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## Research and Analysis on the Success of African American Students at the University of Kentucky

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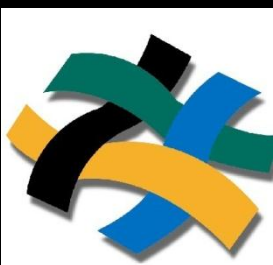
# Committee for Research and Analysis on the Success of African American Students

## Members

Sonja Feist-Price  
Philipp Kraemer  
Connie A. Ray, Chair  
Roger Sugarman  
Toni Thomas  
William Turner  
Lynda Brown Wright

## Charge

- Analyze those factors that predict and/or promote success of AA students
- Assist in developing effective response to improve UK's success in enrolling/graduating AA students



# Committee for Research and Analysis on the Success of African American Students

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# Outline of Presentation

- The Committee's charge
- Important questions
- Review of existing institutional data
- Research projects undertaken by the committee
- Conclusions
- Recommendations



# The Historical Context of the Committee's Work

- Appointed by Interim Provost Scott Smith
- Charged with:
  - ◆ Analyze those factors that predict and/or promote success of AA students
  - ◆ Assist in developing effective response to improve UK's success in enrolling/graduating AA students
- First meeting on October 19
- Review of available institutional data in November
- First research project initiated in December

# What is Success?

Common measures include:

- Yield rates
- First-semester GPA
- Retention rates
- Graduation rates

# Important Questions Bearing on the Success of AA Students . . .

Which factors may have an impact on academic success of AA students?

- ◆ Academic preparation?
- ◆ Time devoted to study?
- ◆ Ability to pay for college?
- ◆ Availability and use of academic support services?
- ◆ Interaction with faculty?
- ◆ Climate in the classroom and other campus settings?
- ◆ Overall satisfaction with UK experience?
- ◆ Level of minority representation on campus?

# Research Projects Undertaken By the Committee

- **Project I.** A statistical analysis of factors that predict first-semester GPA and first-year retention for AA and all first-year students; a look at graduation rates
- **Project II.** Telephone survey of AA students admitted for fall 2005 first-year class but did not enroll
- **Project III.** Focus groups with fall 2005 AA first-year students who were still enrolled in spring 2006
- **Project IV.** Focus groups with spring 2006 AA seniors
- **Project V.** Telephone survey of AAs who were first-year students in fall 2003 and fall 2004, but were no longer enrolled at UK in spring 2006



**Project I**  
**Analysis of Existing Institutional Data Related to**  
**African American Student Success:**  
**Historical trends, relationships and predictors**

# Regression Analysis: Key Findings

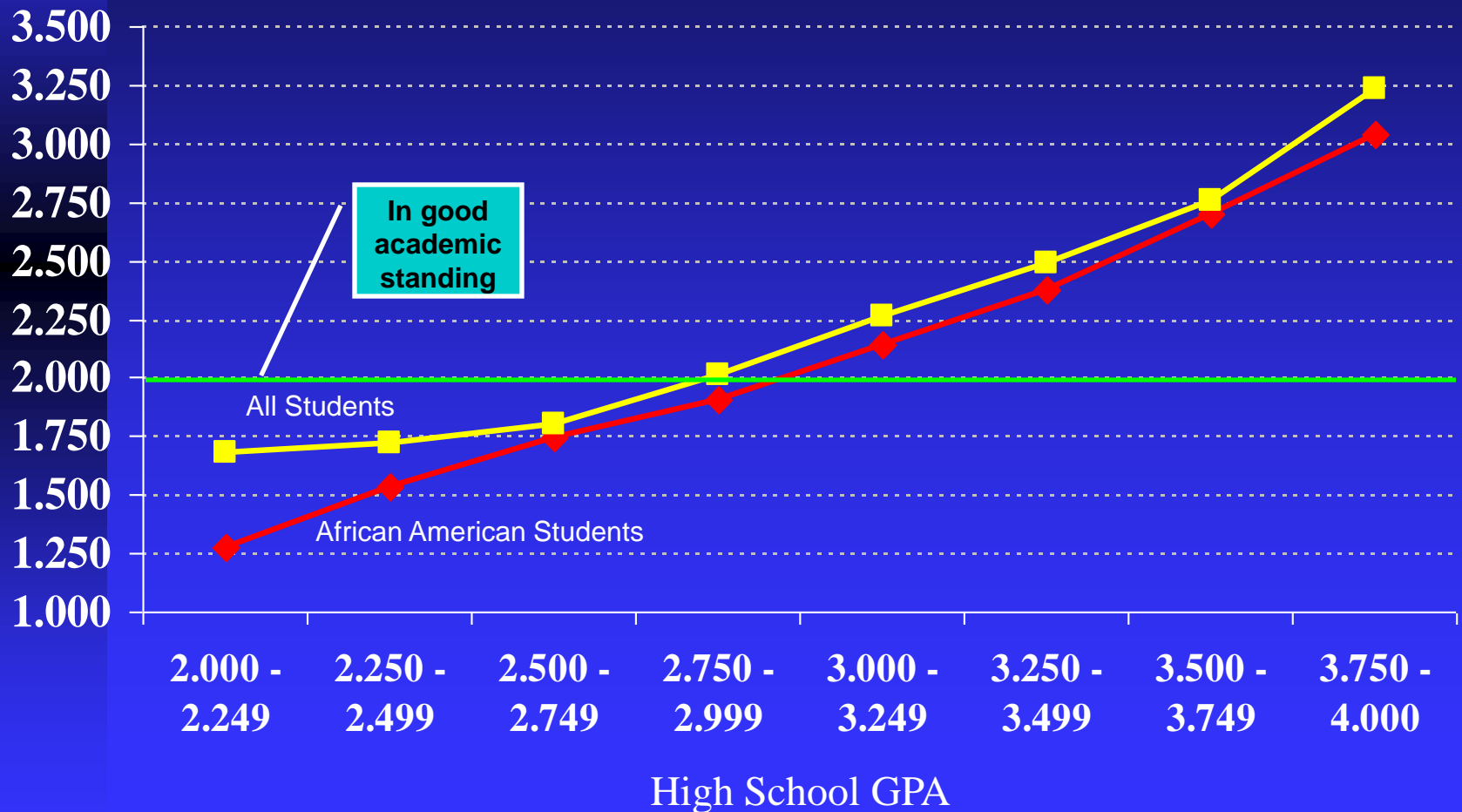
## Positively related to First Semester GPA:

- ◆ *High school GPA (HSGPA) – 29%*
- ◆ *ACT Composite – 6%*
- ◆ *Hours studied per week in Senior year – 3%*
- ◆ *Rated importance of having an academic focus in college (e.g., importance of "developing my intellectual capabilities," "studying new subjects and ideas," and "being a cultured person") – 1%*

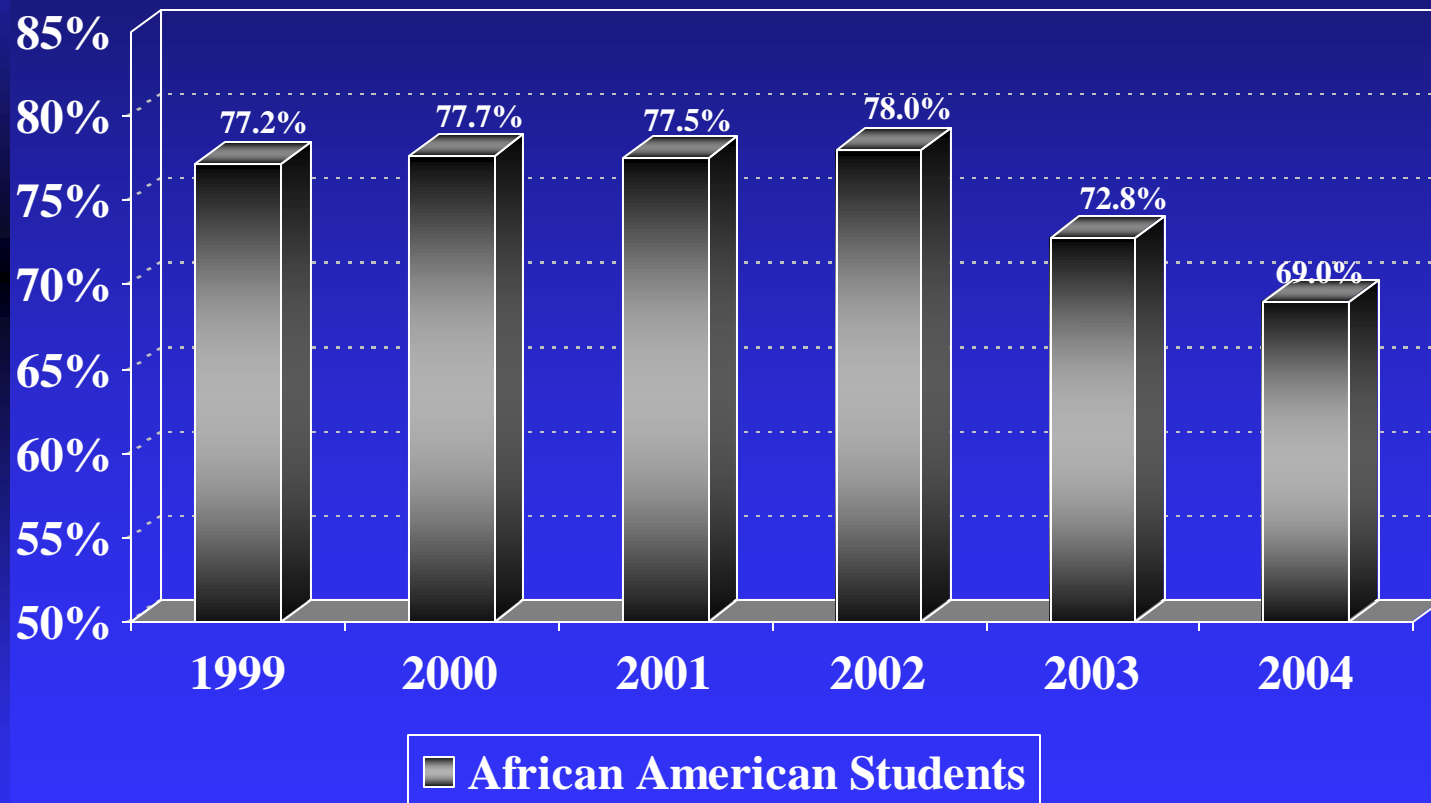
## Negatively related to First Semester GPA:

- ◆ *Hours planned for employment – 1%*
- ◆ *Serious romantic relationship – 1%*

# First-Semester Grade Point Averages by High School GPA and Race: 2000 - 2004 Cohorts

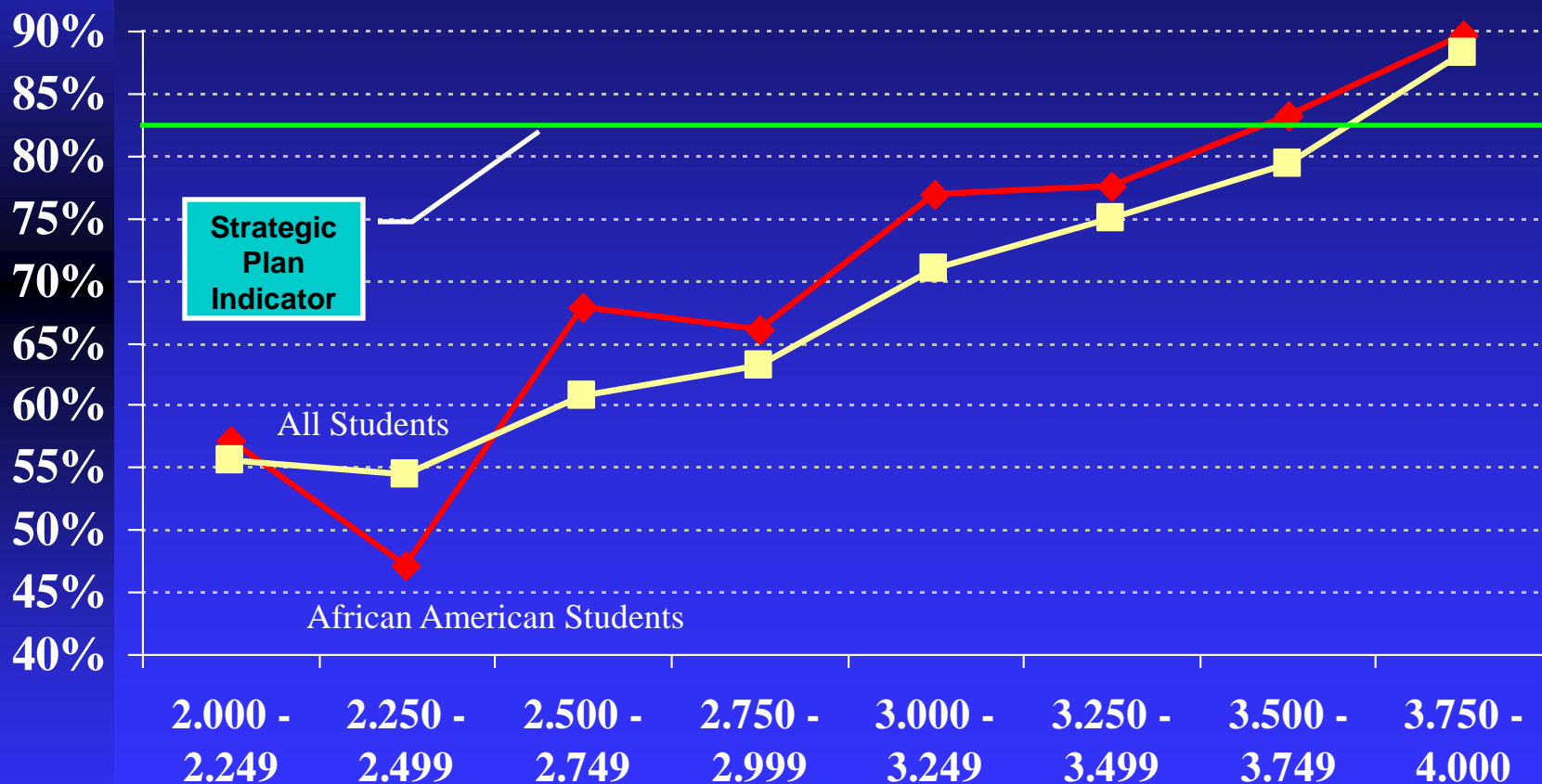


# Retention Rates of AA Students: 1999 Cohort – 2004 Cohort

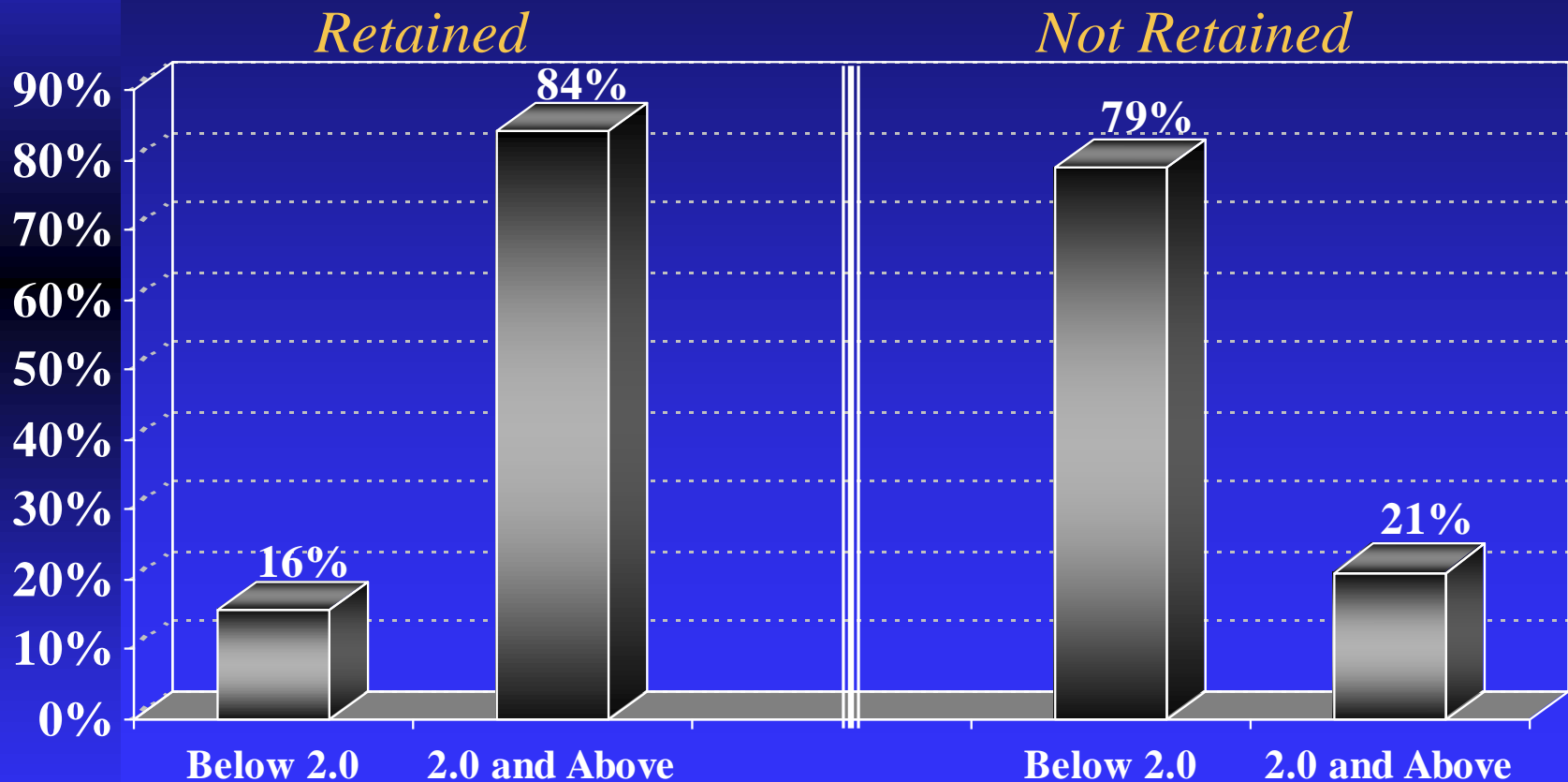




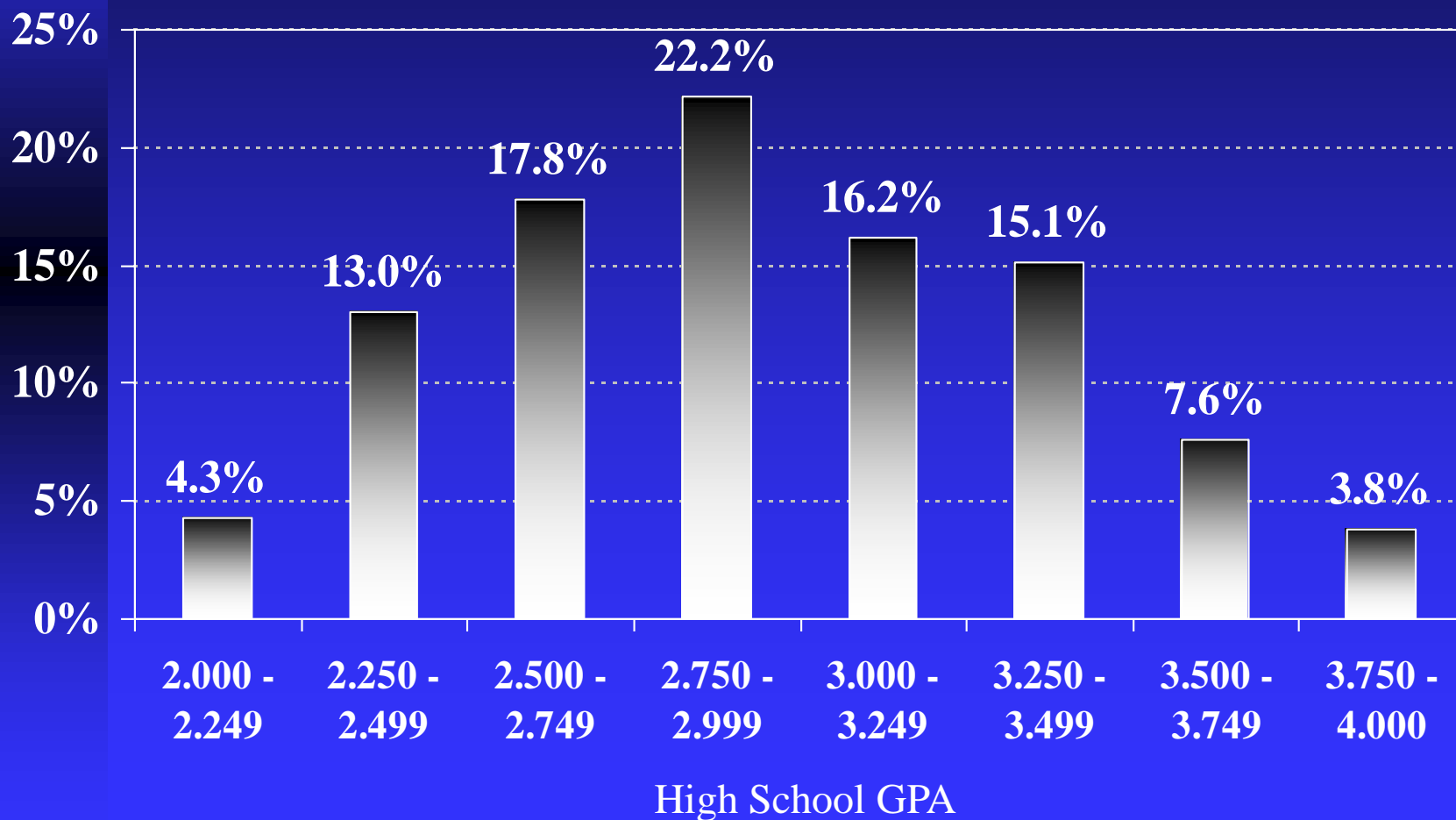
# First-to-Second Year Retention Rates by High School GPA and Race: 2000 - 2004 Cohorts



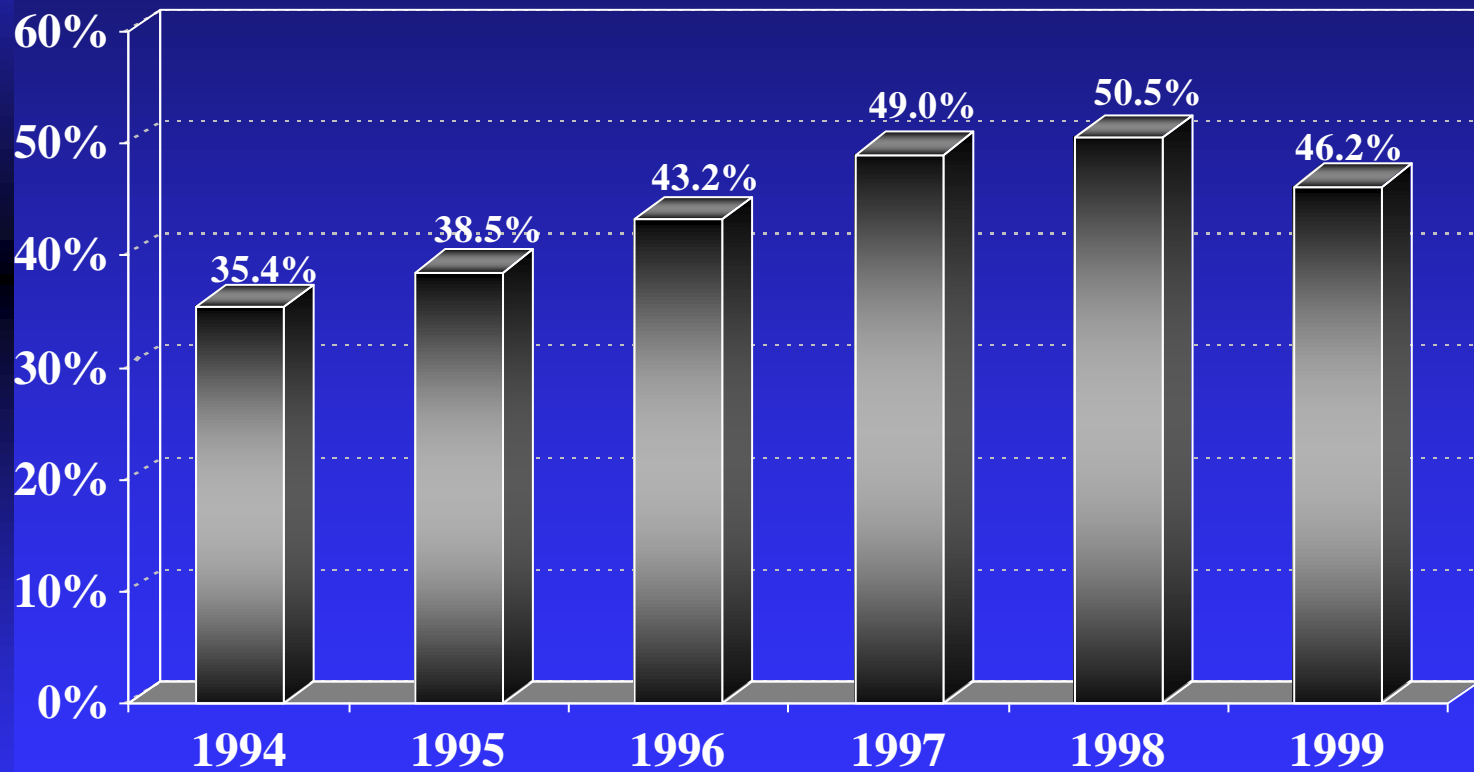
# AA Students' Retention Status by First-year Grade Range: Fall 2000 - Fall 2004 Cohorts



