A Report on the UCA Enrollment Management Plan - Retention

Summer 2015-Spring 2016

Compiled by the Student Success and Retention Council (SSRC)
Summer 2016

Contents

Overview

This report provides a concise review of student success and retention efforts for 2015-2016 at the University of Central Arkansas, following the structure of Section III: Retention Plan of the 2015 Enrollment Management Plan. The aim of the revised Retention Plan, as developed by the Student Success and Retention Council during Spring and Fall 2015, was to identify overall University goals related to student success, and then identify or develop strategies and specific actions through which the University could meet retention, persistence, and graduation rate targets identified in the Key Performance Indicators (KPIs). The ways in which University personnel attempted to meet and implement these goals, strategies, and actions during the past year are summarized in the following report, with additional information included in the Appendices.

A key area for improvement in future years concerns outcomes reporting for each action, as little to no such information was provided by many reporting units. Future templates sent to units will include requests for specific outcomes and assessment data where appropriate.

University of Central Arkansas Retention and Graduation Rates

Per the Board of Trustees, the University is working toward the following KPI targets for the Fall to Fall (1 Year) retention rate:

Fall 2015 cohort – 76.0%
Fall 2016 cohort – 81.0%
Fall 2017 cohort – 86.0%

Historical retention rate data is provided below:

Term	Cohort	Fall to Spring		Fall to Fall (1 Year)		Fall to Fall (2 Year)	
		#	%	#	%	#	%
Fall 2003	2,414	2,133	88.4%	1,700	70.4%	1,371	56.8%
Fall 2004	2,216	1,929	87.0%	1,606	72.5%	1,303	58.8%
Fall 2005	2,429	2,122	87.4%	1,746	71.9%	1,362	56.1%
Fall 2006	2,352	2,047	87.0%	1,666	70.8%	1,345	57.2%
Fall 2007	1,763	1,535	87.1%	1,279	72.5%	1,027	58.3%
Fall 2008	2,075	1,793	86.4%	1,480	71.3%	1,184	57.1%
Fall 2009	1,753	1,551	88.5%	1,287	73.4%	1,030	58.8%
Fall 2010	1,828	1,625	88.9%	1,261	69.0%	1,001	54.8%
Fall 2011	1,940	1,706	87.9%	1,361	70.2%	1,091	56.2%
Fall 2012	2,130	1,872	87.9%	1,486	69.8%	1,193	56.0%
Fall 2013	2,177	1,907	87.6%	1,522	69.9%	1,237	56.8%
Fall 2014	2,154	1,939	90.0%	1,560	72.4%		
Fall 2015	1,986	1,786	89.9%				
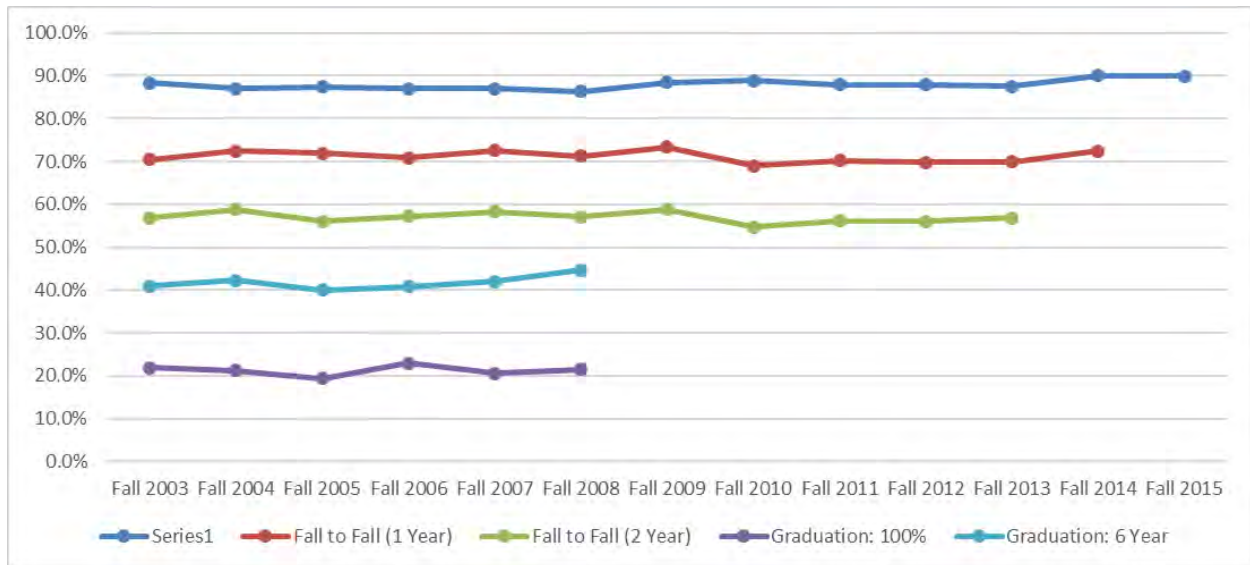
For more information, see the KPI Annual Report Card (December 2015)

Goals I and II of the Retention Plan

I.   Provide every student with the information, access to resources and services, and opportunities vital to successful engagement in the UCA community.

II. Provide guidance and support for students to develop the knowledge and skills necessary to achieve academic and personal success.

Strategy A: Communication Plans for Retention

Action 1: Ensure that students receive timely and useful information about events, processes, and tools important to their success.
Students impacted: All

A number of departments were surveyed during Summer 2015 as to whether they utilize a communication plan to ensure that needed materials and information are disseminated on a regular basis. Those that provided copies of an annual communication plan included Financial Aid, Learning Communities, and the Office of Student Success. Others that returned information about their regular communications included the Office of the Registrar (graduation), Career Services, and Housing & Residence Life (Mapworks).

Status: on-going

Recommendations/Additional resources needed: encourage development of a Communication Plan in all departments/offices.

Relevant links:

Action 2: Monitor, communicate about, and document student progress to completion.
Students impacted: All

The Undergraduate and Graduate Bulletins provide detailed information about degree requirements. These are updated annually and hosted on the University's website. Additional resources that enable students to monitor progress to completion include Degree Works and the required degree audit and graduation application process, the latter which must now be completed a year prior to the anticipated graduation date.

Status: on-going

Recommendation/Additional Resources needed: the Registrar has indicated a need for upgrades to Degree Works to enable the Planner function, and a campus-wide document imaging system.

Relevant links:
http://uca.edu/gbulletin/
http://uca.edu/ubulletin/

Action 3: Maintain consistent and supportive academic advising services throughout each student's tenure at UCA.
Students impacted: All

Entering first-year students and continuing sophomores are advised through the Academic Advising Center. Advising services include discussion of declared major requirements, course registration processes, and available campus resources. During the sophomore year, students are assigned to a faculty advisor in the department of their academic discipline. Transfer students also have their initial advising appointment in the AAC.

Additional services and programs provided by the AAC include: first-year summer registration and advising; small group advising; residence hall advising sessions; annual Majors Fair; Mid-Term Blitz (academic intervention) program; Probation program; a graduation application audit.

