Inventory of OMA Pre-College and Outreach Programs

This section highlights the myriad of pre-college and outreach programs that are housed within the Office of Minority Affairs. All of our pre-college programs are funded from external sources, primarily through grants from the U.S. Department of Education. Over the years, OMA has been extremely successful at competing for these awards thanks in part to the dedicated and excellent work of OMA Principal Investigators. Nearly 64% of all our funding comes from federal sources. Federal funding tends to center on four (4) year block funding, making fund allocations less volatile in the short-run and adding stability and consistency to program offerings. State funding supports 36% of all OMA programs, including our Recruitment and Outreach division. Each of our pre-college and outreach programs is described below.

Jumpstart Program

The UW Jumpstart Program is designed to build language, literacy, and social skills in young children through the involvement of college students as mentors and tutors in pre-kindergarten classrooms in the Seattle area. The major goals of Jumpstart are to cultivate a cadre of learners who will move through the educational pipeline and become future leaders, and to train a cohort of undergraduate students who will join the teaching professions. Each year, at least 40 undergraduate students are placed in Head Start sites (selected because of the high proportion of disadvantaged and minority students) to help young learners develop reading and social skills that will allow them to transition to kindergarten and other grade levels. This year’s sites include: Denise Louie Education Center, Beacon Hill; Denise Louie Education Center, International District; First A.M.E. Child and Family Center, Seattle Vocational Institute; and First A.M.E. Child and Family Center, Dorothy Hollingsworth.
**Seattle GEAR UP**

The University of Washington Office of Minority Affairs, Seattle Public Schools, and the Institute for Community Leadership, Central Youth and Family Services, and Zion Preparatory Academy have partnered to enhance the college readiness and preparation of low-income middle and high school students and have received a competitive five-year grant from the United States Department of Education to establish the Seattle Early Scholars Outreach Gaining Early Awareness and Readiness for Undergraduate Programs (SESO GEAR UP). Through SESO GEAR UP, students attending middle and high schools participate in comprehensive college readiness and preparation activities. Over the past five years, SESO GEAR UP has served approximately 4,632 students.

**Yakima Valley GEAR UP**

One of many GEAR UP programs across Washington State, Yakima Valley GEAR UP is dedicated to developing extensive community partnerships to increase the academic performance and attendance of participating students who are predominantly Latino and Native American from the high poverty agricultural valley of central Washington. The largest rural partnership, GEAR UP connects seven local school districts, a Tribal School, the University of Washington and Yakima Valley Community College with three community partners to serve nearly 7,000 students. GEAR UP is committed to preparing these students to enter and succeed in post secondary education. The program has grown to include an expanded parent program serving over 3,000 parents in the Yakima Valley, the development of an extensive homegrown cadre of 150 high school students and college tutors who are also cultural and college-track role models for students.
**Educational Talent Search**

The Educational Talent Search Program identifies and assists individuals from disadvantaged backgrounds in Snohomish, Skagit, and Whatcom counties who have the potential to succeed in higher education. The program provides participants with academic, career, financial counseling, and encouragement to graduate from high school and continue on to the postsecondary school of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education. Talent Search has provided services to a minimum of 650 participants per year, and the use of 4 full-time personnel who worked with almost 900 students.

**Educational Opportunity Center**

The Educational Opportunity Center (EOC) provides services to a minimum of 1,000 participants per year with the help of 4 personnel staff members. The EOC identifies and assists adults, 19 years and older, who are from diverse backgrounds, and who have the potential to access higher education or vocational programs. The program provides academic, career, and financial aid counseling to its participants and encourages them to get “college ready,” and continue on to the postsecondary school of their choice.

