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 disconencted 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.
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<td>§1070a–14. Student support services</td>
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KEY ACTIVITIES – UPWARD BOUND (UB)

The Key Activities for the TRIO Upward Bound (UB) Program are taken directly from the objectives required by the US Department of Education. These objectives are as follows:

- Academic advising
- Academic tutoring
- College application assistance
- Financial aid assistance
- Exposure to cultural events
- Career exploration
- On campus residential programs

DEMOGRAPHIC DATA 13-14

Total Students Served 99

Female 52 (52%)
Male 47 (47%)

Race/Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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<tr>
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<td>60%</td>
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<tr>
<td>American Indian</td>
<td>3%</td>
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<tr>
<td>Asian</td>
<td>14%</td>
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<tr>
<td>Black</td>
<td>8%</td>
</tr>
<tr>
<td>White</td>
<td>36%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>11%</td>
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Eligibility

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Count (Percentage)</th>
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</thead>
<tbody>
<tr>
<td>Low Income First Gen</td>
<td>79 (79%)</td>
</tr>
<tr>
<td>Low Income</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>First Generation</td>
<td>3 (3%)</td>
</tr>
<tr>
<td>LI FG &amp; High risk</td>
<td>16 (16%)</td>
</tr>
</tbody>
</table>
KEY ACTIVITY #1: Academic Advising: Advice and assistance in secondary and post-secondary course selection; secondary re-entry assistance. There are 3 goals tied to this key activity.

GOAL 1:

Secondary School Graduation (Rigorous Secondary School Program of Study): 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. Students who complete secondary education from a program determined by the each state to be "rigorous secondary school program" are counted in this activity. The state of Utah does not have a formal designation for this category, so the default definition is determined by assessing whether or not each student graduated with the completion of core subject areas (4 years of English, 3 years math – above algebra 1, 3 years social studies, 1 year of language other than English). For full definition, see the appendix page of this document (page 39).

OUTCOME: The UB Program currently has 30 participants who meet this criteria. 11 students have completed a rigorous secondary program of study (36%).

Key Findings:

- Programmatic services initially established are difficult to quantify in an off campus environment. TRIO staff had been unable to access student records to obtain student academic standing at their particular high school location.

Actions taken:

- The TRIO programs purchased upgraded database software to ensure staff have access to student programmatic records at their off campus locations. Included in this purchase were 2 iPads to allow staff access to the Upward Bound database. All data is securely accessed through Student Access Online, database software systems for TRIO Programs.

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 & 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.
GOAL 2:

Postsecondary Enrollment: 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, 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).

OUTCOME: 14 of 22 or 65% of eligible UB participants have enrolled in a program of post-secondary education immediately following their senior year in high school.

Key Findings:

- Although the objectives for the UB program have been met, data collection times must be earlier in order to ensure accurate reporting at the federal level and to ensure that the UB Program has continuous knowledge of student status at all times.
- For the reporting year, 13-14, the total number of eligible students in this category was 22. Of that, 14 enrolled in a post-secondary program of study (65% - we met our internal objective for this activity)*. These students are:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Institution</th>
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<tbody>
<tr>
<td>GALVEZ</td>
<td>JOANNA</td>
<td>C</td>
<td>Argosy University –Los Angeles</td>
</tr>
<tr>
<td>DULAL</td>
<td>MILAN</td>
<td></td>
<td>The University of Utah</td>
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<tr>
<td>SANCHEZ</td>
<td>JOSELINE</td>
<td>T</td>
<td>Brigham Young University</td>
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<td>THOMAS</td>
<td>MICHAEL</td>
<td>E</td>
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<tr>
<td>MACIAS</td>
<td>STEVE</td>
<td></td>
<td>Salt Lake Community College</td>
</tr>
<tr>
<td>DAHAL</td>
<td>BHAHTI</td>
<td></td>
<td>The University of Utah</td>
</tr>
<tr>
<td>GURUNG</td>
<td>JANMA</td>
<td></td>
<td>Salt Lake Community College</td>
</tr>
<tr>
<td>HE</td>
<td>JIAJIA</td>
<td></td>
<td>The University of Utah</td>
</tr>
<tr>
<td>HUSSEIN</td>
<td>MUSTAF</td>
<td>M</td>
<td>The University of Utah</td>
</tr>
<tr>
<td>MAEA</td>
<td>TIANA</td>
<td>L</td>
<td>The University of Utah</td>
</tr>
<tr>
<td>MEHINOVIC</td>
<td>BAKIR</td>
<td></td>
<td>The University of Utah</td>
</tr>
<tr>
<td>NGUYEN</td>
<td>SARAH</td>
<td>K</td>
<td>The University of Utah</td>
</tr>
<tr>
<td>PUPUA</td>
<td>LESLIE</td>
<td>M</td>
<td>The University of Utah</td>
</tr>
</tbody>
</table>

*The students listed are part of the 2014 cohort as determined by the US Department of Education. The 2014 cohort begins with the fall 13, therefore, the students listed here entered post-secondary education beginning Fall 2013. Students entering Fall 2014 will be reported to the US Department of Education in December 2015.
Additionally, the UB TRIO Program conducted 2 college tours during AY 13-14. Fall tours focused on seniors who had already declared an intention to attend Post-Secondary education. The spring tour was designated for juniors and seniors who were in good standing and expressed interest in enrolling in a program of post-secondary education.

<table>
<thead>
<tr>
<th>Event</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall College tour – SLCC (Oct 13)</td>
<td>All seniors in good academic standing.</td>
</tr>
<tr>
<td>Spring College tour (April 16-17); College of Southern Nevada, the University of Nevada Las Vegas, Southern Utah University.</td>
<td>All junior and seniors in good academic standing.</td>
</tr>
</tbody>
</table>

**Actions taken:**

- Data collection (transcript procurement and analysis) has been re-directed to the advising staff to ensure they are following up with each student to determine their post-secondary course objectives. A new “college completion” goal summary form has been created for use by each advisor to be completed with each UB student at mid academic year and summer program. **SEE APPENDIX - 4**
- The TRIO Programs office has requested a change in contractual services with the National Student Clearinghouse to be able to run batch reports for given cohort years. This change will help to alleviate “lost” students and will serve to better track all students served by the TRIO Programs.

**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 & 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 student enter the institution with clear expectations and objectives for their academic pathway

**GOAL 3:**

**Postsecondary Completion:** 50% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred
enrollment, will attain either an associate or bachelor’s degree within six years following graduation from high school. (Note that the denominator of this objective is the same as the numerator of the postsecondary enrollment objective).

