

Cadet Success Team

In support of Strategic Enrollment Management



2-Feb-21

Executive Summary

Charge dated 10/21/2020:

The enrollment arch begins with recruiting new students each year, followed by new student orientation, the campus experience and graduation. The focus of the Cadet Success Team is on the student experience once the student enrolls and “success” is defined as high retention and graduation rates. While leadership in the full cadet experience appropriately resides in student affairs, the work and the success are the responsibility of all members of the Cal Maritime community. The Cadet Success Team (CST) will lead both short-term and long- initiatives with identified timelines and outcomes that measure progress and success.

The three focus areas for the Cadet Success Team are:

1. Residential Life
2. Orientation
3. First Year Experience/Leadership Development/Corps of Cadets

The three focus areas are framed from a current experience and an aspirant vision.

Representation for these efforts includes 21 campus stakeholders from faculty, staff, and cadets.

The working documents will be reviewed through the shared governance process prior to final drafts being published.

Membership:

Res Life

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Orientation

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Residential Life – Current Experience

Task: To build consensus on the current Cadet Experience with specific focus on residence life

Summary Statements:

- Cadet success and their engagement with their division, sports, clubs, or leadership organizations are related
- The Cadet Experience is different depending on your major
- Some MPM cadets feel that the Cadet Experience does not benefit them in pursuit of their careers
- Res life is intentional to provide activities/programming for first year cadets to help build community and connections with fellow residents.
- The rationale for the off campus living policy needs to be communicated Currently only over 26, married, military/vet or with medical accommodation can request to live off campus.
- Facilities are inconsistent regarding wi fi, heat, etc.
- Work orders can take a long time and this impacts cadet life satisfaction. There is also lack of communication (sometimes disrespectful response).
- Housing assignments are currently done by division for first year students and cadets can choose to live where they want after that.
- There is a lack of clear identity/personality with the division in the residence halls
- Staffing is currently a mix of Res-life pro staff and CC
- Uniforms policy requires uniforms at formation, and in mess deck for breakfast and lunch. Sophomores and juniors can wear track suit after 1630; seniors can wear civilian attire after 1630 and at dinner; no requirement in the residence hall.
- RHOs train separately from other cadet leaders. Training is set by RL pro staff
- There is mixed satisfaction with regimental life, there is no common agreement on why the regiment is important/valuable, nor is there consistent accountability.
- After the 1st year in housing, upper-class residents transition into res hall communities where the emphasis transitions to building their own adult identities and less on community building & making social connections like in traditional first-year res halls.
- Many Upperclass cadets are not satisfied with current options, reasons include no apartment style living, no alcohol policy, policies, resources/spaces to gather
- Under current occupancy all cadets have roommates

What is going well?

- Cadets have strong support network between Faculty, CAPS, Commandant's, Athletics, & Res life
- Small campus environment supports high touch for cadet success
- RHOs are strong cadet leaders and the Res Life climate supports their leadership; they have strong relationships with residents.
- RHOs are part of Triad, and supported in their work by other Triad leaders
- We have enough housing for all first-year students; critical for first year experience

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- Strong response protocols with RHO and ProStaff training regarding after hour cadet concerns, I.e. mental health, crisis, alcohol, cadet daily concerns.
- Student Housing Director position is unique and allows high level cadet involvement

What is unfinished/misaligned?

- Uniform policy needs clarification and review in residence halls
- Living off campus option/policy needs to be reviewed; particularly the potential for an exception for local students who appeal for financial reasons (CSU mission). Need to build in structure for off campus cadets (assign to have host residence hall and corps) and ensure engagement with Corps activities.
- Staffing structure - should we have only traditional RLCs or incorporate CC? A blend? Or separate? Should we have a lead RHO per living area?
- Conduct in Res hall, and how correction is approached. I.e. “self-expression” vs chance to mentor and work with cadets on limits of “self-expression” in public & professional settings
- Developing housing communities for LGBTQIA+ cadets; Gender Inclusive housing options
- Housing assignments by division and impact on female cadets
- Room cleanliness standards
- Need for ongoing assessment on cadet satisfaction; recommendation for ACUHO-EBI survey in 2021-22
- Lack of information on role of PD in residence halls

What activities are unique?

