

## NONTRADITIONAL & GENDER PROGRAMS (NTGP) ANNUAL REPORT FY 2014 (July 1, 2013 to June 30, 2014)

**INTRODUCTION & MISSION & GOALS:** Nontraditional & Gender Programs (NTGP) within the Dean of Students Office includes three (3) student centers located in the Wyoming Union: The Rainbow Resource Center (RRC), the Nontraditional Student Center (NSC), and the Women's Center (WC). Each of these centers supports the mission and core legal requirements of both UW and of Student Affairs by serving distinct underrepresented and protected groups on campus to promote access, recruitment, retention, and graduation. The mission and goals for each center are listed below:

1. **RRC mission:** Provide a safe and supportive environment and resources for students who are Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersexual and Allies (LGBTQIA).
2. **NSC mission:** Provide a supportive center where nontraditional students can receive information, resources and services to assist their transition to, retention at, and eventual graduation from UW & also gather for academics, socialization & exchanging ideas, etc.
3. **WC mission:** Provide a supportive environment for discussion, knowledge, & programming that celebrates, encourages, and recognizes women and their allies.

The NTGP centers exemplify UW's commitment to diversity in that they serve underrepresented or protected-class students at UW (age, gender, ethnicity, sexual orientation, etc.) and help keep UW legally compliant with its affirmative action efforts for these populations outside of the employment arena. Our programming also strives to include diverse presenters in panels, programs, etc. We are contributing to the leadership development of women and LGBTQ communities as well.

**HIGHLIGHTS/REVIEW OF THE PAST YEAR AND KEY INDICATORS:** Our indicators and annual accomplishments and action items are listed below:

**Retention & Graduation Data:** The centers exist to help each population transition to UW and be retained and graduate from UW. The following chart provides retention and graduation rates for women and nontraditional students over the age of 25 who entered UW for the first time as freshmen or transfer students. Because UW does not have a way to identify LGBT students, we cannot track retention and graduation for this population.

**Enrollment & Retention Data  
Females & Nontraditional Students**

	F11 Enrollment	F12 Enrollment	1 Year % Change	F11-F12 % Retained	F12-F13 % Retained	1 Year % Change	2006 6-year Graduation Rate	2007 6-year Graduation Rate
<b>Females:</b>								
First-time, full-time, baccalaureate degree-seeking <b>freshmen*</b>	778	803	3.2%	78.7%	77.2%	-1.9%	59.8%	56.6%
Degree-seeking <b>transfers</b> , with 30 credit hours or more, from two-year institutions (full- and part-time)*	411	407	-1.0%	69.8%	72.5%	3.8%	64.2%	64.3%
<b>Nontraditional Students, Age 25 and Over:</b>								
First-time, full-time, baccalaureate degree-seeking <b>freshmen*</b>	5	15	200.0%	60.0%	66.7%	11.1%	33.3%	28.6%
Degree-seeking <b>transfers</b> , with 30 credit hours or more, from two-year institutions (full- and part-time)*	227	243	7.0%	68.3%	70.4%	3.1%	54.9%	57.7%

\*CSRDE definitions

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In fall 2013 (the latest complete enrollment registration summary), ***UW's female students numbered 7,422 or 54.4% of all students which is a slight decrease from the previous year's enrollment of 7,601 females or 54.6% of all students.*** For new female freshman students at UW, fall to fall retention decreased by 1.5% from 78.7% to 77.2% and the six-year graduation rate also decreased by 3.2% from 59.8% to 56.6%. For new female transfer students, there was slightly better news. Fall to fall retention increased by 0.9% (from 73.7% to 74.6%) and graduation rates for new female transfer students increased by 4.4% (from 57.6% to 62%) Last year retention rates for new transfer women decreased and this year, the retention rates for freshman women declined. Observation of this trend will need to continue to see where increased retention work needs to occur.

In fall 2013 (the latest complete enrollment registration summary), ***UW's students over the age of 25 numbered 5,327 or 39% of all students.*** This is a slight decrease from 5,542 or 39.9% of all students in the previous year. This number does not include independent students, married, or single parent students under the age of 25 who are also considered nontraditional. Retention of full-time, first time freshman over the age of 25 increased by 11.1% (from 60% to 66.7%) which is good news. Yet, the graduation rate for full-time, first time freshman over the age of 25 decreased by 4.7% (from 33.3% to 28.6%). The retention rate for new degree-seeking transfer students over 25 years old increased by 3.1% (from 68.3% to 70.4%). The graduation rate of new degree seeking transfers who are over 25 increased by 2.8% (from 54.9% to 57.5%). The increased work with transfer initiatives may be helping the new transfers succeed at UW while retention work with new freshman over the age of 25 may need more attention.

