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STUDENT AMBASSADOR PROGRAM:  
MEETING A NEED IN HIGHER EDUCATION

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Vocational Education Option

---

by  
Carla Jean Gay

June 2000

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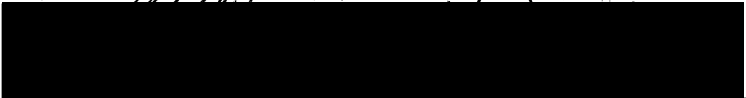
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by  
Carla Jean Gay  
June 2000

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## ABSTRACT

With the aging, changing, and seemingly ever-demanding student population entering our college and university campuses, the current human resource departments are not adequately staffed to meet the needs. Too many students are ceasing enrollment or transferring to other schools because their needs are not being met. Consequently, colleges and universities need a paradigm shift to acknowledge that students are customers with numerous options and needs.

Concurrently, with only a slight increase in the number of students enrolling in higher education, and the new tuition and budget policies requiring greater financial demands, a marketing plan is inevitable for survival. Peer assistance with recruiting, orienting, and retaining students has become a welcome commodity. Choosing, training, and utilizing an elite group to serve as student ambassadors is increasing. Hundreds of institutions across the nation have discovered the value of this bridge between students, faculty, staff, families, and prospective students. This project discusses some of the current problems in higher education with enrollment. Then it presents the student ambassador program as a solution for meeting the needs of new and returning students, to recruit or retain this population.

## ACKNOWLEDGMENTS

I would like to thank my faculty advisor, Joe Scarcella, Ph.D., for his unfailing support and guidance to see me through the completion of this project. I would also like to thank my incredible husband, Kyle, for his persistent prompting and patience. Columbus State Community College also deserves recognition for their silent contribution to this project. Many years ago, I served there as a student ambassador. That is where I learned about the advantages and experienced the results of this program.

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## **CHAPTER ONE**

### **Background**

#### **Introduction**

Chapter One presents an overview of the student ambassador project. The context of the problem is discussed, followed by the project's purpose, significance, and assumptions. Subsequently, the limitations and delimitations that apply to this project are reviewed. Finally, the terms used in this project are defined.

#### **Context of the Problem**

The eminent problem for colleges and universities today is that enrollment is only slightly increasing. This growth cannot balance the tremendous increase in expenses. It is predicted that community and two-year colleges will increase by only 31 students in the next year (Raisman, 1999). This creates a buyer's market for the new or returning college or university student causing institutions to compete for that greatly needed increase in their enrollment (Schmidt, 1999).

Training and utilizing a group of students to assist with several personalized services is the primary focus of the student ambassador program. Ambassadors are assisting with recruiting, orientating, and retaining students. This may be accomplished by visiting high schools, giving tours, and corresponding with prospective students. Once recruits are enrolled, ambassadors assist with orientation and peer mentoring of the new students. Many colleges and universities

are adapting to meet the current needs of students. Modifying class schedules to include weekend and evening programs is making it more convenient to attract new enrollees. The "one-stop" admission/registration and computerized telephone scheduling are also gaining popularity for convenience and time efficiency. However, more changes need to be made to get students to the point of enrollment. Once admitted, services must be provided to promote retention and graduation for these consumer-oriented students (Dungy, 1999).

Some educators fear a transfer of focus to commercialism or consumerism in our institutions may subordinate values and objectives of academics and stakeholders. The threat to program quality is also a concern if the focus is just on enrollment and services (Driscoll and Wicks, 1998). The purpose of a student ambassador program is not to jeopardize any college or university's educational integrity, but to promote growth and retention by providing more services (Sidle and McReynolds, 1999). A student ambassador program can also assist with stabilizing returning students. "Contemporary higher education is a large industry in America; accordingly, students, as well as their parents, exercise their consumer consciousness. This consideration might well become the driving force for a change in thinking about the topic in American higher education" (Bajdek and Kim, 1999, p. 23).

### **Purpose of the Project**

The primary purpose of this project was to identify a need in higher education and offer a possible solution. A primary need in colleges and universities today is increased enrollment and retention of current students. An ambassador program can assist with recruiting, orienting, and retaining students. After providing information and related research about student ambassador programs, a manual is presented to start or enrich a college or university program. Admissions, student services, and outreach departments are the initial beneficiaries from this addition. However, ultimately the institution and its students profit. Ambassadors can extend the current hours and services for a fraction of the cost of faculty. They provide a vital connection between students, faculty, staff, alumni, prospective students, and families.

### **Significance of the Project**

The significance of the project was to assist colleges and universities with their struggle to meet the needs and demands of a changing population of incoming and current students. The unemployed, single, recent high school graduate is slowly losing the position as the typical college student. Therefore, the means and methods for attracting and retaining students need to be altered. Nearly half of the college and university population are currently of the middle-age group and working at least part-time (Swenson, 1998).

## **Assumptions**

The following assumptions were made regarding this project:

1. The average college student is thirty years old attending part-time (Dungy, 1999).
2. The marketing of colleges and universities is necessary because institutions are competing for the same student population (Raisman, 1999).
3. College and university students need to be thought of as customers who are integral to the institution's success (Swenson, 1998).

## **Limitations and Delimitations**

A number of limitations and delimitations were noted during the development of this project. They are presented in the next section.

**Limitations.** The following limitations apply to this project:

1. The initial development of a student ambassador program for this project was at a specific public community college.
2. Limited research has been done to support the success of recruiting or retaining students using the student ambassador program exclusively.

**Delimitations.** The following delimitations apply to this project:

1. The student ambassador program is not limited to this college. In fact, it can be incorporated into any university, technical school, service agency, and high school.
2. The possible roles and benefits of a student ambassador can also be accomplished through other means or methods.

#### **Definition of Terms**

The following terms are defined as they apply to this project.

Retaining – is keeping a student enrolled and progressing in that particular institution (Sidle and McReynolds, 1999).

Student Ambassadors – are students that promote and develop leadership skills, foster and develop a mutual beneficial relationship between a college and the community, and provides a personal perspective on college life. A scholarship or salary is usually paid for this service (Parkland, 1999).

Web site – is an electronic message posted on the World Wide Web located by typing a specific address on the Internet, useful for communicating and researching (Scarcella, 1999).

World Wide Web (WWW) – is a wide area information network to give universal access to a large universe of documents for

viewing graphics, images, text, sound, and video (Scarcella, 1999).

Electronic mail (E-mail) – is the instant communication sent and received by text, images, graphics, and computer applications (Scarcella and MacPherson, 1996).

### **Organization of the Project**

This project was divided into four chapters. Chapter One provides an introduction to the problem, context, purpose, and significance of the project. Following next are the limitations and delimitations, concluding with the definition of terms. Chapter Two consists of a review of relevant journal articles and web sights that support the concepts of a student ambassador program. The present need, benefits and roles of the student ambassador are addressed. Chapter Three details the population, methodology, and project design. The concluding Chapter Four presents the conclusions and recommendations drawn from the development and implementation of the project. Finally, the Appendix contains a student ambassador implementation project manual followed by the thesis and project references.

## CHAPTER TWO

### Review of the Literature

#### Introduction

Chapter Two contains a discussion of the relevant literature. Specifically, research is presented to support the need and benefits of the student ambassador program. Finally, web pages of current student ambassador programs are reviewed to describe specific roles held in higher educational institutions nationally.

