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EXECUTIVE SUMMARY

The Office of Minority Student Affairs (OMSA) is a complex operation. OMSA provides leadership in developing, implementing, coordinating and operating student support services, events and activities that are designed to assist underrepresented students' personal development, academic achievement and graduation. OMSA is one of the longest-running and most comprehensive support programs in the country. For the past year, primary services included, for example:

- Academic mentoring for FTF EOP students
- Tutoring for FTF EOP students, FTF PAP students, and FTF historically-underrepresented students
- Academic workshops for EOP, PAP, underrepresented, and other students at all class levels

For 50 years, OMSA also housed federal TRIO programs beginning with TRIO Upward Bound and TRIO Student Support Services. Over time, two additional programs were added. In all, the four TRIO programs are below and their contributions to this report will be noted.

- TRIO Academic Talent Search College Prep Program (middle school through high school)
- TRIO Upward Bound College Prep Program (9th-12th graders)
- TRIO McNair Scholars Program (college juniors and seniors)
- TRIO Student Support Services (college freshmen-seniors)

The past year was marked with notable challenges, opportunities, threats, and achievements. Challenges and opportunities included staff leaving, new staff coming, and staff reassignments. Threats included budget cuts in the federal TRIO programs and migrating from an old database system which compromised data. Notwithstanding, achievements include signature events; academic and retention services to students; contributions to campus conversations on critical topics related to student success and strategic planning; fundraising; the creation of a new scholarship; and enhanced campus presence through service and leadership on committees.

The 2013-2014 Annual Report is a reflective snapshot from the past year. Through this report, we celebrate organizational achievements, we are humbled by opportunities to improve and grow, and we are inspired by possibilities for the upcoming year.

On behalf of OMSA,

Wallace Southerland III, Ph.D.
Associate Dean of Students, Director for Minority Student Affairs and University TRIO Director
A SUMMARY OF ACCOMPLISHMENTS RELATED TO STUDENT AFFAIRS GOALS

The following are examples of ways in which the Office of Minority Student Affairs is assisting the Division of Student Affairs with achieving its goals. Because of the nature of the examples, some duplication of accomplishments may be reported under multiple goals.

Goal 1: Enhanced knowledge and appreciation of diversity.

1. **46th Annual Mom’s Day event.** Under the leadership of Dr. Michelle Cruz-Santiago, Assistant Director for the TRIO Ronald E. McNair Scholars Program, the event included eight hundred (800) students, family, faculty, and staff attended either a breakfast event (350) or a lunch event (450). The number is **up by 100 individuals** from 2013 event. The target audiences were (a) historically-underrepresented students, (b) PAP students, (c) EOP students, and (d) TRIO undergraduates with 3.45 semester grade point average for previous fall (2013) and previous spring (2012). The event also targeted graduate students who met the same criteria during their previous undergraduate semester.

   - 1,311 students qualified for honors and were invited this year (April 2014) up from 1,200 in April 2013 and up from 1,173 in April 2012.\(^1\)

2. **Annual Multicultural Congratulatory Dinner Event.** Under the leadership of graduate student employee, Ashley Walls, and OMSA staff the annual was event held in December 2013. The event honored December candidates for graduation who were also (a) undergraduate and a few graduate historically-underrepresented students, (b) PAP students, (c) EOP students, and (d) TRIO undergraduates. Twenty-four (24) students were honored, down from 43 students for the December 2012 Luncheon.

3. **Public Leadership and Service.** Dr. Southerland, Associate Dean of Students and Director, partnered with OII’s Dr. Secuban, OII staff, and Otis Noble from Office of Diversity, Equity, and Access to provide consultation to St. Thomas More High School on matters related to diversity and school climate. As a result, we will be expanding outreach to other Champaign-Urbana principals of predominately white private schools.

Goal 2: Environmentally-sound and culturally-relevant facilities.

OMSA staff members continue creating environmentally-sound and culturally-relevant facilities by establishing work and service-delivery spaces that are safe, free-flowing, welcoming, and respectful of students and staff. Photos of student excellence continue to adorn the office wall space.

\(^1\) Source: Dr. Betoel Escobar’s annual report for OMSA, page 4.
Goal 3: Clarity and enhancement of the student experience at Illinois.

1. **Student Success.** Under the leadership of Dr. Eric Blacknall, Assistant Director for Academic Innovation and Mentoring, OMSA hosted its annual Success Seminar which is held the Friday before classes begin in August. Targeted students were EOP and PAP students.

