



2014-15 Annual Report
Office of the Vice Provost for Undergraduate Affairs
September 2015

EXECUTIVE SUMMARY

The OVPUA promotes student success initiatives across campus through project research, project management, and support for implementation. The office is also the home to units engaged in high-impact practices such as study abroad, a resource center for campus advisors, military sciences, transition coaching, and undergraduate research. The OVPUA advocates on behalf of undergraduates. It also serves to advise the Vice Chancellor for Academic Affairs/Provost on matters related to the undergraduate experience.

Mission—The Office of the Vice Provost for Undergraduate Affairs works to ensure that all UIC students receive evidence-based academic engagement opportunities necessary to meet their potential and graduate in four years.

The Academic Year 2014-2015 (AY-1415) was a year of transition for the OVPUA. In August 2014, the OVPUA experienced a leadership change as Emanuel Pollack became the Vice Provost for Undergraduate Affairs. The overarching effort of the Office is the advancement of student success initiatives. Since 2012, the OVPUA has been the lead office for the campus-wide student success plan, and that effort was consolidated and advanced in AY14-15.

Center for Student Success Initiatives— In Fall 2014, the OVPUA determined that the Undergraduate Success Center served relatively few students and duplicated services provided by the colleges’ advising programs, support programs, and Student Affairs. In February 2015, the Center was repurposed as the Center for Student Success Initiatives. The new Center comprises five initiatives that are known to be key to student success:

- Office of Project Management for Student Success Initiatives, which provides project management support for all new and ongoing projects related to improving retention and graduation rates.
- Office of First-Year Student Initiatives, which coordinates UIC’s transition coaching effort with internal and external partners, as well as providing resource referrals for students.
- Undergraduate Advising Resource Center, which provides professional development for existing advisors across the campus as well as universal baseline training for new advisors. UARC organizes advising summits, workshops, webinars, award programs, and recommends campus advising policies.
- Office of Undergraduate Research, which administers the Chancellor’s Undergraduate Research Award and promotes undergraduate research opportunities to faculty and students.
- Office for Research on Student Success, which provides translational research about UIC student success.

During AY-1415, OVPUA hired three individuals to promote the work described above.

- In September 2014, Negar Mansourian-Hadavi was hired as Director of the Office of Project Management for Student Success Initiatives. As the senior project manager for the “Student Success initiative,” she coordinates and facilitates campus-wide efforts to implement this initiative, the ultimate goals of which are to promote student success and increase the undergraduate retention and graduation rate. Mansourian-Hadavi earned a Ph.D. in Materials Science and Engineering and an MS degree in Project Management at Northwestern University. Prior to her work at UIC, Mansourian-Hadavi coordinated gov-

ernment-funded projects at Northwestern University and City Colleges of Chicago. At Northwestern University, she was involved with the National Center for the Learning and Teaching of Nano-Science and Nano-Technology where she managed program development issues and organized faculty workshops and symposia in the area of science and engineering education. In 2007, she founded a non-profit organization, specializing in Persian language and cultural education, which serves children and adults in the Chicagoland area.

- In spring 2015 Sue Farruggia was hired as Assistant Vice Provost for Undergraduate Affairs and Director of the Office for Research and Student Success. She and her team engage in research on undergraduate success in college to better understand why students are successful in higher education and why students leave before completing their degree. She focuses on how different contexts influence student success and how students' own characteristics interact with those contexts. The aim of her work is to translate learned knowledge into practice at UIC. She earned a Ph.D. in Developmental Psychology with a minor in Quantitative Research and Analysis from the University of California, Irvine.
- In August 2015, Sara Hall became the first faculty director of the Office of Undergraduate Research. Professor Hall is associate professor in the Department of Germanic Studies, where she has been instrumental in furthering the involvement of students and faculty in faculty-directed research. She was the recipient of the 2004 UIC Center for Excellence in Teaching and Learning Teaching Recognition Program Award and is concurrently chair of the minor in Moving Image Arts. From 2011 through the summer of 2015, Professor Hall was also an associate dean in the UIC Honors College, where she promoted undergraduate research, including spearheading the creation of the Interdisciplinary Undergraduate Research Journal, a student-run open-access publication featuring groundbreaking undergraduate work led by UIC students.
- In addition to these directors, OVPUA also hired Gerardo (Jerry) Jimenez as Director of Operations. Prior to joining the OVPUA, Jerry had been business manager for the Honors College. Jerry began at UIC as an undergraduate in 2001. Upon graduation as a business major in 2005, Jerry was hired by the Liautaud Graduate School of Business as a Program Coordinator and was then promoted to Operations Manager. He completed his MBA at UIC in 2009. He is a recipient of a 2015 UIC Award of Merit.

External Partnerships—While much of the work of the OVPUA last year involved UIC partners and focused on UIC student performance, OVPUA was also featured prominently in the national conversation about student success.

- In fall 2014, UIC received a grant from the APLU, which was supported by the Bill and Melinda Gates Foundation. The Transformational Planning Grant (TPG) afforded UIC the opportunity to hire a project manager to support the implementation of a number of projects that grew out of the Student Success Plan. UIC was one of seven institutions receiving the TPG grant, and as a result, OVPUA built strong relationships with peers at these institutions. Notably, colleagues at Portland State University provided essential mentoring as OVPUA developed its own project management systems.
- In spring 2015 UIC concluded its formal relationship with Complete College America and their Guided Pathways to Success technical assistance grant. Even more important than the technical assistance that was provided were the strong relationships that UIC was able to build with colleagues at City College of Chicago (CCC) and Southern Illinois University. The former has resulted in an ongoing effort to create academic maps that illustrate pathways through CCC to UIC degree programs. The latter has resulted in an ongoing effort to foster a statewide discussion about mathematics reform.
- UIC has remained integral to the Thrive Chicago effort, with Vice Provost Emanuel Pollack serving on its Leadership Council, and Tom Moss and Susan Farruggia serving on its Continuous Improvement Committee. Farruggia and Moss are active in the College Readiness and Completion Change Network, along with other OVPUA staff members—Aginah Muhammad, Josephine Volpe, and Jason Coupet. UIC's transition coaching program will serve as a pilot study for this Thrive group. Moss was a co-author of a framework for a CPS-wide senior seminar curriculum, which has been taken up by CPS and will be implemented in fall 2016.

- UIC became an important partner of the Chicago Public School (CPS) system in the Chicago Compact for Higher Education with the OVPUA managing UIC's involvement.

Other activities of the OVPUA—In addition to directing and supporting the activities outlined in this report, the Office itself organizes and promotes a number of activities.

