THE OFFICE OF MINORITY STUDENT AFFAIRS

ANNUAL REPORT

2016-2017

By Domonic Cobb, Associate Dean and Interim Director

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Table of Content

Executive Summary 3

Departmental Overview 4

Mission, Vision, and Strategic Goals 5

Accomplishments 6

- Goal 1: Foster collaboration, discovery, and innovation 6
- Goal 2: Provide transformative learning experiences 7
- Goal 3: Make a significant visible societal and community impact 8
- Goal 4: Steward and generate resources for strategic investment 9

Departmental Goals 10

Appendices 11

Executive Summary

2017 marked the 49th anniversary of the Office of Minority Student Affairs (OMSA) and the 51st anniversary for TRIO programs at the University of Illinois at Urbana-Champaign. OMSA is among the oldest and most comprehensive support programs in the nation. OMSA began as the Special Educational Opportunity Program in the late 1960s to serve a newly admitted cohort of underrepresented students, now known as Project 500. After the success of the Project 500 initiative in 1968, OMSA was permanently established to provide advocacy and academic support services for minority domestic students at Illinois.

OMSA has embodied Illinois' land grant mission by championing access for all students and providing a comprehensive array of college preparatory services and collegiate academic support services to bolster our students' success since its inception. Over the years, OMSA has served first generation, low-income, historically underrepresented, and other marginalized U.S. student populations. OMSA has worked diligently with colleagues in Student and Academic Affairs to advocate for diversity, inclusion, and the establishment of a safe and welcoming environment for all students, faculty, and staff.

Although the campus has changed drastically over the last 50 years, OMSA's commitment to providing academic support services for underrepresented student communities has endured. **OMSA** currently **administers four Federal TRiO grants** including: the classic Upward Bound College Prep Academy, the Student Support Service program, the McNair Post-Baccalaureate Scholar program, and the Talent Search program. Combined, **the grants bring more than one a million dollars in annual** resources which enable us **to serve approximately 900** low-income, first-generation, and underrepresented middle school, high school, and college aged **youth on the campus and in the community**. **OMSA** also **works with partners** in Student Affairs and the colleges **to offer advocacy, mentoring, tutoring and academic enrichment services to more than 2,800** first-generation, low-income, and underrepresented undergraduate students at Illinois.

Like the larger campus, OMSA faced budgetary and staffing challenges this year; yet, we persisted and **accomplished 100% of our FY 16 goals**. Below please find a preview of our achievements:

- $2,187,275 is the amount OMSA was awarded in the Upward Bound grant competition
- $1,444,475 is the amount OMSA sought in the Ronald E. McNair grant competition
- $43,000 is the amount of advancement income OMSA raised
- 137 is the percentage increase in completed mentoring sessions compared to FY 16
- 6.6 is the percentage increase for students offered tutoring over FY 16
- 6,062 is the number of hours OMSA tutors spent helping fellow students
- 434 unique students received tutoring at the OMSA Academic Services Center
- 3,219 is the number of visits the OMSA Academic Service Center received in FY 17

Going forward the OMSA will focus on the following goals in FY 18:

1. Review and refine OMSA's strategic goals to ensure each goal has clear metrics.
2. Introduce and implement the **S.O.A.R**. initiative (**S**ervice, **O**rganizational wellness, **A**ssessment and **R**esults).
3. Establish departmental assessment priorities.

Departmental Overview

The Office of Minority Student Affairs (OMSA) sits at the crossroads of Academic and Student Affairs providing advocacy, mentoring, and academic support service to first-generation, low-income, and other underrepresented students at Illinois. OMSA currently houses six departments. A brief summary of each program is included below.

TRiO Upward Bound (UB).

UB is the oldest Federal TRiO program and funded to serve 102 pre-college students in Champaign, Urbana and Rantoul, Illinois. UB was created in 1964 by the Economic Opportunities Act to increase secondary graduation rates and prepare first generation, low-income for college success and graduation. The University has successfully administered the UB federal award for more than 50 consecutive years. And the program has been a part of OMSA since OMSA's inception.

