



**Student Services
First-Generation
Student Center**
University of Nevada, Reno

2021-2022 Diversity, Equity, & Inclusion Report

Including:

**2022-2023 Diversity, Equity, & Inclusion Annual Plan; and
2022-2023 Strategic Plan**

2021-2022 Diversity, Equity, & Inclusion Report

1. Introduction

The Student Services First Generation Student Center (FGSC) houses four pre-college programs supporting high school students (three Upward Bound programs and one Upward Bound Math and Science program) and six college programs supporting students attending the University of Nevada, Reno (TRIO Scholars, TRIO STEM Scholars, First in the Pack, Fostering the Pack, McNair Scholars, and Child Care Access Means Parents in School – CCAMPIS). Seven of the 10 programs are U.S. Department of Education federally funded TRIO programs, defined as:

The TRIO Programs (TRIO) are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs.

CCAMPIS is also a U.S. Department of Education federally funded grant program. First in the Pack (FITP) is funded by the University through President Sandoval's Diversity Initiative and the Division of Student Services and mirrors the structure and services offered by TRIO Scholars and TRIO STEM Scholars. Fostering the Pack is funded through a grant from the Walter S. Johnson Foundation. It is a component of First in the Pack for students that are eligible for the Nevada Former Foster Youth fee waiver.

In the academic year 2021-2022, the FGSC served a total of 805 first-generation participants, 246 of which were high school students and 559 UNR students. These numbers represent a fraction of the population that meets the qualifications for participation but illustrate the increasing number of first-generation and income-qualified students searching for support in order to access institutions of higher education as well as the number of qualifying students enrolled at the university (approximately 33% depending on the first-generation definition while 27% received federal Pell Grant). In addition, all participants in FGSC programs face academic and social needs that indicate a lack of adequate preparedness to succeed in higher education: low-high school or college GPA, five or more years out of the school/college system, English language learners, identified by faculty members as at-risk, low ACT/SAT scores, lack of child care, former foster youth, etc.)

The FGSC 2021-2022 goals directly correspond to the principles and the foundation of the Civil Rights Movement, which motivated the creation of all TRIO programs. The need to foster an academic environment conducive to providing access to higher education and increasing the retention and graduation rates of the population is fundamental to the existence of FGSC programs. However, the same goals also reflect restrictions,

policies, and regulations common to all college access and educational equity programs funded by the federal TRIO office and the values and principles of our ever-changing society.

2. Department Foundation

a. Vision

All students should have an equal opportunity to prepare for, attend, and graduate from college without limitations dictated by family background, economic status or disability.

b. Mission

The Student Services First Generation Student Center aspires to achieve college access and success for all first-generation, low-income, underrepresented students, and students with disabilities at the University of Nevada, Reno.

c. Values

- **Social Justice and Inclusion:** Fostering a learning environment equitable to all groups while striving to remove barriers to higher education. Demonstrate culturally inclusive advising and supporting coaching strategies.
- **Growth:** Learning from shared experiences for new opportunities and self-development.
- **Engagement and citizenship:** Promoting a campus and community culture that supports the free exchange of ideas, civic engagement, and the free expression of identities and beliefs.
- **Knowledge:** Creating opportunities and experiences that develop the whole student for lifelong learning and success.
- **Student-Centered:** Fostering an environment that is supportive, and embraces students' unique needs and talents, diverse backgrounds, interests, and goals.
- **Advocacy:** Integrating research, reflection, and experience into action.
- **Commitment to Excellence:** Striving to surpass existing standards that could benefit individuals and the larger community.
- **Empowerment:** Developing agency and the social capital of students and colleagues to promote leadership.
- **Community:** Promoting a working and learning environment that contributes to the development of collaborations, partnerships, and networks, and provides opportunities for individual and collective growth.

d. Diversity Statement

Emanating from the struggles and achievements of the Civil Rights Movement and President Lyndon B. Johnson's "unconditional war on poverty," our programs have the principles of diversity, equity, and inclusion at the core. All programs under the administration of the Student Services First Generation Student Center strive to provide access and opportunities to minoritized populations in higher education.

e. Overall Department Goals

- Pre-College programs - Upward Bound Classic and Upward Bound Math and Science Programs: To increase the rate at which participants access and successfully complete secondary education and enroll in and graduate from institutions of postsecondary education.
- College Programs - TRIO Scholars, TRIO STEM Scholars, First in the Pack, Fostering the Pack, McNair Scholars Program, CCAMPIS: To remove barriers and develop the necessary agency in first-generation and income-qualified students to meet their educational, social, and career goals and to increase the number of income-qualified, first-generation, and underrepresented students who pursue and complete postsecondary education.

3. Goals/work related to DEI and addressing systemic barriers in 2021-2022

a. Identify the department goals or systemic barriers to minoritized students related to DEI.

Goal Area 1: Education for Diversity, Equity, and Inclusion

- Establish a calendar of DEI training opportunities offered through the Western Association of Educational Opportunity Personnel (WESTOP), a regional association of TRIO personnel), NASPA, and University offices.
- Collaborate with TRIO offices within the WESTOP geographical area (Nevada, Arizona, Pacific Island, and California) to identify and address key policies and practices that support systemic bias and discrimination in the workplace
- Establish a common understanding of DEI key terms and definitions, the Divisions' strategic plan, and implications for the First-Gen Student Center

Goal Area 2: Student Recruitment, Access, Engagement, and Retention

- Establish internal recruitment procedures that identify and address potential bias and discriminatory practices within programs and instead reflect institutional mission and values.
- Revise and refine access and student engagement practices that reflect productive changes in service delivery yielded by the experiences of the pandemic.