2. **Research.** Under the leadership of Dr. Cruz-Santiago, several TRIO McNair Scholars participated in the Undergraduate Research Week activities which typically represents a significant portion of diversity for the event(s).

3. **Outreach.** Under the leadership of Dr. Blacknall, OMSA hosted or co-sponsored 20 campus outreach visits (n=600+) for TRIO pre-college programs, OneGoal pre-college staff and participants from Chicago, and other groups with predominately underrepresented students and attended all Admitted Student/Orange and Blue Days.

4. **Campus Leadership and Service.** Director Southerland continued in co-leadership role of the Illinois Student Success Group (SSG) with Stacey Kostell, Assistant Provost for Enrollment Management and Director for Undergraduate Admissions. The SSG discusses common interests, shares academic intervention strategies, and examine impediments to academic student success.

Goal 4: Engagement with and commitment to partners and stakeholders.

1. **Recruitment, Outreach, and Yield.**
   a. OMSA and Undergraduate Admissions partnered to plan the 2nd annual Fall Application workshop for historically-underrepresented and TRIO students from Champaign, Danville, Decatur, Rantoul, and Urbana. Under the leadership of Dr. Sandra Kato, former Director of TRIO Upward Bound, and Sherrika Ellison, Assistant Director of TRIO Upward Bound, Upward Bound students represented nearly all participants this year.

   b. Director Southerland participated in yield event sponsored by University Administration in Fairview Heights, IL.

   c. OMSA played a prominent role in the annual PAP Day event in March 2014. Director Southerland gave the welcoming remarks, introduced the Chancellor and facilitated panel discussion. Dr. Blacknall and Grace Casillas staffed the OMSA information table.

   d. Dr. Blacknall coordinated OMSA's inaugural OMSA-Black Alumni Network Homecoming event (n=250+).

2. **Student Success.**
   a. Under the leadership of Dr. Blacknall, OMSA continued its relationship with the colleges by employing graduate students, largely from EDPOL, and providing mentoring services.
b. Director Southerland and Dr. Blacknall partnered with the Division of General Studies (Dr. Daniel Turner and Sarah Watson) on the first-ever joint DGS-OMSA *Spring Into Action* event (n=107, 50% of rsvps) in January 2014 for returning students. The event focused on academic resources and support systems. Dr. Blacknall was the inaugural keynote speaker.

3. **Career Readiness.** OMSA, the Career Center, and OIIR partnered with Nestlé to host a reception for underrepresented students.

4. **TRIO Educational Outreach.**
   a. Under the leadership of the TRIO pre-college program managers, Herbert Caldwell (TRIO Academic Talent Search College Prep) and Sherrika Ellison (TRIO Upward Bound College Prep Academy), more than 600 students are targeted for tutoring, workshops, college visits, and general preparation for postsecondary education. Targeted middle and high schools in Champaign, Decatur, Rantoul, and Urbana are served.
   
   b. Under the leadership of the TRIO college-based program managers, Dr. Betoel Escobar (TRIO Student Support Services College Retention and Graduation) and Dr. Cruz-Santiago (TRIO Ronald E. McNair Scholars), more than 220 undergraduate students receive services that may include mentoring, tutoring, graduate school preparation, research training, and graduate school visits.
   
   c. Under the leadership of TRIO Upward Bound hourly employee, Danitra Pope, the TRIO Upward Bound Program, in its 50th year, continued its tradition of identifying campus academic units to serve as internship sites for summer TRIO Upward Bound students.

**Goal 5: Responsive to emerging issues in higher education.**

1. **TRIO Educational Outreach.** Through the existence of four Federal TRIO programs, which provide an academic pipeline from middle school through Ph.D. degree, OMSA responds to ongoing national imperatives such as education access and opportunities, college preparation and graduation, and career development. Through nominal stipends for participation in TRIO programs and through financial literacy workshops, OMSA also strives to address college affordability.

2. **Campus Leadership and Service.** Director Southerland continued in co-leadership role of the Illinois Student Success Group (SSG) with Stacey Kostell, Assistant Provost for Enrollment Management and Director for Undergraduate Admissions. The SSG discusses common interests, shares academic intervention strategies, and examine impediments to academic student success.