TRiO Talent Search (TS).

TS is a Federal TRiO program funded to serve 500 pre-college students in Champaign, Urbana and Decatur, Illinois. TS was created in 1965 by the Higher Education Act to increase the number for disadvantaged youth completing secondary education, enrolling in and completing post-secondary degrees.

TRiO Student Support Services (SSS).

SSS is a Federal TRiO program funded to serve 250 undergraduate students at UIUC. SSS was created in 1968 by an amendment to the Higher Education Act to increase college retention and graduation rates for first generation and low-income students.

TRiO Ronald E. McNair Post-baccalaureate Achievement Program (McNair).

McNair is OMSA's fourth and final Federal TRiO program funded to serve 36 undergraduates at UIUC. McNair was created in 1986 by an amendment to the Higher Education Act to encourage underrepresented students to pursue doctoral studies and increase their attainment of a Ph.D.

Tutoring and Instructional Services (Tutoring).

OMSA's Academic Services Center, assists students in developing the confidence, independence, and active learning skills necessary to meet the University's academic standards and students' individual educational goals. This skill development is facilitated via **tutoring, review sessions, supplemental instruction, study skills workshops, academic enrichment activities, and by helping students navigate the network of college and departmentally based academic resources on the campus**. OMSA's commitment to universal student success requires us to serve every student that requests our assistance. Unfortunately, limited resources sometimes confines our assistance to referral and advice for students not targeted for OMSA's services. **S**tudents who are **T**argeted for OMSA's **A**cademic **R**esources and **S**ervice (**STARS**) include approximately 2,800 incoming students annually who are:

- 1st time freshmen
- 1st Generation
- Low-income
- Historically underrepresented U.S minorities (i.e., African American, Latino/a, Native American, and Native Hawaiian/Pacific Islander)
- Multi-racial (with, at least, one historically underrepresented racial identity)
- A student with one of the following banner attributes: Educational Opportunities Program (EOP), President's Awards Program (PAP), DGS Enrichment students, and LAS's AAP students (declared only), AHS's I-LEAP students, I-Promise students, and Chez Scholars.

OMSA's STARS are proactively encouraged to utilize the academic services offered in OMSA East and the excellent student support services offered by our colleagues in the Division of Student Affairs to build success at UIUC from the start.

Academic Mentoring, Programs, and Services (AMPS).

Illinois students at all grade levels can take advantage of OMSA's **general** mentoring services by making an appointment or by simply walking-in. Staff members help with a range of personal, career, financial, and academic issues and refer students to valuable resources throughout the campus and community. OMSA reserves its **proactive,** mentoring services for a smaller subset of STARS students identified above. **The proactive mentoring service is called the Graduate Mentor (GM) program**. The GM program in AMPS provides intensive, academic coaching and mentoring to approximately 1,100 of the most vulnerable STARS students who **meet the first** criteria **and either** the second **or** the third criteria below:

1. The student cannot qualify for duplicative mentoring services from other campus units (e.g., LAS's Access and Achievement Program; AHS's Mannie L. Jackson Academic Enrichment and Leadership Program, OMSA's Student Support Services program, or the Chez Family Scholars program, etc.).
2. The student must be a 1st time freshman AND from a historically underrepresented US minority group (multi-racial students are included).
3. The student must be a 1st time freshman from a non-US minority group who is a) 1st generation, b) an EOP or PAP student, and C) earned an composite ACT score between 16 and 25.

STARS students who qualify for a mentor are assigned to a professional Academic Support Specialist or a trained Graduate Mentor before classes begin and encouraged to meeting with him or her regularly throughout their first year at Illinois.

Mission, Vision, and Strategic Goals

OMSA's mission is **to provide** leadership in developing, implementing, and delivering **student support services designed to assist** underrepresented students' **personal development**, **academic achievement**, and **graduation**.

OMSA's vision is **to be a** campus **leader** and national model **for providing exceptional academic support and retention services** to first-generation, low-income, and historically underrepresented undergraduate students.

