



# Counseling Use & Outcomes by Race/Ethnicity

Counseling Services (CS)

Carla Franich & Yue Huang

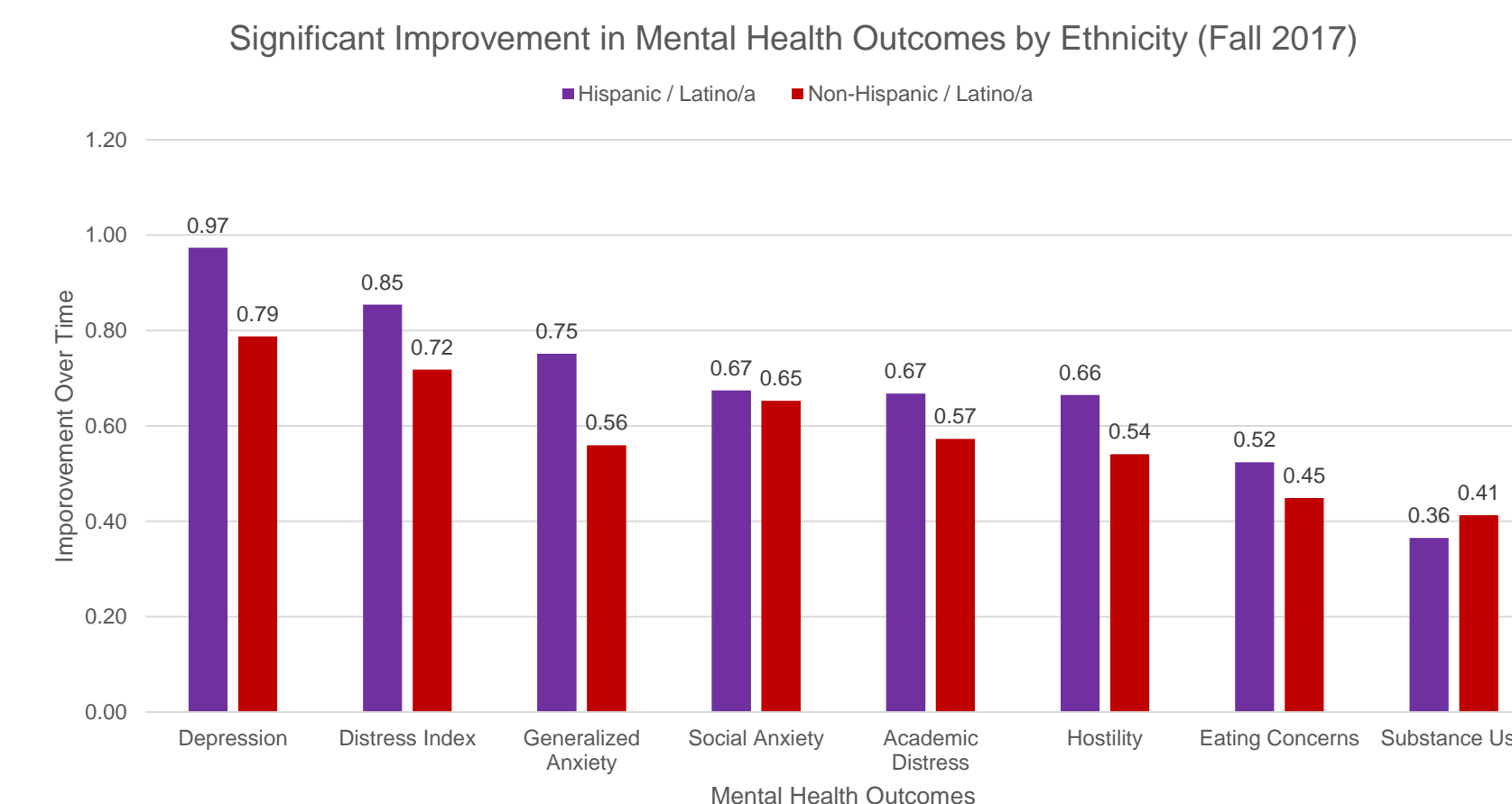
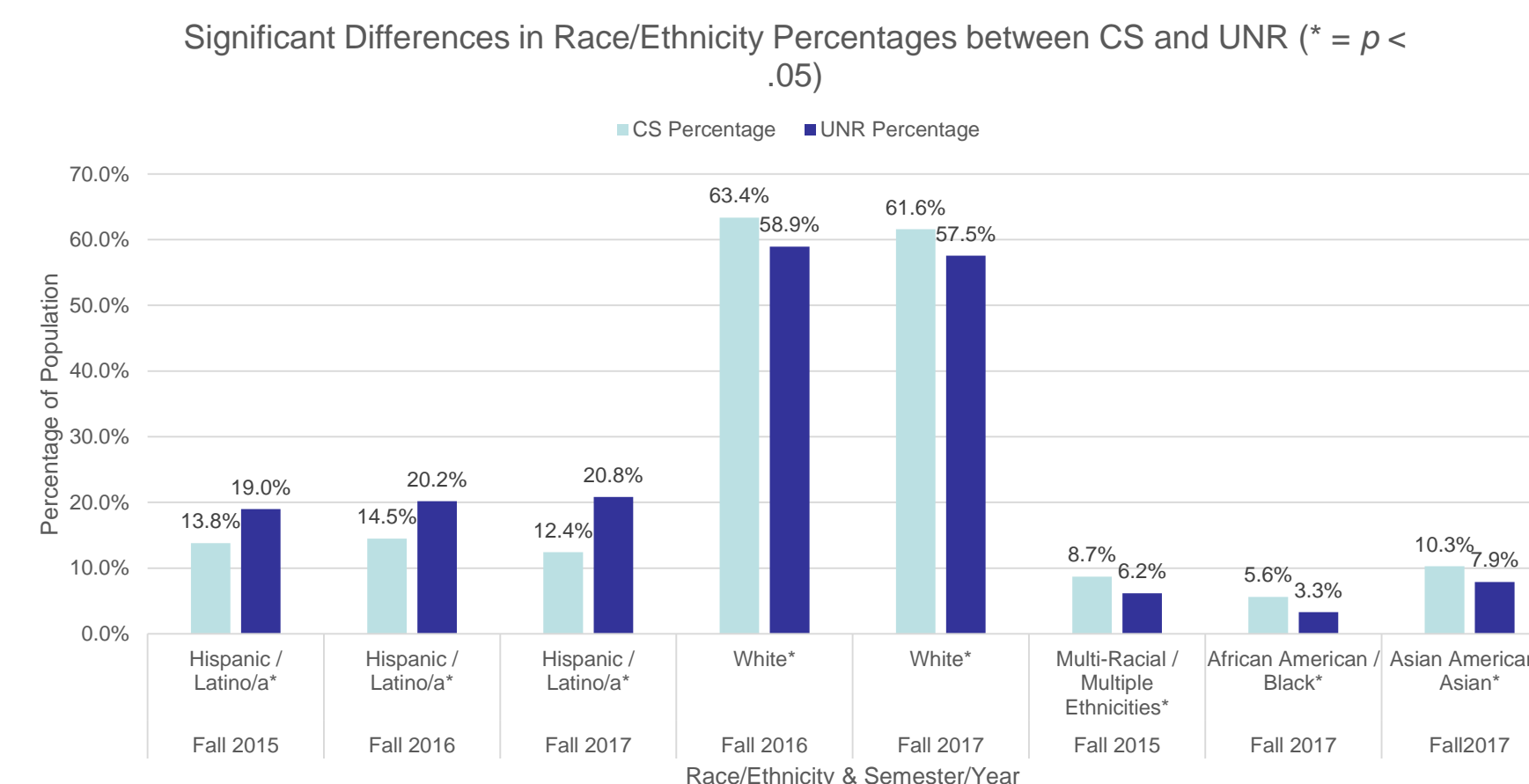
## Program Description

- 1) Identify differences in campus counseling use and outcomes among diverse racial/ethnic (r/e) student groups.
- 2) Explore possible reasons for identified differences to increase service to underrepresented student populations.

## Evidence of Impact

### Key Findings

- 1) CS served an equal or higher proportion of all r/e but Hispanic / Latino/a (H/L) student group, compared with their overall campus representation.
- 2) CS clients from all r/e groups improved significantly in all 8 mental health outcomes, and H/L clients showed more improvement in 7 of them.
- 3) 83-100% of all r/e respondent groups were satisfied with the effectiveness, cultural-sensitivity, ease of access, and overall quality of CS services.



## Methodology

- 1) Data were derived from CS intake demographic form, initial and most recent symptom assessment measures, and client satisfaction survey.
- 2) Descriptive and inferential statistical analysis was used to identify differences among r/e student groups and possible contributing factors.

## Link to University DEI Goals

- 1) This evaluation informs programs seeking to better serve H/L students to increase their retention & graduation.
- 2) The findings aim to increase trust and sense of belonging between students and faculty by striving to increase service to underrepresented student populations.

## Plan of Action

- 1) Future survey will explore personal barriers (e.g., stigma, time, etc.) for Hispanic / Latino/a students in seeking counseling services.
- 2) Develop outreach programs to address identified barriers in this student group.



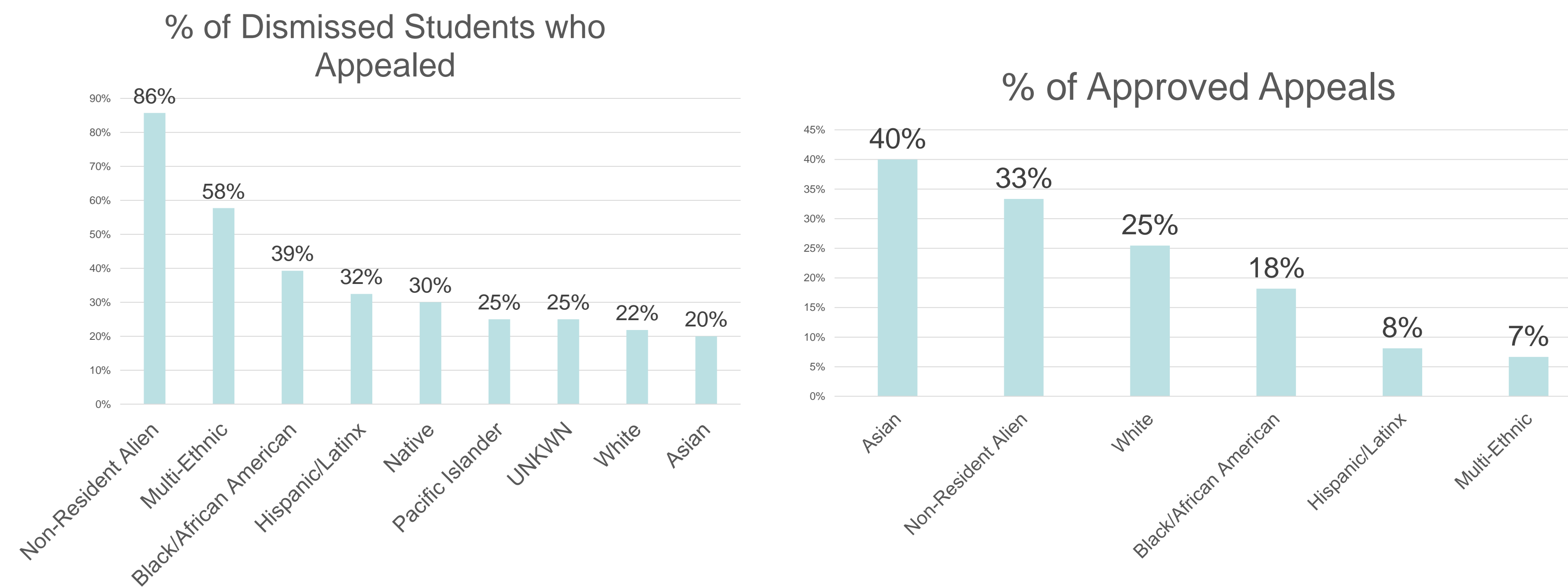
# Second Chances When Things Go Wrong: An Analysis of Dismissal Appeals

Lori Tiede & Heather Turk-Fiecoat, Admissions and Records

## Program Description

- 1) Assess dismissal appeal rates and appeal success rates across diverse groups
- 2) Identify target populations and potential appeal issues to ensure diverse students have equitable support for creating successful appeals

## Evidence of Impact



- a) The rate of dismissed students who appealed generally ranged from 20% to 39% across race, gender and residency. Non-resident alien (6 of 7) and multi-ethnic (15 of 26) students appealed at higher rates.
- b) The approval rate for dismissal appeals was higher for Asian, Non-Resident Alien, Black and male (7% vs 3% for female) groups.

## Methodology

- 1) Collect data from PeopleSoft and dismissal appeal logs
- 2) Lori Tiede, PeopleSoft
- 3) Jennifer Lowman, Demographic Data
- 4) Molly Beaupre, Dismissal Data
- 5) Impact was assessed by comparing dismissal rates within diverse groups
  - Race/ethnicity
  - Gender
  - Residency (IS/OS)

## Link to University DEI Goals

- 1) This data informs programs that seek to increase retention and graduation
- 2) This evaluation is an example of how to reduce bureaucratic barriers to support persistence and progress

## Plan of Action

- 1) Review qualitative data to understand why certain groups may have lower submission and approval rates
- 2) Provided targeted training to student support personnel to ensure that all populations have equal access to and an understanding of how to write successful dismissal appeals



# Expanding Our Impact McNair Scholars Program

Dr. Perry Fittler- pfittler@unr.edu & Heather Williams- heatherw@unr.edu

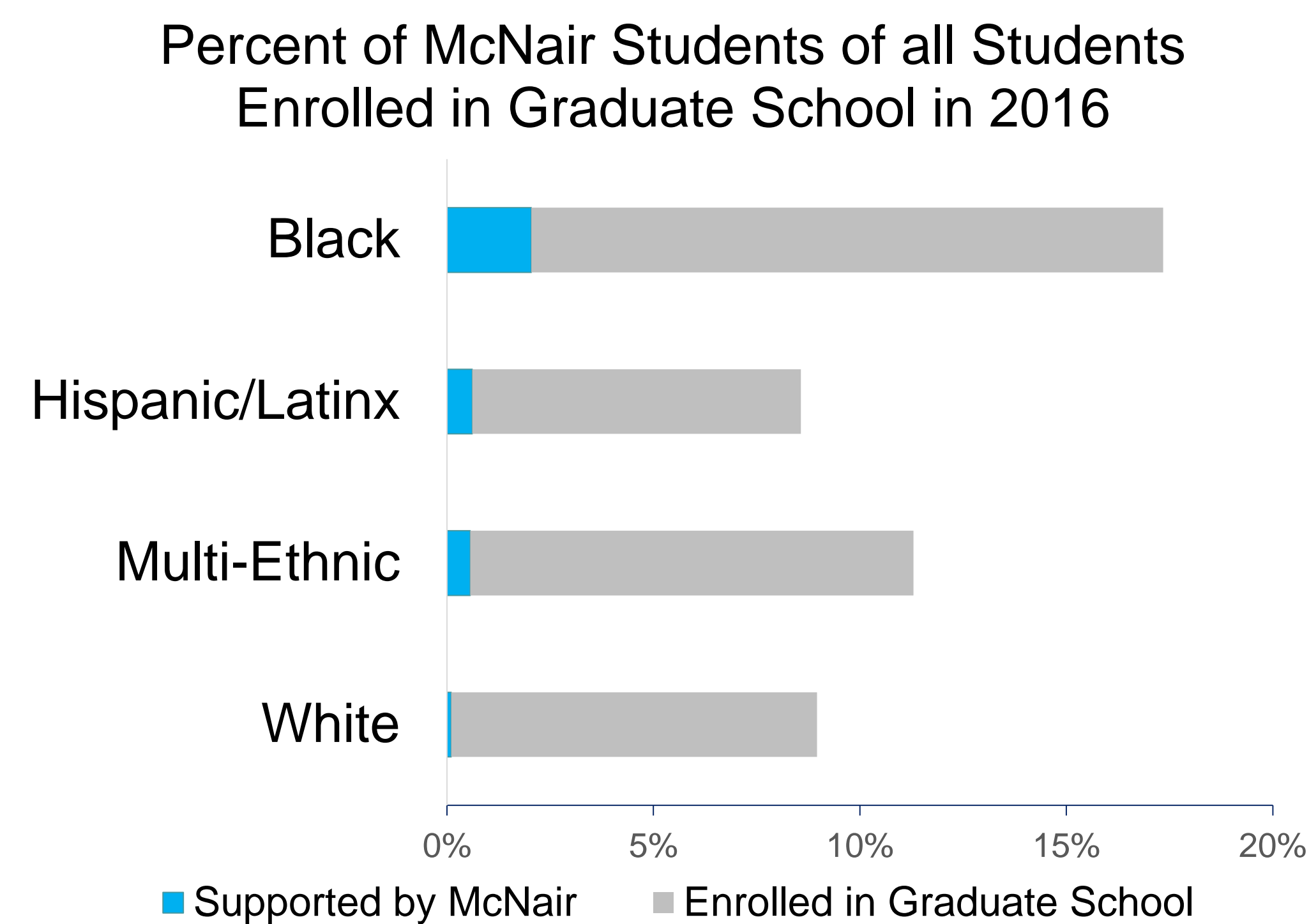
## Program Description

1. Promote graduate school enrollment and completion for first-generation, low-income, and underrepresented students.
2. Provide undergraduate research, academic coaching, and comprehensive graduate school preparation services.

## Evidence of Impact

### In 2016

- **91%** (n=10) of McNair Scholars enroll in graduate school compared to **16%** of all UNR undergraduates (n=1,602).
- **70%** (n=19) first-generation and low-income.
- **67%** (n=18) identify as underrepresented.



\* McNair works – how do we expand its reach?

Source: 2016 Outcome Survey, Career Studio and Office of Student Persistence Research. McNair Scholars Participant Data

## Methodology

1. Extensive data collected for each participant during intake per grant requirements.
2. Outcomes tracked for 10 years post bachelor attainment.
3. Compared to Outcomes Survey Data and institutional data to assess impact.
4. Extensive database of participant data.

## Link to University DEI Goals

1. McNair maintains 100% retention and 5 year graduation rates for diverse students while diversifying the graduate education pipeline.
2. The social justice commitments, learning outcomes, and goals of the program create a program model where DEI is paramount.
3. Strategic communications of outcomes can promote inclusive excellence and inspire other students.

## Plan of Action

1. Pack Research Experience Program (PREP) launching fall 2018 in collaboration with VPRI to expand scope and student opportunity.
2. Small changes may have a large impact on improving campus outcomes.
3. Deeper assessment is needed to identify the most impactful elements that would be appropriate for a larger program.