- OVPUA is working with the Office of the Vice Provost for Budget and Resource Planning to secure space for the evolving Center for Student Success Initiatives. Currently, the Center is located on the first floor of Stevenson Hall. We hope to have a permanent location in fall 2015 and return the space in Stevenson to much needed classroom space.
- OVPUA meets monthly with colleagues from the Office of the Vice Provost for Faculty Affairs to discuss current literature regarding student success and teaching and learning.
- OVPUA collaborates with the Office of the Vice Provost for Academic and Enrollment Services on a variety of issues including pathways, CPS and CCC initiatives, and data security.
- On Friday, August 28, 2015, OVPUA hosted Greg Darnieder, Senior Advisor to the United States Secretary of Education on the College Access Initiative. Prior to moving to Washington, Darnieder was a chief administrator at CPS. Emanuel Pollack, Tom Moss, and Sue Farruggia discussed current projects at UIC and sought advice from Darnieder.
- Members of OVPUA serve on a number of campus committees:
 - African American Recruitment, Enrollment and Retention Initiative, Muhammad, A.
 - Chancellor's Committee on the Status of Women, Muhammad, A.
 - Chancellor's Committee on the Status of Blacks, Muhammad, A.
 - Community Outreach Committee, Hall, S.
 - Council of Assistant and Associate Deans (CAAD), Pollack, E.
 - Early Alerts Implementation Working Group, Volpe, J., chair & Muhammad, A.
 - Guaranteed Admissions Transfer Committee, Volpe, J.
 - Information Technology Governance Council Research Committee, Hall, S.
 - Integrated Marketing and Strategic Communication Committee, Hall, S.
 - Integrated Planning and Advising System Working Group, Moss, T., Volpe, J. & Farruggia, S.
 - Interdisciplinary Undergraduate Research Journal Advisory Board, Hall, S. & Muhammad, A.
 - Office of Institutional Research Monthly Collaboration Meetings, Moss, T. & Farruggia, S.
 - President's Award Program Scholarship Selection Committee, Hall, S.
 - Project Management Leadership Team, Pollack, E., Moss, T., & Mansourian-Hadavi, N.
 - Provost's Management Team, Pollack, E.
 - Researcher of the Year Review Committee (Arts and Humanities), Hall, S., chair
 - SSI Collaboration in Advising Project Team, Volpe, J.
 - SSI Credit Accumulation Project Team, Moss, T., chair, Volpe, J.
 - SSI Enhancing Orientation Experience Project Team, Moss, T. & Volpe, J.
 - Student Access Bill Task Force, Volpe, J.
 - Student Research Forum Steering Committee, Hall, S., Moss, T. & Muhammad, A.
 - Summer College Committee, Moss, T. chair, Muhammad, A. & Volpe, J.
 - Undergraduate Advising Resource Center Steering Committee, Volpe, J., chair, Muhammad, A.
 - Undocumented Students Task Force, Volpe, J.
 - Urban Health Program Undergraduate Success Partners Working Group, Hall, S.
 - Web Steering Committee, Moss, T.
- For AY15-16, OVPUA has convened a committee to advise the Vice Provost regarding implementation of an Integrated Planning and Advising System (IPAS). These systems are being implemented broadly at institutions across the country—a single technological solution encompassing advising scheduling; tracking and sharing of advisor notes and other student information; predictive analytics; and evidence of student engagement, such as capturing usage of support units. Mike Kamowski, Director of the Office of Student Support Systems, will chair this committee with a report expected no later than April 2016.

- Members of the OVPUA attend a number of conferences and present findings at a variety of venues throughout the year. A detailed list of conferences attended and invited presentations are included as Appendix B.

The report that follows summarizes the activities of each OVPUA unit between August 2014 and August 2015, the outcomes of those efforts, and a summary of plans for the following academic year. That is followed by a summary of key partnerships. An organizational chart is included as an appendix.

OFFICE OF PROJECT MANAGEMENT FOR STUDENT SUCCESS INITIATIVES

In accordance with the UIC mission and the leadership charge for improving graduation and retention rates, the Office of Project Management for the Student Success Initiatives (OPM-SSI) provides project management support for all new and ongoing initiatives related to undergraduate success. This office facilitates project success through a project management framework. The role of the OPM-SSI director is to facilitate collaboration, troubleshoot issues, and advocate for the success of the projects related to student success at UIC. Monitoring of the alignment of project steps for achieving the project outcomes, assistance in developing assessment plans, and development of additional supporting tools, such as project workplans or logs are among the common responsibilities of this office. This office provides updates to the campus and stakeholders through regular campus emails, which are also posted and archived—along with all related documents—at studentsuccess.uic.edu.

Major activities during Academic Year 2014-2015

Negar Mansourian-Hadavi began at UIC in September 2014 with funding provided by the APLU/Gates Foundation Transformational Planning Grant. When the Center for Student Success Initiatives was organized in January 2015, she was appointed Director of the OPM-SSI. Working closely with the Leadership Team, over the course of fall 2014 she met with numerous individuals on the UIC campus who were involved with the initial Student Success Plan phase. The input she received from those individuals provided insight into the depth and span of the initiative, making it easier to identify priorities and key challenges. The OPM-SSI, in consultation with colleagues at Portland State University, adopted a project management framework for the implementation phase of the Student Success Initiative.

Ultimately, the original 125 Student Success Plan task force recommendations were consolidated into thirty-nine projects, of which twenty-four were identified as priority projects within the four broader categories of Instruction and Curriculum, Student Learning, Campus life, and Managing College Costs. Priority projects were identified and shared with campus leaders for endorsement. Priority was determined by a) likely high impact, b) feasibility, and c) timeliness. UIC higher administration including the Chancellor, Provost and Vice Chancellor for Academic Affairs, and the Vice Chancellor for Student Affairs endorsed the priority projects and the project management framework. Subsequently the deans of the eight undergraduate colleges, who had been kept abreast of the planning, signified their support.

The project manager and the leadership team determined that ten to fifteen projects would most likely be manageable considering project management resources, and thus proceeded with the launch of fourteen projects, the summary and current status of which are available at studentsuccess.uic.edu. Key individuals were identified and invited to serve as the team lead and team members for each project; each project was assigned to a sponsor—an executive campus leader who has a direct vested interest in the success of the particular project within his/her jurisdiction. Project leads were provided with detailed instruction on the expectations, the project management approach, and the commitment to transparency and open communication, through meetings and written material. Over the past year, the OPM-SSI hosted two lunch meetings for the project leads, at which the leadership team

(along with the Provost) communicated its vision and expectations to the leads and provided an opportunity for the leads to share their “lessons learned,” offer questions, and obtain feedback.

At the same time, OPM-SSI launched a new website to communicate with the campus about the progress of the projects, and to provide a warehouse for project management tools for the project leads. The website contains a variety of tools and templates to facilitate the success of the projects, including: project management plan, work breakdown structure, project work plan, project log, project status report, and meeting documentation.

The OPM-SSI coordinates funding requests. SSI project leads are encouraged to apply for restricted one-time/short-term SSI funding to enable their projects or portions of projects to advance. Proposals are evaluated by the leadership team. The proposals must demonstrate the necessity of SSI funding to achieve specific goals in a reasonable time, explain why other resources may not cover the cost, and how the completion/continuation of the project will be maintained when the campus-provided SSI funding is exhausted.

Director of the OPM-SSI Negar Mansourian-Hadavi and Tom Moss participated in a webinar sponsored by the APLU/USU entitled “Project Management to Support Academic & Student Success Innovation” on April 14, 2015. During the webinar, along with our colleagues from Portland State University, UIC shared the value of adopting project management techniques in academia, the components of a project management approach, and strategies for putting them into practice.

Outcomes

OPM-SSI has been successful in establishing a comprehensive framework for the implementation phase of the Student Success Initiative. Current projects each have developed a detailed document that specifies their objectives, expected outcomes, assessment plans, and roles and responsibilities. This office has been able to facilitate the progress of the project teams, troubleshoot, and maintain open communication among all stakeholders. Regular status updates from projects are good indicators of the success of the adopted project management framework for the implementation of this initiative. OPM-SSI has been able to honor the promise of transparency, open communication, and sincere commitment to the success of all projects.

Plans for Academic Year 2015-2016

As the current Student Success Initiative proceeds, the OPM-SSI will continue to provide support for each project to ensure efficiency and success. The Office anticipates an increase in funding requests in relation to the Student Success Initiative projects. It is also anticipated that a number of current projects may be completed within the next six to twelve months, which will make it more feasible to take on several of the remaining projects under the Student Success Initiative. It is also expected that new projects, which had not been considered as part of the initial planning process, will emerge and require project management as well. OPM-SSI will facilitate and monitor the completion of “final reports” for the projects that end, making sure that all required components are addressed, most importantly assessment. The Office will also investigate opportunities for publishing an article discussing the lessons learned related to utilizing a project management framework to guide implementation of innovative projects within academia.

THE OFFICE FOR RESEARCH ON STUDENT SUCCESS

The Office for Research on Student Success (ORSS) is an integral component of the Student Success Initiative at UIC, with many of its research projects resulting from recommendations made in the Student Success Planning. ORSS conducts translational research, which involves a recursive process of putting rigorous research into practice and assessing the subsequent outcomes. ORSS seeks to answer specific questions about how students might

excel at UIC, and where they might stumble. Those research findings inform the development of programs to address issues related to student success. After the programs are implemented, the research continues to assess the effectiveness of those programs and inform changes. The ORSS is a hub for the UIC community to better understand our own efforts to improve retention and graduation rates of our students and close the achievement gap, thereby improving the lives of our students, their families, and their communities.