**Upward Bound**

University of Washington Upward Bound (UW/UB) is a federally funded program that is designed to encourage and assist students to graduate from high school and enter college and complete their first baccalaureate degree. UW/UB serves students at Nathan Hale, Franklin, and Cleveland High Schools during the academic year and provides an additional intensive summer program where students participate in college preparatory classes for high school credits and other educational activities on the UW campus.
A number of academic activities designed to help students understand the college application process and the challenges of higher education include: standardized test preparation; advising on college searches, applications, and financial aid; exposure to faculty and course requirements at the college level; college visitation programs; connections to out-of-state UB Math & Science Centers; and summer quarter college tuition assistance to those attending the UW. In 1996, The UW/UB program instituted college-level lecture classes that simulate the college experience, taught by UW faculty and staff, and supported by an additional period of Study/Quiz Section taught by former graduates or graduate students in that particular field of study. UW/UB has provided college-level courses in Anthropology, Comparative Literature, Ethnomusicology, Interdisciplinary Sciences, Psychology, American Ethnic Studies, and Classics. The UW/UB program also anticipates the students’ need to learn more about their potential majors in college. To help them with this important decision, the program collaborates with different UW departments or schools so that introductory courses in competitive majors such Engineering, Nursing, and/or Business may be offered to interested high school students. Indicators of progress include 2002-2003: exceeding US DOE enrollment standard by serving 108 instead of 70; 23 of 26 seniors graduating; average SAT1 score for the Class of 2005 is 1069, an increase of 112 points from the class PSAT average score of 957; and 4 of 6 teams winning 2nd place in TRIO ThinkQuest’s National Educational Web Design Competition.

Recruitment and Outreach

OMA Recruitment and Outreach staff members travel throughout the state visiting high schools, community colleges, community events, and recruitment fairs to discuss the admissions process. The goal of the Recruitment/Outreach unit is to increase the enrollment of underrepresented freshmen and college transfer students at the University of Washington. The program achieves this by identifying academically competitive students and recruiting them to apply and enroll at the UW. Staff members give informational and motivational presentations, conduct admissions
workshops, provide one-on-one advising, and conduct lectures in classrooms. The recruitment staff also facilitates forums for students, parents and interested community members about the UW admissions process, writing the personal statement, and applying for financial aid. In 2003, the staff saw 1,086 students who came to campus as part of scheduled visitations, 1,208 on special visits to high schools and community centers, and 1,017 as part of annual outreach events, for a total of 3,311 students, an increase of 76 over 2002. This number is not inclusive of the students contacted by Recruitment/Outreach staff at their assigned schools or in the office for one-on-one admission advising.

Recruitment/Outreach staff members collaborate with many departments across campus. The transfer admissions staff works closely with Undergraduate Admissions, UW Advising, and with advisors in Business, Nursing, Communications, Informatics, Engineering and departments with competitive admissions. In the Yakima Valley, the staff collaborates with UW Educational Partnerships and Learning Technologies, UW Talent Search, and UW Yakima Valley Gear-Up. Other collaborations include: MESA, SHPE, MSEP, International Student Services, College of Education, College of Engineering, Center for Career Services, the UW School of Medicine, American Indian Studies & Native Voices, EOC (Adult Trio Program), UW Women’s Center, School of Social Work, UW Medicine’s Native American Center for Excellence, ALVA, UW Talent Search, the Business Educational Opportunity Program (BEOP), ACAP (Accounting), UW School of Medicine, the Law School, Seattle GEAR-UP, UW Upward Bound, GO-MAP, and CAN-DO. Recruitment/Outreach staff also works closely with the Office of Student Financial Aid, and Housing and Food Services.

*Bridge Program*

Summer Bridge Program’s mission is to bridge the gap between the students’ competencies developed in high school and the expectations of the University and its faculty through strategic
efforts to enhance overall student performance, which include: building student competencies in mathematics, science, reading and writing in order to fully partake in the first year class offerings; building student’s confidence and ability to learn and to perform at the college level; build networks between students and faculty, staff, and mentors who can help ensure student success; diagnose the unique challenges that each student brings to their university experience; and educate and recruit faculty who understand and are capable of teaching and working with diverse students.

*OMA High School*

The Office of Minority Affairs High School, a partnership between the UW and the Seattle Public School District, provides alternative high school instruction on the UW Campus for up to 40 juniors and seniors from diverse backgrounds. The program uses a diverse, multicultural curriculum and a coordinated studies approach to learning. Students who participate in the program have access to OMA and other UW facilities and services.