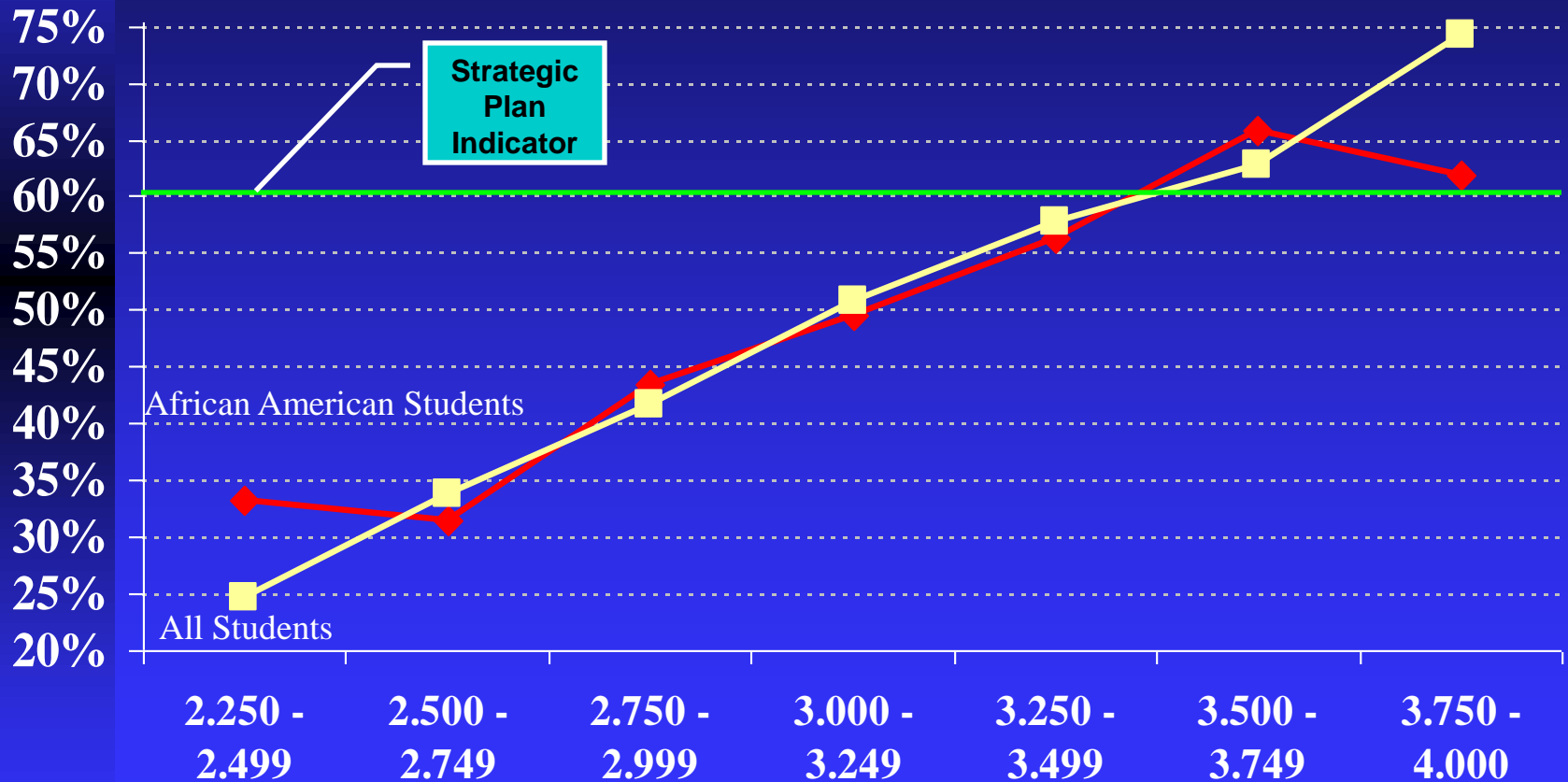
## Percent of AA Students Who Were Not Retained by High School GPA Range: 2000 - 2004 Cohorts



# Graduation Rates of AA Students: 1994 Cohort – 1999 Cohort



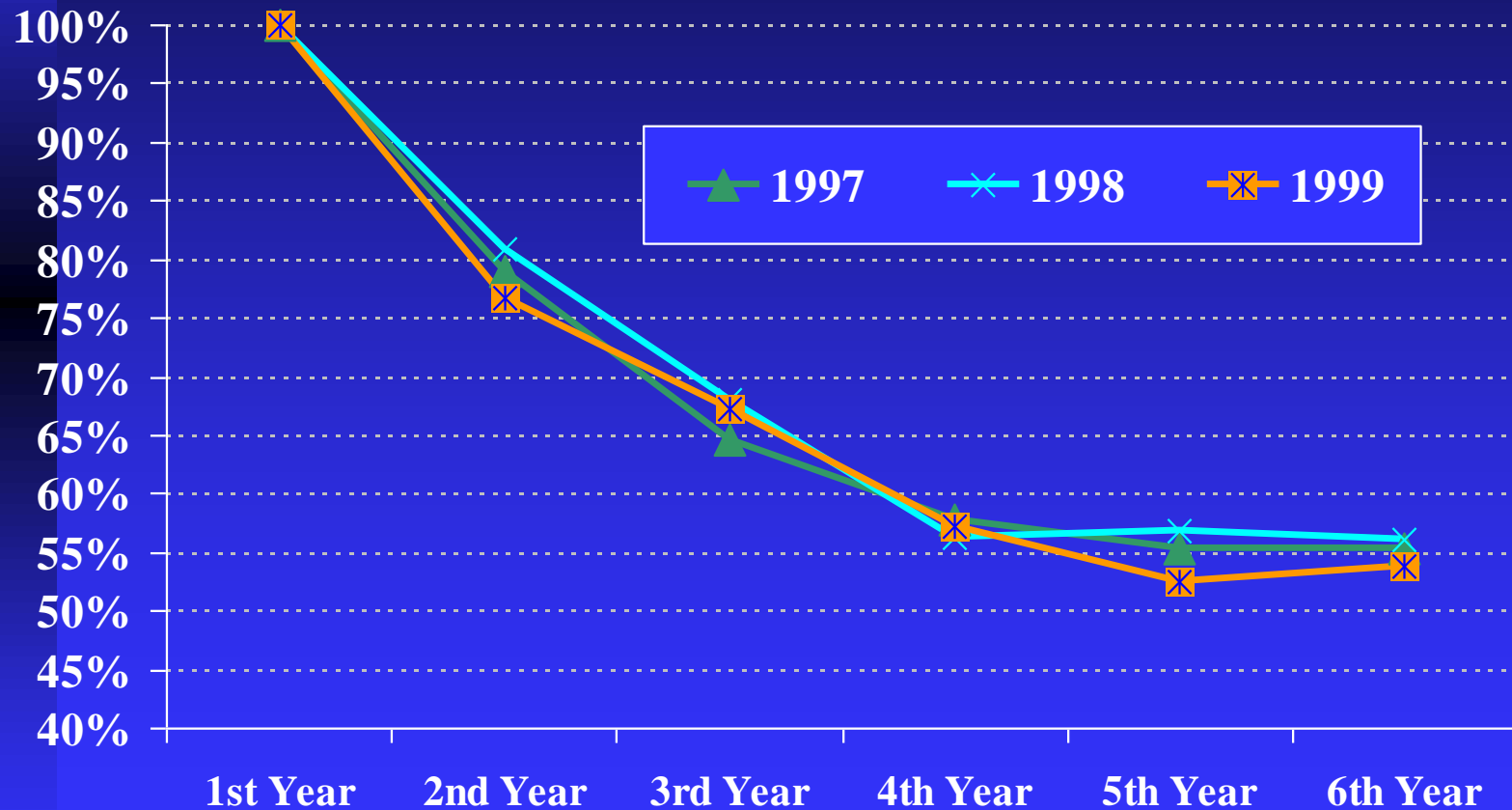
# Graduation Rates by High School GPA and Race: 1996 - 1999 Cohorts



# Student Success Measures

## AA Persistence Rates\*

Fall 1997 - Fall 1999 Cohorts



Note: Persistence rates refer to the percentage of students who either continued on to their next year of study or graduated.



## **Project II**

### **Admission to Enrollment: Factors Associated with The Decrease in Enrollment of African-American First-year Students in Fall 2005**

- Yield rate decreased from 55% to 40%; needed 73%
- Of 111 respondents, 41 attended UofL; 40 attended out of state schools
- Financial aid/cost was primary reason
- Academic reputation and availability/prestige of major were next most important reasons
- Compared to all schools, UK's financial aid offer was timely; compared to UofL, it was not
- Students suggested UK should promote itself more

# Admission to Enrollment:

Trends in the Fall Semester Enrollment of First-time,  
Full-time AA Students





# Admission to Enrollment:

## Factors Contributing to Low Yield

- 360 AA students admitted for fall 2005 under new admissions criteria
- Needed to increase yield rate by 10 percentage points (to 73%) to maintain fall 2004 enrollment level
- Implemented scholarship policy changes
- Delayed financial aid offers due to time needed to address concerns related to Michigan case
- Yield rate decreased from 63% to 39%

*To move forward, the Committee's research agenda focused on understanding AA students' decisions and experiences, rather than re-analyzing previous practices for which improvements have already been implemented.*

# Admission to Enrollment:

## Academic Preparation of Non-Enrolled AA Students and Enrolled AA Students

<i><b>Indicator</b></i>	<i><b>Admitted, not Enrolled (N=220)</b></i>	<i><b>Enrolled (N=143)</b></i>
<b>H.S. GPA</b>	3.31	3.24
<b>ACT Scores</b>	21.96	21.94

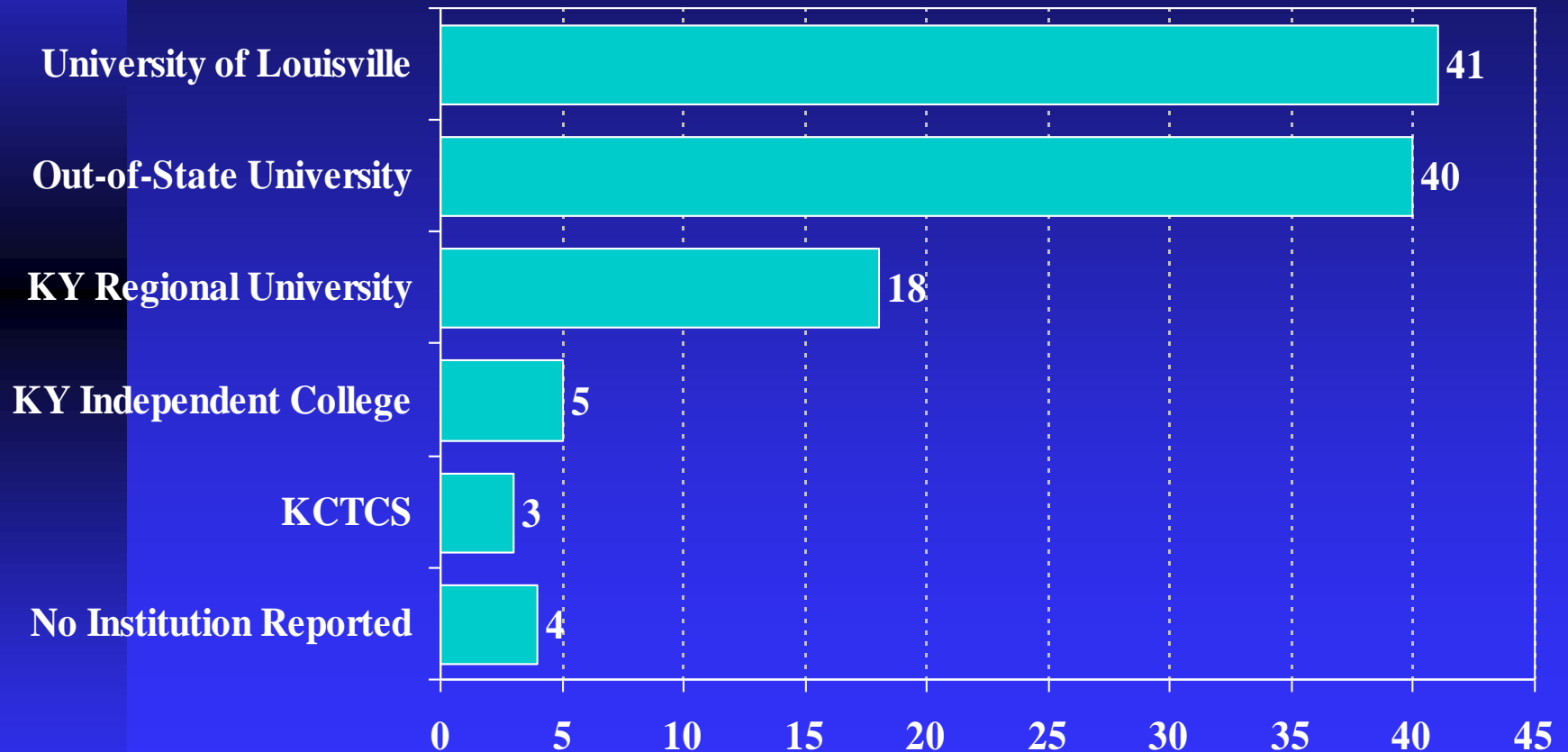
# Yield Telephone Survey

## AA Students Admitted but Not Enrolled: Fall 2005

- 220 admitted AA students did not enroll
- Telephone Survey conducted:
  - ◆ by Survey Research Center
  - ◆ during Holiday Break
  - ◆ using African-American Interviewers
  - ◆ 111 interviews completed, representing 50.5% of total population