3. **Public Leadership and Service.** Dr. Southerland, Associate Dean of Students and Director, partnered with OIIR's Dr. Secuan, OIIR staff, and Otis Noble from Office of Diversity, Equity, and Access to provide consultation to St. Thomas More High School on matters related to diversity and school climate. As a result, we will be expanding outreach to other Champaign-Urbana principals of predominately white private schools.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue improving service delivery outreach efforts such that 80%</td>
<td>74% (356/481) of targeted EOP and EOP-type students received academic mentoring and/or workshop services across nine Colleges and the Division of General Studies.4</td>
</tr>
<tr>
<td>of targeted students are served.</td>
<td></td>
</tr>
<tr>
<td>Streamline and/or reorganize units within OMSA to achieve greater</td>
<td>Proposal submitted to the Dean of Students for review which includes, for example: 1) changing “Affairs” to “Achievement”; 2) creating a separate TRIO Educational Outreach Programs unit; 3) creating an Access and Support Programs unit for EOP and PAP students; and 4) limiting OMSA to African American, Latino/a, and American Indian students.</td>
</tr>
<tr>
<td>clarity in identities, branding, populations, academic and</td>
<td></td>
</tr>
<tr>
<td>retention services, and outcomes.</td>
<td></td>
</tr>
<tr>
<td>Ensure that each unit has learning outcomes (note: this is a goal for</td>
<td>A workshop was conducted by Belinda De La Rosa during a staff retreat. Also, each unit manager drafted and submitted tentative learning outcomes which will be revised as appropriate and resubmitted in 2014-2015.</td>
</tr>
<tr>
<td>each manager).</td>
<td></td>
</tr>
<tr>
<td>Continue improving data collection and analysis activities.</td>
<td>Continued implementation of new Bluemen Database Management system for the TRIO programs and continued with implementation of new GradesFirst Retention Management system for Mentoring Program. Efforts were stalled with departure of academic hourly staff member working on systems. Efforts will continue in 2014-2015 with IT staff in the Office of the Dean of Students.</td>
</tr>
<tr>
<td>Engage the academic liaison deans more frequently.</td>
<td>Occurred through role of co-leader of the Illinois Student Success Group which members from each of the Colleges and DGS who also work with OMSA on mentoring and academic support matters. However, a formal group of liaison deans was not re-established but will be considered for 2014-2015.</td>
</tr>
<tr>
<td>Create an advisory board of campus members, community representative,</td>
<td>Not achieved and will be part of 2014-2015 goals.</td>
</tr>
<tr>
<td>students, and parents.</td>
<td></td>
</tr>
<tr>
<td>Continue developing and refining procedures and adding to Operating</td>
<td>Achieved. Each staff member has copy of Manual and revisions are made as necessary.</td>
</tr>
<tr>
<td>Improve personal outreach to and relationship with students (e.g.,</td>
<td>Not achieved and will be part of 2014-2015 goals.</td>
</tr>
<tr>
<td>advisory group, lunch-bunch, checkpoints).</td>
<td></td>
</tr>
</tbody>
</table>

2 Source: E. Blacknall, A. Saxena, and O. Buoy, Office of Minority Student Affairs.
3 Source: EOP (447) number based on 10th Day Census provided by Ann Hettinger, Office of Undergraduate Admissions, plus 9 extra DGS students, plus +/- 25 LAS EOP-type students who did not have EOP attribute.
4 Difficulties with retired database and staff turnover prevent calculations beyond 80%. Assistant Director Blacknall believe that more students were served. Data represent individual headcount.
EXAMPLES OF OTHER OUTCOMES FOR 2013-2014

Although the following were not identified in last year’s report, the outcomes are important and demonstrate OMSA’s productivity beyond established goals. Various OMSA staff members were responsible for the following:

- **Enhanced OMSA Presence and Footprint**
  a. Represented on search committees for DGS, Housing, Admissions
  b. Participant in Campus Conversations
  c. Participant in Salute to Academic Achievement annual event sponsored by University Administration
  d. Participant on Council of Academic Professionals
  e. Participant in Latino/a Family Visit Day
  f. Participant in Public Engagement Grant Awards Selection Committee
  g. Member, Undergraduate Recruitment and Yield Committee
  h. Co-Leader, Illinois Student Success Group
  i. Leadership Coaches for Illinois Leadership Center©
  j. Divisionwide Student Assessment Committee
  k. Participant in Emergency Dean activities
  l. Participant in Admissions yield activities

- **Student Service**
  a. Established satellite offices in Residential Halls and Cultural Houses to increase the OMSA Graduate Mentors' footprint around campus.
  b. Completed introductory phase of ongoing professional in-service and training for OMSA GMs.