#### Need for Student Ambassadors

After World War II, the number of students seeking a college education increased dramatically, causing the construction or expansion of colleges and universities across our nation. However, by the late 1970s, institutions were too numerous or expansive to meet the current need. The following decade was painful as a few institutions had to close their doors (Zemsky, Shaman, and Iannozzi, 1997). Consequently, active exposure and personalized marketing have been the focus of the past ten years and continuing into this new millennium. The senior editor of the California Higher Education Policy Center, William Trombley, stated that even institutions like California State University have seen enrollments decline by up to 22,000 students over a one-year period (Moll, 1994).

During the past thirty years, the baccalaureate degree has become the standard educational credential for middle-

class employment. Universities and colleges are depending on the increased enrollment with returning adult learners or specialized job-training requirements leading first time college students through their doors. The need to assist with recruiting adult students has become vital (Zemsky et al., 1997). Student ambassadors who know what prospective students are looking for in a college or university can be instrumental in recruiting their peers. This enrollment management technique can increase revenues in the era of diminishing resources (Britt and Hirt, 1999).

Marketing of higher education institutions should not be thought of negatively. They should follow the lead of other growing businesses with strategic research and development of recruitment marketing. College expenses have increased 42% in the last decade and will possibly ascend another 32% in the following ten years. To offset these costs, an increase in the student population must be achieved. Educators warn that the traditional colleges and universities may cease to exist if they do not respond to market forces and trends. However, joining the ranks of customer-driven organizations, a caution is given to retain the educational integrity of an institution (Mackey, 1994).

Listening to the students served is essential and beneficial. The typical college student is aging and is usually involved in full-time employment and or family responsibilities. As the population landscape of higher



education matures, the treatment of students as customers requiring convenient and accessible support services that coincide with alternative evening and weekend courses needs to be considered (Swenson, 1998). Adult learners should not be ignored in the planning of out-of-class experiences. They are a viable increasing population (Hernandez, Hogan, Hathaway, and Lovell, 1999).

Post-secondary education needs to respond to educational and technological changes. Altered class formats or degree programs have met the needs of this new student group. Now human services need to follow the trend of being more accessible. The Internet is a suitable medium for presenting college and university programs to traditional and self-directed learners. Weekend and evening courses have attracted additional students. These numbers can be increased with services for those needing to visit, communicate or enroll during evening hours or weekends (Falk, Rehman, and Foster, 1999).

More recruiting and outreach personnel are needed outside of the typical business hours. Many opportunities and enrollments are missed as weekend shoppers wander the vacant departments of admissions and the closed doors to campus tours and questions. A core of student ambassadors can attend to this curious population that benefit from a peer's encouragement that college may be within the doubters' grasp, providing visitors with applications, catalogues or financial

aide forms (Moll, 1994).

Most universities and private colleges convert from five to eleven percent of their many thousand inquiries into applicants (Brodigan and Dehne, 1997). Unfortunately, first impressions are so important in making this life-changing decision (Moll, 1994). If a peer could communicate with a prospective student, in person or via the web or a telephone, even a slight increase could have a major impact on enrollment. A new student coming from the smaller society of high school or the work place can feel more valued with the personal attention of another student, who has already "walked in their shoes." Peer groups are significantly influential to student development and decision making (Hernandez, et al., 1999).

#### **Benefits of Student Ambassadors**

Student ambassador programs are beneficial to both the institution and the ambassadors. The trained ambassador is a personalized positive public relation tool, increasing revenues for their institution. Concurrently, these students are gaining valuable leadership training, communication skills, and life experience in working with the public. This student development opportunity defines a role and goal for the ambassador promoting their retention. Also, educational experience such as this develop the whole person (Hernandez, et al., 1999).

An initial purpose of a college ambassador may be to get prospective students to the campus. Serving as a representative of the college or institution, ambassadors may visit nearby high schools or their own alma mater. Convincing younger peers of the importance of considering college, valuing high school grades, and co-curricular involvement are all vital roles of an ambassador. Inviting prospective students to visit the college represented is the next step in marketing (Wallinger, 1998).

Offering a positive first impression to visiting hopeful future students can promote an application. Ambassadors are trained to give campus tours to transmit a sense of community. People believe that they can be a part of this unique academic community by just enrolling. The casually dressed co-ed tour guide informs about the history, programs, campus layout, and extracurricular activities available. This promotes a less stressful environment for asking questions and offers personalized attention (Magolda, 2000).

The human resource staff is usually consumed with the daily tasks and paper pushing that these positions demand. Student Ambassadors can decrease the wait time for answers to visitor's questions. Steve Brings, dean of admissions at the University of New Haven, expressed the disappointment when a prospective visiting student is scared away before even making it into the admissions department (as cited in Moll, 1994) He believes that those initial minutes are crucial.

Before he can answer the most pressing question about how this family or adult can afford this college, they may be headed back for the car, too frightened to ask (as cited in Moll, 1994).

The college ambassadors can connect with numerous visiting students or families in a day. Consequently, the prospective student is now acquainted with a person in a sea of strangers, who demonstrated that this college or university wants to meet individual's needs. Interactions with peers have significant positive effects on other students. The comments of a current student may have more validity for a prospective student than a staff member promoting the institution and his/her employment (Hernandez, et al., 1999).

The benefits of this program for a student ambassador are numerous. Complimenting their education with a leadership position can foster growth opportunities that a classroom setting may not provide. According to Hernandez, et al. (1999), students involved in high quality, out of class experiences contribute to their satisfaction, learning, and development. Also, learning and practicing communication techniques for dealing with the public are valuable lifelong skills. Interactions with peers have considerable effects on student openness to diversity and challenges. Also, interpersonal competence, humanitarianism, and cognitive complexity are results of peer involvement. Working with

other ambassadors also promotes the benefits of teamwork. Courses or training are given to ambassadors to assist with the required tasks. Helping students to define their strengths and weaknesses can also be a valuable outcome of this program. A scholarship or stipend is usually paid to ambassadors. This can even be given as a credit in the bookstore to keep the funds at the college or university. Leaving college with this experience on a resume is of greater value than any monetary compensation (Sewell, personal communication, March, 2000)

#### **Roles of Student Ambassadors**

College ambassadors are already identified in hundreds of universities and colleges throughout the states. The specific roles are about as numerous as the programs. After a careful screening process and training, student ambassadors select service areas of interest. The University of South Florida's ambassadors (Lescno, 1999) have a creed to define their role of focusing on the goals and objectives of their institution.

Incorporating the technology that so many students are accustomed to using, web pages are created to introduce prospective students to the school through a peer's eyes. Cornell University (1999) has engineering student ambassadors communicate via the web to incoming freshmen. They even offer a virtual tour of the campus. This is a photo slide show or videotape accessible by a web address on the Internet, for

the prospective student to tour the campus without leaving home. Responding by electronic, voice, or the U.S. mail is another way to personalize the typical generic mail merge letter that is sent to individuals expressing interest.

Western Michigan University (1999) ambassadors have "phone ponies" that telephone prospective students to introduce themselves and answer questions about the university. They also visit high schools to share their experience as college students. Individual biographies of ambassadors are posted on the World Wide Web. Several e-mail addresses are given for students to ask questions of currently attending students (DeWolf, 1999).