Status: on-going

Recommendation/Additional resources needed: Additional transfer advisers are needed to go to two year institutions to register students into UCA classes for the next semester. Faculty advisors also require on-going training on Banner, the AMAPs, Degree Works, and other advising tools.

Relevant links: http://uca.edu/advising/

Action 4: Fully implement and utilize a Student Success and Early Alert Software Program
Students impacted: All First-Year Students

Mapworks is a holistic approach to student success and retention, providing a platform of information that faculty and staff use to identify at-risk students early in the term. Mapworks identifies the "risk" level of students by using a predictive analytics model, which takes into account uploaded data (High School GPA, ACT/SAT scores, first generation, etc.) and the student's responses to an online survey. After completing the survey, students receive a personalized student report that identifies areas of strength and provides suggested actions and campus resources for areas challenging the student. Through the Mapworks system students also have access to a personalized website with faculty/staff connections and a comprehensive list of campus resources. One of the strongest components of Mapworks is that it allows faculty and staff users to drill down to the specific needs of each student and coordinate relevant intervention.

Status: Implemented and on-going

Outcomes: Currently, Mapworks serves first-time full-time students and any student enrolled in UNIV 1100. Response rates on the transition survey have been strong with 1,598 students completing the survey in Fall 2015 (approx. 70% response rate). Additionally, previous analysis has shown that students who view their student Mapworks student report have performed at higher level than peers who have not even after disaggregating for risk level.

University of Central Arkansas
Full-time, First-time Undergraduates

		Report Viewed					Report NOT Viewed					Total				
		Retention					Retention					Retention				
		Fall to Spring		One Year			Fall to Spring		One Year			Fall to Spring		One Year	
Risk	Cohort	#	%	#	%	Cohort	#	%	#	%	Cohort	#	%	#	%
Level 1	390	377	96.7%	342	87.7%	653	611	93.6%	551	84.4%	1,043	988	94.7%	893	85.6%
Level 0	68	62	91.2%	45	66.2%	198	172	86.9%	120	60.6%	266	234	88.0%	165	62.0%
Level -1	44	36	81.8%	27	61.4%	191	156	81.7%	110	57.6%	235	192	81.7%	137	58.3%
Level -2	66	56	84.8%	28	42.4%	245	185	75.5%	109	44.5%	311	241	77.5%	137	44.1%

Students not included in above analysis because they weren't full-time, first-time undergraduates.

	Report Viewed	Report NOT Viewed	Total
Level 1	8	21	29
Level 0	-	8	8
Level -1	-	4	4
Level -2	3	14	17

GPA by Risk Level and View Status 2013-2014											
Risk Level & View Status	N	% of Total for Risk Level	Fall 2013 GPA	N	GPA Difference	Spring 2014 GPA	N	GPA Difference	Spring Cumulative GPA	N	GPA Difference
Redx2 Did Not View Report	259	79.0%	1.4	247		1.7	173		1.68	173	
Redx2 Did View Report	69	21.0%	1.59	66	0.19	1.52	54	-0.18	1.62	54	-0.06
Red Did Not View Report	195	81.6%	1.85	182		1.81	138		1.86	138	
Red Did View Report	44	18.4%	2.25	44	0.4	2.42	33	0.61	2.36	33	0.5
Yellow Did Not View Report	206	75.2%	2.24	200		2.08	162		2.21	162	
Yellow Did View Report	68	24.8%	2.35	68	0.11	2.11	56	0.03	2.21	56	0
Green Did Not View Report	674	62.9%	3.04	657		2.92	575		3.01	575	
Green Did View Report	398	37.1%	3.2	395	0.16	3.09	356	0.17	3.16	356	0.15
Overall Did Not View Report	1334	69.7%	2.43	1286		2.44	1048		2.51	1048	
Overall Did View Report	579	30.3%	2.84	573	0.41	2.76	499	0.32	2.83	499	0.32
*GPA does not include performance in remedial courses.											
**GPA Difference: If positive, students who did review report earned a higher GPA. If negative, students who did not view report earned a higher GPA.											

The Mapworks risk indicator has also performed well.
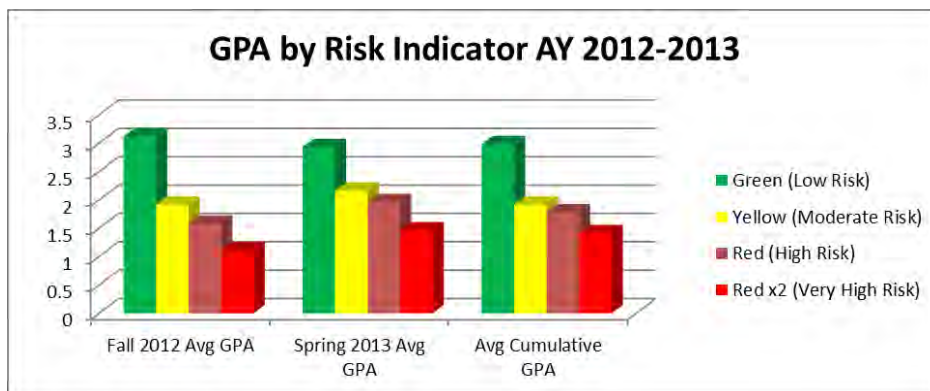
Risk Indicator	Fall 2012 Avg GPA	N	Spring 2013 Avg GPA	N	Avg Cumulative GPA	N
Green (Low Risk)	3.12	377	2.93	353	2.98	377
Yellow (Moderate Risk)	1.92	109	2.16	67	1.92	109
Red (High Risk)	1.58	148	1.96	136	1.78	154
Red x2 (Very High Risk)	1.11	88	1.46	75	1.41	98

*GPA for credit-bearing courses only, remedial course performance is not included.
**Data set is from the 2012-2013 pilot of MAP-Works (Bear Hall, Carmichael Hall, and Conway Hall students).

University of Central Arkansas						
Fall to Fall and Fall to Spring retention by indicator						
Fall 2012 cohort						
			Retained Fall to Spring		Retained Fall to Fall	
Indicator	Identified	FTUG* Cohort	#	% of Cohort	#	% of Cohort
Green	379	368	347	94.3%	301	81.8%
Yellow	110	102	72	70.6%	52	51.0%
Red	155	134	120	89.6%	77	57.5%
Redx2	104	90	64	71.1%	32	35.6%

*Student that were in the Full-Time, First-Time Undergraduate cohort for the Fall 2012 Semester
Note: Retention numbers above only look at Full-time, First-time Undergraduates.

Recommendations/Additional Resources Needed: For AY 16-17, all students will be in Mapworks for the first time, but only first-time full-time students and UNIV 1100 students will be surveyed and receive a risk indicator. Going forward, this presents opportunity to utilize other features in the system such as referrals, notes, academic updates, and scheduling. However, this will need to be intentional to ensure there is not duplication of effort with other systems in use on campus.