*Inventory of OMA’s Development and Retention Programs*

Key components of OMA’s retention efforts include: the EOP Counseling and Advising Center, the Instructional Center, the federally funded Student Support Services program, the Ethnic Cultural Center and Theater, the Early Identification Program for Graduate and Professional Studies, the OMA Health Sciences Center Minority Student Program, and the federally funded McNair Scholars Program. In addition, OMA has a number of other retention components that enable students to have a successful undergraduate experience, which include: the Rome Program, the Presidential Scholars Program, and the Minority Student Invitational Program.
The Counseling Center promotes the academic success and graduation rate for underrepresented, economically disadvantaged and first generation college students at the University of Washington through a comprehensive academic support program and services.

To provide a welcoming and smooth transition to the UW, EOP New Student Services serves as the primary contact for newly admitted EOP and affiliate students, parents, high school counselors, educators, and staff regarding enrollment policies and procedures. Working in partnerships with other UW departments, EOP assist students in the coordination for Advising & Registration sessions, housing, testing, deferments, and waivers. Counselors work with students, on a one-on-one basis, to select and schedule appropriate classes, they provide assistance in choosing a major field of study, and assist in the development of career goals using self-assessment tools such as the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory. Financial aid, on-campus housing, and personal student issues are also in their realm of expertise. 5,102 student visits and 502 Bridge student visits were conducted during the academic year 2003. EOP workshops facilitated by counselors in the field of business, nursing and pre-med provide information regarding application and requirements of the various departments. Counselors serve on committees with campus-wide faculty and staff and collaborate with UW departments, organizations, and act as advisers to many student groups.

With the decline of EOP students being admitted to the UW, the process of affiliating underrepresented, educationally and economically disadvantaged students has become an ongoing process. The affiliates gain a sense of community with all OMA programs and the University. In 2003, 795 new freshmen and 163 new transfer students were contacted and 686 students were affiliated through recruitment and walk-in contacts.
Mentoring has always played an important part of our program. In a collaborative effort with the UW Alumni Association, the OMA/UWAA’s Mentor Program focuses on establishing a strong relationship between newly admitted students, continuing students, and UW alumni and friends of the University as career mentors. For 2003, 99 upper division students mentored 191 new students, and 39 professional mentors mentored 47 students.

We recognize new students who have excelled academically while overcoming challenges at our Recognition Reception twice a year. This is a successful retention tool to build self-esteem and to encourage our students to continue to do well academically. In the 2003 academic year 60 students were honored.

Counselors play a significant role in honoring our graduating students in three separate ceremonies celebrating their education, culture, and achievements, Black Graduation, La Raza, and Raven’s Feast. From the time our students are admitted to the UW, until they graduate, we are here to encourage and assist them to attain their goals.

For the past fifteen years The Contact Newsletter has been published as a means to convey news about the achievements of our students, OMA program development, and new initiatives. It is circulated to students, faculty, staff and community organizations with OMA ties. In 1992 EOP students who made the Dean’s List was published for the first time with 185 students, Spring Quarter 2004 saw that number increase to 659 students. The newsletter is being requested by high school and community college counselors, and is used to illustrate the many opportunities for potential students to strive for admittance to the University of Washington.
**Instructional Center**

Instructional Center (IC) serves to increase the retention and graduation rates of OMA students by tailoring their teaching techniques to fit as many diverse learning styles as possible to help students develop their academic skills, thinking skills, and in particular essential scientific and critical reasoning skills. Another goal of the IC is to improve OMA students’ communication and writing skills, which helps improve students’ graduation rates, success in further studies at the graduate level and beyond. Although the IC provides academic support to all students, its main goal is to reach out to freshmen and sophomores and work intensively with them to help them get over the hurdles of so-called gatekeeper courses. The IC’s main contribution to retention efforts is to help students to get into their respective fields and departments. The IC staff continuously monitors program participation and conducts annual surveys to receive input from OMA students. Indicators of progress include: a total of 2,202 students visited the IC for a total of 51,117 times to seek academic help in over 350 different courses. In addition to supporting students, the IC connects with all advising and counseling centers on campus, and collaborates with other departments: helping train graduate teaching assistants in Mathematics and English; designing a peer-tutor training course with the College of Education and GEAR-UP; seeking faculty input on Academic Success Workshops in Anthropology, Sociology, and Psychology; assisting pre-business majors in the School of Business; helping the Alumni Association recruit minority alumni; working with CIDR to design IC courses; and working with OUE to schedule and design the FIG groups for incoming freshmen.

