Annual Report
2016 – 2017
OVERVIEW

This report covers 2 (two) federal programs housed within the TRIO Programs office at the University of Utah, the Upward Bound (UB) and Student Support Services (SSS) programs. NOTE: This report is not to be considered part of the Federal Annual Performance Report (APR) required by the US Department of Education. Final APR guidelines have not been released at the time of submission of this report (10/1/14).

Higher Education Opportunities Act as Amended 2008 20 USC 1070a-11: Program authority; authorization of appropriations

Title 20-EDUCATION
CHAPTER 28-HIGHER EDUCATION RESOURCES AND STUDENT ASSISTANCE
SUBCHAPTER IV-STUDENT ASSISTANCE
Part A-Grants to Students in Attendance at Institutions of Higher Education Subpart 2-federal early outreach and student services programs Division 1-Federal TRIO Programs

The University of Utah operates 2 of the 8 federal appropriated TRIO Programs. These include:

§1070a–13. Upward bound
(a) Program authority: The Secretary shall carry out a program to be known as upward bound which shall be designed to generate skills and motivation necessary for success in education beyond secondary school.

§1070a–14. Student support services
(a) Program authority: The Secretary shall carry out a program to be known as student support services which shall be designed—
(1) to increase college retention and graduation rates for eligible students;
(2) to increase the transfer rates of eligible students from 2-year to 4-year institutions;
(3) to foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths (as such term is defined in section 11434a of title 42), students who are in foster care or are aging out of the foster care system, or other disconnected students; and
(4) to improve the financial literacy and economic literacy of students, including—
(A) basic personal income, household money management, and financial planning skills;
(B) basic economic decision making skills.
Total students served: 95

Average number of staff/student contacts per student: 24

Total hours of advising/tutoring provided: 2308

Eligibility:
- 82% of students are classified as both first generation and low income
- 80% of UB Students are Hispanic/Latino, 2% Asian, African American 5%, Native Hawaiian or Pacific Islander 3%, and American Indian
- 56% of UB Students are female, 46% male

Schools served through the UB Program: East, West, Highland, and Kearns High schools

<table>
<thead>
<tr>
<th>Agency/Department</th>
<th>TRIO Provides</th>
<th>Department Provides</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah College Advising Corps (UCAC)</td>
<td>Referral of UB juniors to the UCAC services at their site location.</td>
<td>Information on college and financial aid processes developed in conjunction with site location.</td>
<td>Nicole Batt, Assistant Director, Office of Engagement, University of Utah</td>
</tr>
<tr>
<td>Youth Works Salt Lake</td>
<td>Receives referrals from students eligible for TRIO UB services.</td>
<td>Referrals to TRIO UB</td>
<td>Jennifer Sanchez, Community Engagement Coordinator</td>
</tr>
<tr>
<td>Utah College Access Network</td>
<td>Support for statewide efforts to support college access and retention.</td>
<td>College Application Week guidance and assistance. Assistance with Financial Aid nights at school sites.</td>
<td>Heidi Doxey, College Application Week Program Manager</td>
</tr>
<tr>
<td>Utah State Office of Education</td>
<td>Participants for Summer Food Service Program</td>
<td>Reimbursement for meals provided by TRIO UB Summer Academy.</td>
<td>Candace Parr, Utah State Office of Education Child Nutrition Programs</td>
</tr>
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Community & Departmental Collaborations
KEY ACTIVITIES – TRIO UPWARD BOUND

The following Key Activities have been identified for the University of Utah Upward Bound Program housed within the Division of Student Affairs. During AY 14-15, the UU TRIO Programs, realigned the key activities to effectively align with federally required services.

Academic advising
This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, college application assistance, secondary education transcript review, and tutorial assistance.

Programs that support this activity
1. School Site Visitations – August through May. Advisor checks in with students once per week at each site location.
2. After School Tutoring – August through May. Tutoring services are offered M-TR at each site location, except weekends and holidays.
3. Saturday Workshops – August through May. Saturday workshops are offered 3 Saturdays of each month.
4. Upward Bound Summer Academy June-August. The summer academy begins each year at the University of Utah the 3rd Sunday of June and serves ~70 students.

