AFRICAN AMERICAN MALE
STUDENT PERSISTENCE
INITIATIVE: LEADERSHIP
DEVELOPMENT

A QUALITY INITIATIVE
INSTITUTIONAL REPORT

May 31, 2016

UNIVERSITY of ARKANSAS PINE BLUFF TEAM LEADER
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Open Pathway Quality Initiative Report

University of Arkansas at Pine Bluff

The enclosed Quality Initiative report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

Signature of Institution's President of Chancellor 5-31-2016

Dr. Laurence B. Alexander, Chancellor

Printed/Typed Name and Title

University of Arkansas at Pine Bluff

Name of Institution

Pine Bluff, Arkansas

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words. Quality Initiative Reports are to be submitted between September 1 of Year 7 and August 31 of Year 9 of the Open Pathway cycle. Submit the report as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution’s name (or an identifiable portion thereof) and state.

Date: May 31, 2016

Name of Institution: University of Arkansas at Pine Bluff

State: AR

Contact Person for Report: Dr. Mary Brentley

Contact Person’s Email Address: brentleym@uapb.edu
Part I. Overview of the Quality Initiative (QI)

Description of the QI. The Quality Initiative for the University of Arkansas at Pine Bluff is focused on the African-American Male Student Persistence and Leadership Development. Some of the seminal factors leading to this initiative were observations and data showing lack of persistence to graduation by Black male students and underrepresentation in leadership positions in comparison to the female students. As the university prepared for its open pathways review, meetings were held to discuss a target area that could have a notable impact on student outcomes. During this process, an interdisciplinary three-member team was selected to attend a 2013 Higher Learning Commission Summer Workshop to receive the benefit of best practices employed by other colleges and universities in crafting their quality initiatives and also to gain more insight on the Commission's expectations in regard to quality initiatives. This initial workshop, along with attendance at the 2014 and 2015 Higher Learning Commission Annual Meetings was extremely beneficial in providing ideas and approaches to address student learning outcomes, persistence and college/university completion.

The formal university-wide Quality Initiative Committee (QIC) was organized Spring 2014. Dr. Mary Brentley, Director of Basic Academic Services, was selected as chair. The initiative was named the African-American Male Student Persistence Initiative: Leadership Development with two major components: co-curricular activities and curricular activities. Co-curricular activities address student social pursuits, leadership abilities, and positive self-concepts. Curricular activities address students’ persistence to degree completion. Together, these activities along with the University’s funding of nine positions in enrollment management, assessment coordinator, retention and student success have led to a campus-wide support system that encourages persistence and successful matriculation to graduation.

Summary of Accomplishments. The QI is an on-going project that starts with a new freshman African-American (AA) male cohort group each fall semester and tracks each student during degree program completion. The criteria for AA male participation in the project includes membership in a minimum of two co-curricular organizations; attendance in monthly seminars, scheduled workshops and training sessions; a cumulative 2.5 GPA (2.00 prior to end of sophomore year); and a signed pledge to graduate from college in four to six years.

Activities for the QI come from many areas on and off campus. For students, there are monthly seminars and workshops, a leadership development conference in Washington, DC, and study abroad opportunities in China and France. Campus co-curricular and curricular activities are available to increase the student’s social and academic abilities at the freshman level including activities from the Dean of Student Life; Office of Enrollment Management and Student Success; the Student Counseling, Assessment and Development Center (SCAD); Career Services; LIONS Program; STEM Academy, Living Learning Center, the Student Success Center, and campus clubs. QIC members had opportunities to participate in professional development at nine different conferences or seminars, including HLC summer workshops, Foundation for the Mid-South (Board meeting, Cultivating Leaders for Today and Tomorrow, Males of Color Grantee Convening) and Catalyzing Cultures of Health for Boys and Men of Color.
Summary of changes made over time. Changes have occurred over time. Poor student attendance at scheduled after-hour events led to adjustments for events now being held during the freshman level course, Personal and Social Development Lab that meets every third Tuesday and Thursday during the fall semester and every third Thursday during spring semester. This course captures 95% of the entering and previous semester’s cohort groups. Two staff changes have occurred because of retirements and the death of a QIC member (Dr. Linda Joshua and Dr. Eddie Hand were replaced with Dr. Ryan Watley and Dr. Joseph Jones).