Columbus State Community College (1999) ambassadors staff an information booth outside of the admission and registration offices to answer questions or direct students to the correct line. All new students to the campus are requested to attend an orientation meeting. This meeting is given by several ambassadors and a student service staff member. Survival tips are given from a student perspective and a group registration process is conducted. The ambassadors can assist with class scheduling and general information. Other assignments of these college ambassadors are to assist with the special projects like the blood drive registration and English as a Second Language testing.

Tours are being given and orientation or survival talks are the norm for most student ambassadors (Chaffey, 2000;

Florida Tech, 1999; Gaeth, 1999; Parkland, 1999; Pellissippi, 1999; Rabey, 1998; San Diego, 1999; Texas, 1999). Guiding students around the campus at 30 degrees below zero is a typical day for ambassadors at the University of Alaska (Oba, 1997). The availability of weekend and evening tours help these colleges and universities to be more accessible.

Any number of student ambassadors can be used to assist on a campus. It all depends upon the funds and staff availability for training and organizing the ambassadors. The University of Northern Iowa (1997) has a select group of over 50 students trained and serving as student ambassadors. However, other campuses have as few as two.

### **Summary**

The literature important to this project was presented in Chapter Two. There is very little research specific to the student ambassador programs; however, the need for marketing is well documented. Most student ambassador programs have web pages available for prospective and current students. With the increase of prospective students visiting, researching, and applying on-line via the Internet, web pages need to be attainable, interactive and responsive to our technically advanced society. The majority of the research was done on the World Wide Web.

Student ambassadors meet an obvious need as the financial demands for increased college and university enrollment. The benefits of this program are numerous for the

students involved, as well as for the colleges and universities they represent. Currently, student ambassadors across the nation are serving in various roles to assist human resource departments serving students, prospective or attending. Ambassadors can help to provide a nurturing environment and to respond to the changing needs of society as they relate to higher education.



## **CHAPTER THREE**

### **Methodology**

#### **Introduction**

Chapter Three details the process used in developing this master's project. It contains a description of the population served by this project. Results of the literature review are applied to the design of this student ambassador handbook. The Chapter concludes with a summary.

#### **Population Served**

Working with several students and the director of auxiliary services, this project was tailored to the specific population of Victor Valley College (VVC) in Victorville, California. This city boasts over 60,000 residents despite its location in the midst of the Mojave Desert. Victor Valley College enrolls a population of over 10,000 commuting students. Being the only public college within a thirty-mile radius, it draws students from Victorville, Apple Valley, Helendale, Hesperia, Las Flores, Lucerne Valley, Oro Grande, Phelan, Pinon Hills, and Wrightwood. This institution is 39 years old and offers over 64 certificate programs and two associate degrees. Non-degree continuing education courses are also offered on a regular basis. Most programs can be completed within two years of full-time attendance. The ethnicity of the college's population consists of one-fourth Caucasians and a slightly smaller group of Hispanics, Mexicans and African-Americans students (Teel, 1999).

Frequent interviews with the Associate Student Body (ASB) director and members were the initial tasks to assess the needs of this particular institution that could be met with this program. Many in attendance at this college tend to be first generation attendees of secondary education. Consequently, assistance is especially vital for recruiting, orienting, and retaining. The ASB members were instrumental in requesting a student ambassador program. It fulfills several of their goals for this school year. For example, the need for public relations, peer orientation, mentoring, and recruiting is a priority. The name "Rambassadors" was chosen for the student ambassadors at this college since the mascot is the Ram.

#### **Victor Valley College Rambassadors**

The initial stages of developing a student ambassador program included securing funding and permission from the vice president. Applications were distributed and collected along with a reference letter. A committee was selected to screen the applicants and conduct interviews in the month of May. Ambassadors were chosen with the understanding that they must complete a July training week. After the selection process was completed, references, grade point averages and fall registration were confirmed. The selected team of Rambassadors will be invited to an orientation meeting. After contracts are signed and policies reviewed, a training schedule will be initiated. Thus begins the team process to

create a cohesive group.

The service dates have been arranged for August 2000-May 2001, with an extensive training beginning in July 2000. Several areas of importance have been considered for training. Initially, team building will be crucial to unite the individual ambassadors. A group of mostly unacquainted students will be brought together for a single purpose. Therefore, ground rules need to be set and a common ground established. Temperament surveys will identify individual styles. Helping students to understand differences and their own strengths and weaknesses can assist to find areas of service. Also, recognizing different styles can be a lifelong skill for cooperating with different individuals. Good communication skills are essential for being chosen as an ambassador. However, offering training in public speaking and active listening will assist ambassadors for future situations. Another training area is developing leadership skills. Providing a plan for problem solving and time management can be of great value to these active students. Wellness is another concern that needs to be addressed. Emphasizing healthy habits and stress reduction techniques will serve an ambassador well. Professionalism is a vital consideration in training also. This includes defining a personal mission statement, expectations of others and evaluations. Being in the public eye can be difficult and damaging to the institution if students are caught in

compromising situations. Lastly, multicultural sensitivity training is a priority. Ambassadors come from a variety of cultures and life styles. Promoting respect and value for those unique students who are not the typical college coed are vital. Students come with special needs and some tend to be more obvious than others. The disabled, older, displaced, international or first generation students all have unique concerns. A lowering of biases, prejudices or stereotyping is often necessary to meet the needs of all students. This final area of training can be one of the toughest but most rewarding accomplishments (Columbus,1999).

Aside from all the general training that must be done with the new ambassadors, an obvious area of instruction must precede their service time. Familiarization with the college, campus, programs, and services is essential. Ambassadors are going to serve in various capacities, and their thorough knowledge of the college will make them most effective. Despite the fact that the ambassadors are not new to the campus, there are still many aspects of the college or services that they have not been experienced yet (Columbus,1999).

### **Handbook Development**

The next section of the project provides an overview of the handbook development process. Specifically, the resources and content validation are included from the handbook development process. Lastly, the handbook design is reviewed

with an outline for implementation.

**Handbook Resources and Content Validation.** This section describes the resources used to develop the handbook and the content validation process. Some of the content for this handbook was extracted and adapted from the training manual for student ambassadors at Columbus State Community College in Columbus, Ohio. Secondly, the lessons plans for training have been organized in the manner of *Seven Habits of Highly Effective People* by Stephen Covey (1989). After an orientation class for acquainting ambassadors with the specifics of the campus, there are seven lessons outlined. Modeling different teaching strategies for each meeting can help students discover their preferred style of learning. The content and strategies for this project were validated with input from colleges, advisory committees, students, and faculty.

**Handbook Design.** The student ambassador handbook was developed to offer suggestions for establishing or enriching a student ambassador group at any college or university. An outline for implementing the program has been provided on the following pages. It takes approximately six months to develop a program after a funding source has been identified.

The handbook contains a brief description of the student ambassador program. A project plan is provided detailing the four goals of an ambassador program. These include methods for obtaining more applications and then ideas for converting

those into enrollees. The orientation of incoming students is addressed. Finally, suggestions are offered for assisting with student retention. The succeeding section contains all the necessary forms for the application process. Following this section, detailed lessons plans are included for training and then suggestions for utilizing ambassadors. Finally, evaluation tools are presented.

