

I ILLINOIS

Office of Minority Student Affairs

ANNUAL REPORT



**2017-
2018**

➤ PREFACE

For fifty years, the Office of Minority Student Affairs has been at the forefront of providing support for underrepresented, low-income, and first generation students at the University of Illinois. This report highlights our successes during the 2017-2018 academic year. We hope the information shared here connects you to the OMSA and provides better insight into our mission, the services we provide, and the impact we have and will continue to have on students at the University of Illinois.

If you have any questions or would like to discuss how the OMSA has served the campus and community over the past year, I would love the opportunity to take a closer look at this information with you.



Yours in Orange and Blue,

A handwritten signature in black ink, appearing to read 'Domonic Cobb', with a long, sweeping underline.

Domonic Cobb

Associate Dean of Students
and Interim Director, Office of
Minority Student Affairs

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EXECUTIVE SUMMARY

FY 18 was a fantastic year for the Office of Minority Student Affairs (OMSA). From the intersection of Academic and Student Affairs, the OMSA provided advocacy, mentoring, and academic support services for thousands of first-generation, low-income, and historically underrepresented students at Illinois and beyond.

Fifty Years of OMSA

For five decades, the OMSA has embodied Illinois' land grant mission by championing access for all students and providing a comprehensive array of college preparatory and collegiate academic support services. Since its inception, the 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 TRIO Upward Bound program, the TRIO Student Support Service program, the TRIO McNair Post-Baccalaureate Achievement program, and the TRIO Talent Search program. Combined, the TRIO grants represent \$1,290,527 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. The OMSA also works with partners in the Academic Affairs and Student Affairs to advocate, mentor, tutor and provide academic enrichment for more than 2,800 first time freshmen and continuing undergraduates at Illinois.

Achievements and Challenges

The OMSA faced lingering challenges in FY 18. Foremost among them was a critical shortage of office space, followed by uncompetitive wages for entry-level employees, and the need for a permanent director. Despite these obstacles, we accomplished 100% of our FY 18 goals. Below please find a preview of the OMSA's FY 18 achievements:

- **\$1,290,574** is the amount of federal funding OMSA successfully stewarded in FY 18, up 2.5% over FY 17.

- **\$103,246** is the amount of revenue OMSA earned for the campus from the indirect cost of stewarding the TRIO grants; up 2.5% over FY 17.
- **83** is the percentage increase in completed mentoring sessions compared to FY 17.
- **2,563** is the number of cumulative hours spent in mentoring; up 83% from FY 17.
- **7,294** is the number of hours OMSA tutors spent helping fellow students; up 20% from FY 17.
- **671** unique students received tutoring at the OMSA Academic Services Center; up 55% from FY 17.
- **4,466** is the number of visits the OMSA Academic Services Center received in FY 17; up 39% from FY 17.

Planning for Continued Success

2018 marks the 50th anniversary of the Office of Minority Student Affairs (OMSA) and the 52nd anniversary for TRIO programs at the University of Illinois at Urbana-Champaign. The OMSA is among the oldest and most comprehensive support programs of its kind in the nation. We are proud of our excellent legacy and are committed to extending it for generations to come. Going forward the OMSA will focus on the following goals in FY 19:

1. Continue our efforts to realize our strategic goals related to enhancing student success at Illinois. Metrics for this goal include: student persistence rates, graduation rates, and evidence of learning outcomes for the students we serve.
2. Continue integrating the S.O.A.R. principles throughout the organization (“Excellence in Service, Organizational wellness, Assessment and Results”). Metrics for this goal include: student satisfaction assessment, learning outcomes assessment, employee satisfaction assessments, and the evidence of student success measures articulate in goal 1.

Mission

OMSA's mission is to provide exceptional support services that enhance the academic achievement, personal development, and graduation rates of first generation, low-income, and historically underrepresented students at Illinois.

Vision

OMSA's vision is to become the campus leader and national trailblazer in transforming the lives of first generation, low-income, and historically underrepresented students.





Strategic Goals

1. Provide exceptional academic mentoring, advocacy, and support services for first generation, low-income, and historically underrepresented undergraduate students that bolsters their success and eases their adjustment to the rigor of college.
2. Support the recruitment and yielding activities for first-generation, low-income, and historically underrepresented students at Illinois (i.e., African American, Latinx, Native American, Native Hawaiian and Pacific Island students).
3. Collaborate with colleagues in Academic and Student Affairs to create safe and welcoming environments that encourage academic success, personal growth, collegiate persistence and graduation.

Metrics for OMSA's Strategic Goals include sustained assessment in the following areas:

1. Retention rates
2. Graduation rates
3. Learning Outcomes
4. Student satisfaction

➤ WHO ARE OMSA STUDENTS?

The Office of Minority Student Affairs is charged with serving first generation, low-income, historically underrepresented, and other marginalized U.S. student populations—an ever-growing population on campus. Specifically, for the most wide-reaching programs (tutoring, workshops, and some other non-TRIO programs), OMSA targets students based on three categories of criteria:

Racial/Ethnic Identity

- African American/Black
- Latinx/Hispanic
- Native American/Alaskan Native
- Native Hawaiian or Other Pacific Islander

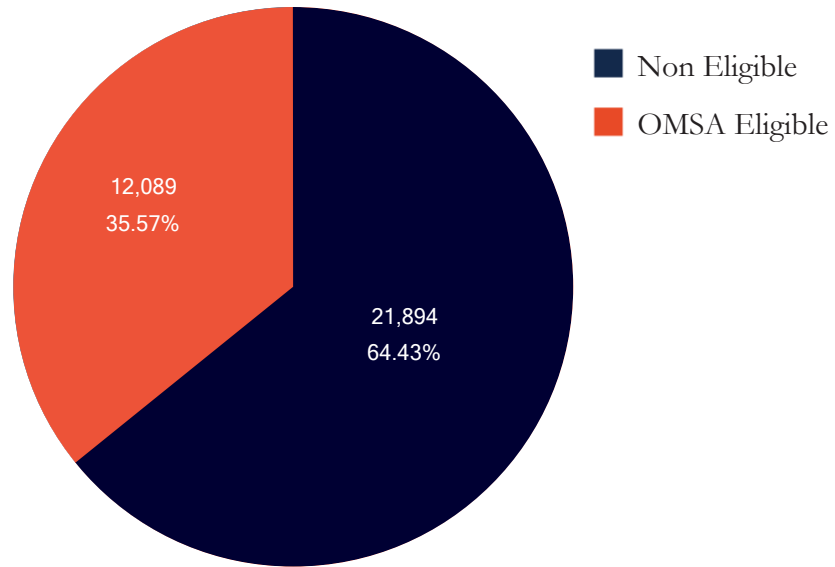
Pre-Collegiate Characteristics

- First Generation College Student
- Maximum ACT Composite score between 17 and 24 (inclusive) and maximum SAT Combined score between 890 and 1190 (inclusive)
- Graduated from a High School in a traditionally Low Sending Illinois County
- Obtained a Financial Hardship Application Fee Waiver

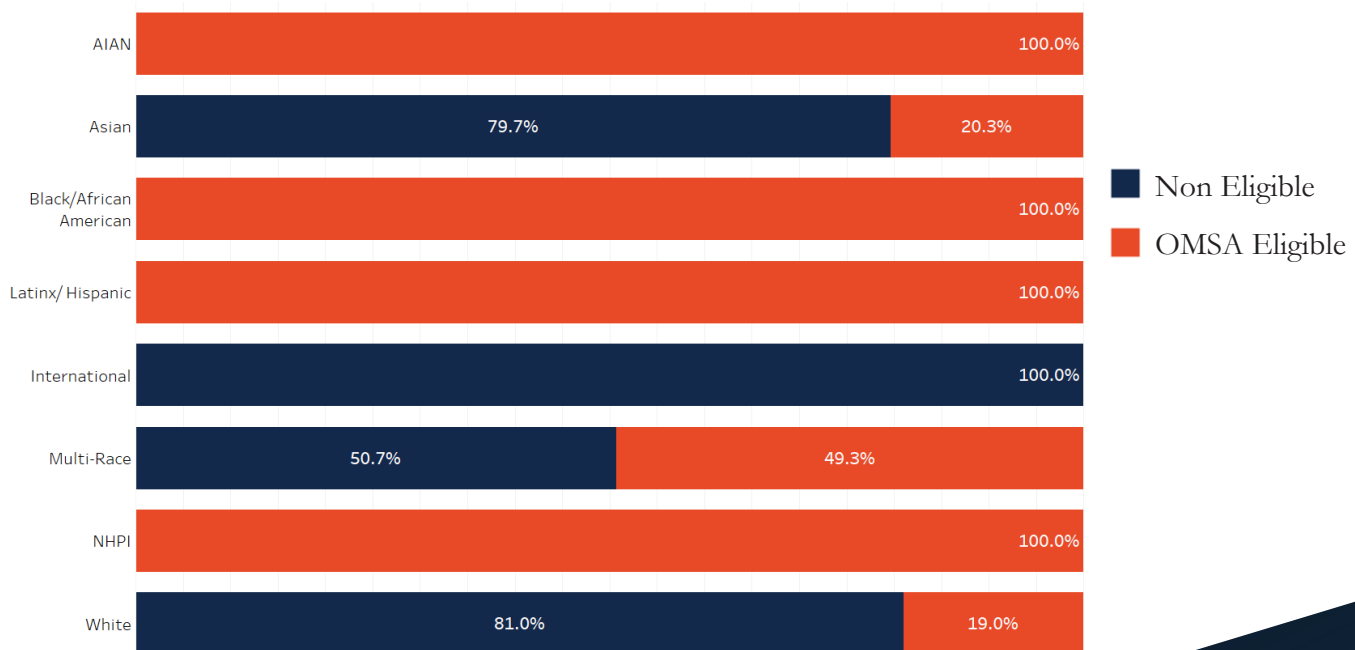
Association with other Campus Programs and Services

- Educational Opportunities Program (EOP)
- President's Award Program- Traditional (PAP-T)
- President's Award Program- Honors (PAP-H)
- Illinois Promise
- College of Liberal Arts and Science Access and Achievement Program-Declared Majors (AAP)
- Division of General Students Enrichment Experience Program (EEP)