Part II. Scope and Impact of the Initiative

Accomplishments in Relation to Purposes and Goals. The purpose of the initiative is to increase the retention, persistence, graduation rates, and career and post-baccalaureate placements of African-American male students by engaging them in the types of co-curricular and curricular activities that lead to academic and career success. Some of the accomplishments of the QI include: the faculty development workshops and conferences, new and enhanced programs in the Student Success Center, and the Living Learning Centers. Both entities serve dual purposes with the curricular and co-curricular activities by having students sign a plan for student success, engaging students in tutoring, and requiring students to join Career Services for professional seminars and mentorship. Career Services also conduct workshops on Resume Writing, How to Interview and Dress for Success for all freshmen. The office of Student Counseling, Assessment, and Development Center (SCAD) is also focused on persistence, graduation and outreach services. The offices of Dean of Students, Dean of Student Life, and Enrollment Management and Student Success have been instrumental in mentoring and offering co-curricular activities.

Accomplishments in Relation to Purposes and “ROARING” GOALS:

- Retention
- Organizational Skills
- Academic Proficiency
- Responsibility
- Intellectual Thinking Skills
- Networking for Success
- Goal Setting Plans

1. Increase Retention for AA males by 15% over AA males in preceding year

Measurable Objective: Increase the African-American male’s retention rate by 15% from Fall 2014 to Fall 2015

Accomplishments (Retention Goal):
- Retention rate of AA male students increased by six (6) percentage points (from 59% to 65%)
- Faculty Professional Development Activities in Academic Year 2014-2015:
  - Dean of Student’s Programs (i.e. Title IX Training)
  - Dean of Student Life’s Programs (i.e. Men’s Day)
  - Faculty involvement—in recruitment and retention
  - Bus tours, Lion Fever Day, & Annual Alumni Summer Conference
Accomplishments (Retention Goal) Continued

- **May 1, 2014** - Cabinet level position, Associate Vice Chancellor for Enrollment Management, established.
  - **AA Male Student Activities:**
    - Fall 2014 to Spring 2015 83.7% (male) & 89.5% (female) retention rates
    - STEM Center – Summer Workshop and academic year mentoring and research activities.
    - LIONS Summer Program
    - Student Success Center-tutoring
    - Living Learning Center—dormitory tutoring
    - Neighbors of Arkansas Scholarship Programs--out-of-state students as in-state
  - **Spring 2016**
    - Fall 2016 applicant pool, a 30% increase over Spring 2015, including 48% male representation.

2. Implement **Organizational Skills** that lead to leadership positions by 10%.

**Measurable Objective:** Provide monthly seminars and workshops to nurture, guide and enhance the AA male’s academic performance and acquisition of leadership abilities.

Accomplishments (Organization Skills)

- **November 1, 2014**—Introduction to Campus Organizations for Freshmen: Black Male Achievers, NAACP, National Association of Black Men United, Viking Bi Fidelity Society
- **November 18, 2014**—Meeting the Peer and Professional Mentors, presenter: John Proctor
- **January 2015**—Shadowing a Professional Seminar, presenter: Reginald Cole, Sr.
- **March 2015**—Empowering Males of Color to Graduate from College; presenter: Jason Smedley, Founder of National Association of Black Men United
- **April 2015**—Students Engaged in and Committed to Academic Excellence; presenter: Dr. Laurence Alexander, Chancellor—UAPB

3. Encourage and support 80% of males toward **Academic Proficiency** for each semester.

**Measurable Objective:** Faculty Professional Development, Quality Initiative

Accomplishments (Academic Proficiency)

- **May 2015**—Workshop: Student Learning Outcomes; presenter: Dr. Linda Joshua
- **July 2015**—Robert Wood Johnson Leadership Institute attendee: Dr. Mary Brentley
- **August 2015** Curriculum programs: student learning outcomes professional development: Dr. Steve Lochmann (using SLOs in LiveText).
Accomplishments (Academic Proficiency) Continued

- **September 2015**—A Gathering of Leaders, New Orleans (Dr. Mary Brentley, attended).
- **November 2015** Grantee Convening: Catalyzing Cultures of Health for Boys and Men of Color Santa Fe, NM-Attendees: Mrs. Margaret Taylor and Dr. Mary Brentley
- Monitor level of participation in specialized tutorial labs (reading, writing and mathematics)
  - Instructors maintain sign-in sheets from labs and tutorial centers
- Participation of students in campus learning centers
  - **Student Counseling, Assessment, and Development Center**—test preparation skills for current degree programs and post-graduation requirements
  - **Student Success Center**—fosters student learning with tutoring and mentoring. Scaffolding with instructors on class activities and student development opportunities. Assists students with university life and transitioning to college readiness.
  - **Living Learning Centers**—housed in residential complexes (Harrold and Delta); address student’s educational, recreational and social needs.

