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Report of the Closing Gaps Workgroup
Revised (February 2021)

Closing Gaps Workgroup Membership

Co-Leads:

- **Dr. Stephanie Ivey**, Associate Dean for Research/ Professor, Herff College of Engineering
- **Cory Major**, Director, Office of First Generation Student Success

Members:

- **Dr. Bill Akey**, Clinical Professor, Leadership Department, College of Education
- **Dr. Barbara Bekis**, Assistant Director, Educational Support Program
- **Kaylon Bradford**, Director, Student Leadership and Involvement
- **Julia Byrd**, Student, Biomedical Engineering
- **Ryan Crews**, Coordinator, Student Success, Student Academic Success
- **Dr. Russ Deaton**, Associate Dean for Academics, Herff College of Engineering
- **Marlon Dechausay**, Associate Athletic Director, Student-Athlete Welfare, Athletics
- **Dr. Olusegun George**, Professor, Department of Mathematical Sciences, College of Arts & Sciences
- **G.L. Guy**, Coordinator/Counselor II, Center for Academic Retention & Enrichment Services (CARES)
- **Melvyn Harding**, Director, Student Success Programs (TRIO)
- **MJ James**, Coordinator, Veterans and Military Services
- **Andrew Linn**, Associate Director, Student Financial Aid
- **Dr. Linh Luu**, Associate Director, Training Director-Internship and Practicum, Counseling Center
- **Braden Mangavalli**, Student, Mechanical Engineering Major
- **David Martinez**, Student, International Relations
- **Trellis Morgan**, Manager, Academic Advising, Fogelman College of Business & Economics
- **Shelia Moses**, Academic Services Coordinator, Herff College of Engineering
- **Jennifer Murchison**, Assistant Director, Disability Resources for Students
- **Kyle Nixon**, Director of Recruitment & Orientation, Undergraduate Admissions and Orientation
- **Dr. Lavonnie Perry Claybon**, Research Asst. Professor/Director, Mid-South Access Center for Technology
- **Dr. Chuck Pierce**, Associate Dean, Academic Programs, Fogelman College of Business & Economics
- **Dr. Eric Stokes**, Assistant Vice Provost, Strategic Enrollment Systems
- **Connie Thiemonge**, Assistant Director, Alumni Relations
- **Ryan Wade**, Program Manager/Graduation Coach, Multicultural Affairs
- **Cortez Washington**, Associate Director, Career Services

Priority Ranking of Proposed Strategies

Given the complexity and reach of the strategies proposed, we believe that each proposed strategy has the potential to be high impact, reaching significant numbers of UofM students. However, we recognize that many will require significant cost and investment of time and effort. Therefore, we suggest the following order of prioritization for the proposed strategies.

1. Implementation of the Student Diversity and Inclusion Commission with affinity workgroups representing focus populations (an action step of strategy 8 below).

Rationale: It is noted that each proposed strategy includes phase 1 planning efforts as initial action steps. The Student Diversity and Inclusion Commission can be charged undertaking these planning activities in the near-term.

2. Establish a comprehensive Early Outreach Program (EOP) to coordinate pre-college academic pipeline programs (e.g., College Reach Out Program, Federal TRIO pre-college programs, GEAR UP).

3. Establish Transfer Student Services Office (TSSO) to provide support to students who transfer (or plan to transfer) to the UofM from other colleges and universities, with focus on community college partnerships.

Rationale: Given work already underway in Enrollment Services (e.g., an additional transfer counselor in Admissions, development of the One Step Closer program) and the recently submitted Assisi Foundation proposal, we believe these strategies should be a significant area of focus for the Assisi project, if funded.

4. Create a College to Career program.

Rationale: Career Services has begun work to create a campus-wide career readiness initiative and exploring investments in technological solutions that will scale their services, which align well with this strategy.

5. Create UofM Outside the Classroom Initiative.

Rationale: There is an infrastructure upon which to build the program. The creation of the Experiential Degree Maps as part of the College to Career program will also connect well to this initiative. Some financial resources will be needed to support the development of new programs and to fund incentives/rewards.

6. Develop Peer-to-Peer Support program.

Rationale: There are existing peer-to-peer support programs upon which we could build, however mentor wages, program tracking software, and personnel to coordinate a campus-wide initiative will require significant investment of time, effort, and money.

7. Create Top Tier Tigers program.

Rationale: While impactful, there is less existing infrastructure to build upon when compared to higher ranked strategies.

8. Create a comprehensive institutional support system for focus populations at the UofM, which includes a faculty development program.

Rationale: This strategy will represent a high cost in terms of money, space, and effort. However, we believe the coordinated effort will better serve students and the UofM community.

Report of the Closing Gaps Workgroup

Introduction

In 1947, President Harry Truman foretold the equity issues that confront higher education today:

If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them. (President's Commission on Higher Education, 1947)

Indeed, institutions of higher education are grappling with disparate outcomes for first-generation (FG), Low-Income (LI), and Underrepresented (UR) students. This is certainly the case at the University of Memphis (UofM). And, while significant progress has been made at the university, there is still much work to be done to eliminate the gaps in student outcomes. In doing so, the university must be mindful of three gaps that collectively increase inequality, decrease access, and often reduce students' successful outcomes in college and in their professional lives -- the Opportunity Gap, the Awareness Gap, and the Completion Gap (Markowitz, 2017).

Opportunity Gap. The opportunity gap can be viewed in terms of the inputs – the unequal or inequitable resources and opportunities afforded to students. At the core of the concept of the opportunity gap is the idea that the conditions into which one is born (race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, etc.) determine the educational outcomes of many students. In poorer communities, which oftentimes lack the resources available to students (high performing schools, high quality teachers, curricular opportunities, enrichment activities, etc.), students oftentimes have lower educational aspirations, achievement, and attainment (Great Schools Partnership, 2013). The effects of the opportunity gap continue to be evident as students enter higher education. Limited access to technology, lower rates of participation in high impact practices, and a lower likelihood of engagement in co-curricular and enrichment opportunities are frequently outcomes of the opportunity gap.

Awareness Gap. According to Markowitz (2017), the awareness gap is a consequence of the opportunity gap. The awareness gap is expressed in terms of the social and cultural capital FG, LI, and UR students may lack. In higher education, students impacted by the awareness gap may not know about financial aid and scholarship opportunities available to them. Further, these students may view help-seeking behavior negatively. They may find it difficult to navigate the systems of higher education and struggle to understand higher education jargon (e.g., registrar, office hours, syllabus). This lack of “college knowledge,” combined with the opportunity gap, can have a significantly adverse impact on student outcomes.

Completion Gap. When considering inequality in student outcomes, the completion gap is typically the first (and oftentimes the only) gap considered. The completion gap refers to the outcomes observed – the unequal or inequitable educational results and benefits across student groups (Great Schools Partnership, 2013). It is critical to acknowledge that the completion gap, a significant and persistent disparity in academic performance and attainment, is the *output* of the *inputs* conceptualized as opportunity and awareness gaps. ***To close the completion gap, institutions must simultaneously work to eliminate opportunity and awareness gaps.***

Educational Outcomes at the UofM

The UofM's student body is more diverse than it has ever been. In a recent diversity assessment conducted by the Shasti Conrad Consulting, Conrad and O'Brien (2017) wrote:

In recent years, UM has shifted from an historically White university with a traditional-aged (18-22), predominantly undergraduate student population to a multi-faceted regional university that now includes several professional schools. Current demographics trend toward majority non-white...and the University also now serves a large and growing population of part-time and older students. This demographic profile is becoming more closely representative of the Memphis metropolitan region from which most of the students come. Economically, Memphis is one of the poorest cities in the U.S. Historically, it is also one of the most segregated by race (pg. 3).

