Diversity and College Access Annual Report: 2023-2024

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I. Mission Statement

The primary mission of Diversity and College Access (DCA) is to improve the retention and graduation rates for African American, Asian American and Pacific Islander, Latinx, Native American and LGBTQ+ students. DCA connects these students to on- and off campus resources and supports pre-college programs for low-income, first generation and academically at-risk high school students.

II. Services and Programs

DCA offers programs and services to support pre-college (high school) and college underserved student populations. In this report, since each precollege program is uniquely different, it will be reported by its own section (i.e., UB, EFC) and then college programs and services by its Relevance, Quality, and Productivity and Efficiency. Next, major unit's accomplishments as a department (to be highlighted in the student affairs annual report), followed by inclusive excellence, and completed with 2023-2024 department goals and priorities.

A. Pre-College Programs: Upward Bound (UB)

It is a free high school college-prep program and part of the Federal TRIO Grant Programs funded by the U.S. Department of Education. The UB recruits student-participants from eight target school districts in five counties from Central and Northcentral Wisconsin. Below highlights UB program objectives, relevance, quality, and productivity and efficiency:

Objective #1 Academic Performance(GPA)	70% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
Objective #2 Academic Performance on Standardized Tests	32% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.
Objective #3 Secondary School Retention and Graduation	95% of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
Objective #4 Secondary School Graduation (Rigorous prog.)	52% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.
Objective #5 Postsecondary Enrollment	54% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).
Objective #6 Postsecondary	35% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school

Completion	graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

Annual Services and Events:
- Fall and Spring Workshop
- Fall and Spring College Visits
- ACT Bootcamp (academic year and test prep during summer program)
- College Application and FAFSA completion workshops for seniors
- Financial Literacy programs and activities for students and families
- Tutoring: We accomplish this via the Tutor.com service
- Academic Advising: Rigorous college prep course selection for future college enrollment
- 1-week residential Freshman Focus experience for incoming 9th graders (June 2024) and 5-week residential summer session for 10th – 12th graders (July-August 2024) with a total of 96 students served in the program.
- Cultural activities and experiences: largely fulfilled during summer program
- Career Exploration activities: conducted during academic year workshops and in College Readiness Courses during summer program

Additional Activities held throughout school year and summer session:
- New student recruitment activities: presentations at target schools, updating marketing materials and applications, reviewing applications, interviewing prospective students (all staff)
- Updating marketing materials and website: Jeff in September and then Pa Chee took over
- Creating presentations for recruitment, workshops, orientations, etc.: Pa Chee
- Creating and monitoring program budget: Judy
- Completing Annual Performance Report: Judy and Cindy
- Conducting school visit advising sessions with students: Pa Chee, sometimes Judy
- Developing curriculum for summer courses and workshops: Judy, Pa Chee
- Teaching summer courses in College Readiness and Personal Finance: Pa Chee
- Summer Staff hiring (developing position descriptions, interviewing, HR tasks): Judy, Pa Chee
- All the planning involved with residential summer programs: Judy, Pa Chee and Cindy with Admin assistance
- Developing policies, codes of conduct and ensuring compliance with Youth Protection Policy 625: Judy
- Developing summer staff training materials: Judy and some assistance from Pa Chee and Cindy

Relevance:
- **What is the demand for the unit or program's services?**

  Working off a federal grant with specific goals for participants served (N=96) and required activities already described above.

- *Service Indicators* (# of students served, # programs offered, # average attendance at programs/workshops, # presentations and workshops):

  UB keeps rosters of attendance at events, summer session, workshops, etc. The program aims to have 70-80% of our active participants attend each event.

Quality:
- **How are quality and effectiveness assessed?**
  UB have students complete a survey after every event to determine quality and effectiveness from the student perspective; all activities are tied into grant objectives and the program complete an annual performance report (APR) to the Dept. of Ed every year. UB program is always thinking of innovative ways to engage students and deliver quality services to the program participants.

- **What measures are used and with what regularity?**
  Student surveys, grade transcripts, standardized test scores, participation at events, summer session credit recommendations all serve as methods of evaluation and measurement of student progress.

- **How well are functions executed and services provided?**
  UB program and services have been offered at UWSP for over fifty years. The program staff have executed and delivered their program and services effectively to its participants even with one key staff short and some challenges with some summer residential peer mentors.