4. To increase each student’s **Responsibility** to the initiative with curricular and co-curricular activities

**Measurable Objective:** Participate in a two-tiered mentoring program (UAPB peer mentor and community-based professional mentor). Prepare 75% of AA freshman male cohort members for persistence and graduation.

Accomplishments (Responsibility Goal)

- **November 18, 2014 Seminar**—
  - Discussion of AA Initiative (Handouts on available support groups—LIONS Program, STEM Academy & Student Success Center)
- Monitor level of participation of AA males in service learning projects.
  - Meeting with the Peer and Professional Mentors
- Involve participants in travel-to-study summer opportunities.
  - **Summer 2015** - One student travelled to China.

5. To provide stimulating and motivational seminars to appeal to each student’s **Intellectual Thinking Skills**.

**Measurable Objective:** Provide monthly seminars and workshops to nurture, guide and enhance the AA male’s academic performance and acquisition of leadership abilities.
Accomplishments (Intellectual Thinking Skills Goal)

- Monthly seminars from Fall 2014 – Spring 2016 – guest speakers were Captain Jason Smedley, Chancellor Laurence Alexander, and Pastor John Proctor.

6. To provide an opportunity for students Networking for Success (i.e. Career Services, Professional Mentoring)

Measurable Objective: Attend professional conferences; be present in classes, clubs and organizations; and attend sessions from Career Services and SCAD.

Accomplishments (Networking for Success Goal)

- Fall and Spring Semesters: Career Services provides programs for career exploration, perfection of soft skills and demonstration of professional work ethics; it also holds Career Fair and Youth Motivation Task Force Program led by Kevin Blakely.

7. To assist each student in developing Goal Setting plans for personal and degree/career goals

Objective: Identify each student’s academic and professional goals.

Accomplishments (Responsibility)

- In November 2014, AA male students received journals for their personal and professional goals.
- Students participated in SCAD session on test preparation for current degree programs and post-graduation requirements.
- Students participated in Career Service programs for career exploration, resume' preparation, and internships.
Open Pathway Quality Initiative Report for Higher Learning Commission

Impact of Initiative on Processes, Policies, Technology, Curricula, Programs, Student Learning and Success

The university's commitment to student success and the Quality Initiative was evident in its selection of the African-American Male Student Persistence Initiative: Leadership Development intervention as its major request to the Foundation for the Mid-South for funding. Chancellor Alexander and others, (2014) submitted a grant that resulted in a $100,000 award to the university to support the QI.

The grant award from this foundation is for $100,000 over a five-year period. Year One (2014-2015), the QI was funded $10,000; Year Two through Year Four (2015-2017), $25,000; and the final allocation for Year Five (2018), $15,000.

The initiative has fostered involvement by other student support services, including Basic Academic Services; the Office of UAPB Assessment; the Office of the Dean of Students; the Dean of Student Life; Student Counseling, Assessment and Development (SCAD); the Office of Career Services, and the Office of Enrollment Management and Student Success. Student participants from campus clubs and organizations are recruiting other members by telling them about the activities from their peers and professionals. The QI has also been presented to alumni, and other campus organizations: The STEM, The Annual Educational Access Conference Steering Committee, Youth Motivational Task Force (YMTF), Higher Learning Steering Committee, and the four academic schools. The Robert Wood Johnson Foundation collaborates with the QI by providing professional development for educators. The Student Government Association (SGA) has embraced the QI and assists with informing students of the initiative.

Another seminal impact of the QI for the university is the establishment of an interdisciplinary campus-wide program that is guided by evidence-based assessment data and targeted to the persistence and graduation of AA males with knowledge and skills for progression to career success.

Impact of Tools, Data and Information Resulting from the Initiative

A quasi-experimental design was used to test the effectiveness of the proposed interventions. The 2013 freshman cohort of African-American males were compared to the 2014 freshman cohort of African-American males who did not participate in the interventions and were considered the control groups. The 2014 freshman cohort of African-American males, who participated in the interventions, were considered the treatment group.