Relevant links: http://uca.edu/housing/map-works/

Strategy B: Student Engagement Initiatives

Action 1: Continue to develop UCA's Living/Learning and Commuter College Programs

Residential Colleges/Minton Commuter College
Students impacted: 1,002+

UCA's Residential College program began in 1997, and has since expanded from one to five distinct, vibrant Residential Colleges and a Commuter College. Together, these six programs work to meet the academic and social needs of undergraduate students, resulting in greater persistence to graduation. Current programs and recent highlights include:

- EDGE Residential College in Hughes Hall: In Fall 2015, UCA's first and oldest learning community—Hughes Residential College (est. 1997) — joined with EDGE Residential College to form the new and exciting

EDGE@Hughes, located in Hughes Hall. EDGE@Hughes (Educating for Diversity and Global Engagement) is a living & learning community that cultivates participation in global learning, civic engagement & leadership, service-learning & volunteerism, and meaningful study abroad. EDGE@Hughes is affiliated with the College of Liberal Arts (CLA). *First-year student participants: 179*

- The Stars Residential College in Short/Denney Hall was established in 2006 with the College of Fine Arts and Communication (CFAC) for freshman students who are interested in living the arts. AfterWords, a first-year writing competition among the Residential Colleges, is hosted by The Stars@Short/Denney. *First-year student participants: 244*
- STEM Residential College in Arkansas Hall (est. 2010)is associated with the College of Natural Sciences and Mathematics, and is the perfect living and learning community for students majoring in (or simply interested in) science, technology, engineering and mathematics. STEM@Arkansas students participated in seminars and chalk-talks held in Arkansas Hall, and held an interdisciplinary Pseudoscience Fair. *First-year student participants: 212*
- HPaW in Baridon Hall—HPaW is an acronym for Health Promotion and Wellness—opened at UCA in 2014. This living and learning community is primarily for College of Health and Behavioral Science students, and allows them to more closely work together towards their futures in health professions and behavioral sciences. *First-year student participants: 281*
- EPIC in Bear Hall is an interdisciplinary upper-class living and learning community closely associated with the Colleges of Business (COB), Fine Arts & Communication (CFAC) and Natural Science & Mathematics (CNSM) with an entrepreneurial climate and innovative spirit. Students may apply to EPIC@Bear after a successful first-year or as a transfer student*. First-year student participants: 40; upper-class student participants: 46*
- Minton Commuter College in Old Main Hall allows first-year students living off-campus to experience some of the campus life opportunities available to other freshmen. Some of the services available to students in MCC@Old Main Hall include a lounge and secure lockers and lunch-and-learn sessions. *Student participants: TBD*

Status: on-going

Outcomes: Students who are part of a living/learning community ("residential college") at UCA during their first year almost invariably demonstrate higher persistence rates (fall-to-fall), as well as higher levels of engagement and satisfaction. See **RC Retention Rates** in the Appendices.

Recommendations/Additional resources needed: Despite the robustness of the co-curricular living/learning programs, the Residential Colleges and Minton Commuter College continue to face challenges with some of UCA's existing facilities. Some classrooms and residence halls remain in need of upgrades and capital improvements, and students (and parents) are increasingly demanding higher-quality living environments and services.

Relevant links: http://uca.edu/residential/

Norbert O. Schedler Honors College
<u>Students impacted: 285</u>

UCA's Norbert O. Schedler Honors College was established in 1982. Since then, it has become one of the most full-featured honors colleges in the nation, and is a leader in providing enhanced educational opportunities in a living/learning environment designed to develop citizen-scholars. Admitted through a highly competitive application process, Schedler Honors Scholars benefit from an interdisciplinary studies curriculum that emphasizes scholarship, leadership, and citizenship, and prepares them for active involvement in civic life and at UCA.

Status: on-going

Outcomes: Retention rates significantly outpace the national average in honors education. The freshman-to-sophomore honors retention rate in the past five years has averaged over 95%, compared to the national average of 87% for masters-comprehensive institutions. This high persistence rate is due to academic and residential programming through the Mentors Program in Farris Honors Hall, along with extensive advisement by honors faculty in its student success program. Four-year program completion rates for Schedler Honors Scholars are over twenty points higher than the national average (75% compared to 53%). Counting those who don't complete the honors program, over 90% of students starting in the Schedler Honors College graduate UCA in four years.

Recommendations/Additional resources needed: One of the most pressing resources needed for our retention efforts is pay for our honors mentors and peer coaches. The number of applications for these positions has plummeted since we stopped paying the positions a stipend several years ago. As a result, we do not always get the strongest applicant pool. A stipend needs to be reintroduced with both of these positions.

The Honors College is seeing an increase in faculty-student ratios, well above the national recommended level for honors education. The faculty handbook specifies that faculty hired in Honors must teach some of their load in another department, and as a result, we do not have our faculty's full time to commit to teaching honors students. This has caused a squeeze in the classroom, but has also meant that we have fewer sections of courses to offer which leads to scheduling issues for students and necessitates a great deal of substitutions within the curriculum for students who cannot make the courses work with their schedules. This compromises the mastery of student learning outcomes. Early registration could help alleviate this. Supplemental faculty support is needed until our faculty members are fully promoted and returned to our department full-time.

Relevant links: https://honors.uca.edu/hcol/content.php

Action 2: Minority Mentorship Program & Academic Bridge Connection
Students impacted: 212 (MMP); 160 (ABC)

Developed in 1991, the Minority Mentorship Program (MMP) a recognized student organization, pairs UCA minority students with individuals who can assist them in maximizing their potential and success at UCA. MMP hosts "Transitions Week" and a variety of enrichment programs to enhance the collegiate experience of students and support the student's holistic development. MMP has two levels. Level I is designed for freshman students and Level II addresses the needs of upper level students.

The Academic Bridge Connection or "ABC Center" was developed in 2015-2016 to serve as an academic bridge for students, to help students cultivate knowledge and habits, and to connect students to on- and off-campus resources. The Center is located in Bernard Hall 207 and provides students with a study/resource room, computers, mobile charging stations, televised news and announcements, Google hangouts, networking and mentoring services, tutoring, success coaching, and success seminars.

Outcomes: According to the Office of Institutional Research, Satisfactory Academic Process (SAP) is defined as a student earning 67% or more of their attempted credit hours and earning an institutional term GPA of 2.0 or greater or awarded an undergraduate degree in December 2015.

Satisfactory Academic Process for MMP	Activity	
Fall 2015	Minority Mentorship Level I	
	#	%
Satisfactory Academic Process	103	62.0%
Non-Satisfactory Academic Process	63	38.0%
Total	166	100.0%

For more detailed information, see the **OID and ODC Enrollment Management Report** in the appendices.

Status: on-going

Recommendations/Additional resources needed: The ODC intends to continue to build and assess both programs and the services provided for 2016-2017, as funding allows.

Relevant links:
http://uca.edu/diversitycommunity/academic-bridge-connection-abc-center/
http://uca.edu/diversitycommunity/mentorship-program/

Action 3: Black Male Achievement Challenge & the Early Arrival Program (Project X)
Students impacted: 100

Implemented in the fall 2014 semester, the Black Male Achievement Challenge (B-MAC) program provides a specific focus and target for the enhancement, education, engagement, and enrichment of Black men/males at UCA. The objectives of this program are to help increase the overall GPA, retention, and graduation rates of Black male students on campus, who constitute the least persisting and least graduating demographic at UCA. B-MAC also increases the awareness of campus resources. BMAC focuses on yearly themes to meet the needs of students as they matriculate through their collegiate journey. This year, students experienced more structured programs that focused on issues relevant to their success as students and ultimately, as men. The upper-level peer deans took leadership roles in selecting topics for mass meeting and in coordinating/planning programs.