- All cadets are in the Corps
- TSGB housing facility
- Divisional housing assignments (first year communities)
- All cadets live on campus (except exceptions via appeal)

What is the perception of these activities?

- Mixed perceptions by major/division and individual
- Divisional housing can limit roommate options & opportunities to get to know cadets outside their division/major.
- TSGB res hall is very old and sometimes perceived as “uninhabitable” by residents or parents; other cadets loved their experience living on the ship.
- Residence halls lack modern amenities tailored for today’s college student.
- Some students would prefer to live off campus or commute from home.
- The traditional residence halls are limiting to their ability to cook for themselves and transition skills for adulthood.

Residential Life – Aspirant Vision

Task: To build consensus on the aspirant Cadet Experience with specific focus on residence life

Summary Statements:

- Cadet success and their engagement with their division, sports, clubs, or leadership organizations are related
- The Cadet Experience is different depending on your major
- Res life is intentional to provide activities/programming for first year cadets to help build community and connections with fellow residents.
- Clear communication on off-campus housing policy is desired
- Facilities are inconsistent regarding wi fi, heat, etc.
- Work orders can take a long time and this impacts cadet life satisfaction.
- Housing assignments are currently done by division for only the first year students.
- There is a lack of clear identity/personality with the division in the residence halls
- Staffing is currently a mix of Res-life pro staff and Commandant staff
- Uniforms policy requires uniforms at formation, and in mess deck for breakfast and lunch. Sophomores and juniors can wear track suit after 1630; seniors can wear civilian attire after 1630 and at dinner; no requirement in the residence hall.
- RHOs train separately from other cadet leaders. Training is set by RL pro staff
- After the 1st year in housing, upper-class residents transition into res hall communities where the emphasis transitions to building their own adult identities and less on community building & making social connections like in traditional first-year res halls.
- Many Upperclass cadets are not satisfied with current options, reasons include no apartment style living, no alcohol policy, policies, resources/spaces to gather
- Under current occupancy all cadets have roommates

What should we continue doing? (Based on what is going well)

- Cadets have strong support network between Faculty, CAPS, Commandant's, Athletics, & Res life. Small campus environment supports high touch for cadet success
- RHOs are strong cadet leaders and the Res Life climate supports their leadership; they have strong relationships with residents.
- RHOs are part of Triad, and supported in their work by other Triad leaders
- We have enough housing for all first-year students; critical for first year experience
- Strong response protocols with RHO and ProStaff training regarding after hour cadet concerns, I.e. mental health, crisis, alcohol, cadet daily concerns.
- Student Housing Director position is unique and allows high level cadet involvement

What we should we finish or realign? (Based on what is unfinished/misaligned)

- Uniform policy needs clarification and review in residence halls
- Living off campus option/policy needs to be reviewed; particularly the potential for an exception for local students who appeal for financial reasons (CSU mission). Need to build in structure for off campus cadets (assign to have host residence hall and corps) and ensure engagement with Corps activities.

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- Staffing structure - should we have only traditional RLCs or incorporate Commandants? Should we have a lead RHO per living area?
- Conduct in Res hall, and how correction is approached. I.e. “self-expression” vs chance to mentor and work with cadets on limits of “self-expression” in public & professional settings.
- Developing housing communities for LGBTQIA+ cadets; Gender Inclusive housing options
- Housing assignments by division and impact on female cadets
- Health & safety inspection frequency. Room standards.
- Need for ongoing assessment on cadet satisfaction; recommendation for ACUHO-EBI survey in 2021-22
- Lack of information on role of PD in residence halls

What outcomes will we see? (Based on what is the perception of these activities)

- Improved cadet satisfaction
- Retention
- More welcoming and inclusive environment
- Increase sense of belonging

How will we know we are on track? (How will we set, interpret, measure, and sustain our goals)

- ACUHO survey
- RHO feedback
- Response to new living options

What are the near-term and long-term initiatives?