Group 1 = 2014 Non-Participating   Group 2 = 2014 Participating   Group 3 = 2013 Cohort

Unbalanced ANOVAs (Proc GLM, SAS, Inc., Cary, North Carolina) with Fisher’s LSD post hoc tests were used to compare GPAs among the control and treatment groups at the end of the first (T1), second (T2), and third (T3) academic terms.

$H_0$ There is no significant difference between control and treatment groups, in terms of GPA, at the end of any academic term (T1, T2, and T3).
1. At T1, Group 3 (2013 cohort) had an average GPA 0.26 points less than Group 1 (2014 non-participating cohort). This was significant at the $\alpha = 0.05$ level.

2. At T2, Group 2 (2014 participating cohort) had an average GPA 0.59 points higher than Group 3. This was significant at the $\alpha = 0.05$ level.

A Post Hoc comparison was used when the overall F ratio was statistically significant. Fisher’s LSD was used not for the purpose of testing hypotheses formulated on the basis of theoretical consideration, but to further examine differences among groups.

$H_{o2}$ There is no significant difference in persistence (proportion of group remaining in school) to T2 or T3, among control and treatment groups.

1. The persistence to T2 was 0.82 for both Group 3 (2013 cohort) and Group 1 (2014 non-participating cohort). Persistence was 1.00 for Group 2 (2014 participating cohort). There were no significant differences among control and treatment groups.

2. The persistence to T3 was 1.00 for Group 2 (2014 participating cohort). This was significantly higher than the persistence for Group 3 (2013 cohort) and Group 1 [2014 non-participating cohort (see Table 2)].

### Table 2. Summary of Persistence to T3 (i.e. third academic term; N=530 students).

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Persistence</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (2013 cohort)</td>
<td>291</td>
<td>0.58</td>
<td>(0.49)</td>
</tr>
<tr>
<td>1 (2014 cohort, non-part)</td>
<td>226</td>
<td>0.61</td>
<td>(0.49)</td>
</tr>
<tr>
<td>2 (2014 cohort, part)**</td>
<td>13</td>
<td>1.00</td>
<td>(0.00)</td>
</tr>
</tbody>
</table>

**p<0.01, $\alpha = 0.05$ level**

In Table 2 (above) Groups 3 and 1 had similar persistence values. However, for Group 2 (2014 cohort of students who participated in the Quality Initiative) all students were retained through the third academic term (T3). Participating students earned higher GPAs at the end of their second academic terms (T2) and exhibited 100% persistence over the summer and to the end of their third academic term (T3). However, the fact that only 13 students participated during the 2014-2015 academic year was a challenge. We note that for the Fall Semester 2015 freshman cohort, the number of participants has risen to 302 out of the 684 first-time freshmen.

Logistic Regression, using 2014 cohort only data, indicated that T1 GPA, with Fall and Spring participation did not increase the probability of persisting to the end of the second academic term.
Logistic Regression, using 2014 cohort data, indicated that T2 GPA had a positive influence on the probability of persisting to the end of the third academic term. All other explanatory variables were not significant.

During Fall 2014, the first cohort group of 239 first-time entering African-American males enrolled at UAPB and participated in the AA males project. Upon comparing the first-year retention rates of the first cohort group to all first-time freshmen, 231 of the 239 enrolled in Fall 2014 with full time course load, it was noted that 151 AA male students were retained in Fall 2015, yielding a freshman to sophomore retention rate of 65% which is the highest rate experienced for the targeted group in the past six year history (See Figure 1: First Year Retention Rates).

FIGURE 1-- First Year Retention Rates: First-Time Full Time Degree Seeking Students

The second cohort enrolled at UAPB in fall 2015. A total of 291 first time entering AA males participated in the project (See Table 3: Project Enrollment Summary).

