



OFFICE OF MINORITY STUDENT AFFAIRS
ANNUAL REPORT

2015 -- 2016



OMSA

University of Illinois at Urbana-Champaign

Office of Minority Student Affairs
Serving Underrepresented and TRIO Students Since 1966

2015-2016 Annual Report from the Office of Minority Student Affairs

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Noteworthy

... (I think the world of your program!),...Your department might have a tough job (herding cats so to speak), but oh! what a tangible, meaningful purpose. My hat will be off to you, whenever I see you about.

- **Faculty colleague, August 2015**

My research experiences at OMSA took my learning to the next level. I was able to comprehend more out of my PhD level courses by having the OMSA research experience...I really want to thank you...I have so many fond memories of OMSA.

- **Former OMSA student employee, August 2015**



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EXECUTIVE SUMMARY

This past year, the Office of Minority Student Affairs continued its 50 year tradition of serving students. From promoting equal educational access and opportunities through our Federally-funded TRIO programs to promoting student success through our academic support and retention programs to engaging the campus through our service and citizenship on campus committees, students remained the center, focus, and foundation of the work we do.

Like most organizations, we do not shy away from our challenges, we embrace them. Working together – AP staff, civil service staff, student employees, academic hourly staff – and with our allies and partners across the campus and in the community, OMSA continues to be a major contributor to student engagement and success.

Amidst changes and challenges, like years before, successes were evident and emerging opportunities were pursued. For example:

- Exceeding \$50,000 fundraising campaign ahead of schedule
- \$1.2 million+ maintained for five federal TRIO educational outreach programs which includes 8% chargeback to the campus
- Increase in students receiving academic mentoring services
- Increase in students receiving tutoring and instructional services
- Increased collaborations with the academic Colleges and the Division of General Studies to identify and serve potentially “at-risk” students
- Strong retention outcomes for students receiving academic support and retention services
- Generating revenue for campus and the community by bringing the Illinois TRIO state conference to campus and to Champaign as part of OMSA’s 50th anniversary
- Generating revenue for campus and the community by bringing the annual Illinois Central National TRIO Day event to campus as part of OMSA’s 50th anniversary
- Creating and awarding study abroad grants to increase opportunities for minority students
- Increasing number of scholarships awarded for academic excellence and achievement
- Launching a supplemental instruction initiative for Math 115
- Exceeded or achieving measurable performance objectives for pre-college and college-based TRIO educational outreach and opportunity programs

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 minority and other types of students needing academic assistance across the campus.

Respectfully and On Behalf of the Office of Minority Student Affairs,



Wallace Southerland III, Ph.D.

Associate Dean of Students

Director, Office of Minority Student Affairs

Director, Federal TRIO Educational Outreach Programs

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Mission Statement

On behalf of the Campus and Student Affairs, OMSA's mission is to provide 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.

Vision

The Office of Minority Student Affairs will be a campus leader and national model for providing exceptional academic support and retention services to American Indian, Black/African American, Hispanic, and Native Hawaiian/Pacific Islander students.

Goals

- Assist the campus with outreach, recruitment, and yield of U.S. historically underrepresented minorities (URMs) (i.e., American Indian, Black/African American, Hispanic, and Native Hawaiian/Pacific Islander).
- Assist with students' adjustment to campus by coordinating guidance and counseling support among other campus units, such as Student Affairs departments, colleges and the many academic departments;
- Assist campus units and student organizations with the creation of environments and programs to support and bolster minority students' success and continuation at the University.
- Assist academic units in monitoring the progress of students and make appropriate referrals to campus units, employers, and graduate/professional schools.
- Promote and develop educational opportunities and enrichment activities to help facilitate the educational and personal growth of student participants through organized activities and collaborative efforts with Student Affairs departments and other campus units.



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ACCOMPLISHMENTS

Below are examples of accomplishments and outcomes related to the applicable *Student Affairs Strategic Plan 2014-2017* goals.