Goals:

1. 80% of students served will achieve a cumulative GPA of 2.5 or higher during the academic year.

81% of Upward Bound students completed AY 16-17 in good academic standing.

2. 40% of students served will have achieved at the proficient level on state assessments in reading/language arts, and math.

85% had scores listed on their academic record.

3. 95% of students served 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.

95% of Upward Bound students continued to the next academic year (fall 16 to fall 17).

4. 30% 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.” This is defined as an “advanced or honors program established by the States and in existence for the 20015-2016 school year or later.”

65% of Upward Bound students who graduated from high school completed a rigorous secondary school program of study.

5. 65% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation.
70% of UB participants who graduated from high school in AY 16-17 enrolled in a program of post-secondary education by fall 2017. This outcome is under the established objective.

Key Findings:

- Student participation at each site location is monitored effectively, though more intrusive attempts to increase participation in academic program components should be researched and adopted.

Actions taken:

- Upward Bound staff have partnered with the Utah College Advising Core (UCAC) to ensure that all participants are reached at each site location.
- Upward Bound staff will rework partnerships to effectively obtain proficiency data in a timely manner.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

Financial aid assistance

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, assistance with filing the Free Application for Federal Student Aid (FAFSA), and Information and activities to help students identify and complete scholarship applications.

Programs that support this activity

1. Saturday Workshops – August through May
2. Upward Bound Summer Academy June-August

Goals:

1. 100% of high school seniors will complete the Free Application for Federal Student Aid (FAFSA) by April of their senior year.

   92% of high school seniors completed the FAFSA during AY 16-17.

2. 100% of high school seniors will identify at minimum 2 other sources of post-secondary education funding and complete the application process for each.

   80% of high school seniors identified at minimum 2 other sources of post-secondary education funding and completed the application process for each.

3. 100% of high school seniors will complete a statement of purpose/scholarship essay for inclusion in their college admissions applications.
80% of high school seniors completed a statement of purpose/scholarship essay for inclusion in their college admissions applications.

4. 100% of students served will be knowledgeable about the financial aid process, types of aid, and timelines.
   a. All students served will be able to differentiate between federal and non-federal sources of financial aid.

   **This objective was not effectively measured for during the 16-17 academic year.**

5. All students will establish individual success plans that will monitor their progression through each year in high school to identify scholarships for application.

   **80% of students served have established an individual success plan.**

**Key Findings:**

- Not all students participate or follow up with their UB advisors in their senior year. This appears to be related to their individual schools offering assistance and guidance, they have been meeting with other programs/agencies to receive this assistance or they are generally disinterested in pursuing post-secondary education at this time.
- Services targeted to seniors need more intrusive follow up.

**Actions taken:**

- Assessment of individual services provided must be re-examined to ensure that all established objectives are addressed within assessment instruments.

**Alignment:** This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

**Relation to Retention and Graduation:** This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

**Career exploration**

**Goals:**

1. 100% of high school seniors will have identified a career and major area by the spring semester of their senior year.

   **80% of high school seniors identified a career and major area by the spring semester of their senior year.**

2. 100% of high school seniors will complete a statement of purpose/scholarship essay for inclusion in their college admissions applications.
80% of high school seniors completed a statement of purpose/scholarship essay for inclusion in their college admissions applications.

Key Findings:

- College advising services had primarily focused on steps taken to access post-secondary education, with minimal discussion on majors and careers in a sustentative manner. Not all students participate or follow up with their UB advisors in their senior year. This appears to be related to their individual schools offering assistance and guidance, they have been meeting with other programs/agencies to receive this assistance or they are generally disinterested in pursuing post-secondary education at this time.

Actions taken:

- Assessment of individual services provided must be re-examined to ensure that all established objectives are addressed within assessment instruments.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.
The TRIO Upward Bound program plans to implement the following for the 2018-2019 academic year.

1. **Quantify key services**
   Objectives:
   a. Policies and procedures surrounding key services will be revisited to determine alignment with established objectives (federal and non-federal).
   b. Policies and procedures surrounding key services will be standardized (e.g. workshop development series template).