TABLE 3—Project Enrollment Summary Fall 2014 and Fall 2015

<table>
<thead>
<tr>
<th>Participation</th>
<th>Initial</th>
<th>Exits/Drops</th>
<th>New Intake</th>
<th>Total Participants</th>
<th>Percentage of /total Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Participants</td>
<td>239</td>
<td>89</td>
<td>291</td>
<td>441</td>
<td>291/441=66.9%</td>
</tr>
</tbody>
</table>
A major goal of the Quality Initiative is to increase the academic proficiency of at least 80% of the targeted group. The fall semester’s grade point average (GPA) for the AA male cohorts is 2.297 (baseline year 2013), 2.558 (cohort I 2014), and 2.417 (cohort II 2015). An increase of .386 in the cumulative GPA is realized from baseline year (2.142) to cohort II (2.528). (See Table 4: Baseline, Cohort I, and Cohort II Term and Cumulative GPA)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Fall 2013 Term GPA</th>
<th>Fall 2014 Term GPA</th>
<th>Fall 2015 Term GPA</th>
<th>Cumulative GPA As of Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=291</td>
<td>2.297</td>
<td>2.173</td>
<td>2.222</td>
<td>2.142</td>
</tr>
<tr>
<td>Cohort I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=239</td>
<td></td>
<td>2.558</td>
<td>2.263</td>
<td>2.430</td>
</tr>
<tr>
<td>Cohort II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=291</td>
<td></td>
<td></td>
<td>2.417</td>
<td>2.528</td>
</tr>
</tbody>
</table>

Survey Results

Cohort I AA Males were asked to complete a survey during the Spring 2015 semester. The survey was designed to capture AA males’ level of participation in co-curricular organizations, self-reported knowledge of requirements for their chosen field of study, their interaction with advisors and their intent to persist. The results of the survey are shown in figures 1 – 5. The respondents completing the survey were 42 out of 200. See Attachment 1. UAPB QI AA Survey.

Figure 2. Survey response rate. This pie graph shows that 21% of the AA Males enrolled Spring 2015 completed the survey.
Figure 3. Organizational membership. Out of the 42 AA Males who took the survey, 52% joined an organization.

![Pie chart showing 52% joining an organization and 48% not joining.]

Figure 4. Persistence (retention). Ninety-eight percent of AA male respondents would return to UAPB in Fall 2015.

![Pie chart showing 98% planning to re-enroll at UAPB Fall 2015 and 2% not planning to re-enroll.]
Figure 5. Knowledge of degree requirements

![Knowledge of Requirements for Graduation in Major](image)

Figure 5. When asked if AA Male students were knowledgeable of requirements for graduation, 34 out of 42 responded yes. These results indicate that 81% indicate that they are aware of their degree plan requirements.

Figure 6. Contact with advisor.

![Meets with Advisor Each Month](image)

Figure 6. This chart shows 17 (40.5%) of the AA Male students meet with an advisor two or more times each month and 17 (40.5%) of the AA Male students meet with an advisor less than two times per month. The remaining 7 (17%) do not meet with an advisor and 1 (2%) did not respond.
Challenges and Opportunities Encountered During Implementation

Finding the best communication strategies to inform QI participants of upcoming events was challenging. Initially, contacts were made using the University’s official email system, class and lab announcements, and with flyers. Next, social media tools such as Facebook, Twitter and Instagram were used. Yet, the desired participation level was not met for either the Fall 2014 or Spring 2015 semesters. Fall 2015 saw the use of the first year experience class, Personal and Social Development Lab, which meets monthly as the site for the meetings and seminars. Three well-attended seminars were presented in Fall 2015: Robert Wood Johnson Leadership Institute Program, The Importance of the AA Males Initiative, and Travel Abroad: Experiences from China. Additionally, incentives and rewards such as flash drives and other donated items were available for students who answered questions from the presenters. Participants in Fall 2014 seminars heard the following: presentations from the Black Male Achievers, the NAACP, the National Association of Black Men United, and Viking Bi Fidelity Society. The 2015 Seminars Series included: “Shadowing a Professional,” “Empowering Males of Color to Graduate From College,” and “Students Engaged in and Committed to Academic Excellence.”

PART 3--Commitment to and Engagement in the Quality Initiative

Campus-wide participation in the University’s QI has created and renewed many student support areas and positions (See Attachment 2. UAPB Campus Engagement in the QI). Notable are the new personnel that emerged to support the QI in the School of Arts and Sciences and School of Education and new campus positions in Assessment; Enrollment Management and Student Success; Retention; Research, Innovation and Economic Development; and Nursing. All of the participants on the QIC can attest to the value of the summer HLC workshops. It was there that the idea for the QI was shaped.

QIC members who serve as liaisons to their units spoke of the history of their involvement with the QI and its worth and impact to the University. One QIC member who has been with the QI since its conception spoke of the value students placed on the information from peer and professional mentors. Others spoke of the alignment of the QI with the University’s mission and strategic plan, the ability of Black male graduates to participate in the “advancement of the Arkansas Delta to a more high tech economic base,” how the QI “contributed to an increase in the University’s freshman-to-sophomore retention rate (from 62.1% to 70.5%), and the types of out-of-classroom experiences that assist students in reaching their greatest potential socially and academically.” Yet another spoke of the energy and excitement on the campus that came from the QI’s “focus on leadership development and academic proficiency that is at the heart of the University . . . and how the best practices of this project can be disseminated to other campuses.”