Major activities during Academic Year 2014-2015

The Office of Research on Student Success Launch—The Office of Research on Student Success (ORSS) was launched in February 2015 when Sue Farruggia accepted the new position of Assistant Vice Provost for Undergraduate Affairs. The Office has worked with a number of Post-doctoral Research Fellows, namely, Jason Coupet, Cheon-woo Han, and Corinne Kodama. In addition, ORSS employs graduate students and supports undergraduate students working on research, including their capstone projects.

ORSS continues to work on a number of research projects, including:

- Exit study of non-returning students from the Fall 2013 entering cohort to understand the factors that contributed to their leaving the university prior to graduation;
- Non-cognitive factors, a survey administered to first-year students in Fall 2013 and Fall 2014 to better understand the predictive role of non-cognitive factors and college student success;
- Summer College, an evaluation of the writing program in the Summer College curriculum; and
- Transition Coaching, with the four components a) coordination pilot development using theory and research, b) evaluation of the coordination pilot, c) evaluation of the referral project, and d) evaluation of the internal coaching initiative. These projects are more fully described below and are supported in part by grants provided by the Morris and Mayer Kaplan Family Foundation and an anonymous foundation.

Outcomes

An important part of the research is to disseminate the findings to the university and the wider academic and non-academic community. As such, during 2014-2015, research team members submitted three papers for publication, delivered four presentations to campus audiences, provided two presentations for Chicago-community audiences, and completed three reports.

OFFICE OF FIRST-YEAR STUDENT INITIATIVES

The Office of First Year Initiatives is a new unit within the OVPUA. OFYI was developed to help students transition into and reach optimal success during their first year at UIC. Through co-curricular programming, activities, and services, the office promotes student engagement and success at UIC for first-year students through transition programs, such as participation in Summer College; formalized partnerships with non-profit organizations housing transition coaching programs; resource referrals for students; and the promotion of enriching curricular and co-curricular opportunities via referral to the UIC Experience. The goal of the OFYI is not only to integrate work by internal units and external organizations to strengthen student support, but to do so in a way that increases UIC's efficiency.

Major activities during Academic Year 2014-2015

The Office of First Year Initiatives Launch—The Office of First Year Initiatives (OFYI) was launched in February 2015 with the appointment of a director, Aginah Muhammad, Ph.D. The first few months were dedicated to bringing the new director up to speed on the partnership framework and early planning stages of implementation.

Through formalized partnerships with nonprofit organizations, the Office of First Year Initiatives serves as a central office that houses the transition coaching program.

The partnership framework is comprised of four external partners: Bottom Line, OneGoal, Noble Charter Network and North Lawndale College Prep. OVPUA intends to learn how to best partner with different types of organizations from the pilot's evaluation, therefore, the OVPUA chose partners with variance in organizational criteria:

Noble Charter

- Charter School Network
- Large Organization
- Large, growing student presence at UIC

Bottom Line

- Independent Nonprofit Network
- Large Organization
- Large, growing student presence at UIC

North Lawndale College Prep Charter

- Charter School Network
- Small Organization
- Small, growing presence at UIC

OneGoal

- Independent Nonprofit Network
- Small Organization
- Small, steady student presence at UIC

While the OFYI is home to transition coaches, there are two major components of the program: research and program development. Through research on transition coaching, the OVPUA developed a model to coordinate transition coaching, which might serve as a model for other institutions (See Thrive Chicago section below). In the area of program development, the OFYI implemented a review and referral process for admitted freshmen to participate in Bottom Line's College Success Program. The review and referral process was implemented to help expand the number of students participating in the transition coaching pilot. An evaluation of the pilot's effectiveness, to be conducted by ORSS, will explore key aspects of first year transitions at UIC.

Summer and Fall 2015 Rollout Plan—The OFYI collaborated with the Office of New Student and Parent Programs (Orientation) to establish cohort relationships through designated cohort orientation days. Incoming freshmen from Bottom Line, Noble Charter, North Lawndale College Prep and OneGoal were encouraged to register and attend a designated orientation session. First-year students were also encouraged to attend a 6-week summer college program and to participate in a lecture day and a seminar experience. Students participating in the designated orientation completed surveys that gathered information about their social media use and non-cognitive factors. They also participated in a focus group that was designed to learn more about their first-year expectations.

The Office developed a job description for UIC-based transition coaches and a search is in process. Once the application period closes, staff will conduct interviews with the most qualified candidates. The Office has also initiated a partnership with Chicago Public Schools, to provide transition coaching services at three area high schools. The internal transition coach will provide direct services to the designated high schools.

Outcomes

The transition coaching program is in the latter stages of implementation. As the new academic year commences, the transition coaching program will be fully operational. The evaluation of the program conducted by ORSS will include the following:

- Pre-test, post-test design
- Qualitative and quantitative data from coaches, directors, students
- Data from the warehouse and joint system
- Case note data

- Plan to include UIC internal stakeholders

It is expected that students participating in one of the coaching efforts will be retained at significantly higher rates than peers with a similar prematriculation profile.

In addition to developing a model for transition coaching, ORSS is developing a research protocol for the project as well. The research protocol will focus on:

- Efficiency: developing a conceptual framework for university and nonprofit partnerships using organizational economic theory and the conceptualization and measurement of efficient partnerships.
- Transaction Cost Theory: how universities and non-profits can contract efficiently.
- Effectiveness: testing the effectiveness of transition coaching strategies using developmental and collective impact theories.
- Transition Coaching Pre- and Post-matriculation: how does transition coaching affect students pre- and post-matriculation to UIC/

Plans for Academic Year 2015-2016

Realizing that every student has a “first-year experience,” the OFYI will continue to establish strategic partnerships with internal units, including, but not limited to, recruitment, admissions, new student orientation programs, welcome week, first-year seminars, summer programs, undergraduate research initiatives, academic support and advising, and student support services.

Student engagement is an important component of retention and persistence (Kuh et al. 2008). Our office will promote student engagement among incoming freshmen by increasing recruitment efforts for participation in Summer College workshops and seminars. Academic enrichment workshops as well as workshops designed to increase social engagement are featured over the six week session, including seminars. Summer College seminars are designed to provide students with an opportunity to gain first-hand knowledge about various topics to ease their transition to college. Seminars will be offered to all newly admitted freshmen regardless of their participation in the larger Summer College program.

Next fall, as the AY15-16 cohort of freshmen participating in the transition coaching program matriculate into their second year, OFYI will establish a peer mentoring component. Second year students will serve as mentors to first-year students, who are a part of the second phase of the transition coaching pilot. The purpose of the mentoring component will be to promote student engagement amongst new students and develop leadership skills amongst second year students. Small-group interactions or check-ins will be organized throughout the fall and spring terms to increase opportunities for new students to engage with their mentors and other students on campus.

UNDERGRADUATE ADVISING RESOURCE CENTER

The Undergraduate Advising Resource Center (UARC) is dedicated to the professional development and training of advisors campus-wide. It also supports advising and the success of UIC students through administration of high-impact practices such as early alerts and a referral and resource service. UARC also provides individualized consultation for advising policies, practice, and assessment.

Major activities during Academic Year 2014-2015

The past year has been a year of transition with a redefined role on campus and new goals for UARC. UARC's activities had been part of the Undergraduate Success Center, but in February 2015, UARC became a stand-alone unit. Most activities were continued and new ones were added.

Ongoing Activities

Early Alerts—UARC continued the responsibility for administering Early Alerts once the USC was re-purposed into the CSSI. Spring 2015 saw an improvement in the overall administration of early alerts with a streamlining of processing and the ability to provide colleges and units with information within one day. Compared to spring 2014, spring 2015 saw a 41% increase in the number of alerts. In AY13-14, 83% of alerted students (n = 423) were eligible to return. In AY14-15, 92% of alerted students (n=583) were eligible to return.

Advising Summits—UARC continued to host two advising summits in 2014-2015 to update advisors. Participating units in fall 2014 included Campus Programs, the Library, the Office of Veteran Affairs, and the Office of Project Management for Student Success Initiatives. The spring semester summit began a process of updating the colleges to provide an opportunity for advisors to understand new advising structures and policies.