2. **Expand formal partnerships**
   Objectives:
   a. Review current partners and service provision with each.
   b. Determine specific agencies for potential partnerships.
   c. Formalize at minimum 2 formal partnerships with the TRIO UB program.

3. **Identify additional sources of funding for program provision**
   Objectives:
   a. Explore opportunities for addition federal TRIO programs.
   b. Identify 1 federal TRIO opportunity and 1 non federal funding opportunity.
   c. Begin formal writing for additional grant funds to support existing programming and to expand services to other potential participants.
Total students served: 187  
Total hours of advising provided: 800

Eligibility:
- 70% of students are classified as both first generation and low income
- 40% of SSS Students are Hispanic/Latino, 52% classified white, and 17% Asian
- 57% of UB Students are female, 43% male

Courses offered

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<tr>
<th>Course</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
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<tr>
<td>Math 990, sec 018</td>
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<td>Math 990, sec 019</td>
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<td>ED PS 2650</td>
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<td>ED PS 2600</td>
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<tr>
<td>ETHNC 2500</td>
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Community & Departmental Collaborations

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<th>Department</th>
<th>TRIO Provides</th>
<th>Department Provides</th>
<th>Contact</th>
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<tr>
<td>Educational Psychology</td>
<td>Payment for course instructor, ED PS 2600</td>
<td>Course Instructor</td>
<td>Melissa Shreve Educational Psychology</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>Payment for course instructor, ETHNC 2500</td>
<td>Course Instructor</td>
<td>Dr. Ed Munoz, Chair, Ethnic Studies</td>
</tr>
<tr>
<td>Center for Ethnic Student Affairs</td>
<td>Advisors for CESA/TRIO participants</td>
<td>Office space for advising</td>
<td>Tricia Sugiyama, Senior Director, Center for Ethnic Student Affairs</td>
</tr>
<tr>
<td>The Lassonde Institute</td>
<td>TRIO SSS participants to serve as mentors</td>
<td>On campus employment to mentors</td>
<td>Kathy Hajeb, Director, Lassonde Mentor Program</td>
</tr>
<tr>
<td>Personal Money Management Center</td>
<td>Participants for workshops and Personal Development Accounts</td>
<td>Workshops for participants</td>
<td>Ann House, Coordinator, Personal Money Management Center</td>
</tr>
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</table>
The following Key Activities have been identified for the University of Utah Upward Bound Program housed within the Division of Student Affairs.

Academic advising
This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, course selection, course registration, Degree Audits generation, course enrollment, and general transcript reviews.

Programs that support this activity
1. Mandatory Advising Program (MAP) – August through November. All new students are required to meet with an academic advisor on campus. Non major, alternate admission candidates and students seen by University College may fulfill this requirement through the TRIO SSS Program.
2. Center for Ethnic Student Affairs (CESA) TRIO Advising hours - Every Thursday during the academic year. TRIO SSS Participants may meet with their TRIO SSS advisor at the CESA office location in the student union.
3. Orientation Program – July of each year. The TRIO SSS program meets with prospective participants each summer during 1 orientation program at the University of Utah.
4. TRIO SSS Workshops – twice per semester. TRIO SSS offers 2 workshops each month for participants.

Goals:
1. 88% of all participants served by the TRIO SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.

78% of participants served by SSS persisted from one fall 16 to fall 17.
2. 87% of participants served by the SSS project meet requirements to be in good academic standing at the University of Utah.

85% of participants served by SSS remained in good standing.
3. 38% of new participants served will graduate with a bachelor's degree or equivalent within six (6) years [2009 enrollment cohort – 1st year, 1st time freshman, 1st served in ay 2008-2009].

30% of SSS participants who entered in 2010-2011 graduated within 6 years.

Key Findings:
- TRIO SSS was just shy of meeting the established objective for good standing by 2 percentage points.
- TRIO SSS did not meet the established objective for 6 year graduation.

Actions taken:
- The TRIO SSS Program has begun collaborations with Undergraduate Studies to
incorporate a one credit expanded orientation course for students. This will allow for mentoring activities to extend beyond advising interactions and is projected to increase retention and graduation.