# Southern Nevada Remedial Math Initiative

Accelerating Student Progress Before Class Begins

Kelsey Rodman, Southern Nevada Office for Prospective Students

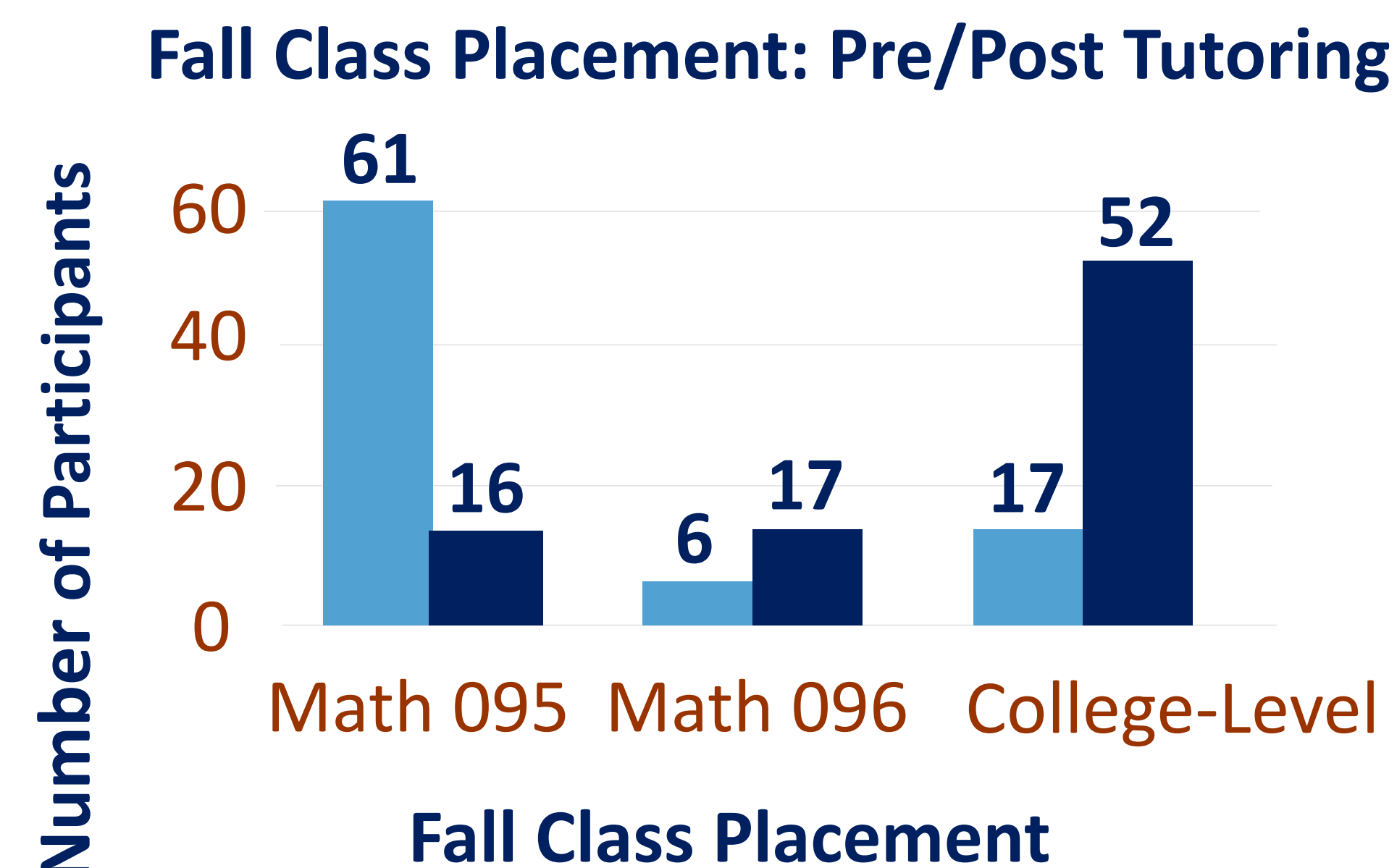
## Program Description

- Identify Southern Nevada students placed into remedial math or considered under enrolled based upon their major
- Provide academic support for a diverse student population
- Increase first semester enrollment in college-level math courses
- Increase support for marginalized students

## Evidence of Impact

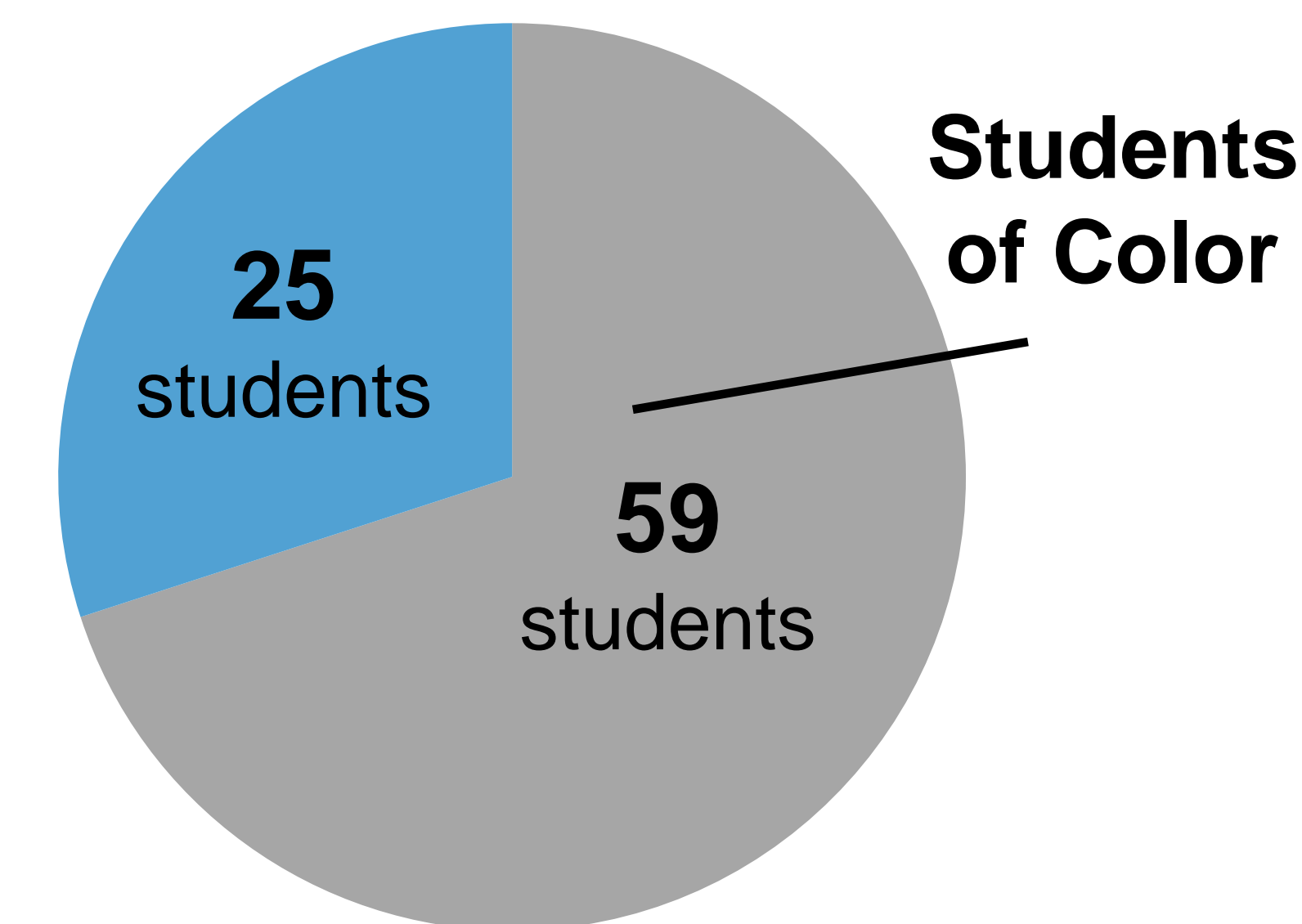
Pre-Tutoring

Post-Tutoring



- ❖ Of the **61** students initially placed in Math 095, **15** were placed into Math 096 and an additional **30** placed into a college-level math course.
- ❖ At the end of Fall 2017, results concluded that students performed above the class average in all college-level math courses.

Participant Demographic Data



## Methodology

- Program population = 91 students
- 163 tutoring sessions were conducted between the months of June and July 2017
- Partnership with *Wyzant* Tutoring Service
- Test : Math Accuplacer
- Significance of impact determined by student's ability to test out of remedial math placement or into entry-level math required for student's major

## Link to University DEI Goals

- 1) This program seeks to recruit, retain, and graduate a diverse student body prepared for global citizenship.
- 2) Demographic data indicated that 70% of the program's population identified as students of color, while 50% of the program's population identified as first-generation college students.

## Plan of Action

- 1.) Develop strategies to increase the percentage of participating students in regards to the overall, invited student population.
- 2.) Expand the program's reach to the Northern Nevada prospective student population.
- 3.) Seek additional resources and increase campus collaboration.



# Student Veterans: Campus Connectedness

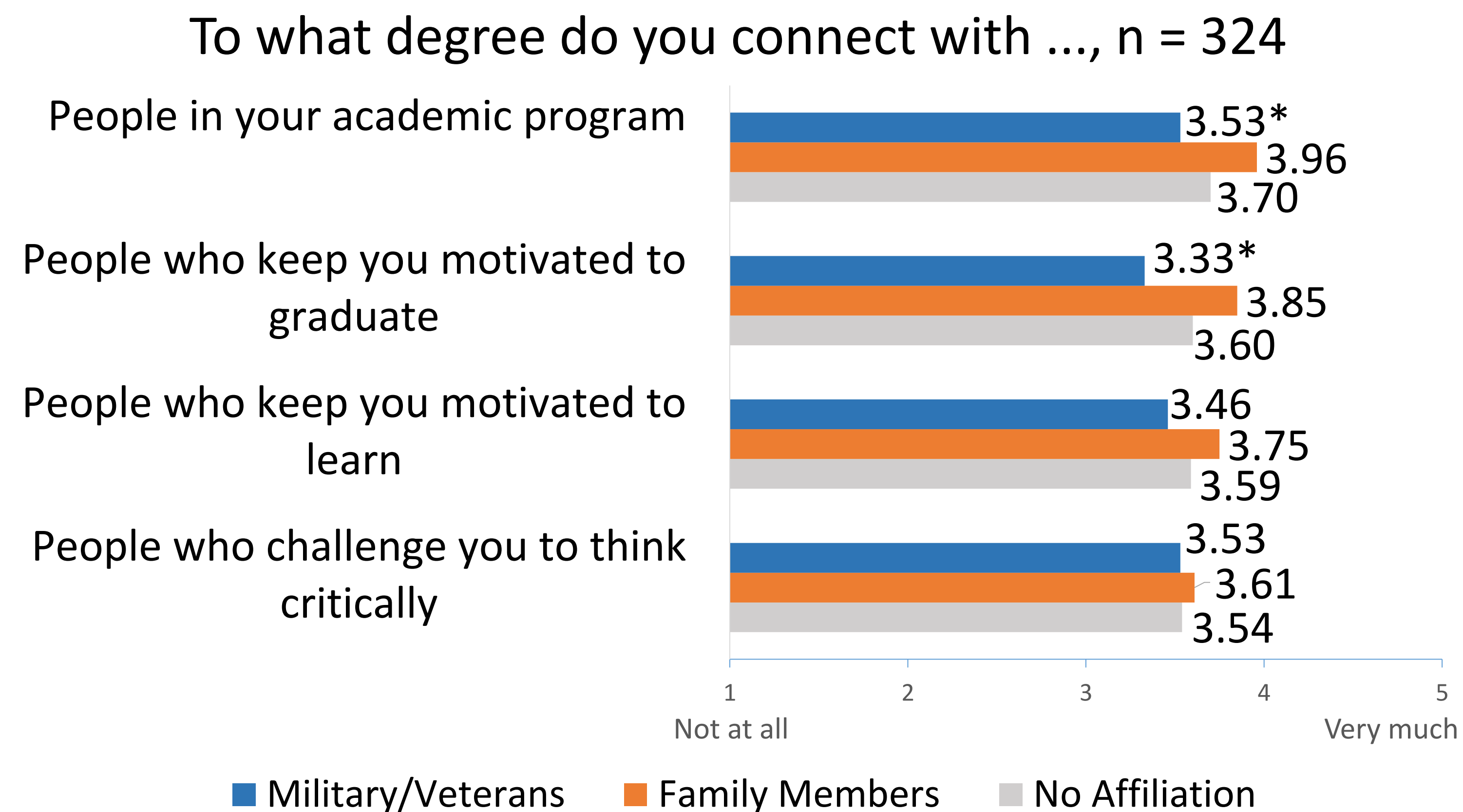
Veteran Services: Terina Caserto, Chai Cook, John Pratt, Vince Rivera

## Program Description

- 1) Integration and adaptation from military to higher education for prior military students
- 2) Identify student veterans' perceptions of how connected they feel to aspects of campus
- 3) Create focused programs that connect prior military students to campus

## Evidence of Impact

Military/Veterans were slightly less likely to report 'connecting' on all items. They were significantly less likely ( $p < .05$ ) to report connecting with their academic program and connecting with people who keep them motivated to graduate.



## Methodology

- 1) Online Needs Assessment designed and deployed in partnership with Student Persistence Research.
- 2) All students on campus invited. Three design groups. Random selection of 200 non-military.
- 3) Likert-scale design.
- 4) ANOVA test identified significant differences between groups.

## Link to University DEI Goals

- 1) Veterans Needs Assessment links to retaining and graduating a diverse student body. Veterans as an underrepresented (<.03) population on campus experience challenges maintaining enrollment through to graduation.
- 2) Results help focus programming areas to increase veteran connectedness which is a factor in their retention.

## Plan of Action

- 1) Needs Assessment Phase II: Focus Groups for qualitative data on connectedness.
- 2) Recruit student veterans to help w/ program plans & implementation.
- 3) Update VetSMART cultural training for campus to include ways to enhance connections with student veterans.



# Civic Engagement of International Students: Room to Grow

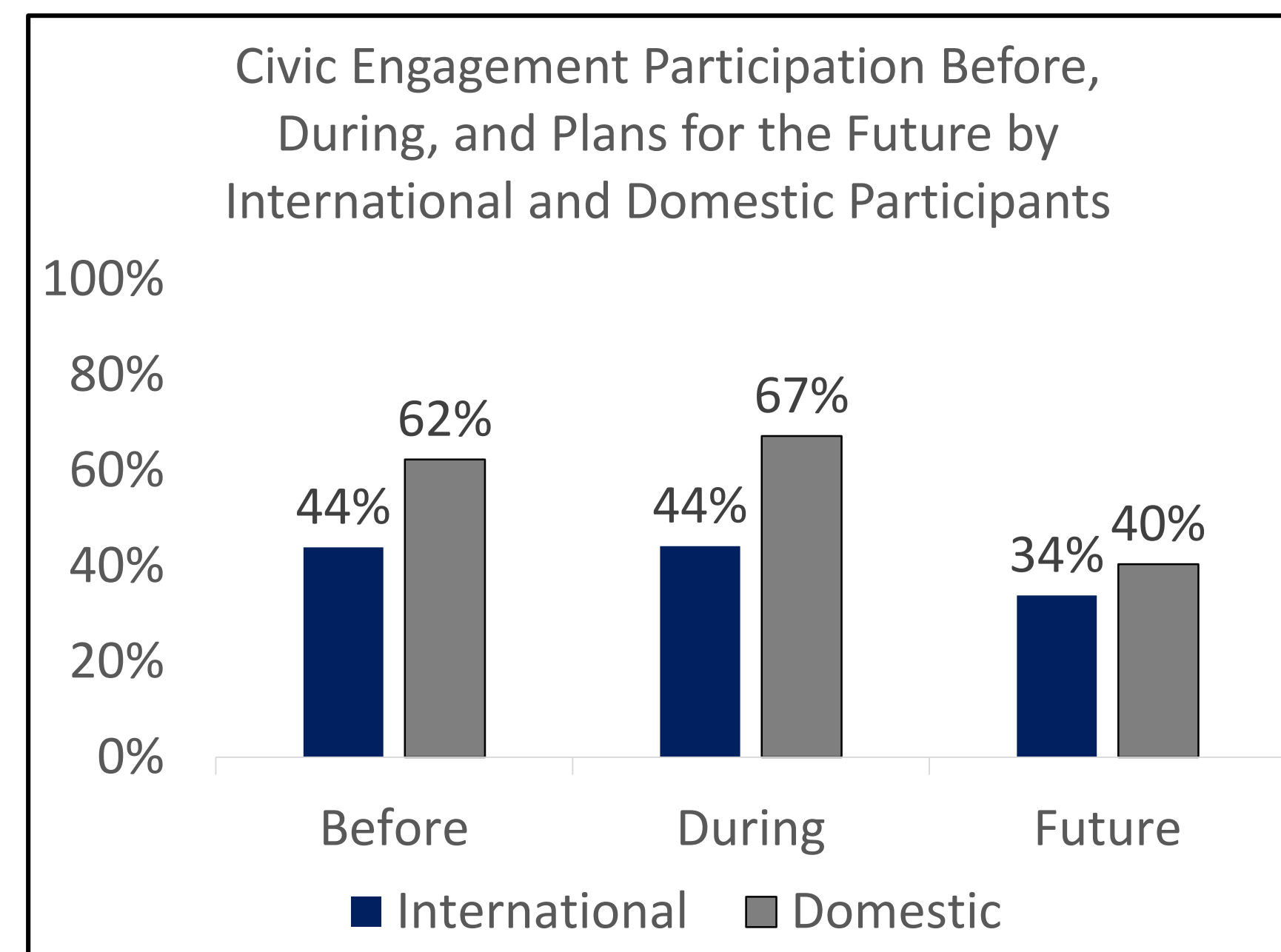
Office of International Students & Center for Student Engagement