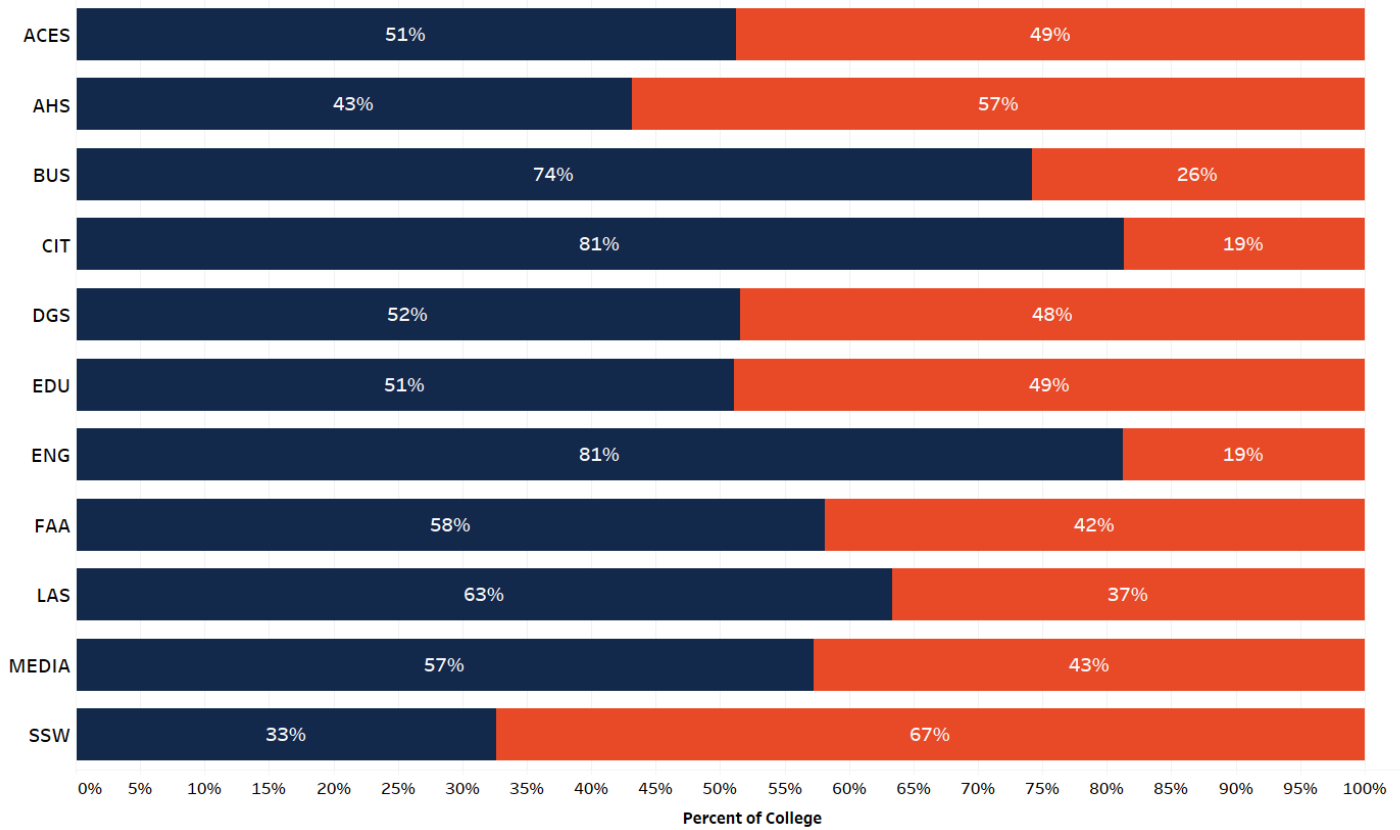
Together, these criteria represented 12,089 students in the Fall 2017 Semester —over 35% of all undergraduates.



Given the wide range of criteria OMSA uses to target its student population, students from an incredible array of backgrounds qualify for OMSA services.



The percent of students varies greatly by academic college, but OMSA students comprise a large cohort across all campus units. While only 19% of College of Engineering students are eligible for OMSA services, a full two-thirds of students in the School of Social Work are.



Non Eligible
 OMSA Eligible



**EXCELLENCE AT
ILLINOIS.**

7TH

**IN LATINX
BACHELORS
DEGREES AWARDED
AMONG ALL
FLAGSHIP
UNIVERSITIES (2017)**

I ILLINOIS
Office of Minority Student Affairs

ACCOMPLISHMENTS

FY 18 was an amazing year for the Office of Minority Student Affairs. We are proud of our many accomplishments. Highlights from the OMSA's success in FY 18 include: success in recruiting and on-boarding staff (up 35% from FY17); success improving entry-level salaries through equity increases (up by an average of 10% from FY17); success increasing the number of students served by our Academic Service Center (up 36% from FY 17); and success increasing the number of mentoring sessions completed in Academic Mentoring Programs and Services (up 83% from FY 17). Below you will find details on more accomplishments by the OMSA organized according to the goals published in the most recent Student Affairs Strategic Plan and on challenges currently faced by the OMSA.

Goal 1: Foster collaboration, discovery, and innovation

Selected examples of campus collaborations:

- FY 18 was a great year for collaboration in the OMSA. Despite persisting staffing shortages, the OMSA rallied to participate in 115 unique recruitment, yielding, outreach, and programmatic activities. Activities counted above include, but are not limited to: Summer Registration, Illini Days, President's Award Day, Salute to Academic Achievement, Orange and Blue Days, Campus Visitation from middle schoolers and TRIO programs, etc.

Selected examples of academic collaborations:

- The OMSA's Academic Mentoring Programs and Services (AMPS) unit and Academic Services Center (ASC) continued its partnership with the colleges of AHS, ACES, BUS, EDU, ENG, FAA, LAS, MEDIA, SOCW, and the Division of General Students (DGS) to provide academic mentoring to 618 of our most academically vulnerable first-time co-eds. Additionally, tutoring, instructional support, and enrichment workshops were utilized by 671 unique, underrepresented, freshman via direct marketing efforts.
- This year the OMSA created individualized Year In Review Reports for each college and DGS to describe its unique impact on their respective students. See Appendix B for a sample report.
- The OMSA also served on the Chancellor's Work Group to create the **Illinois Scholars Program**, a new summer bridge and transition experience for incoming students.
- The OMSA collaborated with the Campus Honors Program again this spring to host its third annual recruitment luncheon for talented, underrepresented, second-semester freshmen.
- Grace Casillas, in the OMSA ASC, continued to coordinate activities for the campus tutoring network, entitled the Illinois Learning Support Professionals.

Selected examples of student affairs collaborations:

- **OMSA Excellence Awards** are awarded annually to four graduating students who exemplified excellence in academics, leadership, and community service. Each year the OMSA partners with La Casa and the Bruce D. Nesbitt African American Cultural Center to present these awards at their respective congratulatory ceremonies.
- **R.I.S.E. (Readying Illinois Students for Excellence)** is a pre-enrollment, residential first year experience for 1st generation and underrepresented students cosponsored with the 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, and the Office of Inclusion and Intergroup Relations.





23.5%

**UIUC SHARE OF
ALL MINORITY
STUDENT BACHELORS
DEGREES AWARDED AT
PUBLIC INSTITUTIONS
IN ILLINOIS.**

National Center for Education Statistics (2017)

I ILLINOIS

Office of Minority Student Affairs

2,398

**BACHELORS DEGREES
AWARDED TO MINORITY
STUDENTS IN 2017.**

National Center for Education Statistics (2017)

**EXCELLENCE AT
ILLINOIS.**



ACCOMPLISHMENTS

Goal 2: Provide transformative learning experiences

OMSA has much to be proud of in the area of transformation learning for FY 18. All of our units were deeply engaged in creating transformative learning experiences for our precollege and college students alike. One of our signature student events this year was the 50th Annual Mom's Day Scholastic Achievement Ceremony. This year 1,397 OMSA students were eligible for recognition at Mom's Day. Each earned a GPA of 3.67 or higher during the Spring or Fall of 2017. Among those eligible, 328 earned a perfect 4.0. We are brimming with pride over the accomplishment of our students. The sheer student excellence on display at the 2018 Mom's Day Ceremony was nothing short of inspiring. It made the experience transformative for us all. What a fitting commemoration for 50 years to scholastic excellence at Illinois. Please read on to learn more about the OMSA's FY 18 accomplishments.

Select examples of transformative learning from Academic Services Center (ASC)¹

An analysis of the Fall 2017 student body revealed 12,089 students, 35.6% of all Illinois students, were eligible for OMSA services—a number larger than the population of any academic college at Illinois. The ASC targets the widest portion of those students, offering academic study skills workshops (i.e. time management, lecture note taking, text book reading, and text taking strategies) for all interested students. Additionally, tutoring and Supplemental Instruction is offered for most popular 100- and 200-level courses: Data from FY 18 revealed the following:

- 671 unique students were served in the ASC. Up from 434 (or 55%) in FY 17.
- 4,466 unique visits were recorded at the ASC for an array of academic services including, but not limited to matched tutoring, study skills workshops, time management consultations, final exam reviews, and walk-in tutoring. Up from 3219 (or 39%) in FY 17.
- 7,294 hours of academic support services were delivered to student in FY 18. Up from 6,062 hours (or 20%) in FY 17.

Select examples of transformative learning from Academic Mentoring Programs and Services (AMPS)²

FY 17 was banner year for the AMPS unit. The Academic Support Program Specialists and Graduate Mentors in AMPS delivered one-on-one academic mentoring and coaching to the OMSA's most academically vulnerable first-time freshmen. Find the details below.

- 2,563 cumulative AMPS mentoring sessions were delivered in FY 18. This is up 83% from the 1,394 cumulative mentoring sessions reported in FY 17.
 - o The AMPS staff offered nine enrichment workshops in FY 18 on topics including, campus resources, belonging, leadership, study skills, financial literacy, community

service, and career development.