Goal 1: Fostering collaboration, discovery, and innovation

1. Examples of Collaboration with Academic Affairs

- **The STARS Initiative.** The Office of Minority Student Affairs maintained collaborative relationships with the Colleges and Division of General Studies to target and promote academic success among more than 2,600 incoming freshmen through the STARS Initiative. STARS stands for **Students Targeted for Academic Resources and Success**. The purposes of the Initiative are to maintain and enhance services to minority students and fill a campus void by offering services to targeted non-minority students (e.g., first generation students, students with ACT 16-25, EOP, PAP, Illinois Promise, I-LEAP, etc.).

As the initiator and leader of the STARS Initiative, OMSA offered, for example, academic mentoring, tutoring, instructional support services, and academic skills building workshops to the students.

- **Campus Tutoring Group/Illinois Learning Support Professionals** is a collaboration between the Tutoring and Instructional Services Center and other tutoring professionals in the Colleges. The Group meets periodically to discuss shared issues and potential solutions to common challenges and barriers to student success. The group is currently working on designing an Illinois tutor training certification program.
- **Collaboration with the Math Department** to offer supplemental instruction to one fall semester class of Math 115 students who were largely minority students (assessment being conducted).
- **Collaboration with Division of General Studies**
 - OMSA's Academic Support Program Specialists were provided office space and taught general studies courses in the Division of General Studies. *The two OMSA staff, Saturnino Rodriguez and Mark Williams, also received high evaluation ratings from students taking their courses.*
 - OMSA and DGS collaborated on the annual Spring Into Action event designed to promote access to and knowledge of academic and other campus resources.
 - OMSA's Academic Support Program Specialists were regular participants in staff meetings with advisors.
- **Collaboration with College of Business**
 - OMSA staff, including tutor coordinators, collaborated with the Emerging Leaders Program, a program for minority high school students, and collaborated with college personnel to provide workshops on skills development such as note-taking and test-taking strategies.

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- **Collaboration with Media**
 - OMSA staff participated in Media's Mediapalooza program to promote academic resources for students.
- **Collaboration with College of Education**
 - OMSA staff assisted with helping students with a need for assistance with preparing for the ACT exams.
- **Collaborated with Colleges of Liberal Arts and Sciences and Applied Health Sciences**
 - Grace Casillas, Assistant Director for Tutoring and Instructional Services, met with graduate assistants and tutors to train them on providing academic services.
- **Collaboration with Applied Health Sciences; Agricultural, Consumer, and Environmental Sciences; Social Work; Engineering; Fine and Applied Arts**
 - OMSA staff collaborated with Colleges to provide academic support and assistance to targeted minority and other STARS students.
- **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.
- **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.

Staff also attended Outreach and Admissions Events to assist with outreach, recruitment and yield activities.

- **Collaboration with New Student Programs and the Office of the Provost on RISE Events.** The department participated with on-campus, overnight RISE activities for incoming freshmen who are first generation, low-income, and largely underrepresented minorities (URM).
- **Graduate Student Employment**
 - OMSA provides employment opportunities to graduate students who serve as academic mentors, tutors, tutor coordinators, research assistants, and program assistants.
- **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 campus committees, councils, and task forces:
 1. Afro-American Studies Event
 2. Assessment Committee
 3. Campus Honors Program Advisory Board
 4. Campus Honors Program Reception for Underrepresented Students
 5. Chancellor's and Provost's Committee for Race and Ethnicity
 6. Coach/Mentor, Illinois Leadership Center
 7. Council of Academic Professionals (Elected member)

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8. Dean of Students Emergency Team
9. Equal Employment Opportunity Committee
10. Illinois Academic Advisors Council (IlliAAC)
11. La Casa Advisory Committee
12. Latin@ Family Visit Day
13. McKinley Health Center's Special Populations Advisory Committee
14. My Sister Sandy Event
15. ODEA Inclusive Illinois Committee
16. Office of Undergraduate Research Advisory Board
17. Public Engagement Grant Awards Selection Committee
18. Salute to Academic Achievement Planning Committee (Chicago and Champaign)
19. Search committees
20. Student Affairs Development
21. Student Affairs Reunion Committee
22. Summer registration activities
23. Undergraduate Outreach and Recruitment Committee
24. Undergraduate Recruitment and Yield Committee
25. Volunteer Coach and Mentor, Illinois Leadership Center

2. Discovery

- **TRIO Ronald E. McNair Scholars Program¹.** The program is funded by the U.S. Department of Education and the University to provide services below to 36 first-generation, low-income, and underrepresented students. The McNair Scholars Program is a research-training, graduate school preparation, and Ph.D. attainment program.

