



OMSA

University of Illinois at Urbana-Champaign
Office of Minority Student Affairs
Promoting access and excellence on campus and in the community since 1966

ANNUAL REPORT 2014-2015

Great Expectations in Support of a Great University

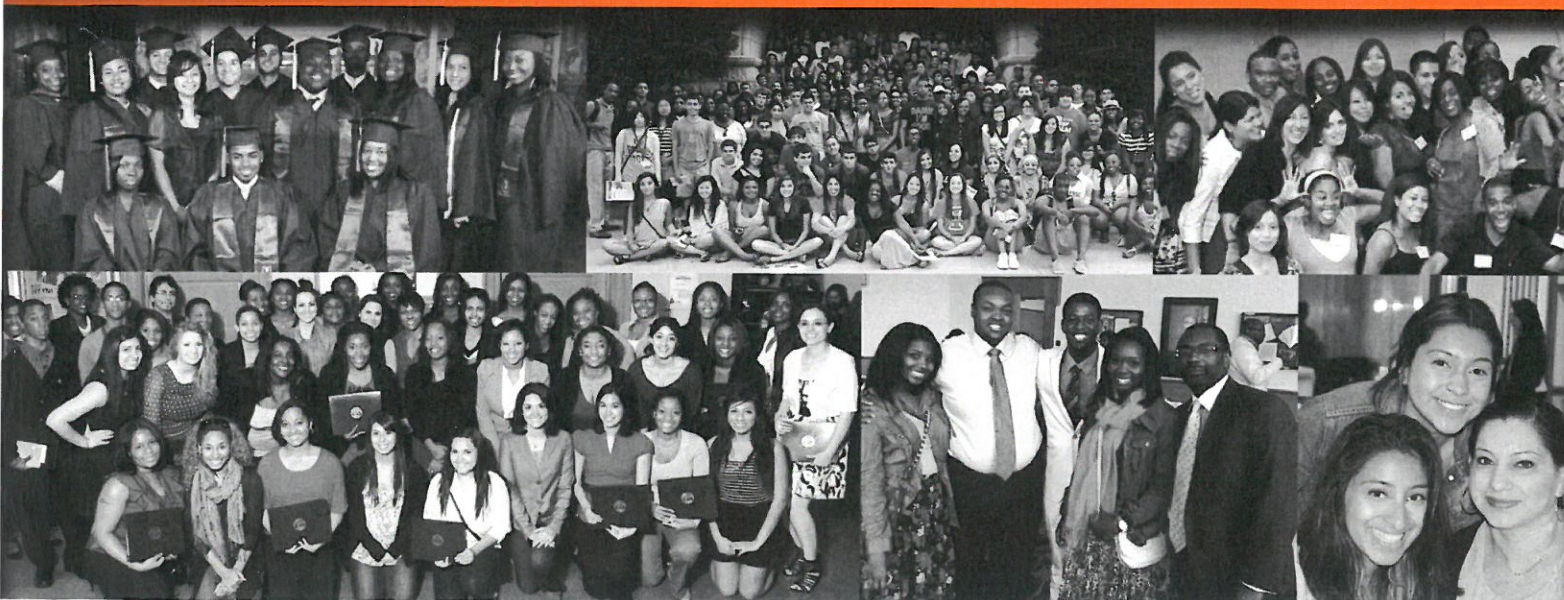


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EXECUTIVE SUMMARY

The 2014-2015 academic year was another year of change and challenge for the Office of Minority Student Affairs. A lot of change, however, was positive change. For example:

- The Vice Chancellor, Dean, and Provost supported reallocating existing resources to hiring multiple permanent Academic Support Program Specialists to provide academic mentoring and other academic and retention support services. Four were hired between the fall and mid-spring semesters.
- A new Associate Director for Retention and Student Success was hired toward the end of the program year.
- A new Associate Director for Administration and Operations was also hired toward the end of the program year.
- Hiring new staff required the perfunctory training and acclimation for their positions which affected service delivery outcomes.
- The GradesFirst retention database system was finally fully integrated but staff needed training on using the system and usage/reporting was inconsistent ultimately.

The above changes certainly impacted the aspirational goal of serving 80-85% of targeted students, our ability to reach all targeted students in a consistent manner, and our ability to truly demonstrate service delivery outcomes clearly, consistently, and effectively.