Outcomes: According to the Office of Institutional Research, Satisfactory Academic Process (SAP) is defined as a student earning 67% or more of their attempted credit hours and earning an institutional term GPA of 2.0 or greater or awarded an undergraduate degree in December 2015. Fall 2015 SAP rates for B-MAC members were as follows:

Satisfactory Academic Process for B-MAC	Activity	
Fall 2015	B-MAC General	
	#	%
Satisfactory Academic Process	64	64.0%
Non-Satisfactory Academic Process	36	36.0%
Total	100	100.0%

Project X

Initiated in summer 2016, with funding from the Winthrop Rockefeller Foundation, B-MAC's Project X is an Early Arrival Program that will give male students a head start to their UCA academic journey by exposing them to resources and the best practices to achieve optimal success. The program will foster brotherhood among participants and connect new students to faculty, staff, and current students who can assist in their transition to UCA and their continued development at the university. Project X is designed to include brotherhood bonding, team-building, academic success workshops, faculty and staff presentations, peer mentoring and leadership development.

Status: on-going

Recommendations/Additional resources needed: The ODC intends to continue to build and assess both programs and the services provided for 2016-2017, as funding allows. Ways to integrate Project X more closely with SOAR, Summer Start, and Welcome Week should be examined in order to maximize the program's reach and impact.

Relevant links:
http://uca.edu/diversitycommunity/562-2/
http://uca.edu/diversitycommunity/919-2/

Action 4: Latino Outreach Initiative
Students impacted: 57 (LSA)

The Latino Initiative Outreach (LOI) is a program within the Office of Diversity and Community. It was created in Fall 2013 to develop programs and services that will increase university access and success for Latino students and provide support for a greater percentage of Latino students to attend UCA and graduate. Programs and services provided during the last year included: the Amigo Cup Soccer Challenge, Hispanic Heritage Month celebrations, and sponsorship of the Latino Student Association (LSA). Also, the Hispanic Outreach Initiative Coordinator was instrumental in the formation of Sisters in Action (SIA), the precursor to the first Latina sorority at UCA, and the formation of Fuerza Integridad A Todos (FIAT), the precursor to the first Latino fraternity at UCA.

Status: on-going

Recommendations/Additional resources needed: The ODC intends to continue to build and assess programs and services provided for 2016-2017, as funding allows. Following the viewing of a webinar on Latino male student success, staff from the ODC and the Office of Student Success have begun to explore ways to improve the success rates of Latino/a students. The first recommendation is to establish a campus leadership group Fall 2016 to continue this work, consisting of a representative from ODC, Admissions, OSS, CSPA/Education, WLLC, and Housing. Submission of a federal Strengthening Institutional Programs Grant Proposal to provide summer outreach to at-risk student populations is also being considered.

Relevant links: http://uca.edu/diversitycommunity/hispanic-outreach-initiative/

Action 5: Recognized Student Organizations (RSOs)
Students impacted: 3,639

UCA has long provided means and support for RSOs on campus. The 198 organizations are an important way for students to develop leadership and communication skills, interact with faculty/staff outside of the classroom, increase their awareness of available campus resources and enhance their development while at college. The

objective of the RSO program is to provide students with opportunities in campus and community engagement, working with peers to develop global and cultural awareness, and promoting leadership and life skills applicable to their future career goals.

Outcomes: OrgSync provides valuable assessment data on-demand. Each semester, we run reports on RSO membership, involvement and service hours, and organizational growth. Each fall we cross-reference OrgSync data with MapWorks data in order to reach out to targeted populations and provide RSO information specific to their needs and interests. Many RSO trainings use pre/post surveys in OrgSync to gauge learning outcomes of those in attendance.

Status: on-going

Recommendations/Additional resources needed: $10,000 in additional funding is needed to purchase another OrgSync portal umbrella. We are currently using 262/300 of our purchased portals and expect we will need to purchase more before the fall 2016 semester. The purchase of an additional umbrella portal would allow us to move the various offices/departments out of the RSO umbrella and provide us with better RSO statistics and further streamline communication with the RSOs and student body. Purchase of the API tool would enable us to build valuable integrations with other campus platforms (such as Banner, EMS and MapWorks) that would expand our assessment capabilities and provide us with better information to evolve and expand student involvement and engagement on campus.

Relevant links: http://uca.edu/rso/

Action 6: College Transitions Collaborative
Students impacted: 880 students completed the intervention materials (40% of those invited)

The University of Central Arkansas is participating in the College Transition Collaborative's Social-Belonging Intervention trial study. The CTC is a group of researchers and universities working together to create, evaluate, and disseminate mindset interventions that help students.

The CTC intervention was delivered electronically to the incoming class of 2019 during the summer of 2015.

Initial Results: Overall, the results at UCA and across schools indicate that the intervention had positive effects on several initial outcomes.

1) Anticipated Growth in Belonging: The critical message conveyed in the intervention was that the transition to college is challenging at first but becomes easier over time. Students at UCA seemed to understand this idea. Students who completed the intervention materials reported anticipating greater growth in their belonging from their entrance in college to their second year as compared to students in the control condition. This is consistent with findings in other CTC schools and with past trials of the social-belonging intervention.

2) Anticipated Excitement about Coming to UCA: Students at UCA who completed the intervention materials reported similar levels of excitement about coming to college as students who completed the control condition. Even as the intervention helped students forecast some of the difficulties of coming to college, it did not dampen students' generally high levels of excitement.

3) Students Report They Learned Something from the Intervention: Of all the students who completed the intervention treatment conditions across CTC schools, 88% said they learned something. This compares to 78% in the control condition.

Status: on-going

Relevant links: https://www.perts.net/static/documents/Mindsets_in_the_College_Transition.pdf

Action 7: Undergraduate Research
Students impacted: *TBD*

Status: unknown

Recommendations/Additional resources needed: the University is currently in need of a point person or lead unit for coordinating and assessing undergraduate research.

Relevant links:

Strategy C: Academic Scaffolding and Intervention

Action 1: Tutoring Services
Students impacted: (see below)

The University offers a number of tutoring services to students, including: Tutoring Services (tutoring for UCA Core courses and math, Praxis I math and science tutorials, student athlete study hours tracking); The Writing Center (tutoring in written and oral communication, Praxis I English and reading tutorials); and a number of tutoring options through specific departments.

Outcomes:

Fall 2015
Writing Center – 1,914 tutoring sessions; 905 unique students tutored
Tutoring Services – 10,515 student visits; 1,099 unique students
Spring 2016
Writing Center – 1,497 tutoring sessions; 718 unique students tutored
Tutoring Services – 6,959 student visits; 755 unique students

Status: on-going

Recommendations/Additional resources needed: Tutoring Services and the Writing Center are primarily funded through an SGA-approved student writing & retention fee. However, with the 2016 and 2017 increases in the minimum wage, the ability of both Centers to maintain even current tutor staffing levels will be in question as no funding sources have been yet identified to meet the increase in tutor pay. The approximate need to maintain current levels of service for 2017-2018 will total $9,800. A fee increase would have to be proposed to and approved by SGA and the Board of Trustees.