Goal Area 3: Faculty/Staff Recruitment and Retention

- Assist FGSC staff in developing annual evaluations following ACPA/NASPA Competency Areas of Social Justice and Inclusion and the Student Services Division regulations and guidelines.

b. Describe progress towards each.

Goal Area 1: Education for Diversity, Equity, and Inclusion

- In summer 2021, the former Executive Director of the FGSC gathered baseline data related to professional development and training activities attended by FGSC personnel and used it to set training goals for the 2021-2022 academic year.
- In the 2021-2022 academic year, FGSC staff attended DEI training and professional development opportunities offered by WESTOP, the Council for Opportunity in Education, community agencies, the University, and Student Services. Although not all staff attended every training, every staff member did attend multiple pieces of training and workshops related to DEI.
- The FGSC collaborated with other campus offices and community partners to provide professional development activities for various program personnel.
 - ASUN Associate Director - Mental Health First Aid training
 - Counseling Services – Staff Mental Health
 - Disability Resource Center - Introduction to American Sign Language
 - Diversity & Inclusion Office – Safe Zone training
 - Fitness & Recreational Sports – Conflict Management & Resolution
 - Multicultural Center – dialogue on recruiting Black and indigenous students
 - Human Services Agency – Child Abuse training
 - Washoe County School District – Mandatory Reporting on Minors training
 - NSHE – multi-week Foster Youth Training

- University Affinity Groups – Black in the Pack, First Gen Coalition, & AsPIre
- In spring 2022, the former Executive Director of the FGSC met with TRIO leadership from multiple institutions at the WESTOP Annual Conference to identify and address key policies and practices that support systemic bias and discrimination in the workplace. Unfortunately, the information from these meetings was lost due to staff turnover and a plan identifying key issues has not been made. The newly hired Executive Director of the FGSC will continue to work on this goal in the coming academic year.
- Through dialogue in unit meetings, review of published plans, and completion of Student Services’ DEI training, FGSC staff have established a common understanding of DEI key terms and definitions, the Divisions’ strategic plan, and implications for the FGSC.

Goal Area 2: Student Recruitment, Access, Engagement, and Retention

- Throughout the 2021-2022 academic year, the FGSC conducted continuous dialogue and self-evaluation to identify internal recruitment procedures for potential bias and discriminatory practices within programs and implement change to reflect institutional mission and values.
 - One area identified was gendered language in program materials. In response FGSC programs made the following changes:
 - The applications, registration paperwork, and permission slip documents for all programs were changed to non-gendered language. Ex.- parent 1 and parent 2 instead of mother and father; handbooks and other documents now use “their” instead of “he” or “she.”
 - All FGSC documents now request pronouns instead of preferred pronouns.
- In fall 2021, the FGSC began ongoing review and refinement of social media and other digital communications platforms’ content and images to engage potential program participants and other audiences. Changes included voice-over features on social media platforms such as TikTok instead of just text, use of non-gendered language, and diverse visual representation of FGSC subpopulations.
- In fall 2021, the FGSC began an ongoing review and refinement of digital communications platforms’ content and images to engage university partners and collaborators assisting with recruitment and retention efforts.
 - Close-captioned UB/UBMS application assistance videos on the program website in both English and Spanish
 - Close-captioned FGSC college programs’ promotional videos
 - UB/UBMS collaborated with Multicultural Center coordinators to offer Virtual Information Night for Indigenous Students and another for Black students
 - UB/UBMS partnerships with the InNEVation Center and the High Sierra Area Health Education Center were featured on all FGSC social media platforms in NevadaToday.
 - In summer 2022, all FGSC programs had a photo shoot with the approved University photography services to obtain updated images reflective of the diverse student population we serve.
 - FGSC TikTok reels utilize a culturally diverse selection musical genres and some UB/UBMS social media posts are also in Spanish
 - FGSC college programs social media featured collaborations with Veteran’s Services in an effort to reach out to the first-generation subpopulation of veterans.
 - Webpages for the CCAMPIS program and Fostering the Pack were added under the FGSC website to provide information to the first-generation subpopulations of college-going parents and former foster youth.
- In fall 2021, the FGSC began an ongoing revision and refinement of access and student engagement practices to reflect service delivery lessons learned from the pandemic. Examples include:
 - All FGSC program offered the option of in-person or virtual meetings for participant interviews, regular advising/counseling contacts, peer mentoring, and tutoring.
 - All FGSC programs shifted to allow DocuSign signatures for program contacts and required documentation.