**OUTCOME:** The 6 year graduation cohort (year 2008) consisted of 26 individuals. Of this, only 8 or 32% completed a program of post-secondary education 6 years after their initial enrollment (directly following their senior year of high school).

**Key Findings:**

- The graduation rate for UB students entering post-secondary education is lower than the established benchmark of 50%.

**Actions taken:**

- The TRIO Director will review data collection methods to ensure that thorough collection is conducted. Currently, data is collected primarily through the National Student Clearinghouse. The clearinghouse only collects data from institutions who elect to participate, which does not include all institutions in the state of Utah and hundreds more from throughout the country. The Director will research other methods to track UB students after their initial participation in the UB project.
- The TRIO Director will review intervention methods to ensure that students are connected to necessary resources that will allow them to continue in post-secondary education after they leave the UB project.
- The TRIO Director will reach out to other TRIO programs within the state of Utah to develop reporting mechanism to identify alumni of TRIO programs.

**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 & 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 student enter the institution with clear expectations and objectives for their academic pathway.

*The following section combines the required services (academic tutoring) with the objective (“goals”) of grade point average and secondary school retention as the service directly impacts GPA and retention/graduation.*

**KEY ACTIVITY # 2: Academic Tutoring:** Academic tutoring to enable students to complete secondary or postsecondary courses, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects
GOALS 1 & 2:

• Academic Performance—Grade Point Average (GPA): 80% 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.

• 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.

OUTCOME: The average GPA for the UB Program participants was 3.06 cumulatively. All participants (100%) persisted to the next grade level or graduated from high school.

Key Findings:

• The UB program currently does not have specific data to comprehensively measure the direct impact of tutoring on academic performance as there are a number of non-cognitive variables at play. The inference is strong that our services have a direct impact on both academic performance and retention and graduation.

Actions taken:

• The TRIO programs office is currently undertaking steps to measure tutoring hours and its impact on student success. The TRIO director has met with Student Affairs Assessment Evaluation & Research to set the ground work for the implementation of this analysis. A formal plan has been adopted to examine each key activity with implementation to begin February 2015.

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. This also ties into Goal 6, “Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making”.

RELATION TO RETENTION & GRADUATION: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. For AY 13-14 100% of UB students persisted to the next grade level, indicating that services provided do enhance students’ academic abilities. Across the US, the correlation with UB participation and student retention and graduation is being assessed in a similar manner to ascertain more clearly which aspects of the program impact student success.

KEY ACTIVITY # 3: College Application Assistance: All students in the 12th grade will receive assistance applying to institutions of post-secondary education.
GOAL:
100% of all current UB participants in their senior year of high school will apply to institutions of post-secondary education.

OUTCOME: For the 13-14 Reporting Year, the total number of eligible students in this category was 22. All students applied to institutions of post-secondary education. 14 enrolled in post-secondary education, 1 student applied to the University of Utah, but did not enroll as he decided to begin an LDS Mission. 7 applied to Salt Lake Community College, but did not enroll (See Activity #1, Goal 2).

Key Findings:
- As a result of changing leadership no enhancements had been made to the post-secondary educational planning process prior to AY 13-14. UB staff successfully continued to assist students, however, no quantifiable measures had been utilized to ensure that students had established a plan and were persisting toward achieving those plans.

Actions taken:
- The director and TRIO graduate assistant created a goals and objectives rubric for implementation to both the summer and fall components for the “Next Steps” course. Individual academic success plans were created and made into a formalized document. (SEE APPENDIX - 1). This plan will be formally subsumed into the policies and procedures for the UB program. In addition, all UB staff have been required to create an academic year calendar detailing their objectives for each month with all UB students in their caseload. The Director will assist with ensuring that these plans are carried out and in line with federal guidelines and established policies and procedures within the TRIO Department.

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. This also ties into Goal 6, “Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making”.

RELATION TO RETENTION & GRADUATION: This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway as these students come from low income families. Admissions is the first step to ensuring that the educational experience can be realized.

KEY ACTIVITY # 4: Financial Aid Assistance: All students in the 12th grade will receive services directly tied to the admission and enrollment into a program of postsecondary education (regardless of institution).
GOAL:
100% of all current UB participants in their senior year of high school will complete the Free Application for Federal Student Aid (FAFSA)

OUTCOME: The UB Program currently has 30 participants who met this criteria for AY 13-14. 21 (70%) of these students completed the FAFSA.

Key Findings:
- The goal of 100% was established under the assumption that all students would complete the FAFSA as part of the TRIO “Next Steps” course (a course intended to assist seniors to complete admissions and financial aid applications). This goal is not quantified by the federal government, and so the internal projection was based somewhat arbitrarily. Not all students completed the FAFSA, but were advised on financial aid opportunities on an individual basis.

Actions taken:
- The director and TRIO graduate assistant created a goals and objectives rubric for implementation to both the summer and fall components for the “Next Steps” course. Individual academic success plans were created and made into a formalized document. (SEE APPENDIX - 1)

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. This also ties into Goal 6, “Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making”.

RELATION TO RETENTION & 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 as it is part of the foundational requirements for their educational journey.

KEY ACTIVITY # 5: Exposure to Cultural Events: Exposure to cultural events, academic programs, and other activities not usually available to disadvantaged youth.

GOAL:
UB will provide 2 co-curricular opportunities each semester connecting students to cultural events not normally available to low income students.

OUTCOME: The UB Program offered 2 cultural events each semester during academic year 2013-2014 and 4 during the summer residential component.

The cultural events offered to the UB students for AY 13-14 included:
<table>
<thead>
<tr>
<th>Event</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dia de Los Muertos (Nov 13)</td>
<td>UB freshman, sophomores and juniors in conjunction with local Utah celebrations.</td>
</tr>
<tr>
<td>Ice Skating – Galivan Center (Dec 14)</td>
<td>All students in good standing.</td>
</tr>
<tr>
<td>Leonardo Exhibit (March 14)</td>
<td>All students in good standing.</td>
</tr>
<tr>
<td>Spring hike (May 14)</td>
<td>All students in good standing.</td>
</tr>
</tbody>
</table>

Key Findings:

- Cultural activities served to reinforce student participation in academic components of the UB program. In order to participate in these extra curricular activities, students have to earn points to be eligible. Students with 50 points or higher are considered in “good standing”. Points are earned by participating in tutoring sessions, earning passing grades at their high school and attending Saturday sessions at the University of Utah.
- Participation in cultural activities is not an issue, however, the need to ensure that activities are planned with specific intentions and outcomes exists.