Data from the UofM's Office of Institutional Research (OIR) Campus Reports on current student demographics illustrates this point. In Fall 2020, the university enrolled 15,435 degree-seeking undergraduate students. In addition, 4,741 graduate and professional students were enrolled at the university.

Percentage of Undergraduate Degree-Seeking Students by Race (Fall 2020)

Race	Percentage
Asian	3.6%
African American/Black	36.9%
Hispanic	7.1%
Multi-Racial	3.7%
White	45.4%
Other Races	3.2%

Percentage of Graduate/Professional Degree-Seeking Students by Race (Fall 2020)

Race	Percentage
Asian	5.3%
African American/Black	26.6%
Hispanic	4.1%
Multi-Racial	2.0%
Non-Resident	8.6%
White	52.0%
Other Races	1.5%

Percentage of Students by First Generation & Pell Status (Fall 2020)

Degree Level	% First Generation	% Pell	% First Generation & Pell
Undergraduate	33.9%	43.9%	21.7%
Graduate/Professional	18.4%	-	-

The demographic makeup of the UofM's student body continues to evolve. While progress has been made in closing the gaps in educational outcomes among first-generation, low-income, and underrepresented students, OIR graduation data indicates the need for the university to intensify its efforts, particularly if it is to attain its goals of a 41% four-year graduation rate, 51% five-year graduation rate, and 61% six-year graduation rate.

Latest Undergraduate Graduation Rates (Fall 2020)

Student Group	Four-Year Graduation	Five-Year Graduation	Six-Year Graduation
UNIVERSITY GOALS	41.0%	51.0%	61.0%
ALL STUDENTS	28.3%	50.1%	51.4%
By Race			
Asian	52.2%	59.4%	56.8%
African American/Black	15.4%	41.2%	41.8%
Hispanic	29.1%	56.5%	58.9%
Multi-Racial	25.8%	44.9%	51.5%
White	36.5%	55.1%	55.9%
Other Races	29.2%	43.9%	51.3%

Latest Undergraduate Graduation Rates (Fall 2020)

By First Generation Status			
First Generation	23.6%	44.1%	45.8%
Not First Generation	31.0%	53.1%	54.8%
By Pell Status			
Pell	20.1%	43.8%	43.2%
No Pell	37.2%	55.7%	60.2%

For our analysis of these data, three reference groups were established – White students, continuing generation (students who are not first generation), and non-Pell students. Among racial groups, both Asian and Hispanic students have higher six-year graduation rates than their White peers. However, African American students, who have the lowest graduation rates among all student subgroups, graduate at a rate 14.1% lower than their White peers. The six-year graduation rate gap for multi-racial and students from other races (American Indian, Alaskan Native, non-resident, etc.) are about 4%.

First-generation students' six-year graduation rate is 9% lower than their continuing generation peers, while Pell students' graduation rate trails their non-Pell peers by 17%. The gap between Pell and non-Pell students is the largest gap between a group and its reference group.

To realize the goals for increasing its graduation rates, the UofM must act proactively and intentionally. It must adopt an institutional accountability and responsibility approach, placing the onus for students' success on the institution, not the students.

Institutional Accountability & Responsibility

Much attention has been given to the success of Georgia State University (GSU), which has successfully closed attainment gaps between its Black, Hispanic, and White student populations. A critical key to GSU's success was the institution's embrace of an internal locus of control. In his recent address to UofM faculty and staff, Tim Renick, senior vice president for student success at Georgia State, described the moment that set the university on the path to realizing equity in student outcomes.

About a decade ago, Georgia State did something, which initially was uncomfortable, and ultimately, was liberating. We began to ask a simple question, 'Are we the problem? How are we complicit in the fact that 7 out of 10 students are coming to our campus with hopes and dreams, and leaving with debt and nothing to show for it?'

By turning a critical lens onto itself, the university moved the onus for successful student outcomes from the student to the institution, according to Renick.

It is not business as usual. It is not the same old programs, the same old approaches that are going to work when you're dealing with a population that over less than a generation has totally transformed in its demographics, its natures, its needs, and so forth. It's going to take a different way of thinking.

As the makeup of our student body continues to shift, the UofM must follow the lead of Georgia State University and adopt a model of institutional responsibility to guide its student success efforts. According to Wood and Palmer (2015), higher education's primary approach to student success has focused on what students do to be successful – the time, effort, and energy they invest. Prominent researchers of student success (e.g., Vincent Tinto, Alexander Astin, George Kuh) have espoused numerous constructs (background, societal, academic, social, environmental) as affecting student success (e.g., persistence, achievement, attainment) from the student's locus of control (Wood & Palmer, 2015). However, when one considers the success of Georgia State

University, it is evident that a focus on institutional responsibility for student success in college is a prerequisite to realizing equitable outcomes for all students.

Given the university's shifting demographics, we must follow the lead of GSU as described by Renick (2020):

We got better with data. We invested in data and analytics and we began turning those insights on ourselves, and saying, 'What are we doing to trip up students? What is in our control that we might be able to do otherwise?' We began piloting, initially at the small-scale, data-based interventions, and then we scaled these interventions up much larger. And, over the course of the last decade, we have, in effect, **changed the student lifecycle.**

The Student Lifecycle

Many in higher education view student recruitment as identifying, attracting, and enrolling promising prospective students. However, in today's climate, institutions of higher education must engage in a process of continuously recruiting students to return to the institution semester to semester and year to year. Effectively managing student enrollments and maintaining financial stability, two critical concerns for any higher education institution, requires continuous re-recruitment of students, supporting their persistence to completion and building loyalty that prompts continued engagement with the university as an alumnus. To successfully recruit matriculating students through to degree completion requires the university to actively seek to remove barriers to students' continuous enrollment while simultaneously attending to the evolving needs of students as they matriculate. It is important to view the student experience through a student lifecycle framework.

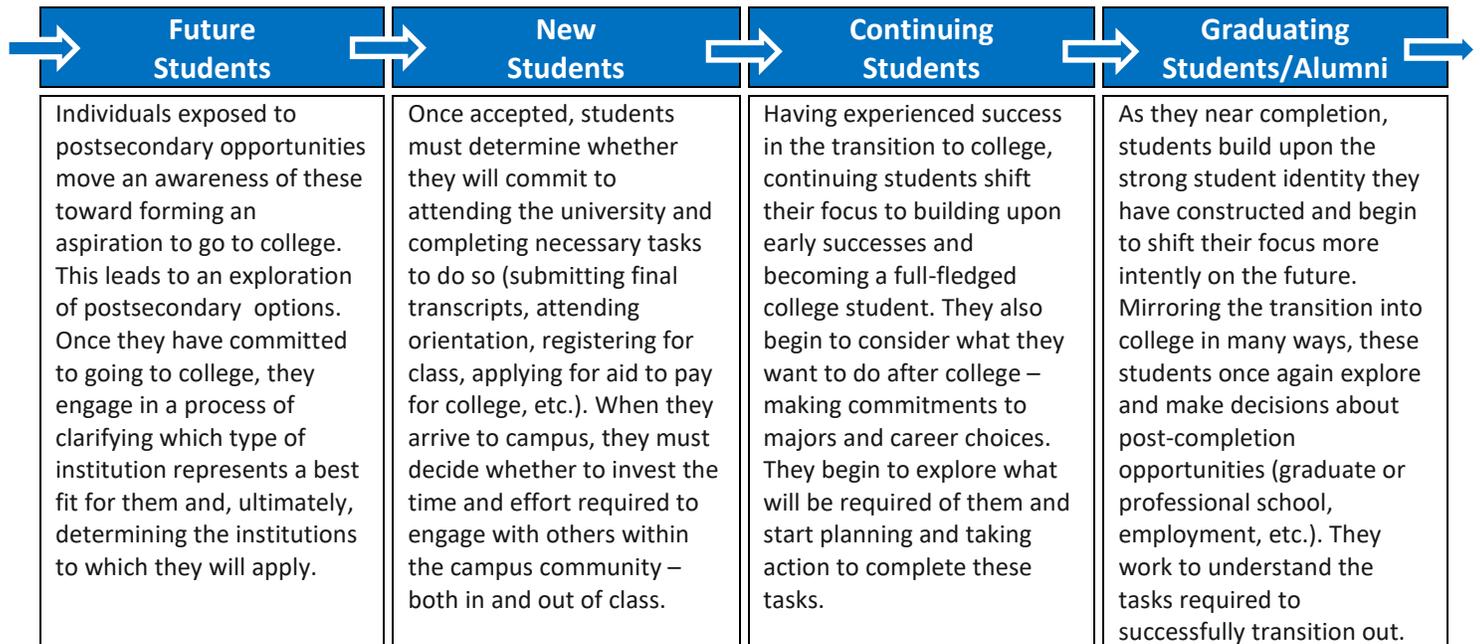
Lizzio (2012) described the student lifecycle as a "conceptual shorthand for describing the constellation of evolving identities, needs and purposes" of students as they enter, move through and graduate from the university. He suggested that the student lifecycle be viewed as a series of transitions towards the university (future students), into the university (new students), through the university (continuing students), out of the university (graduates) and back (alumni and graduate/professional students).