Adilia Ross – adiliab@unr.edu

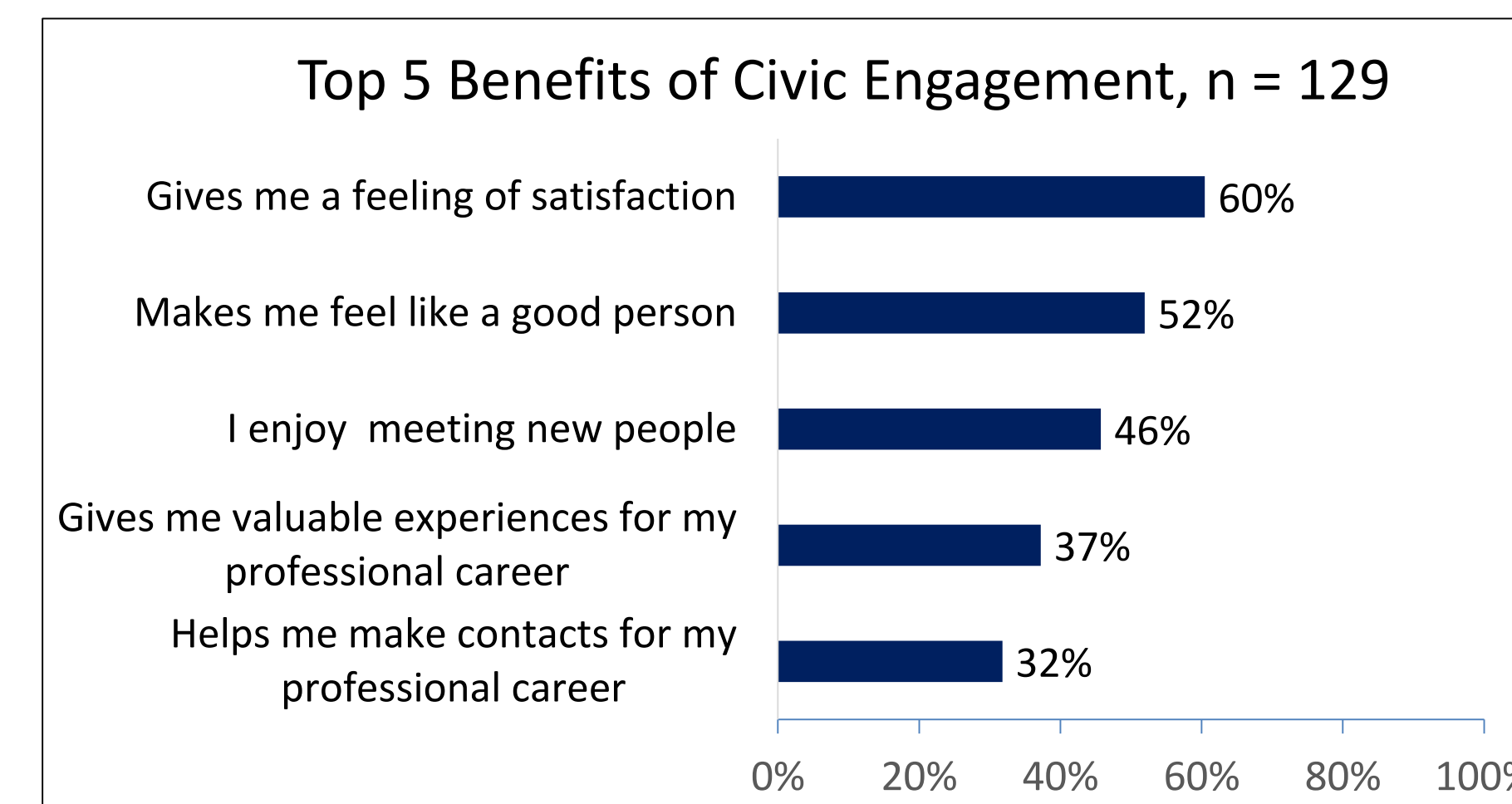
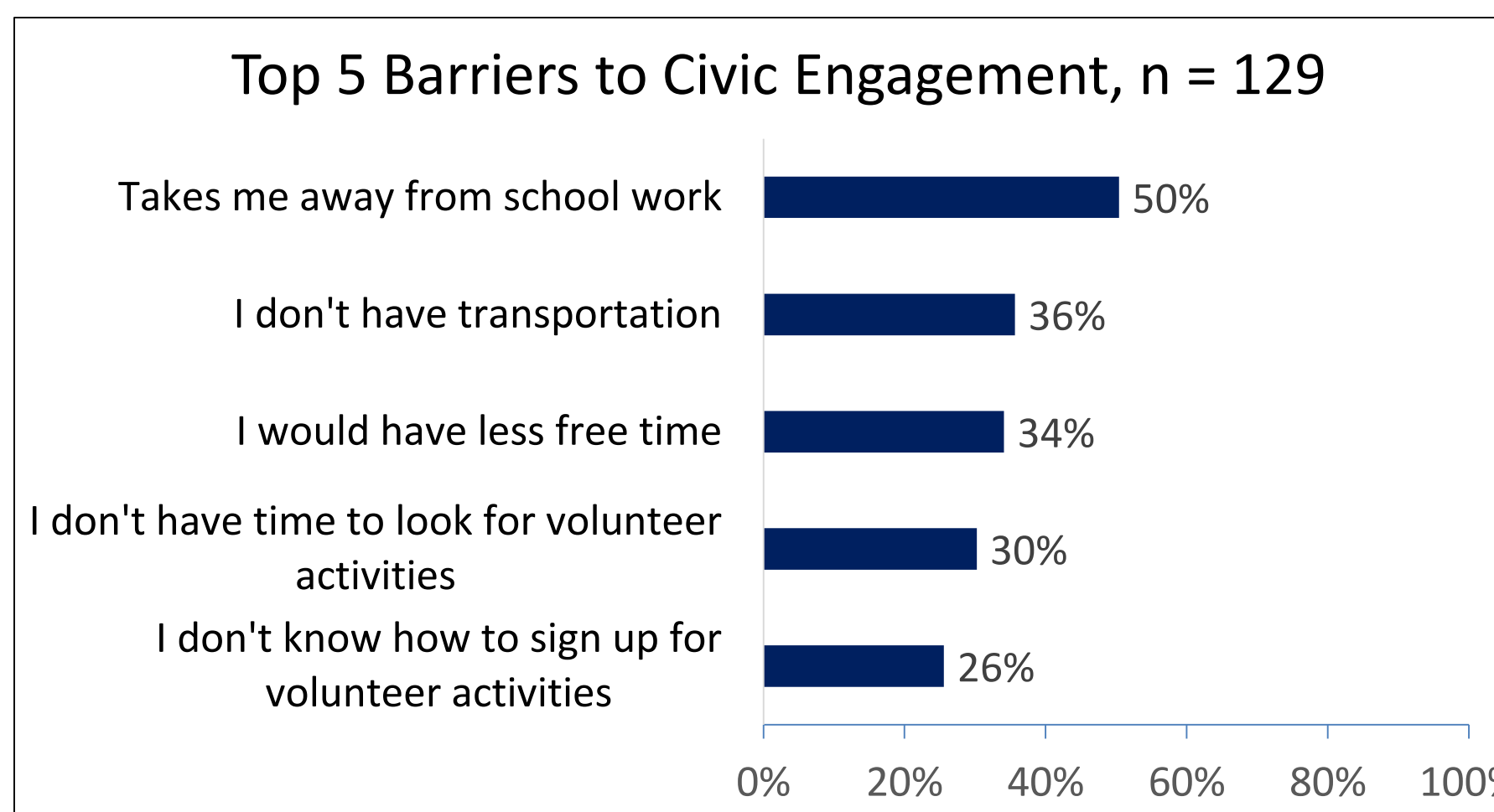
## Program Description

- 1) Introduce international students to civic engagement opportunities in the community.
- 2) Assess past, present, and future intent to participate in civic engagement. Explore barriers and benefits of civic engagement participation.

## Evidence of Impact



- International students are less likely to participate in civic engagement.
- International students are more likely to continue to participate in future civic engagement.
- Barriers unique to international students include lack of transportation.



## Methodology

- 1) Survey from the Center for Student Engagement.
- 2) Sent to domestic and international students at the University in 2016 with 4,113 domestic and 129 international student responding. International students are identified based on their response to the citizenship/ resident status question.
- 3) Responses specific to international students were assessed.

## Link to University DEI Goals

- 1) This survey provides a link to the goal of increasing diversity, equity and inclusion by promoting civic engagement and volunteerism.
- 2) This survey provides insight into the University's international student's view on civic engagement and will assist in designing engagement activities that will encourage more participation.
- 3) Increasing civic engagement contributes to retention.

## Plan of Action

- 1) We intend to address the barriers hindering participation in civic engagement & provide more targeted events.
- 2) Our organization will continue to promote civic engagement and work more closely with the CSE on this plan of action.
- 3) We will design culturally inclusive programming relevant to international students.



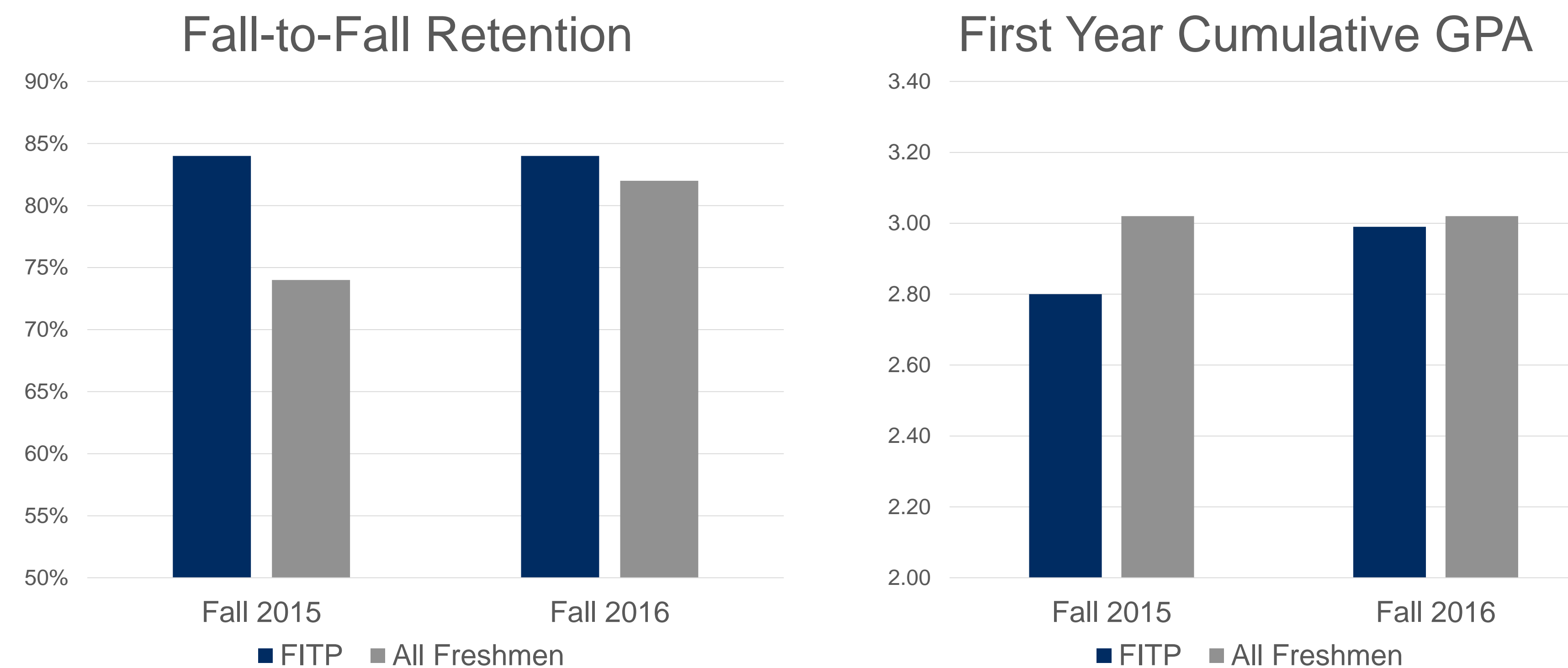
# First In The Pack: : Values-Based Investing

Desirae Acosta, M.A. Program Coordinator First in the Pack

## Program Description

- 1) Support first-generation freshmen in their transition to college through one-on-one meetings, program events, workshops, socials and networking opportunities
- 2) Identified as first-generation, first time, full time freshmen
- 3) Sole non-federally funded first-generation support program at Nevada

## Evidence of Impact



Increasing retention rates among first-generation students and showing need for academic support

## Methodology

- 1) Institutionally reported retention and first-year cumulative
- 2) Comparison group of FYR 2015, 2016, First in the Pack 2015, 2016
- 3) Analyzed variations in academic performance to focus on thriving efforts and address the unmet need to improve

## Link to University DEI Goals

- Recruit, retain, and graduate a diverse student body prepared for global citizenship.
- Create and maintain a diverse and inclusive environment through shared space with other academic and opportunity support programs and collaboration across campus.

## Plan of Action

- 1) One year transitional support proves to be effective in persistence but there is still a need for intensive academic support
- 2) Persistence can be increased among first-generation students by continued intensive guidance beyond the first year of college years
- 3) Increase programming to improve graduation, persistence, and retention



# Pack Advantage – A Promise to Our Nevada Students in Need

Student Financial Aid and Scholarships Office

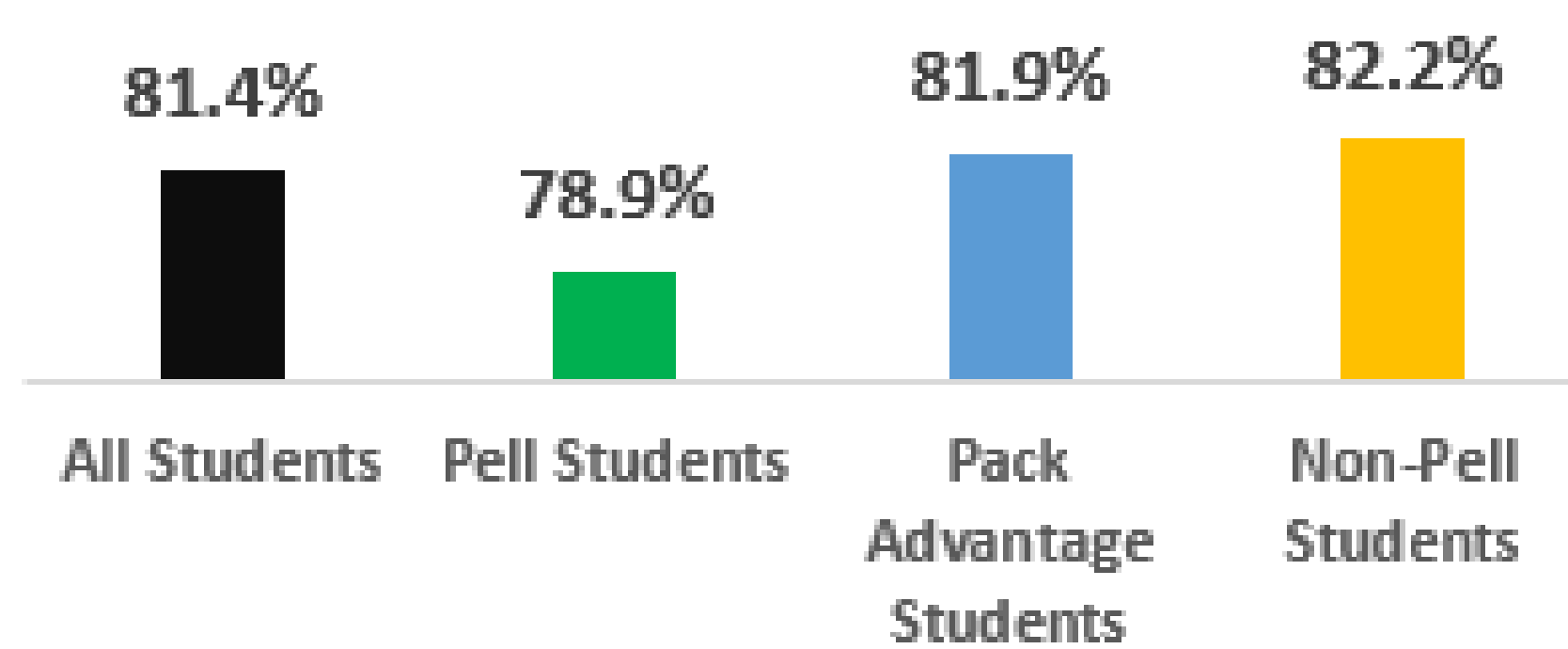
Lourdes Gonzales - lgonzale@unr.edu

## Program Description

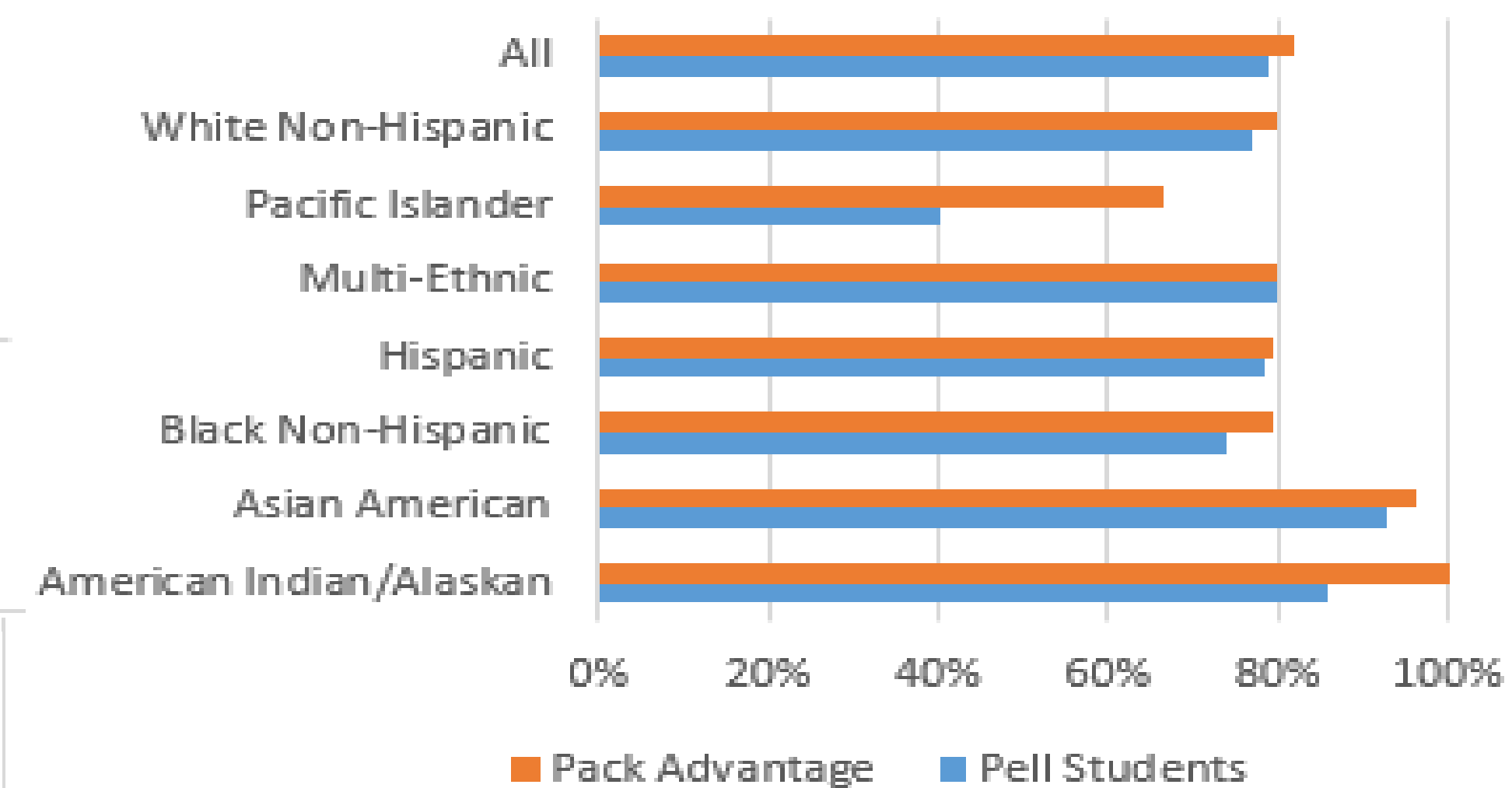
- 1) Our University commits to covering tuition, fees, and books for full-time enrolled Nevada Pell-recipients who file a FAFSA on-time.
- 2) Since its inception in 2010, Pack Advantage has benefited thousands of students each year, making it possible for students to attend college.