# Yield Telephone Survey Results:

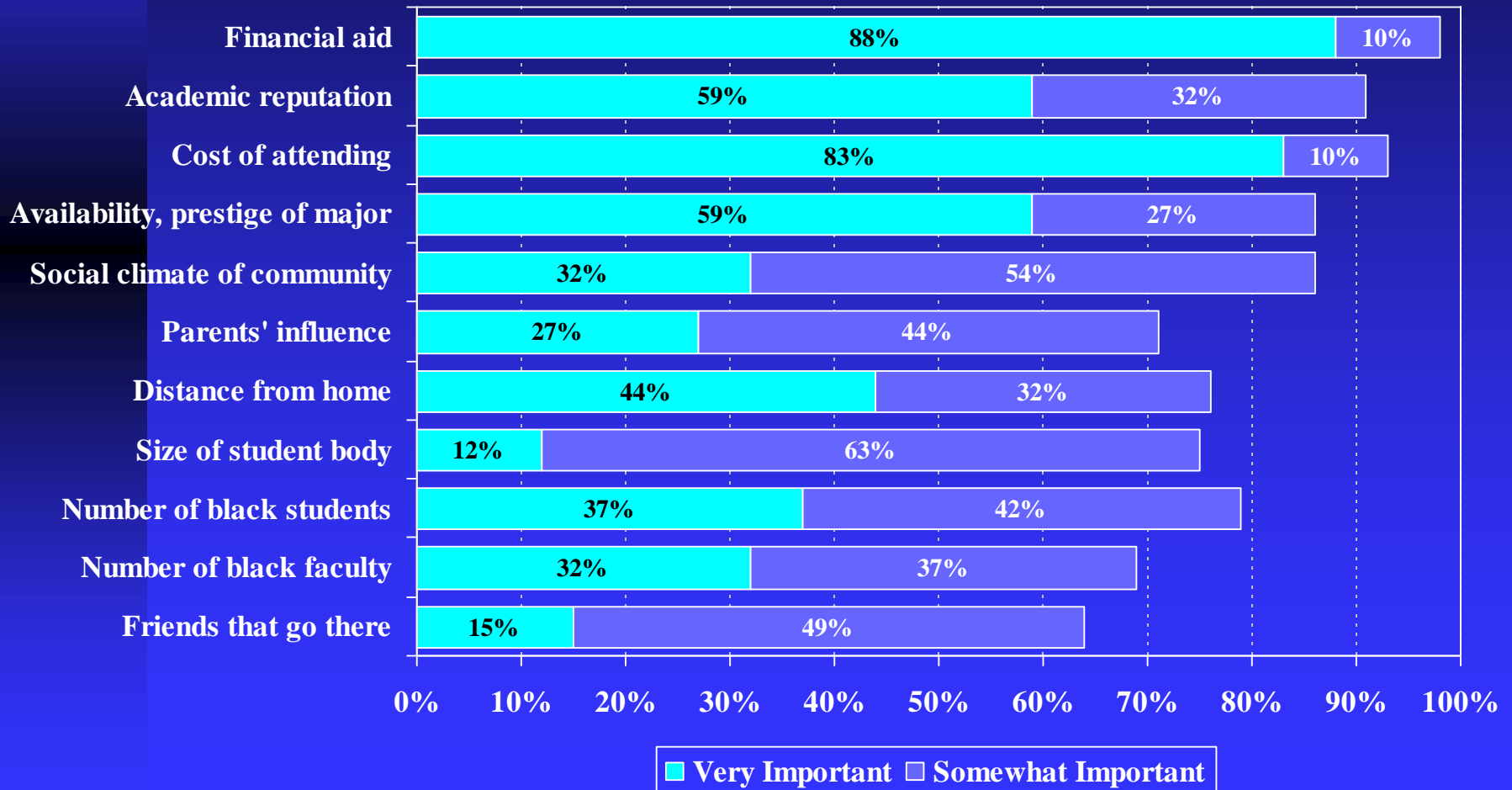
Other Institutions Attended by AA Students  
Admitted to UK in Fall 2005



# Yield Telephone Survey Results:

## Importance of Reasons Given for Attending UofL

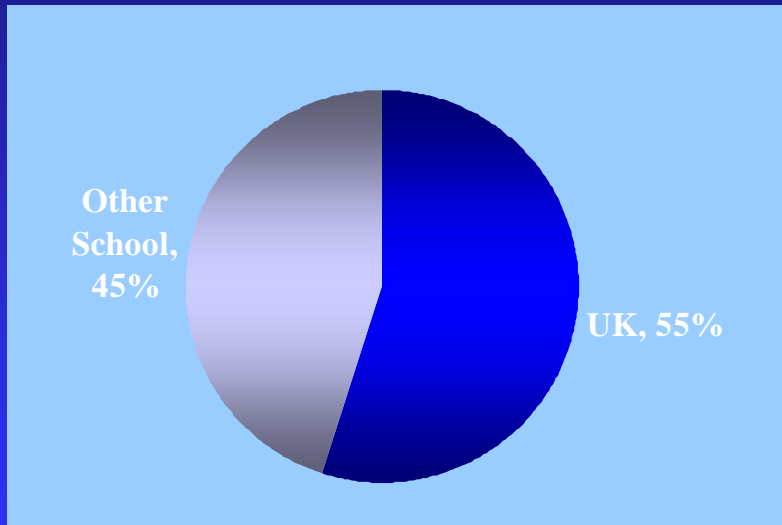
(Percent Responding 'Somewhat' or 'Very' Important)



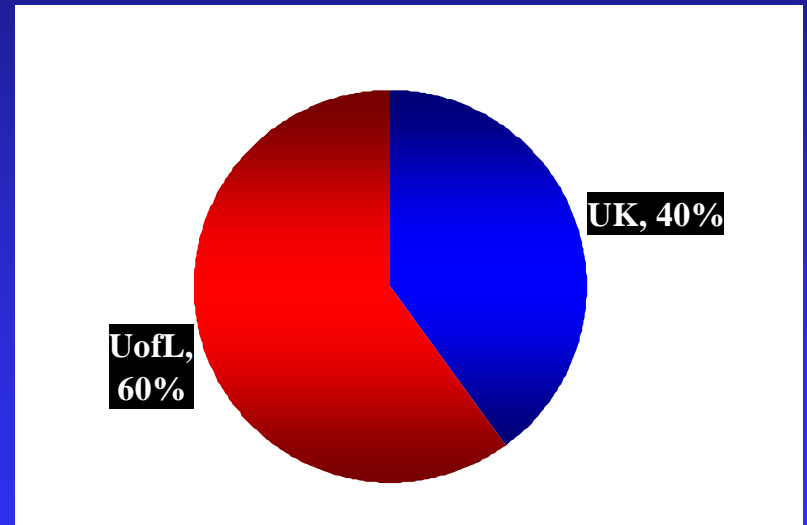
# Yield Telephone Survey Results:

## Which Institution Offered Financial Aid First?

Overall



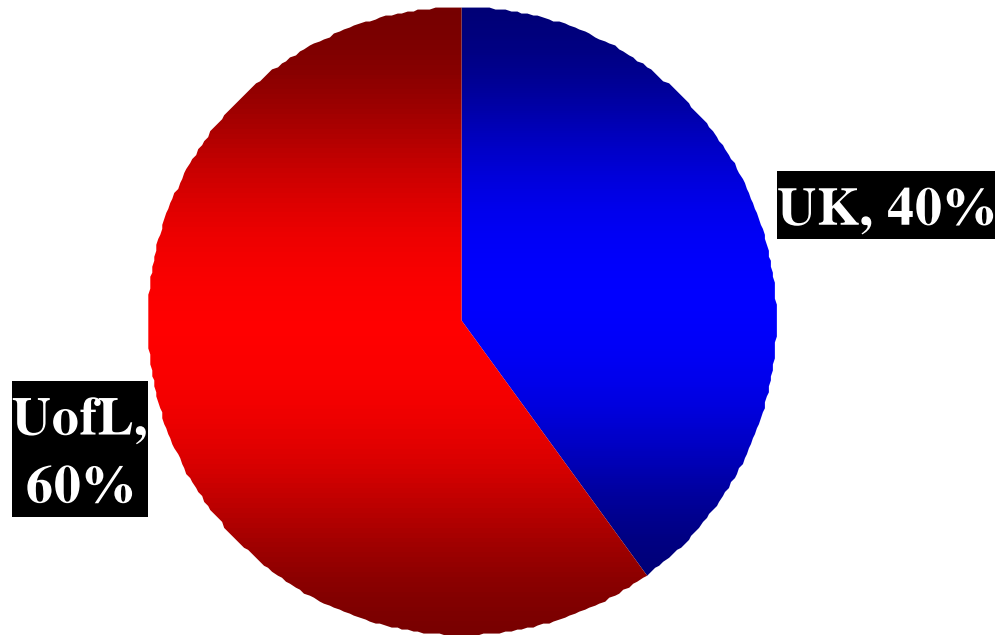
Louisville



# Yield Telephone Survey Results:

Which Institution Offered Financial Aid First?

Results from Students Enrolling at UofL



# Yield Telephone Survey Results:

What could UK have done differently to get you to attend?

- The **most common** initial response given by over half of the students was to offer greater financial aid or provide more scholarships.
- **Secondary themes** suggested that UK could “promote itself more” and “respond more quickly.”





**Project III**  
**The First-Year Experience and Success of**  
**African American Students:**  
**A Qualitative Analysis**

# Freshman Focus Groups

- 116 first-year students were invited by letter to participate
- 32 students eventually participated in four focus groups held in April 2006
- Students received a \$20 stipend and a \$6 dining coupon
- Two African American facilitators led the groups
- Committee members read and later discussed the transcripts of the four focus groups at the May 24 retreat

# Freshman Focus Groups: Four Major Influences on Decision to Attend UK

- Scholarships offered and cost of attendance
- Academic programs and reputation
- Recruiting efforts (campus visits, mailings)
- Influence of family members

# Freshman Focus Groups: Expectations about UK

- Campus climate - a predominantly white campus, but also a larger AA population
- Large campus with large classes
- Driven by public image
  - ◆ *...they told me it was going to be hard*
  - ◆ *...they told me professors would not care*

*I looked on collegeboard.com... and it was 4%...but I didn't know exactly what 4% meant...It's just mind-boggling that there aren't any Black people here...*

# Freshman Focus Groups: Effectiveness of High School Preparation

AA freshmen tended to feel positive about their academic preparation, with several having taken AP courses; however, other students indicated a need for improvements in HS preparation.