- In FY 18, AMPS also continued to work with several external retention agencies serving Illinois students to better coordinate referrals for support services. Those organizations include the Noble Network of Charter Schools, Evanston Scholars, One Goal, and Chicago Scholars.

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

- In FY 18, UB successfully administered its six week, residential, academic and career enrichment experience to 53 precollege students. More than 66% of UB students meet federal guidelines for low-income and first-generation status. The summer enrichment program culminated with the 52nd TRIO Upward Bound closing ceremony.
- 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.

Selected examples of transformative learning experience from the McNair Scholars Program

- In the summer of 2017, McNair participated in the Illinois Summer Research Institute where scholars presented original research.
- In the summer of 2017, McNair Scholars also took an academic writing course, a GRE pre-course, and 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 precollege programs in Champaign County has required continuous collaboration with local and regional school 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 relationships 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 are honored to contribute to the land grant mission through our legacy of service in this area.

Examples of significant visible societal and community impact from TRIO Programs

TRIO Upward Bound (UB):

- UB successfully completed its FY 17 Annual Report for the U. S. Department of Education.³
- UB successfully recruited its FY18 class and served 99% (101 of 102) of its program capacity.
- 15 UB students graduated from high school in FY 18.

ACCOMPLISHMENTS

TRIO Student Support Services (SSS):

- SSS completed its FY17 Annual Report for the US Department of Education.⁴
- SSS successfully recruited and served their FY18 class and is now serving 105% (272 of 258) of the program's capacity.
- 33 scholars graduated from UIUC in FY 18 with baccalaureate degrees.
- **The average graduation rate for the 2007-2012 SSS cohorts is 86%. The range for these cohorts is from 77.5% - 95%.**

TRIO McNair:

- McNair successfully completed its FY17 Annual Report for the US Department of Education.⁵
- McNair successfully recruited its FY18 class and served 100% (36 of 36) of its program capacity.
- 22 scholars graduated from UIUC with baccalaureate degrees in FY 18.

TRIO Talent Search (TS):

- TS successfully completed its FY17 Annual Report for the US Department of Education.⁶
- TS will be recruiting its FY 18 class through 8/31/18. TS is currently at 84% of its program's capacity (420 of 500).
- 97 TS students graduated from high school in FY 18.

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 successfully stewarded \$1,290,574 (up 2.5% from FY 17) in federal grant funding.
- The OMSA earned the campus \$103,245.92 or 8% of the total federal grant dollars award in FY 18. This represents a 2.5% increase over last year

1. Data regarding the Academic Services Center was provided by Grace Casillas, Assistant Director and Ryan Young, Research and Assessment Analyst.

2. Data regarding Academic Mentoring Programs & Services was provided by LaTanya Cobb, Interim Assistant Director and Ryan Young, Research and Assessment Analyst

3. Annual performance reports for the US Department of Education runs one year behind the campus' reporting schedule. Hence, the FY 17 report was submitted during in the spring of 2018.

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6. Annual performance reports for the US Department of Education runs one year behind the campus' reporting schedule. Hence, the FY 17 report was submitted during in the spring of 2018.

Challenges

The Office of Minority Student Affairs faced lingering challenges in FY 18. Foremost among them was a critical shortage of office, meeting, multipurpose, and student study space. Currently OMSA's main office is housed in the Turner Student Services Building in Champaign. OMSA's Academic Services Center, also known as OMSA East is housed in a leased, commercial facility in Urbana and our collegiate Academic Support Program Specialists are housed in donated office spaces within both College Offices and Student Affairs facilities. Although OMSA is grateful for the donated office spaces across campus, we would function much more efficiently under one roof. Ideally, a new facility for OMSA would be equipped with: adequate office space for all of our professional and para-professional staff; conference rooms; instructional facilities; space for student computing, meeting, studying, lounging; and multipurpose space for programming with a self-contained refreshment/food preparation center.

Another area of pressing need for the OMSA is additional resources to continue improving uncompetitive staff salaries. Investments in this area will increase our ability to retain talent and produce a positive impact employee morale. While we are excited to see colleagues advance their career, each promotion is bittersweet because it underscores the reality that our wages are not competitive, internally and externally. Additionally, the perpetual cycle of recruitment and onboarding exacts a toll on the OMSA's fiscal and human resources. Beyond the aforementioned, investments in the improved accommodations and enhanced staffing would create an opportunity to expand our academic mentoring and enrichment activities to the nearly 6,200 sophomores, juniors, seniors, and new transfer students that we are unable to adequately target for services, despite their first generation, low-income, and underrepresented status.

Finally, the OMSA is in need of a permanent director. Although, great progress has been made during the last 22 months, the OMSA needs permanent leadership to reach the next level of excellence. Such an appointment will provide greater stability for the organization and create a context for staff to commit more fully to the OMSA's new direction. Perhaps most importantly, establishing permanent leadership for OMSA will signal the university's ongoing value for the department and demonstrate their commitment to continuing the OMSA's legacy of support service for first-generation, low-income, and historically underrepresented students and stakeholders during these uncertain times.

The Office of Minority Student Affairs greatly expanded its assessment infrastructure with the hiring of a full-time Research and Assessment Analyst early in the Spring 2018 semester. Through the addition of this new position, the OMSA has made great strides in better understanding the population it is tasked to serve, in the methodological rigor used in the assessment of provided services, and in using assessment data to proactively share data on the OMSA and its students with the campus writ large.

OMSA Student Population Tracking Initiative

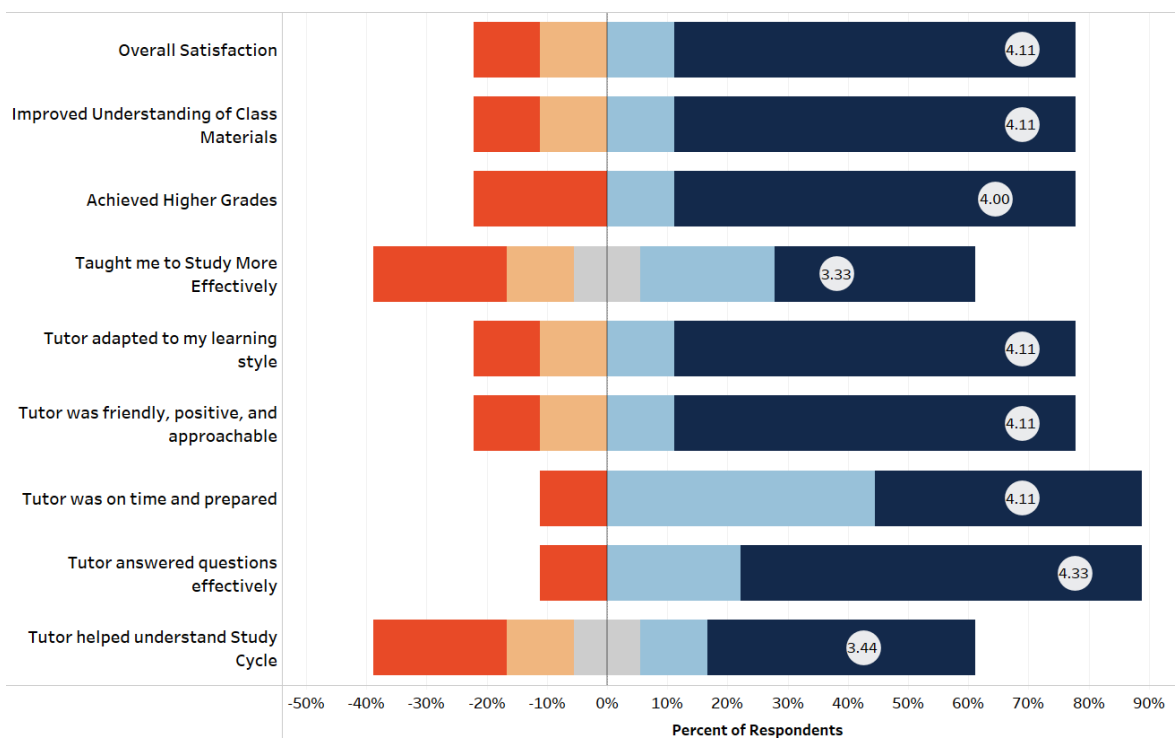
Central to OMSA's assessment plan relies on a more active mechanism for: 1) tracking characteristics and service utilization statistics for students who are in OMSA's targeted population; 2) identifying students who are eligible but not utilizing OMSA services and determining characteristics that make them more or less likely to participate; and 3) comparing outcome data of those who utilize OMSA services with those who are eligible to but choose not to and those in the general campus population.

The guiding principles of this project is to add a much greater depth of understanding about students utilizing OMSA services amongst all OMSA staff, and for all staff to have better access to service utilization statistics. For example, with this new tool, SSS Academic Service Specialists can immediately determine if and how frequently a student has been to tutoring or an OMSA Academic Workshop. Modifications can be easily made to limit data available to a staff member based on role— a version has even been made to assist Office Support Staff in connecting potential students with the OMSA services they are eligible for, a near impossible task in previous semesters due to the complexity of service requirements and virtually no data availability.

Increased Methodological Rigor and Visualization in Program Assessments

With the hiring of a full-time assessment analyst, OMSA has been able to frequently use more advanced methodologies during routine program and service analyses. Examples of this were findings around what experiences with academic mentors lead students to express interest in serving as an OMSA Ambassador. It was found that students who were interested in being OMSA Ambassadors had a statistically significant higher perception that their Academic Support Specialist or Graduate Mentor helped them adjust to college and that their mentor helped them find resources that they needed. While no causal claim can be made, findings such as these highlight high-impact low-effort steps OMSA staff can employ to drive student participation in programs and services (e.g. reminding mentors to take a few extra minutes to explore potential resources a student may need). Employing rigorous methodological practices also opens the door for future long-term assessment and research projects to explore the larger impact the Office of Minority Student Affairs has on the University of Illinois campus.

Accompanying changes to the types of analyses being conducted are parallel changes in the types of data visualization methods being used to disseminate findings. As demonstrated below, using interactive data visualization programs such as Tableau allows for a deeper connection between findings and staff members, while producing easy to interpret and visually appealing figures.