### Implementation of a Student Ambassador Program

#### **A. Institution Concerns**

1. board approval
2. faculty & staff memo & survey
3. selection committee request form

#### **B. Budget**

1. publicity
2. copying
3. coordinator salary
4. ambassador stipend/scholarship
5. shirts/aprons/vests or jackets for uniform

#### **C. Timeline**

1. administration prep work
2. recruiting/application period
3. interviewing process
4. training and service schedule
5. compensation schedule
6. evaluation schedule

**D. Service Requirements**

1. length of term
2. number of ambassadors
3. volunteer hour requirements
4. training/meeting hour requirements
5. contract and policies

**E. Compensation**

1. distribution dates and amounts
2. minimum hours for pay
3. scholarships

**F. Selection Process**

1. application requirements
2. individual and group interview
3. reference, GPA, and enrollment verification

**G. Evaluations**

1. self-middle of term
2. academic progress
3. coordinator
4. campus survey

**H. Selection Documents**

1. application
2. reference forms
3. information sessions
4. brochures
5. group interview activities
6. individual interviews question/rubric

**I. Training**

1. orientation meeting
2. staff meetings
3. topics
4. instructors
5. duties
6. service project
7. policy and procedures
8. evaluations
9. record keeping

**J. Service Duties**

1. recruiting
2. orienting
3. mentoring
4. retaining

**Summary**

The implementing of a student ambassador program at Victor Valley College was a challenge. However, this program will be very useful for the outreach coordinator and the college. The Rambassadors will initially meet this need for recruiting. After that, they are very instrumental in orienting and retaining students. Any staff members involved in recruiting or orienting new students should find this information to be useful.



## CHAPTER FOUR

### Conclusions and Recommendations

#### Introduction

Chapter Four contains a presentation of the conclusions gleaned as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, this chapter concludes with a summary.

#### Conclusions

Student ambassadors are a vital source for recruiting new students who are usually their peers. Assisting with orienting to college life and offering convenient and accessible services, student retention will be increased.

#### Recommendations

The recommendations resulting from this project follow:

1. Begin with a small group of ambassadors to work out unforeseen problems.
2. Secure funding sources so that the stipend or scholarship can be advertised when recruiting.
3. Inform faculty and supporting staff about the concept of student ambassadors so they are recognized and utilized whenever possible.
4. Include as many members of the staff and faculty as possible in the training sessions, even if just to introduce and acquaint with each other.

5. Train the next year's group of ambassadors with those finishing their service term. Ask seasoned ambassadors for input on improving the program for the next year.
6. Choose an outstanding ambassador at the conclusion of a service term to be a student director of the next group.
7. Write and publish policies and procedures to provide desired outcomes and consequences of ambassador behavior.
8. Recruit to attract positive individual ambassadors that represent the make-up of the institutions.
9. Publicize the student ambassador program and the college by embracing technological avenues.

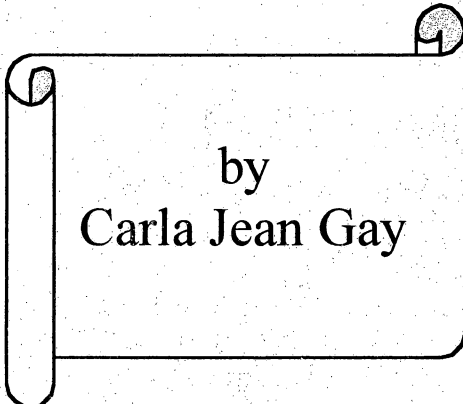
### **Summary**

Chapter Four reviewed the conclusions derived from this project about student ambassadors. Lastly, the recommendations extracted from this project were presented. Preparing well before starting an ambassador program is the best prevention for failure. Secondly, carefully choosing and training students to be ambassadors is vital for the program's success.

**APPENDIX**

**Student Ambassador Handbook**

# Student Ambassador Program

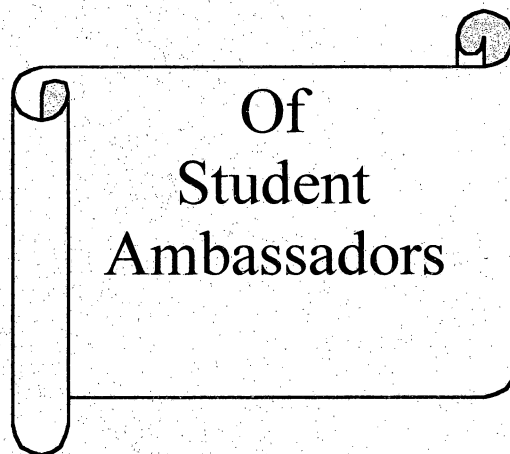


by  
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# Program Description



Student ambassadors are being used in colleges and universities around the country. This program chooses and trains a group of elite students to promote and develop leadership skills, as well as to foster and develop a beneficial relationship between a college/university and the community. This can be accomplished by providing a personal perspective on college life. A scholarship or salary is usually paid for this service. They provide a peer's perspective on college to invite individuals to campus, encourage applications, and then enrollment. Continuing their service, ambassadors assist current students by mentoring or encouraging involvement and assisting to meet needs.

Peer assistance with recruiting, orienting, and retaining students has become a welcome commodity. It can serve as the bridge between students, faculty, staff, families, and prospective students. The following can be used to begin a program after a funding source has been secured.

**TIMELINE**

<u>TASK</u>	<u>DATE</u>	<u>PERSONNEL</u>
Project Plan/Budget.....	January-March .....	_____
Recruiting.....	April .....	_____
Information meetings.....	April .....	_____
Application period.....	April .....	_____
Group interviews.....	May .....	_____
Individual interviews....	May .....	_____
Scheduled training.....	July-April .....	_____
Compensation.....	Oct,Dec, March, May ...	_____
Midyear evaluations.....	January .....	_____
Service schedule.....	August-May .....	_____
Final evaluations.....	May .....	_____



# Project Plan



For  
Student  
Ambassador  
Program

The following project plan can be utilized to convince administration of the benefits and roles of having student ambassadors. It has been broken into four goals that outline the specific objectives for ambassadors for recruiting, orienting, and retaining students.

## STUDENT AMBASSADOR PROJECT PLAN

**Goal 1: To help a college obtain more prospective student applicants**

<b>Objective 1:</b>	Inform prospective students about the college
<b>Title:</b>	Marketing
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Develop unique web pages with links to college web pages</li><li>2. Visit area high schools with recruiter</li><li>3. Attend college fairs with recruiter</li></ol>
<b>Objective 2:</b>	Provide a communication format for prospective students
<b>Title:</b>	Correspondence
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Post E-mail addresses of ambassadors on web pages</li><li>2. Send and receive E-mail to/from prospective students</li></ol>
<b>Objective 3:</b>	Encourage prospective students to make a campus visit
<b>Title:</b>	Hospitality
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Offer tours of the campus</li><li>2. Arrange a class visit with another student</li><li>3. Staff an information booth at entrance of campus</li><li>4. Put a virtual tour of campus on web page</li></ol>
<b>Objective 4:</b>	Follow-up on visiting students
<b>Title:</b>	Personal Touch
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Telephone visiting students for Q &amp; A about applying</li><li>2. Send a personalized letter</li><li>3. Forward name and address on to department of interest</li></ol>