The needs of students transitioning towards and into the university differ from those who are transitioning through or out of (and hopefully back to) the university. The student lifecycle approach provides a framework that helps us be aware of and sensitive to the needs of students as we work with them over time. The college student experience can best be viewed as a series of transitions (Schreiner, 2012). Transitions can be positive experiences of movement toward one's goals, but they can also be negative experiences that shake students' confidence or lead to disengagement from the university (Goodman, Schlossberg, & Anderson, 2006).

According to Lizzio (2012), the practical implication of a lifecycle perspective is the understanding that students have different tasks and needs at different stages. Institutions must design a learning environment that reflects these developmental priorities at different stages of the student experience. This has obvious implications for the role of the university. For example, as students enter the university, they typically work to develop a 'college student identity.' In later years, as students near graduation, they work to develop their 'professional identity.' Development of college and professional identities is particularly important (and challenging) to the success of underrepresented, low income, and first-generation students, as students may lack role models or family mentors that help them begin to form such identities. Further, institutional biases and stereotype threat can negatively impact students' perceptions of their fit and belonging within an institution or degree program (such as in STEM disciplines) (Syed, et al., 2011; Orbe, 2008). This suggests that a one-size-fits-all approach to student support will result in missed opportunities to enrich the student experience and create a learning environment in which all students can succeed.

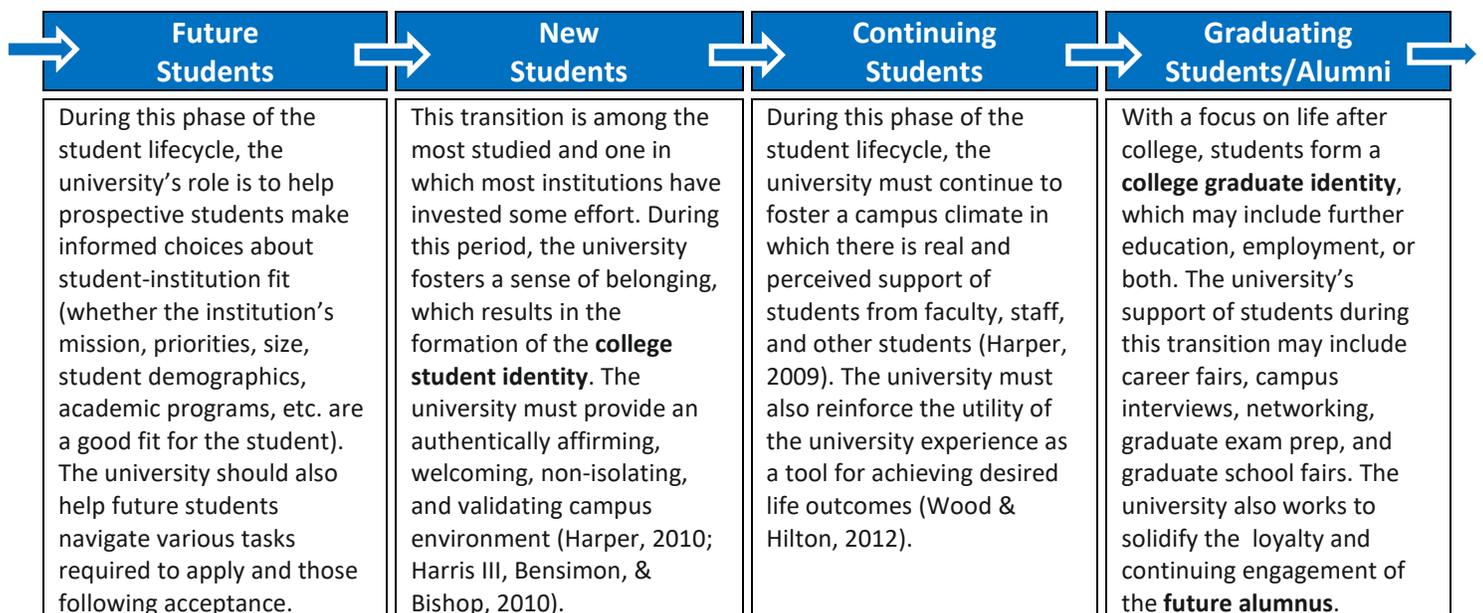
As suggested by Lizzio (2012), as students progress through college, they encounter situations that require change (transitions). As they successfully navigate these transitions, their identities and needs evolve. Students' needs and the decisions they must make change as they persist toward degree completion, as illustrated below. Armed with this knowledge, it is the responsibility of institutions to support students' changing needs as they progress toward degree completion.

Movement through the Student Lifecycle



Adapted from Lizzio (2012)

Institutional Roles throughout the Student Lifecycle



Adapted from Lizzio (2012)

The Nature of Transitions

As noted above, the college student experience can be viewed as a series of transitions. Dealing with a transition is a process that extends over time. Like Lizzio's (2012) model, Goodman et al. (2006) describes the student experience as a series of phases – *moving in*, *moving through*, and *moving out*. They provide the first-year student's transition from high school to college as an example. This experience requires multiple changes in roles, routines, and relationships for new college students, which can occur through the first semester and even through the first year. Indeed, *change* is a commonality of transitions students navigate throughout their time in college.

According to Schreiner (2012), psychologists have noted for generations that change, whether minor or significant, causes a stress reaction. Therefore, another aspect common to all transitions is that they produce stress in the students experiencing them. Researchers studying stress, however, have found that individuals respond differently to the stressors in their lives. The key element is how positively or negatively the person perceives the event. Schlossberg (1989) suggests that each student's response, adjustment, and experience of growth or decline is a function of his or her perceptions and the quality of support provided during the transition.

Schreiner (2012) suggests five hallmarks of successful transitions. When successfully navigating transitions, students –

1. **See them positively** as opportunities to grow,
2. **Use healthy coping skills** to engage in transitional activities rather than avoid them,
3. **Believe they are supported** as they move through the transition,
4. **Utilize available resources** for relevant information, assistance, and support, and
5. **Grow** in personally significant ways as a result of the transition.

An understanding of the nature of successful transitions, in combination with the student lifecycle lens, offers a framework for how the university can help students successfully transition throughout their college experience in ways that further their growth and enable them to benefit more fully from their college experience (Schreiner, 2012).