FY 18 brought many changes to the OMSA.

FY 18 brought many changes to the Office of Minority Student Affairs. First among those changes is a refined strategy for selecting the OMSA's students. Improved access to data about our students has reinforced just how prevalent populations targeted for services by OMSA really are. During the Fall 2017 semester, 12,089 students qualified for OMSA services—35.6% of the entire undergraduate population. In effect, the OMSA was charged with serving the largest academic college on campus. The Fall 2018 semester is primed to surpass years before, with New First Time Freshmen nearing 39% OMSA eligibility. These increases are a testament to the expansion of college access to all members of our society. However, the growth of OMSA's population has exceeded its ability to serve equally. Hence, we are implementing a refined strategy focused on serving students most equitably. Succinctly, we will identify students with the greatest academic need and match them with our most intensive services. This approach is consistent with our past practices, yet enhanced by improved access to student data. Going forward, the OMSA will be able to organize eligible students into cohorts defined by the number of empirically based eligibility criteria they meet. Next, we will match students for our most intensive services based on their need(s) as indicated by the number of unique eligibility criteria that student demonstrates. For instance, if a student has satisfied one criteria (e.g., first-generation) she or he will be deemed eligible for services and invited to participate in general services like tutoring. Conversely, if a student satisfies multiple indicators (e.g., first-generation, low-income, historically underrepresented, low-test score, etc.) he or she will be invited for more intensive services like academic mentoring. See Appendix A for the full report articulation our rationale the aforementioned changes.

Overhaul to OMSA's Business Office

Another significant change occurred in the OMSA's business office. Over the course of FY 18 we successfully recruited, hired, and trained a new Office Manager and two new Office Support Specialists. Under the leadership of our Associate Director for Administration and Operations, we took the opportunity to review our internal controls, financial processes, and administrative practices with fresh eyes. That process yielded many recommendations to streamline our protocols and create greater efficiency. One such enhancement slated for implementation this month is the new monthly budget meetings between our Associate Director for Administration and each of our assistant directors. This one on one will provide our assistant directors

the opportunity to participate in the monthly budget reconciliation process by providing timely input regarding the proposed expenditures for our six unit-level operating budgets. The practice will improve the accuracy of our budget projections and aid us in effectively leveraging every dollar to achieve our goals

Monthly Leadership Meetings

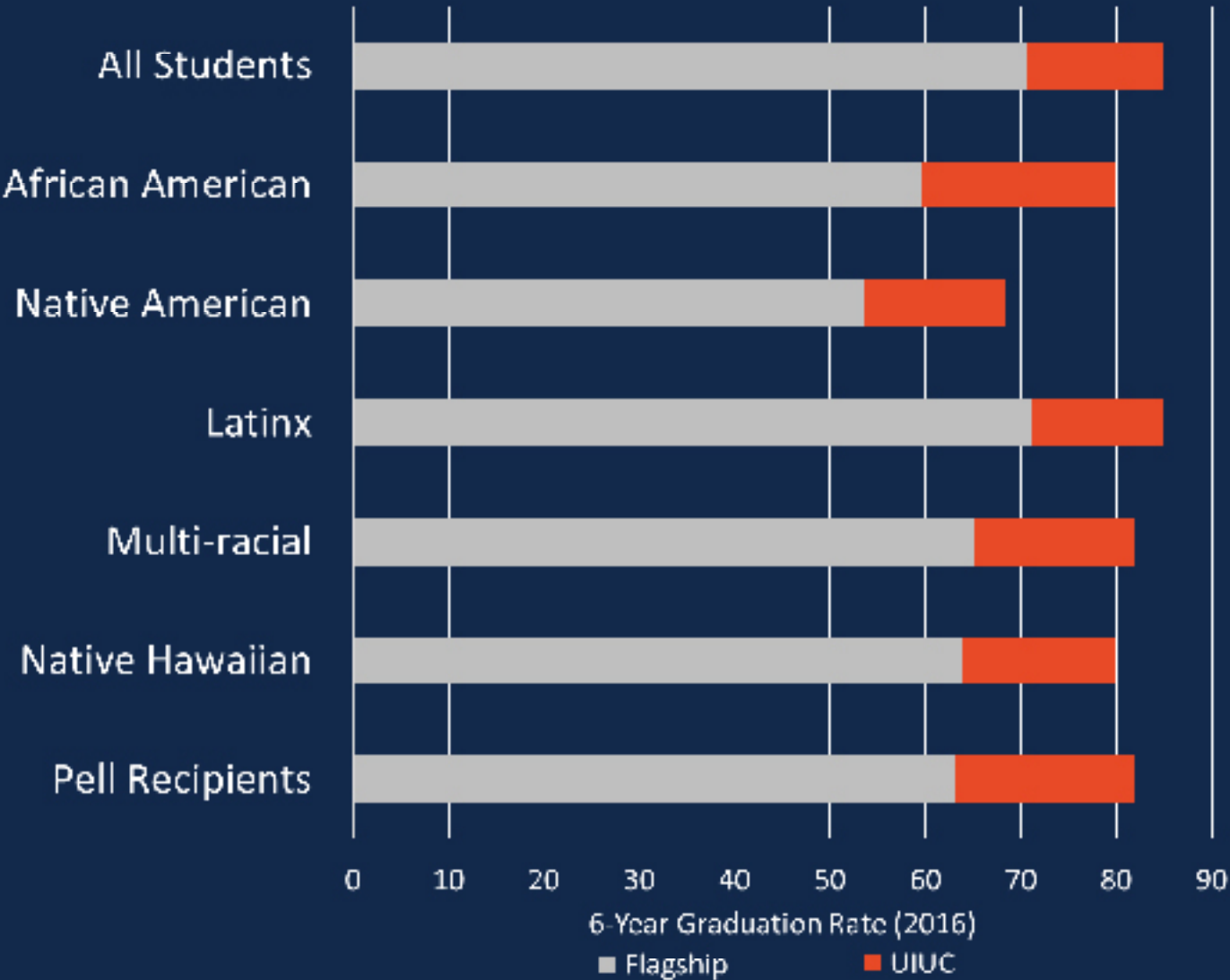
The last example that will be shared here, implemented this spring, was the monthly leadership meeting for our office manager, research and assessment analyst, assistant and associate directors, and interim director. The leadership gathering is designed to improve communication, encourage collaboration, and to provide the leadership team a standing opportunity for planning and problem solving.

OMSA is committed to continual improvement. Assessment will undergird our quest for excellence. The efficiencies that we discover through sustained, assessment-driven improvement will allow us to realize our goal of becoming preminent for serving students at Illinois.



Illinois students consistently graduate at higher rates than students from similar institutions across the country.

All students.



EXCELLENCE AT ILLINOIS.

Data from NCES: IPEDS (2017)

Diversity amongst OMSA Staff

The Office of Minority Student Affairs has an abiding commitment to diversity. The OMSA's staff is among the most diversity on campus. Of the 16 FTE academic professionals employed in the OMSA in FY18, 69% were Black, 19% were Latino, and 12% were White. 56% of those academic professionals were women and 44% were men. Similarly, among the OMSA's support staff, 66% were black women and 33% were white men.

Diversity within OMSA Services

The OMSA also leads the campus in providing services for our diverse student body. In FY 18, 100% of the OMSA's programs and services were designed to meet the unique needs of the 12,089 first generation, low-income, and historically underrepresented or underserved undergraduate students at Illinois. In addition to the aforementioned services for our undergrads, the OMSA delivered college preparatory service for 522 middle and high schools students from Champaign, Decatur, and Urbana in FY 18. More than two-thirds of these students (344) hail from first generation and low –income household.

	Number of Students	Percent of UG
Race-Eligible	6,517	18.7%
First-Generation	7,326	21.1%
Test-Eligible	4,935	14.2%
Low-Income	3,979	11.4%

Succinctly, serving diverse students is a point of pride for the OMSA. We have been committed to inclusive excellence for more than five decades and we are poised to sustain our efforts indefinitely.

STRATEGIC GOALS 2018-2019

A Review of the OMSA's 2017-2018 Goals

1. Review and refine the OMSA's strategic goals to ensure each goal has clear metrics. *Achieved.*
2. Introduce and implement the S.O.A.R. Initiative (Service, Organizational wellness, Assessment and Results). *Achieved.*
3. Establish departmental assessment priorities. *Achieved.*

Strategic Goals: 2018-2019

- 1. Continue our efforts to realize our strategic goals related to enhancing student success at Illinois.**

Metrics for this goal include: student persistence rates, graduation rates, and evidence of learning outcomes for the students we serve.

- 2. Continue integrating the S.O.A.R. principles throughout the organization (“Excellence in Service, Organizational wellness, Assessment and Results”).**

Metrics for this goal include: student satisfaction assessment, learning outcomes assessment, employee satisfaction assessments, and the evidence of student success measures articulated in goal 1.

Domonic Cobb

Associate Dean of Students and Interim Director

Alan Clay, Associate Director, Administration and Operations

Dr. Nameka Bates, Assistant Director, TRIO McNair Scholars

Curtis Blanden Sr., Assistant Director, TRIO Talent Search

Grace Casillas, Assistant Director, Tutoring and Instructional Services

Sabrina Donegan, Assistant Director, TRIO Upward Bound

Dr. Betoel Escobar, Assistant Director, TRIO Student Support Services

Ryan Young, Research and Assessment Analyst

Nicole Jones, Academic Support Program Specialist, TRIO SSS

Dr. Eugene Moore, Academic Support Program Specialist, AMPS

Cindy Ogwal, Academic Support Program Specialist, TRIO Talent Search

Melissa Williams, Academic Support Program Specialist, AMPS

Victoria Zeter, Academic Support Program Specialist, TRIO SSS

Robert Nelson, Office Support Specialist

Theresa Newman, Office Support Specialist

Angela Clark Terrall, Office Manager



APPENDIX A

Defining the Needs of OMSA's Population: The Necessity of Academic Support Services for Traditionally Underrepresented and Minority Populations in American Higher Education

Ryan Young, Research & Assessment Analyst, Office of Minority Student Affairs

For more than 50 years, the Office of Minority Student Affairs and its predecessors have sought to support the experiences of minority students at the University of Illinois, a Historically and Predominantly White Institution. As access to higher education has expanded, an increasing population of racially/ethnically minoritized students have come to call Illinois home. Further, the visibility of some groups, like First Generation students, have become better acknowledged, and the student debt crisis continues to strain those from lower socioeconomic statuses.