- Create and follow through on Cal Maritime Housing evolution
- Create “ideal” Res Hall plans for future campus projects
- Refine the current off campus housing policy to ensure cadet’s maximize the Cal Maritime experience but to ensure barriers to success are not created
- Create culture of accountability around Uniform Policy during the working day and outside of the Res Halls
- Strength the RHO Leadership model by creating a senior RHO in each residence hall. This RHO works directly with SHD
- Improve facilities and pay attention to past deferred maintenance

Residential Life – Housing Evolution

First Year

Outcomes:

- Sense of Belonging
- Successful transition to the social, academic, and Cal Maritime specific traits of college
- Basic Life skills – time management, proper attire for situations (uniform), customs & courtesies, accountability, basic finances, etc.

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- Understanding of Cal Maritime History, tradition, & Academy mindset

Hall: Upper Res Hall, TSGB

Programming: First Year programming is coordinated with Div Staff & RHO

- Cal Maritime History/heritage/tradition
- Teamwork/Division bonding
- Uniform training (how to wear, what things mean on the uniform, history)
- Academic success (study habits, resources)
- Resiliency focused programming/support on campus
- Financial tips (very basic spending & saving)
- Preparations for Cruise/IE (Spring semester)

Standards:

- Weekly Health & Safety (includes material inspection, generally clean, empty trash, made bed) (Friday in place of formation?)
- Uniforms outside of Res Hall from 0700-1600 & during evening classes
- Uniform in dining center during dinner (Khaki, Gym gear, S&P)

Integration into Cal Maritime Community:

- Housed by Division
- Division Mural painting in Res Hall
- Hosted Social events designed to mix first year divisions & majors (free admission and snacks at an on campus sporting event, Dances/social hour, movie nights on Bodnar,)
- In partnership with AS/Divisional leadership intermural competitions/brackets similar to kickball this year (team is made up entirely of first years and supported by Upper class from division)

Second Year

Outcomes:

- Ability to mentor/use personal experience to help first-years transition
- Be mentally, academically, and socially prepared for Commercial cruise/internships

Hall: Lower, McAlister

Programming: Conducted by RHOs & Campus Partners

- Industry/professional environments
- Academic
- Mentoring (how to do it when working with underclass)
- Finance (Move more towards retirement/loans/debt?)

Standards:

- Every other week Health & Safety
- Uniforms outside of Res Hall from 0700-1600 & during evening classes

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- Uniform in dining center during dinner (Khaki, Gym gear, S&P)

First Year Mentor:

- 3rd Class cadets partnered with 1-4 first years
- Maybe require a check in once a week
- Preferably someone in the same major to lend advice/support
- I think some cadets will take a lot of ownership here and some may not

Third Year

Outcomes:

- Starting to make the transition to living independently (Res Halls are further away Health & safety checks are monthly)
- Expanding on life skills to cooking, more in-depth financial discussions,
- Bystander intervention and empowering cadets to speak up and mentor the underclass. Not because of leadership position but because they are more “senior” members of the campus community. Builds on the First Year Mentor Program

Hall: Lower, McAlister, North

Programming: Conducted by RHO & Campus Partners

- Cooking Lessons (very basic cooking lessons?)
- Resilience/managing stress
- Bystander intervention
- Finance
- Interview/Resume

Standards:

- Once a month Health & Safety
- Uniforms outside of Res Hall from 0700-1600 & during evening classes
- Uniform in dining center during dinner (Khaki, Gym gear, S&P)

Fourth Year

Outcomes:

- Successful transition from college environment to professional work environment
- Ability to transfer life skills learned here to real world
- Solidify Cadet’s bond and to Cal Maritime (transitioning cadets mentality from cadet to alumni)

Hall: McAlister, North, Off-Campus

Programming: Conducted by campus partners

- Social hours (serve drinks and snacks in Morrow Cove?)
- Dress for Success

Standards:

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- Once a month Health & Safety
- Uniforms outside of Res Hall from 0700-1600 & during evening classes
- Civilian attire for dinner in the dinning center