Advising Weekly Updates/Website Update—UARC updated its website (advising.uic.edu) to enhance functionality for advisors and increase the ability of UARC to disseminate timely information to advisors. The Advising Weekly Updates email was made more user-friendly and redesigned so that advisors would have the option of viewing updates as posts on the newly designed website. Restoring the “Ask the Advising Resource Center” section of the website has provided a new way to complete referrals and provide information for students, faculty, and staff.

Advising Awards—UARC administered the advising excellence and professional development awards with the highest number of nominations to date. UARC supported two advising excellence awards. UARC embarked on a re-configuration of the professional development awards into a grant-based system. In the new format advisors will be able to apply for funding for a specific professional development activity and it will streamline the funding process, numbers of awards, timeliness of awards, and budget management.

Title IX Training for Advisors—Sponsored in partnership with the UIC Title IX Coordinator, these trainings for advisors provided information on the new Title IX regulations and the responsibilities of each advisor on campus. The training provided skill development for advisors as to how to refer students, report Title IX issues, and employ the resources available on campus to support the community.

UIC Advisor Conference—The UARC held its first annual Advisor Conference during UIC's Annual Advisor Week in March. The Advisor Conference provided a venue in which UIC's own professional advising staff presented to the advising community on topics germane to advising. One of last year's presenters, Ashley Stone of the African American Academic Network, had her presentation “Creating a Global Community: Culture, Compassion, and Advising” accepted for the 2015 NASPA (Student Affairs Administrators in Higher Education) Annual Regional conference, which will be held in November 2015.

NACADA Webinars and Follow-Up Discussion Model—In Spring 2015 UARC developed and implemented a new model for professional development, which includes a presentation and then a separate discussion of the topic with campus experts. Although webinar viewings were held in the past, this new model incorporates an opportunity for discussion. UARC held two NACADA webinar discussions this year using this model on the topics of advising students on probation and advising and social justice.

UIC Dialogue Initiative (UICDI)— UARC developed a partnership with the UIC Dialogue Initiative to begin the development of inter-group dialogue training for advisors. The partnership is in its preliminary stages. Its goals are to deliver identity and diversity training throughout the advising community, both intra and inter-unit, to ensure that every advisor on campus will have had some form of diversity and identity training in accordance with the goals set out in *A Mosaic for Transformation*, UIC’s diversity strategic plan. The first projects have begun in partnership with various colleges and will increase next year, culminating in an Inter-Group Dialogue for Advisors Brown Bag series.

Development of Training for Advisors—The UARC Director has begun to develop a baseline training for new advisors. She will also provide current advisors with professional development, which is aligned with the content of the baseline training, to ensure that all advisors share a common foundation and to encourage cooperation, collaboration and overall excellence in advising. Further, the UARC Director developed a customized training for CUPPA advisors who are new to advising first-year students.

Consultation for Advisors, Administrators, Units—In response to individual requests, the UARC Director consults with faculty, administrators, advisors, and staff. An example of this consultation/referral was working with a faculty member to outline the expected outcomes of her interventions with early childhood education students to align with the goals of the retention coordinator for the College of Education. Ultimately, this consultation resulted in opening a conversation about the college’s potential participation in Early Alerts.

Outcomes

The assessment for activities varies; however, increased attendance rates at UARC events and trainings suggests the professional development offerings have been well-received. This year’s Advisor Week saw the highest number of attendees in the three years it has been running. Title IX trainings were delivered to over 100 advisors, which represents approximately 75% of the total advising corps on campus. In addition, the Title IX Coordinator has reported a noticeable increase in referrals and reports since beginning training.

Plans for Academic Year 2015-2016

- Development and delivery of monthly webinars updating advisors on college news from each college;
- Development and delivery of new advisor training curriculum with implementation plans;
- Coordination of the Early Alert Implementation Working Group, which was formed at the end of the year to refine the administration of the alerts (improve directions for instructors, develop instructions for advisors), enhance the ability to have accurate assessments, and increase the overall buy-in from campus constituents;
- Continued improvement of the advising.uic.edu website including structural re-design, more frequent postings, content updating, and sharing relevant news from UIC and the national advising community;
- Continued partnership with UICDI to conduct a college and unit-based intergroup dialogue training, culminating in a brown bag series for the campus;
- Implementation of the new professional development grant model;
- Development of more strategic partnerships across campus to provide subject matter expert workshops and trainings to the advising corps.
- Increase individual/unit consultations for the overall improvement of advising practices that contribute to the goals of CSSI and the OVPUA.

OFFICE OF UNDERGRADUATE RESEARCH

Undergraduate Research Experience and the Chancellor's Undergraduate Research Award

The value of undergraduate research is well-documented in the academic literature about student success. Pascarella and Terenzini (2005), report that undergraduate research has a positive influence on persistence and degree completion. Further, Lopatto (as cited in Brownell & Swaner, 2010, p. 33) found that “personal development, including the growth of self-confidence, independence, tolerance for obstacles, interest in the discipline and sense of accomplishment” were also effects of student involvement in research.

At UIC, the Office of Undergraduate Research acts as a central hub where students can get information about research opportunities on campus. The office explores ways to increase participation in research on campus and to conduct and present research at undergraduate conferences. The Office of Undergraduate Research (OUR) administers two programs: the Undergraduate Research Experience (URE) and the Chancellor's Undergraduate Research Award (CURA). URE and CURA promote student success by providing students with an enriching learning experience that includes support for learning outside of the classroom through faculty-mentored research. Participation in the program is instrumental in increasing undergraduate engagement, success, career choice development, and retention. UIC's investment in this important “high-impact practice” is paying off.

Undergraduate Research Experience— The Undergraduate Research Experience (URE) is an initiative administered within the Office of the Vice Provost for Undergraduate Affairs. The centerpiece of the URE is a website (ure.uic.edu), which hosts a web tool that facilitates the matching of students with faculty mentors across campus.

Chancellor's Undergraduate Research Award— The Chancellor's Undergraduate Research Award (CURA) is administered by the Office of the Vice Provost for Undergraduate Affairs, with the assistance of the Office of Financial Aid as well as the Office of Student Employment, an instrumental partner in the hiring process. CURA increases (a) undergraduate research experiences across campus and (b) awareness of Federal Work Study as an option for paying undergraduate research assistants. The program allows eligible students to receive Federal Work Study funding through employment as research assistants at no cost to faculty or departments because the campus pays the portion not covered by FWS (currently 25%).

Major activities during Academic Year 2014-2015

Research Forum— OUR is actively involved in the Student Research Forum, which is a venue for students at UIC to present their scholarly efforts in a poster format. It is also an event at which the campus celebrates the wealth of research across all disciplines.

Posters Under the Dome—In collaboration with our colleagues in Champaign-Urbana and Springfield, OUR implemented a University of Illinois Research Day at the State capitol, held April 30, 2015. Students from all three University of Illinois campuses were invited to participate in *Posters Under the Dome*. Ten students represented UIC. *Posters under the Dome* was considered a success and our campus will work with UIS and UIUC on the third University of Illinois Research Day, scheduled for April 28, 2016.

Interdisciplinary Undergraduate Research Journal— In collaboration with the UIC Honors College and Daley Library, we developed an inter-disciplinary open access research journal for undergraduate students. The journal provides students with an excellent opportunity to become published as undergraduates. Students are learning about research and editing, formal peer review, and publishing. We have secured publication space through the UIC Library open access journal publishing system called Open Journal Systems (OJS). The Interdisciplinary Undergraduate Research Journal published its first issue in 2015. A call for papers for the second issue was initi-

ated in May 2015. Several viable papers are currently under review. Our goal is to publish the second edition in early 2016.