## Evidence of Impact

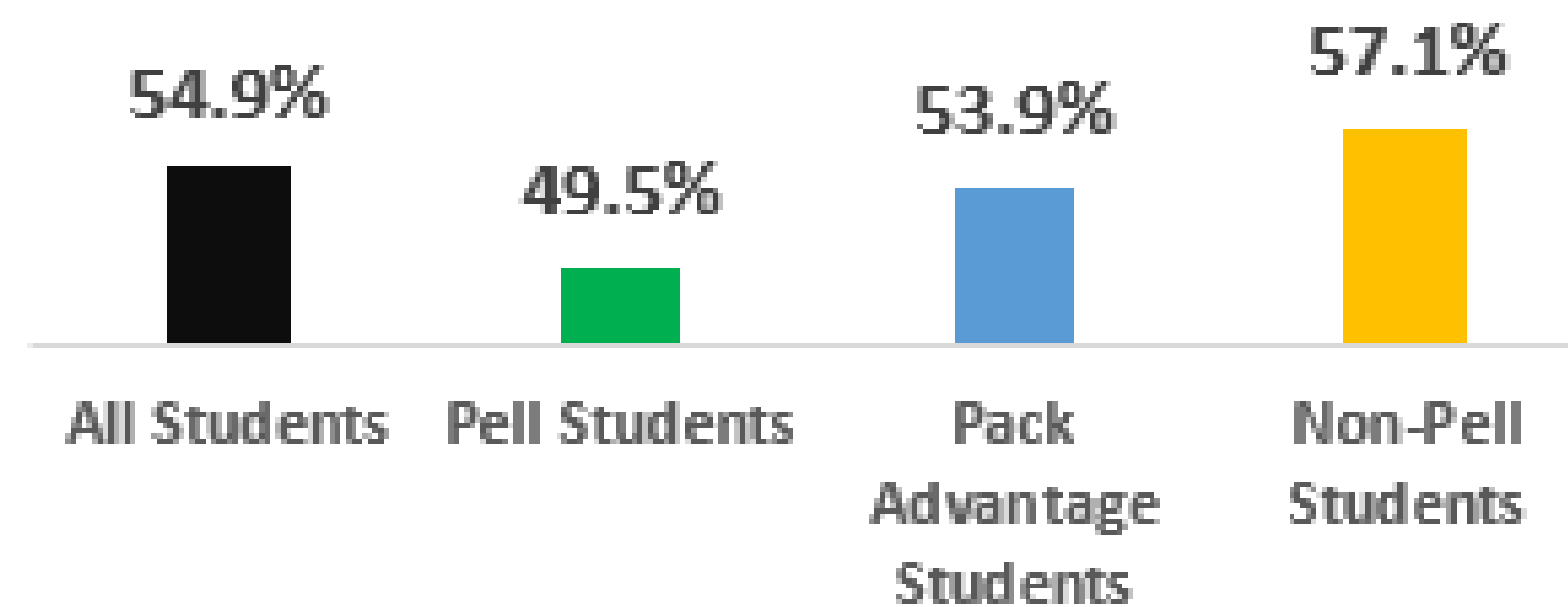
Fall 2016 to Fall 2017 Freshman Retention Rates



Pack Advantage VS Pell Students Fall 2016 to Fall 2017 Retention Rates



Six Year Graduation Rates 2011 Freshman Cohort



Closes the retention and graduation gap between Pell and Non-Pell students overall and within all ethnic groups.

## Methodology

- 1) Retention and graduation data from Institutional Analysis.
- 2) Pack Advantage, Pell, and demographics data from Financial Aid.
- 3) Retention and graduation rates from various groups were calculated and compared.

## Link to University DEI Goals

- 1) Pack Advantage seeks to increase the enrollment, persistence and graduation of Nevada students from disadvantaged backgrounds.
- 2) Results demonstrate that a Pell student that receives Pack Advantage is more likely to persist and to graduate than a Pell student who does not receive the award.

## Plan of Action

- 1) Increase the number of Pack Advantage recipients by collaborative outreach and identifying additional resources to support the program.
- 2) Tailor support strategies to the specific needs of the diverse Pack Advantage population.





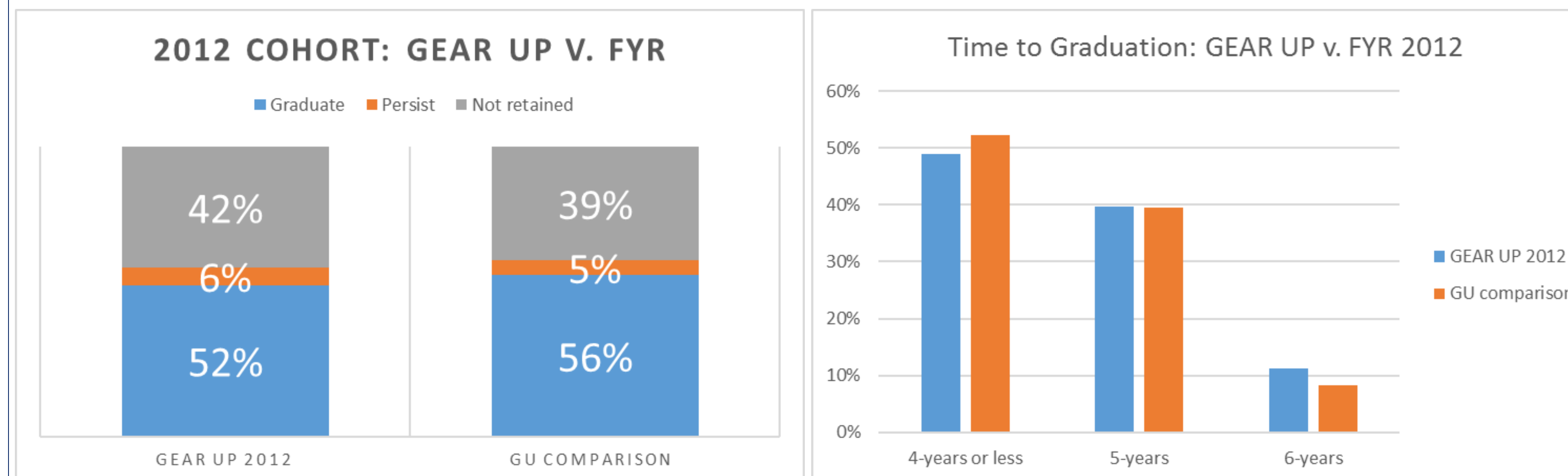
# Gaining Early Awareness and Readiness for Undergraduate Programs-GEAR UP

Emily Crawford, M.A., NCC, Program Coordinator; Desirae Acosta, M.A. Program Coordinator First in the Pack

## Program Description

- 1) Continual academic support to income qualified, first generation college students starting in middle school through college
- 2) Identified in middle school based off of school's Free and Reduced Lunch status
- 3) Mentorship, financial aid resources, college and career counseling for LIFG students

## Evidence of Impact



## CLOSING THE GAP IN PERSISTENCE AND GRADUATION

## Methodology

- 1) Institutionally reported retention, persistence, and graduation data
- 2) Comparison group of FYR 2012, GEAR UP 2012
- 3) GEAR UP students are identified by status of GEAR UP financial aid, enrollment in 2012, and matriculating from GEAR UP identified high schools in Fall 2012

## Link to University DEI Goals

Increasing outreach and recruitment in low income middle schools and high schools *increases* college preparedness and *increases* diverse cohorts entering college.

- Recruit, retain, and graduate a diverse student body prepared for global citizenship.
- Create and maintain a diverse and inclusive environment.
- Emphasize diversity, equity and inclusion through community engagement and increase diversity of suppliers through the purchasing process.

## Plan of Action

- 1) College readiness in K-12 can match the preparedness for first generation students – as shown by the minimal differences in persistence, retention, and graduation data
- 2) Overall; graduation, retention, and persistence can be increased institution wide by intensive guidance and support throughout all college years
- 3) Increase GEAR UP programming to increase graduation, persistence, and retention, by partnering with academic departments & Students Services .



# The Silver & Blue Solution: Predicting Retention

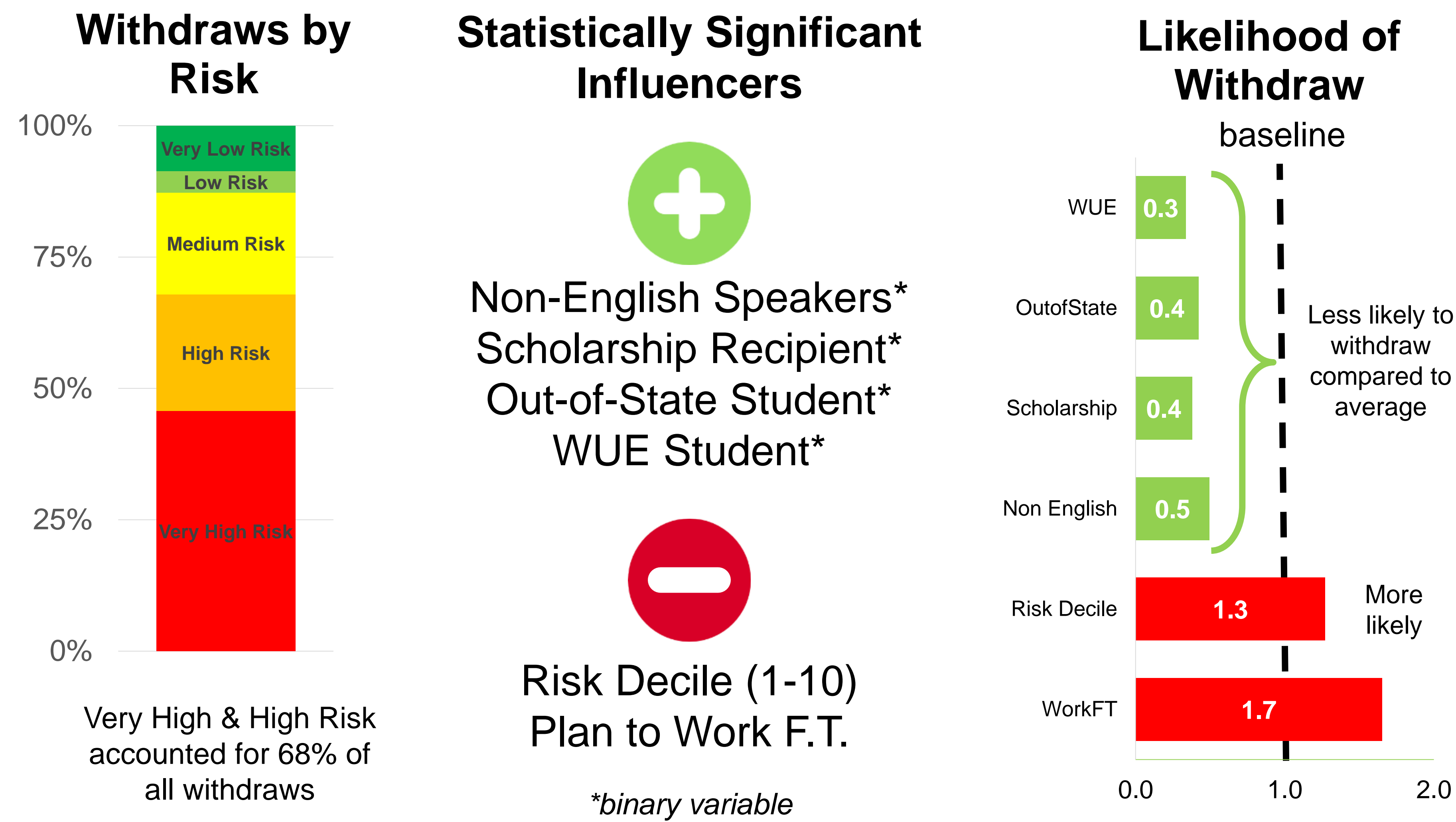
## More Than Just Low Income and First-Generation

Theo Meek

### Program Description

- 1) Purpose
  - Calculate predicted risk
  - Target retention outreach
  - Resource-saving
  - Developed by Institutional Analysis
  - Original purpose in Advising
- 2) Risk-Decile Score
  - 1-10 equal stratification
  - Transformed from 17 explanatory variables

### Evidence of Impact



### Methodology

- 1) Risk-Decile Calculation
  - Socio-demographic
  - Pre-Collegiate Prep.
  - First-Semester Exp.
- 2) Correlational
  - Logit Regression
  - Odds Ratio Calculations
- 3) Two Datasets
  - Institutional Analysis
  - Enrollment/Withdraw from Registrar
- 4) 11% Variation Explained (pseudo-R2)

### Link to University DEI Goals

- 1) This risk analysis tool seeks to increase the retention and graduation of a diverse student body
- 2) Results challenge the typical variables used to define dropout risk
  - Retention work should focus on the IA Risk Profile to identify at-risk populations

### Plan of Action

- 1) Information available for programs and services to provide targeted, intentional outreach to students with high drop out risk
  - Retention programs tailored to statistically significant predictors
- 2) Academic Advising and Student Services partnerships intrusively support medium, high, and very high risk populations more thoroughly



# New Member Recruitment & Courageous Conversations

Office of Fraternity and Sorority Life  
Megan Pepper & Kyle McGee

## Program Description

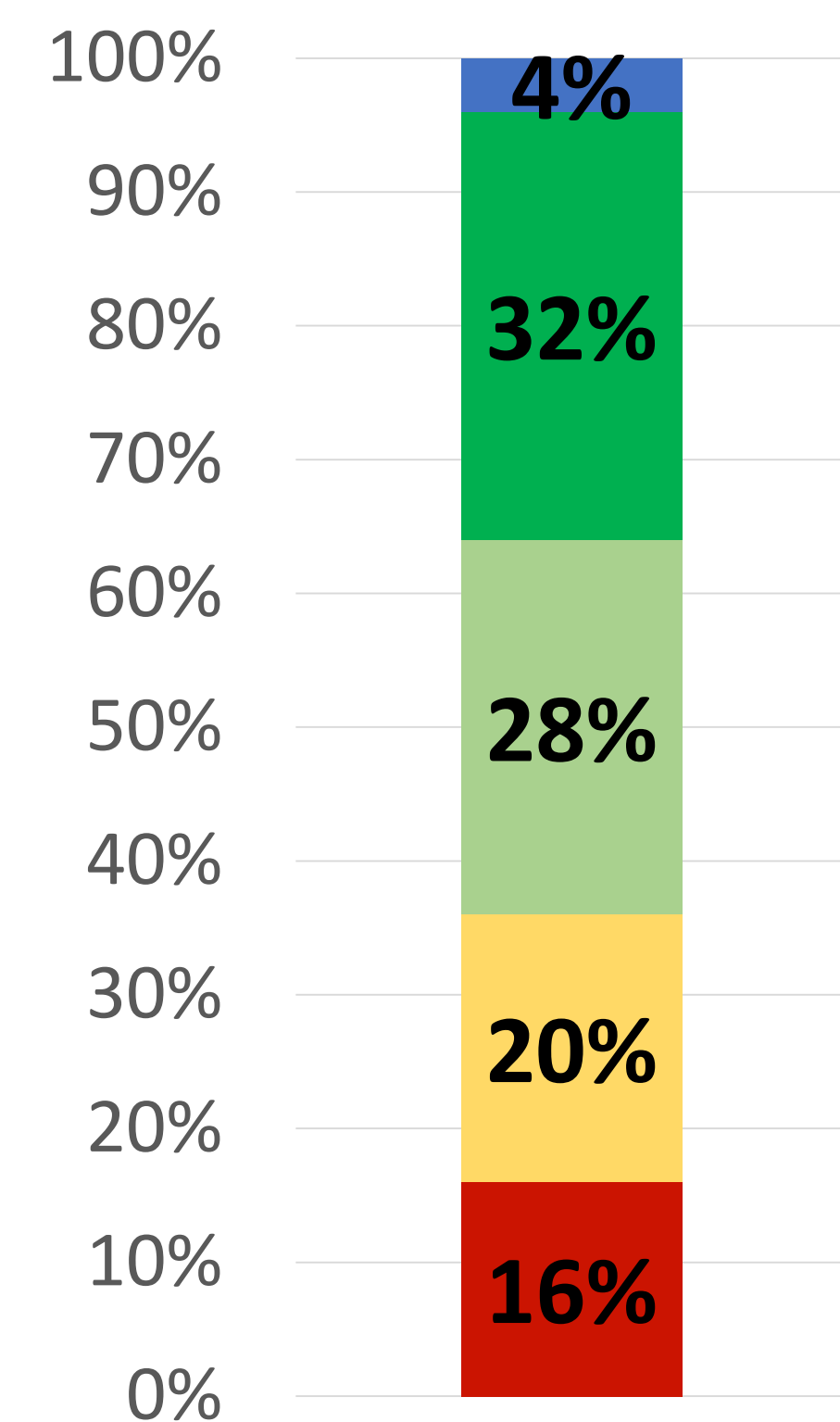
In a workshop, **48 sorority Recruitment Counselors (RCs)** discussed chapter stereotypes, as well as how to avoid letting personal or social biases influence the recruitment process.

Objective 1: Aid Recruitment Counselors in identifying and understanding the inaccuracy of stereotypes.

Objective 2: Increase retention amongst Potential New Members throughout the recruitment process.

## Evidence of Impact

SLO: Percent RCs who showed increasing depth of reflection & responsibility to take action.

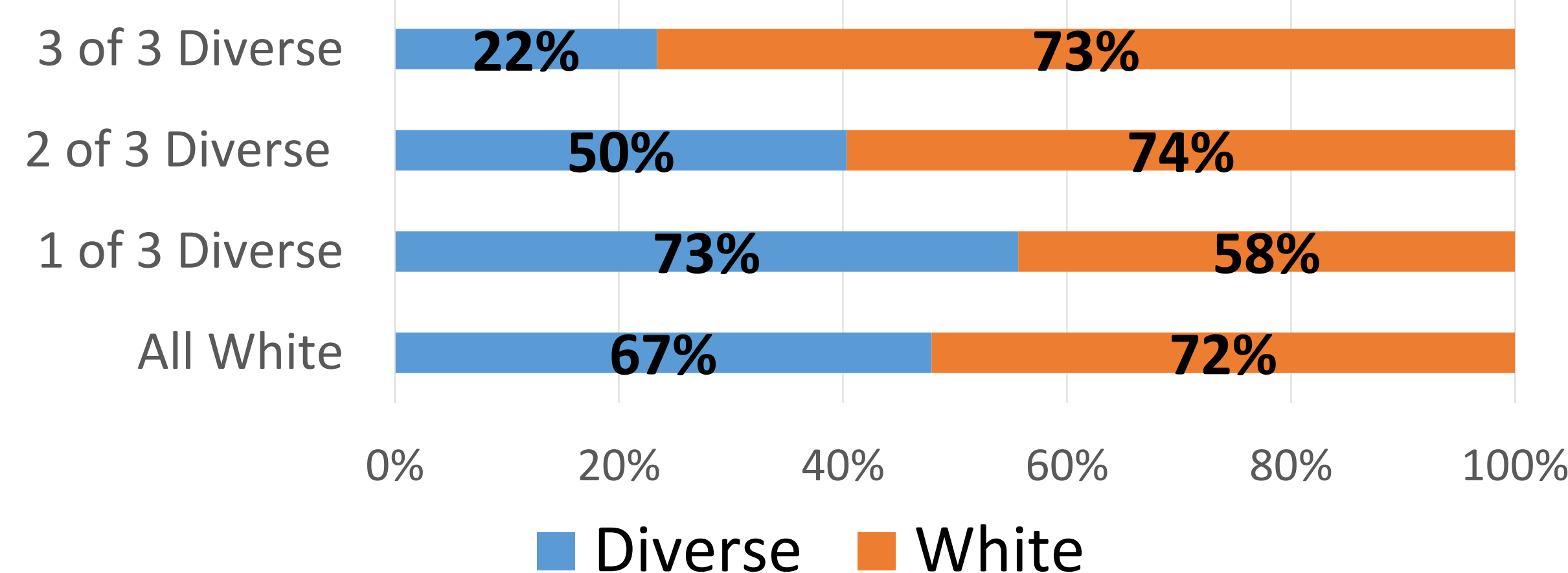


RCs were put in groups of 3 to guide students through recruitment process.