OMSA's Strategic Goals

1. Support the recruitment and yielding activities for first-generation, low-income, and historically underrepresented U.S. minority students (i.e., African American, Latinx, Native American, Native Hawaiian and Pacific Island students);

2. Provide academic mentoring, monitoring, advocacy, and support services for underrepresented undergraduate students that bolsters their success and eases their adjustment to the rigor of the Illinois culture;

3. Collaborate with colleagues throughout the campus to create safe and welcoming environments that encourage student engagement, persistence, and graduation from Illinois;

4. Partner with colleagues in academic and student affairs to develop and promote enrichment opportunities that enhance students' academic and personal growth.

Accomplishments

Below are select accomplishments from the OMSA organized according to corresponding to the divisional goals published in the ***Student Affairs Strategic Plan 2014 - 2017***.

Goal 1: Foster collaboration, discovery, and innovation

Examples of campus collaborations:

- FY 16 was great year for collaboration in the OMSA. Despite persisting staffing shortages, the **OMSA** rallied to **participate in 52 unique recruitment events, outreach activities, and campus visitations**, including the annual Summer Registration, Illini Days, President Award Day, Salute to Academic Achievement, and Orange and Blue Day. According to our records, **756 unique participants were served**[1].

Examples of academic collaborations:

- **The OMSAs' Academic Mentoring Programs and Services unit and Academic Service Center continued its partnership with the colleges of AHS, ACES, BUS, EDU, ENG, FAA, LAS, MEDIA, SOCW, and the Division of General Students** to provide academic mentoring to 1148 of our most vulnerable first-time, co-eds (i.e. a subset of our 2016 S.T.A.R.S cohort) and tutoring, instructional support, and enrichment workshops to an additional 1,663 underrepresented, freshman (i.e., the balance of our 2016 S.T.A.R.S. cohort) via direct marketing efforts.
- **The OMSA partnered with the Campus Honors Program** again this spring to host its second annual recruitment luncheon for talented, underrepresented, second-semester freshmen.

[1] Data regarding the OMSA's recruitment, outreach, and visitation efforts were provided by LaTanya Cobb, Interim Assistant Director

- Grace Casillas, in the **OMSA ASC**, **continued to coordinate activities for** the campus tutoring network, entitled the **Illinois Learning Support Professionals**.
- The **OMSA** also **expanded its collaboration with the Math Department to offer supplemental instruction for Math 115** in FY 17 **and Math 112** in FY 18.

Examples of student affairs collaborations:

- **R.I.S.E. (Readying Illinois Students for Excellence)**—**is** a pre-enrollment, residential first year experiences for 1st generation and underrepresented students **cosponsored by** with Office of the Dean of Students, New Student Programs, Office for Inclusion and Intergroup Relations, Provost, the **OMSA**, etc.
- **Diversity Leadership Summit**— **is** a leadership development experience centering on inclusive leadership **cosponsored by** the Illinois Leadership Center, University Housing, Office for Inclusion and Intergroup Relations, the **OMSA**, etc.
- **The Black & Latino Male Summit**—**is** a program designed to explore the intersections of race and gender **cosponsored by** Office of Inclusion and Intergroup Relations, Bruce Nesbitt African American Cultural Center, La Casa, Office of the Dean of Students, the **OMSA**, etc.
- **I-UNITE**— **is** a week-long celebration of diversity and inclusion each fall **cosponsored by** the Illini Union, Office of Inclusion and Intergroup Relations, University Housing, Office of the Dean of Students, Women's Resources, the **OMSA**, etc.
- **D.I.N.E (Diversity Inclusion Network Exchange)**—which **is** a career development activity focused on inclusion and diversity **cosponsored by** the Career Services Network, the **OMSA**, University Housing, Office of Inclusion and Intergroup Relations

Goal 2: Provide transformative learning experiences

OMSA has much to be proud of in the area for transformation learning for FY 17. All of our units were deeply engaged in creating transformative learning experiences for our precollege and college student alike. Please find selected highlights from our FY 17 activities.