Residential Life – Aspirant Residence Life Cadet Experience

1. Theory behind housing evolution: freshman – senior year progressive model
 - Divisional housing for first year cadets
 - Cultural identity living options: LGBTQ, gender
 - Intentional Programming per this progression
 - 21 plus living area – allow alcohol and do alcohol education
 - More advertising of these specific living areas⁹
2. Physical residence hall plan – need apartment style living option
 - 21 plus area
 - See old plan for new res-hall
3. Appeal to exemption for Live-on Housing requirement
 - Domestic partnerships
 - 24 to 26?
 - Financial
 - Barrier for some URM students?
 - Create pathway for prospective students that live in Vallejo
 - Create scholarship for housing for low-income students
4. Uniform policy in residence halls
5. Staffing structure in residence life
 - Number RHOs : ratio RHO to cadet
 - Create lead RHO in each living area
 - Role of Company Commandants
 - Ratio RLC to residents
6. Facilities and deferred maintenance
 - Cleanliness
 - Repairs
 - Wi-Fi concerns

Orientation – Current Experience

Task: To build consensus on the current Cadet experience with specific focus on Cal Maritime’s orientation.

Summary Statements:

- Orientation (be it F2F or online) at Cal Maritime is the primary introduction to campus life during which expectations about Cal Maritime are formally established.
- Communication with incoming cadets need to be clear, early, often, and regular.
- Consistency of messaging be it through F2F, online, and print collateral is critical to espousing our history, heritage, and core values to incoming cadets.
- Continuing the “drinking from the fire hose” flow of information is ineffective.
- Cadet leaders are instrumental in transforming the former high school senior as well as the traditional & non-traditional transfer into a Cal Maritime Cadet.

What’s going well?

- Information is being developed by various departments and being shared with Cadets.
- Orientation is a well-intentioned event, meant to provide information, direction, and guidance.
- Forward-facing Cadet Leaders’ interactions with the incoming cadets have proven to be successful. Cadets have stated they learn more from their Cadet Leaders than anyone else.
- Campus is easy to navigate for incoming cadets.
- Cadet Leaders, Staff and Faculty are extremely helpful.
- Cadets appreciated the TSGB and campus tours.
- Use of common virtual platform – Brightspace, which will be used by cadets during their stint at Cal Maritime.

What is unfinished/misaligned?

General Orientation Curriculum:

- Department presentations would be more helpful by major.
- Curriculum is overwhelming. Needs to be pared down.
- Virtual orientation is unidirectional. Not designed to instill a sense of belonging.
- Heritage of the university is insufficiently (or ineffectively) communicated. Many cadets are unfamiliar with the history after their orientation experience.
- Brightspace – need better communication on use of the platform to gain optimal familiarization for orientation curriculum as well as other coursework at the start of the semester.
- Create more opportunities within the orientation curriculum to build community amongst the incoming cadets and with Orientation Leaders.

Fall Online Orientation:

- The purpose of each module was unclear, as were expectations about which modules cadets needed to complete.
- Cadets in virtual orientation were Zoomed out; it’s not the most optimal way to experience orientation.

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- The "firehose" of information was experienced by Cadets in online events. Cadets felt overwhelmed.
- Virtual program attendance not accurately captured.
- The overall orientation experience assessment was not built into the program.
- Cadets who were not F2F for orientation reported a diminished sense of belonging.

What activities are unique?

- Formation
- Being a part of a Company and Division
- Issuing of uniforms and learning how to wear their uniforms
- Being guided by Cadet Leaders
- Capping ceremony

What is the perception of these activities?

- Formation for F2F Cadets was fundamentally a better experience because they were on campus, and they had an opportunity to build a sense of corps cohesiveness.
- Formation, wearing the uniform, and being a part of a division was a disconnect for online Cadets.
- Uniform distribution – Cadets are generally frustrated by items missing, incorrect sizes, delays, alterations, etc. 2020-21 virtual cadets did not get their uniforms even when they paid for shipping.
- Cadets don't understand why capping is important.
- Cadets who attended online orientation don't feel connected to Cal Maritime, divisions, campus, peers, etc.
- Cadet Leaders are extremely instrumental for incoming cadets - understanding how to navigate Cal Maritime, wear their uniform, formation, divisions, watches, etc.

How are we communicating to our incoming cadets?

- Cadets consistently reported they are emailed and Zoomed out. A timeline of messaging was not developed, so incoming cadets felt overwhelmed.
- Different styles of communication from various stakeholders – cadets received messages from the registrar, financial aid, faculty, commandant's office, etc., and they were delivered differently in format, tone, etc.
- Cadets didn't have an opportunity to provide real-time feedback.
- Cadets feel that too much information; too many introductions to people; and the delivery method are not memorable. This may result from too much on the agenda – too much, too fast.
- There is a large gap in communication between Admittance and Arrival on campus.