Composition of 16 RC Groups of 3:

- 1 Group – 3 of 3 students of diverse backgrounds
- 2 Groups – 2 of 3 students of diverse backgrounds
- 4 Groups – 1 of 3 students of diverse backgrounds
- 9 Groups – All three students are white

Proportion of Diverse Students Successfully Recruited by Group Racial Composition (Inconclusive Results)



## Methodology

1. Administered a RC Training Assessment to gauge learning, including Stereotypes Activity.

**80%** felt very confident they could address chapter stereotypes during recruitment.

2. Administered a Potential New Member Withdrawal Survey to identify why students withdrew from the process.

Slightly higher (**26% vs. 21%**) of diverse students reported not getting an invitation to their first choice as reason to withdraw.

3. Compared recruitment race/ethnicity outcomes (left).

## Link to University DEI Goals

**Create and maintain a diverse and inclusive environment.**

1. Increases recruitment and retention of diverse Potential New Member population.
2. Teaches fraternity and sorority leaders to confront stereotypes and have courageous conversations with peers.

## Plan of Action

1. Facilitate a similar exercise with the greater fraternity and sorority community to help combat negative stereotypes.
2. Improve Potential New Member Withdrawal Survey to include specific questions about perceptions of diversity and inclusion.
3. Present assessment data to all fraternities and sororities to aid their knowledge and motivation to make recruitment efforts inclusive.



# Level the Playing Field

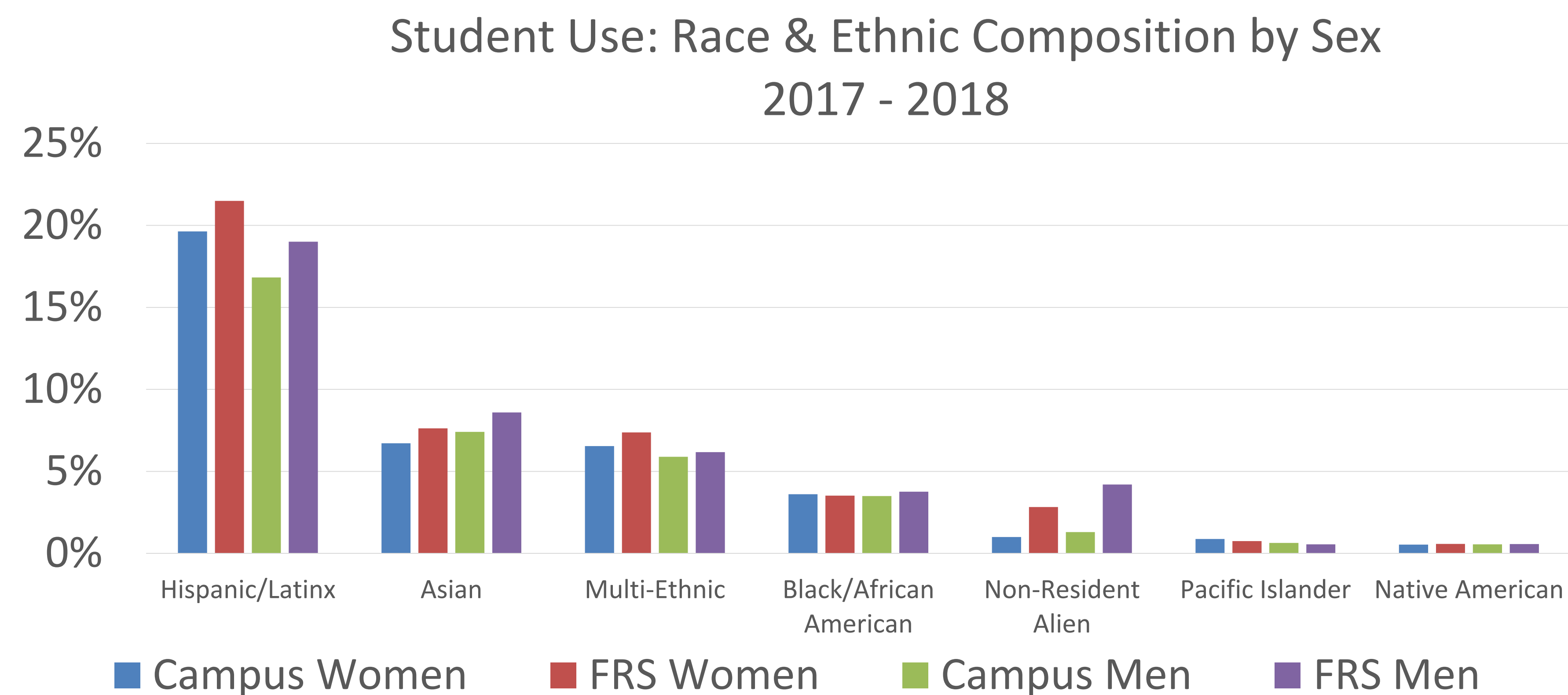
## Fitness & Recreational Sports Department

Sheena Harvey, Coordinator

### Program Description

The Fitness and Recreational Sports (FRS) Department is committed to the development of a healthy learning environment supportive of the internal quality of campus life. Adequate fitness and sport facilities help improve the life of students on campus, and also serve as an essential factor in recruiting and retaining students.

### Evidence of Impact



\*Year one use of E. L. Wiegand Fitness Center: Higher use proportionately among Latinx, Asian, Multi-Ethnic, & Non-Residents overall

### Methodology

- 1) Gathered student population first year use data for the E. L. Wiegand Fitness Center.
- 2) Facility use analyzed with a diverse lens to identify commonalities with university 2017 – 2018 race/ethnicity compositions.
- 3) Identified and examined student use of non-represented versus overly represented group presence within the facility.

### Link to University DEI Goals

**Create and maintain a diverse and inclusive environment.**

FRS has created a welcoming environment for the student population. The cultural climate within the campus fitness center is supported by the available facility equipment and offered program and services. Direct access supports the development of physical and social capital for students while enrolled in higher education.

### Plan of Action

- 1) Future program assessment plans will be geared towards further exploration of demographic identifiers within group fitness and intramural sports structured programming.
- 2) FRS will move forward to assess cultural competencies in the realm of fitness and sport participation of student use of facility and programs.



# Gender Parity Student Government: Elect Her!

Center for Student Engagement  
Amy Koeckes, studentengagement@unr.edu

## Program Description

1. ASUN student government has traditionally been run by men. In ASUN history there have only been 7 women presidents (including the recent election).
2. Our purpose is to create gender parity in ASUN government.
3. Our office aims to increase the number of women running for an elected student government office by 50% in 2018.

## Evidence of Impact

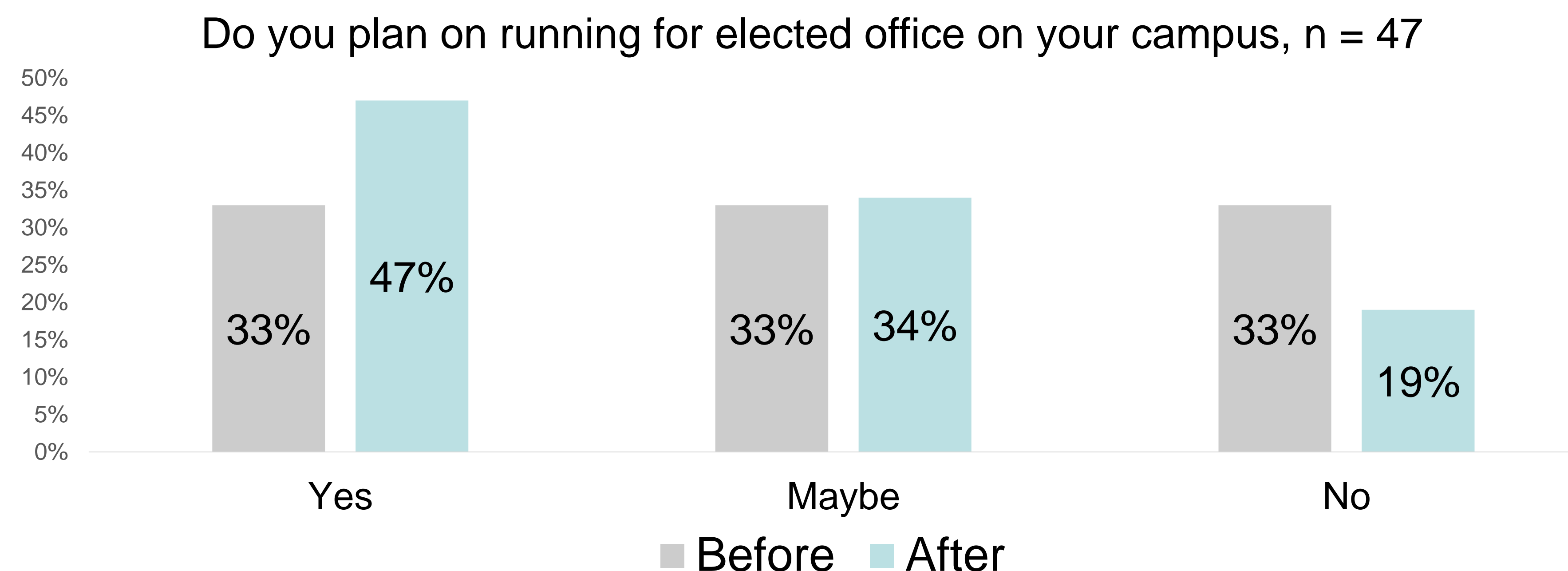
67 applications

Preferred Pronouns:

- 6 He/Him/His
- 61 She/Her/Hers

### Data from ASUN Elections:

- Increased the number of females running for office by 50%.
- 7 Ran in 2017 and 14 ran in 2018
- 7 who attended Elect Her ran for an ASUN Senate seat
- 5 who attended Elect Her won an ASUN Senate seat



## Methodology

1. Past ASUN Elections Data
2. *Elect Her* registration form
3. *Elect Her* pre and post assessment form that included qualitative and quantitative questions
4. ASUN Election Application

## Link to University DEI Goals

1. This program increases a diverse and inclusive environment in student leadership positions.
2. The program was specifically created to invite participation among women, a group identified as being underrepresented in this sphere.

## Plan of Action

1. Expand from a one day *Elect Her* workshop to *Elect All of the People* in Fall 2018 targeting all students not currently represented in ASUN.
2. Future work will concentrate on identifying and creating outreach programming for intersectional identities not traditionally represented in ASUN government.



# Inclusive Programming Practices

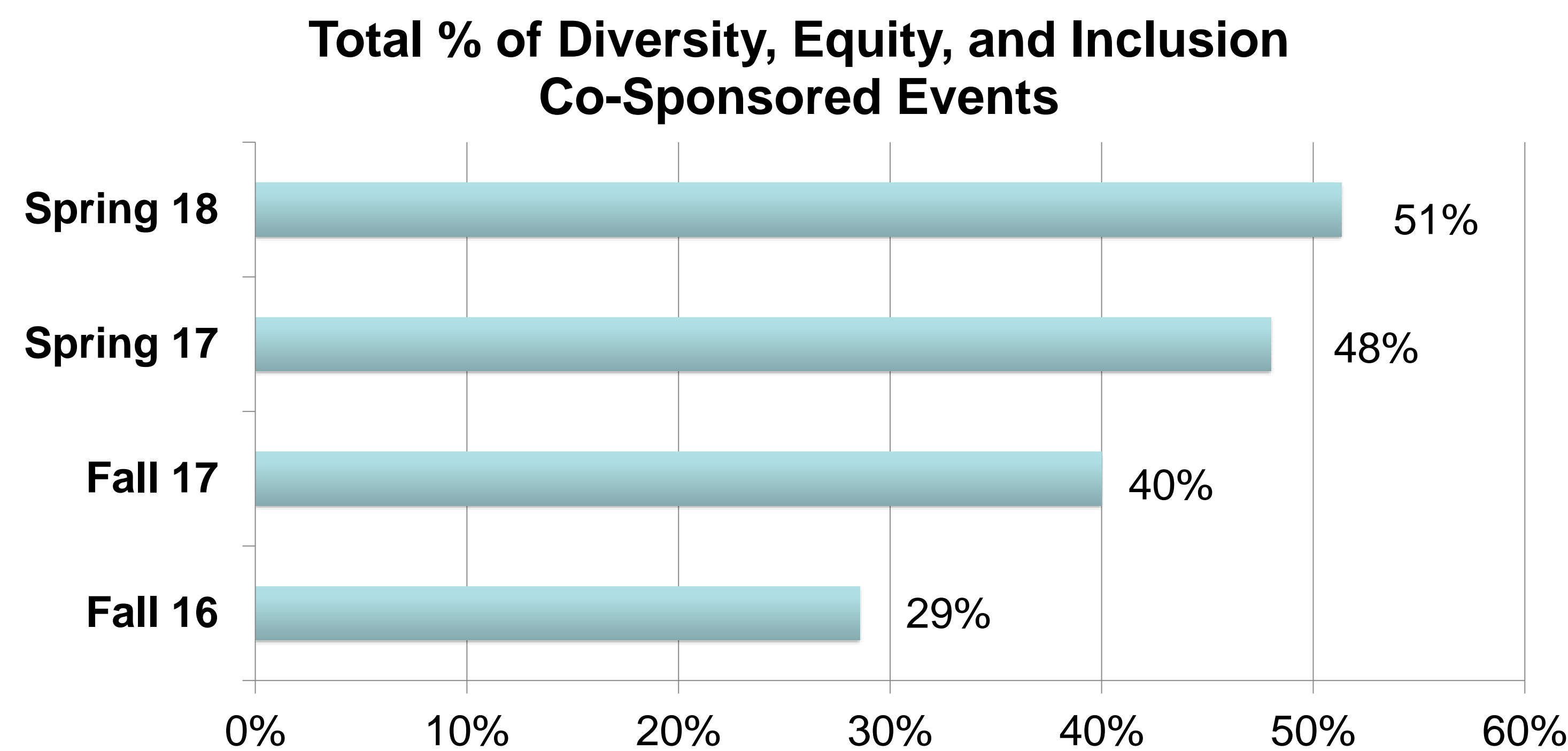
Joe Crowley Student Union  
Morgan Zuziak, mzuziak@unr.edu

## Program Description

The Joe Crowley Student Union Programming and Marketing Team plans a variety of events that reach out to diverse audiences.

In addition to events planned by the JCSU, the Joe's Co-Sponsorship program is aimed at supporting diverse student and campus groups in their event planning and outreach.

## Evidence of Impact



**For Fall and Spring semesters, respectively, the % of Co-Sponsored events related to topics of diversity, equity, and inclusion has increased over the past two years.**

## Methodology

The Programming and Marketing Team collects and maintains data about:

- Number of Events
- JCSU and Co-Sponsorship Event Attendance
- Student Organizations and Campus Groups that utilize the Co-Sponsorships

The impact is assessed through the amount of co-sponsorships we have and the growth in the program over the years.

## Link to University DEI Goals

The Co-Sponsorship program informs the DEI goal of retaining diverse students and preparing them for global citizenship. A Co-Sponsorship Agreement offers groups financial, marketing, and event planning assistance. This program often benefits underrepresented groups that have minimal funding and knowledge of planning a university event.

## Plan of Action

- 1) Gather data to identify the types of students who are attending these events and utilize this data to see how we can better serve those who we currently do not.
- 2) Implement the creation of the "Intersections" area of programming for the Joe. This area is focused on planning events surrounding the theme of identity, social justice, equity, inclusion and diversity.



# Graduation Celebrations: Keeping Pace with Growth

The Center: Every Student Every Story  
Araceli Martinez



## Program Description

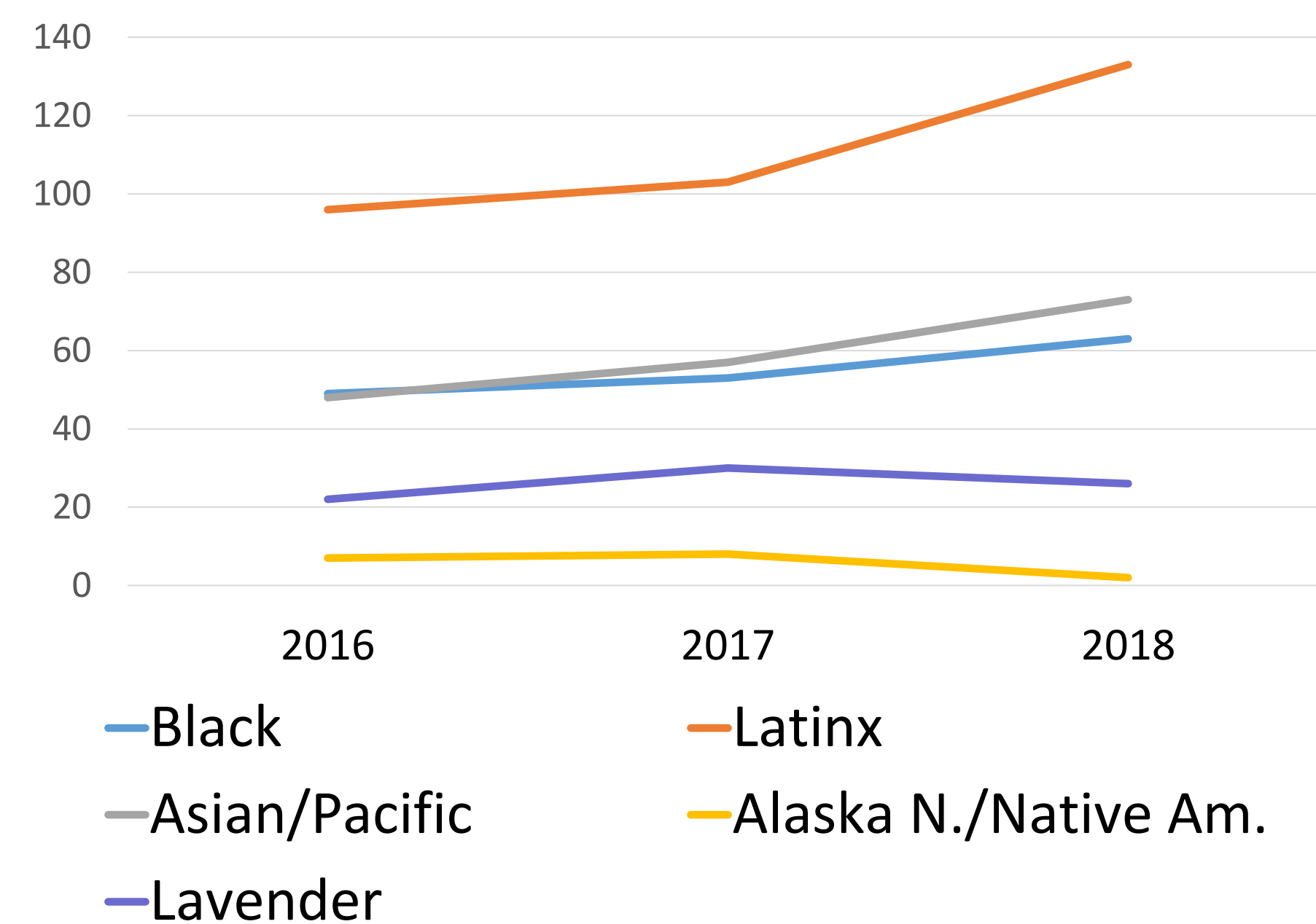
Five Cultural Graduate Celebrations are hosted to recognize the academic accomplishments of students from diverse backgrounds.