**Student Support Services**

The UW/SSS program serves to increase the retention and graduation rates of eligible students and to foster an institutional climate supportive of the success of low-income and first-generation college students, as well as individuals with disabilities. SSS staff members determine the total
number of openings available for new students, who are then are invited to participate in SSS according to their level of need. SSS invited upper-division SSS participants to serve as peer tutors, advisors, and mentors. In addition, the program offers a full range of academic advising services designed to help students persist through their undergraduate education at UW.

**Ethnic Cultural Center & Theater**

The UW Ethnic Cultural Center & Theatre (ECC/T) provides unique theatrical and cultural experiences, as well as to create an avenue to inspire local artists and young people to take an interest in the University in a learning environment where students and student organizations collaborate, develop and implement programs while building leadership and organizational skills. In support of UW goals, the ECC/T promotes an inclusive and educational environment by providing programs and services, which enhance the communication and exchange of multicultural perspectives and values. In unison with the UW’s Diversity Council, the ECC/T contributed to improving the climate for diversity on campus and took part in the role related to coordinating diversity events.

**Early Identification Program for Graduate and Professional Studies**

The Early Identification Program (EIP) strives to increase the number of minority scholars and researchers who will fill faculty positions in higher education, practice in the professions, and carry out advanced research in the coming years, and in particular to increase the number of students earning PhDs. The EIP works to create a pool of students who will be qualified to pursue graduate education and have a competitive edge in the application process. In 2002-2003, EIP conducted several workshops disseminating information to faculty and undergraduate advisors resulting in over 75 new registered students, and EIP served 424 students, 41.6 % of whom were first generation college students. As a result of these efforts, a total of 15 students were placed in graduate and professional programs.
Health Sciences Center Minority Student Program

Recognizing the need for increased racial minority and disadvantaged student participation in health-related professional and graduate fields, the University of Washington Health Sciences Administration instituted in 1978 the Health Sciences Center Minority Students Program Division (HSC-MSP). In 2003, the Program became a division of the University of Washington’s Office of Minority Affairs (OMA) in order to streamline campus diversity efforts and strengthen HSC-MSP’s ability to assist the health and research sciences undergraduate, graduate, and professional schools, departments, and programs in their outreach and recruitment efforts. HSC-MSP mission encompasses the full support of underrepresented minority (URM) and disadvantaged students by: developing and increasing interest among to pursue health-related professional and biomedical/behavioral research careers; providing academic support and experiential activities that assist students in becoming competitive and successful candidates for professional and graduate school opportunities; supporting academic units’ efforts in the successful recruitment and retention of competitive students into professional and graduate programs; contributing to the continuing effort of making the University of Washington and the Health Sciences a comfortable environment; and achieving the goals and objectives outlined in the strategic plan of the Office of the Vice President for Minority Affairs and Vice Provost for Diversity.

McNair Postbaccalaureate Achievement Program

A component of the federally funded Trio Program, The McNair Postbaccalaureate Achievement program is designed to increase graduate degree attainment of students from segments of society that are underrepresented by providing low-income, first-generation students and students underrepresented in graduate education with effective preparation for doctoral study. The UW McNair program provides services to 21 students per year by offering:
• Research opportunities for students beginning in their sophomore year with annual stipends of 2,800.00 to support summer research with faculty
• Faculty Mentoring
• Seminars, workshops, and other activities designed to prepare students for doctoral studies
• Summer internships
• Tutoring
• Academic counseling
• Assistance in obtaining financial aid
• Standardized test preparation (GRE) assistance and course
• Assistance is securing admission for enrollment in graduate programs
• Stipends to help students attend research conferences and visit prospective graduate school programs ($800 per student/year)

McNair’s success is due in part to collaboration with other units and faculty on campus, such as the Graduate School’s Graduate Opportunities and Minority Achievement Program, the Office of Undergraduate Education, the OMA Instructional Center, the Ethnic Cultural Center, and the OMA Counseling Center. In addition, faculty members provide research and mentoring support for students engaged in research and other scholarly activities. In addition, students enrolled in the program have one-on-one interaction they have with Graduate Advisors, graduate students trained to assist undergraduates preparing for graduate education, who are able to demystify graduate education in order to make it more accessible for students who are considering applying to graduate school. All advisors specialize in particular academic areas, allowing the program to match students with an advisor best suited to answer his/her specific questions.