- The TRIO SSS Program reintroduced the College Student Inventory (CSI) for use to determine potential barriers to student success in the fall 2017 semester. The program has also begun to college “At Risk” student data from the Office of Budgets and Institutional Analysis (OBIA). The combined data will allow for advising staff to track potential issues before they arise, which will positively impact retention and graduation.

- The TRIO SSS Program has modified its mentoring program and has a new mentor in position in the fall 2017. The mentor, Diana Bahena has made significant progress in establishing personal connections with students who presented on the “At Risk” student list and those students who received SSS Scholarship awards for the fall 2017 term. The expanded touch points offered through the mentoring program are projected to increase retention and graduation.

- The TRIO SSS Program has established a formal relationship with the Career and Professional Development Center to provide employment preparation skills for students to use in their current job searches. The partnership will also assist students in evaluating their current employment situation and its impact on their academic standing.

**Alignment:** This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

**Relation to Retention and Graduation:** This particular program is a college success program and is inherently tied to retention and graduation by providing academic support services to improve graduation rates of first generation and low income students.

**Academic tutoring**
This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, direct tutorial services from TRIO SSS tutors, referrals to tutoring programs on the University of Utah campus, course offerings in Math 990, 1010 and Educational Psychology 2650, as well as online and virtual tutoring.

**Programs that support this activity**

1. TRIO Tutoring services.
2. Participation in Math 990 & 1010.
3. Participation in ED PS 2600, 2650

**Goals:**

1. 88% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

   **89% of enrolled participants remained in good standing.**
Key Findings:

- The TRIO SSS Program has found that tutoring services provided by the project have been underutilized the last 2 academic years.

Actions taken:

- TRIO has modified the tutoring program to expand opportunities for student usage. TRIO now has a comprehensive working relationship with the University of Utah Tutoring office wherein TRIO will pay for tutoring services utilized by TRIO students. These services can be provided at the location/times tutoring can be agreed upon by both the student and the tutor.
- In addition to subsidizing tutoring through the university tutoring office, the TRIO programs office still conducts on site tutoring in the annex Monday through Fridays from 1-5pm.
- The TRIO SSS Program has been in conversation with Undergraduate Studies to discuss the feasibility of virtual tutoring as a potential remedy. In the fall 2017 semester, the entire university campus will have implemented “Cranium Café” a platform primarily intended for use by the academic advising community. However, this software has the potential to be used as a virtual classroom. The program will explore ways to incorporate this into its current structure.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a college success program and is inherently tied to retention and graduation by providing academic support services to improve graduation rates of first generation and low income students.

Financial Aid Assistance

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, assistance with filing the Free Application for Federal Student Aid (FAFSA), and Information and activities to help students identify and complete scholarship applications.

Programs that support this activity

1. SSS Workshops – September and February of each academic year.
2. Individualized financial aid counseling.
3. Direct referral to the Office of Financial Aid and Scholarships.
Goals:

1. 100% of all enrolled participants served by the SSS project will receive information on the services provided to support the financial aid process.

   96% of active students within the TRIO SSS program received information regarding services regarding financial aid and scholarship workshops and services.

2. Conduct 2 financial aid workshops in AY 16-17.

   Two financial aid workshops were conducted through the Office of Financial Aid and Scholarships in AY 16-17. However, attendance to this event was sparsely attended.

Key Findings:

- Although financial aid and scholarship assistance was indicated as a need and offered as a service, turnout to financial aid workshops offered through the Office of Financial Aid and Scholarships were poorly attended (<5 at each session).

Actions taken:

- No additional actions were taken in regards to this key activity.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a college success program and is inherently tied to retention and graduation by providing academic support services to improve graduation rates of first generation and low income students.
Financial Literacy Counseling

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, required financial literacy workshop attendance through the TRIO SSS grant aid program, and collaborations with the Personal Money Management Center and the Department of Educational Psychology.

Programs that support this activity

1. TRIO SSS Workshops – online and in person. Students who receive the TRIO SSS Participation Grant must participate in this activity. In AY 16-1, 30 students completed this requirement for receipt of this award.
2. Personal Money Management workshops offered through Educational Psychology 2600 (Strategies for College Success) – fall 2016. Approximately 30 students completed this workshop through the ED PS course.

Goals:

1. 100% of all enrolled participants served by the SSS project will receive information on financial literacy services.