Plans for Academic Year 2015-2016

The Office of Undergraduate Research will continue to administer the Undergraduate Research Experience and the Chancellor's Undergraduate Research Award. The proposed changes for 2015-16 are:

- A new Special Assistant to the Vice Provost for Undergraduate Affairs (Director for the Office of Undergraduate Research) has been hired. Sara Hall will handle a variety of existing and new undergraduate research activities. Sara will promote undergraduate research, work with CECTL to provide workshops for faculty members, and provide administrative support for the CURA in collaboration with the OVPUA Operations Director.
- A Research Assistant with a 50% appointment will be hired. The RA will be responsible for updating and maintaining the URE database.
- The hiring of student researchers who received the Chancellor's Undergraduate Research Award will be administered in the faculty member's home unit with the OVPUA Operations Director providing support as needed.
- Faculty research awards (\$300 "stipends") will be discontinued. The current cost is \$72,000 per year, which is nearly the same as the amount budgeted for student awards. OUR has asked faculty members to continue to support undergraduate research without the incentive of the award.
- OUR will create a more comprehensive website with additional resource links and establish a social networking outreach campaign.
- OUR will collaborate with the Student Research Forum Steering Committee, the Daley Library instructional faculty, and the Honors College to enhance the variety of workshops offered leading up to the Student Research Forum.
- The OUR Director will increase visibility by visiting additional campus research units, conducting workshops for students and faculty, and holding brown bags.
- OUR will establish walk-in hours or an appointment system to provide face-to-face advising for student researchers.
- OUR will add additional research-focused elements to Summer College.

UIC SUMMER COLLEGE

Summer College is a tuition-free collection of college programs that increase incoming students' chances of success by easing their transition from high school to college. Over the past ten years, Summer College has grown from a handful of "bridge" programs administered by various units on campus, to today's Summer College, which in 2015 included fifteen programs, two college lectures, a number of seminars sponsored by various campus support units and resources, and other activities. The individual programs are developed and administered by campus units and coordinated by the Office of the Vice Provost for Undergraduate Affairs.

Summer College has a demonstrated track record of helping students succeed at UIC, particularly the "academic programs," which provide opportunities for students with developmental math, writing and chemistry placements to advance to credit-bearing courses prior to matriculation. The academic programs include the Summer Enrichment Math Workshop (SEMW), the Summer Enrichment Writing Workshop (SEWW) and the Summer Enrichment Chemistry Workshop (SECW). In the short run, these academic programs increase the number of students who place into higher-level college math or writing courses. The programs also affect other success indicators, particular credit hour accumulation and time to degree.

Major activities during Academic Year 2014-2015

Summer College Recruitment and Registration—For Summer 2015, all workshops utilized Banner Relationship Management (BRM) to recruit students, which helped coordinate messaging and ensure programs were not inadvertently “competing” for students. The system allowed for mass mails to be generated automatically and distributed to the appropriate students efficiently. This year, the Office of Student Systems Services developed a new registration system. For registration, students used the Events Management System. This new registration system improved efficiency for program coordinators and the central administration of Summer College.

Summer College Lecture and Seminar Series—All programs ran on the same six-week schedule, starting on June 22 and ending on July 31, 2015. Two mandatory student activities—a common lecture and seminar series were successful.

First, the lunchtime lecture featured Joel Brown, Professor of Biological Sciences, and Stephanie Crawford, Associate Professor, Department of Pharmacy Systems, who presented their research and provided an introduction to the idea of a research institution—what academic research *is*, why it is at the heart of a UIC education, and why it should matter to incoming students. One week later, the campus hosted a series of seminars over a three week period, during which students chose from among nineteen seminars that were conducted by staff from various academic and student support services units. This year, students were able to attend more than one seminar series based upon their personal interests. A survey was administered during the last week of Summer College to presenters to evaluate the new format for the seminar series. In that survey, 93% of presenters agreed that facilitating seminars over multiple days is a better format than facilitating multiple seminars on one day.

Outcomes

- Offer students with developmental placements in writing, math, and chemistry a no-cost opportunity to improve their skills, and therefore earn a revised placement into English 160 and Math 090, Math 121 or Chemistry 112, thereby accelerating their college career and reducing their financial burden by removing one or two non-credit-bearing courses from their tuition bill;
- Provide students experience with college-level work prior to their first semester at UIC;
- Introduce students to the UIC campus and help build early socio-emotional identification with the university, staff, and instructors, and;
- Help students build a community of peers to facilitate their transition to college and provide a support system throughout their college careers.

The annual assessment report of Summer College will be distributed, as usual, in November.

Additionally, the APLU TPG Grant afforded resources to employ a post doc, Cori Kodama, to conduct assessment on UIC Summer College. Her effort resulted in the following:

Summer College Writing—Kodama conducted an in-depth, rigorous analysis of student outcomes from the Summer Enrichment Writing Workshop (SEWW), the program targeted to students who received a developmental English placement. The findings indicated that participation in SEWW had a positive effect on first-year GPA, first-year cumulative credits, and 4- and 6-year graduation rates, even when controlling for pre-college academic preparation and demographic variables. The results of the study were submitted for publication to an academic journal.

Follow-up analyses discovered differences between ENGL 060 and 071 both in terms of demographics, but also in outcomes. For example, it was discovered that 060 and 070 were predominantly Asian American students, while Hispanic/Latino students made up the largest racial group in 071. Though not statistically significant, 070

students outperformed the other sections in terms of 4-year graduation rates, retention rates, first-year cumulative GPA, and earned credits. While 060 students had the lowest 4-year graduation rates, this group actually had the highest 6-year graduation rates. 071 students had the lowest first-year credit accumulation and the lowest 4-year graduation rates. This suggests that while non-native English speakers may need more remediation initially, they eventually get up to speed and graduate at higher rates than their native-speaking peers with developmental English placements.

Summer College Survey—Two questions were analyzed from the overall Summer College survey data and results were shared with Summer College administrators. Overall results showed that students primarily signed up for Summer College to: (a) improve their placement into a credit-bearing course; (b) prepare themselves for their first year in college; and (c) get to know the campus. In terms of what they found most useful, the most popular responses were related to (a) understanding the college experience and expectations; (b) getting to know the campus; and (c) the content learned in their Summer College courses.

Since results varied by individual program, results were also disaggregated and shared with individual program coordinators. Some of the results from the SEWW program were included in the previously-mentioned manuscript submitted for publication. Examining the results from this year's study as well as feedback from the individual program meetings also informed a revision of the overall Summer College survey for the 2015 program.

Finally, Kodama chose relevant information from the 2014 Summer College survey to share with 2015 coordinators and instructors at a staff orientation for the upcoming summer program. The goal was to help Summer College instructors see the impact of the programs and how their work was part of a bigger community working toward improving student success.

Individual Programs—Kodama consulted with the individual programs (outside of the core programs of math, writing, and chemistry) on their assessment and evaluation processes independent from the overall evaluation administered by VPUA. Meetings were held with 10 of the individual programs to discuss desired program outcomes, current assessments and data collection, questions regarding future assessment plans, and improvements for assessment efforts. The meetings with Student Affairs programs were conducted with the Student Affairs Assessment Director to ensure the assessment plans were aligned with divisional assessment efforts.

All programs had some assessment component, though they varied in process and scope. The evaluator offered ideas for assessment plans, assistance with revising existing instruments or processes, suggestions for disseminating results, and resources for learning more about assessment and evaluation. A summary of program assessment efforts was shared with all coordinators as a resource.

In the course of these meetings it was discovered that the programs had not received program-specific information from the qualitative section of the overall Summer College survey. Thus, the raw data from the open-ended questions was disaggregated by program and shared with the program coordinators directly.

Plans for Academic Year 2015-2016

The Summer College Committee has not proposed any changes for 2016, but is eager to implement plans that were not met for 2015.

- The Summer College Committee is always eager to expand offerings with the ultimate goal of providing at least one Summer College program appropriate for all incoming students. A potential new Summer College offering in 2016 might include a program targeting students who have not declared a major. This “exploratory” session would expose students in the College of Liberal Arts and Sciences to the variety of offerings beyond those students most commonly pursue.
- One concern heard repeatedly is that students who might participate do not because of the expense of commuting to campus; the CTA U-Pass is not available to students who have not matriculated. We are

investigating the possibility of procuring discounted bus passes for 2016, but it is unclear at this point if there is an expense involved beyond what could be reasonably incurred by students.