Actions taken:

- The TRIO director implemented an activity request form for use by UB staff. This form is intended to assist staff in planning in a more strategic manner to incorporate learning outcomes. (SEE APPENDIX - 2)

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. This also ties into Goal 6, “Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making”.

RELATION TO RETENTION & 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 student enter the institution with clear expectations and objectives for their academic pathway.

KEY ACTIVITY #6: Career Exploration: Activities, and instruction designed to acquaint youth participating in the project with the range of career options available to the youth

GOAL 1: UB will provide career exploration programs once per semester connecting students to individuals in select career areas.

GOAL 2: UB will embed career development programming into summer residential program allowing for 100% of all rising seniors to have identified career areas in their academic success plans.
OUTCOME: The UB Program offered 1 career exploration overview during academic year 2013-2014 and 3 during the summer residential component.

Key Findings:

- The UB Program had not been tying learning outcomes to the career exploration activities. Student increase in knowledge was not being measured nor discussed for each activity.

Actions taken:

- The TRIO director has acknowledged this as a need for program performance measurement. This will be addressed in the 2014-2015 Academic Year.
- The director and TRIO graduate assistant created a goals and objectives rubric for implementation to both the summer and fall components for the “Next Steps” course. Individual academic success plans were created and made into a formalized document. (SEE APPENDIX - 1)

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. This also ties into Goal 6, “Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making”.

RELATION TO RETENTION & 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 student enter the institution with clear expectations and objectives for their academic pathway.

KEY ACTIVITY #7: On Campus Residential Programs: Activities that bring UB participants to the University of Utah campus during a 6 week summer residential component and offers 7 courses for high school credit.

GOAL: UB will select at minimum 60 participants (and maximum 92) to participate in the UB summer program.

OUTCOME: The summer residential program is a 6 week program designed to bring low income high school students to the University of Utah campus to acclimate students to the rigors of post-secondary education, but also to experience the co-curricular components that are offered at the institution. For the summer 2014 component, 62 UB students participants participated and 13 Bridge students (students who have listed the University of Utah as freshmen beginning fall 2014). The courses provided for pre-bridge students included:

- Math (pre-algebra to calculus)
- Biology (high school freshman to senior levels)
- Composition (high school freshman to senior levels)
• Spanish 1 & 2
• Financial Literacy
• American Sign Language (elective)
• Magazine (elective)
• Next Steps.

Courses provided to summer 2014 Bridge students included:

• Math 990
• Math 1010
• Writing 1005
• Ethnic Studied 1800 (Introduction to Ethnic Studies)

In addition to the 6 TRIO staff directly involved in the Summer Program, 28 additional staff (11 Course Instructors, 6 tutors, 6 Residential Team Leaders, 2 Bridge Mentors, 1 Internship coordinator and 1 Residential Supervisor and 1 Classroom Assistant) were brought on board beginning June 1, 2014. The TRIO office coordinated services with University offices including, Orientation, Career Services, the Money Management Center, the School of Nursing, The Counseling Center, Marriott Library, Conference Services, the Guest House, the Ethnic Studies Department, the Center for Ethnic Student Affairs, and Chartwell’s Dining Services. Non campus agency coordination included KSL News, The Boys and Girls Club, The Drum Bus, The Homeless Youth Resource Center, and Homeboy to Harvard Inc. In total, there were approximately 92 individuals that contributed in some way to the Upward Bound Summer program for the Summer 2014 term.

Key Findings:

• Overall assessment of the summer residential component has been difficult to conceptualize and manage. The basic steps undertaken have been primarily focused on student satisfaction and perceptions on the program itself. There is so much data collected during the summer program, though this is not used effectively to assess qualitative pieces of the summer residential component.

Actions taken:

• The UB Program has begun a satisfaction survey to measure student perception on service provision for the summer residential components. According to those reports for the summer 2014, 92% of summer participants felt that they increased their knowledge of the core subjects offered through the program (Math, Biology, Composition, and Spanish).
90% of students surveyed indicated that they felt the services were beneficial in increasing knowledge of college level coursework.

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. This also ties into Goal 6, “Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making”.

RELATION TO RETENTION & 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 student enter the institution with clear expectations and objectives for their academic pathway.

KEY ACTIVITIES – STUDENT SUPPORT SERVICES (SSS)

The Key Activities for the TRIO programs Student Support Services (SSS) Program are taken directly from the objectives required by the US Department of Education. These objectives are as follows:

- Academic advising
- Academic tutoring
- Financial aid assistance
- Financial literacy counseling
- Graduate school counseling
- Career Exploration
- Exposure to cultural events
- Mentoring Program
## DEMOGRAPHIC DATA 13-14

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Students Served</th>
<th>228</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>131 (57%)</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>97 (43%)</td>
<td></td>
</tr>
</tbody>
</table>

### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>19%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3%</td>
</tr>
<tr>
<td>Asian</td>
<td>21%</td>
</tr>
<tr>
<td>Black</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>36%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>7%</td>
</tr>
<tr>
<td>More than 1 race</td>
<td>16%</td>
</tr>
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</table>

### Eligibility

<table>
<thead>
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<tbody>
<tr>
<td>Low Income First Gen</td>
<td>153 (67.59%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>8 (3.1%)</td>
</tr>
<tr>
<td>Disabled and Low Income</td>
<td>5 (2.07%)</td>
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<tr>
<td>Other</td>
<td>62 (27%)</td>
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### Grade Levels

<table>
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<th>Grade Levels</th>
<th>Total Students Served</th>
</tr>
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<tbody>
<tr>
<td>First Year</td>
<td>56</td>
</tr>
<tr>
<td>Second Year</td>
<td>62</td>
</tr>
<tr>
<td>Third Year</td>
<td>49</td>
</tr>
<tr>
<td>Fourth-fifth Year (Senior)</td>
<td>61</td>
</tr>
</tbody>
</table>

*Breakdowns taken from Student Access for SSS Database software.*

## GOALS AND UTILIZATION DATA

*Key Activities 1-3 have been established to support TRIO SSS Objectives relating to Persistence, Good Academic Standing and Graduation Rate of SSS participants (Goals 1-3). Therefore, Key Activity 1 will address all 3 goals, while Key Activities 2 and 3 will address Goals 1 and 2.*

**KEY ACTIVITY #1: Academic Advising:** Advice and assistance in secondary and post-secondary course selection. The specific goal is tied to this key activities are measured with the following outcome objectives.
GOAL 1:

Persistence: 70% of all participants served by the 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.

OUTCOME: 72% of participants have persisted to the fall 2014 semester. This number is not inclusive of the number of SSS students who have graduated. Reports have yet to be uploaded to the National Student Clearinghouse to measure student graduation rates at the time of this report submission (10/1/14).

