

Multicultural Affairs Annual Report (July 1, 2014 to June 30, 2015)

Introduction: Mission and Goals

The mission of Multicultural Affairs (MA) is to provide support services and information to retain and graduate domestic ethnic minority students at UW (Tables 1-4). Multicultural Affairs supports the Division of Student Affairs' eight student learning outcomes with focus on three primary Student Affairs student learning outcomes: Through interactions with Multicultural Affairs, students will: 1) gain greater self-understanding, 2) learn to appreciate individual similarities and differences, and 3) enhance their feelings of engagement, belonging and loyalty. The following sections briefly describe our accomplishments in each.

FY 2015 Review

Gain greater self-understanding:

During the fall 2014 semester, MA staff met with 117 individual, new and continuing students which equated to 550 advising meetings. These students had a cumulative GPA of 2.908. During the spring 2015 semester, MA staff met with 94 individual, new and continuing students which equated to 469 advising meetings. These students had a cumulative GPA of 2.924. This includes regular meetings with 7 of 74 students who were admitted with support in the fall 2014.

MA staff conducted a total of 12 training sessions this past FY. The topics covered ranged from identity to introducing prospective students to MA and UW support services. Approximately 380 current and prospective UW students took part in these various sessions.

MA collaborated with the Service, Leadership & Community Engagement office (SLCE) to oversee the Multicultural Student Leadership Initiative (MSLI). MSLI graduated 11 mentees (first-year UW students) who received mentoring from peer and faculty/staff mentors, participated in leadership training workshops, and designed and completed leadership projects. (Table 5) An additional 11 returning UW students gained experience serving as peer mentors through MSLI. One returning student served as an intern.

67% (n=55) of MA survey respondents reported that they gained a greater level of self-understanding. This is a decrease from FY14 when 84% (n=65) of MA survey respondents reported that they gained a greater level of self-understanding.

Learn to appreciate individual similarities and differences:

In addition to the previously mentioned trainings done by MA staff, MA also hosted monthly town hall meetings and a speaker series.

The MRC hosted six town hall meetings. These meetings were attended by a total of over 120 students. Topics discussed included "WyoVocal", "Succeeding in STEM Courses", "Considering our Conversations", "Preparing for and Thriving in Graduate or Professional School", "Study Abroad: The Next Frontier on Your Educational Journey?", and "Reflecting Backward, Looking Forward".

MA hosted four Speaker Series luncheons during the fall and spring semesters. These luncheons collectively garnered approximately 250 people in attendance, including students, staff, faculty,

and Laramie community members. Topics covered included “Who Am I?: Constructing Ethnic Minority Narratives”, “A Village Idiot Goes to College: My Journey into Higher Education”, “Race, Gender, and the Politics of Education”, and “Haunting in African American Literature”.

75% (n=55) of MA survey respondents reported that they gained a greater level of self-understanding. This is a decrease from FY14 when 86% (n=65) of MA survey respondents reported that they have increased their appreciation of individual similarities and differences.

Enhance student feelings of engagement, belonging and loyalty:

MA hosted 9 Discover Excellence Sessions (DES) and 7 Continuing Excellence Sessions (CES). The DES sessions had a total of 68 attendees and the CES sessions had a total of 115 attendees.

MA staff provided individual tutoring services to 17 students during the fall 2014 semester and 21 students during the spring 2015 semester. All tutor assignments are offered in an effort to supplement the STEP tutoring services offered on the UW campus.

MA hosted a Welcome BBQ the first week of fall classes which was attended by over 200 students, faculty and staff. MA was also able to host students and faculty from Latina/o Studies, African American and Diaspora Studies as well as American Indian Studies who had information tables at this event.

The MRC hosted weekly “Muffins for Motivation” programming, for a total of 28 sessions between the fall and spring semesters. 420 students, faculty and staff attended these various sessions. This weekly event was designed to encourage students to use the MRC for studying and to promote community-building within the center. MA partnered with Student Success Services (SSS) during five of these sessions for special programming “Motivational Chats”.

The MRC serves as a safe space for students of all backgrounds to engage and belong. The UW LabStats system provides MA with MRC computer login data annually (Table 6). This data represents minimum usage of the center, and does not account for students who use the center without logging on to a computer (e.g., social activities, kitchenette use, etc.).

MA awarded a total of 53 scholarships during the fall 2014 semester and 50 during the spring 2015 semester. Fall 2014 awardees had a cumulative GPA of 3.382 and spring 2015 awardees had a cumulative GPA of 3.612 (Tables 7).

65% (n=55) of MA survey respondents reported that they enhanced their feelings of engagement, belonging and loyalty. This is a decrease from FY14 when 88% (n=65) of MA survey respondents reported that they enhanced their feelings of engagement, belonging and loyalty.