Relevant links:
http://uca.edu/success
http://uca.edu/writingcenter

Action 2: Supplemental Instruction
Students impacted:

SI is an academic assistance program that utilizes peer-assisted study sessions in high attrition/high failure UCA Core courses. During AY 2016, SI sessions were offered for BIOL 1400/1401/1402, HIST 1320/2301/2302, PSYC 1300, and PSCI 1330.

Status: on-going

Outcomes: data for 2015-2016 not available as of report submission

Recommendations/Additional resources needed: Funding to hire SI Peer Leaders and departmental GAs who serve as team leaders has come from Tutoring Services and the Office of the Provost. An established budget is needed that will allow for expansion, include funds to hire a full-time coordinator and additional GAs, and cover the January 2017 increase in the minimum wage.

Relevant links: http://uca.edu/studentsuccess/supplemental-instruction/

Action 3: Summer Bridge Programs
Students impacted: 109

UCA Summer Start programs provide entering first-year students an opportunity to become familiar with the campus and develop academic skills before the beginning of the fall semester. Developmental programs also allow students the opportunity to complete remedial requirements prior to their first semester.

Outcomes:

	Read for Success			Math Academy			Write to Succeed	
	2014	2015		2014	2015		2014	2015
Enrollment (#)	17	22		35	39		n/a	13
Completion (#)	16	22		34	39		n/a	13
Completion (%)	94%	100%		97%	100%		n/a	100%
Success (#)*	16	22		34	27		n/a	12
Success (%)*	94%	100%		97%	69%		n/a	92%

* Short-Term Success Specified:
(1) Read for Success: complete enrolled courses (UNIV 0361, FILM 2300, and [in 2015] UNIV 1100) with a grade of C or higher. These students are exempted from developmental enrollment in literacy in the fall semester.
(2) Math Academy: complete workshop <u>and</u> achieve test score exempting student from developmental course in mathematics in the fall semester. One student signed up but did not participate in the workshop; this student is excluded from the numbers above.
(3) Write to Succeed: complete workshop <u>and</u> achieve test score exempting student from developmental course in literacy in the fall semester. Three students participated in the workshop who were already exempt from the developmental course; these students are excluded from the numbers above.

Status: on-going

Recommendations/Additional Resources Needed: In order to have an impact on student success and retention, the Summer Start programs must be expanded to reach a critical mass of entering students. An expanded Welcome Week that includes mandatory Summer Start programming would allow the programs to reach a larger number of students.

Relevant links: http://uca.edu/studentsuccess/summer-start

Action 4: UCA STEPS (Success Coaching)
Students impacted: 184

As originally envisioned, the UCA Successful Transitions to Educational Progress for Students (STEPS) program would provide a targeted cohort of at-risk students with a structured program of support that includes additional orientation elements and assistance, a thorough introduction to campus support services, and more intensive on-going advising and academic coaching.   Although UCA STEPS is still under discussion by the Office of Student Success and University College, the only element of the program to be developed at this point is an experimental Peer Success Coaching program, which was initiated in Spring 2015 by the Office of Student Success and Housing & Residence Life, and continued through Spring 2016.

Outcomes: Success Coaches logged 202 meetings with 184 unique students. 97 meetings were logged during the fall semester and 105 took place during the spring semester. [See Appendix for further information.]

Status: on-going

Recommendations/Additional Resources Needed: For AY 2017, all students on academic probation will be required to meet with a peer success coach a minimum of once prior to the registration hold being lifted from their account. This will be in addition to services coaches have provided to UCAN students and conditionally-admitted students, so will require an additional two peer coaches. The Office of Student Success will provide additional funding for the fall semester, but spring semester is not assured.

Note: an online probation video workshop is being explored as part of future probation requirements. UCA discussed the possibility of assisting Innovative Educators in the creation of the video, but costs were prohibitive. Videos that are part of the existing IE subscription, however, may be incorporated more fully into the probation programming in the future.

Relevant links: http://uca.edu/studentsuccess/successcoaching/

Goal III of the Retention Plan

Accept responsibility and accountability for consistently measuring evidence of student success.

Strategy A: Strategy- and Action-Level Assessment

Action 1: Each strategic action – and, therefore, each strategy – included in the Enrollment Management Plan will include practical and specific ways to measure its success, and the results of these measurements will be used for improvement

Action 2: Those responsible for each strategic action will report annually to the SSRC the results of their assessment and the actions taken because of that assessment.

The Student Success and Retention Council continues to develop both the Enrollment Management Plan - Retention, the process for responsible agents to report to the SSRC annually, and the resulting Report on the UCA Retention Plan. This report is the first attempt at summarizing and reporting on each strategy and action identified

in the initial Retention Plan based on information provided by responsible agents. Future efforts will work to increase the specificity as to measures used and outcomes attained for each action, and an overall assessment of each strategy will be provided in future reports.

Recommendations/Additional Resources Needed: Further development of the reporting framework is needed. The template used to request information on the different actions and initiatives should more clearly identify the specific data elements and outcomes to be reported on in order to provide continuity and uniformity in reporting, and more in-depth reporting on results.

Relevant links:

Strategy B: Annual Assessment Review by the SSRC

Action 1: The SSRC will review an annual assessment summary of the Enrollment Management's Plan effectiveness and will report its findings to the provost, president, and faculty and staff senates.

At the conclusion of the spring semester, the SSRC will extend a Request for Information to each responsible unit/agent for details on the previous academic year's activities and outcomes. A report summarizing the information provided will be developed during the summer, and submitted to the SSRC members at the first fall meeting for review and resultant recommendations for changes and/or additions to the EM Plan.

Recommendations/Additional Resources Needed:

Relevant links:

Goal IV of the Retention Plan

Develop and maintain administrative, data, and policy infrastructures to sustain the university's student success and retention initiatives.

Strategy A: Faculty and Staff Expertise

Action 1: Provide regular and relevant professional development opportunities for faculty and staff regarding their roles in student retention, persistence, and completion.

AY2016 saw the on-going development and education of the SSRC and its members at the bi- or monthly meetings. Each meeting included invited presenters, as well as regular roundtable sessions in which each member spoke about current retention efforts in his/her area.   A proposal to add additional members to the SSRC (including the

Director of University College, the Director of the Office of New Student Programs, and the Director of Admission and Enrollment Services), and to assign the Provost as chair of the council was sent to the Faculty Senate and Handbook Committee, and ultimately approved by the Board of Trustees. In addition, relevant articles and studies were frequently shared with council members via email, and posted on the council google site.

In conjunction with the Center for Teaching Excellence (CTE), a faculty Lunch & Learn was offered on February 4, 2016, entitled "Setting Students Up to Succeed: A Panel Presentation of Programs and Resources." Faculty, staff, and students involved in many of UCA's current student success initiatives shared information about student success and "thriving," and details about current programs at UCA. Several students even shared their own success stories that were a result of participation in one or more of these programs. Additional Lunch & Learn sessions during the spring semester included:

- Why Do Service-Learning? Faculty, Student, and Community Perspectives (February 9, 2016)
- More Effectively Teaching Students with Autism Spectrum Disorder (March 3, 2016)
- More Effectively Teaching Non-Native English-Speaking Student Populations (March 16, 2016)
- More Effectively Teaching Racially-Diverse Student Populations

The Office of Financial Aid also held "retention and student success" sessions as part of their regular staff meetings throughout the year.