Key Findings:

- Previously employed methods for tracking service provision did not adequately meet the needs of the TRIO programs. Services were not consistently measured with quantitative measures in mind.
- Current protocols to measure assessment items should be re-evaluated to ensure timely data collection. SSS currently uses the Student Access database software for TRIO programs. This data meets the programmatic needs but is cumbersome and does not allow for alignment between PeopleSoft at the University of Utah.
- Additional assessment measures must be employed to measure student perception of services received through SSS and its impact on their success and graduation.

Actions taken:

- The TRIO director implemented the use of the “Service Summary Form” that measures service provision with direct citation to the code of federal regulations. The form also incorporates student signature and follow up plan to ensure that services are understood and student knows to follow up with specific departments or colleges.
- The TRIO director has requested that TRIO students be coded in PeopleSoft to ensure accurate tracking and has requested that a question be added to the University of Utah admissions application to effectively identify potential TRIO participants upon admission. These requests have been made to the Office of Budgets and Institutional Analysis (OBIA) and the Associate Vice President for Enrollment Management. Implementation of these initiatives will occur in Spring 2015 with target date of full implementation scheduled for Fall 2015.
- The TRIO director will work with the Graduate Assistant to implement focus groups and student surveys to measure impact of services on student performance.
ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan – Goal 6, Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making and Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

RELATION TO RETENTION & GRADUATION: Academic advising is directly tied to retention and graduation through the establishment of effective staff and student relationships that foster academic integrity, planning and academic goal measurement.

GOAL 2:

Good Academic Standing: 82% 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.

OUTCOME: 88% of participants have remained in good academic standing for the 2013-2014 Academic Year.

Key Findings:

- Current protocols to measure assessment items should be re-evaluated to ensure timely data collection. SSS currently uses the Student Access database software for TRIO programs. This data meets the programmatic needs but is cumbersome and does not allow for alignment between PeopleSoft at the University of Utah.
- Additional assessment measures must be employed to measure student perception of services received through SSS and its impact on their success and graduation. Currently, the only assessments utilized are the student satisfaction survey. During AY 13-14, this produced a 98% satisfaction rate with advising services. However, the assessments were not mandatory and were administered without a formalized collection plan. This skewed data, and its application to current service provision cannot be fully ascertained.

Actions taken:

- The TRIO director has implemented a Mentor program intended to “catch” students who may be at risk of dropping below good academic standing. The pilot year was 2013-2014. Reports were generated at mid semester to find students with GPA’s below a 2.5. Forty nine students were identified and contacted by the SSS Mentor. Of these, only 15 scheduled advisor appointments and intervention plans. Though successful, this intervention has not been timely as the reports generated do not come
directly from People Soft. The request has been made to add TRIO identifiers to SSS participants to effectively track student performance.

- The TRIO director implemented the use of the “Service Summary Form” (SEE APPENDIX - 3) that measures service provision with direct citation to the code of federal regulations. The form also incorporates student signature and follow up plan to ensure that services are understood and student knows to follow up with specific departments or colleges.
- The TRIO director has requested that TRIO students be coded in People Soft to ensure accurate tracking and has requested that a question be added to the University of Utah admissions application to effectively identify potential TRIO participants upon admission. These requests have been made to the Office of Budgets and Institutional Analysis (OBIA) and the Associate Vice President for Enrollment Management.
- The TRIO director will work with the Graduate Assistant to implement focus groups and student surveys to measure impact of services on student performance.

ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan – Goal 6, Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making and Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

RELATION TO RETENTION & GRADUATION: Academic advising is directly tied to retention and graduation through the establishment of effective staff and student relationships that foster academic integrity, planning and academic goal measurement.

GOAL 3:

Graduation: 38% of new participants served will graduate with a bachelor's degree or equivalent within six (6) years.

OUTCOME: For reporting year 2013-2014, 47 students (37%) graduated with a bachelor's degree within 6 years. These students were part of the 2008-2009 federally established cohort. The Department of Education does not count students who have graduated after the 2008-2009 cohort into the overall success rate.

Key Findings:

- Obtaining graduation rates for students who have left the institution has been difficult as some students may have transferred to institutions not participating in the National Student Clearinghouse database.
- Current protocols to measure assessment items should be re-evaluated to ensure timely data collection. SSS currently uses the Student Access database software for TRIO programs. This software meets the
programmatic needs but is cumbersome and does not allow for alignment between People Soft at the University of Utah.

- Additional assessment measures must be employed to measure student perception of services received through SSS and its impact on their success and graduation.

**Actions taken:**

- The TRIO Programs office has requested a change in contractual services with the National Student Clearinghouse to be able to run batch reports for given cohort years. This change will help to alleviate “lost” students and will serve to better track all students served by the TRIO Programs.
- The TRIO director implemented the use of the “Service Summary Form” (SEE APPENDIX - 3) that measures service provision with direct citation to the code of federal regulations. The form also incorporates student signature and follow up plan to ensure that services are understood and student knows to follow up with specific departments or colleges.
- The TRIO director has requested that TRIO students be coded in People Soft to ensure accurate tracking and has requested that a question be added to the University of Utah admissions application to effectively identify potential TRIO participants upon admission. These requests have been made to the Office of Budgets and Institutional Analysis (OBIA) and the Associate Vice President for Enrollment Management.
- The TRIO director will work with the Graduate Assistant to implement focus groups and student surveys to measure impact of services on student performance.

**ALIGNMENT:** This goal directly aligns with the Student Affairs Strategic Plan – Goal 6, Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making and Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

**RELATION TO RETENTION & GRADUATION:** Academic advising is directly tied to retention and graduation through the establishment of effective staff and student relationships that foster academic integrity, planning and academic goal measurement.

**KEY ACTIVITY #2: ACADEMIC TUTORING:** Academic assistance through tutoring either directly or through referrals to other programs and services on campus. The specific goal is tied to this key activities are measured with the following outcome objectives.

**GOAL 1:**
Persistence: 70% of all participants served by the 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.

OUTCOME: 72% of participants have persisted to the fall 2014 semester. This number is not inclusive of the number of SSS students who have graduated.

Key Findings:

- Although TRIO met the established goal, it has become clear that there are several components within the tutoring infrastructure that need to be reviewed. Of primary concern is the current selection and training of the tutors employed by the TRIO program. The selection process currently is effective in identifying academically qualified individuals to deliver services. However, little has been done to ensure that selected tutors have the ability to work with the needs of low income, first generation and students with disabilities.