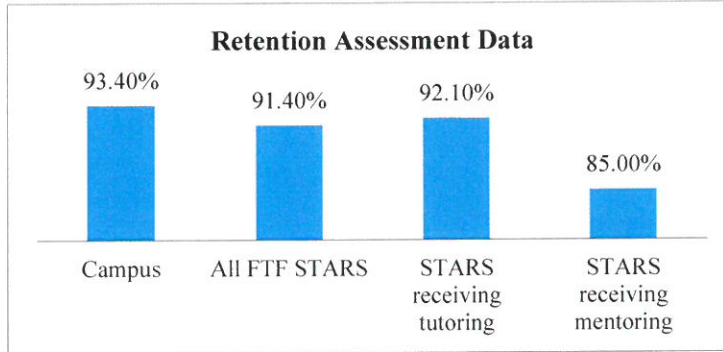
Required Services Offered	Number of Participants Receiving Services
Research and other scholarly activities	40
Students receiving a research mentor	40
Summer internships	12
Seminars and other educational activities	21
Tutoring	0
Academic counseling	10
Assistance with securing admissions to graduate school	10
Assistance in securing financial aid to graduate school	10
Permissible Services Offered	Number of Participants Receiving Services
Education or counseling to improve financial and economic literacy	10
Mentoring	40
Exposure to cultural events and academic programs	0

¹ Data are based on the most recent 2014-2015 annual performance report sent to the U.S. Department of Education. The grant year is October 1 to September 30.

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Goal 2: Provide transformative learning experiences

1. Fall 2014 Retention Assessment of STARS Initiative²



2. Students Targeted for Academic Resources and Success (STARS Initiative)

- Students received academic retention and support services such as tutoring, mentoring, academic skills workshops, referrals, and/or advocacy. Students are counted if they received at least one service.
- STARS includes first time freshmen students who are minority, first generation, EOP, PAP, I-LEAP, AAP, Illinois Promise, DGS Enrichment, and students with ACT 16-25 composite score.

2015-2016 First Time Freshmen Students Targeted for Academic Resources and Success (STARS)	Targeted Number	Number Served	Percent Served
Agricultural, Consumer, and Environmental Sciences	192	40	20.8%
Applied Health Sciences	113	34	30.1%
Business	161	27	16.8%
Media	53	15	28.3%
Division of General Studies	797	330	41.4%
Education	59	10	16.9%
Engineering	302	64	21.2%
Fine and Applied Arts	134	11	8.2%
Liberal Arts and Sciences	792	180	22.7%
Social Work	34	12	35.3%
Total	2,637	723³	27.4%

² Source: Retention data for campus, race, and ethnicity (DMI website). Retention data for STARS, tutoring, and mentoring provided by ODOS, M. Hege. Service data for tutoring and mentoring provided by OMSA and C. Major.

³ Includes 86 sophomores.

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2015-2016 First Time Freshmen Students Targeted for Academic Resources and Success (STARS)	Targeted Number	Percent of STARS	Number Served ⁴	Percent Served
	2,637	100%		
AAP attribute	448	17.0%	21	4.7%
DGS Enrichment	175	6.6%	124	70.9%
EOP/PAP attributes	131	5.0%	42	32.1%
EOP only attribute	578	21.9%	197	34.1%
Illinois Promise	279	10.6%	82	29.4%
PAP Honors only attribute	206	7.8%	9	4.4%
PAP only attribute	602	22.8%	76	12.6%
RISE (no attribute)	194	7.4%	68	35.1%

3. Academic Mentoring Program and Services⁵

- Academic mentoring services focused on individual and group discussions regarding barriers and issues impeding student success.

Students Receiving Academic Mentoring (Target Number: n=958)	Number Served
Underrepresented minorities (URMs)	343
Non-minorities	178
Multi-Racial	10
Unknown	56
2015-2016 Number and Percent Mentored	587/958 (60%)
2014-2015 Number and Percent Mentored	246/823 (30%)

- Summer Registration Support⁶.** Students receiving academic support services and consultations during summer registration.