Celebrating students and their families creates a more intimate event to recognize sacrifices and successes within a cultural context.

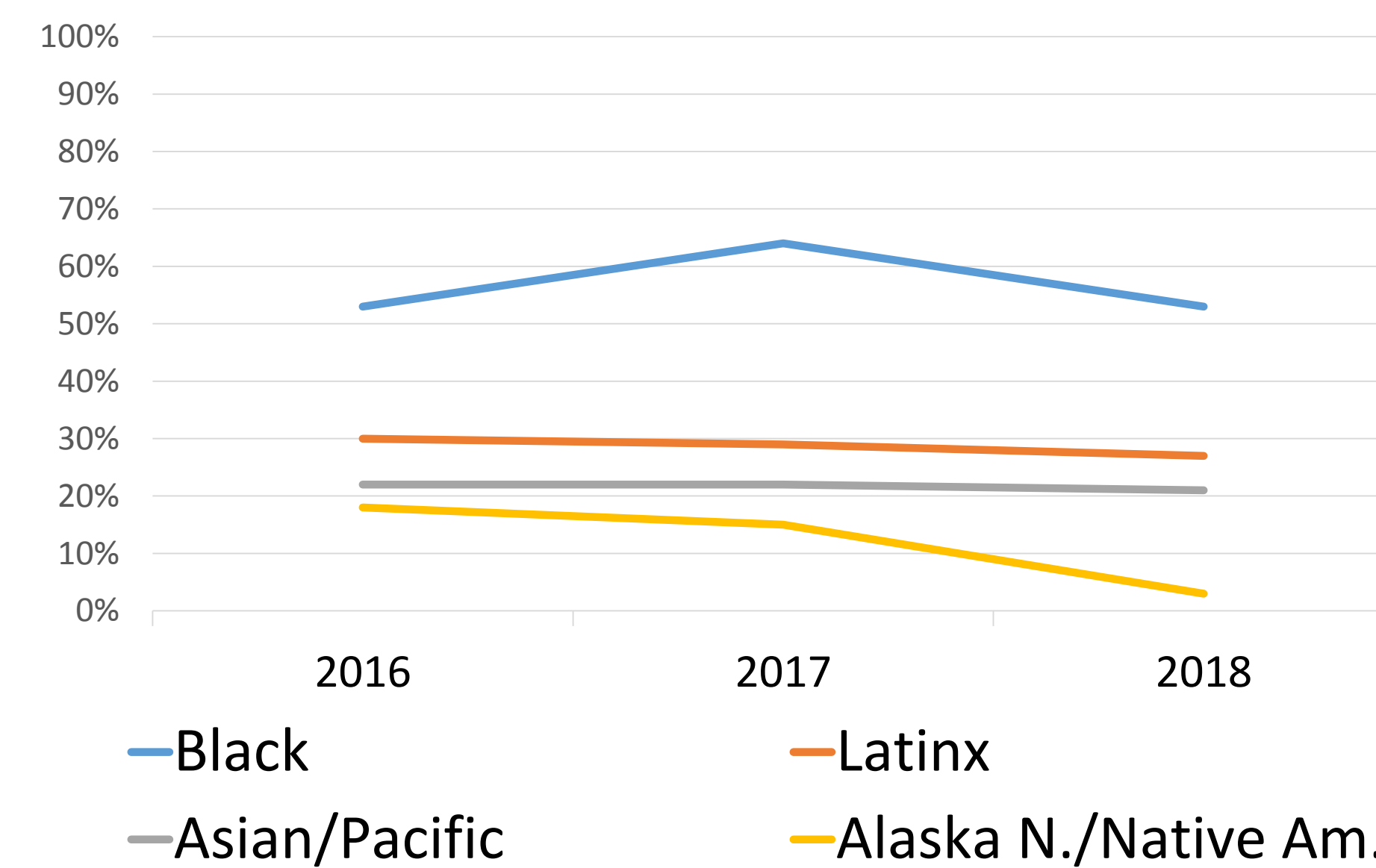
Freshman and Sophomores are asked to volunteer. This exposure provides motivation to graduate through examples of success.

## Evidence of Impact

Count of Bachelor's Graduates Attending Center Celebrations, 2016 - 2018



Percent of Bachelor's Graduates Attending Center Celebrations, 2016 - 2018



The number of graduates attending Cultural Graduate Celebrations has increased over time and kept pace with the growth of diverse student populations on campus – serving proportionally more students from each group on campus.

\* Lavender celebration is not represented in the percent chart because total population is unknown

## Methodology

Data Sources:

- Event attendance
- Institutional demographics
- Total Graduates from the Outcomes Survey

Proportions were calculated for students attending events by race/ethnicity divided by all students of that race/ethnicity graduating in May for each year.

## Link to University DEI Goals

- Cultural graduation celebrations are important demonstrations by the campus community that diversity is valued and celebrated.
- These celebrations provide faculty/staff and enrolled students space to acknowledge the value of their presence on campus and enhance the pipeline to graduation for enrolled students.

## Plan of Action

- As the university continues to recruit and graduate students from diverse backgrounds, these celebrations will grow. Future plans will include greater outreach by collaborating with academic departments where faculty and staff can extend personal invitations.
- Future assessment will focus on the extent these celebrations promote sense of belonging among students and faculty on campus.



# Our Students – Our Staff

## A description of the 2018 Orientation Staff

Cairn Lindloff, Assistant Dean, New Student Initiatives, cairnal@unr.edu

### Orientation Staff

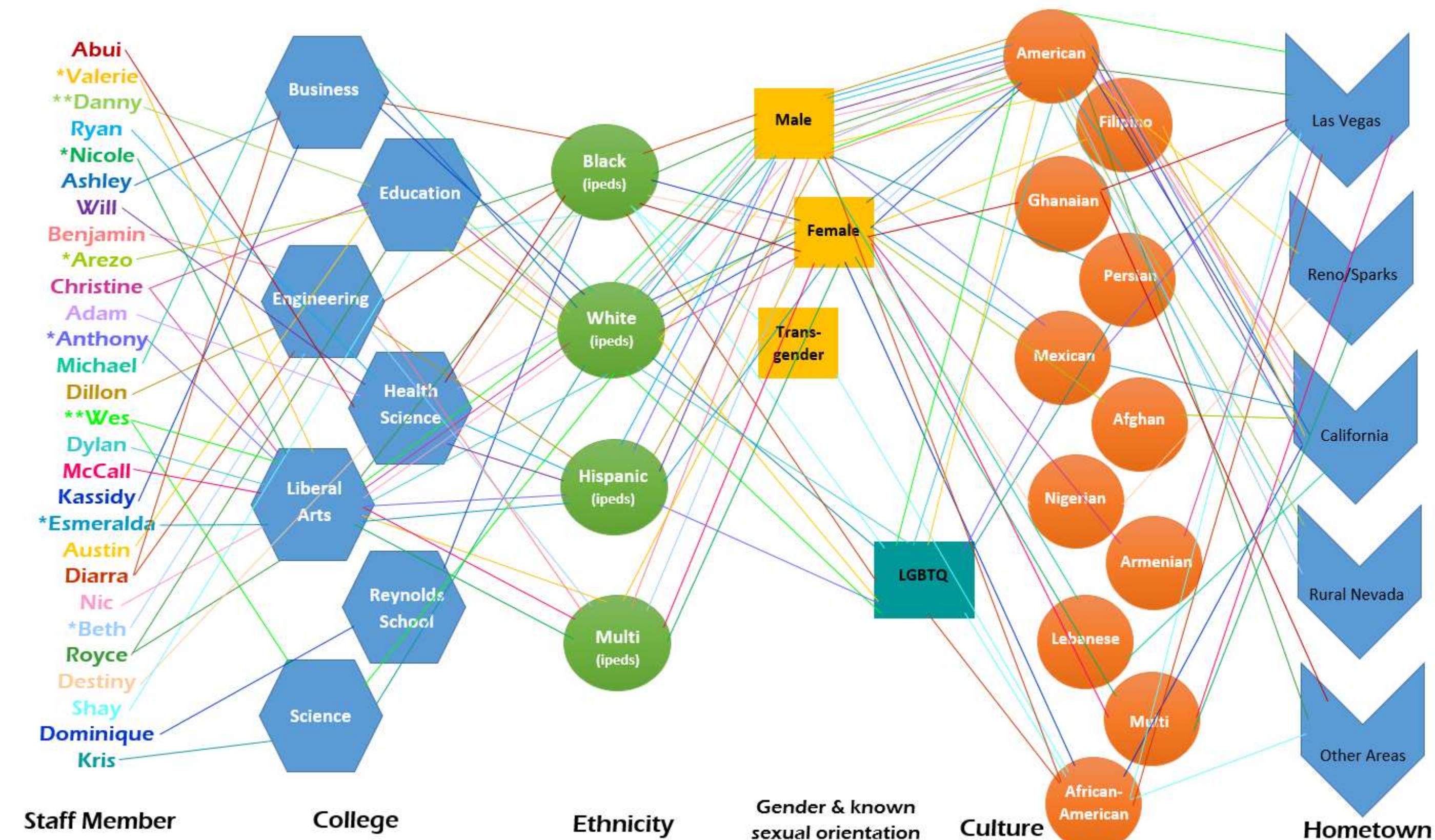
GOAL: Select an Orientation staff that exemplifies diversity and inclusivity of all types.

WHY: By selecting a highly diverse staff, on multiple diversity measures, we can help new students find commonality during their orientation and transition experiences.

CHART: Each OG is represented by a color and lines connecting them to their known identities.

\* Represents “bonus” areas such as First Generation, DRC affiliated, Transfer credits/experience..

### Evidence of Impact



### Intersectionality in Practice

### Methodology

- 1) Application
- 2) Interviews
- 3) Interview Questionnaire
- 4) Selected Questionnaire

Each stage of the selection process gathers more data on the intersection of status and student experiences.

Data represents known information for 2018 O staff. Data does not show year in school, or GPA which are also factored into the selection process. **Selection of OGs has utilized this process for 8 years!**

### Link to University DEI Goals

We create and maintain a diverse and inclusive staff to improve the campus climate. OG staff are first point of contact with students and first impressions matter. We seek to create a climate that makes individual students feel they belong on our campus. Developing a sense of belonging contributes to persistence and graduation.

### Plan of Action

- 1) Identify under represented populations (ie CABNR, AIAN) and increase applicants from those areas.
- 2) Explore intersectionality of identified areas, looking for both commonalities and underrepresented trends.





# Overcoming Financial Barriers

Dean of Students Office and ASUN  
Kimberly Thomas, Dean of Students

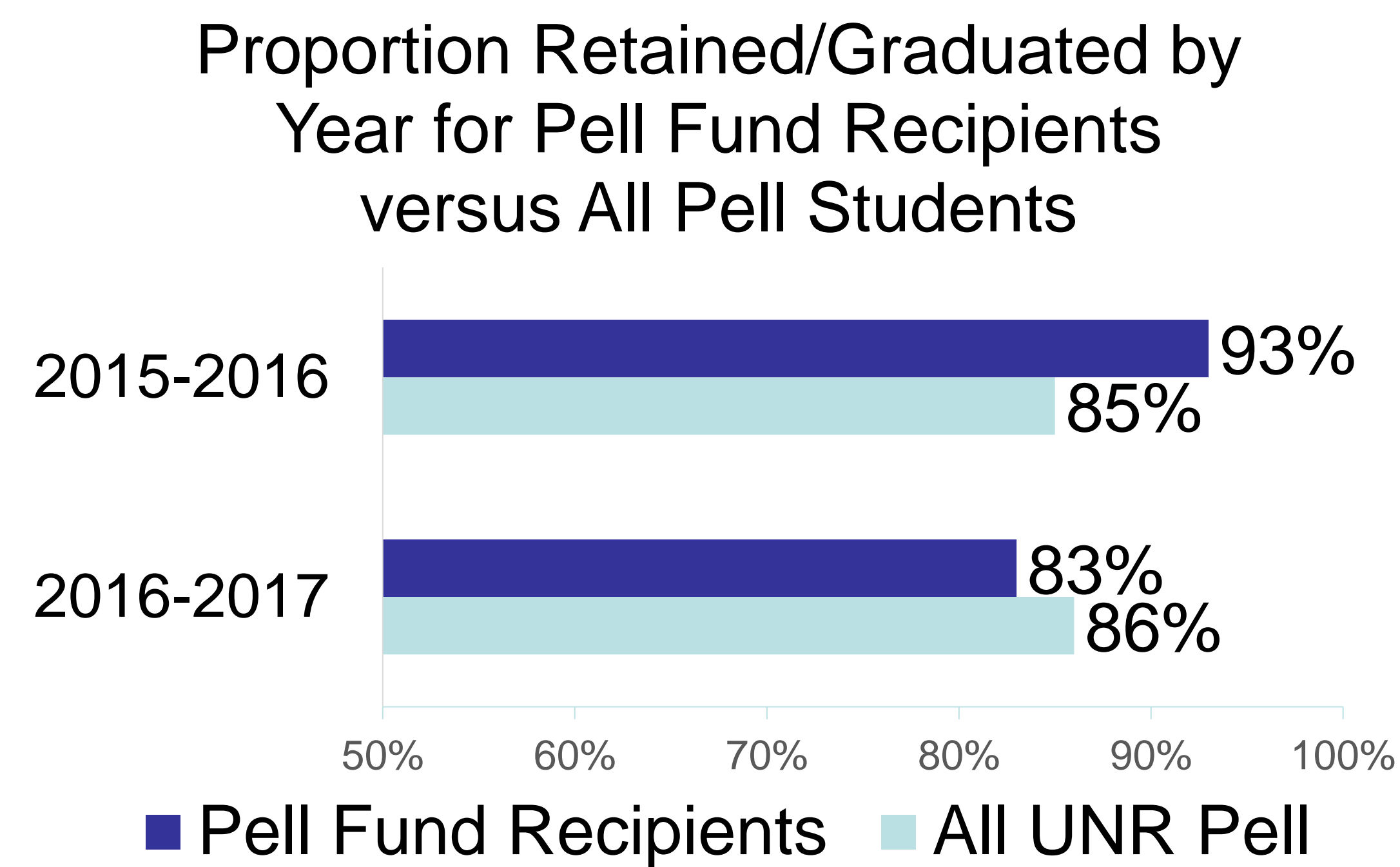
## Program Description

To assist students going through financial hardship with the goal of increasing their potential to persist at the university. The Dean of Students determines eligibility for receiving a one-time donation or loan.

Tuition assistance and emergency funds are two of three resources financed by the ASUN and administered by the Dean of Students to support students in financial need.

## Positive Outcomes for Underrepresented Students: Persisting & Graduating

- More than 80% of students across race & ethnic groups persisted and came back to university for another year or graduated.



- Over both years, 66% of Pell eligible (low-income) students benefited from tuition assistance and emergency funds.
- White, Black and Hispanic students had the most positive outcomes.

## Methodology

Estimate persistence rates for students who utilize tuition assistance and emergency funds over the last 2 academic years.

Identify shared characteristics of students who need tuition assistance.

Explore retention benefit of tuition assistance for underrepresented students.

## Link to University DEI Goals

- Tuition assistance and emergency funds supports the retention and graduation of students most in need.
- Increasing resource support to marginalized students helps to maintain their presence on campus as well as communicate their value. Financial strain should not be a barrier to academic progress.

## Plan of Action

- Initiate dialogue with ASUN leaders to clarify eligibility requirements.
- Implement a digital file maintenance to track and assess demographics of recipients, positive outcomes, and trends.
- Schedule follow up meetings with students to assess connectedness to campus and potential for referrals to other campus resources.
- Determine whether training related to an area(s) of challenge might benefit student recipients.