- All UB/UBMS Orientations (Academic Year, Summer Academy, College Tour, Dual Enrollment) shifted to a synchronous online format with materials presented in visual and oral presentation formats in both English and Spanish. UB/UBMS provides technology to program participants to make this possible. This change eliminated transportation and childcare issues for participant families
- UB/UBMS Summer Academy asynchronous distance learning Fridays and distance learning sixth week. UB/UBMS provides technology to program participants to make this possible. This change allows program participants more time for summer employment and family commitments, allowing more students to participate in Summer Academy
- Hybrid in-person and virtual presentation of most FGSC academic workshops
- FGSC college programs offered Career Development Day in an online format
- iPads and laptops were provided at all FGSC college programs outreach recruitment events to ensure expedited application completion
- UB/UBMS and McNair Scholars have laptops available to program participants for long-term loans to combat inequities in the acquisition of technology common to low-income participants
- FGSC college programs offered weekend tutoring appointments virtually by request and tutor availability and UB/UBMS offered Sunday afternoon virtual Literacy Specialist appointments to benefit participants who have weekday commitments and availability issues

Goal Area 3: Faculty/Staff Recruitment and Retention

- In January 2022, all FGSC personnel developed annual evaluation DEI goals for the year. Personnel in the pre-college programs made certain all evaluation DEI goals related to ACPA/NASPA Competency Areas of Social Justice and Inclusion. All FGSC staff will relate 2023 DEI goals to ACPA/NASPA Competency Areas of Social Justice and Inclusion.
- In spring/summer 2022, all FGSC personnel was provided a training quiz as a baseline indicator of the Social Justice and Inclusion competencies to help staff members assess their level of knowledge, awareness, and skills.
- All 2021-2022 FGSC administrative faculty searches for required candidates to submit a statement regarding how they would contribute to a culturally inclusive environment. All interviews also included questions related to DEI.
- The FGSC DEI statement was added to the website for all programs and for the unit. It was also added to program handbooks and other materials.

4. Student Services First Generation Student Center Diversity, Equity, & Inclusion Plan Summary for 2022-2023

a. FGSC 2022-2023 DEI Annual Plan Summary

Goal Area 1: Education for Diversity, Equity, and Inclusion

- Collaborate with WESTOP programs and other TRIO professionals to identify and address key policies and practices that support systemic bias and discrimination in educational equity programs.
- Establish a 2022-2023 academic year calendar of DEI training opportunities offered through the Western Association of Educational Opportunity Personnel or WESTOP, (a regional association of TRIO personnel), NASPA, and University offices.
- Develop an FGSC department DEI training tracking template for all employee use
- Develop and implement new employee onboarding practices that include DEI.
- Coordinate training for all FGSC employees in DEI areas identified as critical.

Goal Area 2: Student Recruitment, Access, Engagement, and Retention

- Review and revise the application process for all federal TRIO programs in the FGSC to remove barriers to participation for first-generation, income-qualified students at all levels.
- Collaborate with the Veterans Services office on recruitment and retention efforts for college-level programs
- Provide culturally relevant recruitment and retention efforts to the Latinx community
- Provide culturally relevant recruitment and retention efforts to Indigenous communities
- Explore the option of childcare after business hours and on weekends for CCAMPIS participants to address barriers participants encounter in relation to weekend courses and study groups
- Establish a Fostering the Pack peer mentor program to recruit and engage reticent program participants who are former foster youth.
- Revise the FGSC college program tutoring program to include a growth mindset and DEI training and assessment for tutors.

Goal Area 3: Faculty/Staff Recruitment and Retention

- Develop and implement new employee onboarding practices that build an inclusive and welcoming workplace environment and include DEI training to ascertain a baseline level of shared knowledge and informed practice.
- Assist all FGSC staff in developing annual evaluation goals in the ACPA/NASPA Competency Areas of Social Justice and Inclusion and in accordance with the Student Services Division DEI Strategic Plan and the FGSC Annual DEI Plan.
- Institute FGSC unit meetings with DEI training processing action items and identify cross-unit collaboration and dialogue opportunities to create an inclusive environment to combat entrenched silos and provide better services to all participants

b. FGSC Update on Progress Toward Incorporating the Identification of Resources Allocated and/or Needed to Support Developed Goals and Partnerships

- The following resources have been identified and allocated to support developed goals and partnerships:
 - The newly funded CCAMPIS grant from the US Department of Education
 - Federal TRIO grant funding including three Upward Bound funded once again for the 2022-2027 grant cycle.
 - Fostering the Pack grant funds from the Walter S. Johnson Foundation funded through 2023.
 - Student Services DEI Grant funding for the Veteran's Services and TRIO STEM Scholars collaboration
- The following resources have been identified and applications to support developed goals and partnerships are pending:
 - Federal TRIO grant funding for the Upward Bound Math Science grant and the McNair Scholars grant for the 2022-2027 grant cycle
 - Park Partnership grant funding for a tutor coordinator LOA in the FGSC college programs for 2022-2023 to institute DEI training and assessment practices
- The following resources have been identified to support developed goals and partnerships but need to be further explored and approval requested:
 - Use of CCAMPIS federal grant funding for purchase childcare after business hours and on weekends for CCAMPIS participants to address barriers participants encounter in relation to weekend courses and study groups
 - Use of Fostering the Pack grant funds to purchase coffee at a campus location for peer mentors to use as an incentive to get reticent program recruits and participants to meet regarding the program

c. FGSC Update on Progress Toward Long-Term Goals from 2020-2021 FGSC Annual DEI Plan