***Expand programs and collaboration to increase support & retention:***

Our continued action item was to increase visibility, programming and services in the centers. Our programming efforts increased in the RRC and decreased in the other two centers yet ***we were able to increase the audience reached with some major increases*** shown in the Key Indicators chart below through budgetary and programmatic collaborations. Increases occurred while also maintaining the center on a daily basis. All centers participated with the Wyoming Union in Safe Treat which brought a huge number of families into all the three centers.

KEY INDICATORS ASSESSMENT (Student Data)									
KEY INDICATORS (KI) (Student Data)	Rainbow Resource Center			Nontrad Student Center			Women's Center		
	2012-2013	2013-2014	% +/-	2012-2013	2013-2014	% +/-	2012-2013	2013-2014	% +/-
KI: Total Number of Programs offered	28	29	4%	34	29	-15%	34	28	-18%
KI: Program Audience Totals	2,859	3,977	39%	3,112	4,950	59%	3,214	3,939	23%
KI: Biweekly Newsletter audience	143	169	18%	1,568	2,684	71%	7,217	8,020	11%
KI: # of Students awarded center scholarships	NA	NA	NA	40	39	-3%	NA	NA	NA
KI: # of Students in Center Leadership Programs	20	19	-5%	NA	NA	NA	10	9	-1%
KI: # of Students in WiMSE (Women in Math, Science & Engineering)							73	79	8%
KI: # of Students in Military Women's Group							6	6	0%

Specific programming included:

- The RRC offered programs such as Donuts for Diversity every Friday; open houses; Diversity in the LGBTQIA community; LGBTQ Faculty & Staff Reception; Queer Resource Council Meetings (all year); Partner Meditation; The Fork in the Road – Bisexuality Panel; Internship Session; Human Rights Campaign Evening session; Coming in for Coming Out Day; Ally Panel; Safe Treat; Transgendered Day of Remembrance; Be An Everyday Hero; RRC Graduation Party; RRC Town Hall; Finals Week Quiet Study Hours; the Rainbow

Leadership Series (Nov-April) (SEE: ATTACHMENT B FOR OUTCOME INFO); and all the orientation resource fairs.

- The NSC sponsored or co-sponsored programs such as Summit Transition Program for new Nontrads; New NT & Transfer Welcome Lunch; Open houses; Tips for Nontrad Students in the fall on Adjusting to the classroom and Time Management; Transfer & Nontrad Ice Cream Social; monthly Continuing Excellence Series participation for Daniels Boundless Opportunity students as well as monthly cohort meetings and individual one on one meetings with a peer mentor; Safe Treat; Orientation Recruitment and Information Sessions; Tips for Nontrads in the spring on Using Technology, Financial Aid & Scholarships, and Single Parents in College; Be an Everyday Hero; Nontrad/Transfer Coffee Hours, NSC Town Hall; Soups for Finals with the ASUW Nontrad Council, and participated in all the orientation resource fairs as well.
- The WC sponsored or co-sponsored programs such as WiMSE (Women in Math, Science & Engineering seminar series); WC Open Houses; LACES (Leadership, Academics, Camaraderie, Excellence, & Service series for military women); Safe Treat; Women's Leadership Conference; Girls and Women in Sports Day; National Women of Color Day Panel on Cultural Concepts of Health; Internships; and How to be an Everyday Hero and Friend (bystander intervention). SEE: ATTACHMENT B FOR WIMSE OUTCOMES.

The centers collaborate with the following units: SLCE, Gender & Women's Studies, Women's Action Network, University Counseling Center, Wyoming Union, McNair Scholars Program, SEO, ASUW Nontraditional Student Council, Spectrum, Queer Advocacy Network, Safe Zone, Multicultural Affairs and the MRC, the Veterans Services Center, Shepard Symposium Committee, STOP Violence, NASA Space Grant, Wyoming EPSCoR, Science Posse/SER, Engineering, INBRE, Student Success & Transfer Initiatives, Admissions, and the UW Foundation.

**Center Usage:** Maintaining and increasing center usage is important because the centers serve as retention mechanisms for those students who use the centers. **RRC usage increased by 137% this year and it now is the most vibrant center.** Of major concern is the continuing decline of nontraditional student center users. Adult students are often too busy to stop by to use the center in spite of visiting the center during orientations. The Women's Center usage dropped as well this year; however, data keeping for WC events may have been a factor. The chart below demonstrates functional usage of each center over the past two years.

Annual Center Functional Usage	2012-2013	2013-2014	% increase or decrease from previous year
Rainbow Resource Center	5,031	6,912	137%
Nontraditional Student Center	5,669	2,412	-42%
Women's Center	1,353	770	-57%

**Assessment of Goals/Student Learning Outcomes:** The following chart illustrates our assessment of goals and student learning outcomes for all centers for last year and this year.