2015	2016
N/A	250 ⁷

⁴ Students may have multiple attributes; therefore, the column cannot be totaled.

⁵ Source: Cory Major, Associate Director for Retention and Student Success, May 2016 and staff. Not all data may be tracked in GradesFirst database system.

⁶ Data provide by Academic Support Program Specialist staff.

⁷ All backgrounds.

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4. **Tutoring and Instructional Support Services**⁸. Tutoring services and academic workshops were offered to 2,637 STARS minority and non-minority incoming freshmen students.

Student Diversity	Number Served
Total males	114
Total females	213
Total served	327
American Indian or Alaskan Native	1
Asian or Pacific Islander	40
Black Non-Hispanic	124
Blank	2
Hispanic	104
International	4
Other	18
White Non-Hispanic	34
2015-2016 Number and Percent Tutored	401 out of 2,637 (15.21%)
2014-2015 Number and Percent Tutored	228 out of 2,494 (9.15%)

TUTORING AND INSTRUCTIONAL SERVICES ⁹	2014-2015	2015-2016
Number of students being matched with a tutor	129	171
Number of “walk-in” students receiving tutoring	171	308
Number of unique student headcount receiving tutoring	228 ¹⁰ /2,494 (9.15%)	401 ¹¹ /2,637 (15.21%)
Number of tutoring contact hours for unique student headcount	3,065 ¹²	3,951
Number of tutoring contact hours for matched tutoring	959	1,332
Number of tutoring contact hours for “walk-ins”	2,106	2,619
Number of matched tutoring sessions	539	957
Number of “walk-in” tutoring sessions	686	1,442
Number of students participating in Final Exam Review Session	21	26
Number of students participating in Study Skills Workshops which includes time management, lecture-note taking, text study, test prep	3	13
Writers’ Workshop Tutoring	N/A	4

⁸ Source: Grace Casillas, Assistant Director, Tutoring and Instructional Services, June 2016.

⁹ Data provided by Grace Casillas and other data by Cory Major. 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.

¹⁰ For matched and “walk-in” tutoring.

¹¹ For matched and “walk-in” tutoring.

¹² For matched and “walk-in” tutoring.

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Mentoring Towards College Success	N/A	15
College of Applied Health Sciences Test Taking Workshop	N/A	8
College of Applied Health Sciences Note-Taking Workshop	N/A	4

5. **Other services and enrichment activities for minority, targeted non-minority, transfer, campus staff, and campus faculty.**¹³

Activity	2014-2015 Participants	2015-2016 Participants
Transfer students attended a Transfer Student Dinner November 2015 to discuss issues and experiences unique to transfer students from all backgrounds.	N/A	60
Students, many of whom were underrepresented students, participated in the first-ever “OMSA on Ice” Event before finals December 2015.	N/A	73
Annual “Sip ‘N Go” Hot Chocolate Event	N/A	63
Johns Hopkins School of Business Event for Minority, EOP, and PAP seniors	N/A	~60

6. **TRIO Student Support Services.** The program is funded by the U.S. Department of Education and the University to provide academic mentoring, tutoring, financial literacy workshops, graduate school preparation, and other academic support services to 258 first generation and/or low-income participants.

Services Offered ¹⁴	Number of Participants Receiving Services
Tutoring	30
Welcome and financial aid literacy	36
Academic empowerment #1	13
Academic empowerment #2	4
Legal and tenant services	---

7. **Increased student scholarships awarded at the Annual Mom’s Day in April.**

2014 Scholarships	2015 Scholarships	2016 Scholarships
4	8	10

8. **Created and awarded \$1,000 study abroad grants for targeted underrepresented, first-generation, low-income students receiving any of OMSA services.**

2014 Scholarships	2015 Scholarships	2016 Scholarships
0	0	3 (\$3,000)

¹³ Source: Director Southerland.

¹⁴ The grant program year is not the same as the University report year. Data are for September 1, 2015-June 2016. The grant year ends August 31, 2016. Source: Dr. Betoel Escobar.