- In fall 2021, the FGSC achieved the long-term goal of promoting the retention of low-income student parents by assisting with the cost of childcare by successfully obtaining the Child Care Means Parents in School (CCAMPIS) grant. The grant combines the provision of funds (\$215,173 per year for four years) with academic support services for undergraduate and graduate student parents. The program, which is a partnership with the University Child and Family Research Center and with the College of Education, began operations in the winter of 2021 and will continue until the year 2025 with an opportunity to reapply for funds.
- In 2022, the FGSC made progress toward the long-term goal of actively engaging local school leaders and educators with the purpose of gathering resources, building partnerships, and establishing networks with the preparation and submission of three highly competitive Upward Bound grant proposals and on Upward Bound Math Science grant proposal for refunding. Collectively these projects serve 246 first-generation, income-qualified high school students at eight target high schools in Washoe and Lyon counties annually. The three Upward Bound proposals were successfully funded at over \$1 million a year for the next five years. The Upward Bound Math Science federal slate of grants is still pending.

d. Short-Term Goals and a Summary of Progress Related to How the FGSC Is Addressing Systemic Barriers to the Recruitment and Retention of Prospective/ Current Students

Short Term Goal - Revise the application process for FGSC TRIO programs to make it easier for potential participants by the end of fall 2022.

- *Summary* - Throughout the 2021-2022 academic year, the FGSC conducted continuous dialogue and self-evaluation to identify internal recruitment procedures for systemic barriers to the recruitment and retention of prospective/current students. The complexity of the application process for all seven federal TRIO programs was identified as a barrier for the first-generation, income-qualified students all FGSC programs serve. In response, all the TRIO programs are currently:
 - Contacting all Upward Bound programs funded on the 2022 slate regarding financial verification processes for federal documentation.
 - Surveying WESTOP Student Support Services programs regarding their application procedures
 - Collecting qualitative data from TRIO programs alumni, current students, and students with incomplete applications regarding application experiences and barriers

Short Term Goal – Double the number of veterans participating in FGSC college programs by fall 2023.

- *Summary* - The TRIO STEM Scholars Program and Veterans Services began collaborating last year. In the 2022-2023 academic year the TRIO STEM Scholars will build an even stronger collaboration with Veterans Services in an effort to recruit and engage the first-generation subpopulation of veteran students,
 - Successfully submitted a Student Services DEI grant to fund the planned collaboration.
 - Promote FGSC college programs at Veterans' New Student Orientation sessions using a veteran participant.
 - Develop, execute and evaluate collaborative programming.
 - Track the number of applications and acceptance rates of first-generation veteran participants in FGSC college programs.

Short Term Goal – Increase the number of Indigenous students participating in FGSC programs by fall 2023.

- *Summary* - Analysis of FGSC program participant lists revealed underrepresentation in first-generation students who identify as Indigenous. Specific outreach efforts will be undertaken in an effort to recruit and engage the first-generation subpopulation of Indigenous students.
 - Work with the University’s new community Indigenous liaison and the Student Services Coordinator of Indigenous Student Services to identify areas for outreach and collaboration.
 - Develop, execute and evaluate collaborative programming, in particular surrounding Native American Heritage Month
 - Upward Bound/UBMS will collaborate with the Multicultural Center to host a virtual Indigenous Recruitment Night for indigenous middle and high school students and their parents.
 - Track the number of applications and acceptance rates of first-generation Indigenous participants in FGSC programs.

5. DEI-related Training/Professional Development (All FGSC Administrative Faculty, Classified Staff, and Graduate Assistants)

The data collected below is extremely helpful in planning further DEI professional development for FGSC staff for the 2022-2023 academic year. First, it identified FGSC staff still in need of completing the Student Services WebCampus DEI training to ensure a baseline level of knowledge for all FGSC personnel related to DEI. It also brought to light that the pre-college programs staff in the FGSC were provided with more DEI training opportunities and that DEI training opportunities need to be more equitable across the unit. In addition, data illuminated the need for a departmental template to assist each staff member in annual tracking, as some employees provided verbal feedback that they struggled to remember the name and/or multiple topic areas of all the training they completed throughout the year. Further, in analyzing the data, it became clear the FGSC and individual programs within the unit need to do a better job of incorporating processing and checks for understanding into staff meetings and program planning discussions to ascertain staff comprehension of DEI training topics. This is highlighted by the fact that all FGSC staff completed the Student Services WebCampus Universal Design for Learning modules, but two staff members indicated they had not received training in that area. It is imperative that UDL and DEI considerations are a standard and implicit part of the planning and assessment process for all FGSC programs moving forward, instead of assumed and implied. Finally, the data indicate that the Executive Director, FGSC needs to plan training opportunities for all FGSC staff in the areas of Brave Spaces, Safe Zone, and Trauma Informed Care.