# AI: A promising persistence intervention

## Residential Life

Darius Robinson & Peter Gatto

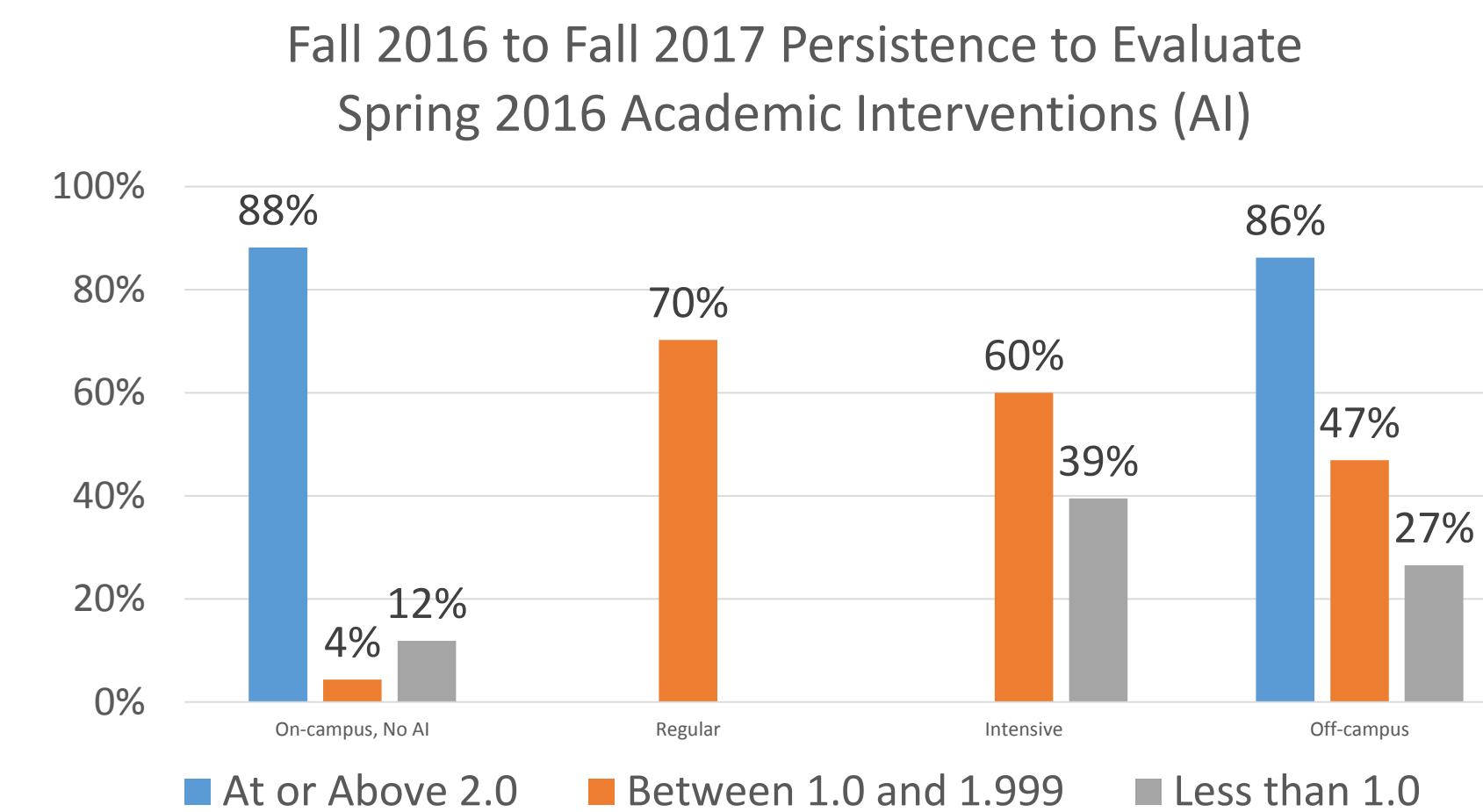
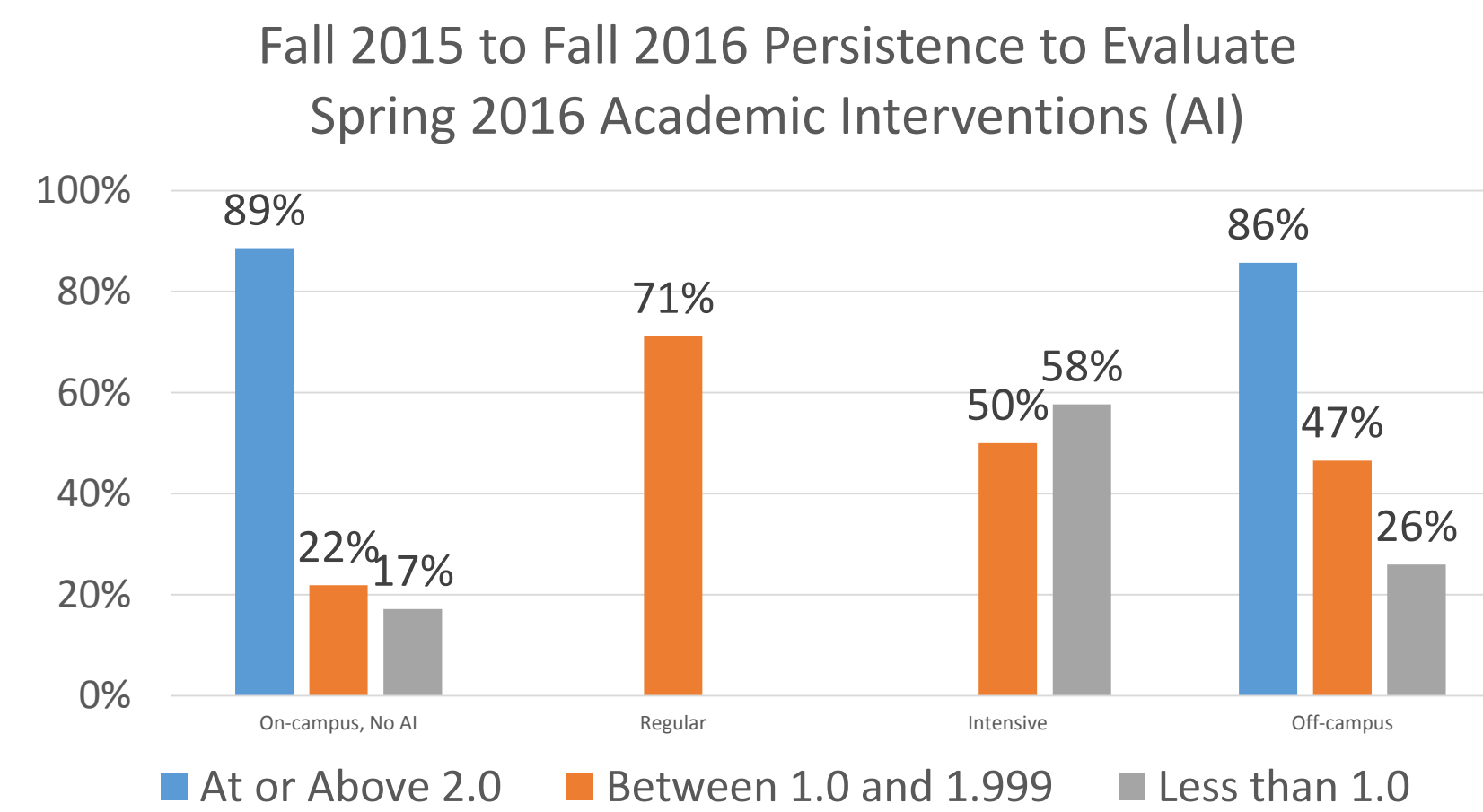
### Program Description

Two levels of Academic Intervention

“Regular” = Term GPA between 1.0 – 1.999; Requires meeting with RL and creation of action plan

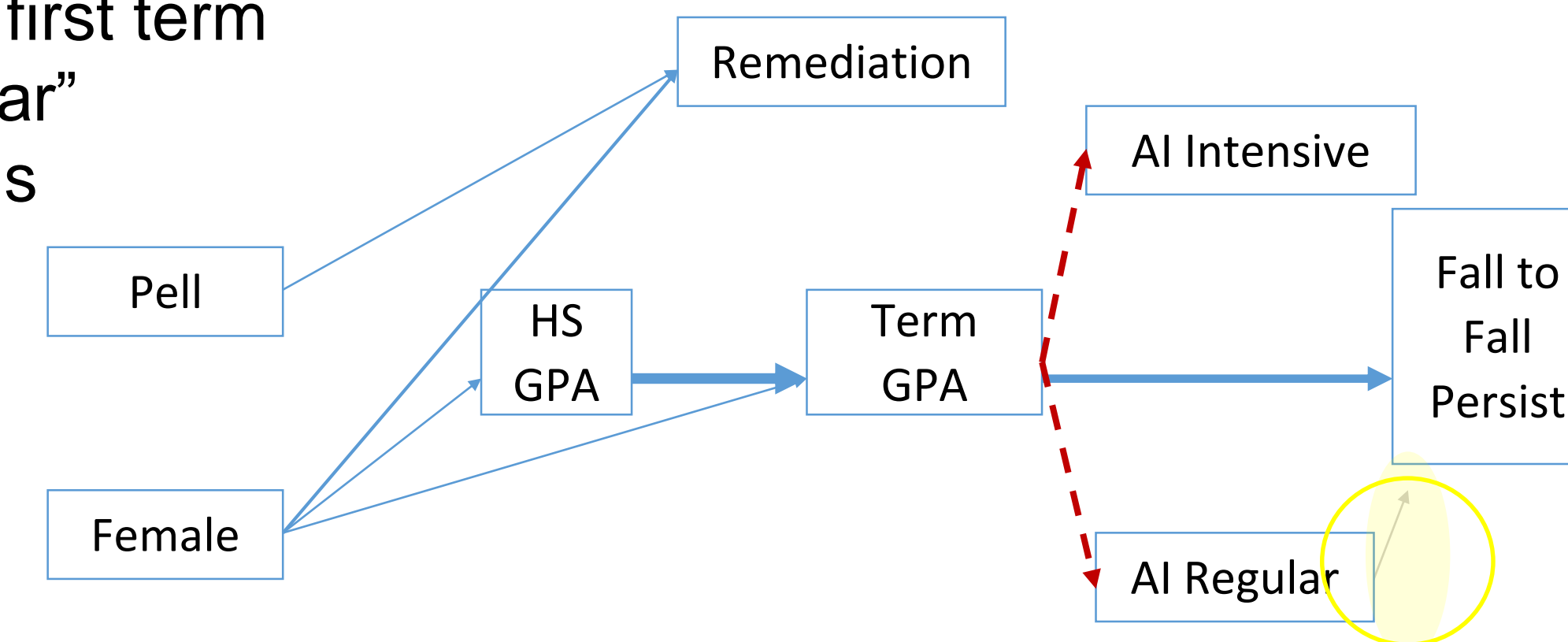
“Intensive” = term GPA between 0 - .999; Requires three meetings, as well as meeting with Acad. Adviser, Progress Reports, and regular check-ins

### Evidence of Impact



An examination of demographics and academic preparation revealed high school GPA and first term GPA explain persistence, but the AI “Regular” intervention looks promising when all else is considered.

GPA	No Intervention	Regular	Intensive
High School	3.40	3.06	2.92
First Term	3.14	1.61	.71



### Methodology

- 1) Fall to Fall persistence of two FYR cohorts
- 2) Persistence rates for AI participants were compared to other FYR students on and off-campus
- 3) To account for intersectionality of academic outcomes with demographics, only on-campus residents were analyzed using regression techniques in a path model

### Link to University DEI Goals

- 1) The Academic Intervention program in the Residence Halls exemplifies our campus focus on retention to graduate students for global citizenship.
- 2) A student’s first term performance shouldn’t derail their college dreams. Our intervention supports both the University’s and the student’s investment towards graduation.

### Plan of Action

To increase the impact of the academic interventions, we will explore which elements are having the biggest impact through a program evaluation. An assessment of student experiences and staff implementation fidelity will help us identify elements to strategically enhance for impact.



# Internship Pipeline for Students with a Disability

Career Studio & Disability Resource Center

Mary T. Calhoun & Geoff Kettling

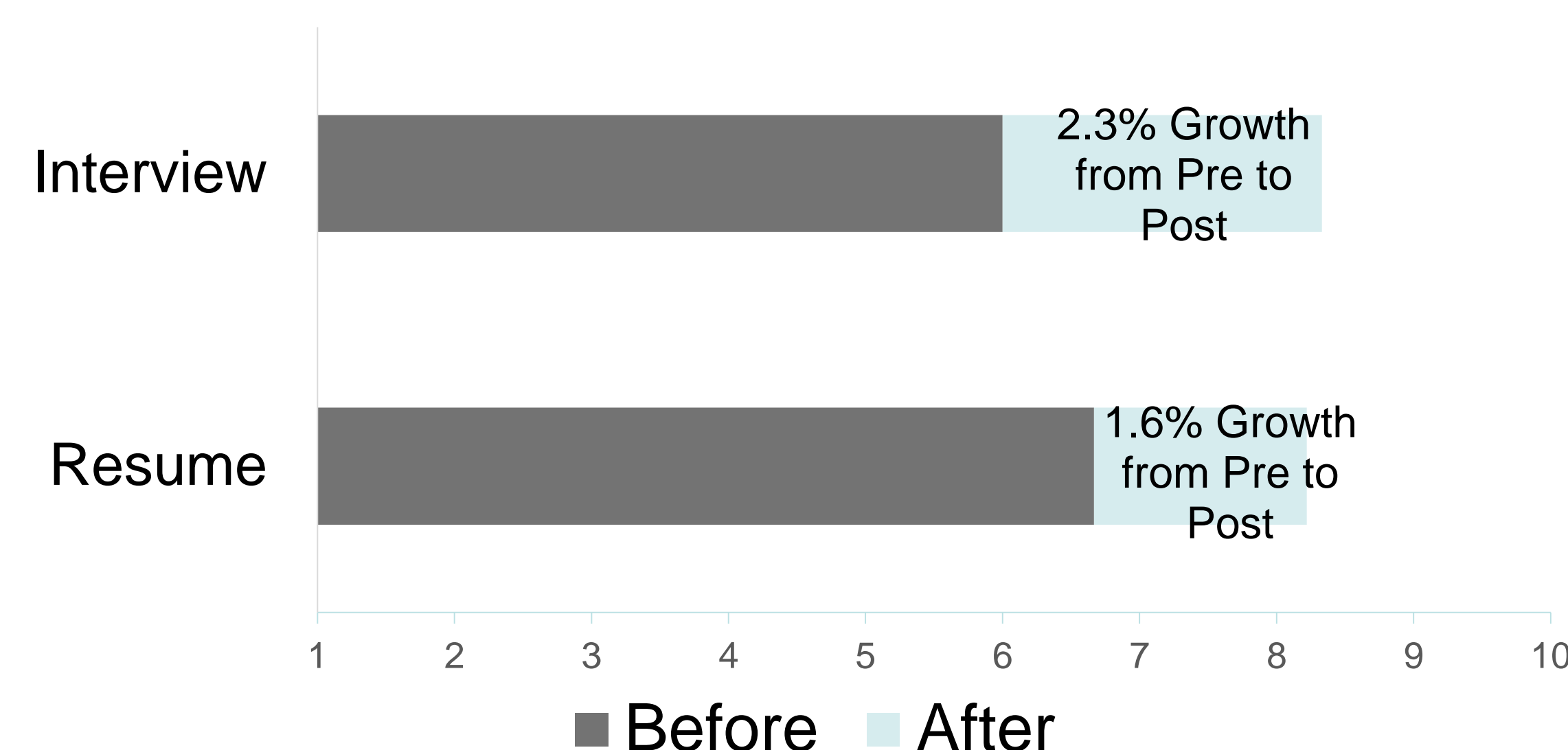
## Program Description




DRC teamed up with the **Career Studio** to enhance the experience of students with a disability in the federal Workforce Recruitment Program (WRP).

- Step-by-step communications to guide the application process
- Peer-led resume coaching and mock interviews
- Information about other opportunities for students with a disability

## Evidence of Impact

Confidence Presenting Oneself on a Resume and in an Interview, n = 9



    
**64%** likely or very likely to visit the Career Studio in the future



“The WRP application process was helpful ... I may stop in again this summer and get some more assistance as I apply for jobs online” – WRP Participant

## Methodology

### Program Goals:

- Increase confidence in resume writing & interviewing
- Encourage students to engage with Career Studio
- Increase participation in WRP

### Variety of data collection:

- Pre & post surveys
- Client management system tracked the number of in-person and virtual visits each student made
- Past years' program records held by the DRC

## Link to University DEI Goals

Our program offers customized career coaching and support to students with a disability, with the intention of helping them prepare for the professional world beyond college. This project helps foster a more inclusive campus environment by encouraging students with a disability to engage more fully with Career Studio services, including peer-led coaching. We help students prepare for global citizenship.

## Plan of Action

Unfortunately, no participants obtained internships or employment as a direct result of this program. We believe the WRP program is a major limiting factor. → Next year's program will encourage all students with a disability to engage in career development to help them prepare for internship and job opportunities in any sector or location, not limited to federal programs and timelines.



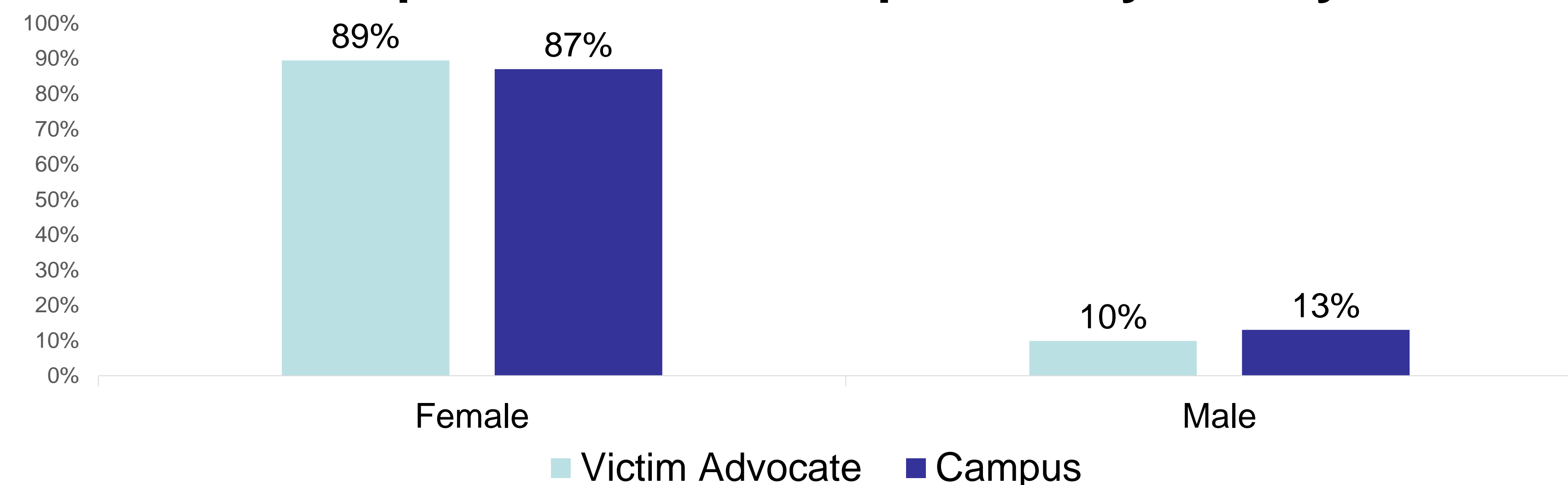
# Male Outreach: Gender and Sexual Victimization

Andrea King, Campus Victim Advocate

## Program Description

- 1) 1 in 4 Women and 1 in 33 men will be a victim of attempted or completed rape in their lifetime. College aged males 18-24 are 78% more likely to be a victim of sexual assault than non-college men of the same age.
- 2) Students are more likely to stay enrolled if they get help for sexual violence
- 3) Individuals identifying as males may be more comfortable asking for help from a confidential resource such as the campus victim advocate program.

## Proportion of Survivors from Victim Advocate Compared to 2016 Campus Safety Survey



- In the 2016 Sexual Conduct and Campus Safety Survey, 515 survivors were identified
  - 9 non-binary individuals were identified as survivors
- The Victim Advocate has served 156 students/faculty/staff since position was created in 2015
  - The Victim Advocate has served 1 non-binary individual

Overall, the Victim Advocate is proportionally serving survivors. Based on comparisons, men are slightly being underserved by 3%

## Methodology

- 1) Data from the 2016 Sexual Conduct and Campus Safety Survey used to make comparisons about service reach
- 2) Victim Advocate data collected by an intake form (information is voluntarily given by individuals seeking services)
- 3) Impact assessed by examine proportional differences between those identified as survivors through the campus survey and those seeking Victim Advocate Services

Maletsky, L, & Lowman, L. (2017). Sexual conduct & campus safety survey 2016 descriptive report. 49 pages.

## Link to University DEI Goals

- 1) Recruit, retain and graduate a diverse student body prepared for global citizenship. –By helping survivors use resources and coping strategies, they are more likely to finish their degree.
- 2) Awareness campaigns for sexual assault often leave out warnings for men. While the rate of sexual assault is higher for women, male sexual assault statistics should be given in some capacity during outreach efforts.

## Plan of Action

- 1) Would like to know the rates of risk at our University vs other Universities
- 2) Outreach efforts with male sexual assault statistics such as male-dominated clubs and fraternity organizations.
- 3) Create informational brochures with male statistics and create a office environment comfortable for males. Also, have a male advocate option available.