But amidst the changes and challenges, successes were achieved. For example:

- \$1.2 million+ maintained for the federal TRIO programs
- \$107,500 secured in new funding for the Workforce Investment Act grant
- \$20,000 sought and received to support scholarships and study abroad grants
- \$13,000+ received in other gifts to support the department
- Collaboration with the Enrollment Management Office has resulted in more data that are being used to identify incoming domestic students who have a need for services (i.e., STARS students)
- Collaboration with the Campus Honors Program resulted in more underrepresented students participating this year
- Collaboration with DGS resulted in a joint strategy for serving incoming DGS students with a lower-than-usual ACT score
- Collaboration with Undergraduate Admissions and other campus entities resulted in a higher yield of underrepresented students
- A new TRIO Student Support Services was submitted and subsequently approved by the U.S. Department of Education
- Collaboration with the Nestlé Corporation resulted in a significant increase in underrepresented juniors and seniors interacting with representatives

The annual report documents, very honestly, our highs and lows, our aspirations and struggles, and our opportunities to evolve into a stronger academic and retention support unit serving more students across the campus.

Respectfully,



Wallace Southerland III, Ph.D.
Associate Dean of Students and Director

ACCOMPLISHMENTS

Student Affairs Strategic Plan Goals

Below are *examples of accomplishments and outcomes* related to the applicable strategic planning goals for the division *and* the campus.

Goal 1: Fostering collaboration, discovery, and innovation

1. **TRIO McNair Scholars.** Faculty research mentoring, research training, and summer research experiences are provided to 36 first-generation, low-income, and underrepresented students participating in the TRIO Ronald E. McNair Post-Baccalaureate Achievement Program (aka McNair Scholars Program), which is funded by the U.S. Department of Education. Each year, 80% or more of participating students participate in research and other scholarly services and activities and defined by the U.S. Department of Education. Such services include, for example:
 - Mentoring by research faculty
 - Six-week Summer Research Institute
 - Participation in campus' Undergraduate Research Symposium¹
 - Presentation of research at undergraduate research conferences
 - Participation in ODEA's Faculty Women of Color Conference

For more information, contact, Dr. Michelle Cruz-Santiago, Assistant Director, at cruz3@illinois.edu.

2. **Collaboration with the Campus Honors Program to increase participation by underrepresented students.** The department collaborated with the Campus Honors Program to increase the yield of underrepresented students. A reception was held for underrepresented students to explain the Honors Program and the application process.
3. **Collaboration with the Division of General Studies.** The department collaborated with the Division of General Studies to develop an academic and retention support service delivery model for incoming freshmen needing academic assistance.
4. **Leadership of Student Success Group.** Director Southerland continued providing leadership of the Student Success Group (SSG). SSG includes representatives from the Colleges, DGS, Admissions, Financial Aid, and University Administration. Members meet to discuss ways to improve collaboration and academic support for students.

¹ TRIO McNair Scholars often account for much of the racial and ethnic diversity during the campus' Undergraduate Research Symposium.

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5. **Collaboration with the Office of Undergraduate Admissions.** Partnership included the department participating in yield activities, the Undergraduate Recruitment and Yield Committee, and co-sponsoring the Fall Application Workshop for Champaign, Vermillion, and Macon counties, with an emphasis on underrepresented and TRIO students.
6. **Collaboration with Enrollment Management Leadership.** Director Southerland meets with the Associate Provost for Enrollment Management on a monthly basis to discuss outreach, recruitment, and yield activities and to explore other partnership opportunities.
7. **Collaboration with campus entities.** The department staff continues to maintain and increase visibility and influence in decision-making through, for example, service on the following division and campuswide committees, councils, and task forces:
 - Summer registration activities
 - Member, Task Force for Academic Student Success
 - Member, Chancellor's and Provost's Committee for Race and Ethnicity
 - Member, Campus Honors Program Advisory Board
 - Member, Office of Undergraduate Research Advisory Board
 - Member, Undergraduate Recruitment and Yield Committee
 - Volunteer Coach and Mentor, Illinois Leadership Center
 - Member, Assessment Committee
 - Member, Equal Employment Opportunity Committee
 - Member, ODEA Inclusive Illinois Committee
 - Volunteer, Latin@ Family Visit Day
 - Member, Public Engagement Grant Awards Selection Committee
 - Member, Search committees

Goal 2: Provide transformative learning experiences

1. **Academic Mentoring Services.** Academic mentoring services focused on individual and group discussions regarding personal, financial, academic and other issues that affect student success. Mentors shared announcements from the tutoring center with their assigned caseload. Targeted students were all EOP students and African-American/Native American/Latin@/Multiracial students with a race indicator *and who also have an ACT 16-21*. EOP sophomores were also targeted for mentoring. AAP students, athletes, TRIO SSS, and I-LEAP students were not targeted because they receive similar services from those programs.