DEI-Related Content Area	# of staff who said “yes”	# of staff who said “no”	Total # of Staff
Allyship	13	4	17
Brave Spaces	8	9	17
Cultural Humility	14	3	17
Implicit Bias	16	1	17
Intercultural Competency	15	2	17
Mental Health Support	15	2	17
Neurodiversity	12	5	17
Safe Zones	11	6	17
Social Justice	16	1	17
Student Identity Development	12	5	17
Trauma Informed Care	10	7	17
Universal Design & Learning	15	2	17

Goal Area 1: Education for Diversity, Equity, and Inclusion

- Collaborate with WESTOP programs and other TRIO professionals to identify and address key policies and practices that support systemic bias and discrimination in educational equity programs.
 - In spring 2023, the FGSC leadership will meet with WESTOP personnel to review policies and practices to identify key policies and practices that support systemic bias and discrimination in educational equity programs.
 - By summer 2023, the FGSC will have developed a plan to address areas.
- Establish a 2022-2023 academic year calendar of DEI training opportunities offered through the Western Association of Educational Opportunity Personnel or WESTOP, (a regional association of TRIO personnel), NASPA, and University offices.
 - By fall 2022, the FGSC will establish an ongoing shared calendar of DEI training opportunities for all FGSC administrative faculty and classified staff members.
- Develop a FGSC department DEI training tracking template for all employee use.
 - By fall 2022, FGSC leadership will develop and send a DEI training tracker to each FGSC administrative faculty and classified staff members.
- Develop and implement new employee onboarding practices that include DEI.
 - By spring 2023 FGSC leadership will develop a blueprint for staff onboarding procedures including necessary DEI training.
- Coordinate training for all FGSC employees in DEI areas identified as critical.
 - By spring 2022, the FGSC will coordinate unit training in:
 - Universal Design for Learning
 - Foster Youth support
 - Brave Spaces
 - Safe Zone Training
 - Trauma-Informed Care

Goal Area 2: Student Recruitment, Access, Engagement and Retention

- Review and revise the application process for all federal TRIO programs in the FGSC to remove barriers to participation for first-generation, income-qualified students at all levels.
 - In fall 2022, the FGSC will contact all Upward Bound programs funded on the 2022 slate to collect processes for financial verification for federal documentation.
 - In fall 2022, the FGSC will survey at least six other WESTOP Student Support Services programs to gather information on their application procedures.
 - By the end of fall 2022, the FGSC will collect qualitative data from TRIO programs' alumni, current students, and students with incomplete applications regarding application experiences and barriers using surveys and interviews.
- Collaborate with the Veterans Services office on recruitment and retention efforts for college-level programs.
 - In summer 2022, the FGSC will promote FGSC college programs at Veterans' New Student Orientation sessions using a veteran participant.
 - By spring 2023, the FGDC and Veterans Services will develop, execute and evaluate a full slate of yearlong collaborative programming.
 - By summer 2023, the FGSC will track the number of applications and acceptance rates of first-generation veteran participants in FGSC college programs.
- Provide culturally relevant recruitment and retention efforts to the Latinx community.
 - In fall 2022, the FGSC will develop a Spanish brochure/flyer detailing all FGSC college support services and programs.
 - By spring 2023, the FGSC will develop a Spanish webpage detailing all FGSC college support services and programs.

- In fall 2022, the FGSC will establish a collaboration with the Latino Research Center, Deans Future Scholars, FGSC Programs, and the Huellas Program to connect 10 first-generation, Latinx pre-college and college students interested in law careers with Latinx lawyers, judges, and law student mentors.
- In fall 2022, the FGSC will offer First-Gen buttons with inspiring college-going messages in Spanish.
- By the end of spring 2023, the FGSC will have developed and implemented at least 4 socials and/or workshops inspired by Latin X heritage.
- Provide culturally relevant recruitment and retention efforts to the Indigenous community.
 - In fall 2022, work with the University's new community Indigenous liaison and the Student Services Coordinator of Indigenous Student Services to identify areas for outreach and collaboration.
 - By November 2022, develop, execute, and evaluate collaborative programming, in particular, surrounding Native American Heritage Month.
 - In spring 2023, Upward Bound/UBMS will collaborate with the Multicultural Center to host a virtual Indigenous Recruitment Night for indigenous middle and high school students and their parents.
 - By summer 2023, track the number of applications and acceptance rates of first-generation Indigenous participants in FGSC programs.
- Explore the option of childcare after business hours and on weekends for CCAMPIS participants to address barriers participants encounter in relation to weekend courses and study groups.
 - By spring 2023, the FGSC will have explored the option of childcare after business hours and on weekends for CCAMPIS participants through communication with the federal program officer, OSP, Child & Family Research Center, and local childcare services.
- Establish a Fostering the Pack peer mentor program to recruit and engage reticent program participants who are former foster youth.
 - In fall 2022, FGSC personnel will attend the Blueprint Conference regarding Foster Youth services and support.
 - By fall 2022, the FGSC will explore use of Fostering the Pack grant funds to purchase coffee at a campus location for peer mentors to use as an incentive to get reticent program recruits and participants to meet regarding the program through communication with OSP and campus controllers.
- Revise the FGSC college program tutoring program to include a growth mindset and DEI training and assessment for tutors.
 - By fall 2022, hire an LOA tutor coordinator for the FGSC college programs if funded through the Pack Partnership grant.
 - By fall 2022, coordinate with the UB/UBMS Academic Services Coordinator to provide growth mindset and DEI training to FGSC tutors.