**Goal 2: To help a college convert more applications into enrollees**

**Objective 1:** Establish orientation routines

**Title:** Orientation 101

**Strategy:**

1. Organize orientation sessions co-hosted with registrars
2. Send or call to take reservations for orientation
3. Assist with group registration as sessions

**Objective 2:** Communicate with applicants

**Title:** Communication 101

**Strategy:**

1. Telephone to remind about upcoming quarter
2. Correspond by E-mail or U.S. mail

**Objective 3:** Provide necessities for registering

**Title:** Registration 101

**Strategy:**

1. Send recent class schedules and a prompt from department
2. Staff to extend registration to include weekends/evenings
3. Offer assistance with phone registration and other pointers

**Objective 4:** Remove roadblocks to promote the idea of college

**Title:** Possible Dream

**Strategy:**

1. Post pictures and short biographies of success stories
2. Distribute financial aid packets

**Goal 3: To help a college orient incoming students**

**Objective 1:** Offer individual assistance to new students

**Title:** Calm anxieties

- Strategy:**
1. Offer a mentor
  2. Inform about information booth
  3. Sponsor a coffee break or juice jam
  4. Invite to orientation session

**Objective 2:** Share student secrets of success

**Title:** College survival guide

- Strategy:**
1. Solicit best advice from seasoned students
  2. Compile a college survival skills guide
  3. Distribute college survival skills guides
  4. Post exurbs on web page on the W.W.W.

**Objective 3:** Provide directions for the lost

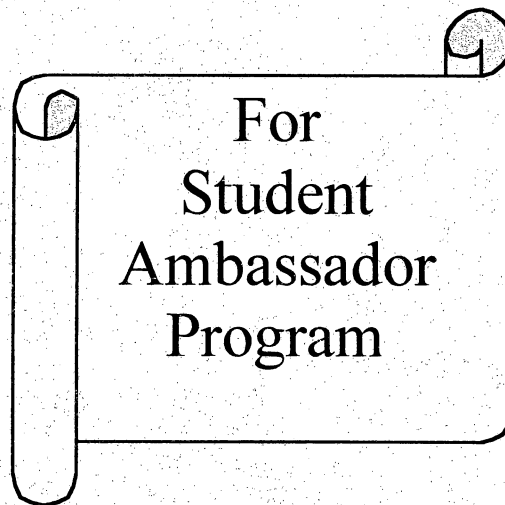
**Title:** Traffic guides

- Strategy:**
1. Distribute updated maps of buildings
  2. Locate guides around the campus on first day

**Goal 4: To help a college retain students**

<b>Objective 1:</b>	Promote involvement in extracurricular activities
<b>Title:</b>	Advertise
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Use closed circuit television ads to alert others</li><li>2. Publish free news bulletin or post ads in current one</li><li>3. Set up club registration or info tables in common area</li><li>4. Post meeting times of clubs in central area</li></ol>
<b>Objective 2:</b>	Inform about special services and resources
<b>Title:</b>	Basic needs
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Provide resource guides</li><li>2. Inform about tutoring services</li><li>3. Connect foreign students with group or families</li></ol>
<b>Objective 3:</b>	Target at risk population
<b>Title:</b>	Emergency Care
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Make a plan for reaching college drop-outs</li><li>2. Distribute resource guides</li><li>3. Provide a suggestion box for unhappy students</li><li>4. Give faculty resource s to offer students in trouble</li></ol>
<b>Objective 4:</b>	Recognize and celebrate students
<b>Title:</b>	Celebrate
<b>Strategy:</b>	<ol style="list-style-type: none"><li>1. Publicize scholarships to current students</li><li>2. Solicit for additional scholarships from community</li><li>3. Post honor rolls</li><li>4. Celebrate seniors or last year students</li><li>5. Sponsor frequent celebrations</li><li>6. Send for sponsor freebies to distribute frequently</li><li>7. Write and submit news for community publications</li></ol>

# Application Process



The following documents can be used for soliciting student ambassador candidates. A brochure or general information session may be beneficial for recruitment.

## **STUDENT AMBASSADOR APPLICATION**

(Please request a letter of recommendation to be sent.)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Telephone: \_\_\_\_\_

Country: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Academic Major: \_\_\_\_\_

Grade Point Average (GPA): \_\_\_\_\_ (3.0 min. required)

Number of Semester Hours completed on our campus: \_\_\_\_\_

Number of Hours Currently Enrolled: \_\_\_\_\_

Number of estimated hours for fall: \_\_\_\_\_ spring: \_\_\_\_\_

Volunteer/Community Service:

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College activities or organizations:

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Previous Work Experience:

Employer	Dates Employed	Duties/Title	Phone #
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Why do you want to be a student ambassador?

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What two qualities would you bring to the student ambassador program?

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Other skills/information you would like to provide:



L

**STUDENT AMBASSADOR REFERENCE FORM**

Applicant's Name: \_\_\_\_\_

I do \_\_\_\_\_ do not \_\_\_\_\_ waive my right to review the information provided below by the person completing this form.

Applicant's Signature: \_\_\_\_\_

\*\*\*\*\*

Name of person completing this form: \_\_\_\_\_

Title/Position: \_\_\_\_\_

Length of time & capacity knowing applicant: \_\_\_\_\_

The student listed above is applying for a student ambassador position on our campus.

This position will require leadership ability and good public relations skills. Please rate this student in the following areas: Scale range 1-5 with 5 being very high

\_\_\_\_\_ Trustworthy                      \_\_\_\_\_ Organized

\_\_\_\_\_ Reliable                              \_\_\_\_\_ Patient

\_\_\_\_\_ Kind                                      \_\_\_\_\_ Ability to verbally communicate with others

Any concerns with this student's ability in the position?

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **STUDENT AMBASSADOR CONTRACT**

I hereby desire to be considered for a Student Ambassador position. If I am chosen, I agree with the following requirements:

- Participate in training before my service contract.
- Attend a weekly early morning meeting throughout the service year.
- Choose and attend 4 leadership-training seminars this service year.
- Maintain 6 hrs. of classes per semester with a minimum G.P.A. of 3.0.
- Serve from the 1st day of this fall quarter to the last day of the spring quarter
- Volunteer a minimum of 50 hours per quarter

I will be granted 4 bookstore scholarships of \$125 each totaling \$500 for the service year. Each scholarship is contingent upon the completion of my designated volunteer hours and training. Training hours are not included in the volunteer service hours. After successfully completing my volunteer service year requirements, I may withdraw the unused portion of the scholarship money deposited for me in the campus bookstore.

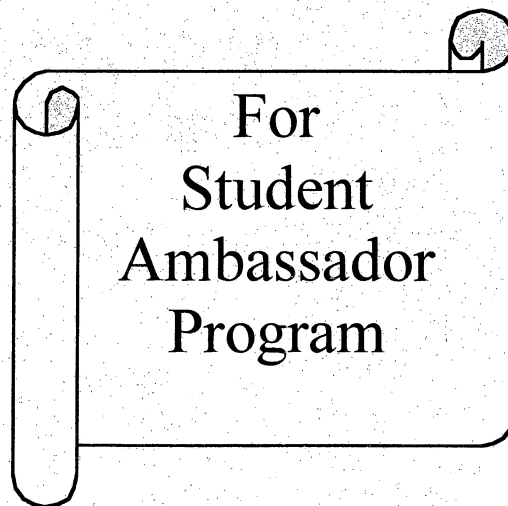
Name (Printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor (Printed): \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Training



A training schedule should be established before recruiting ambassadors. Using a variety of current faculty or past ambassadors to assist with sessions can enrich the experience and advertise the program within a campus. Careful record keeping can assist with later evaluation of participation by ambassadors .