Additional FY 2015 areas that were addressed:

In the F Annual Report, MA identified the additional specific areas to address in FY 2015:

- Support STEP retention efforts by meeting with all ethnic minority (EM) students admitted with support during the first three weeks of class. MA invited all EM students admitted with support to meet at the beginning of fall 2014. Seven of the 74 students

engaged in meetings with MA staff. MA will continue to work on progress in this area during FY 2016.

- Support multicultural RSO's with efforts to increase membership. MA encouraged new and returning students to sign up for RSOs during the MA BBQ and MRC Open Houses. The Black Student Alliance (BSA) used the MRC as a regular meeting space to help with recruiting. Continued work will be done here in the coming year, including collaborative recruiting lunches with each of the groups.
- Increase participation in the Discover Excellence and Continuing Excellence series' to include students who do not receive MA-dispersed scholarship funds. In FY 2015 MA welcomed students from SSS and the Daniels Fund Scholarship program.
- Work with the UW Foundation, Student Financial Aid and others to increase the number of scholarships available for underrepresented students. MA met with these entities in FY 2015. Ongoing discussion and research will continue in FY 2016.
- Respond to the significant drop in the fall 2013 to the fall 2014 retention rate for minority transfer students. MA met with the Student Success & Transfer Initiatives team and other retention entities to identify what the institution can do to support minority transfer students. MA will continue to work collaboratively on this issue.

Meeting Strategic Planning Initiatives

MA is in progress with finalizing a 2015-2020 strategic plan that complements the University, Student Affairs, and DOS strategic plans.

Action Items to be addressed in FY16:

For FY16, MA will work diligently to fall in line with DOS efforts to develop a strategic plan, and to develop learning outcome based assessment tools for each of its programs/services.

MA will also continue to work to increase the number of students that it serves, continue to enhance academic support programs, work to identify additional scholarship funding resources, and increase participation in each of its programs. (Student Affairs Strategic Plan, #24, pg. 9 and DOS Strategic Plan, Goal #1, #2)

MA will also monitor the survey responses tied to the SA learning outcomes that they work to address for another year to see if modifications needed to be made.

The greatest challenges that we foresee are related to our efforts to increase the number of students served and the availability of willing funding resources for scholarships. We will need the full support of DOS and Student Affairs to assist in requiring minority students admitted with support to meet with us and will also need the assistance of Financial Aid, the UW Foundation, the UW Alumni Association and others to secure additional scholarship dollars. (Student Affairs Strategic Plan, #24, pg. 9 and DOS Strategic Plan, Goal #1, #1)

Multicultural Affairs Annual Report Data Attachments: 2014-2015

Fall to Fall Retention Data for New First Time, Full-Time Freshmen

Table 1:

| | Fall 2010 Entering FR | | Fall 2011 Entering FR | | Fall 2012 Entering FR | | Fall 2013 Entering FR | |
|--|--------------------------|---------------|--------------------------|---------------|--------------------------|---------------|--------------------------|---------------|
| | # entered | % retained | # entered | % retained | # entered | % retained | # entered | % retained |
| Hispanic | 83 | 61.4% | 118 | 67.8% | 81 | 67.9% | 111 | 72.1% |
| American Indian | 10 | 60.0% | 7 | 71.4% | 3 | 100.0% | 7 | 42.9% |
| Asian | 17 | 70.6% | 18 | 88.9% | 11 | 90.9% | 14 | 85.7% |
| Black | 21 | 71.4% | 13 | 76.9% | 15 | 53.3% | 14 | 71.4% |
| Other Ethnic & Biracial & Multiethnic | 27 | 59.3% | 28 | 85.7% | 38 | 78.9% | 43 | 81.4% |
| Native Hawaiian/Pacific Islander | 5 | 60.0% | 3 | 66.7% | 7 | 100.0% | 2 | 100.0% |
| Total Ethnic Minority | 136 | 64.7% | 187 | 71.7% | 155 | 70.3% | 191 | 74.3% |
| White | 1217 | 74.6% | 1274 | 76.5% | 1327 | 73.4% | 1315 | 75.4% |
| International | 39 | 82.0% | 33 | 78.8% | 42 | 90.5% | 43 | 83.7% |
| Unknown | | | 37 | 54.1% | 38 | 78.9% | 19 | 68.4% |
| UW Total | 1458 | 73.5% | 1531 | 75.6% | 1578 | 73.9% | 1568 | 75.4% |

Table 2:

Fall to Fall Retention Data for New Transfer Students

| <u>Ethnicity</u> | Fall 2011 Entering Transfers | | | Fall 2012 Entering Transfers | | | Fall 2013 Entering Transfers | | |
|---|------------------------------|-----------------------|-----------------------|------------------------------|-----------------------|-----------------------|------------------------------|-----------------------|-----------------------|
| | <u># Entered</u> | <u># Retained</u> | <u>% Retained</u> | <u># Entered</u> | <u># Retained</u> | <u>% Retained</u> | <u># Entered</u> | <u># Retained</u> | <u>% Retained</u> |
| American Indian or Alaska Native | 11 | 8 | 72.7% | 10 | 5 | 50.0% | 14 | 10 | 71.4% |
| Asian | 10 | 7 | 70.0% | 7 | 6 | 85.7% | 13 | 8 | 61.5% |
| Black or African American | 17 | 9 | 52.9% | 23 | 13 | 56.5% | 17 | 8 | 47.1% |
| Hispanics of any race | 61 | 43 | 70.5% | 80 | 47 | 58.8% | 71 | 49 | 69.0% |
| Native Hawaiian or Other Pacific Islander | 2 | 2 | 100.0% | 2 | 1 | 50.0% | 7 | 5 | 71.4% |
| Other, Bi-Racial, Multi-Racial | 20 | 14 | 70.0% | 16 | 8 | 50.0% | 31 | 21 | 67.7% |
| Total Ethnic Minority | 121 | 83 | 68.6% | 138 | 80 | 58.0% | 153 | 101 | 66.0% |
| Foreign | 38 | 25 | 65.8% | 55 | 43 | 78.2% | 47 | 34 | 72.3% |
| Race and Ethnicity unknown | 58 | 38 | 65.5% | 41 | 28 | 68.3% | 24 | 20 | 83.3% |
| Caucasian, Non-Hispanic | 912 | 620 | 68.0% | 885 | 624 | 70.5% | 858 | 603 | 70.3% |
| UW Total Transfers | 1,129 | 766 | 67.8% | 1,119 | 775 | 69.3% | 1,082 | 758 | 70.1% |

Table 3:

UW 6-year Graduation Rate for New Freshman Students (CRSDE Data)

| Ethnicity | Fall 2006 Entering Freshmen | | | Fall 2007 Entering Freshmen | | | Fall 2008 Entering Freshmen | | |
|---|------------------------------------|------------------|------------------|------------------------------------|------------------|------------------|------------------------------------|------------------|------------------|
| | # | # | % | # | # | % | # | # | % |
| | Entered | Graduated | Graduated | Entered | Graduated | Graduated | Entered | Graduated | Graduated |
| American Indian or Alaska Native | 9 | 2 | 22.00% | 12 | 3 | 25.00% | 10 | 5 | 50.00% |
| Asian | 34 | 13 | 38.00% | 25 | 9 | 38.50% | 19 | 9 | 47.40% |
| Black or African American | 28 | 7 | 25.00% | 12 | 6 | 50.00% | 15 | 4 | 26.70% |
| Hispanics of any race | 46 | 21 | 46.00% | 44 | 23 | 52.30% | 58 | 22 | 37.90% |
| Native Hawaiian or Other Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Total Ethnic Minority | 117 | 43 | 37.00% | 93 | 41 | 44.08% | 102 | 40 | 39.20% |
| International | 31 | 19 | 61.00% | 23 | 13 | 59.10% | 47 | 17 | 36.20% |
| Race and Ethnicity unknown | 113 | NA | NA | 145 | NA | NA | 69 | NA | NA |
| Caucasian, Non-Hispanic | 1291 | 710 | 55.00% | 1336 | 729 | 54.60% | 1412 | 784 | 55.80% |
| UW Total Freshmen | 1552 | 838 | 54.00% | 1627 | 880 | 54.10% | 1681 | 904 | 54.00% |

Table 4:

New Transfer Student Annual Six-Year Graduation Rate

| Ethnicity | Fall 2006 Entering Transfers | | | Fall 2007 Entering Transfers | | | Fall 2008 Entering Transfers | | |
|---|-------------------------------------|------------------------|------------------------|-------------------------------------|------------------------|------------------------|-------------------------------------|------------------------|------------------------|
| | # Entered | # Graduated | % Graduated | # Entered | # Graduated | % Graduated | # Entered | # Graduated | % Graduated |
| American Indian or Alaska Native | 20 | 10 | 50.0% | 23 | 10 | 43.5% | 22 | 9 | 40.9% |
| Asian | 12 | 7 | 58.3% | 5 | 3 | 60.0% | 12 | 10 | 83.3% |
| Black or African American | 14 | 4 | 28.6% | 11 | 5 | 45.5% | 13 | 5 | 38.5% |
| Hispanics of any race | 43 | 27 | 62.8% | 25 | 9 | 36.0% | 35 | 23 | 65.7% |
| Native Hawaiian or Other Pacific Islander | -- | -- | -- | -- | -- | -- | 1 | 1 | 100.0% |
| Other, Bi-Racial, Multi-Racial | 20 | 8 | 40.0% | 31 | 17 | 54.8% | 26 | 12 | 46.2% |
| Total Ethnic Minority | 109 | 56 | 51.4% | 95 | 44 | 46.3% | 109 | 60 | 55.0% |
| Foreign | 26 | 21 | 80.8% | 26 | 14 | 53.8% | 52 | 35 | 67.3% |
| Race and Ethnicity unknown | 58 | 35 | 60.3% | 119 | 74 | 62.2% | 74 | 35 | 47.3% |
| Caucasian, Non-Hispanic | 755 | 434 | 57.5% | 689 | 426 | 61.8% | 749 | 442 | 59.0% |
| UW Total Transfers | 948 | 546 | 57.6% | 929 | 558 | 60.1% | 984 | 572 | 58.1% |