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Goal 3: Make significant and visible societal and community impact

1. **TRIO Upward Bound College Prep Academy¹⁵**. 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, and six-week summer residential program with academic instruction.

Outcomes

Performance Objective	Target	Outcome
Recruit and serve first generation, low income pre-college students	102	104 (101%)
Academic standing based on GPA	70%	74%
Meeting standard on standardized tests	38%	43%
Secondary school retention and graduation	85%	95%
Secondary school graduation – rigorous program	85%	100%
Postsecondary enrollment	80%	97%
Postsecondary completion	50%	59%

2. **TRIO Academic Talent Search College Prep Program¹⁶**. 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, Jefferson Middle, JW Eater Middle, MacArthur High, Stephen Decatur Middle, Thomas Jefferson High, Urbana High, Urbana Middle.

Services include, for example: academic advising, assistance with college and financial aid applications, college visits, cultural enrichment.

Performance Objective	Target	Outcome
Recruit and serve first generation, low income pre-college students	500	364 (74%)
Secondary school persistence	80%	100%
Secondary school graduation –regular diploma	80%	96%
Secondary school graduation – rigorous program	80%	52%
Postsecondary enrollment	80%	83%
Postsecondary attainment	N/A	N/A

¹⁵ Data are based on the most recent 2014-2015 annual performance report sent to the U.S. Department of Education. The grant year is June 1 to May 31.

¹⁶ Data are based on the most recent 2014-2015 annual performance report sent to the U.S. Department of Education. The grant year is September 1 to August 31.

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3. **TRIO McNair Scholars Program.** Since its inception in 1990, more than 110 participants have earned a Ph.D. degree, 270+ have earned master's degrees, and other participants have earned professional doctorates (e.g., JD, Ed.D., M.D.). Program alumni/ae are faculty members, educators, and occupy other professional positions in communities across the nation.

Performance Objective	Target	Outcome
Recruit and serve first generation, low income, and underrepresented students	36	44 (122%)
Research and scholarly activities	85%	95%
Graduate school enrollment	40%	59%
Graduate school enrollment continuation 2 nd year	50%	100%
Doctoral degree attainment	10%	14%

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

- Exceeded a \$50,000 fundraising campaign about nine months ahead of schedule.
- \$1,219,415.00** maintained in federal grant funding. Each grant includes an 8% indirect chargeback to the campus.

Purpose	Students	Amount	Source	Purpose
Continuation funding for TRIO Academic Talent Search College Prep Program	500	\$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	36	\$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	258	\$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	102	\$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	896	\$1,219,415		

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3. Generating revenue for campus and the community by bringing the Illinois TRIO state conference to campus and to Champaign as part of OMSA's 50th anniversary.
4. Generating revenue for campus and the community by bringing the annual Illinois Central National TRIO Day event to campus as part of OMSA's 50th anniversary.

GOALS FOR 2015-2016

1. Increase the number of targeted students receiving tutoring services.

Achieved.

2015-2016 Number and Percent Tutored	401/2,637 (15.21%)
2014-2015 Number and Percent Tutored	228/2,494 (9%)

2. Increase the number of targeted students receiving mentoring services.

Achieved.

2015-2016 Number and Percent Mentored	587/958 (60%)
2014-2015 Number and Percent Mentored	246/823 (30%)

3. Continue efforts to improve the organizational structure of the department (e.g., pulling out TRIO programs, Mentoring, and Tutoring).

Not achieved. Supervisory decision has not been made regarding the restructuring of the Office of Minority Student Affairs based on suggested model in September 2013. Restructuring is still suggested to ensure clarity of students served across the various programs, some of which are not minority-based. A group of staff is committed to assisting with a transition if approved.

4. Increase communication with Colleges and DGS regarding students being served.

Achieved. Please refer to the section on collaborations. Additionally, Cory Major, the former Associate Director for Retention and Student Success met with most of the liaisons in the colleges multiple times but not all college liaisons were contacted for regular meetings.

GOALS FOR 2016-2017

1. Continue strategies for increasing the number of students receiving academic services.
2. Continue enhancing communication and collaboration with Colleges and DGS.
3. Complete assessment of Tutoring and Instructional Services Center's Supplemental Instruction initiative for Math 115.