## STUDENT ROSTER AND CHECKLIST

<b>Major &amp; Year</b>												
<b>Final Evaluation</b>												
<b>2<sup>nd</sup> Self Evaluation</b>												
<b>Midterm Evaluation</b>												
<b>Progress Note</b>												
<b>1<sup>st</sup> Self Evaluation</b>												
<b>Tour Check</b>												
<b>Exam %</b>												
<b>Schedule</b>												
<b>Orientation</b>												
<b>T-Shirt Size</b>												
<b>Contract</b>												
<b>Name</b>												

# Student Ambassador

## Lesson Plans

Including “7 Habits of Highly Effective People”

- Orientation College 101: Know your Campus
- Professionalism: “Be Proactive”
- Leadership: “Begin with the End in Mind”
- Time Management: “First Things First”
- Communication: “Think Win-Win”
- Multiculturalism: “Seek First to Understand, Then to be Understood”
- Team Building: “Synergize”
- Wellness: “Sharpen the Saw”

## **Orientation      Cooperative Learning About College**

<u>Condition-</u>	After involvement in this orientation class,
<u>Person-</u>	each scholar present in the class
<u>Performance-</u>	will be familiar with the campus resources, buildings, services, programs, and other scholars' names.
<u>Criteria-</u>	The scholar must identify, match, name, and recall facts about the college or campus on a written examination with 80% accuracy.
<u>Equipment-</u>	Chart easel
<u>Materials-</u>	Chart paper, school maps, catalogues, scavenger hunt questions, tests, tennis balls, blank sheets for drawing and markers, slides of campus.
<u>Instructor Roles-</u>	
<u>Introduction:</u>	All scholars should stand in a large circle. Instructor tosses a tennis ball underhand to the person whose name is called. That person tosses it to another member of the group after saying their name. Remind scholars to remember who they pass to. That order will be repeated if a ball is dropped. Continue the game until the ball gets to everyone and then back to the instructor. Add additional balls during the game to increase the challenge. Stop the group and ask for suggestions to increase the efficiency and decrease time needed. Give several opportunities to improve on method.
<u>Key Concepts:</u>	Familiarize with campus buildings (show slides) programs, and resources.

- Group Practice: Send pairs on a scavenger hunt around the campus to answer questions. Give a time limit for returning to the group meeting room (see following pages).
- Clarification: Review answers together from scavenger hunt.
- Conclusion: Give the following directions for drawing a figure. “The following directions were collected from several sources as to how this task is best accomplished. “Draw a little stick man without arms on the center of the paper. Now put him lying in the center of a man hole cover. Sprinkle some snow around him. Next, lay a McDonald’s arch to the top of the man hole cover. Place a period in each arch. Put the gateway to the west that is found in St. Louis around McDonald’s arch. Put the letter C on the left side of the drawing and the capital letter D on the other side. Hold up your drawing for all to see the end product you have accomplished from the advice given you.” Show what the picture should look like according to instructor’s drawing. Discuss how that is similar to a new student attending college for the first time, complete with lots of advice and misconceptions, with the end goal of graduation.
- Evaluation: Give written examination of 100 questions. May be repeated at a later date until 80% accuracy is mastered.

## **STUDENT AMBASSADOR COLLEGE TRAINING**

**College** - (service provided, location, hours)

- Issues to / not to address
- Philosophy / Mission Statement / Guiding Beliefs
- Physical Campus & Parking
- History and Population
- President, Deans & Board
- Student Activities: Sports, Clubs
- Services: Veterans, Military, Disabled, International
- Financial Aid
- Admissions / Registration / Transferring
- Programs of Study
- Frequently used college terms / acronyms
- Housing / Health / Safety / Counseling
- Career / Placement / Employment
- Orientation / Tours
- Assessment / Basic Skills / Learning Center
- Bookstore / Food Service



## **QUESTIONS PROSPECTIVE STUDENTS ASK**

This is a scavenger hunt to be completed with a team of student ambassadors. You may find the answers on campus or in the current catalogue. We will review answers together at our next group meeting. There will be a test on these questions in the near future. A score of 80% is necessary to begin serving in a public position as a student ambassador.

1. How old is this college?

---

2. Who is the president of the college? How long has he/she been here?

---

3. Are there other national students here?

---

4. Can a person with just a GED be admitted?

---

5. May I take college courses before graduating high school?

---

6. Is it possible to get a bachelor's degree here?

---

7. How many degrees or programs are offered?

---

8. If I am older, will I stick out because of my age?

---

9. Where are the dorms? Do you help with housing off campus?

---

10. Do credits from this school transfer to another college?

---

11. What sports do you have?

---

12. What clubs can I get involved in?

---

13. Can I get scholarships, grants or loans for this college?

---

14. How many classes are considered full-time?

---

15. Is it true that books are expensive? How much are they?

---

16. Is college really harder than high school?

---

17. Are class sizes big or will I get personal attention?

---

18. Is there bus service or enough parking?

---

19. I am a veteran. Are there services for me here?

---

20. Is it safe here? What if I get ill while I am here?

---

21. Do I need an ID? What is it for?

---

22. Are there computers for me to use here on campus?

---

23. Is childcare available on campus? Where?

---

24. Where is the cafeteria?

---

25. Is there help for me to get a job when I graduate?

---

26. Are there jobs on campus that I could get?

---

27. Where do I go to apply?

---

28. Do classes meet every day? What times do they meet?

---

29. Can you recommend classes or professors?

---

30. Is tutoring or special help available for my disability?

---

31. Do I have to take a test to start here?

---

32. Will this college accept credits from another school?

---

33. How can I get a tour of the campus?

---

34. Do you have R.O.T.C. programs?

---

35. How much will I have to study? Can I keep working?

---

36. When is the deadline to register?

---

37. When does the next term last? How long are there?

---

38. How many students go here?

---

39. Why do you go here?

---

40. What is your major?

---

## Lesson #1 Direct Instruction About Professionalism

Condition-

After hearing a lecture on being professional & proactive, each scholar present in the class

Person-

Performance-

will recognize appropriate responses (rather than reactions) to stimuli they may encounter.

Criteria-

The scholar must model appropriate responses with peers.

Equipment-

Overhead projector

Materials-

Overhead transparencies, role –play scenario cards

Instructor Roles-

Introduction:

Prearrange with a scholar to ask a non-related question that will be answered inappropriately by the instructor, by over-reacting.

Key Concepts:

Define professionalism and being proactive. Address the introduction reaction and what would have been better.

Group Practice:

Role-play various situations that may occur on campus that will require responses, rather than reactions.

Clarification:

Show and discuss overheads and then brainstorm appropriate response options to role-plays.

Conclusion:

Refer back to the student at the beginning of the class that asked the question receiving an inappropriate response.

Discuss the importance of first impressions.