Recommendations/Additional Resources Needed: In order to expand the outreach on this topic, the university training office could explore the possibility of campus-wide sessions focusing on methods for promoting student success in higher education.

Relevant links:

http://uca.edu/ssrc/
http://uca.edu/cte/
http://uca.edu/training/

Strategy B: Data Infrastructure

Action 1: Develop and maintain a data infrastructure that will inform the university's enrollment management strategies.

The Office of Institutional Research (OIR) hopes to develop a comprehensive database on retention and graduation data. With creating and maintaining this database, OIR hopes to create a website and/or dashboards that focus on specific initiatives to help with measure student success. At this time, a website has been rolled out to the public [http://uca.edu/ir/retention-and-graduation/]. Dashboards are being rolled out for other data at this time thru Argos. OIR is looking to see how these are used and what other information could be disbursed via dashboards or Argos reports.

Status: on-going

Outcomes: After website is created, OIR will continually look at Google Analytics to see how often the website is used and create a form for feedback to find out what data users would like to view. OIR will look at Google Analytics at least yearly, but look at the feedback form at least monthly.

Recommendations/Additional Resources Needed: None at this time

Relevant links: http://uca.edu/ir/retention-and-graduation/

Strategy C: Policy Infrastructure

Action 1: Regularly review and, as necessary, revise, delete, or add to policies and practices affecting persistence, retention, and completion.

Outcomes: During the Fall 2015 semester, the Office of Student Success collected information on attendance policies at UCA's Peer and Aspirant Institutions, and then worked with the Office of the Provost and the Council of Chairs to review and revise the University's various statements concerning class attendance. As a result, the statements listed in the Undergraduate Bulletin, the Graduate Bulletin, and the Student Handbook are now consistent and more fully-developed.

Recommendations/Additional Resources Needed: For 2016-2017, it is recommended that pertinent University committees be charged with reviewing policies and practices that may affect persistence, retention, and completion, and suggesting revisions and changes that could lead toward improving student success as needed.

Relevant links:

Strategy D: Continuous Improvement of the Enrollment Management Plan

Action 1: Regularly review and, as necessary, revise the University's Enrollment Management Plan

The Office of the President and the SSRC hold responsibility for ensuring the on-going maintenance and development of the Enrollment Management Plan on Retention.

Outcomes: Development of the 2015-2016 AY Report on the Enrollment Plan – Retention has led to a number of recommendations, as well as some modifications to the Plan structure.

Recommendations/Additional Resources Needed:

Relevant links:

APPENDICES

University of Central Arkansas
Full-time, First-time Undergraduate Degree-Seeking Students

Fall to Spring

Cohort	Housing*	All RCs		Hughes		State		Short/Denney		STEM		EDGE		STARS	
Fall 2005		95.1%		94.0%		96.2%									
Fall 2006		90.1%		90.5%		90.9%		89.0%							
Fall 2007		91.6%		88.1%		92.7%		94.3%							
Fall 2008	85.7%	89.5%	+3.8%	93.0%	+7.3%	83.5%	-2.2%	91.7%	+6.0%						
Fall 2009	87.8%	92.2%	+4.4%	93.1%	+5.3%	93.0%	+5.2%	90.7%	+2.9%						
Fall 2010	89.3%	90.6%	+1.3%	89.7%	+0.4%	84.1%	-5.2%	93.0%	+3.7%	94.3%	+5.0%				
Fall 2011	87.0%	89.8%	+2.8%	89.6%	+2.6%			88.8%	+1.8%	93.3%	+6.3%	87.7%	+0.7%		
Fall 2012	88.6%	88.7%	+0.1%	90.4%	+1.8%					92.9%	+4.3%	83.2%	-5.4%	88.0%	-0.6%
Fall 2013	89.4%	87.3%	-2.1%	86.7%	-2.8%					88.8%	-0.7%	84.6%	-4.9%	88.5%	-0.9%
Fall 2014	Available Spring 2015									Available Spring 2015					
Average	88.0%	90.6%	+2.6%	90.6%	+2.6%	90.1%	+2.1%	91.2%	+3.3%	92.3%	+4.3%	85.2%	-2.8%	88.2%	+0.3%

Fall-to-fall, year 1 to year 2

Cohort	Housing*	All RCs		Hughes		State		Short/Denney		STEM		EDGE		STARS	
Fall 2005		85.2%		82.4%		87.8%									
Fall 2006		75.6%		80.6%		73.1%		72.5%							
Fall 2007		77.7%		74.1%		75.6%		83.5%							
Fall 2008	69.4%	76.1%	+6.7%	81.1%	+11.7%	67.5%	-1.9%	79.1%	+9.7%						
Fall 2009	69.0%	80.5%	+11.5%	78.7%	+9.7%	81.5%	+12.5%	81.3%	+12.3%						
Fall 2010	67.0%	72.4%	+5.4%	67.7%	+0.7%	62.8%	-4.2%	77.6%	+10.6%	79.7%	+12.7%				
Fall 2011	67.7%	73.5%	+5.8%	74.1%	+6.4%			73.4%	+5.7%	77.1%	+9.4%	69.5%	+1.8%		
Fall 2012	67.4%	72.7%	+5.3%	71.2%	+3.8%					79.2%	+11.8%	71.5%	+4.1%	69.2%	+1.8%
Fall 2013	71.3%	69.7%	-1.5%	62.2%	-9.0%					79.9%	+8.6%	66.0%	-5.2%	70.5%	-0.8%
Fall 2014	Available Fall 2015									Available Fall 2015					
Average	68.1%	75.9%	+7.8%	76.2%	+8.1%	74.7%	+6.6%	77.9%	+9.8%	78.7%	+10.6%	70.5%	+2.4%	69.2%	+1.1%

*Students living in university housing excluding students in Honors College and Residential Colleges.   Source: Office of Institutional Research

University of Central Arkansas
Full-time, First-time Undergraduate Degree-Seeking Students

Fall-to-fall, year 1 to year 3

Cohort	Housing*	All RCs		Hughes		State		Short/Denney		STEM		EDGE		STARS	
Fall 2005		71.6%		68.8%		74.2%									
Fall 2006		63.4%		65.2%		58.9%		65.9%							
Fall 2007		63.0%		58.9%		59.1%		71.0%							
Fall 2008	52.1%	65.5%	+13.4%	71.1%	+19.0%	57.5%	+5.4%	67.4%	+15.3%						
Fall 2009	51.9%	67.7%	+15.8%	69.8%	+17.9%	65.0%	+13.1%	68.2%	+16.3%						
Fall 2010	49.1%	60.0%	+10.9%	60.0%	+10.9%	45.1%	-4.0%	65.9%	+16.8%	66.1%	+17.0%				
Fall 2011	53.3%	59.5%	+6.2%	58.5%	+5.2%			57.5%	+4.2%	69.8%	+16.5%	52.9%	-0.4%		
Fall 2012	52.5%	59.8%	+7.3%	59.6%	+7.1%					68.3%	+15.8%	55.9%	+3.4%	55.8%	+3.3%
Fall 2013		Available Fall 2015									Available Fall 2015					
Average	**51.6%**	**63.8%**	+12.2%	**64.0%**	+12.4%	**60.0%**	+8.4%	**66.0%**	+14.4%	**68.0%**	+16.4%	**52.9%**	+1.3%		