- **Revenue Generation**
  a. Ensuring the continuation of nearly one million dollars ($992,897) in TRIO funding for four grants.
  b. Securing $95,000 new WIA grant that is more structured.

- **Human Resource Development**
  a. Filling critical vacancy in TRIO Student Support Services with individual with considerable direct experience with and knowledge of Student Support Services.

- **Development and Fundraising**
  a. Assisting Student Advancement Office with securing new Jeffries Scholarship.
  b. Assisting Student Advancement Office with raising nearly $10,000 ($9,575) for OMSA scholarships and priorities.
GOALS FOR 2014-2015

The following goals are intended to be ambitious but attainable. Each goal can be linked to measurable outcomes and is consistent with OMSA strategic priorities, the Division's goals and expectations, and the campus' strategic plan. Although not listed, other aspirations and results will be reported in the next annual report; that is, the intent is to under-promise but over-deliver.

OMSA Strategic Priority #1: Staff Excellence

Goal 1: Develop and implement a series of professional development efforts focused on staff excellence, retention, and success.

OMSA Strategic Priority #2: Student Excellence

Goal 2: Provide tutoring and/or instructional services to at least 80% of targeted FTF, targeted sophomores, and targeted undergraduate historically-underrepresented students with one or more “at-risk” indicators.

Goal 3: Provide academic mentoring services to at least 80% of targeted FTF and targeted sophomore students.

Goal 4: Enhance personal outreach to and relationship with students (e.g., advisory group, lunch-bunch, checkpoints).

OMSA Strategic Priority #3: Planning Excellence

Goal 5: Complete the OMSA strategic plan.

OMSA Strategic Priority #4: Assessment Excellence

Goal 6: Conduct at least one assessment of either tutoring or mentoring services.

OMSA Strategic Priority #5: Internal and External Partnerships and Engagement

Internal Goal 7: Partner with Undergraduate Admissions office to host at least one outreach event for underrepresented and TRIO students.

Internal Goal 8: Partner with at least one academic unit to educate students on resources, opportunities, and academic support systems.

External Goal 9: Partner with OIIR and local schools to address diversity-related issues.

Internal and External Goal 10: Create an advisory board of campus members, community representative, students, and parents.
FINANCIAL SUMMARY

Being good stewards of finances is critical in a time of limited budgetary resources. We will continue to examine and improve budget allocation practices to ensure maximum stewardship of the public's resources. Final data, however, will not be available until all financial reconciliations are complete. Because of the department's different funding sources, budget reconciliation deadlines are also different. OMSA received $2,194,031 in state and federal funding.

We anticipate a large balance which is attributed to unfilled vacancies, hourly employees working fewer hours than anticipated, limited services, limited staff travel, limited professional memberships, and limited cost-sharing for the grant programs.

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5 Expenditures are still being calculated so they are not included here.
DEPARTMENT PROFILE

Department FTE positions and vacancies excluding student employees and academic hourlies

<table>
<thead>
<tr>
<th>Area</th>
<th>State</th>
<th>Non-State (e.g., Grant)</th>
<th>Vacancies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Mentoring</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Office of the Director-General Administration</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TRIO Academic Talent Search</td>
<td>0</td>
<td>3</td>
<td>.5</td>
<td>3.5</td>
</tr>
<tr>
<td>TRIO McNair Scholars</td>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>TRIO Student Support Services</td>
<td>0</td>
<td>2.5</td>
<td>0</td>
<td>2.5</td>
</tr>
<tr>
<td>TRIO Upward Bound</td>
<td>0</td>
<td>1</td>
<td>2.5*</td>
<td>3.5</td>
</tr>
<tr>
<td>Tutoring and Instructional Services</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>6.0</strong></td>
<td><strong>7.5</strong></td>
<td><strong>7.5</strong></td>
<td><strong>21.0</strong></td>
</tr>
</tbody>
</table>

Academic Professional and Civil Service Classifications including vacancies

<table>
<thead>
<tr>
<th>Area</th>
<th>AP Vacancies</th>
<th>AP Civil Service</th>
<th>Civil Service Vacancies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Mentoring</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Office of the Director-General Administration</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TRIO Academic Talent Search</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3.5</td>
</tr>
<tr>
<td>TRIO McNair Scholars</td>
<td>1</td>
<td>0</td>
<td>.5</td>
<td>1.5</td>
</tr>
<tr>
<td>TRIO Student Support Services</td>
<td>2</td>
<td>0</td>
<td>.5</td>
<td>2.5</td>
</tr>
<tr>
<td>TRIO Upward Bound</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3.5</td>
</tr>
<tr>
<td>Tutoring and Instructional Services</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>12.0</strong></td>
<td><strong>6.0</strong></td>
<td><strong>2.0</strong></td>
<td><strong>21.0</strong></td>
</tr>
</tbody>
</table>