ASSESSMENT (Average Rating by Students and Data)			
	NTGP CENTER SURVEYS		
GOALS & STUDENT LEARNING OUTCOMES (SLO) & KEY INDICATORS (KI) (Student responses agree to strongly agree % or 8 to 10 on 10 pt. scale)	2012-2013	2013-2014	% +/-
<b>Goal: Provide a supportive accepting environment</b>	71%	60%	-11%
<i>SLO: Enhance feelings of engagement, belonging, &amp; loyalty</i>	61%	50%	-11%
<b>Goal: Promote student learning</b>	55%	50%	-5%
<i>SLO: Appreciate individual similarities &amp; differences</i>	64%	52%	-12%
<i>SLO: Gain greater self-understanding</i>	47%	45%	-2%
<b>Goal &amp; SLO: Promote healthy choices</b>	55%	54%	-1%
Goal: Promote LGBT resources	56%	48%	-8%
Goal: Provide information & resources & services to help with transition, retention, & graduation	57%	50%	-7%
GOAL: Sharing information via center newsletter	68%	48%	-20%

On-line survey results from all the target populations (whether they use the centers or not) show decreases in meeting the student learning outcomes this past academic year. We do not know what contributed to the declines given increased center usage in the RRC and increased audiences in center programming. We will monitor the surveys one more year to determine what modifications need to be made.

**Marketing/Outreach/Service:** We continue to list scholarships for each population on the center websites so that OSFA now uses the websites as a referral source. We use our email distribution lists to market the centers; inform students of services and programming; and to send electronic newsletters to students. We participate consistently in the Orientation Resource Fairs and especially the Nontraditional & Transfer Orientations to market center services.

#### **CHALLENGES:**

**Staffing successes and challenges:** The professional presence of a full-time GA (20 hours) in the centers was successful. (SEE: ATTACHMENT A). While the Associate Dean also makes efforts to staff the center weekly in the fall, it results in reduced time dedicated to Multicultural Affairs, the Veterans Services Center and DOS responsibilities. The Associate Dean also served as Interim Dean from Dec. 2013 to June 2014 and we were able to have assistance from a Multicultural Affairs Project Coordinator to oversee the centers during that time which helped with center usage and programming. The centers have been able to hire one student employee per center through both federal workstudy and departmental part-time funds, each working about 10 hours a week to provide 10 hours coverage during a 40 hour week in each center. **We need to continue to work towards a full-time professional employee staffing the centers however.**

## GOALS/ACTION ITEMS THE DEPARTMENT WILL ADDRESS IN FY 2015

In FY 2015, the centers will continue to work on 1) increased visibility/marketing and stabilizing programming to meet our student learning outcomes, 2) writing grants for programming/scholarships, 3) continuation of programming collaborations to better retain students, and 4) continue participation in DOS's Student Professional Development Series and collaborative student leadership programs. In particular, the NSC will continue its partnership with the Transfer Initiatives program to better serve nontraditional transfer students & refine the transition programming for nontrads by marketing to adult new, returning & transfer students as a cohort; institutionalize our Tips for Nontrads Program each semester; and stabilize our Daniels Scholars and other scholarship work. The WC will continue the WiMSE program and women's leadership and assist the Veterans Center with LACES, a military women's series. The RRC will continue its involvement in the Rainbow Leadership Series. We hope to increase center usage next year.

## CONCLUSION/SUMMARY STATEMENT

Given that women comprise 54% of UW's enrollment, nontraditional students comprise 39% of UW's enrollment, and the LGBTQIA community is estimated at 3.5-10% of the student body, we have increased the visibility and stability of programming in the centers this year. The NTGP unit needs an increased support services budget for programming (\$10,000/center would be optimal and \$5,000/center would be minimal) to serve over 50% of the UW student population. After experience a budget cut in FY 14, **we have \$4,914 in support services to run all three (3) centers** paying for telecommunications, duplicating, supplies and programming. UW wants to increase support to these populations and we need the funding to be able to do so. Our centers have increased their visibility; however, we need strong advocacy at the DOS level and above for these increases in support & personnel budgets. Our staff will work to obtain external funding as well and we will need assistance in that process.

## **ATTACHMENT A:**

### Nontraditional & Gender Programs Graduate Assistant Justification

The addition of a full-time Graduate Assistant (GA) to the Nontraditional & Gender Programs (NTGP) area has been critical to the attempt to provide services to over 50% of the student body through three centers: The Women's Center (54% of student body); the Nontraditional Student Center (39% of the student body is over 25), and the Rainbow Resource Center (3.5 to 10% of the student body). It is critical because the NTGP area lost all its full-time personnel prior to Fall 2010 due to budget cuts. Thus the students who were using the centers had no professional staff members to interact with and/or receive services from on a day-to-day basis after these budget reductions. A budget cut to support services funding was also experienced in FY 2014. The Division of Student Affairs provided this funding since 2011 to help provide support to the students and meet this growing need for services.