*I took AP courses ...those are the only courses where I was actually pushed...So I'm not used to being challenged.*

*My HS...really didn't care...they were throwing us out.*

*My school was more like they were prepping you for a career, not exactly college.*

## **Percent of AA Students Reporting Four or More Years of Coursework: Fall 2004 Cohort**

<b>Natural Science</b>	<b>Math</b>	<b>Foreign Language</b>	<b>Social Studies</b>
<b>38%</b>	<b>75%</b>	<b>16%</b>	<b>27%</b>

Source: Survey of First-year Students conducted in the fall

# Freshman Focus Groups: Importance of Helpful Resources

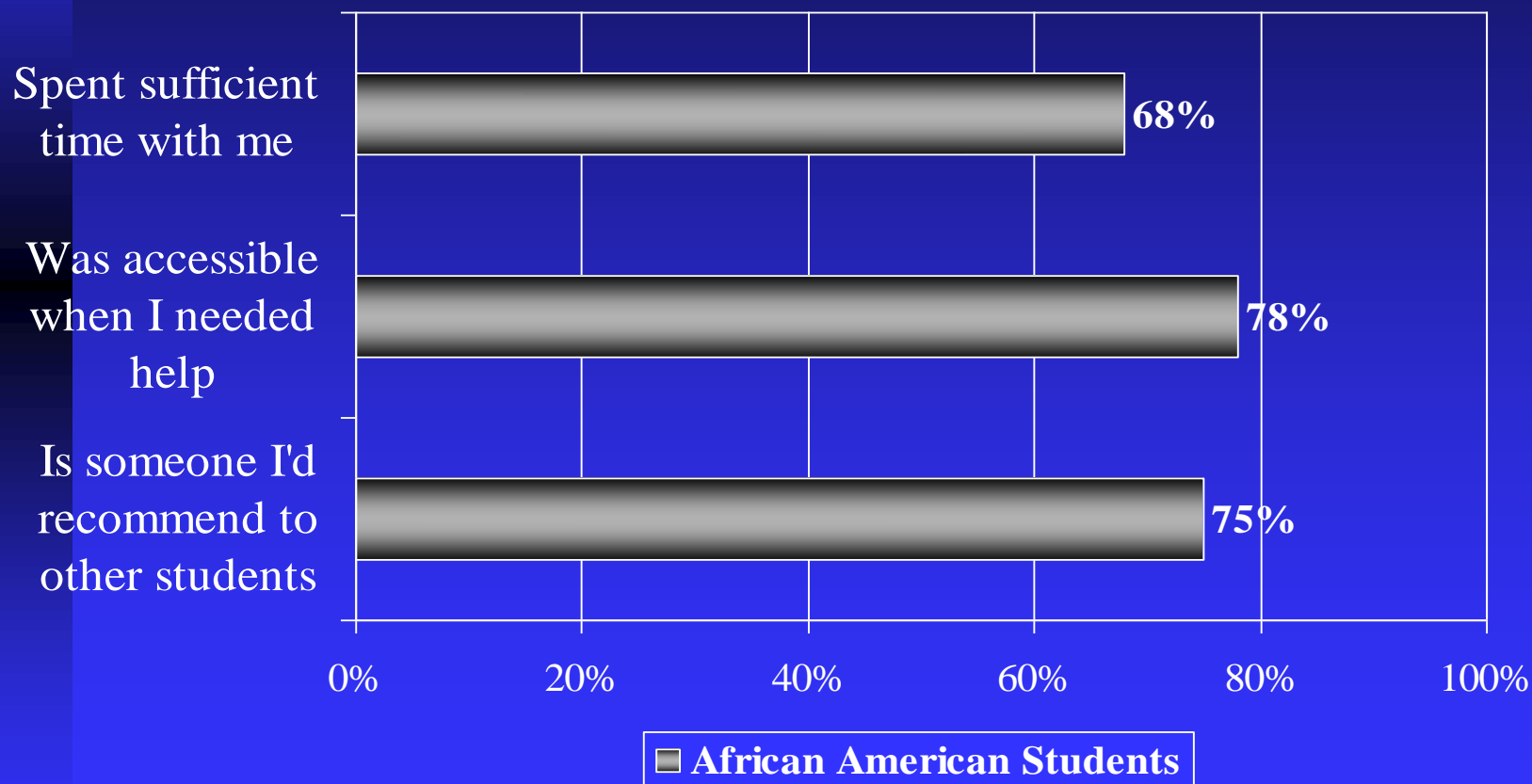
- Individuals
  - ◆ advisors and faculty
  - ◆ upperclassman peers
  - ◆ family members
- Support services
  - ◆ CARES
  - ◆ Freshman Summer Program (FSP)

*Upperclassman peers...basically feeding off of their advice and wisdom of their experiences and trying to use that to do the best thing possible...*

*FSP was very helpful...you know, reality setting in during the summer.*

# My advisor . . .

(Percent indicating 'agree' or 'strongly agree')





# Freshman Focus Groups:

## Importance of Helpful Resources

- Academic connections, such as:

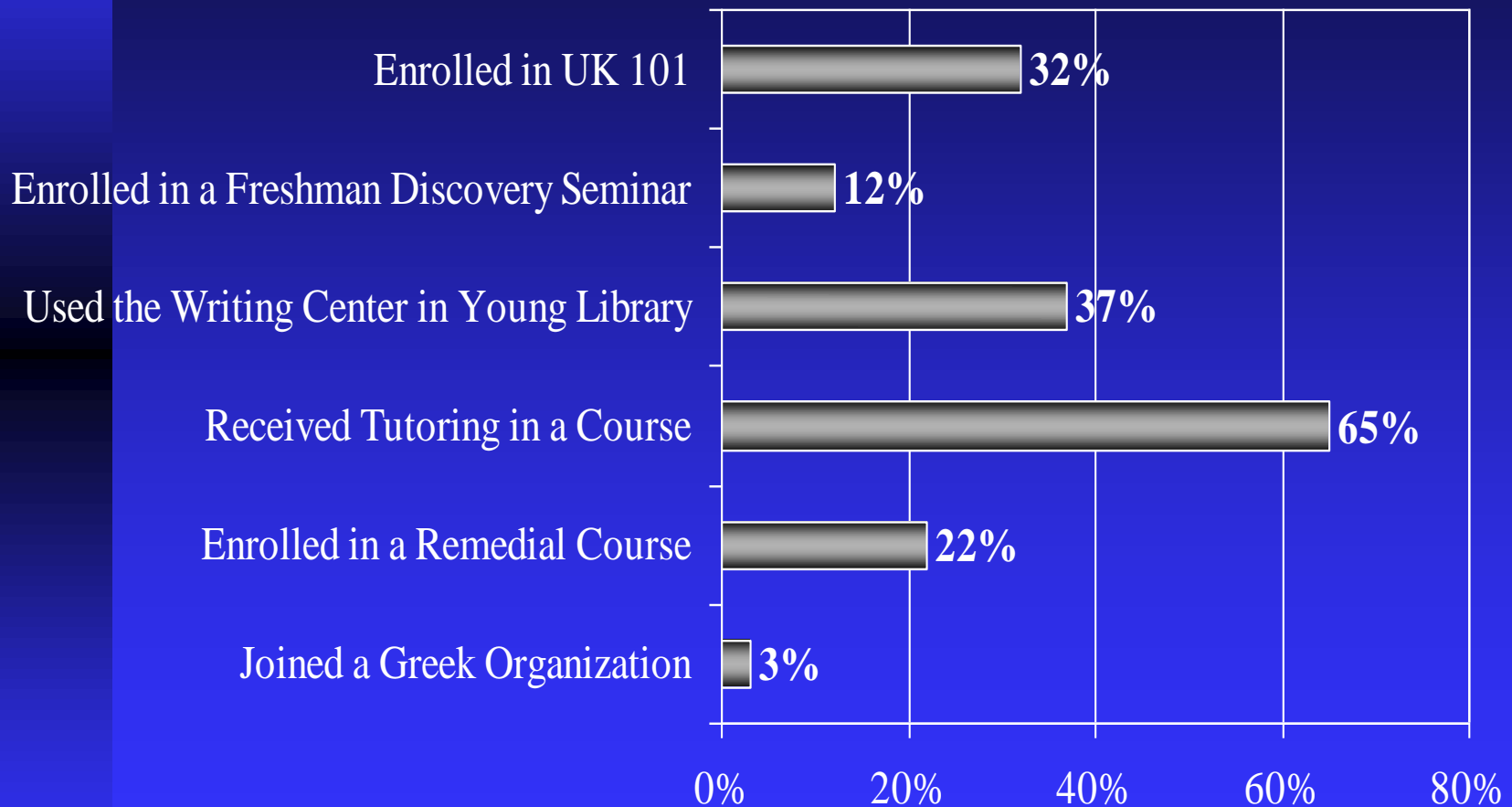
- ◆ Honors program
- ◆ Living learning communities

*Living learning community...(in) science...it helps a lot. We do homework. The science lectures are really big...When you meet a tutor in a little class, you get intimate one on one talk.*

- Social connections, such as:

- ◆ Student organizations (Greek, BSU)
- ◆ Martin Luther King Cultural Center

# Percent of Students Reporting Participation in Selected Classes or Services during the First Year



Source: Survey of First-year Experiences conducted in Spring 2004

# Freshman Focus Groups: Challenges Facing First-year AA Students

- Individual factors
  - ◆ Staying focused
  - ◆ Time management
  - ◆ Taking responsibility for oneself
- Adjusting to campus life
- Adjusting to academic demands

*It was a complete shock being in the lecture courses with hundreds of students and 3 exams will determine your grade. I was freaking out....*

# Freshman Focus Groups: Challenges Facing First-year AA Students

***...I was freaking out....how am I going to make myself stand out in the midst of all these people? Besides the fact that I'm Black, how am I going to let them know that I'm intelligent, too?***

# Freshman Focus Groups: Challenges Facing First-year AA Students

Navigating the social climate characterized by complex interactions within and between races.

*I felt like me having to cope with this campus was becoming more of a job than me just being a student...Which I don't feel like should be a job, because the general population doesn't have to go through that, so why should I?*

*...white people, they'll be like so explain to me the hip hop culture...explain this...explain this...all they know is what they see on TV...they don't know that not all black people are gangsters ...So they're scared of us.*

*...black people hang together...they have their own little cliques...white people hang together and all the Asians. I'm used to being around everybody and I didn't really get that here.*



**Project IV**  
**Persistence to Graduation:**  
**Factors Associated with the Success of**  
**African American Seniors**

## Senior Focus Groups: Six Broad Areas Impacting the Success of AA Seniors

- Academic connections
- Social connections
- Family expectations
- Financial support
- Awareness of resources and opportunities
- Personal attributes

# Senior Focus Groups:

## #1 Academic Connections

- Freshman Summer Program (FSP)
- Learning Services Center (aka CARES)
- Connections to students, faculty or advisors in one's major program that resulted in feelings of belonging

*I would say that it's only overwhelming for a little while...but as soon as you get focused, into your major and out of your core classes, then it – the whole big campus of UK – becomes really, really small.*



# Academic Connection and Support

*“I'll say FSP did it for me...with that I knew the campus, I knew the students, I knew how to register...(FSP) really helped us kick start everything, because I was ahead of the game when all the other incoming freshman came.”*

*“Well, being a theater major... We do everything together and we pretty much just stay in that building all the time...the teachers and the students are so close...it's real comforting.”*

*“And also I work for my advisor in the College of Agriculture, and I know that over there they're always constantly checking up on their students and they're really involved and making sure that everything is going great and that you're comfortable and they're willing to do anything to help you.”*

# Senior Focus Groups:

## #2 Social Connections and Support

- Martin Luther King Cultural Center
- Black Student Union
- Co-curricular activities

*Being involved as far as anything extracurricular ...finding an interest...find people that have similar interests as yours, not only to gain your friendship, but that you can also find yourself leaning on...*

# Social Connection and Support

*“I think my home is basically the Martin Luther King Jr. Cultural Center, because I'm usually there....every day...They play music and they have study days...there's a lot of people that make their home around the Cultural Center...”*

*“...the main motivating factor was some of the relationships that I have built when I was first here...I've seen them getting closer to graduation. That kind of got me motivated to go on and finish what I started. So mine have been friendships and relationships that you make...”*

*“Having friends that are responsible and asking them to be kind of like your accountability partner helps a lot.”*

# Senior Focus Groups:

## #3 Family Expectations and Support

Parents . . .

- Set expectations for academic achievement
- Guide academic preparation for college
- Help students stay focused

***It wasn't like this was an option. It was always not – are you going to college? But – where are you going?***

*For many students, family pride serves as a powerful incentive to attain a college degree. Successful students are often motivated to avoid disappointing their parents.*

# ***Family Expectations and Support***

***“I'm the first one from my family to graduate from college. It's definitely pushed me. My mom...the fact that I'm still here, she's extra excited about that...But that's one thing that keeps you here. That's a motivator.”***

***“It's a family thing for me, too. My mom... raised two kids while she was in med school. So there was always the speech, you know -- failure is not in your vocabulary and it won't be.”***

***“For me I'd have to say a lot of it is involved with my family. Like my parents wouldn't want to come home and say, OK, I got a D in this or a C in that. It was just not acceptable for my family. So that's what really made me strive to do my best.”***

# Senior Focus Groups:

## #4 Financial Support

Frequent references to the Parker scholarship clearly demonstrated the importance of this program to the success of AA seniors, not only for the financial support it provided but for the achievement motivation it sustained.

***...they made sure that we had the Parker scholarship and they made sure that we maintained a 3.0...and I also had to go to CARES...***

# *Financial Support*

*“Well, when I first came to UK, I lived on campus. I had about the best year of my life and that kind of got me into trouble...with my William C. Parker scholarship. I sat out a year and a half, went back to LCC, gained my scholarship back, and came back over here.”*

*“...many of us were receiving the William C. Parker – that was another help that got me through college because I know for a lot of us – if I didn’t have the William C., I wouldn’t be here.”*

*“That scholarship. You’ve got to keep your GPA up...so I think that really helped me because...I saw people getting it taken away because they didn’t keep their GPA up.”*

# Senior Focus Groups:

## #5 Awareness of Resources and Opportunities

- Lack of awareness of resources and opportunities appeared in various forms throughout the focus group discussions.
- The AA seniors managed to find needed information.
- But their comments suggested some frustration with the difficulties they encountered.