The Office of Minority Student Affairs is itself at a precipice. Improved access to data about our students has reinforced just how prevalent populations targeted for services by OMSA really are. During the Fall 2017 semester, 12,089 students qualified for OMSA services—35.6% of the entire undergraduate population. In effect, OMSA was charged with serving the largest academic college on campus. The Fall 2018 semester is primed to surpass years before, with New First Time Freshmen nearing 39% OMSA eligibility. These increases are a testament to the expansion of college access to all members of our society.

However, the growth of OMSA's population is approaching a point where the methods used in the past to invite students to our most intensive academic intervention, Academic Mentoring Programs and Services, are beginning to not be as effective at identifying the students most in need. Therefore, as part of a new initiative to use available campus data to better target and track students, this report outlines current research on the needs of traditionally underrepresented, first generation, and low socioeconomic status students. These populations make up, at a minimum, 19.7%, 21.2% and 11.6% of Illinois student body and 51.6%, 54.3%, and 32.5% of the OMSA eligible student body, respectively.

In recognition of programmatic limitations and the needs of OMSA students, starting in the Fall 2018 semester, consideration for highly intensive academic services will depend on the unique constellation of identities and lived experiences of a student, rather than an automatic invitation based on specific, limited characteristics. However, it is important to note that the identities, experiences, and associations used to invite students will be made up of those that have long defined OMSA's population and that racial/ethnic identity is still at the core of the students who will be invited to these programs. It is in fact the extraordinary growth of some racial/ethnic groups on campus that these changes need to be made.

Below is a brief review of current research on student services, and in particular mentoring, for students from our three largest populations and a list of recommendations for student affairs offices who work with these students groups.

Literature Review

Academic Services for Traditionally Underrepresented Populations. For those in our field, the need for student support services for traditionally underrepresented students should be apparent. Issues of climate, marginality, tokenism, overt and covert racism, systemic bias, and campus policies tailored to a historically upper-middle class majority student population present a myriad of barriers for students of color (see Arminio, Torres, and Pope, 2012). While we know a fair amount about these broad concerns facing minoritized students, less is known about the effects of mentoring programs and other academic services.

Most of the research done on mentoring does not directly focus on the specific effects on specific populations. However, what work has been done demonstrates that students from traditionally underrepresented backgrounds in higher education can benefit immensely from mentoring programs. As summarized by Budge (2006), "Because traditional mentoring has typically excluded individuals of less represented races, ethnicities, sexual identities, and socioeconomic status, minority populations are in even more need of mentoring. Many minority students are unaware of the types of mentoring resources that are available to them. Even if the students are aware, they may believe that mentoring services will not help them (Jacobi, 1991). Research based on mentoring in corporate and university settings demonstrates that formal, or planned, mentoring is successful in assisting minorities to accomplish goals in unfamiliar settings (Redmond, 1990). Similarly, research has established that students who are involved in mentoring programs are more fulfilled by their experiences in college than individuals who are not involved in these programs (Pope, 2002)" (p. 77).

However, research by Strayhorn and Terrell (2007) shows that not all forms of tutoring were equally as beneficial: "Establishing a research-focused relationship with a faculty mentor has a positive effect on Black students' satisfaction with college while establishing a personal mentoring relationship does not. This may point to the importance of structured mentoring relationships and programs. Formal relationships that are organized around meaningful activities (e.g., research) may provide unique "added value" to the mentoring partnership. It appears that both mentor and protégé stand much to gain from engagement in learning about research and interpersonal exchange (Kuh, 2001)" (p. 77).

Services for First Generation Students. As changes in the economy and the public's perception of the value of a college degree pushes a greater percentage of America's population into higher education, the percentage of first-generation students has been steadily declining: in 1980, 77% of high school sophomore's parents no collegiate experience. By 2002, that percentage had fallen to 62% (Cahalan et al., 2006). Similarly, the percentage of first generation college students has similarly declined, from 37% in 1999 to 33% in 2011.

This represents a bittersweet trend for college students. Virtually every study shows that first generation students are at a much higher risk for leaving college prior to completing a degree, often showing factors such as academic unpreparedness, financial strain, working while being enrolled, living off-campus, social integration, fewer non-academic peer interactions, and fewer student-faculty interactions (Woosely & Shepler, 2011; Engle, Bermeo, and O'Brien, 2006; Cataldi, Bennett & Chen, 2018; Kim & Sax, 2009). Unfortunately, as fewer first-generation students enroll in college, the gulfs in assumed knowledge and college-going habitus are only going to widen. Compounding these observations is the fact that a disproportionate number of first-generation college students also come

from traditionally underrepresented racial and ethnic backgrounds as well (Atherton, 2014; Choy, 2001; McCarron & Inkelas, 2006). According to a new report by Redford and Hoyer (2017), first-generation students are now a minority-majority group—in the most recent available data, only 49% of first-generation students identify as White. Many studies fail to account for the conditional effects that race and first-generation status combine to produce, meaning relatively few studies fully capture information about these students.

Unfortunately for Student Affairs professionals, much of the research that has been done on first-generation college students highlights the influences of pre-collegiate experiences. As described by Pascarella et al. (2004) and reiterated by Atherton (2014) three main dimensions of first-generation student research has been explored: demographics and preparation for college; transition to college; and attainment and persistence. Choy (2001) still rings true today and highlights the challenges educators have ending the cycle of socioeconomic bias in college degree completion. 86% of continuing generation sophomore students had bachelor's degree aspirations and 65% of those students were enrolled in a four-year institution two years later. For first-generation students whose parents had no collegiate experience at all, not only was initial aspiration much lower (46%) the attrition rate of those who actually enrolled was double that of continuing generation students (21%).

Services for Students with Low Socioeconomic Status. Higher education scholars have long recognized the impact that coming from a low socioeconomic status has major implications for college student. “Researchers have found that this group of students is less likely to attend college, is more likely to attend less selective institutions when they do enroll, and has unique college choice processes (Astin, 1975, 1993; Hearn, 1984, 1990; Hossler, Schmit, & Vesper, 1999; Karabel, 1972; McDonough, 1997; Paulsen & St. John, 2002; Tinto, 1987, 1993). Furthermore, they are less likely to persist or to attend graduate school” (Walpole, 2003). Similar to the research on First Generation students, work on students from low socioeconomic students highlight a lack of social and cultural capital as a major barrier to the success of students. Difficulty in navigating campus policies, a multitude of programs offering similar services, and climate issues all lead to these students having lower collegiate and post-collegiate aspirations.

While research on low socioeconomic status student college choice process and completion is fairly robust (see Castleman & Page, 2015), work examining different collegiate processes while enrolled are less developed and oftentimes merged with work on First Generationality. However, work by Lana Muraskin, John Lee, and the Pell Institute for the Study of Opportunity in Higher Education (2014) note that some of the biggest impacts on the eventual graduation rate of low socioeconomic status students are large-scale campus-level factors that are difficult to change—class size, special programming, faculty interaction, campus values, availability of merit-based aid, and retention policies. While not directly cited in this review, mentoring programs can serve as a buffer in many of these areas at a campus like Illinois. The creation of a positive and supportive academic environment through mentoring programs and other academic services can help to transform a large, difficult to navigate campus.

What can Student Affairs Offices like OMSA Do?

Define the roles of our mentors, how we view them organizationally, and the goals are for individual relationship and the program as a whole. In summarizing the one of the most recent comprehensive reviews of mentoring literature, Gershenfeld (2014) posited that “For university

administrators, there is a need to create partnerships with researchers to achieve higher levels of evidence-based practice. At a minimum, university administrators should be clear about the goals of the mentoring program, the function or role of the mentors, the measures that will be used, and collect baseline and ongoing data to evaluate if program objectives are being met. University administrators should not only be guided by the scholarly literature but also understand the limitations and work to employ best practices” (p. 387). Without such clear definition, programs often suffer from the weight of varied expectations from mentees, mentors, program staff, and division-level administrators.

As an example of a program with a well-defined and culturally consistent mentoring program, Rios-Ellis et al.’s (2012) description of the *Mi Casa: Mi Universidad* program at California State University Long Beach. At CSULB, program staff made concerted efforts to integrate the cultural realities of the target population in the very fabric of the program, through the specific goals, policies and practices. While OMSA serves a larger, less defined population, a similar analysis of how our mentees identity influences their perceptions and needs of a tutoring program could have serious benefits in program efficacy.

Reconsider how Mentees view the program and what services they are seeking. In its current form, AMPS operates as a formal and pseudo-hierarchical mentoring service. As described above, the nature of the relationship between mentor and mentee can have a large impact on the benefits and perception of the program. As new programmatic goals and learning objectives are developed, attention should be paid to the type of relationship fostered between our mentors and mentees. How we market the program, recruit mentees, frame the initial meeting, and establish expectations can have major consequences. Each of these decisions can be used to emphasize the peer or hierarchical aspects—and thus have a major impact on the reception and ultimate efficacy of the mentoring program.

Acknowledge, examine, and cultivate a positive racial/ethnic climate. Given the name of the Office of Minority Student Affairs, fostering a welcoming and supportive climate for students of all backgrounds is a *de facto* mission of the department. Cho et al. (2008) found that, across multiple racial/ethnic groups, first-generation students frequently cited the racial/ethnic climate as a major component of their college choice process, in some cases on par with parental input. Further, for African American students, both first- and continuing-generation, finding good fit between their psychosocial needs and campus environment was particularly important, more so than any other group. Retention issues may arise when trust in fit during the college choice process does not materialize when students experience the racial/ethnic climate first hand.