- **Evidence demonstrating how well the services meet the needs of students.**
  Results of student surveys and what the data tells us at our Annual Performance report time. The UB program regularly asks for student input as to what topics they want to learn about or need assistance with to keep up to date with student needs and for continuous improvement. Program participants have been served in accordance with the grant objectives.

Productivity and Efficiency:
- **How is the program's impact measured?**
  Program participants' attendance at events, their GPA at end of each grading period, results of student surveys post-events. Also, UB staff debrief after events to discuss what went well, what could be improved, etc.

- **What evidence demonstrates the volume of work performed?**
  The UB program successfully meets the program objectives and continues to offer quality programs and services to its participants for each year as indicated by the grant. Other tangible items that demonstrate performance with flyers that were mailed, number of registrations received for an event, number of surveys that are returned, and services provided throughout the academic year.

- **How well does the program perform compared to benchmarks?**

  The UB 2023 Annual Performance Report (year #5 of previous grant cycle), exceeded some grant objective benchmarks and in others we fell just short. The 2023 Annual Performance Report Results (For Year June 1, 2022- May 31, 2023):

  - 80% of participants earned a GPA of 2.5 or better (Objective is 70% so we earned 1.5 prior experience points).

  - 38% of participants scored proficient on standardized tests (Objective is 32% so we earned 1.5 prior experience points).

  - 100% of participants were retained or graduated from high school (Objective is 95% so we exceeded this one and earned 3 prior experience points).

  - 67% of participants graduated with a rigorous curriculum (Objective is 52% so we earned 1.5 prior experience points).

  - 86% of graduated participants enrolled in a program of postsecondary study in fall following high school graduation (Objective is 54% so we exceeded here by 30 percentage points and earned 3 prior experience points).

  - 32% of prior year participants who graduated in 2017 completed at least a two-year associate's degree (Objective is 35% so we lost 1 prior experience point).

  - UB served 96 students, which is 100% of the funded number of students we are supposed to serve. Three prior experience points earned.

  - Total Prior Experience Points earned in this APR cycle = 13.5 out of 15.0.

Summary: UB met their new student recruitment goals for 2023-2024. In 2024, UB had 16 students who graduated from high school. UB admitted enough students of rising grades 9th – 10th to replace graduating seniors. The UB program exceeded the new student recruitment goals for 2023-2024. Furthermore, school visit attendance went up this year due to having an organized and consistent school visit schedule and notifying students through multiple means of communication. Despite being short-staffed for most of the year, they still achieve their goals and objectives!

B. **Pre-College Program: English for College (EFC)**

UW-Stevens Point EFC program offers academic classes and precollege activities to improve the English Language Learner (ELL) students' college readiness and to prepare these students for success in postsecondary programs. The program is free for eligible Wisconsin high school participants. The program is made possible by the grant offered by the Department of Public Instructions (DPI). Below highlights EFC program objectives, relevance, quality, and productivity and efficiency:

Objective #1	Reinforce confidence of ELLs in use of English by strengthening competencies in reading, writing, and speaking through intensive daily classes. Each student will read a book of their choosing during the program and demonstrate comprehension to the Reading instructor. Writing skills will be improved through a number of writing assignments, which includes writing an admissions essay to a UW system school. Each student will make a number of oral presentations, both formal and casual, which will lead to improved mastery of, and confidence in, oral speaking.
Objective #2	Reinforce skills necessary for college and career success, including study skills and time management skills. During the 3 weeks of the program, participants will take part in a number of activities and presentations by experts on these topics**.**
Objective #3	Inform participants on a variety of academic majors and possible careers by means of daily presentations by speakers from diverse fields. Representatives from UWSP departments will provide information on career possibilities and help students explore fields that appeal to them and align with their skill sets.
Objective #4	Practice completing different college applications (including the University of Wisconsin System application) and increase their likelihood of being accepted by having a UWSP Admission staff explain the acceptance criteria they use when reviewing actual applications to UWSP.
Objective #5	Familiarize participants with life on a university campus through use of residence halls, academic buildings, computer labs, and dining centers. This acclimates them to what can sometimes seem like an intimidating environment.

Relevance:

- **What is the demand for the unit or program's services?**
  Working off a state grant with specific goals for participants served (N=20) and required activities already described above.