Changing the Student Lifecycle at the UofM

The Closing Gaps Workgroup examined the student experience at the University of Memphis through the student lifecycle lens and developed recommendations designed to create an intentional, comprehensive student experience – **The Memphis Experience** – with a focus on equitable outcomes for all students.

To this end, four subgroups were formed – Connection and Entry, Social and Campus Integration, Academic Progress and Success, and Completion and Transition. Each subgroup was charged with examining the current nature of the student experience through the lens of their group's theme. By examining existing institutional efforts as well as gaps, each group identified recommendations that they believe will promote equitable outcomes for all UofM students. These recommendations are incorporated into a proposed Student Lifecycle Framework that emphasizes the university's role in supporting students throughout their educational journey as they develop and their needs evolve.

Proposed Student Lifecycle Framework

Based on Lizzio (2012)

DIMENSION	STUDENT TASKS	INSTITUTIONAL ACTIONS
<p>Connectedness The quality of students’ relationship with faculty, staff, and other students. The degree to which they identify and affiliate with the UofM.</p>	<p>Determine Institutional Fit: How will I fit in at the UofM? Build connections and a sense of belonging: Who do I know here? Engage with individuals in their desired career field: Who will be my future colleagues? Develop as citizens & leaders: Where, and for what, do I stand?</p>	<p>Provide opportunities for students to form good working relationships with faculty, staff, and peers; Encourage students to get involved with the university so that they establish a sense of belonging within the campus community.</p>
<p>Competency Students’ knowledge of what is expected of them; mastery of college-level learning skills and techniques; and the level of commitment to contributing to the learning community.</p>	<p>Build Self-Efficacy: Am I able to succeed at the UofM? Become Self-Aware: Who am I? Who do I want to become? Strengths: What are my innate talents? What knowledge/skills do I need to acquire to attain my goals? Career Competencies: Do I possess skills required for success in my career?</p>	<p>Clarify expectations of students both in and out of the classroom; provide opportunities for students to become more self-aware; eliminate jargon; provide support at key transition points; and ensure students are developing and using appropriate learning skills and strategies.</p>
<p>Vocational Identity Degree to which students define a clear and secure vocational identity (one’s career goals, abilities, educational interests, personal values, etc.); engagement within their major/career field; the capacity to set and fulfill personal goals.</p>	<p>Clarify aspirations: What do I want to do? Explore major and career options: What are my pathways from here? Establish post-completion plans: What are my realistic opportunities? Making meaning of one’s life: What difference will I make?</p>	<p>Provide opportunities to explore and clarify their reasons for attending college and pursuing a particular career; help students recognize the relevance of their academic pursuit (degree utility); and support and systematically develop students’ career readiness and core career competencies.</p>
<p>Student Resilience Students’ ability to navigate university systems; accessing help and information, when needed; willingness to speak up when they have a problem; and the ability to balance school, life, and work commitments.</p>	<p>Understand what is required to be successful: What must I do to be successful at the UofM? Adopt a growth mindset: What strategies, support, adaptations are needed to be successful? Develop self-management skills: How well do I manage my time, behaviors, resources? Build resilience: How well can I manage change and challenge?</p>	<p>Provide clear and accessible information about institutional policies, procedures, practices, and available resources; make clear where students can seek help and from whom; and normalize struggle and help-seeking behaviors.</p>

Adapted from Lizzio (2012)

The Closing Gaps Workgroup recommends adopting this framework, which will allow the university to focus on institutional responsibility for student success. A myriad of institutional domains affects student success, which

should be viewed from the UofM's locus of control. As Renick (2020) suggested, "It would be easy to point fingers," and attribute students' outcomes to their backgrounds, the pK-12 system's failures, or the state's declining financial support. However, if the UofM is serious about moving the needle on student outcomes, it must transform the student lifecycle and students' experiences at the university by creating a campus environment in which all students can be successful.

The proposed approach also builds upon the "relational culture" of the UofM, a strength identified by Conrad and O'Brien (2017) during their diversity assessment:

An additional UM strength is its "relational" culture...We observed several signs of a relational orientation, or at least a desire to sustain this orientation, across all levels of the university. However, we also note that sustaining this orientation requires intentional, strategic effort and caution University leadership to be aware that diversity work is one arena in which the likelihood for mixed-messaging and subsequent disaffection is high. A key component in sustaining a relational environment is multi-directional communication across multiple levels of the organization...This includes engaging in genuine participation with relevant groups. This incorporative process typically re-engages stakeholders and fosters potential "leading from the middle" cultures and practices (Conrad & O'Brien, pp. 14-15).

Therefore, we propose a strategic effort to transform **the student lifecycle** at the UofM with a critical focus on equity in the outcomes of underrepresented, low-income, and first-generation students. An undertaking that will require strategic effort and genuine participation across the campus.

Closing Gaps Overarching Goals

Two overarching goals have been established by the Closing Gaps Workgroup:

1. **Eliminate Opportunity Gaps:** Partner with pk-12 schools, area community colleges, community-based organizations, and the UofM community (e.g., faculty, staff, students, alumni, administrators, board of trustees) to eliminate **Opportunity Gaps** among future and current UofM students from first-generation, low-income, and underrepresented backgrounds.
2. **Eliminate Completion Gaps:** Partner with pk-12 schools, area community colleges, community-based organizations, and the UofM community (e.g., faculty, staff, students, alumni, administrators, board of trustees) to eliminate **Completion Gaps** among future and current UofM students from first-generation, low-income, and underrepresented backgrounds.

It is recognized that an **Awareness Gap** also exists for first-generation, low-income, and underrepresented students, however; this gap is tackled as a cross-cutting concept and strategies designed to address it are integrated into both of the overarching goals.

Connection and Entry Recommendations

The policies, practices, programs, and resources listed here provide students with exposure and access to the University of Memphis. Each of these initiatives include information about the admissions process, college affordability, student connection and belonging. The test-flexible admissions policy provides access to students through a holistic review process that evaluates students beyond traditional ACT/SAT test scores.

- Talented 10% Recognition Program
- Admissions Counselor Outreach
- Peer Power partnership
- Dual Enrollment
- Summer Bridge Program
- Student Success Programs (TRIO)
- Upward Bound
- GEAR UP*
- Girls Experiencing Engineering
- STEM Program at East High School
- Test Flexible Admissions Policy
- African American Male Academy
- Pre-Enrollment Programs on campus
- New Student Orientation
- Frosh Camp
- Frosh Fusion
- FLITE Camp
- Memphis Advantage Scholarship
- Memphis Promise
- Tiger Success Grant
- HAAMI
- Opportunity Scholars
- Office of First-Generation Student Success
- First Scholars
- Finish Line Program
- UofM Global Programs

It is important to note that several of the programs listed above are funded by external sources and/or are opportunities currently being pursued by the offices/individuals at the university.