Goal Area 3: Faculty/Staff Recruitment and Retention

- Develop and implement new employee onboarding practices that build an inclusive and welcoming workplace environment and include DEI training to ascertain a baseline level of shared knowledge and informed practice.
 - By spring 2023, FGSC leadership will develop a blueprint for staff onboarding procedures including necessary DEI training.
- Assist all FGSC staff in developing annual evaluation goals in the ACPA/NASPA Competency Areas of Social Justice and Inclusion and in accordance with the Student Services Division DEI Strategic Plan and the FGSC Annual DEI Plan.
 - By fall 2022, all FGSC staff will review the ACPA/NASPA the ACPA/NASPA Competency Areas of Social Justice and Inclusion, the Student Services Division DEI Strategic Plan, and the FGSC Annual DEI Plan.

- By fall 2022, all FGSC administrative faculty will establish DEI goals on their professional annual evaluation goals that correspond with the ACPA/NASPA Competency Areas of Social Justice and Inclusion and in accordance with the Student Services Division DEI Strategic Plan and the FGSC Annual DEI Plan.
- Institute FGSC unit meetings with DEI training processing action items and identify cross-unit collaboration and dialogue opportunities to create an inclusive environment to combat entrenched silos and provide better services to all participants.
 - By fall 2022, the Executive Director, FGSC will establish a calendar of unit meetings and plan DEI training processing action items in conjunction with program leadership.
 - By fall 2022, the Executive Director, FGSC will establish a calendar of unit meetings and work with program leadership to identify potential areas for cross-unit collaboration and dialogue opportunities for those meetings.

Addendum B: 2022-2023 Strategic Plan Goals in Support of the Division of Student Services Strategic Plan

Grow Student Enrollment/Enrollment Growth

Goal 1: Review and revise the application process for all federal TRIO programs in the FGSC to remove barriers to participation for first-generation, income-qualified students at all levels.

Activities

- In fall 2022, the FGSC will contact all Upward Bound programs funded on the 2022 slate to collect processes for financial verification for federal eligibility documentation.
- In fall 2022, the FGSC will survey at least six other WESTOP Student Support Services programs to gather information on their application procedures.
- In fall 2022, the FGSC college programs will collaborate with the Michigan State TRIO SSS on application revision by holding monthly meetings.
- By the end of fall 2022, the FGSC will collect qualitative data from TRIO programs' alumni, current students, and students with incomplete applications regarding application experiences and barriers using surveys and interviews.
- By spring 2023, all FGSC TRIO programs will have revised applications for program admission that better meet potential participant needs while still complying with federal mandates.

Assessment

- In spring 2023, the FGSC will pre- and post-survey pre-college feeder program participants regarding knowledge of FGSC programs before and after FGSC staff presentations.
- In spring 2023, the FGSC will survey pre-college feeder program participants and staff about their FGSC program application experience after the application workshops to gauge if the process has improved, as we have received some verbal feedback that the current TRIO/TRIO-STEM application process is too complicated.
- By summer 2023, the FGSC will track the University capture rate of matriculants from the feeder pre-college programs.
- By fall 2023, the FGSC will track the number applications for each FGSC college program received from the identified pre-college programs and compare the rates to this fall to measure for a potential increase.

Goal 2: Build a recruitment pipeline from first-generation pre-college and community college programs to First-Generation Student Center college programs.

Activities

- In fall 2022 and early spring 2023, the FGSC staff will give presentations on FGSC programs to UB/UBMS, DFS, First-Gen Network students, TMCC Student Support Services, CSN Student Support Services Program.
- In spring 2023, FGSC staff will hold dedicated program application workshops for each of the pre-college/community college programs listed above to provide application assistance.
- Provide tours of the FGSC and first-generation student panels for students from pre-college programs
- In fall 2022, UB/UBMS will request to present or table at the new 8th grade visit program with feeder middle schools.
- In summer 2023, FGSC programs representative will attend UB/UBMS Senior Retreat to answer questions and build rapport.
- In spring and summer 2023, priority consideration for an interview with FGSC college programs will be given to applicants from these identified pre-college feeder programs.

Assessment

- By the end of fall 2022, the FGSC will collect qualitative data from TRIO programs' alumni, current students, and students with incomplete applications regarding application experiences and barriers using surveys and interviews.
- In spring 2023, the FGSC will survey pre-college feeder program participants and staff about their FGSC program application experience after the application workshops to gauge if the process has improved based on baseline data collected in previous qualitative surveys of former applicants.
- By fall 2023, the FGSC will track the number applications for each FGSC college program received from the identified pre-college programs and compare the rates to this fall to measure for a potential increase.

Increase Retention/Improve Retention Rates

Goal 3: Reconfigure the FGSC college-level tutoring program to better support the academic needs of FGSC students

Activities

- By fall 2022, increase tutor hourly wages to be competitive with other student worker jobs on campus in order to attract enough qualified tutors to provide the necessary services to the growing number of participants in FGSC college programs.
- By fall 2022, revamp the tutoring training program to include FERPA, mandated reporting, fingerprint background checks, Title IX, growth mindset and DEI training.
- By fall 2022, coordinate with all other Tutoring Centers on campus to gain knowledge of best practices and build bridges for services provision.
- By fall 2022, add evening tutoring hours and increase the number of hybrid appointments offered to better meet the scheduling needs of FGSC students.
- By spring 2023, institute weekly tutor skill-building and supervision meetings with the TRIO/McNair Associate Director.
- By spring 2023, institute a feedback and evaluation process for tutors in order to provide performance measures and professional development.
- By spring 2023, increase the total number of tutoring appointments available for FGSC students.