Create a positive academic space. As described by Means and Pyne (2017): “ As universities seek to improve academic success for low-income, first generation college students, attention to the role of belonging in academic spaces is another crucial facet to developing comprehensive support opportunities. Professional development for faculty should include efforts (a) to improve the cultural competence and awareness of the challenges faced by many low-income, first-generation college students, (b) to provide functional strategies for building better relationships and demonstrating academic care for student progress, (c) and to increase knowledge of how to support hidden or unexpected learning needs in ways that also build student self-efficacy” (p.921-922).

Further, in their meta-analysis of college student impact studies, Pascarella and Terenzini (2006) found that First-generation students also appear to derive greater benefits than other students in internal locus of attribution for academic success from several college experiences over the first three years of college, including coursework in various areas, academic effort, and extracurricular involvement. But not all

college experiences are more beneficial to first-generation students than to others. The number of hours worked and doing volunteer work both negatively affected increases on measures of first-generation students' internal attributions for academic success while having no impact or a positive effect on other students" (p.625).

While these studies generally focus on traditional academic spaces, student affairs offices can model these practices and supplement the classroom environment with positive academic experience in the extracurricular. OMSA should also consider how it networks, interfaces, and supports faculty partners across campus.

Formalize and operationalize peer support networks. One of the major factors leading to first-generation student's lower retention and completion rates are less robust support networks. For continuing generation students, to a large degree, this is provided by parents and extended family. Fortunately, Dennis, Phinney, and Chuateco (2005) found that for first-generation students, these structural holes can be filled by peers: "Many students reported that peer support was the most helpful strategy for dealing with academic problems. Although the family members of first-generation college students can provide emotional support, most family members cannot provide vital instrumental support. These findings also correspond to those of Astin (1993) who found, in a large longitudinal study of diverse populations of college students, that some of the most important predictors of college outcomes were characteristics of students' peer groups" (p. 234).

Complete references available upon request.



**OFFICE
OF
MINORITY
STUDENT
AFFAIRS**

YEAR IN REVIEW

2017-2018



**COLLEGE OF
LIBERAL ARTS AND
SCIENCES**

A Year in Review

Every year, the Office of Minority Student Affairs is tasked with championing access for all students and providing a comprehensive array of college preparatory services and collegiate academic support services to bolster our students' success. Over the years, OMSA has served first generation, low-income, historically underrepresented, and other marginalized U.S. student populations—a population that has increased to over 35% of all Illinois undergraduates. 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.

This report, prepared specifically for the College of Liberal Arts and Sciences highlights the impact OMSA has had on LAS students in the 2017-2018 academic year, recaps of the types of services available to your students, and offers ways to better connect with OMSA.

We hope this report provides an opportunity to come to better understand how College of Liberal Arts and Science students are being served by OMSA programs, and together, will help us better understand excellence at Illinois. If you have any questions or would like to discuss how OMSA has helped serve College of Liberal Arts and Science students this past year, we would love the opportunity to take a closer look at this data with you.

Yours in Orange and Blue,



Domonic Cobb
Associate Dean and Interim Director
Office of Minority Student Affairs



Ryan L. Young
Research and Assessment Analyst
Office of Minority Student Affairs

Who are OMSA Students?

The Office of Minority Student Affairs is charged with serving first generation, low-income, historically underrepresented, and other marginalized U.S. student populations. Specifically, for the most wide-reaching programs (tutoring, workshops, and some other non-TRIO programs), OMSA targets students based on three categories of criteria:

Racial/Ethnic Identity

- African American/Black
- Latinx/Hispanic
- Native American/Alaskan Native
- Native Hawaiian or Other Pacific Islander

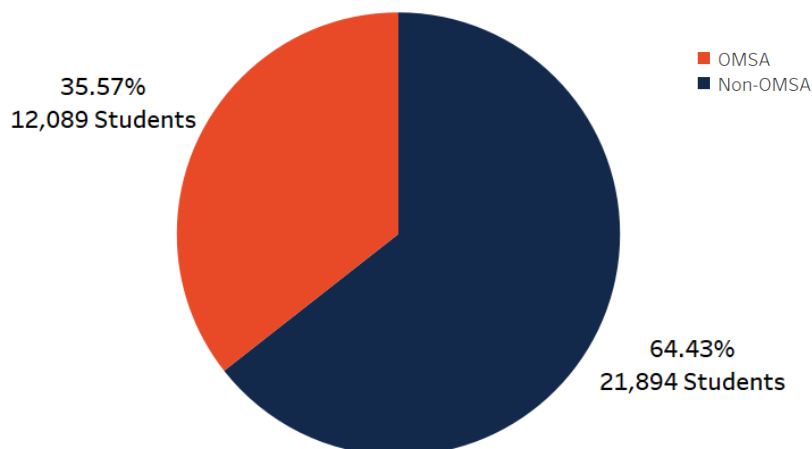
Pre-Collegiate Characteristics

- First Generation College Student
- Maximum ACT Composite score between 17 and 24 (inclusive) **and** maximum SAT Combined score between 890 and 1190 (inclusive)
- Graduated from a High School in a traditionally Low Sending Illinois County
- Obtained a Financial Hardship Application Fee Waiver

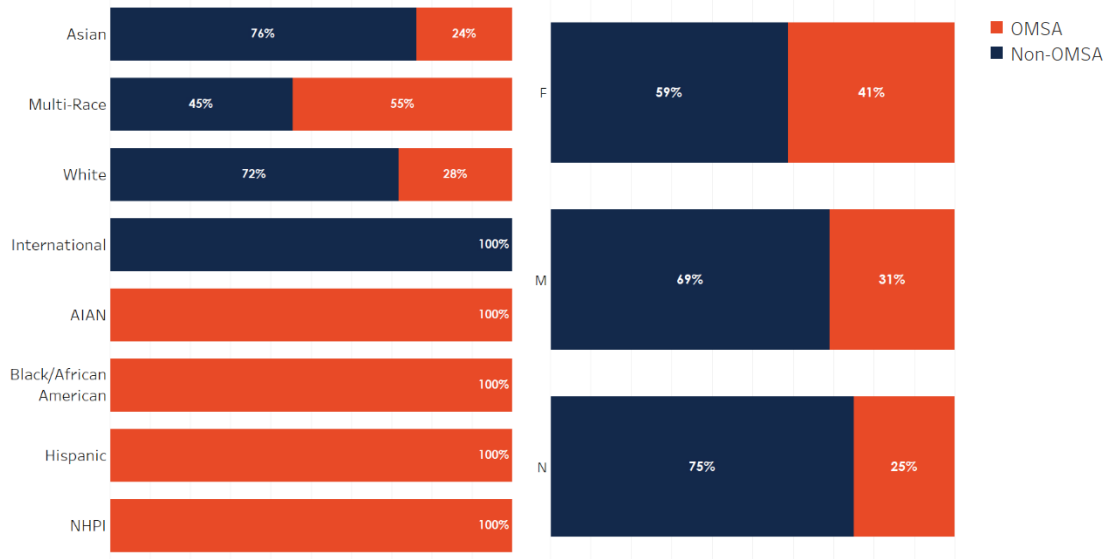
Association with other Campus Programs and Services

- Educational Opportunities Program (EOP)
- President’s Award Program- Traditional (PAP-T)
- President’s Award Program- Honors (PAP-H)
- Illinois Promise
- College of Liberal Arts and Science Access and Achievement Program-Declared Majors (AAP)
- Division of General Students Enrichment Experience Program (EEP)

Together, these criteria represented 12,089 students in the Fall 2017 semester—over 35% of all undergraduates.

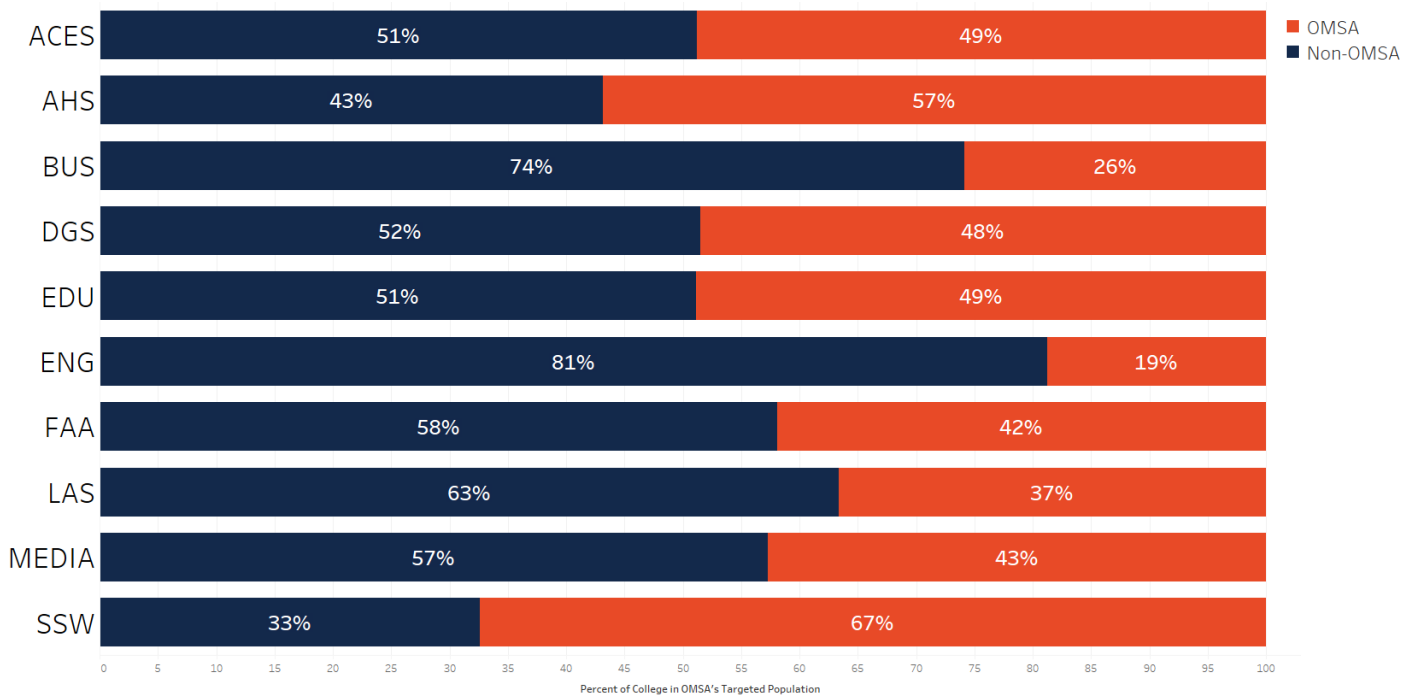


Given the wide range of criteria OMSA uses to target its student population, students from an incredible array of backgrounds qualify for OMSA services.