- One of the newest seminars, sponsored by the ROTC department, shows great potential. We hope to see more students enroll in this seminar. We are also exploring expanding the leadership seminar to become one of the six-week programs.

STUDY ABROAD OFFICE

With a focus on supporting as many students as possible in becoming effective and influential leaders in civil society, the Study Abroad Office (SAO) strives to: internationalize the curriculum through program opportunities on six continents; engage UIC's highly diverse student population to become intentional learners with increased global awareness; and assure student access to scholarship and grant support for an international academic experience.

The SAO vision is that studying content in context, with the right linkages to text-based curricula, can best develop and enhance the critical literacies students need for success regardless of academic discipline: comprehension skills of drawing inferences, finding the main idea, making analogies, resolving contradiction, and distinguishing fact from opinion.

The goals of the Office are to provide access to a variety of international academic programming opportunities and to remain committed to making overseas study and international cultural immersion an integral part of the undergraduate educational experience; thereby better preparing students to meet the challenges and opportunities of an increasingly global society.

Major activities during Academic Year 2014-2015

The most important activities of this past year—as in any year—are in the context of SAO's focus on getting UIC undergraduates access to the right program for their academic success and the funding to support that. Much of SAO's work involves persistence in ongoing efforts to create new or renew existing relationships with the six Centers for Diversity, faculty and departments across campus, student support networks, along with key university units like the Office of Special Scholarships and Programs, Financial Aid, and the Registrar's office. Strong student advising is a primary protocol and in AY15-16 the total face-to-face advising hours by SAO staff exceeded 1,650. An additional estimated 300-400 hours of advising took place by email, Skype, and phone before, during, and after program participation.

At the start of each academic year, usually in early September, SAO holds an annual Study Abroad Fair. This year 25 domestic and international academic consortia and university partners attended to talk with students about their programs and curriculum offerings. This also led to the development of two new relationships where SAO was able to negotiate a significant cost offset and scholarship fund for UIC students: The first of which is with the Loyola University [Chicago] campus in Rome where UIC students will get an automatic 35% waiver of tuition, fees, room, and board package; the second is a \$5,000 scholarship for each UIC student studying with the School for Field Studies, which runs research stations in several countries for undergraduates studying environment and ecological issues.

SAO has created a more robust portfolio of program offerings in Germany with three new initiatives. First, the Office now oversees the German Department's summer *Language and Culture* program at Humboldt in Berlin. Second, as a result of long term discussion with the College of Architecture, Design and the Arts, SAO now runs their *studioBerlin* summer program. Finally, SAO has developed a new affiliation with the Council on Interna-

tional Educational Exchange *Global Institute* in Berlin, a unique block system program which yields significant cost savings for UIC students.

SAO developed two new faculty-led 6-credit summer offerings over the past year. Faculty members from Psychology will provide their students with opportunities for placements in social science internships in Paris. A collaboration between the College of Applied Health Sciences (AHS) and the University College Dublin in Ireland resulted in the development of a sport psychology program that will be offered to AHS students.

SAO staff attended international education conferences participated in professional development workshops offered at UIC related to Title IX, the Clery Act, and FERPA as they relate to study abroad. Staff also conducted assessment visits to programs in Ireland, Germany, France, and Russia. Continuing its collaboration with support units, SAO was able to co-sponsor, with their academic consortium partner, an AAAN staff site visit to programs in Italy and France.

Outcomes

Access, Diversity and Inclusion—Two years ago, SAO and the Gender and Sexuality Center collaborated on the development of a curriculum track on Gender and Sexuality for our academic partner in Denmark, the Danish Institute for Study Abroad (DIS). The proposal was accepted by their academic board and delivered for the first time in spring 2015. UIC had a student participate who also happened to be the recipient of \$12,000 in scholarship funding. In AY 2014-2015, 5% of the study abroad cohort filled in the optional demographic choice and identified as LGBT. The SAO automatic grant for UIC students was increased by DIS from \$3,000 to \$4,000. Current discussions are underway to create a scholarship fund specifically for UIC students.

In AY 2014-2015, 212 students were registered to study abroad. Participation of under-represented students by race/ethnicity continued to increase and reached a total of 49% of the total cohort. There was a dramatic increase in Pell-eligible students to 48% of the total—double what it was two years ago. In addition, 43% of those who went abroad in AY 2014-2015 identified as first-generation college students. All of these markers are counter-intuitive to the mythologies about access to study abroad. Collectively, UIC students accessed over \$350,000 in scholarship and grant funding, which allowed them to afford study abroad programs. A special note of recognition goes out to the nationally competitive Gilman International Scholarship, which awarded \$59,000 of the total scholarships..

All course credit earned abroad must be pre-approved for credit toward graduation. All transcripts for AY 2014-15 have not yet been processed, but for the prior year 45% of credit earned abroad was approved by colleges, faculty, and/or advisors to be applied toward the student's major or minor—up slightly from the previous year (43%). This coincides with data reports that indicate that study abroad does not interfere with retention/graduation. In fact, those students who study abroad have graduation rates that are almost double the rates of those who don't.

A data report for AY 2007-2015 is forthcoming in early fall 2015.

Plans for Academic Year 2015-2016

SAO will continue to prioritize providing undergraduates with as much access as possible to an international academic experience. The Office remains committed to increasing scholarship and grant funding through agreements with our academic partners as well as working closely with OSSP to continue our success in helping students win nationally competitive study abroad awards. One of our academic consortium partners has established a \$5,000 scholarship for any student from a HACU institution. This is now a significant opportunity for UIC students.

SAO will also continue to work with the Centers for Diversity and Understanding on messaging the benefits of studying abroad to their students.

Outreach to advisors in departments and colleges is a critical component of integrating study abroad into the students' academic plan. In August 2015, SAO held two professional development workshops for advisors. These focused on pedagogy, curriculum for integration, and best practices in the field of international education.

As part of an ongoing curriculum integration initiative, starting in fall 2015, SAO's program search function on their website will include thematic curriculum clusters. SAO has seen growing interest among students in topics and issues presented in an interdisciplinary way. The clusters will include program offerings in: engineering, social justice, public health, and environment/ecology.

SAO will focus its outreach efforts on efforts to integrate international academic experience into the Colleges of Business; Applied Health Sciences; and Architecture, Design, and the Arts curricula, in addition to the undergraduate Public Health program. Each has a very unique set of parameters for their students. Our goal is to work with faculty and advisors to make study abroad a possibility for as many of their students as possible without affecting course sequencing or time to graduation. We believe this can be done through short-term summer programming, faculty-led programs, internships, and clinical observation opportunities.

ARMED FORCES MILITARY SCIENCE

The mission of the UIC Army ROTC Detachment is to recruit, train, educate, and develop adaptive leaders prepared to influence others and lead teams in order to meet the needs of the nation. UIC Army ROTC Detachment views the development of its future leaders as a collective enterprise—the Army and UIC share the same goals for the future success of students/cadets.

Major activities during Academic Year 2014-2015

Leadership Development—UIC Army ROTC continues to focus on developing leaders of character from across the diverse campus. This year, UIC Army ROTC partnered with the Campus Advocacy Network to design and execute a “Bystander Intervention Initiative.” The initiative focused on bystander intervention training for UIC Cadets in the classroom and at field exercises.

Summer Training Opportunities—UIC Army ROTC Detachment offered for the first time a Summer Success Program for interested ROTC students. The intent of the Summer Success Program was to prepare first year students/cadets for the challenges of college. The program focused on physical fitness, general military knowledge, academic transition skills, and most importantly, networking with other UIC students.