Evaluation:

Write down a situation that was witnessed that clearly demonstrated a presence or absence of proactive behavior.

## **Lesson #2 Cooperative Learning About Leadership**

<u>Condition-</u>	After participating with a groups concerning leadership,
<u>Person-</u>	each scholar present in the class
<u>Performance-</u>	will develop a personal mission statement.
<u>Criteria-</u>	The scholar must cooperate with group activities to identify leadership strengths and weaknesses. Secondly, the scholar will make choices on an interactive Internet site to create a personal mission statement
<u>Equipment-</u>	Computers with on-line access, Overhead projector
<u>Materials-</u>	Problem solving scenarios, four animal posters, overhead transparencies
<u>Instructor Roles-</u>	
<u>Introduction:</u>	Locate team members by claiming identity with one of four animal personalities. Solicit strengths and weaknesses of each group.
<u>Key Concepts:</u>	Define leadership styles and mission statements.
<u>Group Practice:</u>	Each scholar should go to a computer to the Covey site to make a personal mission statement. If scholars are waiting for a computer, have them list people that they admire.
<u>Clarification:</u>	Interpret leadership styles and mission statement usages.
<u>Conclusion:</u>	Outline purpose for various 'animal' styles, not just 1 pack.
<u>Evaluation:</u>	Identify a famous or preferred adult with your similar or preferred leadership style. Explain the choice to group.

## Lesson #3 Group Discussion on Time Management

Condition-

After prioritizing daily activities in quadrants,

Person-

each scholar present in the class

Performance-

will identify a method of time management.

Criteria-

The scholar must summarize concepts about time management and assist with completing a chart and plan.

Equipment-

Overhead projector

Materials-

Sample time management systems, handouts, overheads, charts, round TUIT for each person

Instructor Roles-

Introduction:

Scholars should put their heads down. Instruct to raise a hand when they believe a minute has passed (keeping eyes closed until instructor says stop). Discuss the difference between our perception of a minute at the dentist, commercial, stoplight, when late, etc. Calculate on the overhead the number of minutes in a day. Discuss how the majority of them are spent.

Key Concepts:

Present Stephen Covey's principals on time management emphasizing their quadrants and the activities.

Group Practice:

Split into groups of 3-5 and give a chart to prioritize a list of weekly activities. Choose a spokesperson to share.

Clarification:

Share charts with the entire group and discuss discrepancies.

Conclusion:

Summarize how the first three lessons (Be Proactive, Begin with the End in Mind, and First Things First) can provide private victories, leading to independence. Give each a round TUIT to use in the near future.

Evaluation:

Call upon scholars to summarize points learned about time management.



## Lesson #4 Concept Attainment on Communication

<u>Condition-</u>	After training on the Win-Win paradigm
<u>Person-</u>	each scholar present in the class
<u>Performance-</u>	will experience the benefits of this public victory.
<u>Criteria-</u>	The scholars must list the benefits of a Win-Win philosophy.
<u>Equipment-</u>	Chart easel
<u>Materials-</u>	Chart paper, large elastic band for each group, pencils, paper
<u>Instructor Roles-</u>	
<u>Introduction:</u>	Ask scholars to get in order of their birthdays without any talking or whispering. Discuss the means for success and frustration.
<u>Key Concepts:</u>	Explain paradigm and the 6 possible human reaction philosophies.
<u>Group Practice:</u>	Allow scholars time to communicate and test hypothesis with examples.
<u>Clarification:</u>	List benefits of Win-Win philosophy over the other five.
<u>Conclusion:</u>	Summarize philosophy of Win-Win
<u>Evaluation:</u>	Place 3-5 scholars in circle holding hands with each other. Put a large elastic band around a pair of held hands. The group is to get the band over each one's head in the quickest time without talking. Repeat the activity after giving a minute to plan. Watch the benefits of a Win-Win

## Lesson #5 Socratic Seminar on Multiculturalism

<u>Condition-</u>	After sensitivity training in various sub-cultures,
<u>Person-</u>	each scholar present in the seminar
<u>Performance-</u>	will define his/her own prejudices and biases by observing societies and individuals.
<u>Criteria-</u>	The scholar must identify biases and prejudices.
<u>Equipment-</u>	VCR and television
<u>Materials-</u>	Prejudices video tape, colored paper squares, chart paper
<u>Instructor Roles-</u>	
<u>Introduction:</u>	Split the group in half and have an instructor explain the rules and behaviors for each sub-culture (Alpha and Beta). Play out the activity. List and discuss generalized prejudices of these cultures.
<u>Key Concepts:</u>	List common groups associated with prejudices and biases
<u>Group Practice:</u>	List strategic questions to help scholars construct own knowledge about specific subculture prejudices and biases.
<u>Clarification:</u>	Tell the story about man on a quiet Sunday subway who seemingly ignores his noisy unruly young children. When asked if he would control them, he apologizes and says that they had came from the hospital where their mother had just died. Talk about the paradigm shift and how valuable it is to be an empathic listener. Watch and discuss video.
<u>Conclusion:</u>	Have scholars anonymously write about a time when they were misunderstood or misunderstood another. Read responses to the class without naming individual.
<u>Evaluation:</u>	Solicit ideas for community project to better display understanding of a group that may be misunderstood

<b>Lesson #6</b>	<b>Brainstorm Into Team Building</b>
------------------	--------------------------------------

Condition-

After participating in various group activities

Person-

each scholar present in the class

Performance-

will experience synergy being a member of a team.

Criteria-

The scholar must perform as a cooperative team member.

Equipment-

Long 2 x 4 board,

Materials-

Chalk, sidewalk (or tape on floor/carpet),

Instructor Roles-

Introduction:

Scholars are to form a chord stretching from one point to another. The distance is obviously twice as long as that of the members holding hands with arms stretched. Working together, they should creatively come up with a plan to cover the distance as a continuous 'string'.

Key Concepts:

The whole is greater than the sum of its parts. The union of people creatively cooperating produces great synergy.

Group Practice:

Scholars will work together to pass through a maze .

Clarification:

Discuss the roles played by different members and successes of completing the maze. Teach the acronym S.T.O.P. (stop, think, organize, proceed) for team help.

Conclusion:

Put team on a board. Have opposite end people switch places without anyone stepping on the ground.

Evaluation:

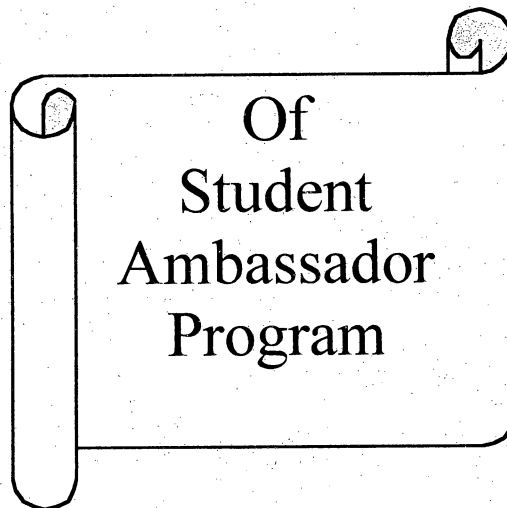
At success of board activity, discuss what worked and why. Emphasize the synergy produced in cooperating. The final public victory leads to interdependence.