Six-Year Graduation Rates (150% Completion Time)

Cohort	Housing*	All RCs		Hughes		State		Short/Denney		STEM	EDGE	STARS
Fall 2005		55.1%		55.8%		54.5%						
Fall 2006		48.2%		52.2%		40.6%		51.1%				
Fall 2007		45.7%		42.7%		40.2%		54.0%				
Fall 2008		Available Spring 2015										
Average		**49.7%**		**50.2%**		**45.1%**		**52.5%**				

*Students living in university housing excluding students in Honors College and Residential Colleges.   Source: Office of Institutional Research

MINORITY MENTORSHIP PROGRAM & ACADEMIC BRIDGE CONNECTION

The Office of Diversity and Community oversees the Minority Mentorship Program (MMP). Level I of the MMP puts forth freshmen retention efforts by fostering a culture that supports the holistic development of both mentee (freshmen) and mentor (upper classification) students. This program provides academic resources to students including best study habits, tutoring services, and faculty and staff connections. The program also seeks to engage students in campus life (Registered Student Organizations and service learning/volunteer opportunities), outside of the classroom. These offerings cultivate a sense of belonging, a necessary element of retention.

Level I MMP Programming
- 90's Glow Party (Transitions Week Kick-Off Event)
- 201 & Donaghey (Provides awareness about student organizations and campus involvement)
- Adapting to College Life (Student panel discussed the holistic student experience)
- April Madness (New mentor round-up)
- Behind Closed Doors (Alcohol and drug awareness program)
- Building an Empire (Fall mentor interest meeting)
- Fall Semester Finals Week Survival Kits
- How to Get Away with Mentoring (Spring mentor executive board interest meeting)
- MMP Back II the Basics (Study break with academic tips from upper level mentors)
- MMP Fall Training (Leadership training for student mentor staff)
- MMP Talent Show
- Mentor Mayhem (Team building session with student mentors and incoming freshmen)
- No Role Models (Fatherhood awareness program)
- Social Media Do's and Don'ts
- The Real Professors of UCA (Interaction with minority faculty and staff)
- Transitions Greek Expo (Increase awareness of the Divine Nine (Black Greek organizations)
- Wild N' Out Wednesday

MMP LEVEL I IMPACT: Serving as a key indicator of student success, ODC assessed each event either online or at the end of the event. Attendees offered specific feedback for each event and the overall evaluations denote that the programs fulfilled their designated purposes. Of the 155 freshmen in the Fall 2015 cohort, 139 or 89.7% were retained for the Spring 2016 semester.

Satisfactory Academic Process for MMP

According to the Office of Institutional Research, Satisfactory Academic Process (SAP) is defined as a student earning 67% or more of their attempted credit hours and earning an institutional term GPA of 2.0 or greater or awarded an undergraduate degree in December 2015.

Satisfactory Academic Process for MMP Fall 2015	Activity Minority Mentorship Level I	
	#	%
Satisfactory Academic Process	103	62.0%
Non-Satisfactory Academic Process	63	38.0%
Total	166	100.0%

Level II MMP Programming

The 2015/2016 Academic Year saw the return of the Level II Minority Mentorship Program which pairs minority upperclassmen with a faculty or staff member with similar majors, experiences, or interests. Participants were encouraged to meet face-to-face once per month and communicate with each other twice per month. Although structured programming was not put in place for this group, mentors-mentees were encouraged to participate in targeted events coordinated by the ODC.

Level II MMP Programming Recommendations
- All Greek Step Show – Displaying the intricate stepping ability of NPHC, IFC, and PanHellenic Fraternities and Sororities.
- Bridging the Gap - Fashion, Dance, Displays and Food from the different African,
- Caribbean and American Cultures as shared by UCA students
- Dan Choi Speaks - Dan Choi, West Point graduate and Iraq War Veteran, was influential in the repeal of the military's "Don't Ask, Don't Tell" policy. He joined us to speak on his experiences of being gay in the military era and on other issues relevant to being gay in America.
- Dia de los Muertos Exhibit - Mexican holiday (focuses on gatherings of family and friends to pray for and remember friends and family members who have died and help to support their spiritual journey) is celebrated throughout Mexico in general and the Central and South regions, in particular; it is acknowledged around the world in other cultures.
- Homecoming Greek Show – Showcase of the intricate stepping ability of NPHC Fraternities and Sororities. Event is attended by thousands of UCA alumni, students, and friends.
- Legends Nagonagogee Native American Storytelling - Filled with songs, legends and language, this is a brilliant and entertaining one-man show, complete with history and audience participation. The audience regaled by the Native American flute and the

heartbeat of the Indian Nations - the beating of the drum together with the reverence of the Turtle Shell Rattle.

- Miss Essence Scholarship Pageant – Showcasing the intelligence, beauty, and talent of young women on campus through five phases of competition.
- MLK Prayer Breakfast – Celebration of the spiritual legacy, the moral courage and fortitude that Dr. Martin Luther King, Jr. brought to the social justice movement in our country.
- UCA Amigo Cup, Health Fair & Fiesta - Youth soccer competition, health fair, children's games, and good Mexican food
- Women's Tea - Celebration held in conjunction with Women's History Month featuring a guest speaker and silent auction. Proceeds from the auction are donated to an organization that assists girls and women as part of its mission.

IMPACT: Now that this program has returned, it will also become a key indicator of student retention. In this first year, 46 upper level students expressed interest in the program and were partnered with 39 faculty and staff members who desired to have a positive impact on the lives of students. The program remains under construction to provide more structured programming and assessment.

ABC PROGRAM/CENTER
The Office of Institutional Diversity (ID) established the Academic Bridge Connection Program (ABC) through the repurposing of office space as a means of dedicating resources to serve as an incubator and as an academic bridge that help to reinforce the habits of mind that students need for success in college and beyond. The ABC Center offers a quiet place to study and learn with computers, printing, copy services, mobile charging stations, and books. Students receive peer math, science, and writing/literacy tutoring, peer success coaching, and academic advising. Also in the diversity office, students may convene for meetings and prepare for their student-led programs. They have access to a television that continuously runs national news as well as Diversity-TV which displays announcements of diversity programming and photos of recent diversity events.

ID engaged historically underrepresented undergraduate students with a focus on retention with presentations by UCA faculty, staff, and community leaders, in addition to an out-of-state student leadership conference. Historically underrepresented graduate students were engaged with a focus on recruitment and retention. All endeavors were hosted in partnership with the Graduate School. UCA hosted its first HBCU Outreach (Historically Black College/University) to recruit students from Rust College to our graduate programs. UCA also attended the Texas McNair Scholars Conference to recruit high-achieving students to graduate school. For retention, graduate students attended a couple of meetings to fellowship and to consider forming a Black Graduate Student Association.

