major and career decisions
- Students can identify their own interests and skills
- Students reach the Moratorium or Identity Achievement stage of development within Marcia's Identity Status framework

*How will these markers of effectiveness be measured?*

Every four years, the Spectrum program will complete a "big picture" self-study using data collected yearly. This information will be aggregated and trends will be identified to determine whether program effectiveness is maintained over time. Yearly data collection procedures:

- Observational data: TRiO yearly reports submitted to U.S. Department of Education and academic progress tracking
- Quantitative data: A battery of surveys will be given to each student just prior to graduation. Graduates will be surveyed again three years after graduation to determine levels of job satisfaction and/or satisfaction with graduate school choice, if applicable.
- Qualitative data: Along with administering surveys, Spectrum staff will conduct "exit interviews" with graduating students via focus groups

## spectrum program

### Assessment and Evaluation Outcomes Cont.

#### *Instruments for Quantitative Data*

##### Career Decision Self-Efficacy Scale - Short Form (CDSES-SF)

- Measures graduates' career decision self-efficacy
- Total of 25 items presented on a Likert scale ranging from 1 (no confidence at all) to 5 (complete confidence). Sample items include "accurately assess your abilities" and "determine what your ideal job would be."
- Data analysis will determine what percentage of students answered 4 or 5

##### Minnesota Importance Questionnaire (MIQ) and Minnesota Satisfaction Questionnaire (MSQ)

- Measure work values of Achievement, Altruism, Autonomy, Comfort, Safety, and Status.
- Data analysis will determine what percentage of students answered "Satisfied" or "Very Satisfied"

##### Dimensions of Identity Development Scale (DIDS)

- Identification of 5 status dimensions: commitment making, identification with commitment, exploration in depth, exploration in breadth, and ruminative exploration
- Five-item scales for each of the five status dimensions. Items are rated on a 1 (strongly disagree) to 5 (strongly agree), Likert-type scale
- Data analysis will determine what percentage of students answered 4 or 5 for commitment making, identification with commitment, and exploration in depth

Brief surveys following individual workshops, programs, events, and services provided by Spectrum throughout the students' college careers

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spectrum program

## Assessment and Evaluation Outcomes Cont.

### *Qualitative data*

- At the exit interviews, students will be asked to describe the extent to which they are able to identify their own interests, skills, strengths, and weaknesses
- Students will be asked to describe their major and career decision-making processes
- Data analysis will determine what percentage of students were able to articulate their interests, skills, strengths, weaknesses, and decision-making processes

### Sample Questions:

- What is your biggest strength?
- Tell me about your experience with the career coach program.
- How do your interests align with your major/career choice?
- How many job search workshops have you attended?

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## spectrum program

### Individual Program Assessment Samples

#### Life Coaches

Utilization will be measured through registration and sign-in logs every time the registrant meets with a life coach. The outcomes assessment will be a survey for each 15-minute meeting that a student attends regarding how well the goal(s) of the meeting was/were met and how helpful/professional/friendly the life coach was. The final survey will measure the student's ability to make short- and long-term career goals, the student's ability to build vocational competence leading up to graduation, and the student's ability to achieve interpersonal dependence.

#### Peer Advisors

Utilization and outcomes assessment will be measured via self-reported survey information at the end of each semester. Questions will ask how often the students and peer advisors met on average, whether mentees feel they were given enough information, whether they felt their mentors helped them acclimate to college life, and how confident they feel in making academic decisions after having met with their mentors. The final survey will measure the mentees' ability to make academic decisions, demonstrate knowledge of career choices, and the students' ability to reflect on this knowledge and apply it to their career/major decision-making.

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**spectrum program****Individual Program Assessment Samples Cont.****Major Specific Workshops**

Utilization will be recorded and measured through ID swipes. For the outcomes assessment, we will distribute surveys after the workshop to evaluate the speaker, relevance and usefulness of the information covered, use of resources and materials (e.g. technology), the students' ability to make academic decisions, demonstrate knowledge of career choices, and the students' ability to reflect on this knowledge and apply it to their career/major decision-making. It will also ask for any requests for new workshops, any suggestions for improvement, and whether or not they would recommend the workshop.

**Job Search Workshops**

Utilization will be recorded and measured through ID swipes. For the outcomes assessment, we will distribute surveys after the workshop to evaluate the speaker, relevance and usefulness of the topic, use of resources and materials (e.g. technology), the students' ability to make short- and long-term career goals, the students' ability to build vocational competence leading up to graduation, and the students' ability to achieve interpersonal dependence. It will also ask for any requests for new workshops, any suggestions for improvement, and whether or not they would recommend the workshop.

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# spectrum program

## Program Completion

After students complete their exit interviews as their last graduation requirement, they will be able to officially graduate from the Spectrum program and receive a certificate of recognition. This recognizes that each student has achieved fulfillment through the processes of identity development, career decision self-efficacy, exploration, and finding congruence between values/interests and career/major choice. The graduation ceremony will take place in the morning of the last Friday of the academic calendar. Hors d'oeuvres will be served.

1 hour setup (tables, chairs, food & beverages)

(Attendees will receive a schedule of the ceremony as they enter)

15-minute welcome

1 hour graduate recognition (calling each individual by name and giving certificate)

45 minutes for refreshments/mingling