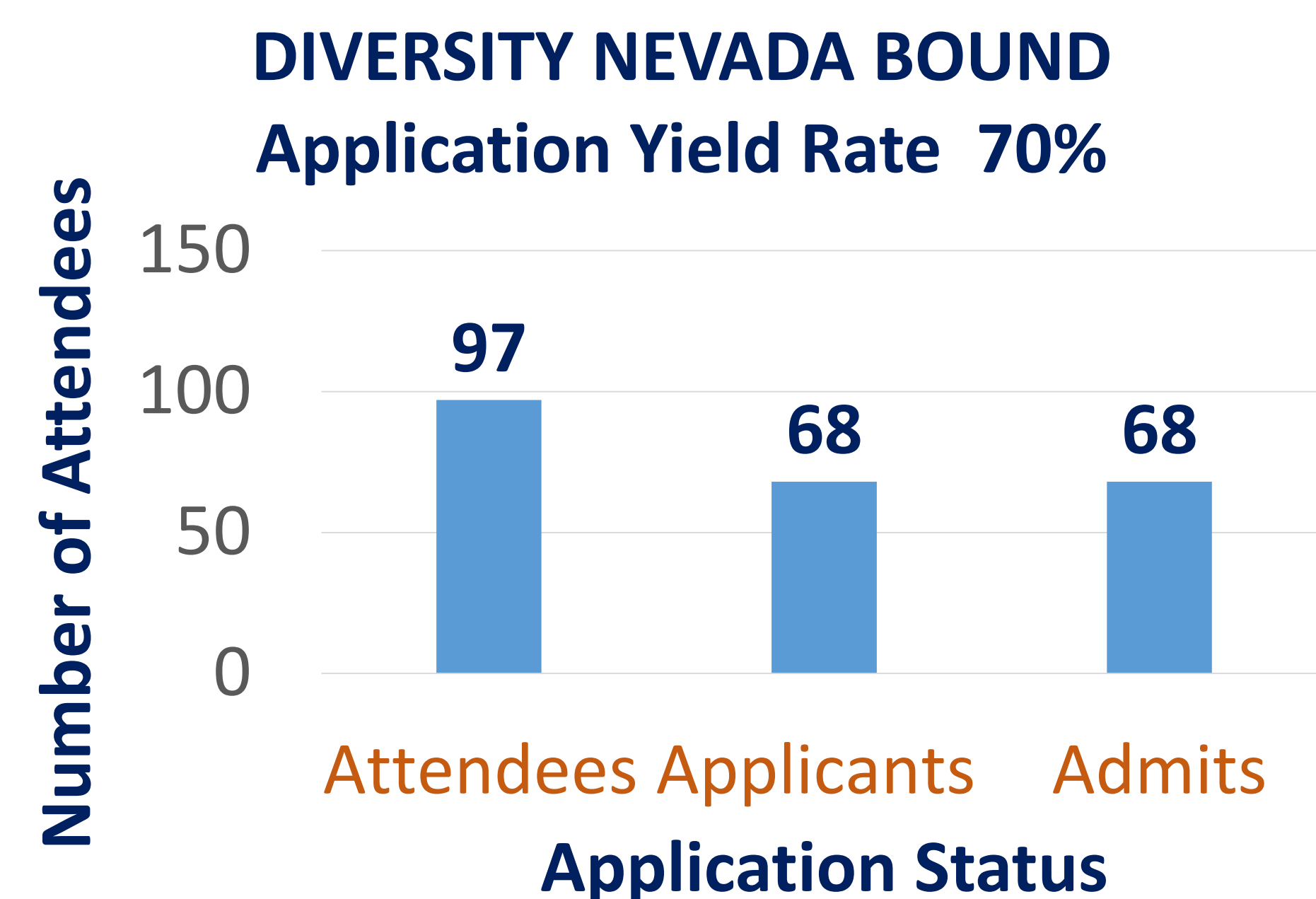
# Diversity Nevada Bound

Carolina Martinez

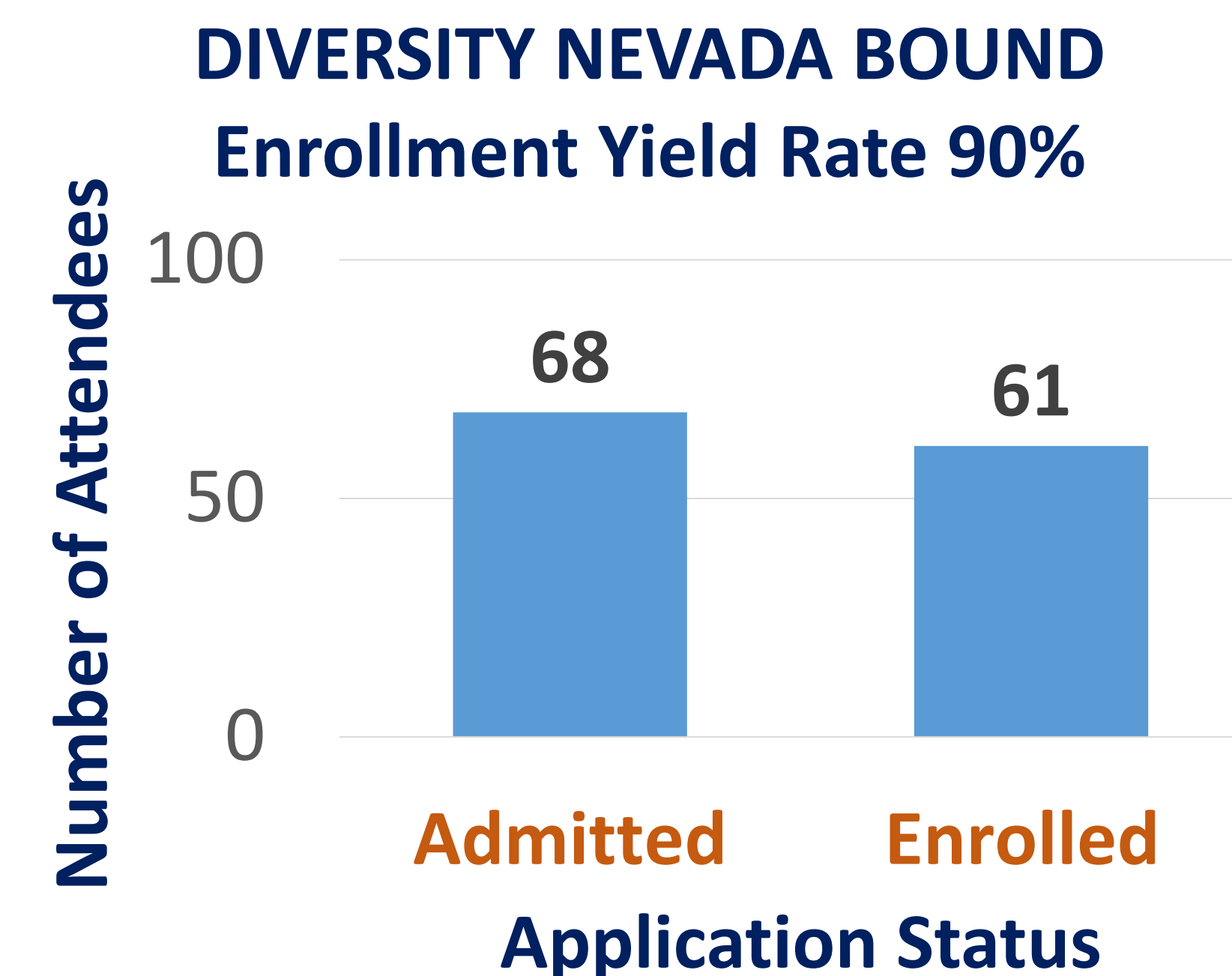
## Program Description

- Campus exposure for academically talented diverse students
- Promote early admission
- Introduce diverse faculty
- Highlight student support services
- Gain student's trust
- Increase student's confidence
- Reassure institutional commitment

## Evidence of Impact



❖ A **70% application yield rate** was achieved from program attendees



❖ A **90% yield rate** was achieved from applicants who attended the program

## Methodology

- Admit/enroll reports from PeopleSoft & Salesforce
- Volume of applications received from attendees
- Significance of impact based on student actions post program:
  - Application submitted
  - Admissions process completion
  - Advanced Registration participation
  - Yield; conversion of admits to enrolls

## Link to University DEI Goals

- 1) The Diversity Nevada Bound seeks to increase the enrollment rates of ethnically diverse students.
- 2) Results demonstrated high correlation between prospective students who attended the program and enrolled into the University for Fall 2018.

## Plan of Action

- 1) Conduct an exit survey to assess program's level of influence
- 2) Expand program to areas outside WCSD
- 3) Seek additional resources and increase campus collaboration



# Book Fund: Low cost, timely help

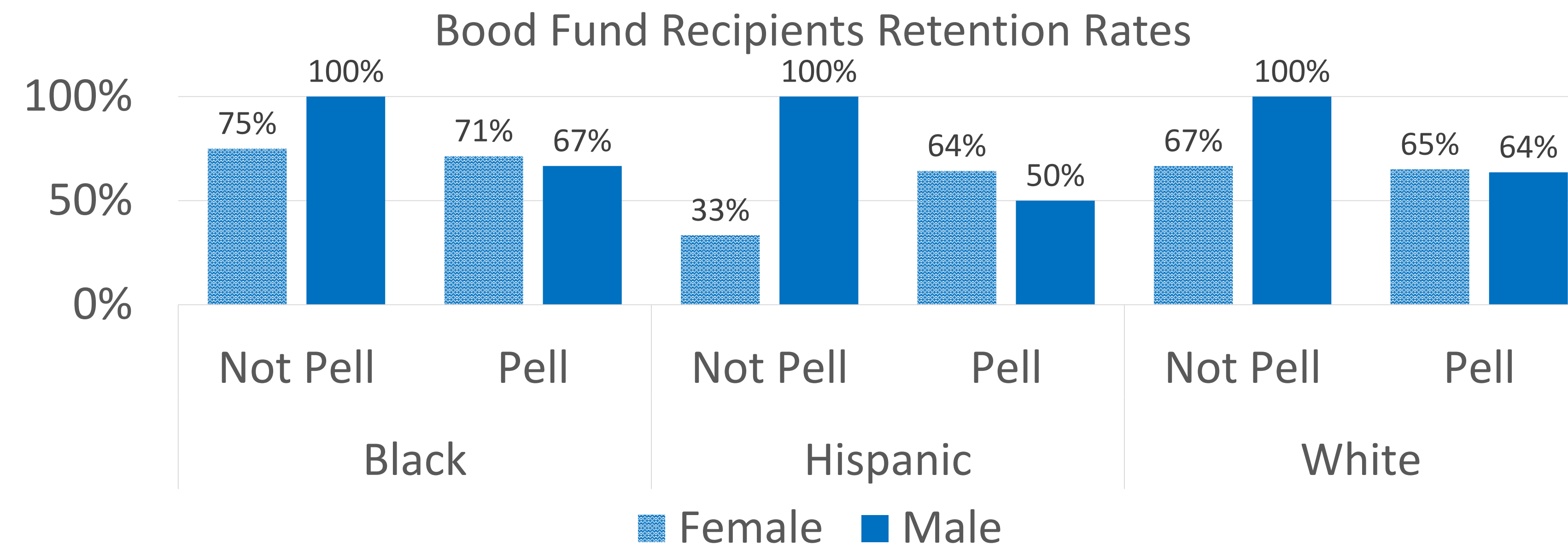
Nevada Wolf Shop  
Steve Dubey & Lauren Anderson

## Program Description

The Book Fund is an emergency fund financed and administered by the Nevada Wolf Shop to students in financial need.

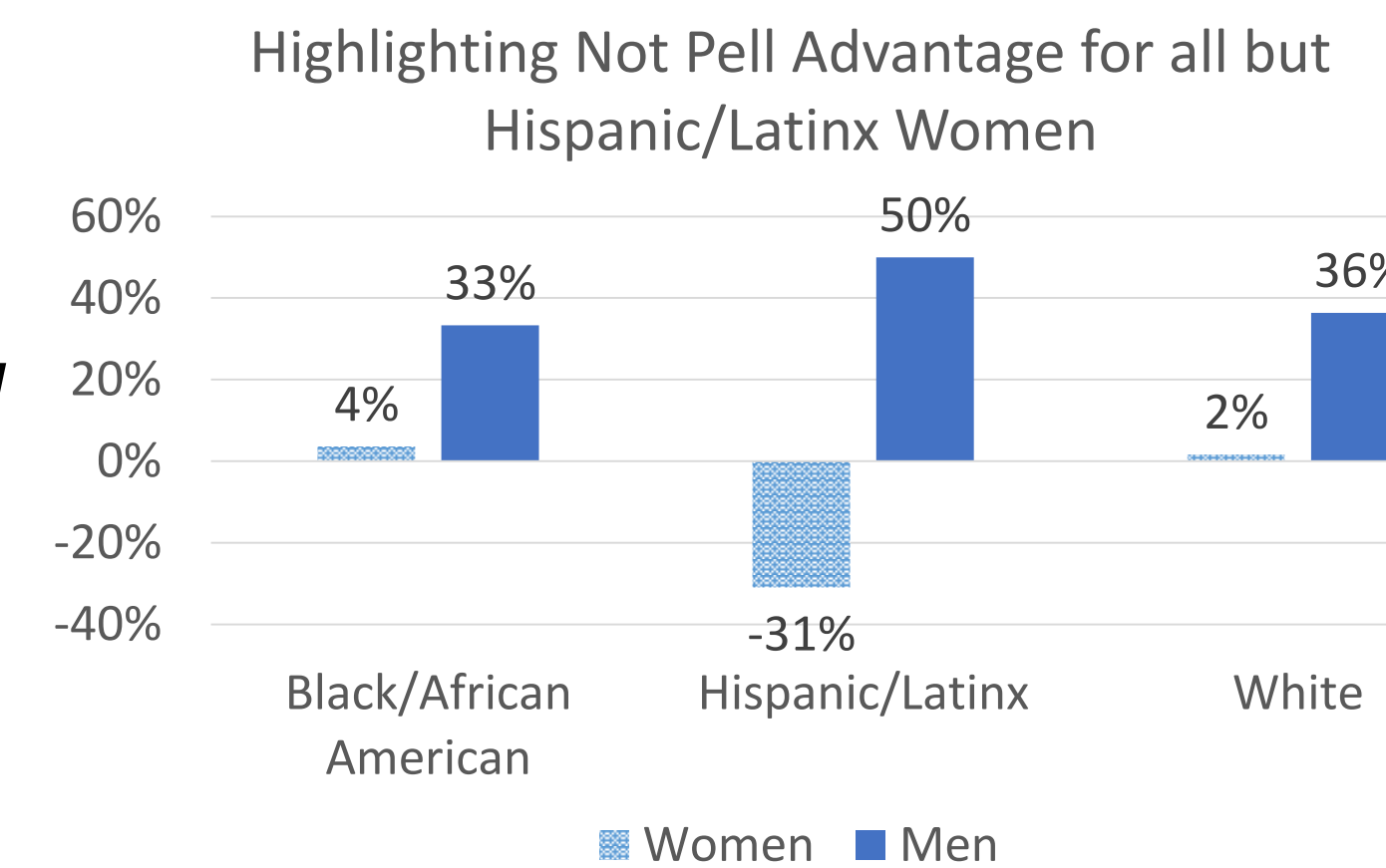
One or more textbooks may be directly provided to a student through this grant program, which serves a higher proportion of underrepresented students.

## Evidence of Impact



Large retention advantage to *Men who are Not Pell*, 100% retained (25% higher retention overall).

Very little advantage to *Women who are Not Pell* (7% overall) and only for Black & White Women. *Hispanic women who are Pell* recipients have a 31% advantage (+/- sign at right only for comparison).



## Methodology

- Four Academic Years of retention data
  - Shows *persistence* or *graduation* in retention estimate
- 109 Book Fund Recipients
  - 80% Pell Recipients
  - 62% Under-represented race groups
  - 46% First-generation
  - 58% Women
- 67% retention overall**
  - highly variable by year (Btw. 55% - 79%)

## Link to University DEI Goals

The Book Fund ensures students in financial distress persist and make academic progress to complete their degree. Furthermore, the grant does not have to be repaid ensuring students focus on making academic progress towards graduation.

## Plan of Action

- The Book Fund's variable impact with Pell/Not Pell students and sex will require a much deeper assessment.
  - Evaluate in conjunction & collaboration with other emergency funds.
  - Assess financial strain students experience directly and the fund's impact qualitatively.



# Social Capital and our First-Generation, Income-Qualified Student Population

## TRiO Scholars Program

Daniel M Valle, Ph.D.

### Program Description

- TRiO helps low-income, first-generation (LIFG) students to overcome the cultural, academic, class, and social barriers to success in higher education

### Data & Goals

- 35% of TRiO students nationwide received assistance in applying for grad/ professional school
- UNR TRiO goal: 75% of seniors have established relationships with grad/ professional programs prior to graduation.

### Relationships & Cohorts Which Benefit our Students



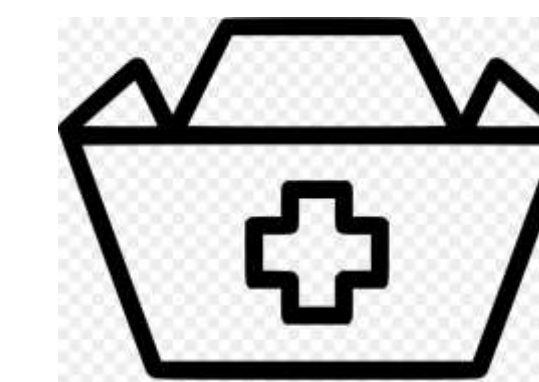
Partnership with UNR Med School where TRiO scholars participate in MCAT courses and receive mentoring from current med students and staff.



Collaboration with the Discovery Museum where scholars have access to The Discovery Academy - a yearly set of professional development classes.



Teaming up with McNair, scholars joined a TRiO grad school prep cohort, preparing for the GRE then enrolling in McNair's GRE Prep Course.



Working with School of Nursing, scholars meet periodically with nursing advisors, participate in workshops, and receive tutoring for HESI exam.

### Methodology

- Identify lack of opportunities for our scholars and the areas of need for our LIFG population
- Partner with groups, departments, and/or organizations who are willing to collaborate
- Create opportunities for our scholars based on these partnerships and collaborations

### Link to University DEI Goals

- DEI outcome 1, section B, part b (1.B.b) encourages an increase in diverse students and diverse opportunities in fellowship/ internship programs.
- Our goal is to increase the number of academic and professional opportunities for our LIFG student population through relationships established on and off campus.

### Plan of Action

- Delpit (1995) states that in order to enhance educational opportunities for students from disadvantaged backgrounds, access to cultural and social capital must be provided. Our goal, through these partnerships, is to provide this to our scholars.
- Low SES students' experiences are vastly influenced by their ability to create and sustain social networks once they arrived on campus (Moschetti & Hudley, 2015; Saunders & Serna, 2004). By creating these social networks, we're putting our scholars in a position to succeed.