Assessment

- In fall 2022 and spring 2023, track total number of tutors hired and total number of hours providing tutoring services and compare it to 2021-2021 service provision numbers.
- In fall 2022 and spring 2023, track total number of tutoring sessions provided per student and per FGSC program. Compare to Satisfactory Academic Progress rates, overall GPA, and retention rates to establish baselines, determine impact, and identify areas for improvement.
- In fall 2022 and spring 2023, survey tutors for feedback regarding areas for program improvement and needed training.
- In spring 2023, survey FGSC students regarding the decision to participate in tutoring, overall experience, perceived impact, and areas for program improvement.

Goal 4: Ensure adequate staffing and operations to meet the demands of a rapidly growing student population, and to assure compliance for federal grant programs

Activities

- In summer 2022, the FGSC Executive Director will coordinate and chair a search for the UB/UBMS director position, federally identified as key personnel for four grant projects, and obtain required Student Services, HR, and US Department of Education approval.

- In summer 2022, the FGSC Executive Director will develop and execute a plan to properly spend down TRIO Scholars excess salary savings prior to the end of the grant year in order to remain in compliance and avoid excess carry forward which could lead to a reduction in total funding.
- In summer and fall 2022, the FGSC Executive Director will coordinate and chair searches for four critical professional positions within FGSC TRIO programs at the pre-college and college level.
- In fall 2022, the UB/UBMS director will coordinate and chair a search for two UB/UBMS Assistant Director positions.
- By fall 2022, institute greater collaboration and resource maximization within all FGSC programs for academic workshops, socials, peer mentor supervision, data tracking, listserv distribution, and stakeholder collaborations rather than each program operating as a separate silo.
- In summer and fall 2022, the Associate Director for First in the Pack/TRIO STEM Scholars and the Assistant Director for CCAMPIS will hire and train enough peer mentors to meet the growing number of FGSC student participants, adding mentors as numbers increase.
- By fall 2022, hire enough qualified tutors to provide the necessary services to the growing number of participants in FGSC college programs.
- In fall 2022, hire an FGSC college programs' tutor coordinator, if funded through the Pack Partnership grant, and hire a LOB position to assist with direct service provision.
- In spring 2023, when staffing is full, increase the total number of required one-on-one student contacts/meetings for the TRIO Scholars Program.
- In fall 2022 and spring 2023, FGSC leadership will coordinate and chair any subsequent professional staff searches that may arise until all FGSC programs are fully staffed.
- In fall 2022 and spring 2023, develop and implement new employee onboarding practices that build an inclusive and welcoming workplace environment and include DEI training to ascertain a baseline level of shared knowledge and informed practice.
- By spring 2023, FGSC leadership will develop a blueprint for staff onboarding procedures including necessary DEI training.
- By summer 2023, FGSC leadership will ensure all new professional staff members or professional staff members in new roles have attended a TRIO training for legislation or regulations or other relevant TRIO training priority.

Assessment

- In fall 2022, track percentage of professional positions filled until at 100% in order to ascertain compliance with federal grant key personnel requirements and enough staffing to adequately meet federally identified program objectives.
- Monthly monitoring of all FGSC budgets to ensure compliance with approved budget projections and to ascertain reasonable carry forward amounts for Project Year 22
- By fall 2022, the Executive Director, FGSC will establish a calendar of unit meetings and work with program leadership to identify potential areas for cross-unit collaboration and dialogue opportunities for those meetings
- In fall 2022 and spring 2023, track total number of tutors hired and total number of hours providing tutoring services and compare it to 2021-2021 service provision numbers
- In summer 2023, track the total number of FGSC college program student contacts/meetings for 2022-2023 and compare it to 2021-2022 to determine the overall increase
- In summer 2023, tabulate the FGSC employee training tracker to obtain data on onboarding, DEI training, and TRIO trainings attended by staff in the past year

Goal 5: Provide culturally relevant recruitment and retention efforts to the Latinx, Indigenous, and student veteran communities.

Activities

- In summer 2022, the FGSC will promote FGSC college programs at Veterans' New Student Orientation sessions using a veteran FGSC programs participant.
- In fall 2022, the FGSC will develop a Spanish brochure/flyer detailing all FGSC college support services and programs
- In fall 2022, the FGSC will establish a collaboration with the Latino Research Center, Deans Future Scholars, FGSC Programs, and the Huellas Program to connect 10 first-generation, Latinx pre-college and college students interested in law careers with Latinx lawyers, judges, and law student mentors.
- In fall 2022, the FGSC will offer First-Gen buttons with inspiring college-going messages in Spanish
- In fall 2022, work with the University's new community Indigenous liaison and the Student Services Coordinator of Indigenous Student Services to identify areas for outreach and collaboration
- By November 2022, develop, execute, and evaluate collaborative programming, in particular, surrounding Native American Heritage Month
- By spring 2023, the FGSC and Veterans Services will develop, execute and evaluate a full slate of yearlong collaborative programming, if funded through the Student Services DEI grant
- By spring 2023, the FGSC will develop a webpage in Spanish detailing all FGSC college support services and programs
- By the end of spring 2023, the FGSC will have developed and implemented at least 4 socials and/or workshops inspired by Latin X heritage
- In spring 2023, Upward Bound/UBMS will collaborate with the Multicultural Center to host a virtual Indigenous Recruitment Night for indigenous middle and high school students and their parents