Note: F=Female; M=Male, N=Not Available

The percent of students varies greatly by academic college, but OMSA students comprise a large cohort across all campus units.



Summary of OMSA Services

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, four of which actively serve University of Illinois undergraduates. A brief summary of each program is included below.

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 to be introduced on campus. 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 department-based academic resources on the campus. OMSA's commitment to universal student success requires us to serve every student that requests our assistance.

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 targeted population 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 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, or OMSA's Student Support Services 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 17 and 24 and SAT score between 890-1190.

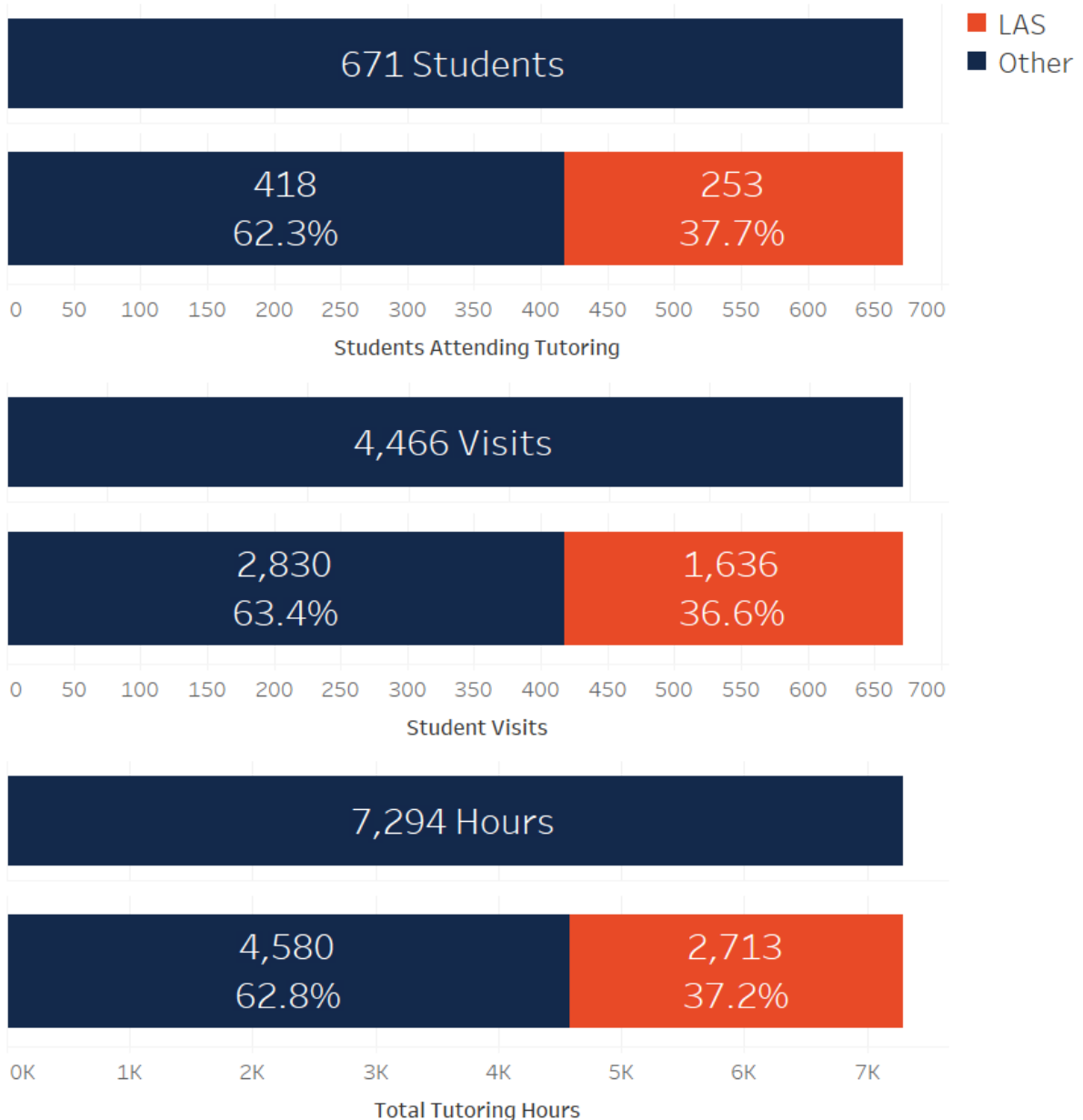
Students who qualify for a mentor are assigned to a professional Academic Support Specialist or by a trained Graduate Mentor before classes begin and encouraged to meeting with him or her regularly throughout their first year at Illinois.

OMSA's Impact in 2017-2018

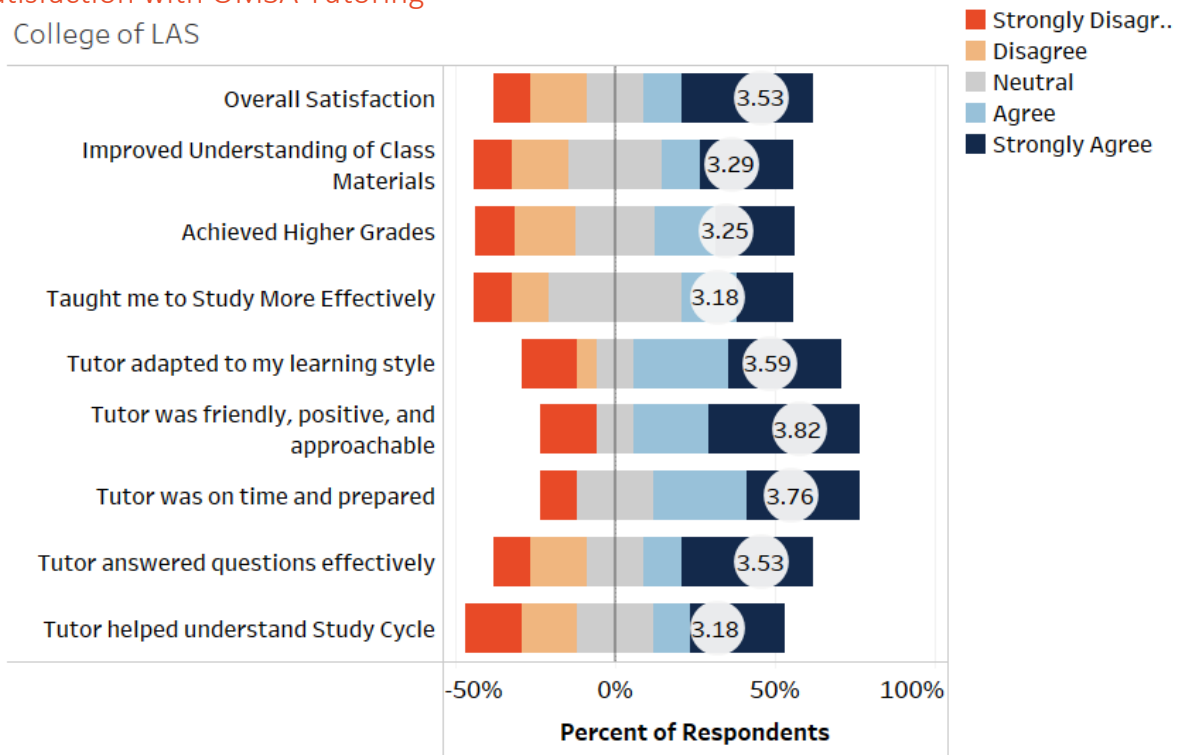
OMSA staff worked with College of Liberal Arts and Science students in many ways during the past academic year. Here, we highlight the number of students who received services, and in some cases how much time was spent with OMSA staff. As OMSA expands its Assessment and Outreach capabilities, we hope to continue to provide even more advanced metrics of OMSA service used by your students. If you have any specific questions, do not hesitate to see what else we know about LAS students who utilize OMSA services.

Tutoring

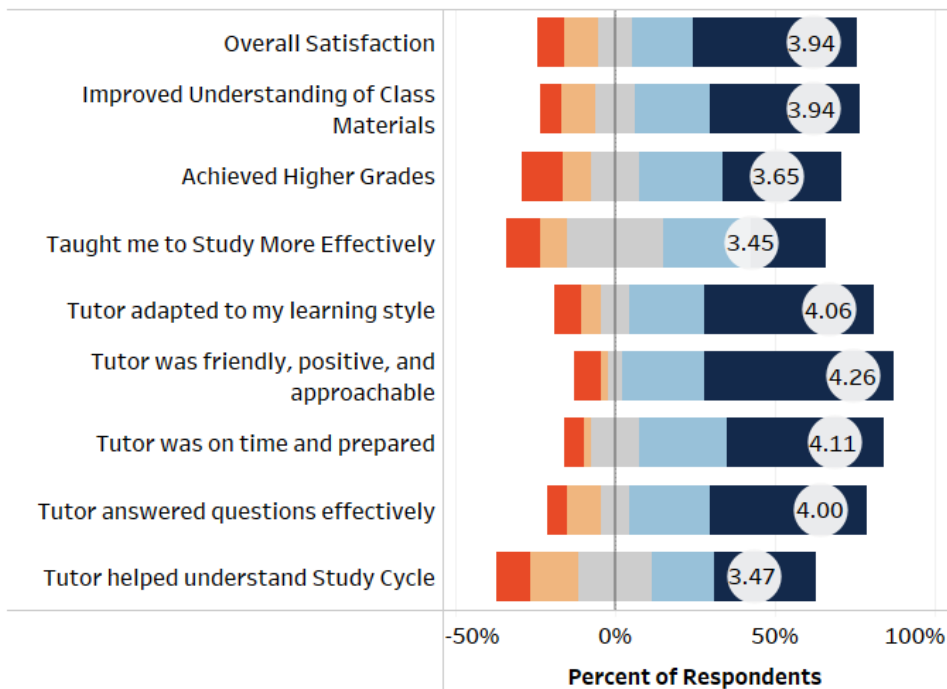
Tutoring through our Academic Services Center is one of OMSA's most prolific units. Last year, OMSA provided high quality peer tutoring for 671 undergraduate students for 7,294 hours across 4,466 visits. LAS students were some of the most frequently served, with around 37% of all visits occurring with LAS students.