*I had to put myself out there...I had to try to find clubs and different things that I could belong to...I had to try to find where everybody was...and what I could get involved with.*



# ***Awareness of Resources and Opportunities***

***“I would go in there and talk with the counselors...Also talking to the resident advisors and things like that...they help point you in the right direction.”***

***“...and the whole information issue. That’s a big deal because it’s hard to find out what’s going on on campus...And I attribute it to the fact that I do live off campus and that I don’t go to a lot of black events because I do work a lot. S that’s a barrier, obviously, having to work.”***

***“I didn’t know anything about the student banquet...for minority students. I didn’t find out about that until last month and I’ve been here for three years. I mean, most of the stuff that goes on, I don’t have a clue.”***

# Senior Focus Groups:

## #6 Personal Attributes

- Goal-oriented and focused
- Actively seeks out information and resources
- Self-sufficient and self-directed
- Open-minded
- Adaptable and resilient
- Organizational and time-management skills
- Engaged academically and socially

*Well, when I came, I knew I was going to graduate ... You just got to keep that mind set, like this will be okay in a week... So a barrier is not having that mind set or at times -- your losing that mind set. It's like if you lose that mind set and never regain that, that's what can really hurt you."*

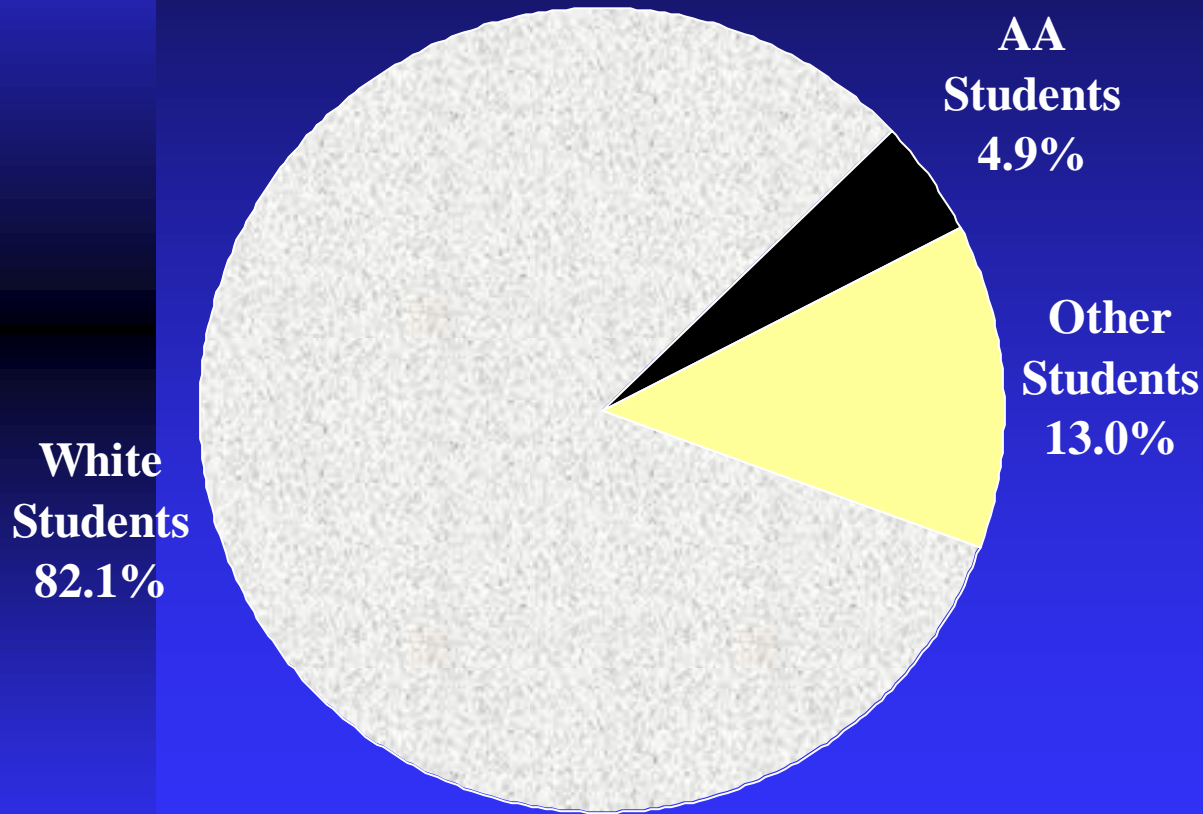
# Senior Focus Groups: Barriers to Success and Needed Change

- “Bad professors”
- Lack of awareness of resources or opportunities
- The burden of having to prove oneself, to represent one’s race and family, and to educate others
- Limited opportunities for social interactions
- Racism, ignorance and close-mindedness
- Feelings of isolation and invisibility in a “sea of Caucasians”

*...you need to hire quality teachers because right now, for example, in our USP program, you can tell which teachers are researchers and which ones are actually here to teach...*

*What I’m getting out of my classes is not worth the money that I’m paying.*

# UK's Total Enrollment in Fall 2005 by Race and Ethnicity



*You look around and you see a sea of Caucasians and Asians and Indian faces. I don't know. It's like you're not at home.*

## ***Feelings of Isolation and Invisibility***

***“You look around and you see a sea of Caucasians and Asians and Indian faces. I don't know. It's like you're not at home.”***

***“It's kind of hard, you know, walking around campus and not seeing other people like you, but once you do see that group of people, then it uplifts you. It makes you feel like -- I can do this...”***

***“Just to have somebody that I could identify with...Somebody who understood why my hair looks the way that it does... “***

***“...coming here, you walk around this big old campus and you might not see anybody for about a good five minutes that looks like you...which is okay, because I've kind of adjusted to it.”***

***“Out of this whole magazine (the Kernel), why do we get this small corner and our information is not right and there's not one picture of a black fraternity or sorority on the back where they have this collage of groups? And we sent them pictures....it was in this year.”***

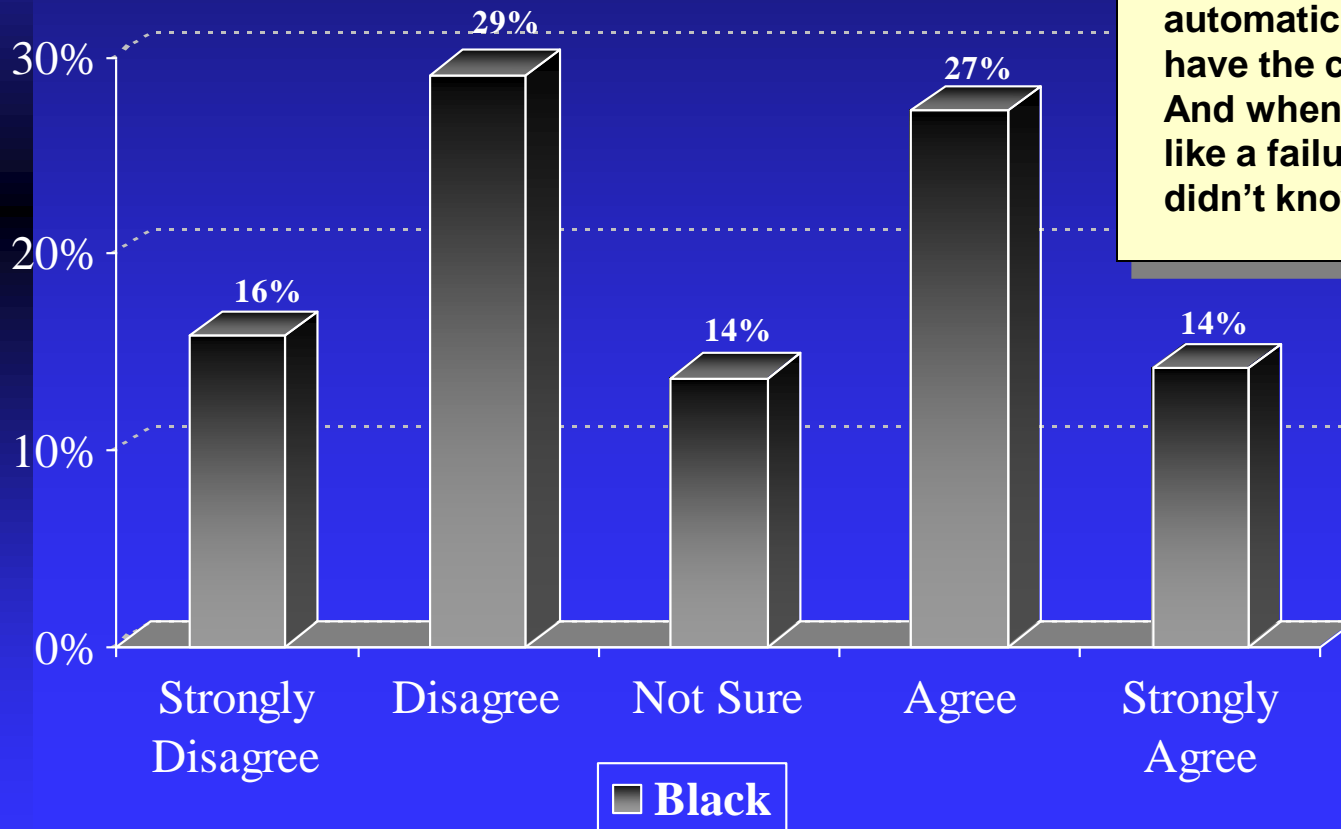
**The burden of having to prove oneself, to represent one's race and family, and to educate others**

*“When you do group projects, you feel like they don't want to...like we're not smart enough...we had to prove ourselves and then after that, everybody wanted us in their group.”*

*“...coming into an environment where you are the only black person and some of these people have really never seen a black person in their life, like that sometimes gets to you...it's just that burden of -- I have to sit in this class, I have to explain myself every time I say something.”*

*“...you need to make sure that you are on top of your game, so that nobody's sitting there looking at you thinking, oh, she's the dumb black girl...it's just a stereotype that me, as an African American will always, you know, I guess, pay attention to.”*

“Sometimes I get singled out in class to speak because of my race/ethnicity”



...or when an issue of race came up, I automatically had to have the correct answer. And when I didn't, I felt like a failure because I didn't know.



## Limited opportunities for social interactions

*“...if UK could work on getting some more African Americans in or keeping our African American population, then...the non-black organizations that we have -- maybe we'll feel more comfortable because we'll see more of us. But because there's not more of us, we...make our own group for this college or this major or...And so for us to keep our identity, for us to feel safe, for us to have our own voice...because then if we go out...that's like a sheep going out into a pack of wolves.”*

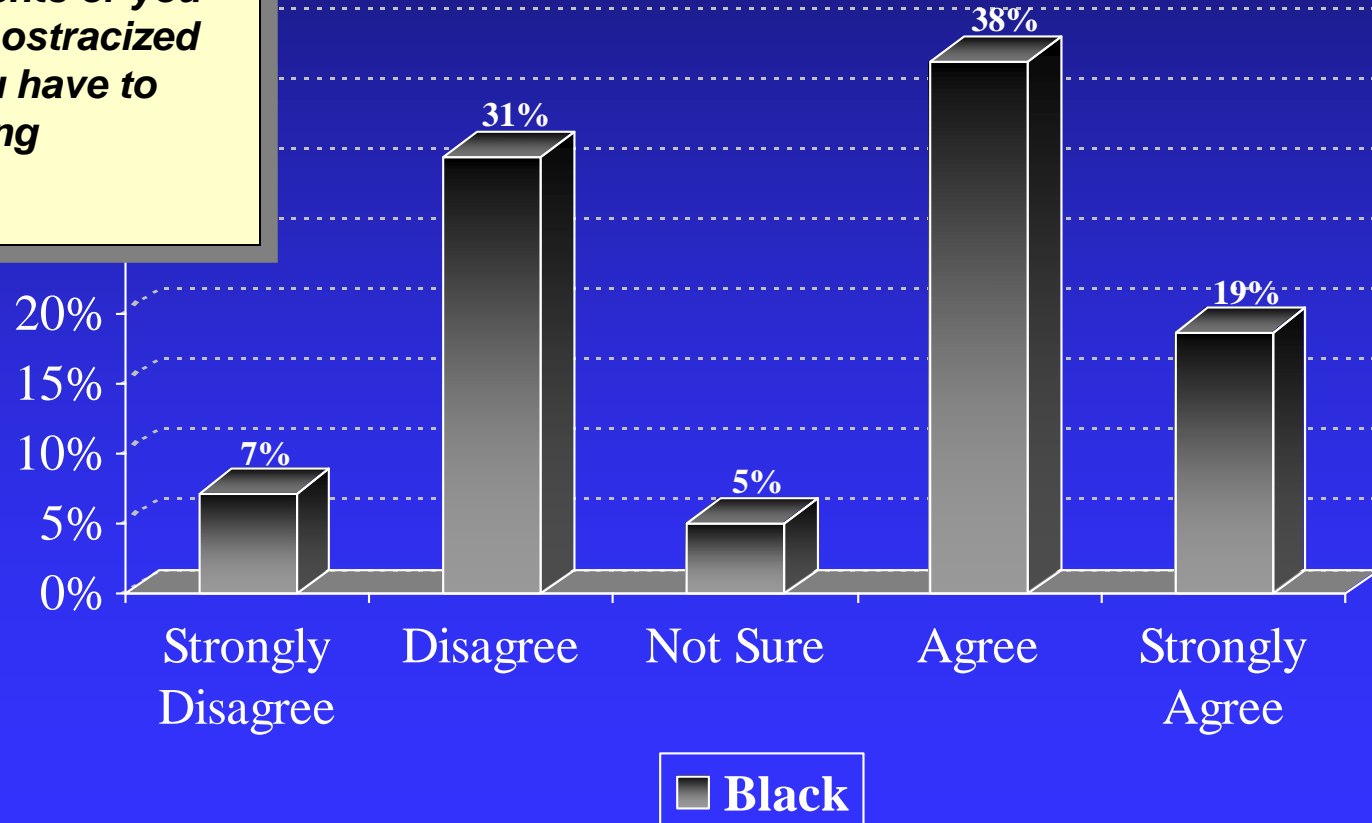
*“...black students that come on campus...have to make a choice...Each school has a black organization. You have to make a choice, and you feel that pressure quickly. Either you join up with the black students or you don't and get...ostracized...you lose, you have to lose. It's a losing scenario.”*