The Association of Public & Land-Grant Universities (APLU) notes that a core mission of public universities is to provide access to a quality higher education to students from all backgrounds. As the nation and world become aware of the high-quality, affordable programs at the UofM, the university's draw of students beyond the mid-south has increased in recent years. This regional, national, and global reach results in a diversity of talents, perspectives, cultures, and needs represented within our student body at the UofM. Recognizing barriers that may arise for students from diverse backgrounds related to connection and entry and developing strategies to overcome them is therefore essential to closing the gaps for our students. Specifically, the subgroup notes the need to develop more robust local partnerships, expand entry support for underrepresented students, and enhance mechanisms of communication with prospective students and their families, pK-12 serving organizations, and other stakeholders to increase connections and entry into the UofM for underrepresented and high-risk students,

Project 1: Establish a comprehensive Early Outreach Program (EOP) to coordinate pre-college academic pipeline programs. [Goal 1: Eliminate Opportunity Gaps]

Strategy & Benchmarks	Evidence
<p>Develop a proposal that brings together existing programs and identifies aspirational program components including staffing, funding, and space. EOP program to include two core components:</p> <p>1) Federally Funded Pre-College Programs Secure formal institutional commitment to seek and support additional federal funding (GEAR-UP and TRIO: Educational Talent Search, Educational Opportunity Centers and McNair) as these can serve as an informal pipeline for future cohorts of first-generation, low-income, and underrepresented students (focus populations).</p> <p>2) College Reach-Out Program (CROP) Programs designed to connect with area high school students from focus populations that are not federally funded. Focus of CROP programs will be to raise college awareness, increase academic aspiration, and to strengthen academic achievement among program participants. CROP staff will also coordinate with existing pre-college outreach programs to facilitate information sharing and serve as an information hub for the external community (e.g., pK-12 students and their parents). Program components should include:</p> <ul style="list-style-type: none"> ▪ Partnerships with area high schools with significant enrollments of students from focus populations ▪ Assistance navigating college application and financial aid processes, and on-campus experiences to encourage enrollment at UofM (e.g., Financial aid nights; Summer Programs focused on college life, and major/career exploration) ▪ Outreach and recruitment efforts in partnership with Black Alumni Association & Hispanic Alumni Council ▪ Enhanced partnerships with community agencies serving pk-12 students, such as Peer Power ▪ Summer bridge program for admitted students focused from focus populations on college readiness, financial literacy, and connection to the campus community 	<p>Phase 1:</p> <ul style="list-style-type: none"> ▪ Formal structure and resource needs established for EOP ▪ Institutional, foundation, private, or other grant sources funding secured for non-Federal components <p>Phase 2:</p> <ul style="list-style-type: none"> ▪ Addition of more U.S. Department of Education funded programs ▪ Increased number of focus population students involved in CROP programs <p>Phase 3:</p> <ul style="list-style-type: none"> ▪ Increased in the number of GEAR UP/TRIO eligible students who enroll at the UofM ▪ Renewed federal funding and accumulation of prior experience points for TRIO programs ▪ Increased in the number of CROP students who enroll at the UofM
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Number of completed applications from focus populations (baseline Fall 2020) ▪ Number of students from focus populations enrolled in Freshman class (baseline Fall 2020) ▪ Yield rate for focus populations for Freshman class (baseline Fall 2020) 	

Project 2: Establish a Transfer Student Center to provide support to students who transfer (or plan to transfer) to the UofM from other colleges and universities, with focus on community college partnerships. [Goal 1: Eliminate Opportunity Gaps]

Strategy & Benchmarks	Evidence
<p>Create the Transfer Student Services Office (TSSO)</p> <p>Given the reality that a significant percentage of students from focus populations begin their post-secondary journeys at community colleges, the TSSO will partner with the offices of Admissions and Financial Aid to support both prospective transfer students, as well as students who have made the decision to transfer to the UofM. In addition, a visible, accessible space for transfer students to gather, make connections to the university, and learn about campus programs and services available to them will foster a sense of belonging for this population of students who typically do not experience the robust onboarding that first-time students receive. Finally, the office’s staff will monitor, conduct outreach, and offer support to transfer students after they enroll at the UofM.</p> <p>In addition to these activities, the TSSO will facilitate two core programs:</p> <p>1) One Step Closer Initiative (formerly PEP) A partnership with Southwest Tennessee Community College (STCC), the One Step Closer Program will extend guaranteed admission to STCC students who complete their A.A. or A.S. degrees at STCC.</p> <p>2) Replication of UTK’s Volunteer Bridge Program Another potential partnership with STCC would be a replication of the Volunteer Bridge Program, a partnership between UTK and Pellissippi State Community College. The invitation-only program allows students who fall just below university admissions standards to attend PSCC during their first year of college but be engaged in UTK campus life. Participants are engaged in a UTK-based living learning community and have access to resources at both institutions. Upon successful completion of first year at PSCC, students are admitted into UTK. The partnership agreement includes plan for students to reverse transfer credits to PSCC so that they can be awarded the A.A. or A.S. degree (improving their completion rates, as well). [Ex. volunteerbridge.utk.edu]</p>	<p>Phase 1</p> <ul style="list-style-type: none"> ▪ Formal structure and resource needs established for TSSO ▪ Institutional, foundation, private, or other grant sources funding secured <p>Phase 2</p> <ul style="list-style-type: none"> ▪ Number of TSSO program participants ▪ Number of current UofM students who utilize TSSO space and services <p>Phase 3</p> <ul style="list-style-type: none"> ▪ Number of participants in TSSO programs who enroll at UofM
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Number of community college transfer students enrolled (baseline F2020) 	

PROJECT 3: Create a comprehensive institutional support system for students from focus populations at the UofM. [Goal 2-Eliminate Completion Gaps]

Strategy & Benchmarks	Evidence
<p>Create a comprehensive institutional support system for focus populations at the UofM, which includes a faculty development program.</p> <p>To better coordinate supports provided to focus population students, it is proposed that the university reorganize existing and proposed support programs into a new unit. In addition to better coordination and a reduction in duplicative efforts, this reorganization will allow the university to rebrand these supports to improve impact, visibility, and accessibility. Action steps include:</p> <ul style="list-style-type: none"> ▪ Develop a proposal for reorganization that brings together existing support programs for focus populations and identifies aspirational program components including leadership, staffing, funding, and space ▪ Create/repurpose a senior level position (e.g., Assistant Vice President) to oversee new unit ▪ AVP’s portfolio of programs might include: <ul style="list-style-type: none"> ○ Multicultural Affairs ○ Office of First Generation Student Success <ul style="list-style-type: none"> ▪ First Scholars Program ○ Opportunity Scholars ○ Early Outreach Program (EOP) (Project #1) ○ Federal TRIO/GEAR UP Programs ▪ Where appropriate, the AVP’s portfolio of programs should be co-located (see below) ▪ Create a more visible First Generation Student Center that allows the Office of First Generation Student Success (OFGSS), First Scholars, Upward Bound and Student Success Programs to co-locate <ul style="list-style-type: none"> ○ Explore possibility of renovating Mynders Hall to provide a common space for all UofM first-generation offices, programming, and living learning communities. ○ As an alternative, explore opportunity for OFGSS and First Scholars to co-locate into a more visible space, ideally in the University Center. ▪ Create a faculty development program that focuses on use of culturally relevant instructional practices and effective utilization of early alert and student referral systems ▪ The program should also include engaging the faculty senate in academic progress and success initiatives by providing training to senate members so they can inform other faculty on the importance of these efforts. 	<p>Phase 1:</p> <ul style="list-style-type: none"> ▪ Formal proposed structure for a student diversity and inclusion unit ▪ Institutional, foundation, private, or other grant sources funding secured ▪ Formal proposed structure and resources for faculty development program <p>Phase 2:</p> <ul style="list-style-type: none"> ▪ Coordinated communication strategy incorporating multiple modes (e.g., face-to-face, phone, social media, text) and culturally relevant messaging and outreach ▪ Student Diversity and Inclusion commission established ▪ Increased focus population participation in NSO ▪ Increased focus population engagement in high-impact practices ▪ Number of faculty trained <p>Phase 3:</p> <ul style="list-style-type: none"> ▪ Where appropriate (e.g., first-generation programs) and programs supporting focus populations re-branded for high impact, visibility, and increased accessibility ▪ Number of communications to key stakeholders (administrators, Board of Trustees, campus community, local funders/business community, etc.). ▪ Effective utilization of early alert and student referral systems (baseline F2020) ▪ Increased Faculty awareness/use of culturally relevant teaching strategies
<p>Benchmarks (Baseline AY 2020-21):</p> <ul style="list-style-type: none"> ▪ Benchmarks (baseline AY 2020-21): ▪ Retention rate of focus population students ▪ GPA of focus population students ▪ Satisfactory academic progress of focus population students 	

Social and Campus Integration Recommendations

The literature is replete with studies demonstrating that students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved (Pascarella & Terenzini, 2005). Out-of-class experiences, if developed strategically, can enhance students' experiences and on-campus engagement and lead to improved rates of degree completion and success beyond graduation (Vaughan, 2020).