Examples of transformative learning from Academic Service Center (ASC)[2]

In FY 17, 2811 first-time freshmen were targeted for tutoring and instructional services based on the S.T.A.R.S. criteria outlined in the Department Overview of this report. This represents a 6.6% increase over the number of students (2637) invited for service in FY 16. Please review the selected usage findings below:

- **434 unique students** were **served** in the ASC in FY 17, which represents a decrease of .5% (436 were served in FY 16).
- **434 students visited 3,219 times** for an array of academic services including, but not limited to matched tutoring, study skill workshops, time management consultations, final exam reviews, and walk-in tutoring. Staff rendered **6,061.85 hours of academic services** to those students.
- ASC also administered a formative evaluation of it supplemental instruction efforts in Math 115. See the appendices for details on ACS usage statistics and assessment.

[2] Data regarding the Academic Services Center was provided by Grace Casillas, Assistant Director

Examples of transformative learning from Academic Mentoring Programs and Services (AMPS)[3]

FY 17 was banner year for the AMPS unit. Our data shows a significant increase in the number of completed mentoring appointments over FY 15 and FY 16. Find the details below.

- **693 mentoring sessions** of at least 20 minutes in duration were provided to AMPS students **this spring**.
- **701 mentoring sessions** of at least 20 minutes in duration were provided to AMPS students **last fall**.
- Cumulatively, **AMPS delivered 1394 mentoring appointments in FY 17**. This represents a **137% increase over** the 587 session completed in **FY 16** and a **467% increase over** the 246 sessions provided in **FY 15**.
    - AMPS also offered seven enrichment workshops in FY 17 in topics including, campus resources, belonging, leadership, study skills, financial literacy, and career development.
- AMPS administered a pilot, online assessment of their FY17 mentoring services.
- AMPS has also made contact with several external retention agencies serving Illinois students to better coordinate referrals for support services and collaborations. Those organizations include the Noble Network of Charter Schools, Evanston Scholars, One Goal, and Chicago Scholars.

Examples of transformative learning experiences from the Upward Bound College Preparatory Academy (UB)

- In FY 17 UB successfully administered a six week, residential, academic and career enrichment experience to 50 precollege students that met federal guidelines for low-income, first-generation, and/ or high academic need.
- UB also successfully delivered a series of college visits to a wide range of diverse 4 year colleges and universities where student learned about the college selection and admission process.

Examples of transformative learning experience from the McNair Scholars Program

- In FY 17 McNair 37 scholars were matched with faculty mentors.
- In the summer of 2017 McNair hosted a Summer Research Institute where scholar took an academic writing course, a GRE prep course, and conducted original research.
- The Scholars traveled to the South Atlantic Equal Opportunities Program McNair/SSS Research Conference to present their original research.

Goal 3: Make a significant visible societal and community impact

OMSA is deeply engaged in community outreach and the delivery of educational services to local youth. OMSA's effort in providing the TRiO pre-college programs in Champaign County has required continuous collaboration with local and regional schools districts, city governments, park districts, churches, and community centers for more than five decades. OMSA has developed an enduring presence in the region and valued relationship throughout the County which aid in the work we do for students. We are proud of the service we provide the youth of this community and honored to contribute to the land grant mission through our legacy of service in this area.

[3] Data regarding Academic Mentoring Programs & Services was provided by LaTanya Cobb, Interim Assistant Director

Examples of significant visible societal and community impact from TRiO Programs

Upward Bound (UB):

- UB completed its Annual Report with flying colors! UB exceeded 100% of their government objectives and received all of the available priority experience points. Those priority experience points were applied 2017 grant cycle that we were awarded in May of 2017.
- UB successfully recruited its FY17 class and is now serving 102% (104 of 102) of its required roster.
- 7 UB student graduated from high school and are enrolled in college this fall.