Actions taken:

- The TRIO director sent the tutoring coordinator to a TRIO Training series which included review of federal regulations, but also, provided an overview of best practices for effective service delivery. The director has met with the coordinator to implement a tutor handbook and has worked with coordinator to develop comprehensive tutor training.
- Director has worked with tutor coordinator to examine implementation of one on one and group tutoring sessions with other TRIO tutoring programs throughout the US. Coordinate will identify select programs for review by March 2015.

GOAL 2:

Good Academic Standing: 82% 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.

OUTCOME: 88% of participants have remained in good academic standing for the 2013-2014 Academic Year.

Key Findings:

- During AY 13-14, SSS TRIO provided tutoring services to 101 students and referred 62 students to other service providers.
- SSS TRIO must evaluate the correlation between tutoring hours delivered and impact on student academic standing in a more clearly defined manner. 88% of participants who are a part of the SSS TRIO programs
have remained in good standing, however, the correlation between services received must be determined.

Actions taken:

- The TRIO director has met with Student Affairs Assessment Evaluation & Research to set the ground work for the implementation of this analysis. A formal plan has been adopted to examine each key activity with implementation to begin February 2015.

ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan – Goal 6, Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making.

RELATION TO RETENTION & GRADUATION: Academic advising is directly tied to retention and graduation through the establishment of effective staff and student relationships that foster academic integrity, planning and academic goal measurement.

KEY ACTIVITY #3: FINANCIAL AID ASSISTANCE: SSS advisors will provide financial aid services or referrals to all students who request this service from the TRIO office.

GOAL 1:

Persistence: 70% of all participants served by the 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.

OUTCOME: 72% of participants have persisted to the fall 2014 semester. This number is not inclusive of the number of SSS students who have graduated.

Key Findings:

- TRIO personnel are providing assistance with the submission of the Free Application for Federal Student Aid (FAFSA). During AY 13-14, 87 students received direct assistance in submitting this application while 37 students were referred to other providers on campus to this application completed.
- Financial aid services are not adequately publicized. The SSS TRIO program has provided financial aid workshops in conjunction with the Financial Aid office, but in AY 13-14, no students attended these workshops.

Actions taken:
• All TRIO staff have been sent to the Utah Higher Education Assistance Authority (UHEAA) financial aid training sessions.
• TRIO Director has met with the Financial Aid office to determine financial services needs for TRIO students and develop a solid collaborative relationship.

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 & GRADUATION: Financial aid is directly tied to student retention and graduation by providing low income students with resources to complete post-secondary education.

GOAL 2:

Good Academic Standing: 82% 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.

OUTCOME: 88% of participants have remained in good academic standing for the 2013-2014 Academic Year.

Key Findings:

• Current protocols to measure assessment items should be re-evaluated to ensure timely data collection. SSS currently uses the Student Access database software for TRIO programs. This data meets the programmatic needs but is cumbersome and does not allow for alignment between People Soft at the University of Utah.
• Additional assessment measures must be employed to measure student perception of services received through SSS and its impact on their success and graduation. Currently, the only assessments utilized are the student satisfaction survey. During AY 13-14, this produced a 98% satisfaction rate with advising services. However, the assessments were not mandatory and were administered without a formalized collection plan. This skewed data, and its application to current service provision cannot be fully ascertained.

Actions taken:

• The TRIO director has implemented a Mentor program intended to “catch” students who may be at risk of dropping below good academic standing. The pilot year was 2013-2014. Reports were generated at mid semester.
to find students with GPA’s below a 2.5. Forty nine students were identified and contacted by the SSS Mentor. Of these, only 15 scheduled advisor appointments and intervention plans. Though successful, this intervention has not been timely as the reports generated do not come directly from People Soft. The request has been made to add TRIO identifiers to SSS participants to effectively track student performance.

- The TRIO director will work with the Graduate Assistant to implement focus groups and student surveys to measure impact of services on student performance.

**ALIGNMENT:** This goal directly aligns with the Student Affairs Strategic Plan – Goal 6, Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making and Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

**RELATION TO RETENTION & GRADUATION:** Academic advising is directly tied to retention and graduation through the establishment of effective staff and student relationships that foster academic integrity, planning and academic goal measurement.

**GOAL 3:**

**Graduation:** 38% of new participants served will graduate with a bachelor’s degree or equivalent within six (6) years.

**OUTCOME:** For reporting year 2013-2014, 47 students (37%) graduated with a bachelor’s degree within 6 years. These students were part of the 2008-2009 federally established cohort. The Department of Education does not count students who have graduated after the 2008-2009 cohort into the overall success rate. This is the only objective area where the SSS TRIO program did not meet its established benchmark.

**Key Findings:**

- Obtaining graduation rates for students who have left the institution has been difficult as some students may have transferred to institutions not participating in the National Student Clearinghouse database.
- Current protocols to measure assessment items should be re-evaluated to ensure timely data collection. SSS currently uses the Student Access database software for TRIO programs. This software meets the programmatic needs but is cumbersome and does not allow for alignment between PeopleSoft at the University of Utah.
- Additional assessment measures must be employed to measure student perception of services received through SSS and its impact on their success and graduation.

**Actions taken:**
- The TRIO Programs office has requested a change in contractual services with the National Student Clearinghouse to be able to run batch reports for given cohort years. This change will help to alleviate “lost” students and will serve to better track all students served by the TRIO Programs.
- The TRIO director implemented the use of the “Service Summary Form” (SEE APPENDIX - 3) that measures service provision with direct citation to the code of federal regulations. The form also incorporates student signature and follow up plan to ensure that services are understood and student knows to follow up with specific departments or colleges.
- The TRIO director has requested that TRIO students be coded in PeopleSoft to ensure accurate tracking and has requested that a question be added to the University of Utah admissions application to effectively identify potential TRIO participants upon admission. These requests have been made to the Office of Budgets and Institutional Analysis (OBIA) and the Associate Vice President for Enrollment Management.
- The TRIO director will work with the Graduate Assistant to implement focus groups and student surveys to measure impact of services on student performance.

ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan – Goal 6, Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making and Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

RELATION TO RETENTION & GRADUATION: Tutoring is directly tied to retention and graduation through the establishment of effective standards to support student learning.

KEY ACTIVITY #4: FINANCIAL LITERACY COUNSELING

GOAL:

100 % of all SSS students receiving Grant in Aid funds are required to attend Financial Literacy workshops held in conjunction with the Personal Money Management Center.

OUTCOME: in 2013-2014 SSS awarded 36 participation grants. 100% of students who received the funding also participated in a personal money management center workshop.

