Campus Corps is an after-school, one-on-one, therapeutic mentoring program serving nearly 300 disadvantaged and at-risk youth, ages 10-18, each year. These youth are considered at-risk in that they are vulnerable to school dropout, substance use/misuse, and delinquent behavior. Campus Corps’ primary goal for the youth is to increase graduation rates, and subsequently reduce the risk of poverty through improving youths’ grades, attendance rates, and attitudes about school; and reducing delinquency, substance abuse, and recidivism rates. Campus Corps was developed in response to community initiatives to strengthen community systems to better serve at-risk youth and their families.

Campus Corps also aims to prepare university students to become highly skilled, civically engaged human service professionals and community leaders. Program evaluation results for CSU students indicate significant personal growth, notable development of education and career goals, enhanced sense of belonging and support on campus, and improvements in their perspectives on civic engagement. About 20% of student mentors return to Campus Corps to be a part of the leadership track the program offers. Mentors can return as a mentor coach, teaching assistant, research assistant, or intern. CSU student mentors become a part of the Campus Corps learning community to help structure ways of enriching student learning and connect students’ in-and out-of-class experiences.

For more information, please visit our website:
http://www.hdfs.chhs.colostate.edu/students/undergraduate/campuscorps/
Therapeutic Mentoring of At-Risk Youth

Program overview
Founded in the spring of 2010, Campus Corps:

- Is an upper division multidisciplinary service-learning course offered through the Department of Human Development and Family Studies
- Facilitates university students to serve as mentors to at-risk youth
- Mentors are paired one on one with youth and work both individually and in multidisciplinary teams (mentor families)
- Serves 300 CSU students and 260 at-risk youth per academic year
- Provides a leadership track for students to stay involved with increasing responsibility
- Is a research-based program designed as CSU initially funded through the Corporation for National and Community Services
- Twelve week program includes:
  - Individual and group mentoring
  - Educational/vocational support
  - Pro-social activities
  - Extensive reflection and training for student mentors

Goals

- Prepare university students to become highly skilled, civically engaged human service professionals and community leaders
- Promote the resilience and life success of at-risk youth through strengthening social bonds, increasing academic engagement and performance, decreasing substance use and delinquent behaviors, and improving sense of self.

Student Recruitment

Students from all majors and programs are encouraged to apply to become a mentor with Campus Corps. We specifically recruit from the CSU Key Communities, First Generation program, Advocacy Offices, Alliance school students, and the Center for Advising & Student Achievement (CASA).

Our efforts to partner with other programs on campus have produced positive outcomes, including:

- 28.7% of students identity as First Generation students
- Campus Corps has been so well received by Key students that it is now the only service option in the Key curriculum.
- 7.0% of students are members of AmeriCorps
- 18.0% of students have served in a leadership capacity with Campus Corps
  - 151 students have participated in more than one role, many completing 3+ semesters
Campus Corps Participation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Youth</th>
<th>Students (Mentors, Mentor Coaches, Instructors, TA, &amp; RA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>110</td>
<td>130</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>159</td>
<td>222</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>137</td>
<td>168</td>
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<tr>
<td>Spring 2012</td>
<td>116</td>
<td>164</td>
</tr>
<tr>
<td>Fall 2012</td>
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<td>169</td>
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<tr>
<td>Spring 2013</td>
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<td>168</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>61</td>
<td>76</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>120</td>
<td>164</td>
</tr>
<tr>
<td>TOTAL</td>
<td>992</td>
<td>1315</td>
</tr>
</tbody>
</table>

*Total number includes individuals that elect to participate in Campus Corps more than one semester

Campus Corps Student Mentor Demographics (n = 674)*

- **Gender**
  - 82.7% Female
  - 17.3% Male
- **Ethnicity**
  - 70.8% Caucasian
  - 11.6% Hispanic or Latino
  - 4.6% No Response
  - 4.2% Black or African American
  - 3.8% Multi-Racial
  - 3.0% Asian American
  - 1.8% Native American
  - 0.2% Other

- Students from all academic levels enroll in Campus Corps

  *Campus Corps began accepting Freshmen in Fall 2011.*

- Students from over 65 majors have enrolled, including nearly 30% from Human Development and Family Studies. Other typical majors include: Psychology, Sociology, & Spanish

  *Includes data from mentors who consented through Fall 2012.*
Results of Preliminary Program Evaluation

A series of hierarchical regression models were utilized to assess the effects of Campus Corps on undergraduate participants. After controlling for age, gender, minority status, primary major and pre-intervention levels of volunteerism, as well as pre-intervention levels of all outcome variables, results revealed positive outcomes for college student mentors in comparison to college students who did not participate in Campus Corps.

In brief, participation in Campus Corps accounted for significant changes regarding the following:

- Community Service Self-Efficacy (student’s confidence in performing community service)
- Service Learning Benefit (student’s perceptions of service learning experience including practical and interpersonal skills gained, citizenship, and personal responsibility)
- Self-Esteem (student’s feelings and beliefs about self)
- Civic Attitudes (student’s attitudes related to community service and attitudes toward the responsibility to help others and solve societal problems)
- Political Awareness (student’s awareness of local and national events and political issues)
- Civic Action (student’s intentions to become involved in future community service or action)
- Interpersonal Social Skills (student’s perception of their ability to listen, problem solve, work cooperatively, communicate, make friends, and think critically)

The program evaluation also included a qualitative analysis of mentor’s perceptions of the influence that participating in Campus Corps had on them. Nineteen focus groups, involving 141 students, revealed that Campus Corps resulted in students’ experiencing significant personal growth, notable professional development, and valuable civic attitudes and engagement.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Significant Personal Growth</th>
<th>Notable Professional Development</th>
<th>Valuable Civic Attitudes and Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subthemes</td>
<td>Confidence in Leadership Skills</td>
<td>Application of Course Content</td>
<td>Awareness of Local Needs</td>
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<tr>
<td></td>
<td>Management of Stress and Challenges</td>
<td>Clarification of Professional Goals</td>
<td>Family Systems Perspective</td>
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<tr>
<td></td>
<td>Awareness of Self</td>
<td>Sense of Belonging at University</td>
<td>Awareness of Stereotypes</td>
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<td></td>
<td>Development of Interpersonal Skills</td>
<td>Sense of Volunteerism</td>
<td>Ability to Make a Difference</td>
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<td></td>
<td>Sense of Purpose</td>
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<tr>
<td></td>
<td>Recognition of Privilege and Opportunity</td>
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