Orientation – Aspirant Vision

Task: To build consensus on the aspirant Cadet Experience with specific focus on cadet orientation

Summary Statements:

The Cal Maritime Orientation Working Group's (OWG) mission is to plan and deliver a balanced orientation program that accomplishes a successful transition of incoming cadets to our campus – academically, emotionally, and socially. The OWG will develop and provide clear, concise and timely information, as well as, essential resources to all incoming Cadets -first-time freshmen and traditional or non-traditional transfers.

Summary Statements:

- Orientation (be it in-person or online) at Cal Maritime is the cadet's primary introduction to campus life, in which expectations about Cal Maritime are formally established and accordingly, communication with incoming cadets needs to be clear, early, and regular.
- A full orientation experience in-person, online, and through print collateral will communicate our unique history, heritage, and mission to incoming cadets.
- A hybrid (in-person and online) approach to orientation delivery will offer an even flow of pertinent information instead of the "drinking from the fire hose" experience of the past. This will also create an online resource of information available to cadets for reference throughout their first year.
- Cadet Leaders are pivotal to the success and transformation of incoming cadets.
- Orientation fee and length of orientation program needs further evaluation.

What should we continue doing? (Based on what is going well)

- Continue to develop and distribute information by various departments to cadets.
- Continue to provide information, direction, and guidance leading up to and during orientation.
- Continue to provide meaningful interactions between Cadet Leaders and incoming cadets.
- Cadet Leaders, staff and faculty will continue to provide a high level of customer service and support to incoming Cadets
- Continue to provide Training Ship *Golden Bear* (TSGB) and campus tours during orientation to adequately acclimate the incoming Cadets to their new environment.
- Continue to use Brightspace to deliver the online portion of orientation.

What we should we finish or realign? (Based on what is unfinished/misaligned)

- Formalize department presentations by major.
- Revisit the current orientation curriculum with the intent to split it between in-person and online delivery. Further review the online offering to split it between resources and asynchronous training materials and, to the extent possible, create general content (non-term specific) that can be edited easily and used annually.
- Review the existing orientation curriculum with the intent to pare down as necessary.
- Redesign the online offering to instill a better sense of belonging. This should include a diversity/inclusion component that is (ideally) followed up with substantive effort and programming during the semester.
- Establish a communications plan to include clear, concise, timely information from various departments to be reviewed, bundled as needed, and disseminated from a single point on campus. Each communication to also include information emphasizing the unique heritage and expectations of the university.
- Create a stronger introduction and training plan for the use of Brightspace for incoming cadets to gain optimal familiarization for orientation curriculum as well as other coursework at the start of the semester.

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- Create more opportunities within the overall orientation curriculum to build community amongst the incoming cadets and with Cadet Leaders.

What do we want to start doing? (Based on what activities are unique)

- Update the orientation curriculum to clearly explain the importance, relevance, and history of formation, wearing of the uniform, watches, and capping ceremony. Build time into the schedule to explain and demonstrate “How to be a Cadet.”
- Incorporate team building activities for incoming Cadets within each Company and Division during orientation.
- Develop more opportunities where Cadet Leaders are engaged with incoming cadets. Work closely with Cadet Leaders of all 4 points of the "diamond" (Corps, Student Government, Housing and Athletics) to collaborate effectively and build excitement to welcome new cadets to the Academy.
- Create a survey to better understand transfer and veteran interests and desire for campus engagement, especially to understand and incorporate their previous experience into leadership needs within the Corps of Cadets, Student Government, Residence Life, and Athletics. Disseminate the survey data mid-summer to transfers and veterans, develop a separate session during orientation to align available leadership opportunities with incoming transfers and veteran cadets. Create an accelerated path for traditional and non-traditional transfers and veterans to step into leadership positions.
- Organize a smooth hand-off between Office of Admissions and OWG in order to sustain energetic momentum among incoming cadets from admittance to arrival.
- Encourage academic departments to communicate early with transfer students regarding their academic roadmap.
- Determine the optimal length of orientation while ensuring the curriculum is beneficial, inspired, and meets the outcomes set for orientation.
- Collaborate with the Office of Student Affairs to evaluate and determine appropriate orientation fees and the rationale for the fees.
- Provide an academic literacy component for the orientation program that includes basic information and instructions on the needs of incoming students (e.g., understanding their class schedule, checking prior college and AP credit, familiarity with academic roadmap (according to major, year and division), transition to college tips, study skills, tutoring options, Office of Disability Services, etc.)
- Collaborate with academic chairs, university advisors, student affairs, etc., to determine pertinent orientation components that need follow-up via a stand-alone program or as part of First Year Experience (FYE). Some of those components are understanding the roles of university and academic advisors and when to meet with them, what to expect when it’s time to schedule spring classes, how to clear holds, how to cultivate study patterns to be successful at Cal Maritime.