- *Service Indicators* **(# of students served, # programs offered, # average attendance at programs/workshops, # presentations and workshops):**
  EFC serves 20 English Language Learner high school students in a two-week residential summer camp. Participants engage in all planned classes, workshops, and experiential learning activities.

Quality:

- **How are quality and effectiveness assessed?**
  Instructors used different methods to assess the EFC students' reading, writing, and oral skills with pre-and post-tests. In addition, surveys are filled out by participants to measure the overall effectiveness of the program's content outside of classroom programing, such as meetings with academic and career advising center staff, financial aid, resume development, and social and community engagement activities.

- **What measures are used and with what regularity?**
  Student surveys, written papers in class, talent show participation, poster created for the gallery walk.

- **How well are functions executed and services provided?**
  The EFC program and services have been offered at UWSP for over thirty years. The program staff have executed and delivered their programs and services effectively to its participants.

- **Evidence demonstrating how well the services meet the needs of students.**
  Student assessments and surveys demonstrate the effectiveness of the instruction and programming offered.

Productivity and Efficiency:
- **How is the program's impact measured?**

  Post-program testing, surveys, and final project presentation.

- **What evidence demonstrates the volume of work performed?**

  The EFC program successfully meets the program objectives and continues to offer quality programs and services to its participants for each year as indicated by the grant. In addition, we have a brisk recruitment season each year, with counselors across the state referring their students to the program, with enough applicants to have a waitlist each year.

- **How well does the program perform compared to benchmarks?**

  EFC benchmark is that the program participants fully engaged in the objectives of the grant and their English Language skills measurably increased by the end of the program. Students cannot return for a second year.

C. College Programs and Services

DCA primary mission is to improve the retention and graduation rates of the underserved student populations, which includes African American, Asian American and Pacific Islander, Latinx, Native American, LGBTQ+, and fostering care experienced students who are mainly first-generation low-income students. These are the student populations that DCA focuses on, but DCA supports all students as needed! DCA offers four retention centers to represent and support their respective identities and programs as listed below:
1. Multicultural Resources Center (MRC): Focuses on African American Students, Asian American and Pacific Islanders, and Latinx.
2. Native American Center (NAC): Focuses on Native American students.
3. Queer Resource Center (QRC): Focuses on LGBTQ+ students and allies.
4. Student Success Center (SSC): Focuses on three retention programs which include Fostering Success, LEAD Bridge and First-Year Program, and Noel Compass Scholar Program. The SSC is new with a grand opening in late April 2023.

DCA connects our UWSP students to on- and off campus resources to support their transition to campus and provide them the resources for their personal, academic, and professional development. Below highlights the support and services offered by DCA:

1. **LEAD Bridge and First-Year Experience Program**: Open to first year students only to help them get acclimated to campus and ready to start their college career promoting student success.

2. **Peer mentorship/Peer Success Coach (first year students only)**: A new initiative for 2022-2023. Each first-year student is matched with a Peer Mentor (LEAD), and non-LEAD students were matched with a DCA Peer Success Coach.

3. **DCA Success Coach (DCA Centers' staff):** Full-time professional staff from the four centers (MRC, NAC, QRC, and SSC).

Each first-year student is supported by a Peer Mentor/Peer Success Coach throughout the academic year. Their peer mentor/Peer Success Coach and DCA Success Coach reached out to them in offering their support and services. These centers provide a safe space for students' engagement, doing homework, etc. The goal is that students feel DCA spaces/centers as their second home away from home environment. **DCA vision is to provide a safe space for all students.**

4. **Events and programming**: In addition to the early bridge program, first year experience, peer mentorship, and DCA Success Coaches, DCA also offers diversity and inclusion educational programming, community engagement activities and events throughout the year!

5. **Grants and Scholarships**: Furthermore, DCA also administers grants and scholarships to help retain underserved students at UWSP, which include the Lawton Undergraduate Minority Retention grant (eligible sophomore year with 30 credits; Advanced Opportunity Program (AOP) grant for graduate underserved students at UWSP; and other scholarships made possible by donors through Foundation.