The importance of outside-the-classroom initiatives cannot be overstated, as Lundquist (2020) notes, "When students participate in co-curricular activities and events, they increase self-efficacy, make friends, develop an enhanced understanding of others, become oriented to campus, make important gains in critical thinking, increase their intellectual and affective development, improve their resilience and well-being and develop marketable skills." Out-of-class experiences help transform UofM students into well-rounded individuals.

Another campus integration strategy that has demonstrated improved college student success outcomes is mentoring. The Education Advisory Board (EAB) suggests that many institutions fail to recognize an opportunity to develop mentoring programs at scale: **Deploying their own students as peer mentors and coaches**. One key barrier to institution-wide deployment of student mentoring and coaching is the financial investment required to seed such an effort, particularly when professional staff are deployed in mentor/coach roles. However, peer mentoring and coaching provides a less costly model for scale and offers the added benefit that it builds college and professional identity among students, particularly those who are historically underrepresented (EAB, 2020).

Over 350 registered student organizations currently exist at the UofM. In addition to these organizations, several offices support co-curricular programs to enhance students' out-of-class experiences and contribute to their learning throughout their time at the university. There are also pockets of peer-to-peer support programs at the UofM (Office of First Generation Student Success, First Scholars, Student Support Programs, Herff College of Engineering). These existing programs can be leveraged to create a comprehensive co-curricular program – a structured, student-centered program that promotes students' academic, personal, and/or professional growth and development.

Examples of existing programmatic efforts include:

1. **Student Leadership and Involvement**
 - Extended Orientation Programming (Frosh Camp, FLITE, etc.)
 - Student Government Association
 - Student Activities Council
 - Fraternity/Sorority Life
 - Registered Student Organizations
 - Involvement Ambassadors (interesting)
 - Emerging Leaders
 - Social Change Scholars
2. **Multicultural Affairs**
 - Cultural Student Groups
3. **Other Programs** (Academic, College-Based, Special Interest)
 - LGBTQ+
 - Diversity Ambassadors
 - Cultural Programming (Heritage Months, Festivals, etc.)
 - Adult Student Association
 - Honors College & Honor Societies
 - National Society of Black Engineers
 - Society of Women Engineers
 - Student Ambassador Board
 - Student Veterans Organization

To improve campus integration for underrepresented, low income, and first-generation students two primary strategies are proposed:

1. Development of a structured co-curricular program

While student involvement is recommended throughout the early phases of the student lifecycle at the UofM, only 26% of students engage in outside the classroom activities. Students involved with a registered student organization had a higher average cumulative GPA – 3.18 compared to a 2.89 for students not involved in an organization. Efforts should be made to make learning both in and out of the class a core component of the UofM Experience. To do so, creation of a structured co-curricular program that maximizes the development of all students and positively enhances their UofM experience.

2. Implementation of a peer-to-peer support program

The subgroup proposes the development of a coordinated, comprehensive peer-to-peer support program designed to support first-generation, low-income, and underrepresented students. Furthermore, the peer-to-peer program will foster a sense of belonging among first-generation, low-income, and underrepresented students. Built upon the successful programs currently operating at the university, the initiative will require collaboration between multiple offices, including Multicultural Affairs, Office of First Generation Student Success, Student Success Programs among others.

Project 4: Develop Peer-to-Peer Support Program. [Goal 2-Eliminate Completion Gaps]	
Strategy & Benchmarks	Evidence
<p>Specific actions include:</p> <ul style="list-style-type: none"> ▪ Inventory existing peer-mentoring programs across campus (ex: OFGSS, First Scholars, SSP). ▪ Establish a coordinated, collaborative peer-to-peer support program supported by key offices that support first-generation, low-income, and underrepresented student populations, including Multicultural Affairs, Office of First-Generation Student Success, First Scholars, Opportunity Scholars, and Student Success Programs. <p>(Ex. University of Cincinnati Peer Educator Network)</p> <ul style="list-style-type: none"> ▪ Develop a comprehensive plan for managing the peer educator program, that includes: <ul style="list-style-type: none"> ○ Defining the peer educator role(s) (rate of pay, mentor-to-mentee ratios, etc.) ○ Recruiting, selecting, & training peer educators ○ Identifying processes for recruiting program participants that avoids duplicative efforts and mixed messages to potential participants ○ Evaluating and recognizing peer educators ○ Creating a plan for assessing the program 	<p>Phase 1:</p> <ul style="list-style-type: none"> ▪ Formal proposed structure for co-curricular program ▪ Institutional, foundation, private, or other grant sources funding secured <p>Phase 2:</p> <ul style="list-style-type: none"> ▪ UofM program model created and initial implementation action steps completed <p>Phase 3:</p> <ul style="list-style-type: none"> ▪ Increased co-curricular participation rates compared to baseline (26% in 2020)
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Retention rates (1-2 year) for focus population ▪ GPA of focus population students (baseline 2020) ▪ Satisfactory academic progress of focus population (baseline 2020) 	

Project 5: Create UofM Outside the Classroom Initiative. [Goal 2-Eliminate Completion Gaps]

Strategy & Benchmarks	Evidence
<p>Specific strategies for development of the co-curricular program include:</p> <ul style="list-style-type: none"> ▪ Establish planning team to review examples of similar programs at other institutions, including: <ul style="list-style-type: none"> ○ <i>Pitt Outside the Classroom Curriculum</i> (www.studentaffairs.pitt.edu/occ/) ○ <i>Stephen F Austin Project CEO</i> (www.sfasu.edu/universityaffairs/344.asp) ○ <i>TAMU Trailblazers Program</i> (www.tamtu.edu/sole/tamtu-trailblazers20.shtml) ▪ The UofM program should: <ul style="list-style-type: none"> ○ Promote and support participation of focus population students in extended orientation programs (Frosh Camp, FLITE, etc.), including providing subsidies (scholarships/grants/fee waivers) to remove barriers to attendance. ○ Develop a marketing strategy that extends the message of outside the class engagement beyond orientation ○ Seek opportunities for curricular connections ○ Help students recognize the learning that occurs outside of the classroom ○ Support students in making connections between co-curricular experiences and development of career competencies desired by employers in all disciplines (communication, leadership, problem-solving, teamwork/collaboration, etc.). ○ Engage faculty and academic units in outreach efforts. ○ Incentives and/or recognition (micro-scholarships, badges, certificates, etc.) to encourage student engagement ○ Leverage the capabilities of TigerZone (CampusLabs) or a platform such as Suitable (www.suitable.co/). 	<p>Phase 1:</p> <ul style="list-style-type: none"> ▪ Formal proposed structure for co-curricular program ▪ Institutional, foundation, private, or other grant source funding secured <p>Phase 2:</p> <ul style="list-style-type: none"> ▪ UofM program model created and initial implementation action steps completed <p>Phase 3:</p> <ul style="list-style-type: none"> ▪ Increased co-curricular participation rates as compared to baseline (2020 = 26%)
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Retention rates (1-2 year) for focus population ▪ GPA for focus population (baseline 2020) 	

Academic Progress and Success Recommendations

The subgroup recognizes the many policies, practices, programs, and resources that the University has in place to promote academic progress and success. Our analysis is that they are only marginally successful at closing the gap of the target cohort. We also believe that first-year retention data is misleading, and that 2-year retention might be more valid data. There are multiple levels of academic warning/probation/suspension that don't take effect until at least 3 semesters. Nevertheless, we believe that the first year is crucial to student success, and that efforts should focus on getting students off to good starts academically. Early engagement is key.