Assessment

- By summer and fall 2023, the FGSC will track the number of applications and acceptance rates of first-generation student veteran participants in FGSC college programs.
- By summer and fall 2023, track the number of applications and acceptance rates of first-generation Indigenous participants in FGSC programs.
- By summer and fall 2023, track the number of applications and acceptance rates of first-generation Latinx participants in FGSC programs.
- By summer and fall 2023, the FGSC will track the retention rates of first-generation student veteran participants in FGSC college programs.
- By summer and fall 2023, track the retention rates of first-generation Indigenous participants in FGSC programs.
- By summer and fall 2023, track the retention rates of first-generation Latinx participants in FGSC programs.
- In spring 2023, the FGSC will survey participants in all FGSC programs regarding sense of belonging and the cultural relevance of recruitment and retention efforts

Goal 6: Increase FGSC collaborations to best meet the diverse needs of the first-generation students we serve while maximizing resources and integrating the first-generation brand across campus.

Activities

- In summer 2022, seek a NASPA First-Gen Forward Advisory Institution designation to assume more of leadership role for this initiative in the NSAPA western region.
- In summer 2022, submit a grant application for a Student Services DEI grant in conjunction with Veterans Services in an effort to increase the number of veteran students participating in FGSC programs.

- In summer 2022, meet with College of Science leadership and academic advisors regarding collaboration opportunities and continuation of the Women in Science & Engineering scholarship for UB/UBMS students.
- In fall 2022, invite UB alumnus and Nevada Attorney General Aaron Ford to campus to share his experiences with UB/UBMS students.
- In fall 2022, establish monthly First Gen leadership roundtable meetings with DFS and Nevada First Gen Network directors.
- In fall 2022 and spring 2023, continue to grow the First Gen Coalition on campus and increase the number of events for First Gen Week in November.
- In fall 2022, meet with USAC about possibility of reestablishing the first gen scholarship for a FGSC participant studying abroad.
- In fall 2022, reach out to the Multicultural Center regarding UB/UBMS participation in the new 8th grade visit program.
- In fall 2022 and spring 2023, build upon FGSC collaborations with Undergraduate Research, Discover Science Lecture Series, UNR Cybersecurity Center, Financial Aid, Career Studio, Honors College, Fitness & Recreation Center, New Student Initiatives, USAC, AHEC, InNEVation Center, College of Engineering, Voyles Lab, Pringle Lab, Veterans Services, Multicultural Center, Admissions, Counseling Services, NSHE, TMCC SSS, WCSD, LCSD, Bonner Leaders Program, Latino Research Center, DFS, Nevada First Gen Network, Latinx Community Liaison, Indigenous Community Liaison, Social Work, NevadaFit, and others.
- In fall 2022 and early spring 2023, the FGSC staff will give presentations on FGSC programs to UB/UBMS, DFS, First-Gen Network students, TMCC Student Support Services, CSN Student Support Services Program.
- In spring 2023, participate on Research & Innovation NSF broader impacts opportunities panels
- In summer 2023, participate in New Student Orientation and NevadaFit.

Assessment

- In fall 2022 and spring 2023, track the total number of FGSC collaborations resulting in student facing events or services and compare to the total number from 2021-2022.
- In spring 2023, survey FGSC program participants regarding the perceived impact of collaborations on their overall experience with the FGSC.

Foster a Culture of Completion/Increase Graduation

Goal 7: Take an active role in ensuring FGSC program participants are completing 15 credits per semester

Activities

- By fall 2022, increase student worker hourly wages to be competitive with other student worker jobs on campus but ensure all hired student workers (front desk, tutors, peer mentors) except those graduating or with DRC exemptions are compliant with the Division of Student Services policy of 15 credits per semester for employment instead of solely focusing on 30 to complete.
- By fall 2022, train all FGSC counselor/coordinators, Graduate Assistants, and peer mentors to advise students to take 15 credits per semester and how to plan with students who fall behind that benchmark.
- By spring 2023, make enrollment in 15 credits (unless approved for exemption due to graduation or DRC exemption) a requirement to receive TRIO matching scholarship funds.
- By spring 2023, strongly encourage all Wells Fargo scholarship recipients (unless approved for exemption due to graduation or DRC exemption) to enroll in 15 credits per semester instead of solely focusing on 30 to complete.
- By fall 2023, add information and statistics on the importance of 15 credits per semester to the First in the Pack, Fostering the Pack, and TRIO Classic/TRIO-STEM New Student Orientations.

Assessment

- In fall 2022 and spring 2023, track the number of FGSC student workers enrolled in and completing 15 credits each semester and compare to the 2021-2022 numbers.
- In fall 2022 and spring 2023, track the total number of credits completed Satisfactory Academic Progress rates, total number of dropped courses overall GPA, and retention rates for each FGSC college retention program.
- In spring 2023, track the total six-year graduation rate for each FGSC college retention program and compared to previous years, all other first-generation students in their first-year cohort, and University students from their first-year cohort as a whole.
- In spring 2023, survey FGSC program participants regarding the impact of participation in 15 credits on their overall experience of FGSC programs.