Other Development and Retention Components

In addition to the many retention components identified above, OMA has several additional development programs that enable students to have a successful and enriching undergraduate
experience. These programs include: the Rome Program, the Presidential Scholars Program, and the Diversity Scholars Program.

*Rome Program*

Since 1995, the Classics Department and OMA have collaborated by providing EOP students with a unique opportunity to travel and study abroad under the OMA/Classics Rome Program, where twelve EOP students travel and study in one of the most important centers of Western Civilization, Rome, Italy. The program consists of guided tours and class work in the UW’s Rome Center under the guidance of a faculty member (from either Classics, English, or Architecture) for a period of ten days. Since 1995, a total of 80 EOP students have benefited from the Rome Trip experience. Students learn about connections between American and Roman culture: politics, religion, architectures, literature, science and philosophy. The assembling of a diverse mix of students from different ethnic, cultural and intellectual backgrounds allows the students to address ethnic and intellectual differences. In the context of Rome, where these differences can be magnified, the trip allows student to explore issues around difference and similarity.

*Presidential Scholars Program*

The University of Washington’s President’s Office has funded the EIP Presidential Scholarship, designed to support seniors working on original research with a faculty mentor, a unique opportunity for undergraduate students to conduct research under very rigorous standards. Today, faculty-mentored research is increasingly becoming an important aspect of undergraduate training, giving undergraduate students a competitive edge for graduate admissions and professional careers. Over the past few years, many Presidential Scholars have been admitted into the nation's premier graduate programs thanks in part to the research opportunity provided by the Presidential Scholarship Awards. These awards offer students in-state tuition and a quarterly
stipend in order to conduct a year-long research project, the results of which are presented at the annual EIP Conference. The Presidential Scholars also attend a focused Scholars’ Seminar once a month where they discuss the progress of their research is discussed in a collaborative setting moderated by the EIP Director, Associate Director, and the Graduate Advisors.

**Summary of OMA Best Practices**

Each OMA program Director was asked to identify, from their own vantage point, what they consider to be their “best practices” within their programmatic efforts. The following section highlights some of these best practices.

*Instructional Center*

**National model for educational support**—The IC provides campus wide leadership in education and retention of minority students. We are considered to be the primary model in terms of educational support programs in the nation. Our staff places great emphasis on the modeling of critical and scientific thinking, which leads student to academic success.

**Staff expertise**—An important strength of the Instructional Center is that it has committed, diverse professional staff with long tenure at the University that carry out the important work of the center.

**Quality Tutors**—A majority of our tutors are hired from the OMA pool. Each of our tutors is trained, supervised, and given opportunities to conduct workshops and gain teaching experience.

**Feedback Mechanism**—The IC utilizes frequent surveys to receive feedback from students with the goal of improving instructional services.

**Collaboration**—We have close coordination with the counseling staff in advising a heterogeneous student population, as well as collaboration with various academic departments.

**Sensitivity to student needs**—The IC staff prides itself on having awareness and openness to a variety of learning styles.
Availability of supplemental instruction and other resources—The IC offers adjunct courses for credit to help students succeed in a variety of courses and disciplines. Study materials are also available to improve student performance.

Constant monitoring—The IC employs a proactive intervention strategy, through email, to monitor the academic progress of student.

Comprehensive coverage (academic and in terms of hours)—The IC offers academic support in a wide range of disciplines, from Biology to Zoology. The staff encourages interdisciplinary writing skills, the development of strong mathematics skills, and critical and scientific thinking skills to promote academic success. - Flexible program hours and offerings,

Supportive environment—The IC has a comfortable and supportive environment that is conducive to learning and growth. Our staff emphasize a "Can do attitude" to encourage confidence among students so they can take on academic challenges. We also encourage students to interact with faculty and use other campus resources to enhance their academic experience at UW.