McNair:

- McNair also completed its FY16 Annual Report with flying colors! McNair exceed all but one of their objectives, and earned 86% of the available priority preference points.
- McNair has also successfully recruited its FY17 class and is now serving 102% (i.e., 37 of 36) of its required students on the roster.
- 8 scholars graduated from Illinois this spring and 2 will begin doctoral programs in the fall.

Talent Search (TS):

- TS successfully completed its FY16 Annual Report. Unfortunately, TS did not meet its 90% recruitment objective, and received no priority experience points for the FY16 year.
- TS did not successfully recruited its FY17 class and is currently serving 60% (303 of 500) of our required roster.
- TS successfully hire the sorely needed second full time staff member to assist in achieving its objectives.

Student Support Services (SSS):

- SSS completed its FY16 Annual Report with flying colors! SSS exceeded 100% of their government objectives and received all of the available priority experience points.
- SSS successfully recruited and served their fall FY17 class and is now serving 105% (272 of 258) of its required roster. For more on SSS please see the appendix.

Goal 4: Steward and generate resources for strategic investment

The OMSA continues to exercise sound fiscal judgment and to operate in the black.

- The OMSA received $43,441.00 in advancement revenue.
- The OMSA maintained $1,259,029.00 in federal grant funding. Each grant includes an 8% indirect charge for the campus.

Goals

A review of the 2016-2017 goals

1. Continue strategies for increasing the number of students receiving academic services

Achieved. FY 17 saw a 137% increase in mentoring over FY16, which represents a 467% increase of FY 15.

2. Continue to enhance the communication and collaboration with the colleges and DGS.

Achieved. The OMSA remains in regular communication with each of the college and has established a liaison dean, at the Assistant or Associate Dean level or the equivalent, in each college and DGS.

3. Complete an assessment of the ASC's Math 115 supplemental instruction initiative.

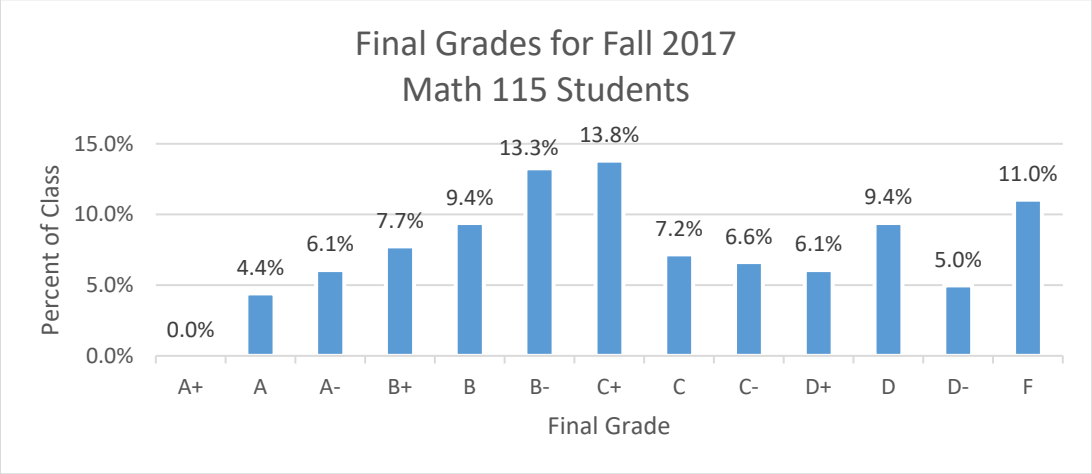
Achieved. See appendix A.