What outcomes will we see? (Based on what is the perception of these activities)

- Increased understanding of “How to be a Cadet” to include the purpose of formation, correct wearing of uniforms, value of watch standing, and the significance of ceremonies like ‘capping’ will in-turn foster corps cohesiveness within Companies, Divisions, and Majors.
- Traditional and non-traditional transfer cadets and veterans will have a curriculum, which acknowledges their experience, and focuses on their needs at the Academy.
- Enhanced connection between Cadet Leaders and the entire cohort of incoming cadets.
- Better sense of identity, both as an individual and as a member of the Cal Maritime community.
- Increased morale during the first semester, leading to higher retention rates.

How will we know we are on track? (How will we set, interpret, measure, and sustain our goals)

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- Feedback from cadets: develop a two-pronged assessment – one qualitative assessment whether orientation goals were met, and cadets enjoyed their introduction to college; and the other to assess whether each session/section/content improved their understanding of the topic.
- Feedback from Cadet Leaders: develop an assessment to solicit their qualitative feedback.
- Increased Cadet campus involvement.
- Follow-up feedback from cadets and Cadet Leaders: develop an assessment, or be part of an assessment, at the end of the first semester, or first year, to determine longer-term benefits of orientation, and use to help develop future orientation programs.
- Maxient Data: success would equate to a decrease number of reports, violations, and punitive sanctions.

What are the near-term and long-term initiatives?

Near Term (accomplished):

- Spring 2021 online offering has been updated to split the information between resources and training needed to get started as an online cadet.
- Additional information has been prepared to create a stronger introduction and training plan for the use of Brightspace for incoming cadets to gain optimal familiarization for orientation curriculum as well as other coursework at the start of the semester.

Long Term (Fall 2021):

- Bring together an expanded cross-divisional sub-group of OWG to focus on planning and formatting the orientation curriculum.
- Create a coordinated communications plan with all departments, program sponsors, and offices which have standard communications with incoming cadets. In tandem, create team member roles and responsibilities for the preparation of the communication plan with a timeline.
- Develop orientation programming for the incoming class of 2025 cadets, along with orientation programming for the class of 2024 cadets, who were 100% remote learners.

First Year Experience/Leadership Development/Corps of Cadets – Current Experience

Task: To build consensus on the current Cadet Experience with specific focus on the first year, leadership development, and the Corps of Cadets.

Summary Statements:

- The first year at Cal Maritime is a critical time to build a sense of belonging through a designed learning community that equates to greater persistence and success.
- Leadership development occurs for cadets without a comprehensive, espoused framework.
- Cadets experience Cal Maritime differently in their first year and inequitably based on their personal backgrounds and academic track.
- We offer formal and informal seminars and lectures to first year cadets covering multiple aspects of academy life including academics and social support.
- Upperclassmen have tremendous influence with first year cadets.

What is going well?

- Leadership development is happening within multiple experiences at Cal Maritime.
- The Edwards Leadership Program is partnered with the Center for Creative Leadership, which leverages research-based developmental practices and assessment.
- Cadet leaders and their organizations (the Triad) are working together more closely to support one another and all Cal Maritime cadets.
- Some first year cadets report high degrees of connection within their major/division.
- Engineering cadets have a strong first year training program that leverages cadets, staff, and faculty utilizing the TSGB.

What is unfinished/misaligned?