Table 1 Lawton undergraduate retention grant that was awarded to students during the last two academic years. The reason that the total amount dispersed was lower in 2022-2023 ($233,292) than 2021-2022 ($300,530) academic year is because a change was made on the amount that each student can get based on their cumulative GPA (up to $3,000) and if the students were involved in high impact practices (up to $1,000) totaling $4,000 per year allowable by the grant. The change was made to encourage them to work harder academically and to get them more involved in high impact practices (HIP) to enhance their personal and professional development during their college experience so that they would be more competitive in the job market and/or graduate school admissions. For academic year 2023-2024, all allocated and carry over Lawton grant fund from prior year was awarded to students! We did more active recruitment throughout the academic year! We exceeded our goal of 90% application rate. DCA was able to award **33 more students** than the prior year, and award **almost $80,000** more funds to help with students' tuition.

Table 1: Lawton Undergraduate Retention Grant Awarded

Fiscal Year	Total Students	Total Disbursed
2021-22	104	$300,530
2022-23	105	$233,292
2023-24	**138**	**$312,316**

Table 2: Advanced Opportunity Program (AOP) Scholarship for Graduate Students

Year (Fiscal Year)	Total Students	Total Disbursed
2021-22	14	$66,250
2022-23	10	$80,359
2023-24	**12**	**$78,724**

Table 2 above shows an increase in awarded amount in 2022-2023 ($80,359) academic year compared to 2021-2022 ($66,250) academic year. This is due to a change in policy where full-time Wisconsin residents get priority. Any remaining funding will go to part-time students and/or non-Wisconsin residence. In 2023-2024 academic year, DCA have been able to hold steady with award amounts ($78,724) compared to 2022-2023 ($80,359) academic year, with an increase of supporting two additional students from 10 (2022-2023) to 12 (2023-2024) made possible with a few students going part-time vs. full-time.

6. **Hate and Bias Response Team (HBRT):** DCA director chairs this committee. The UWSP HBRT works to realize the UWSP commitment "to respect all regardless of race, ethnicity, age, class, gender, sexual orientation, physical abilities/qualities, religion, nationality, or any other differences" and "to provide all Pointers the tools needed to feel safe and included". The UWSP HBRT exists to collect information on hate and bias incidents affecting our campus community, and following up with generating reports, suggesting policy change and training, and to provide support for affected parties.

Table 3 below shows the number of hate and bias reports that were submitted to the HBRT by calendar year. Each report submitted has been responded to by the committee members and provided support and services to the affected parties as best as we're able to. Based on this past academic year, 2022-2023, we saw an uptick in reports of bias incidents. The top three incidents reported were 1) LGBTQ+ issues, 2) race/racism, and 3) classroom faculty/students. We don't know if the increase in the reports is due to the increased awareness about the hate and bias report availability, or an increase in these hate and bias incidents occurring. In 2023-2024, we have seen an uptick in cyber/online bullying with various social media platforms such as Snapchat.

Table 3: Hate and Bias Report by Calendar Year

Calendar Year	Number Reports	Comments
2019	22	Covid year
2020	22	Covid year
2021	29	
2022	42	
2023	61	+31%
2024	11	Through June 30, 2024

The HBRT chair consulted with the Vice Chancellor for Student Affairs about these top three issues and how UWSP can offer educational opportunities for students, faculty, and staff to learn more about diversity, equity and inclusion (DEI). This fall UWSP is offering a DEI Conference to provide educational training for UWSP students, faculty and staff and a few other campus partners. Some of the sessions are offered on LGBTQ+, DEI 101, and integrated DEI into the classroom. The hope of this DEI conference is that people come out having learned more about each other and reduce some of

the hate and bias that occurs on our campus and in Stevens Point communities. In fall 2023, the Inclusive Excellence Conference was offered with around 100 participants. Participants provided positive feedback about the content of the conference. The most attended session was LGQTQ+.

7. **Training and other support:** DCA staff have been asked to provide DEI and Safe Zone training throughout the academic year on- and off-campus, as well as serving as a resource to internal and external stakeholders for referral of people with different programming needs. For instance, the Native American drum group for Homecoming, a keynote speaker for a certain topic on diversity and inclusion, etc.

8. **Grants Awarded to DCA for 2023-2024 academic year**: Table 4 shows the number of grants that were written by the DCA staff and the amounts that were awarded. This year, DCA has written six grant proposal with a total value of $1,534,260 if all awarded. These grants have provided more opportunities to UWSP students with extra support and services.