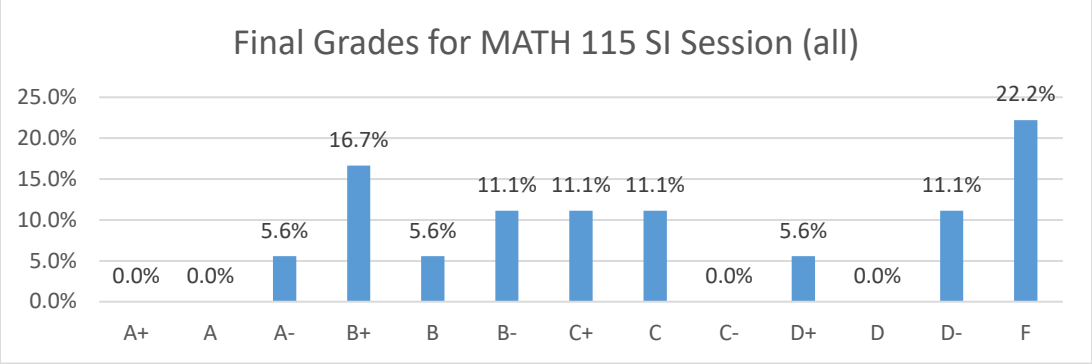
The 2017-2018 goals

1. Review and refine OMSA's strategic goals to ensure each goal has clear metrics.
2. Introduce and implement the **S.O.A.R**. initiative (**S**ervice, **O**rganizational wellness, **A**ssessment and **R**esults).
3. Establish departmental assessment priorities.

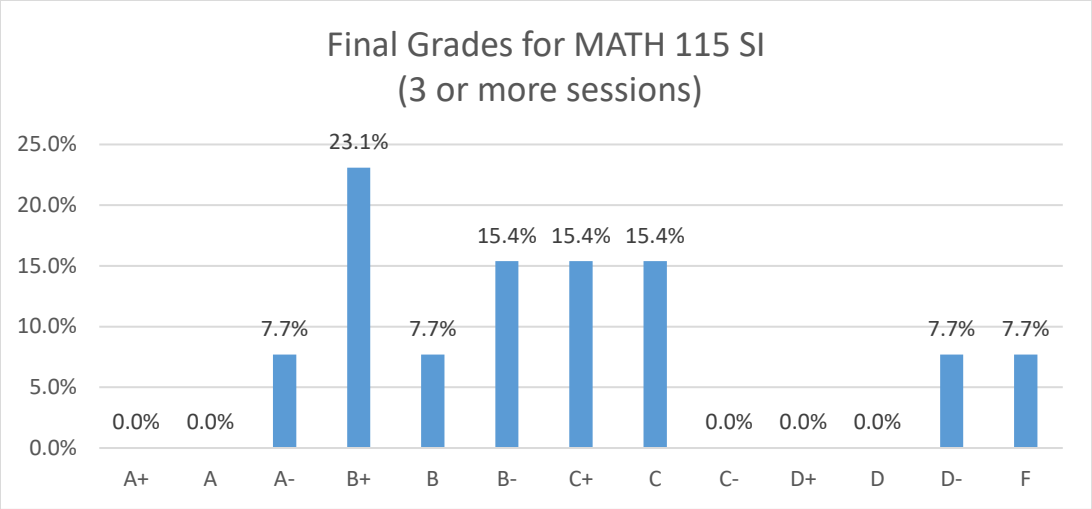
Appendix A

Academic Service Center's Math 115 Study[4]





[4] Data provided by Grace Casillas, Assistant Director


Final Grades for MATH 115 SI
(3 or more sessions)
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
0.0%
0.0%
7.7%
23.1%
7.7%
15.4%
15.4%
15.4%
0.0%
0.0%
0.0%
7.7%
7.7%
A+
A
A-
B+
B
B-
C+
C
C-
D+
D
D-
F

Appendix B

Academic Service Center's Usage Statistics:[5]

Tutor Attendance for 2016-2017 (sorted by college)

COLLEGE	NUMBER OF STUDENTS	NUMBER OF VISITS	HOURS OF TUTORING
ACES	57	420	771.16
Applied Health Sciences	41	210	558.21
College of Business	13	62	113.99
College of Media	2	2	3.65
Division of General Studies	123	838	1468.48
Education	6	24	34.44
Engineering	16	51	80.46
Fine and Applied Arts	12	17	26.52
Liberal Arts & Sciences	162	1566	2967.69
Social Work	2	29	37.25
TOTALS	**434**	**3219**	**6061.85**