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2. **Academic Tutoring Services.** Tutoring services and academic workshops were offered to STARS incoming freshmen students (approximately 2100 students).
3. **TRIO Student Support Services.** The program provided academic mentoring, tutoring, financial literacy workshops, graduate school preparation, and other academic support services to 190 participants.
4. **Collaboration with Nestlé Corporation.** Second annual fall career development event with Nestlé Corporation held for targeted underrepresented students in specific disciplines. Nestlé staff had dinner with students, provided a presentation, and collected student résumés.

Goal 3: Make significant and visible societal and community impact

1. **TRIO Upward Bound College Prep Academy.** 102 first generation, low-income, academically-at-risk 9th-12th graders participate in this year-round college preparatory program which is funded by the U.S. Department of Education. Participants attend:

- Centennial High School
- Central High School
- Urban High School
- Rantoul High School

Services include, for example:

- Assistance with college and financial aid applications
- Career development
- College visits
- Cultural enrichment
- Mentoring
- Tutoring
- Six-week summer residential program with academic instruction

For more information, contact Dr. Wallace Southerland, Project Director, at wsthe3rd@illinois.edu.

2. **TRIO Academic Talent Search College Prep Program.** Nearly 500 first generation and low income 6th-12th graders participate in this academic year college preparatory program which is funded by the U.S. Department of Education. Participants attend the following schools:

- Centennial High
- Central High
- Edison Middle
- Eisenhower High
- Franklin Middle

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- Jefferson Middle
- JW Eater Middle
- MacArthur High
- Rantoul High
- Stephen Decatur Middle
- Thomas Jefferson High
- Urbana High
- Urbana Middle

Services include, for example:

- Assistance with college and financial aid applications
- Career development
- College visits
- Cultural enrichment

For more information, contact Dr. Wallace Southerland, Project Director, at wsthe3rd@illinois.edu.

3. **TRIO McNair Scholars Program.** Almost 100 participants have earned a Ph.D. degree, 250+ have earned master's degrees, and other participants have earned professional doctorates (e.g., JD, Ed.D., M.D.). Participants are faculty members, educators, and occupy other professional positions in communities across the nation.



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Goal 4: Steward current resources and generate additional resources for strategic investment

1. **\$1,219,415.00** maintained in federal grant funding. Each grant includes an 8% indirect chargeback to the campus.

Purpose	Amount	Source	Purpose
Continuation funding for TRIO Academic Talent Search College Prep Program	\$230,000	U.S. Department of Education	Provide college preparation services to first generation, low-income, and other eligible 6 th -12 th graders.
Continuation funding for TRIO McNair Scholars Program	\$280,481	U.S. Department of Education	Provide graduate school preparation and research training to first generation, low-income, and underrepresented college juniors and seniors.
Continuation funding for TRIO Student Support Services	\$284,220	U.S. Department of Education	Provide academic and retention support services to first generation and low income college students from freshmen to senior year.
Continuation of TRIO Upward Bound College Prep Academy	\$424,714	U.S. Department of Education	Provide weekly college preparation services to first generation, low-income, and other eligible 9 th -12 th graders.
Total	\$1,219,415		

2. **\$107,500.00** secured in a new Workforce Investment Act (WIA) grant from the Champaign Regional Planning Commission. The purpose of WIA is to provide career development and college preparation and social service referrals to 40 first generation, low-income 9th-12th graders.
3. **\$20,000.00** gift was sought and received from a private donor who wishes to remain anonymous. Unrestricted funds will be used to support student scholarships and study abroad grants.
4. **\$5,000.00** unsolicited gift was received from 3M corporation in Minnesota.
5. **\$8,805** in other gift amounts were received, including funds for three scholarships (Jeffries, Hayes, and Brockemond).