The SSS grant aid funds are intended to be awarded to students who are in their first 2 years of college and are currently receiving federal PELL funds. The Grant Aid program is known at the University of Utah as the “Participation Scholarship” and this application is released during the first week of the fall term during each academic year. This date has been determined by the TRIO and Financial Aid offices to ensure that the students
applying are also receiving PELL funds and are formally matriculated for the reflected term.

Key Findings:

- Grant recipients were the only sub group of SSS students who participated in at least 2 workshops during AY 13-14.
- The correlation between participation in the financial literacy workshop series and student increase in knowledge needs to be determined.

Actions taken:

- No change to this procedure has been made for AY 14-15.
- TRIO staff have already begun to review assessment measures used by the Personal Money Management center to assess student increase in knowledge regarding financial literacy.
- The TRIO Director will work with the Graduate Assistant to implement focus groups and student surveys to measure impact of services on student performance.

ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan, Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

RELATION TO RETENTION & GRADUATION: Financial literacy workshops are directly tied to retention and graduation through the establishment of effective student financial planning.

KEY ACTIVITY # 5: GRADUATE SCHOOL ADVISING

GOAL:

100 % of all SSS juniors will receive information regarding co-curricular activities designed to acquaint students with graduate school.

OUTCOME: For AY 13-14 The SSS program conducted 1 graduate school preparation per semester in conjunction with the McNair Scholars Program from Westminster College. The workshops for 2013-2014 were held at the Annex on the following dates:

Fall 2013 Graduate School Preparation Events:

1. McNair Career and Graduate School Review, 10/9/13 (3 in attendance)

Spring 2014 Graduate School Preparation Events:

1. McNair Career and Graduate School Review, 2/10/14 (4 in attendance)
Key Findings:

- Graduate school preparation events are being conducted, though, identification of individuals to participate must be reviewed. Not all students are aware of this service, nor actively seek this out from SSS TRIO. Attendance at each workshop is extremely low.

Actions taken:

- The TRIO director will work with the Graduate Assistant to implement services specifically designed for graduate school admissions.

ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan, Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

RELATION TO RETENTION & GRADUATION: Graduate School Admission workshops are directly tied to retention and graduation through the establishment of effective student financial planning.

KEY ACTIVITY #6: CAREER EXPLORATION

GOAL:

SSS TRIO will provide 2 career exploration opportunities each semester connecting students to potential career paths.

OUTCOME: For AY 13-14 SSS TRIO provided 2 career exploration opportunities for our students each semester.

Fall 2013 Career Exploration Events:

2. Connection to University of Utah Career Services Career Fair, 10/1/13
3. McNair Career and Graduate School Review, 10/9/13

Spring 2014 Career Exploration Events:

2. Connection to University of Utah Career Services Career Fair, 2/4/14
3. McNair Career and Graduate School Review, 2/10/14

Key Findings:

- Career exploration components were not highly focused nor intrusively planned. Most of the career exploration advising were conducted individually between the advisor and participant.

Actions taken:
• The TRIO Director will review the Service Summary Form to ensure that career exploration is adequately offered as a potential service item. This will ensure that proper documentation relating to this service is maintained.

• The TRIO Director will work with Student Affairs Assessment & Evaluation to quantify this key activity to ensure proper service delivery and tracking.

ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan, Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

RELATION TO RETENTION & GRADUATION: Career exploration is directly tied to retention and graduation as this is one of the foundational pieces to ensure students are progressing toward their academic goals and objectives.

KEY ACTIVITY #7: MENTORING PROGRAM

GOAL 1: SSS will select 20 students to begin mentoring component each fall semester.

GOAL 2: This effort will work in conjunction with the Lassonde Institute.

OUTCOME: For AY 13-14 the SSS program partnered with the Lassonde Institute to develop a Mentoring program. The initial plans were to identify 20 students that would participate as mentees and 5 students to serve as Mentors. Initial conversations included conversations around serving students in the Lassonde outreach programs and the Upward Bound TRIO Program. This did take place, however, the students selected as mentees were selected by the Lassonde Institute. TRIO SSS identified the 3 mentors. These students are Vy Huhn, Vanessa Robles, Elizabeth Morales,

Key Findings:

• The implementation of this project has been fairly informal. The initial plans to develop the mentoring components fell to the Lassonde Institute, while TRIO assisted with identifying students. Roles and responsibilities need to be codified and implemented to ensure that this program is developed intentionally.

Actions taken:

• Assessment measures are currently being formulated between TRIO and the Lassonde Institute. As of 12/31/14, the Lassonde/TRIO Partnership is in the first semester of the pilot project. Since the Lassonde Institute is continuously reviewing this project, the formal assessment pieces have not been firmly implemented. As the year progresses, Lassonde will determine a specific direction to undertake to ensure alignment with their
objectives. TRIO will continue to support this effort and provide insight to opportunities that may enhance this project.

ALIGNMENT: This goal directly aligns with the Student Affairs Strategic Plan, Goal 7 – Provide, maintain and utilize technology to enhance student services, assessment and communication.

RELATION TO RETENTION & GRADUATION: Mentoring is directly tied to retention and graduation through the establishment of effective staff and student relationships that foster academic integrity, planning and academic goal measurement.

KEY ACTIVITY #8: Exposure to Cultural Events: Academic programs, and other activities not usually available to disadvantaged youth.

GOAL:

SSS will provide 2 co-curricular opportunities each semester connecting students to cultural events not normally available to low income students.

OUTCOME: The SSS TRIO program did not actively provide any cultural events during AY 2013-2014.

Key Findings:

- The SSS Program had not previously incorporated intrusive co-curricular social programming. Implementation of this piece has not been adequately reviewed and planned.

Actions taken:

- The TRIO director will review measures for incorporation of this objective for the 14-15 academic year.

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. This also ties into Goal 6, “Utilize a coordinated assessment, evaluation and research approach to promote data driven decision making”.

RELATION TO RETENTION & GRADUATION: Exposure to cultural events not typically available to low income students is important in assisting the student to develop their social identity and assists to develop a sense of belonging to the institution. Low income students tend not to feel a part of the overall academic experience due to financial limitations, this area will help students adjust to the social and academic cultures of the institution.
STUDENT AFFAIRS STAFF EXCELLENCE

AWARDS AND RECOGNITION

No TRIO Staff members received awards or recognition for AY 13-14.