All Regular Personnel by Race and Ethnicity (current as of July 20, 2014)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black/African American</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic/Latino/a</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unknown or Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td><strong>18</strong></td>
<td><strong>12</strong></td>
<td><strong>13</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

6 Search is underway.
7 Search is underway.
MEASURING UP: 2013-2014 ASSESSMENT OUTCOMES

Assessment Area 1: Empowering pre-college students to pursue baccalaureate degrees.

- 92% postsecondary placement rate for TRIO Upward Bound College Prep Academy graduating seniors who will be attending colleges across the United States, including the University of Illinois (I). The program year is June 1, 2013-May 31, 2014.⁸

- 70% of active TRIO Upward Bound students are currently enrolled in Advanced Placement Courses which is up from 40% three years ago.⁹

- 474 (100%) students are enrolled in TRIO Academic Talent Search Program which is still in its program year ending August 31, 2014; therefore, complete data are not available.

Assessment Area 2: Contributions to undergraduate full-time freshmen retention rates.

- 91% (44/48) projected freshmen retention rate for entering Fall 2013 cohort of TRIO Student Support Services students who are also registered for Fall 2014.¹⁰ Data may change by 10th Day registration report. Campus retention data for fall 2013 freshmen cohort are not available. The SSS program year is September 1, 2013-August 31, 2014.

Assessment Area 3: Contributions to good academic standing rates.

- 86% (164/191) of TRIO Student Support Services participants for the 2013-2014 program year are in good academic standing¹¹, no change from 2012-2013.

Assessment Area 4: Contributions to graduation rates.¹²

- 86% (38/44) TRIO Student Support Services participants for 2009 cohort year graduated in five years, by May 2014.

Assessment Area 5: Empowering students to be successful.

- 1,225 headcounts of EOP, PAP, SSS, and Illinois Promise students receiving tutoring and instructional services between August 2013 and April 2014.¹³

- 4,364 visitations (includes repeat visits by same students) for tutoring and instructional services between August 2013 and April 2014.¹⁴

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⁸ Source: Sherrika Ellison, TRIO Upward Bound Program.
⁹ Source: Sherrika Ellison, TRIO Upward Bound Program.
¹⁰ Source: Dr. Betoel Escobar Annual Report for OMSA.
¹¹ Source: Dr. Betoel Escobar Annual Report for OMSA.
¹² Normally, six years are calculated but five years provided by TRIO SSS.
¹³ Source: Grace Casillas, Tutoring and Instructional Services.
¹⁴ Source: Grace Casillas, Tutoring and Instructional Services.
- 468 contact hours of service delivery (e.g., individual meetings, direct counseling/services, referrals) for **TRIO Student Support Services** participants for fall 2013 and spring 2014.

- 74% (356/481) of all targeted 2013 FTF EOP students and additional EOP-type students in DGS and LAS received mentoring and/or workshop services.

- Dr. Betoel Escobar continued advising the Minority Association of Future Attorneys (MAFA). Services included, for example, workshops on legal careers, internship opportunities, LSAT preparation, and law school admissions process.

- Five TRIO Upward Bound students received the 2014 Dr. Martin Luther King, Jr. Scholarship.

**Assessment Area 6: Empowering students to earn doctorates.**

- Doctoral and other Annual Performance Report data from the TRIO McNair Scholars Program are not available at this time. The program year is October 1, 2013-September 30, 2014.

- For fall 2014 preliminary graduate school acceptances, participants have been accepted into graduate programs at, for example, University of Illinois at Urbana-Champaign (n=4), University of Southern California, University of California-Berkeley, Penn State, Carnegie Mellon, Michigan State, Ohio State, UCLA, and University of Pennsylvania.

- 63% (n=49) of respondents in a McNair Alumni Survey of Scholars’ experiences for AY 2012-2013 indicated that the program “was one of the reasons why [they] applied to graduate school.”

- 67% (n=49) of respondents in a McNair Alumni Survey of Scholars’ experiences for AY 2012-2013 indicated that the program “helped [them] prepare for graduate school.”

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15 Source: For both data references, Dr. Santiago.