GOALS FOR 2015-2016

1. Increase the number of targeted students receiving tutoring services.
2. Increase the number of targeted students receiving mentoring services.
3. Continue efforts to improve the organizational structure of the department (e.g., pulling out TRIO programs, Mentoring, and Tutoring).
4. Increase communication with Colleges and DGS regarding students being served from their areas.



USAGE STATISTICS²

TUTORING³

Number of students being matched with a tutor	129
Number of “walk-in” students receiving tutoring	171
Number of unique student headcount receiving tutoring	228⁴/2,494 (9%)
Number of tutoring contact hours for unique student headcount	3,065⁵
Number of tutoring contact hours for matched tutoring	959
Number of tutoring contact hours for “walk-ins”	2,106
Number of matched tutoring sessions	539
Number of “walk-in” tutoring sessions	686
Number of students participating in Final Exam Review Session	21
Number of students participating in Study Skills Workshops	3
Number of students participating in the following workshops:	
▪ Time Management	0
▪ Lecture note-taking	0
▪ Text study	0
▪ Test prep	0

MENTORING⁶

Number of students receiving individual or group academic mentoring	246/823 (30%)
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² Data are on largely freshmen and sophomore students receiving services; but some upper classmen may have received services but not in high numbers. The numbers of students served are low for a few reasons: new staff being hired, new management team being hired, implementing new reporting procedures, and a number of other factors related to outreach efforts and student responsiveness. TRIO programs are not included in the data because they have their own federal reports. Adding TRIO data here would skew service delivery data based on state funded services. Most students are historically underrepresented students. Data on racial/ethnic background and other attributes (e.g., EOP) will be provided at a later date.

³ Data provided by the Assistant Director for Tutoring and Instructional Services.

⁴ For matched and “walk-in” tutoring

⁵ For matched and “walk-in” tutoring

⁶ Data provided by graduate mentors and the DGS Academic Support Program Specialist.