- Assessment of leadership development requires more attention and discussion.
- A formal, integrated first-year experience program for traditional, non-traditional, and transfer cadets remains under construction.
- The first year experience lacks intentional mapping and integrated support across departments and programs (academic and non-academic).
- Orientation is separate from previous first year programs as opposed to an integrated experience.
- The value of watch is different depending on academic major
- The purpose of formation and learning from it requires more intentional communication
- Critical first year benchmarks and traditions including changeover

What activities are unique?

- Being grouped by academic major into divisions in your first year
- Receiving and learning how to wear your uniforms in your first year
- Learning from upperclassmen and Cal Maritime staff about watch and formation

What is the perception of these activities?

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- Cadets feel a mixture of connection and/or isolation within their major and division during their first year.
- The learning and purpose of uniforms, watch, and formation holds stronger meaning with different groups of cadets.
- Multiple messages from across Cal Maritime about the importance of said activities make cadets feel degrees of inconsistency with their education and experiences.

First Year Experience/Leadership Development/Corps of Cadets – Aspirant Vision

Task: To build consensus on the aspirant Cadet Experience with specific focus on the first year, leadership development, and the Corps of Cadets.

Summary Statements:

- The first year at Cal Maritime is a critical time to build a sense of belonging through a designed learning community that equates to greater persistence and success.
- Leadership development should be mapped and connected intentionally through the first year experience as well as the Corps of Cadets
- Common experiences in the first year should seek to acknowledge different backgrounds while integrating those differences into shared values
- Intentional seminars and lectures should interconnect between Orientation, the first year experience, and the Corps of Cadets
- Upperclassmen should demonstrate what is expected of all cadets and be an early support structure for first-year cadets

What should we continue doing? (Based on what is going well)

- Integrating leadership development across the campus through the seminars, conferences, and assessment
- Leverage the relationship with the Center for Creative Leadership to improve our leadership development efforts
- Emphasize the close connectedness and expectations for all cadet leaders in shaping the Corps of Cadets – particularly the first year experience
- Capture information on what connectedness in major/division equates to during the first year
- Expand best practices from the engineering training program to other majors/divisions

What we should we finish or realign? (Based on what is unfinished/misaligned)

- Author a campus-wide philosophy on how we develop our cadets as leaders
- Design and pilot a formal FYE program based on best practices and avoiding common pitfalls
- Map the first year experience for traditional and non-traditional cadets to better understand the supports needed for greater persistence/connection
- Intentionally connect orientation with the first year experience/formal program
- Discuss and make adjustments to watch in service of their respective majors
- Unpack the value of formation through focused conversation and connection with the faculty ambassador to the cadet experience (FACE) program
- Establish critical events and achievements for first year cadets at the division/major level

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What do we want to start doing? (Based on what activities are unique)

- Integrate the FACE program with the new design of the FYE and Edwards Leadership Seminars through intentional training and scheduling
- Create semi-structured, informal opportunities from orientation programs into FYE that promotes connections across all majors and divisions.
- Celebrate the Corps of Cadets identity through campus-wide events including athletic competition support, recognition ceremony for first year cadets, Fall dance in dress uniform, etiquette dinners

What outcomes will we see? (Based on what is the perception of these activities)

- Increased connection amongst campus stakeholders in the support for traditional and non-traditional cadets in their first year and across the Corps of Cadets structure
- Recognition of value between the programs and outcomes within the Corps of Cadets
- Stronger sense of belonging and consistency reported across multiple departments within the Academy and with cadets

How will we know we are on track? (How will we set, interpret, measure, and sustain our goals)

- Multiple reports (informal and formal) captured regularly, shared across campus stakeholders, and adjustments communicated in a timely fashion
- Revisit newly established goals at the beginning of the working group meetings and establish a reporting timeline in coordination with the Triad

What are the near-term and long-term initiatives?

Near term:

- Establish working group to connect Orientation, FYE, and leadership development into the first year for traditional and non-traditional cadets
- Leverage new cadet leaders to co-create vision and goals for the Corps of Cadets in the first year experience
- Onboard new hires within the department to include the vision and direction of these initiatives

Long term (Fall 2021):

- Train additional faculty, staff, and cadets on best practices for First Year Experience programs
- Train interested FACE faculty members as well as staff with the Center for Creative Leadership programming
- Pilot new FYE program