STUDENT AFFAIRS COMMITTEE MEMBERSHIPS
<table>
<thead>
<tr>
<th>STAFF Department Name</th>
<th>COMMITTEE TRIO PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baldwin, Maria</td>
<td>University of Utah, Utah Academic Advising Committee (UACC), Member</td>
</tr>
<tr>
<td>Ethelbah, Kyle</td>
<td>University of Utah, Utah Academic Advising Committee (UACC), Member</td>
</tr>
<tr>
<td></td>
<td>Student Affairs, “5% - Sponsorship” Committee, Member</td>
</tr>
<tr>
<td></td>
<td>ASPIRE State TRIO Association, Alumni Committee, Member</td>
</tr>
<tr>
<td></td>
<td>ASPIRE State TRIO Association, Executive Board, President Elect</td>
</tr>
<tr>
<td></td>
<td>ASPIRE Western Regional TRIO Association, Strategic Planning Committee, Member</td>
</tr>
<tr>
<td>Jordan-Allen, Donna</td>
<td>University of Utah, Utah Academic Advising Committee (UACC), Member</td>
</tr>
<tr>
<td>Macias, Christopher</td>
<td>Student Affairs, Diversity Council, Member</td>
</tr>
<tr>
<td></td>
<td>ASPIRE State TRIO Association, Fact Book Committee, Chair</td>
</tr>
<tr>
<td></td>
<td>University of Utah, Chicano Scholarship Fund Board, Selection Committee Chair</td>
</tr>
<tr>
<td></td>
<td>University of Utah, Raza Graduation Association, Advisor/Coordinator</td>
</tr>
<tr>
<td>Papodopolous, Aris</td>
<td>No committee involvement</td>
</tr>
<tr>
<td>Ramiro-Gomez, Mariana</td>
<td>NASPA Western Regional Conference 2013 Committee (Volunteer Co-Coordinator)</td>
</tr>
<tr>
<td></td>
<td>NASPA Region V Power of One Conference 2013 Committee (Marketing Chair)</td>
</tr>
</tbody>
</table>

**STUDENT AFFAIRS PRESENTATIONS AND PUBLICATIONS**

Ethelbah, K. (February, 2014). *Understanding TRIO Legislation that Applies to TS/EOC Projects Only*. University of Nevada Las Vegas TRIO Training Session, Las Vegas, NV.


Ethelbah, K. (February, 2014). Completing the FAFSA. University of Nevada Las Vegas TRIO Training Session, Las Vegas, NV.


**STUDENT AFFAIRS FACULTY APPOINTMENTS**

No TRIO Staff members received awards or recognition for AY 13-14.

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**APPENDIX**

**1- NEXT STEPS PREPARATION RUBRIC**

| GOAL | Instruct 20 rising seniors to develop concrete high school senior year plan that includes career assessment, admissions plan, financial aid and scholarship |
preparation and scholarship and admissions essay writing.

**RATIONALE**

Upon completing this course, students will be prepared to enter their senior year of high school with a complete academic plan (with timelines) to help prepare students for the admissions and financial aid processes necessary for enrollment in post secondary education by fall 2015.

**Objective 1**

Develop syllabus to cover career exploration, admissions, financial aid/scholarships,

<table>
<thead>
<tr>
<th>Area</th>
<th>Begin</th>
<th>End</th>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Numerical Benchmarks</th>
<th>Qualitative Benchmarks</th>
<th>Resource Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in syllabus creation</td>
<td>5/10/2014</td>
<td>6/18/2014</td>
<td>Meet with Director regarding course objectives; Review established course preparation plan</td>
<td>Director and Intern</td>
<td>By June 18, 100% of syllabus will be completed.</td>
<td>Every participant to receive syllabus.</td>
<td>paper, computer.</td>
</tr>
</tbody>
</table>

**Objective 2**

All forms used to assess students to determine proper academic planning will be completed.

<table>
<thead>
<tr>
<th>Area</th>
<th>Begin</th>
<th>End</th>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Numerical Benchmarks</th>
<th>Qualitative Benchmarks</th>
<th>Resource Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>6/18/2014</td>
<td>6/23/2014</td>
<td>Review forms developed by Director</td>
<td>Director and Intern</td>
<td>By June 23, all review forms will be ready for distribution</td>
<td>All students in Next Steps course to complete academic review form.</td>
<td>paper, computer.</td>
</tr>
</tbody>
</table>

**Objective 3**

100% of students will have knowledge of the admissions process and differences between colleges, universities and technical schools.

<table>
<thead>
<tr>
<th>Area</th>
<th>Begin</th>
<th>End</th>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Numerical Benchmarks</th>
<th>Qualitative Benchmarks</th>
<th>Resource Needed</th>
</tr>
</thead>
</table>
### Objective 4
**100% of students will consider 3 areas of consideration for possible careers and college majors**

<table>
<thead>
<tr>
<th>Area</th>
<th>Begin</th>
<th>End</th>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Numerical Benchmarks</th>
<th>Qualitative Benchmarks</th>
<th>Resource Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Exploration</td>
<td>6/30/2014</td>
<td>7/3/2014</td>
<td>Locate career exploration materials to review 3 types of schools and potential majors</td>
<td>Director</td>
<td>100% of students will complete self assessment for career exploration (values, interests, abilities)</td>
<td>Students will have 2 majors and schools to review.</td>
<td>paper, computer.</td>
</tr>
</tbody>
</table>

### Objective 5
**100% of students will have plan for financial aid and scholarships**

<table>
<thead>
<tr>
<th>Area</th>
<th>Begin</th>
<th>End</th>
<th>Tasks</th>
<th>Responsible Party</th>
<th>Numerical Benchmarks</th>
<th>Qualitative Benchmarks</th>
<th>Resource Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial aid &amp; Scholarship</td>
<td>7/7/2014</td>
<td>7/11/2014</td>
<td>Develop review of scholarship and financial aid, differentiating between need and merit based aid.</td>
<td>Director and Intern</td>
<td>100% of students will complete quiz reviewing types of financial aid.</td>
<td>Students will have timeline for financial aid and scholarship completion.</td>
<td>paper, computer.</td>
</tr>
</tbody>
</table>

### Objective 6
**100% of students will have academic portfolio.**

<table>
<thead>
<tr>
<th>Area</th>
<th>Begin</th>
<th>End</th>
<th>Tasks</th>
<th>Responsible</th>
<th>Numerical</th>
<th>Qualitative</th>
<th>Resource</th>
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<td>The Party</td>
<td>Benchmarks Needed</td>
<td>Benchmarks</td>
<td>s Needed</td>
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<tr>
<td>Career Exploration, Admissions, Financial Aid</td>
<td>7/21/2014</td>
<td>7/28/2014</td>
<td>Director and Intern</td>
<td>100% of students will complete academic portfolio to use with college entrance planning by the end of the summer program.</td>
<td>Students will be able to identify career and major areas, financial aid and colleges to determine academic future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop portfolio template for students to take with after course is completed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>paper, computer.</td>
<td></td>
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</tr>
</tbody>
</table>

2- **ACTIVITY REQUEST FORM**

**Activity Request Form**

<table>
<thead>
<tr>
<th>Requestor Name</th>
<th>Activity Name</th>
<th>Activity Location</th>
<th>Activity Time</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

1. Please list at least 2 learning outcomes (more if necessary) for this activity
   (e.g. "as a result of participating in this activity, UB participants will..")

   a. 