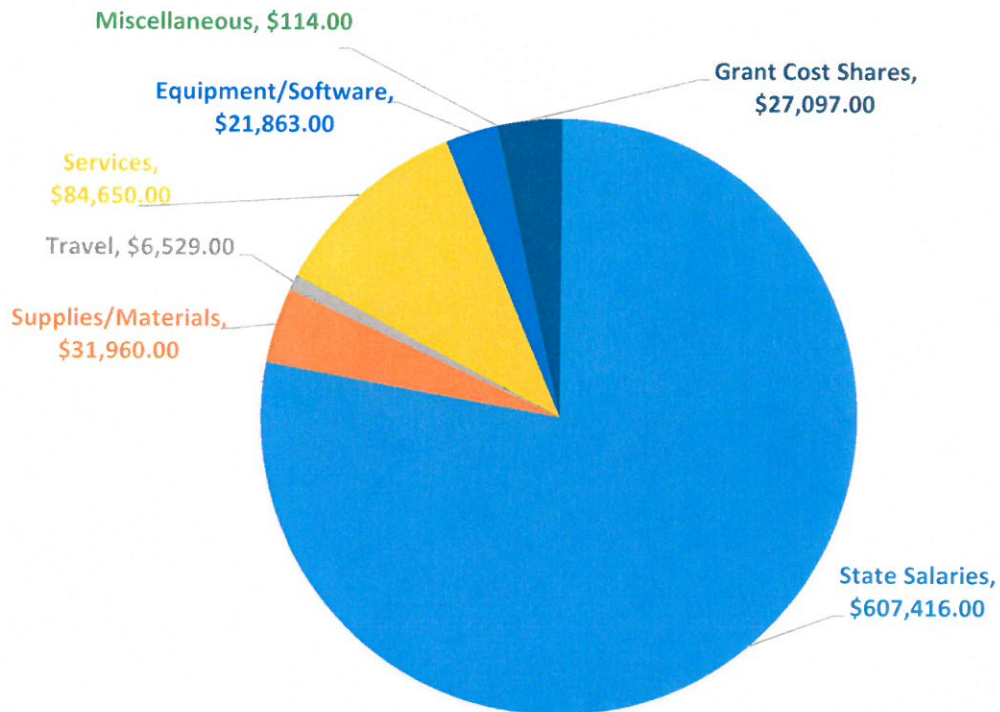
INTERIM FINANCIAL SUMMARY REPORT⁵

State Budget \$1,098,557

Expenditures: \$779,629

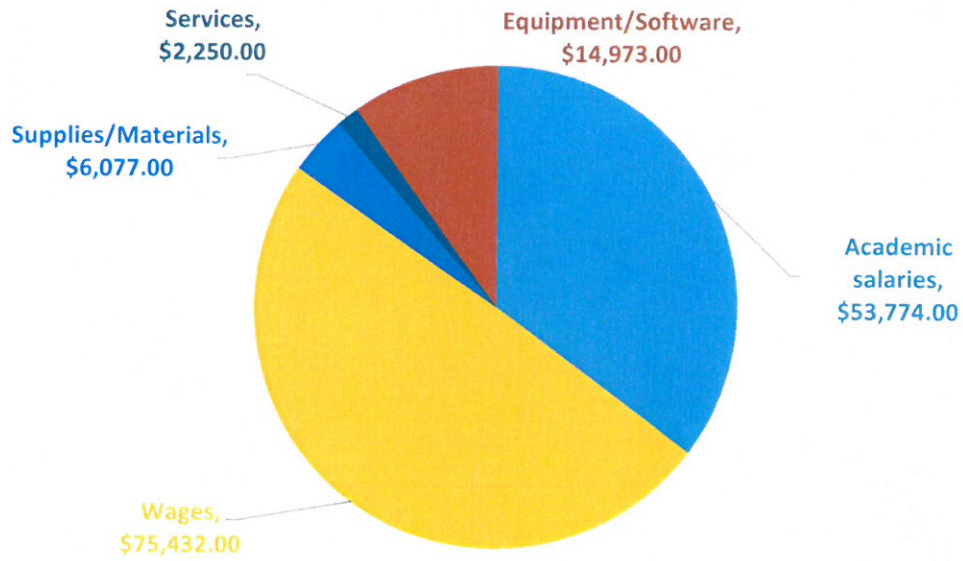
Percent Expended: 71%

STATE EXPENDITURES

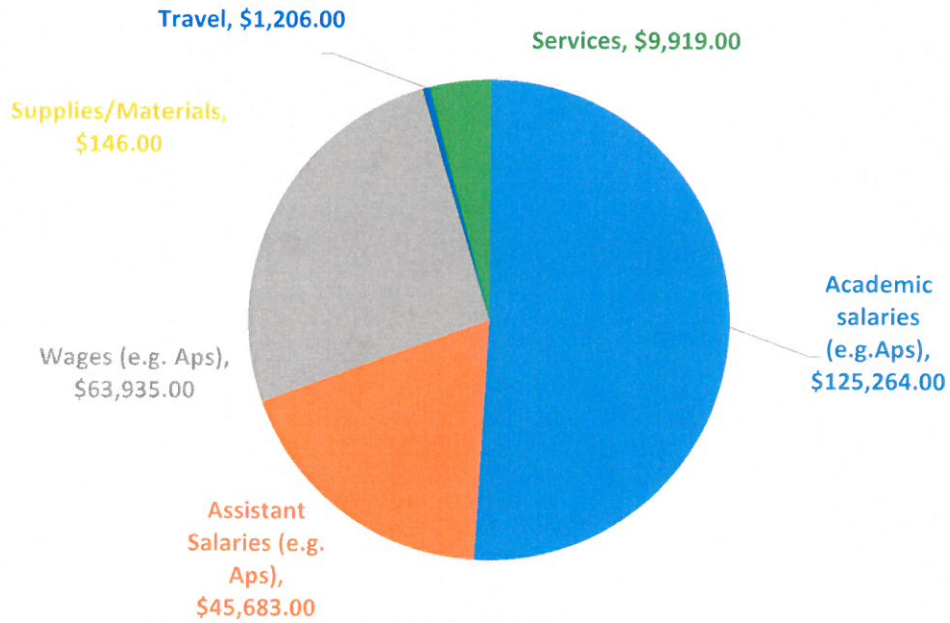


⁵ Data provided by the Associate Director for Administration and Operations. The final report will be prepared for August 31, 2015 deadline.

TUTORING SPENT



MENTORING SPENT



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