Student Visits by Reason

	Number of Students	Number of Visits	Hours of Tutoring
Final Exam Reviews	44	45	78.46
Group Study Sessions	20	142	236.23
Matched Tutoring	166	1013	1514.85
Walk-In Tutoring	319	2070	4149.38
Workshop/Event	36	37	55.49

Students Tutored by Reason and Ethnicity

	MATCHED TUTORING	WALK-IN TUTORING
African American	67	128
Asian	6	20
Hispanic	57	92
International	1	5
Other	13	33
White	16	30
Blank (no answer)	6	11

Students Tutored by Reason and Gender

	Matched Tutoring	Walk-In Tutoring
Females	128	206
Males	38	113

[5] Data provided by Grace Casillas, Assistant Director

Appendix C

TRiO Student Support Services Analysis[6]

Responsible for the operation and coordination of the TRiO Student Support Services (SSS) program that includes: Screening eligibility of participants and sending invitations to apply for the program. Selecting students for participation following eligibility guidelines. Preparing permanent files for participants. Assigning participants to counselors, supervise counselors, personal/direct advising. Coordinating financial literacy, and other workshops. Monitoring students' academic progress and advocating with liaison deans on students' behalf. Providing advocacy and information on behalf of students to grade audit committees. Maintain databases and permanent students' files. Producing impact data for reports and submit Annual Performance Reports for the US Department of Education and internal report for OMSA.

Number of Students Served: 269 for 2016-17 year.

SSS Retention, Graduation and Academic Performance for 2016-17 Academic Year

Year	% of Students	Graduated	Pending Graduation	Registered for FA17	Not Registere but Eligible	Dropped	On probation
2016-17	269	35	5	207	10	12	28

All 2016-17 Participants Retention/Persistence: 92% (247 of 269)

92% or of 247/269 students are still registered, graduated, or scheduled to graduate in August 2017. Good academic standing at end of SP17 = 85%. (229 of 269)

Students on academic probation or dropped during 2016-17 year = 15% (40 of 269)

Students dropped during 2016-17 academic year = 4% (12 of 269)

Freshmen Retention/Persistence: 2016 Cohort (87% (51 of 59)

87% (51of 59) students are registered for FA17: 4 (6%) students were dropped and 4 (6%) are not registered but eligible to register for FA17

Good Academic Standing at end of SP17: 70% (41 of 59)

Freshman students on academic probation at the end of SP17 = 23% (14 of 59)

SSS CUM GPAs at End of SP17

Year	Served	Below 2.0	2.0-2.49	2.5-2.99	3.0-3.49	3.5-4.0
2016-17	269	21 (7.8%)	51 (19%)	79 (29%)	74 (27.5%)	44 (16%)

[6] Data provided by Betoel Escobar, Assistant Director

CUM GPA below 2.0 = 21 (7.8%)

CUM GPA of 2.0-2.99 = 130 (48%)

CUM GPA of 3.0-4.0 = 118 (44%)

CUM GPA of 2.5-4.0 = 197 (73%)

SSS Students by Race: 2011-2016

Year	Served	Black	Latino	Nat. Amer.	Asian	Multiracial	Unknown	White
2016-17	269	118	146	0	2	0	0	3
2015-16	264	118	139	1	2	0	1	3
2014-15	188	84	103	1	0	0	0	0
2013-14	187	87	93	1	5	0	0	1
2012-13	194	96	85	0	8	4	1	0
2011-12	197	103	81	0	9	3	1	0

SSS Students by Gender: 2011-2016

Year	Served	Male	Female
2016-17	269	83	186
2015-16	264	82	182
2014-15	188	66	122
2013-14	187	60	127
2012-13	194	60	134
2011-12	197	61	136

SSS Student by College: 2011-2016

Year	Students	KL-ACES	KY-AHS	KM-Bus	KT-Media	KW-DGS	KN-EDU	KP-Eng	KR-FAA	KV-LAS	LL-S. Work
2016-17	269	27	26	16	9	64	9	1	10	101	6
2015-16	264	18	23	13	13	72	8	3	13	93	8
2014-15	188	19	28	10	12	29	8	4	12	63	3
2013-14	187	N/A									
2012-13	194	17	23	15	7	35	2	2	11	80	2