New members to the initiative have been equally as supportive. One said he “was attracted to the mission of the QI, that is, to help African-American males develop the leadership skills to empower their self-being.” Another said the initiative could create “meaningful mentor relationships with black male faculty and staff.” One mentor said the QI “helped create positive expectations for their [AA males] social and academic progress.”
PART IV--Resource Provision

**Human resource support.** The University has shown its full support for the *QI* with the following efforts: formation of a campus-wide committee, the QIC, that works as a team and as a disseminator of information to colleagues within their individual units; office space and release time for the project director; funds to hire assistants as needed; delivery of *QI*-based workshops/seminars campus-wide; and campus and conference workshops to support professional development for the implementation of *QI* activities.

As a part of its human resource support, the university provides 25% release time to the project director to work on the *QI*. UAPB has provided funding for three teams of three-to-five members to attend the summer institutes (assessment and persistence and completion) from July 2013 – July 2015. The University has provided funding for teams of 6-to-10 administrators, faculty and staff to attend the HLC annual conference for the past decade. Also, office space is provided for the director and other QIC members to work on the initiative and conduct their meetings.

The project director and team provide quarterly and annual reports to the Foundation for the Mid-South, a funding source. The Foundation also provides professional development specifically toward the purpose and goals of the university’s *QI*. Another external partner, the Robert Woods Johnson Foundation, provides professional development training for the *QI*.

**Financial resource support.** The Quality Initiative Proposal was the impetus for a grant written to the Foundation for the Mid-South for the university’s quality initiative. The goal of this foundation is to promote AA males’ efforts to graduate from college and to pursue careers leading to effective productivity in their communities. The Foundation for the Mid-South is a major external partner and funding resource of the AA males’ initiative. The grant award from this foundation is for $100,000 over a five-year period. Year One (2014-2015), the *QI* was funded $10,000; Year Two through Year Four (2015-2017), $25,000; and the final allocation for Year Five (2018), $15,000. During 2014-2015, the University expended $7,604.00 in program costs from funds received from the Foundation for expenses for workshops, seminars, student travel, and supplies. Specific expenditures were for journals for AA student participants’ self-actualization activities, seminar/workshop refreshments, a faculty development seminar, and funds for one student to participate in a travel-to-study opportunity in China. (See Attachment 3. UAPB QI AA Males Budget 2014-2018)

**Physical resource support.** In support of the *QI*, the University allocates auditorium and classroom space for *QI* activities. Initially, the AA male seminars were held after hours either at 5:00 or 6:00 p.m. in the Adair Home Economics Auditorium. After integrating the seminars in a daytime freshman lab that is held at 11:00 a.m. on Tuesdays and Thursday during the fall semester and Thursdays during the spring semester, the seminars were moved to Hathaway-Howard Auditorium where they are currently held. The John Brown Watson Memorial Library is another physical resource support. It comprises the main library on campus, and five satellites that compose the library system (Addiction Studies Resource Center, Aquaculture Fisheries Research and Educational Library, James R. Bell Learning Resource Center, The Rosemarie
Word Instructional Resource Center and The North Little Rock Library satellites). The library system provides an exciting real time and virtual experience with access to over 75 research databases, Information Literacy classes, Instructional tutorials, and programs that promote academic and career success, personal enrichment, and lifelong learning. The main library is opened 87 hours each week.

**Technical resource support.** The AA male students, as well as all students, have access to computer labs in all academic buildings on campus. Each student has access to MY UAPB for access to Blackboard for online courses and course support, and Web Advisor for their student accounts, transcripts, and financial aid information, the University catalog, and course textbook information, email, Twitter, and Instagram. A new feature for all of UAPB is our technological assessment system, Live Text, where students can store course information and find course rubrics.

**PART V--Plans for the Future**

**Plans for ongoing work.** Future plans for the *QI* include generalizing the *QI* procedures that are statistically significant from the target population, AA males, to the entire student population including female and more mature students. The ultimate goal is for all entering freshmen to persist to graduation and secure the desired post-baccalaureate placements. To be successful with that goal, freshman retention, and especially that of AA males, must increase. This initiative is proving to be a pathway to that goal. Our immediate plan for the future is to increase the number of freshmen AA male participants in the *QI* each fall and spring semester.