*“And the reason why white fraternities and sororities have houses on campus is because they can afford it...We can't.”*



# “My social interactions on campus are largely with students of my race/ethnicity”

*Either you join up with the black students or you don't and get...ostracized ...you lose, you have to lose. It's a losing scenario.*



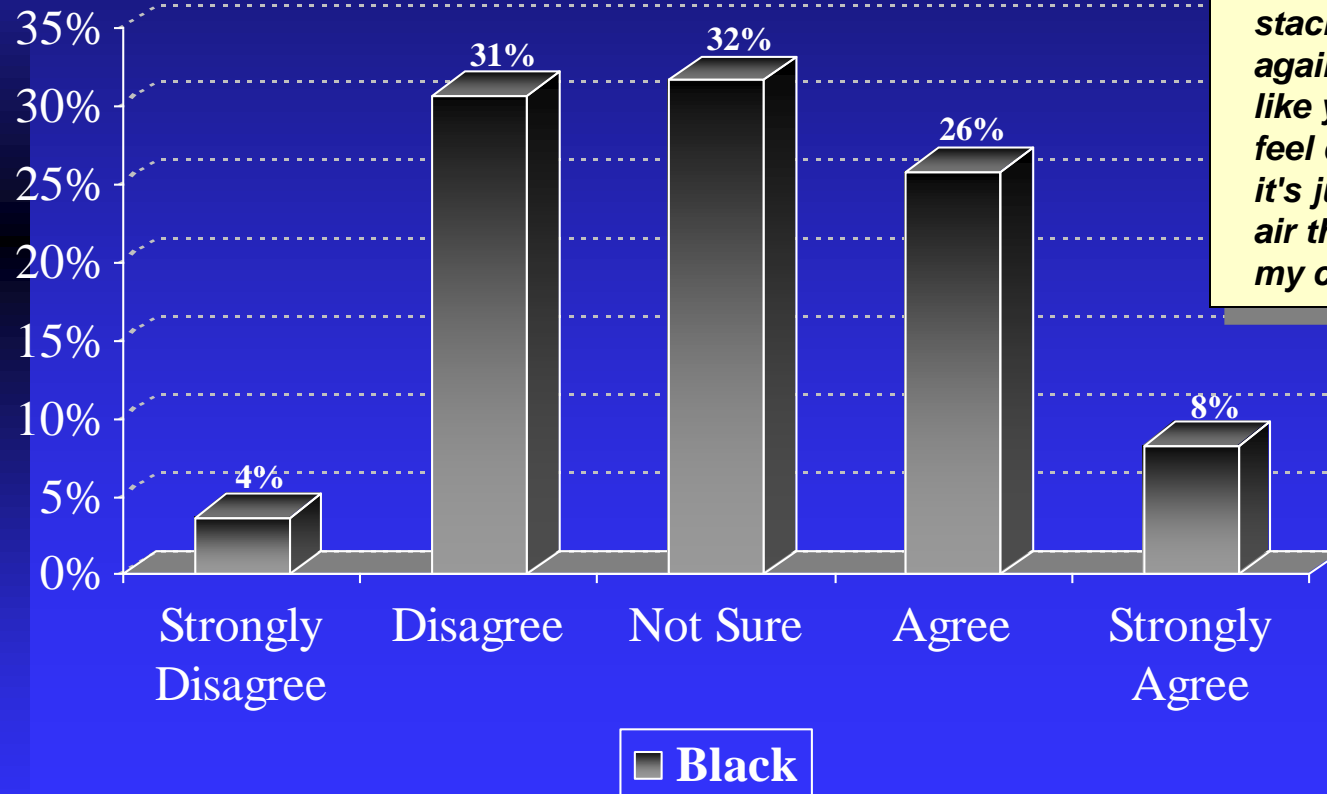
## Racism, ignorance and close-mindedness

*I had residents leave my building the first day of school because they weren't going to have a black RA. So it's there...*

*I go somewhere with my sister or my brother, and you're getting strange looks, you're getting people grabbing their purses, pushing their stuff under the table...If I go to Chicago, I don't see people acting like that...I don't know what it is about Lexington, but it's worse.*

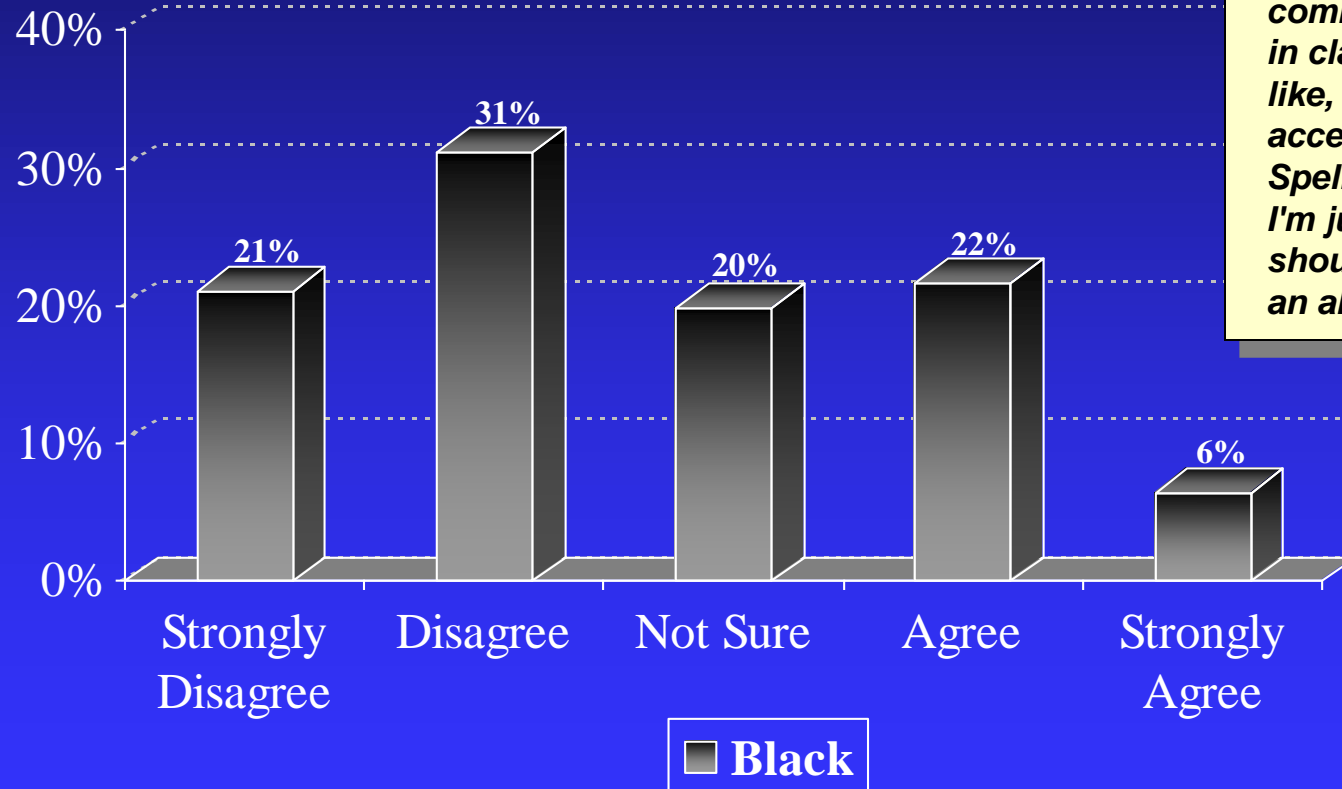
*I thought that I was going to be just as equal in the same playing field as the rest of the students, regardless of color... But when I got here, I soon realized that my professors did not have the same expectations of me.*

# “There are interracial/ethnic tensions in UK classrooms”



*I'm not dumber than anybody...my GPA and test scores... I'm sure I stack up quite well against others...but it's like you automatically feel defensive... and it's just like that's the air that I've felt in all of my classes...*

# **“I have been the target of racial/ethnic stereotyping in class”**



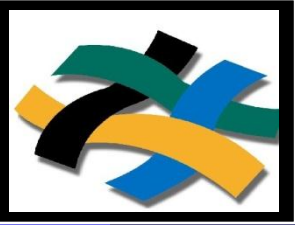
*I've heard racist comments, not only in class, and it's just, like, I mean--I got accepted to Spelman--sometimes I'm just like, man, I should have gone to an all black school.*

# Student Focus Groups: Selected Suggestions for Improvement

- Increase diversity and interaction
- Nurture open-mindedness
- Strengthen recruitment
- Increase scholarships as tuition increases
- Spotlight high-achieving AA students as part of improving public relations
- Put teachers in classrooms who value teaching
- Train faculty and administrators in cultural competence
- Offer more activities and advertise

# Senior Focus Groups: Suggestions for Improving the UK Experience

- Establish a more diverse campus by recruiting more faculty and students of color
- Improve awareness of resources and opportunities available to students
- Put teachers in classrooms who value teaching
- Nurture open-mindedness in faculty and students
- Encourage greater interaction among all members of the campus community



## Project V

### Leaving UK: Factors Associated with Attrition of African American Students

- Low participation; 120 of 180 students could not be reached; 42 interviews completed
- Primary reason: financial/cost – 24%
- Second reason: poor grades – 19%
- Difficulty managing time – 50%
- Pleased with social climate – 67%
- Felt respected by faculty – 93%
- Studied 10 or fewer hours per week – 64%
- Home 2 or more weekends/month – 48%

# Attrition Telephone Survey

- SRC surveyed first-year AA cohorts from fall 2003 and fall 2004 who were not enrolled during spring 2006
- 41 of XXX students participated in the survey (Connie: pull number from Ron Langley's letter)