Satisfaction with OMSA Tutoring
College of LAS



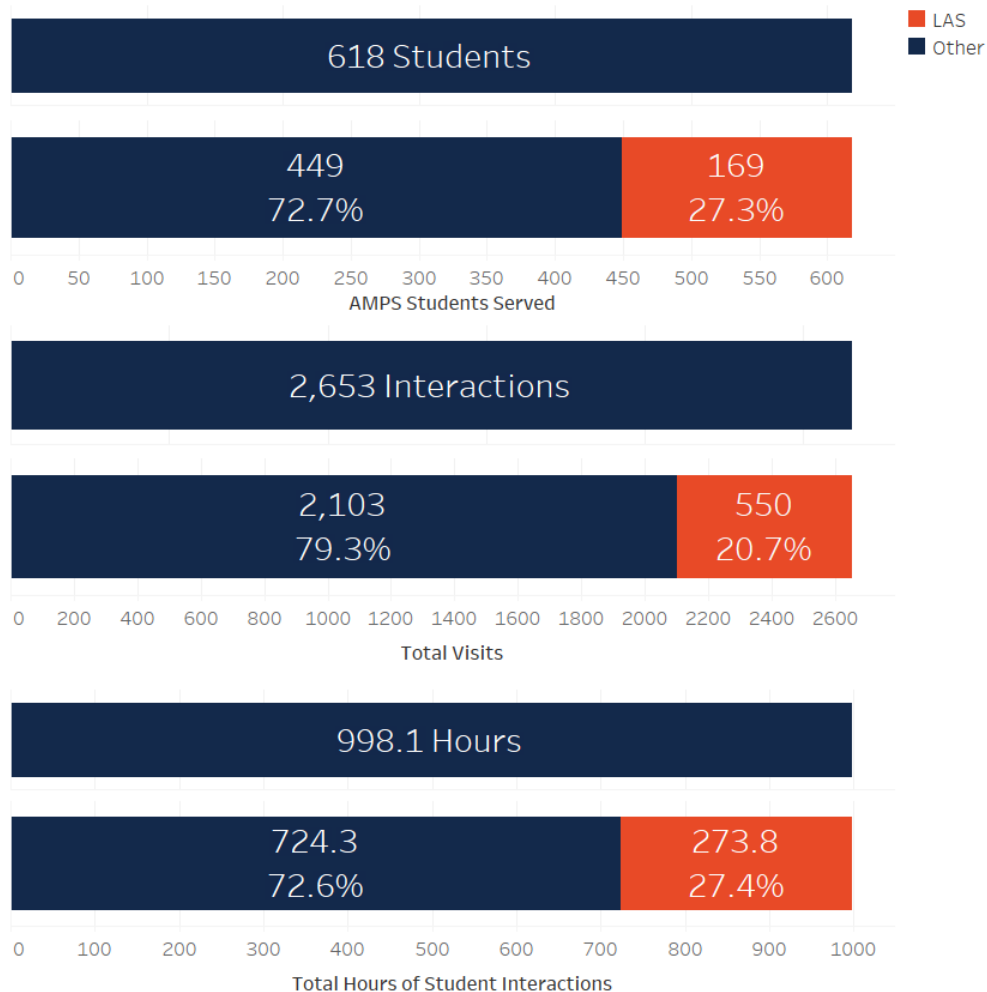
Campus-wide



Note: College of LAS N=28; Campus-wide N=75; average in circle; (1=Strongly Disagree, 5=Strongly Agree).

AMPS Mentoring

Students invited to participate in AMPS mentoring are first-time full-time freshmen with some of the highest levels need for services. Last fall, AMPS invited 1,054 students to work with an Academic Support Specialist or Graduate Mentor for their first year. In total, 618 students participated in AMPS mentoring. LAS students comprised a large proportion of students who worked with a mentor this year—27.3% of all AMPS participating students were from LAS and nearly 21% of all mentee interactions happened with an LAS student.



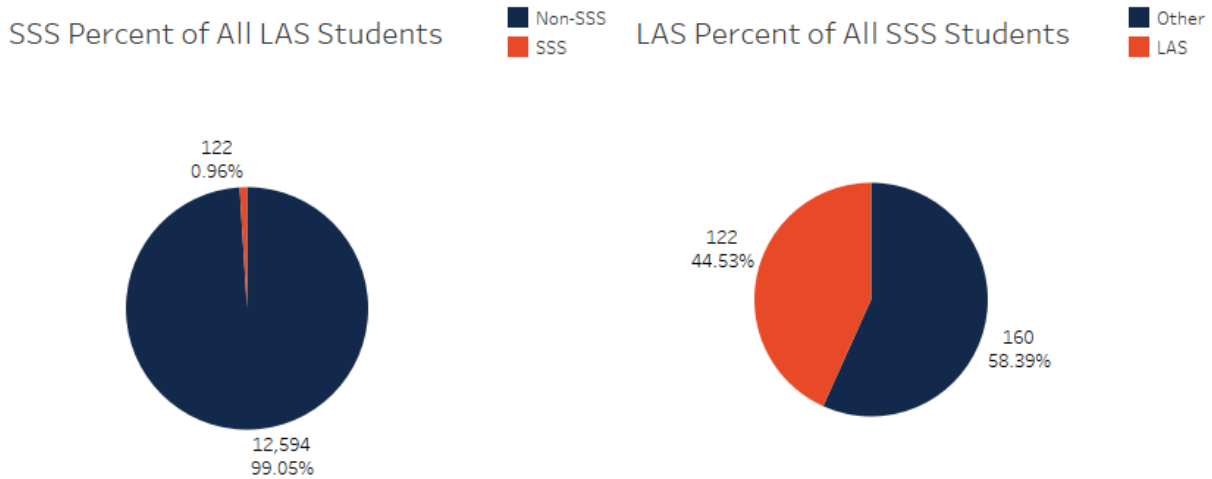
Overall AMPS Student Outcomes

As we expand our assessment infrastructure, we hope to provide more individualized outcomes data about your students in the future. However, for the 2017-2018 Academic Year, we would still like to share overall AMPS outcomes our students demonstrated.

In particular the Term GPA between those who interacted with a mentor was markedly different from those who did not. Both in the Fall 2017 and Spring 2018 semesters, the average GPA of those invited to participate in AMPS who interacted with their mentor was markedly higher than those who did not – **2.65/2.78 vs. 2.44/2.43, respectively**. While we cannot causally link participation in AMPS to an increase in GPA, it is clear that noting who is and is not participating can serve as a strong indicator of students who may greatly benefit from additional outreach and support from our office and yours.

TRIO Student Support Services

SSS represents one of OMSA most intensive services. Only a small number of students each academic year who meet strict requirements established by the federal grant are selected to participate. However, these students receive ongoing support from Academic Specialists to assist in the transition to college and other areas that lead to increased persistence and graduation rates. By far, LAS had the most SSS students—nearly 43% of all SSS students are enrolled with Liberal Arts and Sciences.



Overall Student Support Services Outcomes

Similar to mentoring data, we hope to provide more college-specific outcomes data about your students in the future. However, for the 2017-2018 Academic Year, we would still like to share overall SSS outcomes our students demonstrated.

- 89% (243/272) of students are still registered, graduated, or scheduled to graduate in August 2018.
- 90% (245 of 272) were on good academic standing at end of SP18.
- 94% (52 of 55) of First Year students are registered for FA18.

Cumulative GPAs following SP18

Year	Served	Below 2.0	2.0-2.49	2.5-2.99	3.0-3.49	3.5-4.0
2017-18	272	17 (6%)	31 (11%)	83 (30%)	81 (30%)	60 (22%)

Historic SSS Graduation Rate

Cohorts/Year	Graduates	Cohort Size	Grad %
2012-2018	44	49	89%
2011-2017	32	37	86%
2010-2016	47	54	87%
2009-2015	42	44	95%
2008-2014	51	63	81%
2007-2013	31	40	77.5%

Connecting with OMSA

It is our hope that data presented here represents an opportunity to strengthen the relationship between the College of Liberal Arts and Sciences, the Office of Minority Student Affairs, and the services we provide to your students. As we gear up for the 2018-2019 academic year, provided here is a list of ways to connect students, faculty, and staff with OMSA.

Questions about Data and Outreach

This past year, OMSA brought on board a full-time Research and Assessment Analyst. Ryan Young, a graduate of the University of Illinois, is committed to helping OMSA and its campus partners better understand the students served by OMSA and how units across campus can continue to improve the support they receive. Feel free to reach out to Ryan at young27@illinois.edu.

Help Students Find Our Services


As the semester nears, OMSA sends invitations to students based on the programs we believe they qualify for and could benefit from. As Academic Advisors and other College personnel meet with students, remind students to be on the lookout for communication from OMSA about the services they to which they may be invited.

Feel Free to Contact Us

Navigating the various programs OMSA offers, the various qualifications, and numerous units under the OMSA umbrella is not always the easiest. If you ever have a question about OMSA services, where to refer students, or simply want more information, feel free to contact us at any time at omsa@illinois.edu, call at (217)-333-0054, or stop by our offices in Suite 130 Turner Student Services Building from 8:30 am to 5:00 pm Monday through Friday.

CONTACT

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 **ILLINOIS**

Office of Minority Student Affairs