Table 4 Grant Proposals and Awards for 2023-2024

Grant Proposals Written by DCA Staff	Awarded: Yes/No	Amount/year	Total	Comments
Student Support Services Program	Have not heard back	$272,364	$1,361,820	Offer once every 5 years
Supporting Indigenous Arts Mastery Program	Have not heard back	$40,000	$40,000	$40,000 FY25
Fostering Success Program	Yes	$50,000	50,000	$50,000 for FY25
Dreamstarter for Teachers	Yes	$5,000	$5,000	$5,000 FY25
Dreamstarter Indian Youth Conference	Yes	$20,000	$20,000	$20,000 F25
English for College	Yes	$28,720	$57,440	For 2 years
Total Grant Awarded		**$416,084**	**$1,534,260**	

D. Relevance:
- **What is the demand for the unit or program's services?**

Diversity and College Access is one of UWSP's strategic priorities to increase the underserved student populations at UWSP, especially underrepresented minority student (URM). The problem is that URM are not retaining at the same rate as non-URM. Using the baseline year of 2020 first-year students' cohort of undergraduate students, of which 15.43% (204) are URM students and 84.57% (1,118) are Non-URM students. The data show (OPAR) there is a 17.7% gap in the retention rate between URM students (59.3%) and Non-URM students (77%), those who persist from fall 2020 to fall 2021. This retention rate gap is getting larger at 22% for the fall 2022 cohort, URM at 55.9% and Non-URM at 77.9% (OPAR). To address this retention rate gap between URM and Non-URM students, under Chancellor Gibson's strategic imperative of Inclusive Excellence, one element of the university's strategic plan is increasing the retention rate of URM students at UWSP. Theme 3 of the strategic plan addresses the student experience at the university, which sets an ambitious outcome of increasing URM students **retention rate by 10% by year 2025, from 59.3% to 69.3%.**

Focus groups have been completed to learn more about why URM students stay and leave UWSP. This report has been forwarded to the senior leadership team for review. The next step

- *Service Indicators* (# of students served, # programs offered, # average attendance at programs/workshops, # presentations and workshops)**:**

Below highlights DCA student engagement for fall 2023-2024:

1. **4707 student engagements were made** by DCA staff with at least one contact, whether by email, one-on-one appointment, and/or centers' visit as shown below in Table 5: Student Engagement.

Table 5: Student Engagement

Student Engagement	Number
SOC	966
LEAD Students (White)	109
Centers' Student Engagement	3,632
Total Student Engagement	**4707**

UWSP does not capture the LGBTQ+ student populations data due to privacy concerns. However, we did start tracking student visits at the center this year: 1,273 students and allies have either met with the center's coordinator, peer success coaches, and/or visited the QRC for engagement and support. Table 6 below shows DCA full-time professional staff (DCA Success Coaches) and DCA Peer Success Coaches number of engagement and total under appointments at 3,632. Out of total appointments, there were 250 distinct students, which means each of these 250 students used the support and services offered by the DCA staff/centers on average 14.5 times last year. With the repeated return to the centers, we can assume that students had quality support and services from the DCA staff, and they felt safe and enjoyed their experience at the Centers.

Table 6: Student Engagement with DCA Success Coaches and Peer Success Coaches

Staff	Appointments	Distinct Students	Total Attendees	Scheduled Hours	Scheduled	Drop-in	Cancelled	No-Show
Alloway, Nita	2	2	2	1.00	1	0	1	0
Boyd, Zoe	2	1	2	1.33	1	1	0	0
Bustamante, Sylf	8	8	8	4.00	7	0	1	0
Bustamante, Xochipilli	94	67	95	44.56	68	12	13	3
Campbell, Kenny	110	79	157	61.05	61	78	9	9

Christopherson, Mackenzie	1	1	1	0.50	0	0	1	0
Davis, Rachel	3	3	3	1.50	3	0	0	0
Drexler, Julie	1	1	1	0.50	0	0	1	0
Goldston, Eddie*	38	36	38	22.75	31	1	6	0
Harris, Maria	48	33	48	20.97	21	15	8	4
Heu, James	1	1	1	0.50	1	0	0	0
Reyes, Dominick	2	1	2	0.00	0	2	0	0
Schotanus, Susan	2	2	2	1.25	0	2	0	0
Staff, First Available	6,843	478	6,843	0.00	0	6,843	0	0
Staff, Inactive	56	32	56	28.00	47	0	9	0
Thompson, Candace	1	1	1	0.50	1	0	0	0
Sum	7,212	—	7,260	188.41	242	6,954	49	16

Source: Navigate data from July 1, 2022 – June 30, 2023 (*Included athletic students)

2. For the LEAD Bridge and First-Year Experience Program, 100 accepted, but only 88 showed up to participate. Students were admitted to the program based on one of the following categories:
   a. A first-generation college student (neither parent received a bachelor's degree)
   b. Socioeconomic status/low income (financial need)
   c. LGBTQIAA+ community
   d. Have been placed in foster care as a youth, out of home care (kinship care, guardianship, group home placement), homelessness, or were an orphan or ward of the court.