Curriculum—UIC Army ROTC continues to believe that the unit provides a challenging academic experience that serves as a cornerstone for developing cadets for future leadership roles they will encounter in a world of ever changing and complex environments. The following courses that UIC Army ROTC offered stressed the importance of developing educated officers who can think critically and solve problems:

- MILS 101 (Introduction to the Army and Critical Thinking) introduces cadets to the personal challenges and competencies that are critical for effective leadership;
- MILS 102 (Adaptive Leadership and Professional Competence) introduces cadets to the personal challenges and competencies that are critical for adaptive leadership;

- MILS 151 (Introduction to Military Physical Fitness), which is designed to introduce university students outside of the ROTC program to United States Army techniques for developing soldier fitness capabilities;
- MILS 201 (Leadership and Decision Making) explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework;
- MILS 202 (Army Doctrine and Team Development) examines the challenges of leading teams in the complex operational environment;
- MILS 301 (Training Management and the Warfighting Functions) and MILS 302 (Applied Leadership in Small Unit Operations), where cadets study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the platoon level;
- MILS 401, an advanced course that places primary emphasis on officership with MS IV cadets; and
- MILS 402, the culmination of a four-year sequential, progressive, challenging developmental leadership experience. It is during this final semester that the Cadet is undergoing final preparation for the duties and responsibilities of a commissioned officer along with their integration into the Army.

Outcomes

UIC Army ROTC continues to develop and educate commissioned officers who are ready to influence others and lead teams in order to meet the needs of the nation. This past year, UIC Army ROTC commissioned fifteen Second Lieutenants and expects to commission 26 Second Lieutenants for the 2015-2016 Academic Year.

Plans for Academic Year 2015-2016

UIC Army ROTC Detachment will continue to partner with the university to articulate the tremendous opportunities Army ROTC has to offer UIC students. The unit looks forward to expanding its role in recruitment and yield activities such as the UIC Open House in October. The UIC Army ROTC has invited a national U.S. Army asset to present career opportunities to future students. The unit will launch and execute new curriculum for their cadets that will focus on the U.S. Army's 21st century soldier competencies (character and accountability, comprehensive fitness, adaptability and initiative, lifelong learner, teamwork and collaboration, communication and engagement, critical thinking and problem solving, cultural and joint, interagency, intergovernmental, and multinational, tactical and technical competence).

The UIC Army ROTC will also continue to work with campus partners in various colleges to explore ways to decrease cadets' time to degree.

PARTNERSHIPS

Complete College America GPS Initiative—In Summer 2013, UIC was recruited by the Illinois Board of Higher Education to participate in this technical assistance grant, aimed at improving graduation rates in STEM fields. UIC was an active member of this consortium, along with Southern Illinois University and City Colleges of Chicago. The consortium offered technical assistance from national experts to improve success rates in STEM disciplines, which involved developing pathways that ensure students have access to required courses, are able to graduate on time, and receive assistance in finding employment in their fields upon graduation. While the formal relationship with Complete College America ended in January 2015, UIC continues to partner with City Colleges and Southern Illinois University on various projects, particularly math reform.

Illinois Math Pathways Project—As a result of the relationships forged through our participation in the Complete College America GPS Initiative, UIC is an organizing member of a nascent consortium to address develop-

mental math and math pathways in higher education in Illinois. The Illinois Math Pathways Project had its first meeting on April 16, 2015 at Heartland Community College in Normal, Illinois, with about forty math professors and administrators present. Plans to meet again in fall 2015 are underway.

Chicago Public Schools (CPS)—As a result of the OVPUA participation in Thrive and other outreach efforts, the relationship with CPS was strengthened last year. In spring 2015 UIC joined the Chicago Public Schools Compact for Higher Education, an initiative aimed at achieving a 60% graduation rate for CPS students who enroll in four-year institutions. In signing on to this initiative, UIC joins over a dozen other institutions in Illinois in a commitment to better serve CPS students, share data, and collaborate with peer institutions as appropriate. Specifically, UIC has proposed three specific focus areas: 1) focus on recruitment, transition coaching, and enrollment of college-eligible/college-ready CPS seniors who do not enroll in college; 2) reduce college-based developmental course enrollments through enhancements such as co-requisite remediation and pathways reform and increase in CPS graduate participation in UIC Summer College, and 3) expand development of major and career-directed academic pathways accompanied by an integrated pathways and advising system (IPAS).

In addition to pursuing these goals, UIC also participated in the Compact's summer melt strategy, where data regarding student progress through the steps required to matriculate (placement testing, orientation registration, etc.) were shared with CPS so that school counselors could intervene with UIC-bound seniors. We have seen an increase in CPS students enrolled in fall 2015, likely as a result of this effort.

City Colleges of Chicago—Over the last year UIC also redoubled its collaboration with CCC.

- **Guided Pathways to Success Project**—Growing out of UIC's participation in Complete College America, UIC forged a relationship with CCC leadership in their Center for Operational Excellence, which spearheads a Reinvention initiative to drive greater degree attainment for CCC students. One key component of this project is to design pathways from CCC associate degrees in certain disciplines that seamlessly align with four-year degree programs—often referred to as 2+2. Throughout 2014, OVPUA helped coordinate this effort. In spring 2015, the UIC Registrar coordinated the effort in the Office of Transfer and Degree Articulation, ensuring that the pathways were accurate and achievable. As of August 2015, thirteen pathways have been approved and posted. We hope to double this number during the next year.
- **STAR Scholarship**—OVPUA participated in the planning leading to the Star Scholar Award partnership announced by Mayor Emanuel, Chancellor Amaridis, and Chancellor Hymen on August 25, 2015. Through the UIC Star Scholar Award, at least 250 Star Scholars who transfer from CCC to UIC with an associate degree and a 3.0 GPA will be eligible to receive an award of \$5,000 over two years. UIC research indicates that \$5,000 a year is often the shortfall that influences a student's ability to persist.

Thrive Chicago—Recognizing the importance of the Collaborative, the Mayor's Office invited the UIC-led Collaborative to join Thrive Chicago, a collective impact model that brings together everyone with a stake in the success of Chicago's youth—a “cradle-to-career” initiative. To increase rates of college completion for all young people from Chicago (with a particular focus on low-income students) UIC partnered with City Colleges of Chicago and Chicago Public Schools to convene the College Readiness and Completion change network, or “Teal Group.” The initial effort of this group was focused in three areas: transition coaching, led by Sue Farruggia; senior seminar, led by Tom Moss, and CPS advisor credentialing, which was led by CPS personnel. Throughout AY14-15, UIC attended monthly meetings to advance each project.

- **Transition coaching**—The transition coaching group of Thrive Chicago split into subgroups during 2014-2015, focusing on success and access. Jason Coupet and Aginah Muhammad participated in the success group, while Sue Farruggia participated in the access group. Jason Coupet invited members of the success group to provide feedback during the development of the coordination pilot. In addition, both Jason Coupet and Aginah Muhammad have supported initiatives to support transition coaching organizations,

such as developing college resource guides. The access group has focused on identifying which CPS high schools have the greatest need for transition coaching, with the aim to fill in those gaps.

- **Senior seminar**—Tom Moss and Mark Bennett, the UIC Director of the First-Year Writing Program, authored a framework for a senior seminar curriculum. The curriculum was created to address the problem of students from CPS starting college socio-emotionally underprepared. The framework was endorsed by the Teal Group in April 2015, after which it was submitted to CPS for comment. In July, Tom Moss and Mark Bennett met with representatives from CPS to discuss the future of a senior seminar. It was determined the CPS would proceed with developing a seminar, based on the Thrive framework, and seek funding to support it. The senior seminar working group has been suspended as this project has concluded. In AY15-16, UIC will continue to support the senior seminar in partnership with CPS.
- **Financial aid**—With the conclusion of the senior seminar group and as the transition coaching project moves into a pilot phase, a new financial aid working group has been formed. Tom Moss is a member of this group.
- In addition to active membership in the Teal Group, Vice Provost Emanuel Pollack serves on the Thrive Leadership Council. Tom Moss and Sue Farruggia serve on the Thrive Continuous Improvement Committee.

North Lawndale College Prep (NLCP)—UIC became one of the founding partners with North Lawndale College Prep (NLCP) on their Phoenix Pact. The Pact provides financial gap funding for low-income, well-prepared college-bound students who graduated from NLCP. As part of this partnership, NLCP students receive additional support from the Office of First-Year Initiatives.