Current programs and practices designed to support academic progress and student success include:

- New Student Orientation
- Early Alert System
- Midterm Grades
- CARES and ACE offices

The subgroup's recommendation involves a strategic approach to more fully engaging underrepresented students in the academic community. To ensure student success, many institutions of higher education have developed comprehensive student support programs that help students to get acclimated to their institutions. These programs also help new students understand what it means to be a successful college student. Typically involving partnerships across the campus community, such programs ensure students' successful transition into college, foster their positive engagement in the university setting and prepare students to challenge themselves as leaders beyond graduation. While similar in nature to the proposed Outside-the-Classroom initiative above, this initiative seeks to ensure that an equally coordinated and comprehensive effort is made to ensure that students become engaged within the academic community of the university.

The proposed program will be a focused, two-year program designed to close the gaps in academic progress and success for a targeted cohort of first-generation, low-income, and underrepresented students. A preliminary name for the program is Top Tier Tigers, which is similar to programs at other universities like Wayne State's Warrior Vision and Impact Program (VIP) (success.wayne.edu/warrior-vip) and the University of Texas's University Leadership Network (studentsuccess.utexas.edu/programs/uln/).

The program's purpose is to build a sense of community and shared purpose among participating students. Students should receive invites to the program, and sign contracts to fulfill their academic responsibilities. They should be made to feel special and proud to have been invited. Students should be incentivized to commit fully to academic success through the program. Incentives could include priority registration, small scholarships or stipends, or a points program with rewards at certain levels. If students do not fulfill their responsibilities, they would be dropped from the program. The criteria for continued participation would be GPA, progress toward degree, responding to alert and appointments, attending class, and participating in program activities.

Project 6: Create Top Tier Tigers program. [Goal 2-Eliminate Completion Gaps]

Strategy & Benchmarks	Evidence
<p>Specific components are:</p> <ul style="list-style-type: none"> ▪ Establishment of a coordinating committee of staff, faculty, and program representatives to finalize program design. Upon implementation, this group will oversee the program, assess its success, and suggest improvements. ▪ Participant selection will be in partnership with Admissions. Students will be identified upon acceptance to the university and will receive an invitation to participate prior to NSO. ▪ Students will be invited to attend a dedicated NSO session early in the summer where they will be introduced to the program and be given priority for class registration. ▪ Participants will live in a dedicated learning community (ideally with subsidized/discounted room rates). ▪ Participants will move into their residence hall the week prior to the start of the semester to complete the program orientation, which will include a parents/family component. ▪ The program orientation will include workshops designed to 1) assist students in honing academic skills and learning strategies; 2) inform them of campus resources, such as financial aid, tutoring, coaching, etc.; and 3) facilitate community building among program participants. ▪ Program staff will manage the early alerts for all program participants, proactively prompting participants' instructors to submit reports (e.g., CAAS monitoring of student athletes). ▪ A Pay-It-Forward component will also be incorporated into the program design. Students completing the program will be invited serve as peer mentors, and, ideally, receive stipends. ▪ The project will engage faculty by identifying faculty leaders and liaisons who will support Top Tier Tigers by coordinating with instructors for alerts, identifying resources for the program, and assisting with program activities in their units. ▪ The annual review of program effectiveness will include student participation and academic outcomes data; faculty feedback; and ongoing monitoring of students. ▪ An annual review of program effectiveness including listed evidence as well as tracking of 1) participation in program expectations (class attendance, appropriate response to early alerts and academic warning, program activities, academic coaching); 2) faculty feedback on program participants success and overall program effectiveness; and 3) student feedback (both students who complete and those who drop out of the program) 	<p>Phase 1:</p> <ul style="list-style-type: none"> ▪ Formal proposed structure for Top Tier Tigers program ▪ Institutional, foundation, private, or other grant sources funding secured ▪ Formal proposed structure for Top Tier Tigers program ▪ Institutional, foundation, private, or other grant sources funding secured <p>Phase 2:</p> <ul style="list-style-type: none"> ▪ Recruitment of initial cohort of participants (students and faculty/staff) ▪ Implementation of first-year programming ▪ Recruitment of initial cohort of participants (students and faculty/staff) ▪ Implementation of first-year programming <p>Phase 3:</p> <ul style="list-style-type: none"> ▪ Participant feedback (surveys, focus groups) ▪ Participant feedback (surveys, focus groups) ▪ Participant outcomes measured against a suitable comparison group
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Retention rates (1-2 year) for focus population ▪ Retention of Financial Aid/Scholarships ▪ 4-6 year graduation rates for focus population ▪ DFW rate of students from focus populations 	

Completion and Transition Recommendations

While the early years in a students' college experience are crucial to overall success, supports needed to propel students to degree completion and success beyond graduation are also important. The programs and resources listed here provide UofM students with support as they complete degree programs, begin developing professional identities, and consider transitions beyond an undergraduate degree.

Examples of existing programmatic efforts include:

Career Services

- LinkedIn Learning
- Experiential Learning
- Resume and Cover Letter assistance
- Career preparation events (interviewing practice, panel discussions, UM resource overview)
- Job search support (individual appointments, career fairs)
- TigerLink Powered by Handshake

Alumni Association

- Networking events
- Academic chapters
- Out-of-town clubs
- Future Alumni of Memphis
- Student Ambassador Board
- Scholarship campaigns

Career Services

- Job Search Portal
- Career Coaching
- Resume & Cover Letter guidance
- Networking (LinkedIn, Book Club, career fairs)

Commencement Office

- Undergraduate Checklist
- Website and news page
- Graduation analysts (college level)

Graduate School

- Q&A sessions for completing and submitting applications
- Student research forum
- First Generation Fellowship
- Graduate Student Association

Two critical issues create barriers to completion and transition for underrepresented, low income, and first-generation students. The first is lack of awareness of resources available to support students as they progress through their educational pathway and begin considering next steps beyond graduation. The second is that of diverse role models. When students have access to role models and stories of their educational and career journeys this encourages development of college and career identity which are significant factors in success both in college and in the workforce.

Additionally, students may not recognize the diversity of opportunities achievable through a particular degree program and may struggle to understand how majors connect to careers pathways. Many departments at the UofM have developed degree maps to help students plan their course schedules and chart a path to a graduation. However, a review of the UofM academic catalog reveals that the structure and organization of these maps differ from department to department. Furthermore, these maps rarely provide students information beyond the courses they should take to satisfy degree requirements. Innovative institutions have gone beyond the degree map with experiential major maps, comprehensive plans that align course requirements with co-curricular and experiential learning opportunities. Utilizing these maps students can explore majors, reflect on the career-relevant skills they are gaining, get hands-on experience for their future careers and graduate programs, and see career paths available for each major (Education Advisory Board, n.d.).