## **Lesson #7**

## **Concept Formation on Wellness**

<u>Condition-</u>	After forming concepts on wellness,
<u>Person-</u>	each scholar present in the class
<u>Performance-</u>	will be informed about the benefits of a balanced life.
<u>Criteria-</u>	The scholar must evaluate the stresses in their life and areas that may be out of balance and develop a plan of attack.
<u>Equipment-</u>	Tape player
<u>Materials-</u>	Cassette tape of classical music, evaluation questions, balloons, baking flour, paper plates, markers, hand saw
<u>Instructor Roles-</u>	
<u>Introduction:</u>	Give an oral quiz about the major stresses in life that may currently be in scholars lives. Attach points to each stress to totaling up. Show the 'saw' to emphasize sharpening.
<u>Key Concepts:</u>	Preserve and enhance our greatest asset – ourselves.
<u>Group Practice:</u>	Make a stress-relieving ball by filling a small balloon with flour and tying it for each scholar. During construction time, brainstorm other ways to relieve stress.
<u>Clarification:</u>	Restate four areas of concern for total wellness: physical, mental, spiritual and social/emotional. Identify that this is the last of 7 habits and it surrounds the others since it is necessary for the accomplishments of the others.
<u>Conclusion:</u>	Sit each scholar in a circle with a marker and a paper plate. After writing their name on the plate, pass it to the person on the right. Each one should write something positive about the person named on the plate. Continue passing the plates until it reaches the person with their name it.
<u>Evaluation:</u>	While playing classical music, give a written self-evaluation form about the balance and stresses in the scholar's life. A plan should be made to correct areas.

# Utilization



At the orientation, present the areas of service that are a priority for the campus. Call for volunteers to fill the positions after detailed descriptions are given of each responsibility.

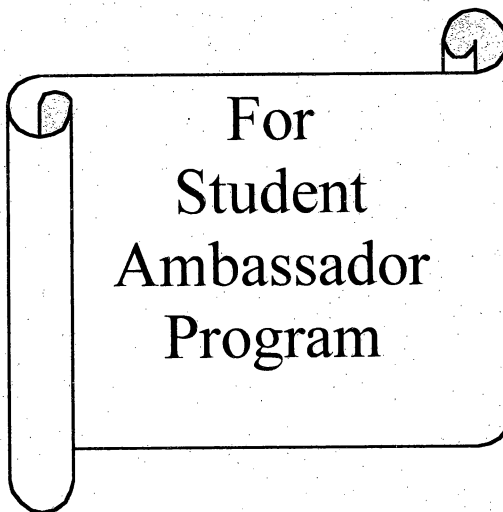
Collect class schedules from the ambassadors and assign times for shifts when the students are on campus. Shift should not be longer than two hours at a time.

Ambassadors need to find their own replacement if they can not fulfill specific service time. Construct a time sheet for volunteer hours to be recorded. Give detailed directions for the time and place for turning in the time sheets.

## **Student ambassadors can be utilized in these areas:**

- Develop a web page inviting prospective students to E-mail
- Construct a virtual tour presentation for a web page
- Respond to E-mails of prospective students
- Visit high schools with a recruiter
- Attend college fairs with a recruiter
- Give campus tours
- Arrange class visits for prospective students
- Telephone past visitors or new enrollees
- Send personalized note to prospective students or new enrollees
- Present a student prospective at an orientation session
- Assist students with registration pointers
- Staff an information booth
- Organize a bulletin board of ambassador biographies
- Publish a booklet for orienting new students
- Help as a mentor
- Sponsor a coffee break
- Serve as a guide the first day of sessions
- Publicize scholarships
- Sponsor celebrations
- Write public relation articles for area newspapers
- Volunteer at special college events
- Post honor rolls
- Write companies for freebies
- Distribute freebies
- Make a resource list
- Contact college dropouts to offer resource list
- Advertise what is happening on campus

# Evaluation



Each training class that is attended should serve as a time to make a quick evaluation of the participation of the student ambassadors. A rubric can be used for this analysis. Mid year evaluations are also recommended. This can be a self-evaluation done by the ambassador and a progress note from current class professors. Individual conferences should be held with each ambassador to discuss evaluations. A final written evaluation should be completed by the ambassador coordinator. A program evaluation should also be done for future improvements in the program and to justify the expenditure. A campus survey from first year students can assist with this research..

# STUDENT EVALUATION GRID

<b>Lesson #7 Wellness</b>																			
<b>Lesson #6 Team Building</b>																			
<b>Lesson #5 Multiculturalism</b>																			
<b>Lesson #4 Communication</b>																			
<b>Lesson #3 Time Management</b>																			
<b>Lesson #2 Leadership</b>																			
<b>Lesson #1 Professionalism</b>																			
<b>Orientation Lesson</b>																			
<b>Student's Name</b>																			



# **STUDENT EVALUATION SCORING**

## **Scoring Rubric**

Each student will receive a score for each of the 8 lessons  
(Orientation and Lessons 1-7)

0 – absent

1 – attended; little evidence of participation

2 – attended; participated or completed evaluation section

3 – attended; participated and completed evaluation section

## **Scoring Range:**

**Midterm**

0 – 2

3 – 6

7 – 10

11 – 12

Poor

Fair

Excellent

Superior

**Final**

0 – 5

6 – 11

12 – 18

19 – 24

Evaluations will include scores and comments.

# STUDENT AMBASSADOR SELF-EVALUATION

Date: \_\_\_\_\_ Name: \_\_\_\_\_

Rate yourself in the following areas on a scale from 1-5:

\_\_\_\_\_ Management skills (time management, accurate records)

\_\_\_\_\_ Interpersonal skills (cooperative with group, tolerant of differences, interaction with professionals and students)

\_\_\_\_\_ Approach to tasks (responsible, accepts challenges)

\_\_\_\_\_ Personal Traits/Qualifications (flexible, creative)

\_\_\_\_\_ Oral and written communication skills (articulate, tactful)

\_\_\_\_\_ **TOTAL SCORE**

# STUDENT AMBASSADOR FINAL EVALUATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ **Training (Possible 24 points – 3 from each of eight sessions)**

**Scoring in the following areas is on a scale from 1-12 (12 is the best):**

\_\_\_\_\_ **Management skills**

Arrived timely to service areas and trainings

Kept accurate records of service hours

Submitted a weekly time sheet by deadline time/date

Fulfilled volunteer hour requirements

\_\_\_\_\_ **Interpersonal skills**

Cooperated with other ambassadors

Tolerated differences in students and staff

Sensitive to the needs of visitors and students

Accepted leadership from staff and faculty

\_\_\_\_\_ **Approach to tasks**

Worked responsively with minimal supervision

Sought or accepted challenges

Completed tasks promptly and thoroughly

Dependable to serve or found a replacement

\_\_\_\_\_ **Personal Traits/Qualifications**

Served positively and heeded instructions despite challenges

Abided by the dress code while serving

Disciplined to complete assignments

Discerned own strengths and limitations

\_\_\_\_\_ **Oral and written communication skills**

Sought clarification and direction appropriately

Communicated accurately and professionally

Exhibited effective listening skills

Legibly and promptly wrote required communications

\_\_\_\_\_ **TOTAL SCORE (84 possible points)**

EVALUATOR: \_\_\_\_\_

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