The Graduate Assistant provides 20 hours of staff coverage for three (3) centers a week. While not ideal, the presence of GA provides some stability of effort on center programming, facilities maintenance, and support to students. The GA assists in developing, implementing, and overseeing the educational and support service programs designed to recruit and retain the target populations each center serves. The GA provides day-to-

day supervision of three workstudy students who have been allocated to the centers. The GA serves as a resource person and consultant when necessary to center users who have questions or concerns. The GA also helps individual students to address their issues and works with groups as they work through their issues and provides direct student services. The GA works with staff to maintain a safe, welcoming & supportive environment in each center designed to build community. The GA can also provide technical assistance to students and student organizations upon request. The GA also assists the centers to secure additional resources to grow the programs offered by each center. The GA is responsible for data collection, research, and reporting so we can inform the UW community about the student status of nontraditional students, women, and LGBT students and other center users. The GA is also able to represent the centers at meetings and with other UW departments. The GA meets weekly with the Associate Dean of Students and completes other duties as assigned.

Given the large population of these target groups at UW, the presence of the GA is critical to the maintenance of support centers and providing programs and services for this large population. We are blessed to have the support of the Division of Student Affairs for this program area.

## ATTACHMENT B:

### WiMSE (Women in Math Science & Engineering) Outcomes:

WiMSE reached 79 unique students in 2013-2014 that we could track. There was one student we could not track who attended. **This was a 15% increase in attendance from last year.** Their average cumulative GPA prior to Fall 2013 was 3.46. Their average cumulative GPA at the end of the program was 3.416. Retention from fall 2013 to spring 2014 remains high with 92% of the students continuing. Twenty-four percent graduated by the end of the summer. Forty-nine percent of the group was enrolled for the summer session. Sixty-five percent of the group enrolled for fall 2014 semester. Several of these are graduate students who have not yet registered. Overall, the cohort for 2013-2014 did better academically than last year's cohort. The participants received information on starting & continuing research involvement; UW resources, scholarships, & national programs; writing personal statements for graduate school; tips for getting to know and working with faculty; demonstration confidence in math, science, & engineering for women; graduate school resources; resume & vita development in the STEM fields; the culture factor & its challenges in STEM fields; paying it forward (student voices); science in the summer networking, and provided feedback on their needs in addition to building community. **A recognized student organization was created at the end of spring 2014 and is an outcome of this effort.** Based on these outcomes and the WiMSE Advisory Board's conclusions and experience with the program, we will refine and offer WiMSE in 2014-2015 for a third year.

WiMSE Outcomes	2012-2013		2013-2014	
	#	%	#	%
Tracked participants	69	100%	79	100%
Unable to track participants	5		1	
Undergraduates			61	77%
Graduates			18	23%
Entering GPA	3.37	NA	3.46	NA
Fall Term GPA	3.27	NA	3.402	NA

Spring Term GPA	3.25	NA	3.419	NA
End of AY GPA	3.4	NA	3.416	NA
Fall to Spring Retention	60	87%	73	92%
Spring to Summer Retention	37	54%	39	49%
Spring to Fall Retention	40	58%	51	65%
Graduated	22	32%	19	24%

### Rainbow Leadership Development Series Outcomes:

The Rainbow Leadership Development Series had interest from 19 students that we were able to track applications and attendance/participation on. This is a 35% increase from the previous year. Their average entering cum GPA was 3.00 and the end of year average cum GPA was 2.87. It was clear that spring semester is challenging for our LGBT students. SEE: RLS Outcomes Chart below. We were able to retain 100% of the students from Fall to Spring semester. 84% are registered for the fall and 16% graduated and one student is not registered for fall 2014. This year's cohort was less academically prepared than last year's group, yet their retention and graduation rates were higher. The participants learned about identity development, values and ethics, resources on campus, networking and relationships, conflict resolution and relationships; the anatomy of change; advocacy & lobbying, and we ended the year with a celebratory dinner.

RAINBOW LEADERSHIP SERIES OUTCOMES	2012-2013		2013-2014		Comments
	#	%	#	%	
<b>PARTICIPANT OUTCOMES</b>					
Tracked Participants	14		19		35% INCREASE
Entering CUM GPA	3.24		3		
Fall Term GPA	3.06		2.86		
Spring Term GPA	2.82		2.74		
End of AY CUM GPA	3.179		2.88		
Fall to Spring Retention	14	100%	19	100%	
Spring to Fall Retention	10	71%	16	84%	
Graduated at end of term	2	14.30%	3	16%	One continuing/2nd BA
Did not enroll for fall/withdrew	2	14.30%	1	5%	