2. **What are the potential risks involved?**
   - a. 
   - b. 
   - c. 
   - d. 

3. **What are the total costs associated with this activity?**

4. **Will Transportation be needed for this activity?**
   *(If so, have these arrangements been made?)*

5. **Will this activity be assessed?**
   *(Cultural and educational programming activities should be assessed)*
   - a. Yes
   - b. No
   - c. Unsure - will speak to Resident Supervisor

   **Comments:**

6. **Other Comments**

7. **Approval**
   - Approval date: 
   - Approval person/title: 

---

**SERVICE SUMMARY FORM**
Student Support Services
Service Summary

Date: __/__/____
Name: ___________________________ UUID#________

Documented services provided/scheduled in support of academic need

(a) Academic Persistence
34 CFR 3464.4 (a)(2)(4)

☐ Advice and assistance in PM course selection [CS-P]
☐ Education/Counseling to improve financial and economic literacy [FL-P]
☐ Referral to other service provider: ___________________________
  ☐ CS-R ☐ FL-R
  Recommendations

(b) Good Standing

☐ Academic Tutoring [TU-P]
  Subject(s): ___________________________
  Subject(s): ___________________________
  ☐ Information on Federal financial aid programs [FAI-P]
    Program: ___________________________
  ☐ Assistance in completing financial aid applications
    (including FAFSA) [FAA-P]
    ☐ FAFSA ☐ Grant Aid ☐ Other
    ☐ Referral to other service provider: ___________________________
    ☐ TU-R ☐ FAA-R
    Recommendations

(c) Graduation within 6 years
34 CFR 3464.4(5)

☐ Assistance in applying for admission to Graduate School and obtaining Federal student aid [GS-P]

  Name of School
  Term

  ☐ Referral to other service provider: ___________________________
  ☐ GS-R
  Recommendations

Other Services

☐ Personal counseling
☐ Career counseling
☐ Exposure to cultural events
☐ Mentoring programs
☐ Temporary housing
☐ LEP Services
  ☐ Referral to other service provider: ___________________________
  Recommendations

Follow-up Appointment:

☐ I agree to follow UU TRIO recommendations and to notify my advisor/counselor when I accomplish the above.
☐ I agree to keep my advisor/counselor informed about any challenges that I encounter so additional assistance can be provided.
☐ I authorize any educational institution to release academic information or test scores that are requested by the UU TRIO Programs office.

Participant Signature: ___________________________ Date: __/__/____
Staff Signature: ___________________________ Date: __/__/____

☐ Phone Advising ☐ Email Advising
Input by: ___________ Input Date: __/__/____
UB Academic Success Plan

Upward Bound
Academic Success Plan Progress

Date: __/__/______
Grade: ______________

Name: ____________________ School: ______________

ACT #1 Score: ___________ SAT #1 Score: ___________ GPA: ___________ School ID: ______________

Plan to Rejek? Yes No Plan to Rejek? Yes No Term 1 CGPA: __________
Registered # for: ______________ Registered # for: ______________ Term 2 CGPA: __________
ACT/SAT # Score: ___________ ACT/SAT # Score: ___________ Term 3 CGPA: __________

Career & Major Exploration

☐ Career Discussed
Career 1: ____________________
Career 2: ____________________

☐ Majors Discussed
Major 1: ____________________
Major 2: ____________________
Major 3: ____________________

Awards / Achievements / Service

☐ Achievements Discussed (used for admissions and scholarship essay preparation)

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Date</th>
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Notes: ____________________

College Advising

☐ Institutions Discussed
Institution 1:
Major Declared: ____________________

Institution 2:
Major Declared: ____________________

Institution 3:
Major Declared: ____________________

Scholarships

☐ Scholarships Discussed

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Deadline</th>
<th>Applied</th>
<th>$ Awarded</th>
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<tbody>
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Notes: ____________________

Admission Deadlines

<table>
<thead>
<tr>
<th>Institution</th>
<th>Deadline</th>
<th>Applied</th>
<th>Fee</th>
<th>ACT/SAT</th>
<th>HS Transcript</th>
<th>SLCC Transcript</th>
<th>Admitted</th>
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<tbody>
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</tbody>
</table>
## Financial Aid

**Financial Aid Discussed**

<table>
<thead>
<tr>
<th>Parent PIN</th>
<th>Student PIN</th>
<th>Applied</th>
<th>EFC</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Institution 1 Forms</th>
<th>Institution 2 Forms</th>
<th>Institution 3 Forms</th>
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</table>

**Notes**

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<table>
<thead>
<tr>
<th>Participant Signature</th>
<th>Date</th>
<th>Staff Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Definitions

Many of the key activities use terms taken directly from the US Department of Education, Office of Post-Secondary Education. Terms referenced within this report can be found here.

**Rigorous Secondary School Program of Study**

According to the definition in the Upward Bound program regulations, “rigorous secondary school program of study” means a program of study that is--

1. Established by a State educational agency (SEA) or local educational agency (LEA) and recognized as a rigorous secondary school program of study by the Secretary through the process described in 34 CFR 691.16(a) through (c) for the Academic Competitiveness Grant (ACG) Program;
2. An advanced or honors secondary school program established by States and in existence for the 2004–2005 school year or later school years;
3. Any secondary school program in which a student successfully completes at a minimum the following courses:
   - Four years of English.
   - Three years of mathematics, including algebra I and a higher-level class such as algebra II, geometry, or data analysis and statistics.
   - Three years of science, including one year each of at least two of the following courses: biology, chemistry, and physics.
   - Three years of social studies.
   - One year of a language other than English;
4. A secondary school program identified by a State-level partnership that is recognized by the State Scholars Initiative of the Western Interstate Commission for Higher Education (WICHE), Boulder, Colorado;
5. Any secondary school program for a student who completes at least two courses from an International Baccalaureate Diploma Program sponsored by the International Baccalaureate Organization, Geneva, Switzerland, and receives a score of a “4” or higher on the examinations for at least two of those courses; or
6. Any secondary school program for a student who completes at least two Advanced Placement courses and receives a score of “3” or higher on the College Board's Advanced Placement Program Exams for at least two of those courses.