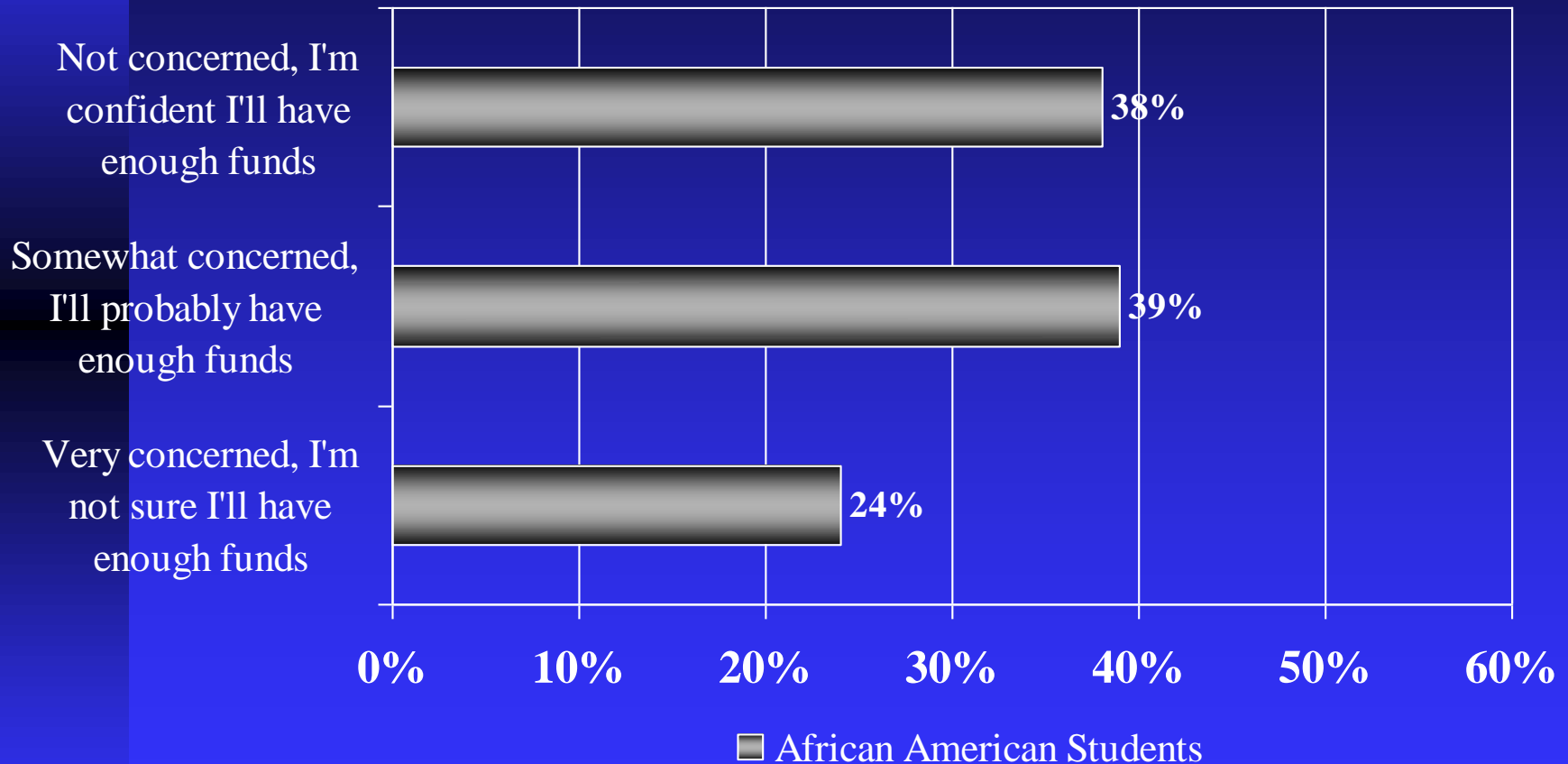


# Attrition Telephone Survey:

## Primary Reasons Given for Not Returning to UK

- Problems associated with financial aid or the cost of tuition (n=10; 24%)
- Poor grades (n=8; 19%)
- Homesick/Problems at Home (4; 10%)
- Miscellaneous (n=15; 36%)

# How concerned are you about your ability to pay for college?



Source: Survey of First-year Experiences conducted in Spring 2004

# Attrition Telephone Survey:

## Selected Findings on Self-Ratings of Success

Percent of students reporting that they were unsuccessful or very unsuccessful in—

- *managing time effectively*: 50% (n=21)
- *forming meaningful relationships with faculty*: 40% (n=17)
- *adjusting to academic demands*: 36% (n=15)

# Attrition Telephone Survey:

## Selected Perceptions on Campus Life

Percent of students that somewhat or strongly agreed with the following statements--

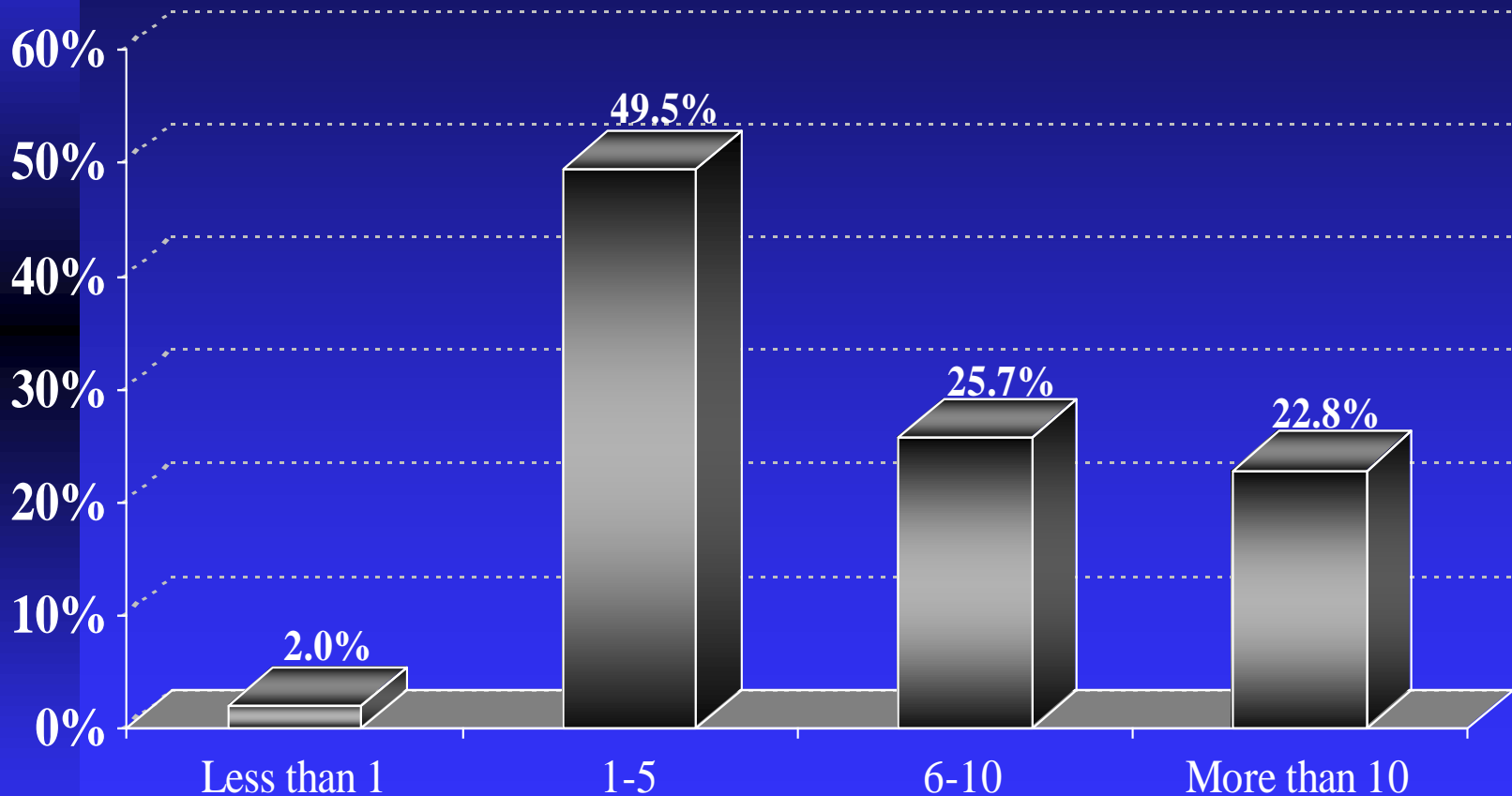
- *I was pleased with the social climate on the UK campus: 67% (n=28)*
- *My social interactions on campus were largely with students of my race/ethnicity: 79% (n=33)*
- *In class, I felt that I was treated with respect by faculty: 93% (n=39)*

# Attrition Telephone Survey:

## How Students Reported Spending Their Time

- *studying and doing homework* 10 or fewer hours each week: 64% (n=27)
- *socializing or partying* over 20 hours per week: 19% (n=8)
- *working for pay off-campus* more than 15 hours each week: 31% (n=13)
- *going home* 2 or more weekends each month: 48% (n=20)

# Hours Reported Studying/Doing Homework in a Typical Week During the First Year



Source: Survey of First-year Experiences conducted in Spring 2004

# Attrition Telephone Survey:

## What did students report doing this year?

- *Working part- or full-time: 26% (n=11)*
- *Working and going to school: 55% (n=23)*
- *Going to school: 12% (n=5)*

*Of the 28 students currently enrolled in college...*

- 16 were enrolled at a community, vocational or technical college
- 12 were enrolled at a four-year institution

# Attrition Telephone Survey:

If UK could have done one thing to prevent you from leaving, what would it have been?

- Offer greater financial aid: 16% (n=6)\*
- Lower cost of attending: 11% (n=4)\*
- Smaller classes/More individual attention from instructors: 11% (n=4)
- More activities with multi-cultural groups: 8% (n=3)
- Miscellaneous: 27% (n=10)

\* Note: Two of five students reported experiencing “serious” financial difficulties during their time at UK



A synthesis of research findings:  
*Conclusions and Recommendations*

# To improve success of AA students, UK must improve:

AWARENESS

AWARENESS

- Professional/Personal Growth
- Pre-college Outreach  
and Recruitment
- Financial Support
- Academic Engagement
- Social Opportunities
- Student Development

AWARENESS

AWARENESS

AWARENESS

AWARENESS

# Recommendations

# Recommendations

## Professional and Personal Development

- **Diversity training**
- **Ongoing diversity programming – not episodic**
- **Attitude toward diversity as job qualification**

## Pre-college Outreach and Recruitment

- **Middle School and High School programs**
- **Use of student feedback/ marketing study**
- **Admissions criteria review**

## Financial Support

- **Marketing Study**
- **Student Employment on Campus**

# Recommendations

## Academic Engagement

- **Faculty development**
- **AA faculty visibility**
- **AA faculty activities with AA students**
- **Early alert system**
- **Tutoring evaluation**
- **CARES location and size**
- **Freshman Summer Program expansion**
- **Revisit Cluster scheduling**

# Recommendations

## Social Opportunities

- **AA faculty activities with AA students**
- **Required diversity program**
- **Black student organizations**
- **On-campus activities**
- **Living Learning Communities**

## Student Development

- **Emphasize personal attributes of Seniors**

## Awareness of Resources and Opportunities

- **Improve advertising, such as one-stop shopping website**

# Pre-college Outreach and Recruitment

**#2**

- **Implement energetic high school programs with Bluegrass Region high schools**
- **Include other high-diversity, high-density areas such as Central High School in Louisville**
- **Offer**
  - ◆ **dual credit programs**
  - ◆ **student development and parental programs, including summer programs that bring students to campus.**

# Pre-college Outreach and Recruitment

#3

- **Implement research-based review of UK's admissions criteria**
- **Develop model that is more accurate and inclusive in its ability to predict success at UK**
- **Include a transcript analysis that will provide evidence of the impact of high school curricular choices on success at UK**



# Financial Support

**#1**

- **Study affordability and scholarship levels in coordination with marketing analysis and implement changes to achieve a high level of efficiency and effectiveness in using scholarships to promote diversity.**

**#2**

- **Investigate student employment opportunities to identify ways to improve student engagement through on-campus work and make more effective use of work-study opportunities within the major.**

# Academic Engagement

#1

- Engage deans to implement:
  - ◆ faculty development in diversity literacy, especially those teaching 1st-year students
  - ◆ involvement of AA faculty in teaching UK101 and other high-enrollment, high-visibility lower level courses
  - ◆ intentional programming to connect AA students with AA faculty who might not normally interact with undergraduates

# Academic Engagement

- **#2 Engage deans in developing college-based interventions, such as early alert**
- **#3 Conduct thorough evaluation of tutoring service**
- **#4 Relocate CARES to central location; increase CARES staff with enrollment**
- **#5 Expand FSP**
- **#6 Reconsider cluster scheduling with theme to attract students with common interests, especially AA students.**

# Social Opportunities

- Annual program of social opportunities for AA faculty and students to facilitate natural mentoring relationships
- Require diversity programming during summer advising or Welcome Week.
- Help strengthen the Black Greek program and other Black student organizations.
- Find space and resources to offer on-campus activities and “night-spots” such as Wildcat Wild Nights, coffee houses, rathskellars, etc.
- Offer more LLCs that give African American students, in particular, more choices about their living arrangements: African American, Multicultural/racial/ethnic, Community Service, etc, based on a student interest assessment.

# Personal Growth

- Ongoing time management seminar
- Student development courses: goal-orientation, positive thinking, avoiding procrastination, etc.
- Leadership workshops, motivational speakers, and other student development activities.
- More visibility while working to increase diversity
- Diversity training for faculty and staff, beginning with top level administrators
- Annual diversity program/ diversity immersion day
- Positive attitudes toward diversity as an important job qualification

# Awareness of Resources and Opportunities

- **Creating a one-stop shopping website to let students know where to go for different kinds of fun, help, food, advice, support, etc., rather than just listing offices**



# Next Steps

- Receive response from President and Provost
- Engage academic deans and academic support units in finalizing recommendations and plans for improvement
- Assign responsibilities
- Maintain Committee to conduct additional research.
- Charge Committee with evaluating the implementation and effectiveness of these recommendations.