Project 7: Create a College to Career Program. [Goal 2-Eliminate Completion Gaps]

Strategy & Benchmarks	Evidence
<p>Collaborate with Career Services Office to develop a College to Career Program. This initiative is designed to develop curricular enhancements that help students become aware of career competencies, connect those competencies to the work they do in the major and demonstrate their proficiency of transferable skills. The strategy will include the following:</p> <ul style="list-style-type: none"> ▪ Creation of College to Career programming: <ul style="list-style-type: none"> ○ Develop a University-wide Did You Know...? campaign to raise awareness of campus programs emphasizing engagement and leadership as resume builders, career services resources, and opportunities to learn about graduate school. The campaign will utilize social media and other accessible platforms. Follow-up will be conducted to determine student usage of featured resources. For those not accessing resources, the program will seek to determine what could be done to make them more likely to do so. ○ Create a Tiger Table Talks monthly video or podcast with students/staff/alumni who are representative of the focus populations. They highlight their education and career experiences. UofM students in relevant majors can be engaged to create the video/podcast series, which can also be extended to create a print publication, such as Out from the Shadows of Minneapolis (Northern CC) ○ Partner with the Alumni Association, particularly the Black Alumni Association and the Hispanic Alumni Council to facilitate engagements with current students (e.g., mentoring, career exposure) ▪ Development of College to Career resources for faculty <ul style="list-style-type: none"> ○ Career related lesson plans ○ Career modules that can be incorporated into courses ○ Career related presentations and speaker’s bureau ▪ Development of Experiential Degree Maps <ul style="list-style-type: none"> ○ Form an implementation committee to support experiential degree map creation. ○ Review best practices in developing experiential major maps ○ Create a sample experiential major map and share with campus community to solicit feedback on final UofM experiential major map template ○ Work with academic departments to create maps for each undergraduate major 	<p>Phase 1:</p> <ul style="list-style-type: none"> ▪ Formal proposed structure for College to Career Program ▪ Institutional, foundation, private, or other grant sources funding secured <p>Phase 2:</p> <ul style="list-style-type: none"> ▪ Number of faculty using College to Career Resources in their courses ▪ Number of students participating in College to Career programs ▪ Creation of sample UofM Experiential Degree Map to share with academic units. <p>Phase 3:</p> <ul style="list-style-type: none"> ▪ Increased number of students using Career Services resources (web-based/electronic and in-person) ▪ Number of students securing and completing experiential learning opportunities (e.g., internships, practicums) ▪ Number of students attending career fairs and on-campus interview opportunities ▪ Number of departments that create Experiential Degree Maps for their majors ▪ Increase in number of students participating in co-curricular and career-related activities
<p>Benchmarks:</p> <ul style="list-style-type: none"> ▪ Retention Rates (1-2 year) for focus population ▪ GPA of focus population (baseline 2020) ▪ Satisfactory academic progress of focus population (baseline 2020) 	

Summary: Closing the Gaps

To support success of all students at the UofM, institutional data was examined to determine where disparities exist and a review of literature relating to high impact practices was undertaken so that a data-driven and research-based approach could be developed. In order to eliminate gaps persisting for our students, a comprehensive approach that brings institutional responsibility to the forefront and considers the potential for removing barriers to success for our diverse student body is essential. In order for the ambitious projects proposed within this document to be successful, significant collaboration and resources (both financial and effort) are required. It is not enough for siloed approaches to be undertaken – truly collaborative efforts across the University that result in institutional and systemic transformation are necessary.

The proposed projects are designed to address three key gaps that underrepresented, first-generation, and low-income students face: Opportunity, Awareness, and Completion. These gaps are intertwined with one another, and each can create additional disparity within another. Thus, it is important that all three are considered when developing programs, processes, and policies to ensure that the support necessary for all students to be successful is made available to them. The proposed projects and action steps align with two primary goals – eliminating opportunity and completion gaps for UofM students. Because of the cross-cutting nature of the awareness gap, specific strategies to address awareness issues are integrated in projects targeted to both the opportunity and awareness goals.

Finally, the student lifecycle must also be considered so that strategies and action steps address students where they are currently and where they will go next. For gaps to be eliminated in opportunity, awareness, and completion, the UofM must ensure that there are no gaps in support throughout the student lifecycle. The proposed projects for closing the gaps for underrepresented, first-generation, and low-income students at the UofM address the three key gaps while aligning activities along the student lifecycle. The tables that follow connect the dots between the student life cycle and the seven projects developed to eliminate gaps and propel UofM students to success within the UofM and beyond.

DIMENSION	PROPOSED PROJECTS MAPPED TO STUDENT TASKS ACROSS THE LIFECYCLE
<p>Connectedness The quality of students’ relationship with faculty, staff, and other students. The degree to which they identify and affiliate with the UofM.</p>	<p>Determine Institutional Fit: How will I fit in at the UofM?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Transfer Student Services Office ▪ Peer-to-Peer Support Program <p>Build connections and a sense of belonging: Who do I know here?</p> <ul style="list-style-type: none"> ▪ Transfer Student Services Office ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Peer-to-Peer Support Program ▪ Top Tier Tigers Program <p>Engage with individuals in their desired career field: Who will be my future colleagues?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program (alumni connections) ▪ Outside the Classroom Initiative ▪ Top Tier Tigers Program ▪ College to Career Program <p>Develop as citizens & leaders: Where, and for what, do I stand?</p> <ul style="list-style-type: none"> ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Peer-to-Peer Support Program ▪ Top Tier Tigers Program ▪ College to Career Program
<p>Competency Students’ knowledge of what is expected of them; mastery of college-level learning skills and techniques; and the level of commitment to contributing to the learning community</p>	<p>Build Self-Efficacy: Am I able to succeed at the UofM?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Transfer Student Services Office ▪ Peer-to-Peer Support Program ▪ Top Tier Tigers Program <p>Become Self-Aware: Who am I? Who do I want to become?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Peer-to-Peer Support Program ▪ Top Tier Tigers Program ▪ College to Career Program <p>Strengths: What are my innate talents? What knowledge/skills do I need to acquire to attain my goals?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Top Tier Tigers Program ▪ College to Career Program <p>Career Competencies: Do I possess skills required for success in my career?</p> <ul style="list-style-type: none"> ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Top Tier Tigers Program ▪ College to Career Program

DIMENSION	PROPOSED PROJECTS MAPPED TO STUDENT TASKS ACROSS THE LIFECYCLE
<p>Vocational Identity Degree to which students define a clear and secure vocational identity (one’s career goals, abilities, educational interests, personal values, etc.); engagement within their major/career field; the capacity to set and fulfill personal goals</p>	<p>Clarify aspirations: What do I want to do?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Top Tier Tigers Program ▪ College to Career Program ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Transfer Student Services Office <p>Explore major and career options: What are my pathways from here?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Transfer Student Services Office ▪ Top Tier Tigers Program ▪ College to Career Program <p>Establish post-completion plans: What are my realistic opportunities?</p> <ul style="list-style-type: none"> ▪ Transfer Student Services Office ▪ Top Tier Tigers Program ▪ College to Career Program ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) <p>Making meaning of one’s life: What difference will I make?</p> <ul style="list-style-type: none"> ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ College to Career Program
<p>Student Resilience Students’ ability to navigate university systems; accessing help and information, when needed; willingness to speak up when they have a problem; and the ability to balance school, life, and work commitments.</p>	<p>Understand what is required to be successful: What must I do to be successful at the UofM?</p> <ul style="list-style-type: none"> ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Top Tier Tigers Program ▪ Early Outreach Program ▪ Transfer Student Services Office ▪ Peer-to-Peer Support Program <p>Adopt a growth mindset: What strategies, support, adaptations are needed to be successful?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Transfer Student Services Office ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Peer-to-Peer Support Program ▪ Top Tier Tigers Program <p>Develop self-management skills: How well do I manage my time, behaviors, resources?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Transfer Student Services Office ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Peer-to-Peer Support Program ▪ Top Tier Tigers Program <p>Build resilience: How well can I manage change and challenge?</p> <ul style="list-style-type: none"> ▪ Early Outreach Program ▪ Transfer Student Services Office ▪ Student Diversity & Inclusion Unit (Comprehensive Institutional Support) ▪ Outside the Classroom Initiative ▪ Peer-to-Peer Support Program ▪ Top Tier Tigers Program

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