America Needs You—Partnering with the Office of Career Services, OVPUA has brought America Needs You (ANY) to UIC. ANY started in New York in 2009, expanded to New Jersey in 2012, and recruited its first class in Chicago for AY15-16. The organization provides career mentoring and some financial support to forty students who demonstrate serious financial need from partnering schools. Fellows are chosen as a result of a rigorous application and interview process. Once accepted, fellows meet with their mentors once a month during the school year. UIC has the greatest number of participants. Because of the value of this program, OVPUA is paying to provide space for a number of monthly meetings. In AY15-16, we expect this partnership to flourish and the retention rates for the first cohort to be significantly higher than the campus average.

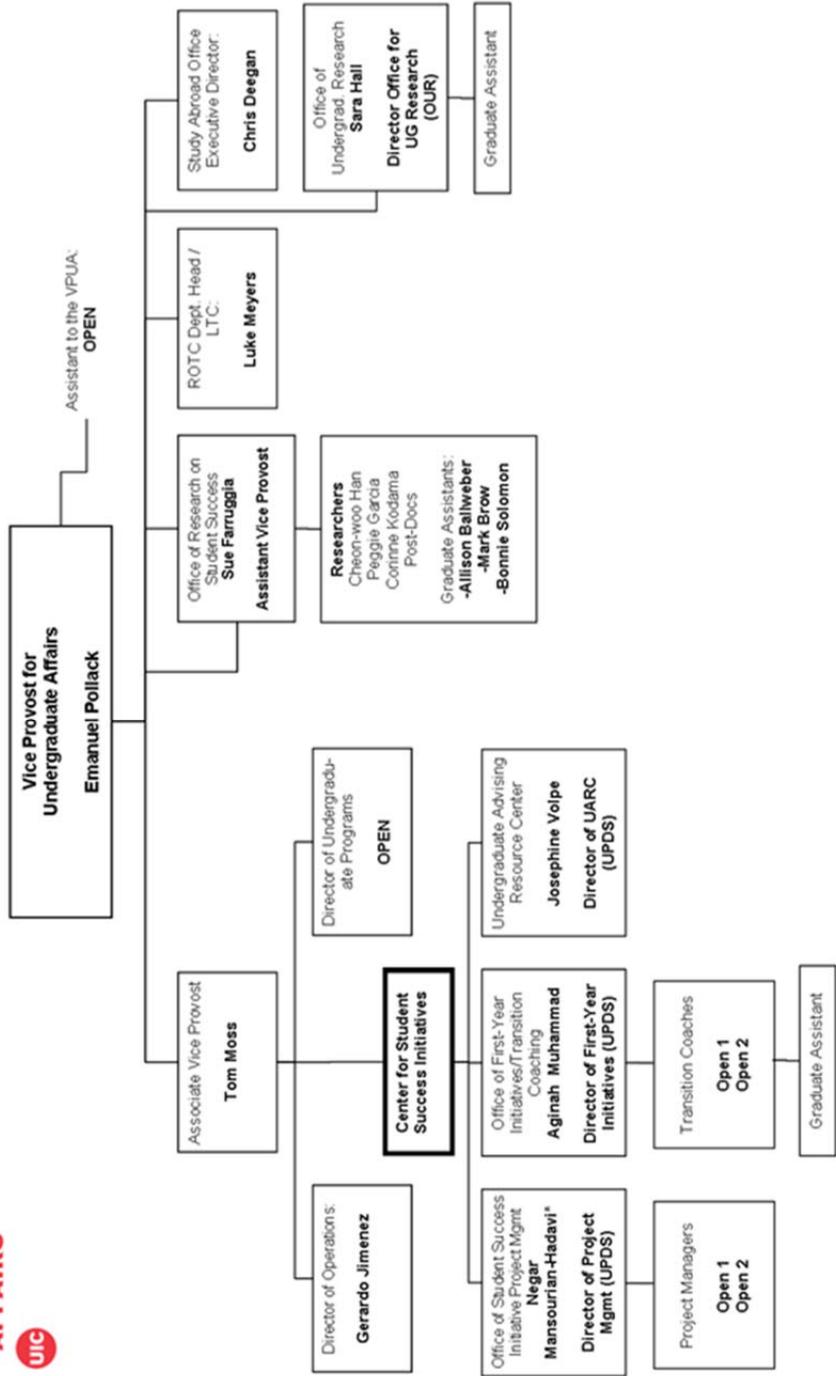
College and Career Access Persistence and Success - Landscape Scan— Sue Farruggia participated first as a working group member, and then later as an advisory board member of the landscape scan. The scan was designed to assess the college access and persistence landscape in the city of Chicago. The scan was released in winter 2015, with a follow-up response document released in spring 2015.

DCFS—In AY15-16, OVPUA made contact with leadership from the Illinois Department of Children and Family Services. Each year UIC receives a small number of students who have been in the foster care system. In most cases, such students have a full four-year tuition waiver, though they tend to graduate at a lower rate than the campus average. In AY15-16, we plan to reach out to the students who are here to learn more about what support services would be useful to them as they make the transition from high school to college. We intend for these findings to inform our support services, and ultimately make UIC a more attractive destination for students who have been in care.

Belonging Intervention—In July 2015 OVPUA launched a belonging intervention targeting incoming first-year students. Students were sent an email asking them to complete the online intervention. The initiative will be evaluated by the ORSS to determine the effectiveness of the program and potential for full institutionalization in summer 2016.

Chicago Collaborative for Undergraduate Success—UIC is a founding member of the Chicago Collaborative for Undergraduate Success, a consortium of Chicago-area higher education institutions charged with improving the success of students. AY14-15 marked a transitional year as leadership of the Collaborative changed. OVPUA looks forward to being part of the conversation about how such a Collaborative can best serve the young people of Chicago, and especially UIC students.

APPENDIX A—OVPUA ORGANIZATIONAL CHART



August 2015

APPENDIX B—Conferences and Presentations AY14-15

Conference Participation—

- Pollack, E. and Moss, T. Association of Public Land-grant Universities (APLLU) Annual Meeting, Orlando, Florida, November 2-4, 2014
- Pollack, E. Complete College America Annual Convening, Miami, Florida, December 1-2, 2014
- Pollack, E., Farruggia, S. and Moss, T. APLU/Urban Serving Universities TPG Convening, Scottsdale, Arizona, March 24-26, 2015
- Pollack, E. and Moss, T. APLU/Urban Serving Universities Meeting, Cleveland, Ohio, June 15-16, 2015

Invited Presentations—

- Farruggia, S.P. (July, 2015). UIC and student success. Invited speaker at Chicago Public Schools Leadership Retreat. Chicago, IL.
- Farruggia, S.P. (April, 2015). College student success: Persistence and failure. Invited presentation at the Mayer and Morris Kaplan Foundation Board Meeting, Chicago, IL.
- Farruggia, S.P. & Bottoms, B. (March, 2015). College student success: Factors that lead to persistence and failure. Invited presentation at the Department of Psychology, UIC, Chicago, IL.
- Moss, T. & Bennett, M. (March 2015). Senior Seminar Framework for CPS. Invited presentation at CCAPS Group of Donors Forum, Chicago, IL.
- Moss, T. & Bennett, M. (February 2015). Senior Seminar Framework for CPS. Invited presentation at CCAPS Group of Donors Forum, Chicago, IL.
- Farruggia, S.P. & Bottoms, B. (January, 2015). Factors that lead student to persist vs. leave. Invited presentation at CCAPS Group of Donors Forum, Chicago, IL.
- Farruggia, S.P., Bottoms, B., & Moss, T. (December, 2014). UIC student success research projects. Invited presentation at Thrive Chicago, Chicago, IL.
- Keeling, J., Santhosh-Kumar, P. & Farruggia, S.P. (October, 2014). Start with what you have: Leveraging existing coalitions to build strong change networks. Strive Together: National Cradle-to-Career Network Convening.
- Bottoms, B., Farruggia, S.P., & Moss, T. (August, 2014). Undergraduate success plan update, Chicago Collaborative for Undergraduate Success, and transition coaching. Invited presentation Donors Forum, Chicago, IL.