   60% of active students within the TRIO SSS program received information regarding the financial literacy services provided by the TRIO SSS program.

2. Provide financial literacy workshops and learning opportunities online.

   Financial literacy workshops were added to the TRIO SSS Program page

Key Findings:

- Although financial literacy is offered to students, only students who are required to complete this as part of their participation scholarship, or their ED PS course utilize this service. The scheduled workshop for financial literacy was poorly attended (<5 at each session).

Actions taken:

- The TRIO SSS Program has begun collaborations with Undergraduate Studies to incorporate a one credit expanded orientation course for students. This will allow for mentoring activities to extend beyond advising interactions and is projected to increase retention and graduation. Included in this expanded opportunity is the implementation of a standing financial literacy component.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a college success program and is inherently tied to retention and graduation by providing academic support services to improve graduation rates of first generation and low income students.
The TRIO Student Support Services Program plans to implement the following for the 2016-2017 academic year.

1. **Quantify key services**
   
   Objectives:
   
   - Policies and procedures surrounding key services will be reviewed and assessed to determine alignment with federal regulations.
   - Policies and procedures surrounding key services will be standardized (e.g. workshop development series template).

2. **Identify additional sources of funding for program provision**

   Objectives:
   
   - Explore opportunities for addition federal TRIO programs.
   - Identify 1 federal TRIO opportunity and 1 non-federal funding opportunity.
   - Begin formal writing for additional grant funds to support existing programming and to expand services to other potential participants.
Maria Baldwin received the Philip and Miriam Perlman Award for advising and counseling in April 2017. Kyle Ethelbah completed his term as the Regional Presidency of the TRIO ASPIRE Region.

### COMMITTEE MEMBERSHIPS

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Committee</th>
<th>Role</th>
<th>Time Frame</th>
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<tbody>
<tr>
<td>Baldwin, Maria</td>
<td>University of Utah, Academic Advising Committee</td>
<td>Co-chair, Appreciative Advising Sub- Committee</td>
<td>AY 2016-2017</td>
</tr>
<tr>
<td>Ethelbah, Kyle</td>
<td>ASPIRE Regional TRIO Association, Executive Board</td>
<td>President</td>
<td>10/1/16 – 9/30/17</td>
</tr>
<tr>
<td>Ethelbah, Kyle</td>
<td>ASPIRE Regional TRIO Association</td>
<td>Chair, Native American Outreach Committee</td>
<td>10/1/16 – 9/30/17</td>
</tr>
<tr>
<td>Ethelbah, Kyle</td>
<td>Council for Opportunity in Education</td>
<td>Co-Chair, State Leadership Committee</td>
<td>9/1/16 – 8/31/17</td>
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<tr>
<td>Ethelbah, Kyle</td>
<td>Student Affairs Diversity Committee</td>
<td>Member</td>
<td>9/1/16 – 8/31/17</td>
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<tr>
<td>Jordan-Allen, Donna</td>
<td>University of Utah, Utah Academic Advising Committee</td>
<td>Member</td>
<td>AY 2016 – 2017</td>
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<tr>
<td>Macias, Christopher</td>
<td>University of Utah, Chicano Scholarship Fund Board, Selection Committee</td>
<td>Chair</td>
<td>AY 2016 – 2017</td>
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<tr>
<td>Macias, Christopher</td>
<td>University of Utah, Raza Graduation Association</td>
<td>Advisor/Coordinator</td>
<td>AY 2016 – 2017</td>
</tr>
<tr>
<td>Macias, Christopher</td>
<td>UT ASPIRE State TRIO Association, Fact Book Committee</td>
<td>Chair</td>
<td>AY 2016 – 2017</td>
</tr>
<tr>
<td>Kehau Folau</td>
<td>Assessment Committee Liaison</td>
<td>Member</td>
<td>AY 2016 – 2017</td>
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</tbody>
</table>

Ethelbah, K. “Good Medicine: Helping Students Succeed Through Self Exploration; Cultural Capital; and Self Authorship as Foundations for Successful Student Achievement.” ASPIRE Regional Conference. Sheraton Salt Lake, Salt Lake City, Utah. 16, October 2017.