AA male students represented 43% of the 684 total first-time entering college cohort class in Fall 2015. A projected increase of 72%, from 291 in Fall 2015 to 500 AA males (50%) of the cohort class is anticipated to enroll at the University in Fall 2020 (See Table 5--Five-Year Projection Fall Enrollment Full-Time African-American Males).

**Table 5--Five-Year Projection Fall Enrollment Full-Time African-American Males**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015 Actual</th>
<th>Fall 2016 Projection</th>
<th>Fall 2017 Projection</th>
<th>Fall 2018 Projection</th>
<th>Fall 2019 Projection</th>
<th>Fall 2020 Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Males</td>
<td>684</td>
<td>825</td>
<td>875</td>
<td>915</td>
<td>950</td>
<td>1000</td>
</tr>
<tr>
<td>Total First-Time</td>
<td>291</td>
<td>396</td>
<td>429</td>
<td>458</td>
<td>465</td>
<td>500</td>
</tr>
<tr>
<td>Entering College</td>
<td></td>
<td></td>
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To improve its communication efforts and the overall effectiveness of the QI, the QIC plans to add student members to its committee (Fall 2016). Eligible students include any student who has participated in at least one semester of the initiative. AA males participated in *Males of Color 2016 Spring Leadership Conference for Professional Development in Basic Life Skills*, for authentic training on Robert Rules of Order and professionalism. Those who attended will have an opportunity to serve on the QIC.

The QI promotes curricular and co-curricular activities to support each student’s academic and post-graduation plans. The administration of cohort surveys (entry and continuing) each fall semester will provide the information needed to develop additional support for our existing advisement system, where and if needed.

The QIC implemented a leadership institute for the AA MALES, April 2016 under the leadership of Dr. Ryan Watley, a recent Ph.D. graduate who returned to his alma mater as an Assistant Professor of Chemistry. Mr. Ralph Owens, Dean of Student Life and Mrs. Kara Brown, Dean of Student Leadership and Involvement, are both QIC members who have planned such an institute that addresses the needs of all students at all levels. The QIC then joined with the Dean of Students and Dean of Student Life to propose a new program; “Pathways to Graduation: Co-Curricular Student Learning” was developed at St. Charles, at the Higher Learning Assessment and Persistence and Completion workshops July 2015. This plan would incorporate many of the co-curricular activities of the QI (See Figure 7—Pathways to Graduation: Co-Curricular Student Learning).

Figure 7—Pathways to Graduation: Co-Curricular Student Learning (Proposed Plan)
The pathway to graduation at the Freshman Engagement level provides students with the Male & Female Initiative (identifies cultural or seminar activities to enhance student learning), through the participation of the LIONS Program (a program designed to provide a jump start for freshmen earning 6 credit hours in a summer bridge program), or STEM Academy (STEM Academy offers summer bridge and other incentives to enrich student success), and/or Student Success Center (provides services and resources for academically at risk students and refers the student to appropriate entities).

The pathway to graduation at the sophomore level has a LEADership Institute component where students learn to Lead—build teams and lead groups toward goals; Enhance—improve the university and the community with service; Articulate—practice efficient communications such as with Toastmasters, and finally, Develop—move concepts from idea to reality.

The pathway to graduation at the Junior level AA male students would participate in a FOCUS Mentorship Program that Fosters activities such as leadership training workshops for sophomores and mentoring freshman students; Outreach activities such as service learning projects; Connections with internships and actual job placements; Unifying with shadowing and working with their mentors, and finally, Students going forth with clarifying their experiences and focusing their expertise on persistence to graduation and careers.

The pathway to graduation at the senior level would be called Senior Success and involve preparing for graduation and applying to graduate or other professional schools, jobs, and/or the military. Seniors will utilize their leadership experiences to engage seniors from area high schools on how to conduct meetings by teaching parliamentary procedures, how to dress professionally, and how to prepare for college. Lastly, UAPB will honor its seniors with a Leadership Awards Banquet.

Sharing our successes. (Dissemination) The QI procedures presently in place and those that are yet to come will be shared on campus, at professional meetings, on our website and through publications. Campus visits would also be welcomed.

References

Appendix

Attachment 1. UAPB QI AA Survey

Attachment 2. UAPB QI Campus Engagement

Attachment 3. UAPB QI AA Males Budget 2014 - 2018