Student Support Services

In addition to the academic support services that we provide our students, we believe that our financial support mechanism is integral to the success of SSS students. The Grant Aid award is designed to provide direct financial assistance to current SSS participants who are receiving Federal Pell Grants. SSS attempts to alleviate the most pressing debt issues first, including unmet need and unsubsidized loans, as well as higher-interest subsidized loans. In addition, unless the student expresses an interest in maintaining his or her work-study job, we try to alleviate the burden of having to work if possible, so that the student is able to concentrate more fully on his or her studies.
**SESO GEAR UP**

SESO GEAR UP serves students who live within thirty minutes of the University of Washington campus. Prior to participating in SESO GEAR UP, many had not visited their state supported institution of higher education since their births at the University of Washington Medical Center. Deliberately and persistently providing SESO GEAR UP services on campus, we promote this university to students, schools, parents, administrators, and community organizations. We market higher education in general, and the University of Washington in particular, challenging the erroneous perceptions of many of our students, and those who influence their postsecondary education choices, that college education and the University of Washington are for others. Saturday workshops, at the University of Washington, bring 8th graders to campus to learn hands-on science activities that they present to their classmates when they return to school. Taking a leadership role in classrooms increases students’ academic aspirations and self-confidence while improving expectations of students by their teachers. During Week of Wonder, the summer science program in the UW Health Sciences laboratories, students develop their academic skills and begin to identify themselves as future medical students. A pink disposable paper gown that still hangs in a 9th grader’s closet one year after he wore it at dental camp is a reminder that he is college material. A spent Husky meal card is a reminder to spend more time on homework. The quiet grandeur of Suzzalo Library changes students’ self-concepts. This is a comment from, Cacey Babcock, a 6th grade student at Meany Middle School, “I enjoyed going to the library. Coming down the stairs made me feel like a princess.”

UW faculty and graduate students share information and enthusiasm about new career options during departmental visits. At parent meetings, SESO GEAR UP students and families are gaining awareness and comfort with the campus environment, while acquiring important information about admissions requirements and financial aid. Students and their families are also welcomed to campus for the end of year recognition ceremony for dinner, and to replace negative
attitudes with the message that the University of Washington is a welcoming place. The UW campus and its resources are integral to the SESO GEAR UP plan of improving our students’ futures and making this university more diverse.

**EIP/McNair Programs**

The goal of EIP and McNair is to develop a pool of talented students who will succeed academically in graduate and professional programs. Within the context of the programmatic services offered to students, four key components stand out and can be considered best practices. **Graduate Advisors**—One of the strengths of our program experience for students has been, and continues to be, the one-on-one interaction they have with a Graduate Advisor. These advisors are graduate students who have been trained to assist undergraduates with their thinking and planning regarding a graduate education. The advisors draw upon their own personal experiences to demystify and deconstruct graduate education in order to make it more accessible for students who are considering applying to graduate school. All advisors specialize in particular academic areas, allowing the program to match students with an advisor best suited to answer their specific questions. Because the graduate school application process requires that students have a strong sense of self, advisors stress the importance of self-reflection. This allows students to expand their thinking and develop a concrete sense for what it is they intend to pursue and why. This process facilitates successful planning during the undergraduate years, and ultimately makes the application process less complicated.

**Opportunities for research experiences**—Both EIP and McNair engage students in the research enterprise at the undergraduate level so they develop the analytical and methodological skills, academic sophistication, and confidence that will enable them to become successful students in graduate school or in other careers. Several important funding mechanisms facilitate this process. For the past several years EIP/McNair has had access to funds provided by the University of
Washington’s President’s Office to support the EIP/McNair Presidential Scholarship. This scholarship was created to support seniors working on original research with a faculty mentor. These awards offer students in-state tuition and a quarterly stipend in order to conduct a yearlong research project. The results of this research are presented orally at the EIP Conference.