Table 5:

MSLI Learning Outcomes Pre to Post Gains

| | Post Mean 2015 | Post Mean 2014 | Pre to Post Improvement 2015 | Pre to Post Improvement 2014 |
|---|---------------------------|---------------------------|---|---|
| How I can play leadership role on campus | 8.20 | 7.36 | 3.64 | 2.77 |
| Working w/ others towards common purpose | 8.20 | 7.64 | 0.70 | 0.52 |
| My leadership strengths and challenges | 8.20 | 7.91 | 1.07 | 2.03 |
| Intent to engage in UW leadership activities | 8.60 | 7.45 | 0.47 | 0.10 |
| My comfort managing controversy w/ civility | 8.60 | 6.82 | 1.79 | 0.82 |
| Manage community commitments while fulfilling personal commitments | 8.00 | 6.82 | 0.69 | 0.23 |
| My ability to make positive difference through leading | 8.40 | N/A | 1.21 | N/A |
| Knowledge about UW policies, procedures, rights | 7.00 | 6.27 | 2.12 | 0.92 |
| How ethics and values impact leadership | 8.00 | 8.18 | 0.62 | 1.18 |
| Communicate effectively in a group setting | 8.00 | 7.64 | 0.75 | 0.93 |
| Role identity plays in leadership | 7.75 | 6.59 | 1.25 | 1.14 |

MSLI Mentee Comments



“Participating in MSLI has been a motivating experience. I have learned so much about myself, but also about my fellow classmates and institution. I hope to one day be a bridge to students seeking to higher their education just as MSLI has done for me.”

“The connections I made within my triad are ones I will never forget and hope to never lose.”

“MSLI taught me the importance of community involvement and leadership skills needed to succeed.”

“At MSLI, I learned that every individual has their own unique set of skills and success comes when we apply our individual skills towards a common goal. A good leader should put the needs of others before their own individual desires and a good leader inspires others with confidence.”

Table 6:

MRC Computer Logins

| Academic Year | Total # logins | Total # unique logins | % Change |
|----------------------|-----------------------|------------------------------|-----------------|
| 2010-11 | 10988 | 7006 | |
| 2011-12 | 9688 | 6832 | -0.12 |
| 2012-13 | 12381 | 8699 | 0.28 |
| 2013-14 | 13590 | 9160 | 0.10 |
| 2014-15 | 10344 | 7371 | -0.24 |

Table 7:

MA Scholarship Awardees GPA Chart

| End of Term Cumulative GPA's for Domestic Ethnic Minority Students | | | | |
|---|--------------------------------------|---|---|--|
| Term | All MA Scholarship Recipients | All EM Students (Non MA Scholarship) | All MA Freshman Scholarship Recipients | All EM Freshman Students (Non MA Scholarship) |
| Fall 2009 | 2.820 | 2.634 | 2.704 | 2.127 |
| Spring 2010 | 2.950 | 2.683 | 2.972 | N/A |
| Fall 2010 | 3.238 | 2.548 | 3.393 | 2.084 |
| Spring 2011 | 3.216 | 2.640 | 3.304 | N/A |
| Fall 2011 | 3.029 | 2.530 | 2.788 | 2.338 |
| Spring 2012 | 3.004 | 2.696 | 2.826 | N/A |
| Fall 2012 | 2.891 | 2.471 | 2.238 | 2.157 |
| Spring 2013 | 3.140 | 2.503 | 2.808 | N/A |
| Fall 2013 | 3.125 | 2.774 | 2.887 | 2.637 |
| Spring 2014 | 3.085 | 2.728 | 2.667 | N/A |
| Fall 2014 | 3.140 | 2.847 | 2.544 | 2.518 |
| Spring 2015 | 3.020 | 2.877 | 2.695 | N/A |