2011-12	197	20	21	12	8	36	5	3	8	82	2

SSS Eligibility: Numbers and Percentages for Grant Objectives 2011-2016 Years

Year	Students Served	LI&FG	LI	FG
2016-17	269	217 (80%)	33 (12%)	19 (7%)
2015-16	264	216 (82%)	30 (11%)	18 (7%)
2014-15	188	157 (83%)	19 (10%)	14 (7%)
2013-14	187	155(82%)	20(10%)	12(7%)
2012-13	194	157 (81%)	20 (10%)	17 (9%)
2011-12	197	164 (83%)	16 (8%)	18 (9%)

Persistence/Retention and Good Academic Standing 2011-2016 Years

Year	Students Served	Persistence/retention	Good Academic Standing
2017-17	269	247 (92%)	229 (85%)
2015-16	264	249 (94%)	226 (85%)
2014-15	188	174 (92%)	162 (86%)
2013-14	187	179 (96%)	164 (87%)
2012-13	194	181 (93%)	175 (90%)
2011-12	197	187 (95%)	171 (87%)

Average persistence/retention = 93%. Average good academic standing = 86%

Freshmen Persistence and Good Academic Standing by Cohort (2011-2016)

Cohort/Year	Cohort#	*Retention	%	**Good Academic Standing#	%
2016	59	51	87%	41	70%
2015	124	115	92%	104	84%
2014	53	48	90%	44	83%
2013	46	44	95%	39	84%
2012	51	47	92%	44	86%
2011	37	34	92%	34	92%

*Retention = students who are registered for FA16

**Good academic standing = students who are not on academic probation or have not been dropped

SSS Sixth Year Graduation by Cohort 2006-2011 Years

Cohorts/Year	Cohort #	Graduates	%
2011	37	32	86%
2010	54	47	87%
2009	44	42	95%
2008	63	51	81%
2007	40	31	77.5%
2006	38	32	84%

Average 6-year graduation for 2006-2011 cohorts = 85%

5-Year graduation (2012 cohort) = 79% (39/49). 2012 cohort retention = 91% (45/49)

4-year graduation (2013 cohort) = 63% 29/46). 2013 cohort retention = 86% (40/46)

Enrolled in Graduate or Professional School after Graduation by Cohort (2006-2011)

Cohort/Year	# of Graduates	#Attend/Attended Graduate or Profess School	%
2011	20	4	13%
2010	43	6	14%
2009	42	6	14%
2008	51	14	27%
2007	31	13	42%
2006	32	19	59%

(Sources: National Student Clearing House and University of Illinois Banner).

Average attendance of graduates to graduate or professional school from 2006-2011 cohorts = 62/219 (28%)

SSS Staff: Individual Meeting/Contacts with SSS Students for 2016-17 academic year

Of 258 SSS students 159 (62%) met individually with their assigned Graduate Mentor. Note that there is no contact records for FA16 semester for 109 students assigned to a staff that left at the end of FA16.

Tutor Attendance: **32 students attended in FA16 and SP17 semester**

Tutor Attendance	Number of Students*	Number of Visits
FA16	28	243
SP17	16	163

*Total visits = 406

*12 students attended tutoring both FA16 and SP17 semesters

SSS Workshops and programs 2016-17

Welcome and Financial Aid Literacy: 31 SSS students plus 5 staff attended (8/23/16)

Financial Literacy: On Financial Aid Awards and Loans: 7 students plus 3 staff attended (2/23/17)

Graduate Recognition Dinner: 20 students plus 7 staff attended. 30 RSVP

SSS Grant: Goals and Objectives from 2015-16 APR

Year	2015-16 (APR)
Retention	93% (249/266)
Good Academic Standing	85% (226/266)
6-Year Graduation	87% (47/54 2010 Cohort