Presidential Scholars, in addition to their work with the faculty mentor, attend a focused Scholars’ Seminar once a month where the progress of their research is discussed, and suggestions for improvements are provided in a collaborative setting. The application process for Presidential Scholarships is rigorous, demanding that applicants submit a detailed research proposal, a statement of interest, and letters of recommendation. A parallel program was added this past year thanks in part to funding from the Boeing Company. The OMA/Boeing Research Scholarship is designed to support seniors from underrepresented and low-income backgrounds to work on original research with a faculty mentor in engineering or science related-majors. Finally, through the McNair Program student participants have access to $2,800 to carry out a research project during the academic year or during the summer. Selected students work closely with a faculty mentor to complete projects.

Professional conference and publications—OMA’s Early Identification Program established the first undergraduate research conference on this campus in 1992, a model that is now followed by the campus-wide undergraduate research conference. OMA’s McNair Program produces an annual undergraduate research journal that showcases the work of diverse students working with faculty in a wide range of projects and disciplines, from astrophysics to neurobiology, and from sociology to philosophy of science. The philosophy behind this approach is that we want our scholars to gain an early understanding of the critical role that publishing will play in their academic trajectories, so they are better prepared for careers in research and teaching. Other than on-line journal publications, this is the only research journal that showcases the work of diverse undergraduate research scholars at this institution.
Supplemental instruction and workshops—EIP has developed coursework in the General Studies curriculum for graduate education and student leadership. For example, the annual EIP Sophomore Seminar provides a learning opportunity for students interested in research and graduate education. The Diversity Leadership Seminar targets undergraduates in student organizations and teaches leadership skills, an understanding of the operation of the University, and discovering personal strengths in a multicultural world.
Strategic Goals for Student Access and Opportunities

OMA’s strategic goals around access and opportunities include:

1. Increase the pool of college-bound students from target schools and service areas.
2. Provide academic preparation to diverse populations through college prep classes, academic support, and workshops to include diverse students.
3. Provide financial aid workshops and scholarship search workshops focusing on enhancing the probability of college admission and attendance.
4. Provide activities that capture the attention and interest of pre-college level students and motivate them to further develop their academic and personal development.
5. Collaborate with the College of Education, Educational Partnerships, and other departments and programs.
6. Enhance the University’s image in target communities by actively participating in events and associations.
7. Sustain and strengthen outreach efforts to target schools and communities.
8. Strengthen connections with pre-college schools by engaging in new initiatives and cultivate relationships with parents, schools, and community organizations that provide information.
9. Strengthen connections with the community college system to facilitate matriculation of diverse students at the UW.
10. Improve collaboration among units within the University of Washington that provide outreach and recruitment.

Strategic Goals for Student Development and Retention

OMA student development and retention focus is built on the following strategic objectives:

1. Explore ways to increase and enhance existing resources and strategies to support retention efforts.
2. Improve undergraduate academic experience through strong instructional support and advising strategies, and collaboration with academic and administrative departments.
3. Promote and identify opportunities for undergraduates to participate in research, creative activities, and international learning opportunities.
4. Explore ways to increase scholarship support and develop other external funding mechanisms to facilitate student degree completion.

5. Increase collaborations with the Office of Student Financial Aid to provide comprehensive and targeted financial aid to students.

6. Promote the academic development of diverse students to successfully compete for institutional, private sector, regional, and national scholarships and fellowships.

7. Increase connections with community colleges to develop comprehensive support structures that will allow students who transfer to the UW to have a smooth transition.

8. Actively engage in discussions concerning the modification of undergraduate programs, curricula, and teaching strategies that may impact the learning outcomes for underrepresented and low-income, first generation college students.

9. Enhance and expand the OMA peer-mentoring program to support the success of undergraduate students.

10. Assess and modify programs in an effort to further enhance the retention of OMA students.

11. Review and expand programs that involve parents, students, and target communities in retention efforts.

12. Expand educational and academic support services to a broader cross section of the UW population and the target population of pre-college programs.

Strategic Goals for Student Graduation

1. Increase graduation rates for OMA students that are comparable to, or above, the rates of other peer Research I institutions.

2. Promote opportunities that allow students to explore post baccalaureate options early on in their undergraduate careers.

3. Expand collaboration with the Graduate School’s Graduate Opportunities and Minority Achievement Program office (advocacy) to ensure that students gain access to graduate educational opportunities.