   - 53 % (47 out of 88) are White students.
   - 47% (41 out of 88) are students of color.

3. **Events and programming:**
   a. **D & I program attendance:** In the 2023-2024 academic year DCA offered more than 74 programs/events (some were open to community, and some were offered to UWSP students and DCA campus partners only), **4,433 people attended the events**!
   b. **New Initiatives:**

     i. **DCA** also helped coordinate UWSP first Inclusive Excellence Conference in Fall 2023, which we had over 100 attendees.

E. Quality/Productivity/Efficiency

DCA currently does not have a structured instrument in measuring the quality of effectiveness. What DCA is focusing on this past year and next year is **building community with the underserved student populations** that the department serves. That is building authentic relationships and trust between the students and DCA staff to advocate and support their individual needs.

Overall, DCA is building community with the students, campus, and community:

Type of Connection	2022-2023 Number	2023-2024 Number	Percent (+/-)	Comments
Through individual, small group meetings, walk-ins in Centers	3,622	7,260	+100%	Engagement up 100% from FY23
Events attendance	4,675	4,433	-5%	Attendance at events was down 5% due to having fewer major events. We focused more on smaller events for students at the Centers. This is one of the reason why our total student engagement is up 100% with individual, small group meetings, walk-ins in Centers.
Total Connections	**8297**	**11693**	**+41%**	**Overall students' engagement and event attendance, we're up 41% from FY23.**

This demonstrates that the students and community at large have been served by the programs offered by DCA with high productivity and efficiency even with short staff.

III. **Major Unit Achievements**

- 11,693 connections made and impacted with student contacts and events attendance!
- $391,093 grants and scholarships awarded to undergraduate and graduate students.
- 116 pre-college program participants served (English for College = 20; Upward Bound = 96).
- Approved Grant proposal for English for College from DPI
- Approve grants for Fostering Success Program from the Universities of Wisconsin
- Submitted grant for Dreamers for Native American Students

- Submitted SSS Grant Proposal for 2025-2030.

IV. Inclusive Excellence
- Theme 3 SOC Focus Groups Study Completed: The findings have been forwarded to UWSP Senior Leadership team.
- Inclusive Excellence Keynote Speakers Series of National Holidays Celebrated by different identity groups. Many thanks to different campus donors ($20,000)!
- Partner in offering the first Inclusive Excellence Conference at UWSP in Fall 2023
- DCA offered first Water is Life Conference for Native American Communities in Spring 2024
- DCA offered 2nd year of the LGBTQ+ Conference for High School students in partnership with Admissions.
- DCA offered 2nd Year of the IDEA Themed Experience Community for the LGBTQ+ and allies serving about 60 students each year.
- Partnership with VC of Student Affairs, offered our first Pointers Community Affinity Group

V. 2023-2024 DCA Goals and Priorities

Below highlights the four main goals that DCA will continue to focus on for the 2024-2025 academic year.

1. Student Engagement: Develop an intentional plan to increase student engagement to foster a "Sense of Belonging" for all UWSP Students.
2. Student retention: Achieve a 10% increase in first-to-second year retention of students of color by 2025.
3. Building collaboration/community partnership: Ensure that UWSP provides opportunities for high quality engagement with social justice content to all students, faculty, staff, and community members by fall 2025. Continue to build partnerships for DCA's educational programming and events. A partnership that includes members of our community, campus, and student populations.
4. Professional development for DCA students and staff
   a. Student development: Attending more HIP events and career development.
   b. Staff professional development: Each staff member will attend at least one professional development each semester, two per year. This may include attending conferences, committee service, and advisors to student organizations' conferences.

These goals are relevant and align well to UWSP strategic goals and priorities. DCA plans to continue the quality of engagement with the underserved student populations focusing on students with more small-scale events.