ABC Programming
- Alley Scholars Summit
- Black Graduate Student Initiative
- Career Fair Preparation
- Careers in PR & Journalism
- Forged by Fire, Set in Stone: The Creative Spirit Within
- Five Things Every Dreamer Should Know
- HBCU Outreach
- Interacting with Law Enforcement
- Latino Middle School Students
- Open House for Faculty
- Open House for Freshmen
- Open House for Upper Level Students
- Student Undergraduate Research Fellowship
- Texas McNair Scholars Conference

IMPACT: As the ABC Program is a key indicator of student retention, the following impact was gained during its pilot year. Of the programs assessed, attendees offered specific feedback for each event and the overall evaluations denoted that the programs fulfilled their designated purposes. A total of 160 undergraduates participated in advising, field trips, presentations, success coaching, study room, and tutoring while 15 graduate students participated in the fellowships/meetings. The target undergraduate audience next year will consist, primarily, of University College (conditionally enrolled) students and more strategic assessment will be conducted.

BLACK MALE ACHIEVEMENT CHALLENGE (B-MAC)

The Black Male Achievement Challenge is in place to provide targeted intervention, critical socialization and bridge services, and to offer enriching educational experiences for black men at UCA. This population is documented as the least persisting, least graduating demographic (19.5% graduation rate based on the Fall 2007 cohort and 6-year graduation model).

This year, students experienced more structured programs that focused on issues relevant to their success as students and ultimately, as men. The upper level peer deans took leadership roles in selecting topics for mass meeting and in coordinating/planning programs.

B-MAC Programming
- B-MAC Kick-Off (Motivational pep-talk with former NFL athletes)
- Brotherhood Bowling (End-of-Year Celebration)
- Fresh Prince of Conway (Welcome Week Info Session)
- Gentlemen's Brunch (Etiquette/Networking Celebration)
- Mass Meetings (Held at least once per month)
  - Academic/Campus Resources
  - Branding/Image
  - Budgeting/Finance
  - Campus Involvement/Finding Your Fit

- o Dress for Success
- o Finals Prep
- o Goal Setting
- o Interviewing/Resumes/Applications
- o Midterm Round-Up- The Second 1/2
- Speed Dating with Real Beauty
- Suit & Tie Tuesday (Dress for Success Day held once per month)

B-MAC IMPACT: As B-MAC is a key indicator for student retention, ODC is pleased to report that 43 additional young men signed up to be a part of the 2015/2016 cohort. Data were captured on the 16 first-time, full-time freshmen for Fall 2015. Of that group of young men from the second cohort, 87.5% (or 14 students) registered for Spring 2016 classes.

Satisfactory Academic Process for B-MAC

According to the Office of Institutional Research, Satisfactory Academic Process (SAP) is defined as a student earning 67% or more of their attempted credit hours and earning an institutional term GPA of 2.0 or greater or awarded an undergraduate degree in December 2015.

Satisfactory Academic Process for B-MAC Fall 2015	Activity	
	B-MAC General	
	#	%
Satisfactory Academic Process	64	64.0%
Non-Satisfactory Academic Process	36	36.0%
Total	100	100.0%

HISPANIC/LATINO OUTREACH INITIATIVE

This initiative began in Academic Year 2013/2014 due to the continued growth of the Hispanic student population. With the leadership of the ODC, the Latino Student Association (LSA) has become the primary organization within which Latino students can thrive, distinguish themselves, and feel a sense of belonging.   Also, the Hispanic Outreach Initiative Coordinator was instrumental in the formation of Sisters in Action (SIA), the precursor to the first Latina sorority at UCA) and the formation of Fuerza Integridad A Todos (FIAT), the precursor to the first Latino fraternity at UCA.

Amigo Cup, Health Fair & Fiesta

This event is reported separately due to its size, scope, and impact. Latinos from around the state were on the UCA campus for the Amigo Cup, Health Fair, and Fiesta. The Amigo Cup is a soccer tournament played by K-12 students. The event is a ready attraction to soccer teams across the state as soccer is a national pastime for many Hispanics/Latinos in the U.S. For the Health Fair, 58 participants took advantage of six stations: 1 blood glucose station; 1 cholesterol station; 1 weight station; 1 waist measurement station; and 2 blood pressure stations. UCA also offered pulse readings and emotional wellness awareness. The primary outcome of the Health Fair was that 278 screenings were conducted. At the Fiesta, approximately100 children enjoyed their play in a deluxe inflatable house and participated in an art center. What is more, UCA transported over 50 high achieving Latino high school students plus family members from DeQueen, Arkansas to attend the festivities, Bear Facts Day, and the UCA Men's Soccer game. UCA received great collaboration from its Latino Student Association, other student volunteers, and the greater community. The event was reported on *Telemundo TV* (Spanish language) and *Channel 11* (local TV news) as well as the *Conway Log Cabin Democrat*.

Other LSA Programming
- Dia de los Muertos Exhibit
- FIAT visit to the University of Arkansas at Fayetteville
- Folklorico performance
- Game Night
- Latino Comedy Show
- Latino Graduation Celebration
- Latino Movie Night
- Latino Potluck
- Latino Social
- LULAC Scholarship Gala
- Papa Rap Concert
- Tamalada (tamale-making party)

IMPACT: The Latino Student Association has experienced significant growth from 27 members in 2014/2015 to 57 members in 2015/2016. The Hispanic/Latino Outreach is a key indicator for success. Therefore, the success of the largest event for the Latino community - Amigo Cup, Health Fair, and Fiesta - was determined by three metrics. One of the assessments was a qualitative measurement. Participants completed a six-question survey. Another measure of success was by way of photos that displayed the array of activities and participation. The other measure of success was the media coverage that highlighted the grandness, meaning, and significance of the day's event. Ultimately, nearly 700 Latinos were impacted including citizens from the Arkansas cities of Alexander, Benton, Conway, DeQueen, Little Rock, Rogers, Springdale, and Tontitown. All other major Hispanic/Latino Outreach initiatives, in the future, will be assessed based on the nature of the event.

ADDITIONAL DIVERSITY PROGRAMMING

- Academic Achiever Celebration
- Dental Health Awareness Program
- Diabetes Awareness Program
- Financial Literacy Awareness Program
- Film Documentary on Sexual Assault Awareness
- "I am Jazz" LGBT Book Reading
- Lavender Graduation Celebration
- LGBT Meet and Greet
- LGBT Pride Walk
- Minority Graduation Celebrations
- Next Level Leadership Training Seminars
- UAMS Info Days

The following is a summary of ODC findings from Academic Year 2015/2016:

a. Over 80% of programming/events rated positively (i.e. excellent)
b. Over 70% of programming/events included Academic Success
c. Over 60% of the engaged students said they learned of ODC programming/events through email; approximately 40% of the students learned about events from faculty/staff; others learned about programs by way of fliers and TVs
d. About 52% of ODC programming is attended by juniors, followed by freshmen at 23%

About 52% of attendees at ODC programs are African Americans.