4. Expand collaboration with the professional schools such as Medicine, Nursing, Dentistry, Pharmacy, Public Health, Public Affairs, Business Administration, and Law to ensure that students gain access to graduate training in these professions (advocacy).

5. Promote the recognition of students who distinguish themselves as scholars and student leaders.
6. Advocate on behalf of graduate and professional program applicants, as appropriate.

Strategic Goals for Engagement with the External Community

1. Engage external campus communities in activities, dialogue, and leadership opportunities (i.e., involvement with committees, boards, panels, etc.).
2. Foster strategic alliances with departments, colleges, community organizations, and community agencies that promote and value diversity efforts.
3. Initiate efforts to market OMA and its diversity efforts to both campus and external communities.
4. Promote efforts that will allow us to disseminate “best practices” models to other institutions.
5. Develop and maintain a high quality OMA website that will provide timely and useful information to students, staff, faculty, and the community at large.
6. Develop a public relations campaign that will highlight the work of OMA and the success of its students.
7. Promote the development of campus events that will highlight diversity issues to staff, students, and faculty.

Strategic Goals for Staff Development

1. Expand employment opportunities to individuals who come from the diverse backgrounds similar to that of the students who are served by the Office of Minority Affairs.
2. Hire and retain the best, brightest, and most committed staff.
3. Develop and sustain collegial activities that foster a productive and supportive work environment.
4. Develop effective orientation and training activities for staff to maximize work productivity and cohesiveness.
5. Provide clear processes and guidelines for discussing and addressing concerns of staff regarding the activities and operations of the Office of Minority Affairs.
6. Promote training and professional development opportunities for staff.
7. Create opportunities to support the development of new skills and mentoring among staff.
8. Promote strategies that reward and recognize staff members for work excellence.
9. Implement systematic staff evaluation strategies to improve work productivity and service to students, the campus, and other constituencies.

10. Promote and encourage input and feedback from staff to identify programmatic priorities.

11. Encourage the development of decision-making skills that foster a strong sense of trust and inspire confidence.

Strategic Goals for Assessment

1. Implement assessment strategies that will allow the staff to determine factors that explain student persistence and graduation, and help students establish career goals.

2. Develop baseline information to evaluate academic outcomes for enrolled students and create profiles of graduated students.

3. Develop a comprehensive database that will allow programs to track and evaluate program utilization and services.

4. Promote ethical and efficient utilization of resources.

5. Develop feedback and input mechanisms that tap the knowledge and perspective of students, staff, faculty, and larger community.

6. Collaborate with other campus units in the development of assessment strategies to improve the effectiveness of OMA’s programs and services.

Strategic Goals for OMA Administration

1. Foster an academic and professional environment that values diversity in all its dimensions.

2. Promote understanding of differences and similarities through discussions and other fora, where there is active and meaningful dialogue among multiple constituencies.

3. Serve as an advocate for the development of curricula and research related to diversity on the University of Washington campuses.

4. Collaborate with academic and administrative units to broaden university-wide diversity initiatives.

5. Vigorously support the Diversity Compact and ensure that diversity initiatives remain a priority on the administrative agenda.

6. Promote diversity training and cultural competency as a priority for campus staff, faculty, and students.
7. Develop presentations that focus on issues relating to the recruitment, retention, and graduation of OMA students that can be widely disseminated.

**Strategic Goals for Campus Climate**

Promote a vibrant and supportive campus environment that will enable students to maximize their educational experience as exemplary members of the campus community

1. Develop programs that encourage OMA students to successfully integrate into, and navigate, campus life to ensure academic achievement and persistence toward graduation.
2. Expand the role of the Ethnic Cultural Center as a major retention tool to provide leadership and resources for the development of student leaders and multicultural student organizations.
3. Promote opportunities for students to engage in leadership, civic, and service learning.
4. Develop and enhance social and cultural activities for students that emphasize lectures, workshops, arts programs, and activities.
5. Promote the development of social support networks that will contribute to a sense of community and belonging.
6. Collaborate with collegiate and administrative units to ensure a positive academic and social experience for OMA students.