1. **Mission Statement**

The federal legislation defines the mission of the TRIO programs as being, "...to identify qualified individuals from disadvantaged backgrounds, to prepare them for a program of postsecondary education, to provide support services for such students who are pursuing programs of postsecondary education...."

**Student Support Services (SSS)** is a postsecondary retention program to provide academic support for low income, first generation college students and students with disabilities.

**Upward Bound (UB)** is a postsecondary access program for high school students who are low income and potential first generation college students but who are not likely to complete high school and/or prepare for and enroll in college.

2. **Highlights (i.e. the “Big Picture”)**

**Accomplishments – Student Support Services:**

- 235 University students participated in the Student Support Services project during 2008-09.
- 88% of active students persisted at the University from 2008-09 to Fall 2009 or graduated during 2008-09.
- Awarded Pell Grant Supplements totaling $56,000 to 33 freshmen and sophomore students with unmet financial need.

**Accomplishments - Upward Bound:**

- 105 youth participated in the University of Utah Upward Bound program during 2008-09. 96 (91% of 105) were retained in the program through the beginning of program year 2009-10 or had graduated from high school.
- 10 high school seniors participated during some or all of 2008-09. 8 of the 10 (80%) enrolled in a postsecondary institution for Fall semester 2009: 6 at the University of Utah, 2 at Salt Lake Community College.
- Of the students who enrolled in college, one received the Daniel’s Scholarship (a four-year scholarship); most of the others received smaller scholarships.
- During February 2008, Upward Bound project hosted the statewide TRIO Youth Leadership Conference. A committee of U of U UB students assisted with planning and hosting over 100 Upward Bound and Educational Talent Search students from eleven TRIO programs across the state. The theme for the two day event, “I Am Because We Are – Leadership in Community” set the stage to develop leadership and awareness of skills and ways to lead at various levels of community.
Large issues/events that were significant

Higher Education Opportunity Act

In August 2008, President Bush signed the Higher Education Opportunity Act, which reauthorized and amended the TRIO Programs as well as other programs authorized under the Higher Education Act of 1965. The amendments to the TRIO programs increase funding cycles from four to five years, require an added focus on economic and financial literacy for students; and expand services to homeless and other unattached youth as defined in the McKinney-Vinto Act. We are currently awaiting changes to the regulations to determine the specifics for implementation of the amendments.

One immediate impact of the amendments at the University of Utah was to extend the grant for the Student Support Services program through September of 2010. Rather than preparing a new grant application to begin in September 2009, the application is now due in the Fall of 2009 to begin in September 2010.

TRIO Appropriation Level Funded

The federal appropriation for TRIO Programs, which includes Student Support Services and Upward Bound, had not had an increase in funding since FY 2005, resulting in almost flat funding for the University’s programs. For 2008-09, the US Department of Education used funding released by the cancellation of the Upward Bound study to provide a small increase to Student Support Services programs. The Upward Bound program continued at level funding for 2008-09.

Increases in costs, especially those associated with employee benefits, as well as other expenses, have resulted in reductions in program services, primarily number of tutors in Student Support Services and fewer college exploration visits and cultural exposure events in Upward Bound. Because no significant increases are anticipated in the near future, we are seeking additional ways to limit all expenses.

New projects/collaborations:

Writing Program: TRIO/EOP collaborated with the Writing Program to develop a “Writing 1005” course for the UB Bridge and JumpStart programs for Summer 2008. Positive results from this experiment during 2008 resulted in the Writing Program again offering this course during Summer 2009 for Bridge and JumpStart. The Writing Program also offered one section during Summer 2009 for students not enrolled in the TRIO programs.

Robotics program – Mechanical Engineering: In September 2007, EOP provided a letter of support for the College of Engineering’s IGERT grant application intended to educate students about graduate degree opportunities in science and engineering. Part of this grant included provisions for outreach to underrepresented high school students. Their grant was funded for summer 2008.

During summer 2008, as part of our “career explorations” curriculum for the summer, approximately 30 Upward Bound students spent 10 hours learning about robotics and building robots from Legos. In summer 2009, the collaboration was repeated with about 15 Upward Bound students.
3. **Service Delivery**

**Student Support Services:**

Program components include tutoring, instruction, postsecondary orientation, academic advising, assistance to identify and apply for financial aid, a Pell Grant Supplement for freshmen and sophomores with unmet financial need, and other services to increase the likelihood of continued enrollment and academic progress.

There were no significant changes in the types or manner of service provision during this year.

**Upward Bound:**

Program components include tutoring; instruction; academic, career and personal advising; assistance with college selection and application; and an intensive residential summer program on the University campus.

Coursework included mathematics (elementary algebra through pre-calculus), physics, chemistry, writing and literature, English as a second language, Spanish (beginning and for native Spanish speakers), computer literacy, mythology, and Next Step (college scholarship application preparation). Curricula and other activities incorporated the environment and sustainability to meet the *Going Green* theme for the summer.

Twenty-one raising seniors and Bridge students participated in the UB Internship program. Intended to expose youth to careers that require a postsecondary education, the students worked for approximately 10 hours per week during the six week summer program. The students were placed based on long-term career interests. Participating sites included a veterinarian’s office, Planned Parenthood, a radio station, a political campaign, and various on-campus offices and science laboratories.

**UB Bridge/JumpStart**

Upward Bound students who graduate from high school and intend to enroll in a postsecondary program in the coming fall term are eligible to participate in the Upward Bound Bridge program.

The JumpStart program is a combined Student Support Services/University initiative. Students who have been admitted to the University for the coming fall term who have admission index numbers below average or who are placed in Math 950 or Math 1010 and who meet the Student Support Services eligibility criteria are recruited to participate in JumpStart. The program runs during the second half of summer semester.

The combined Bridge/JumpStart program students live in the residence halls and enroll in EOP sponsored courses intended to ease the transition to the University. During Summer 2008, twenty-three Upward Bound Bridge and eighteen JumpStart participants were enrolled in Math 950 or Math 1010, Educational Psychology 2600, and Writing 1005. They also received extensive academic advising and participated in various activities and community service projects.
4. **Assessment**

**Annual Performance Reports (APR)**

The primary assessments for TRIO programs are the Annual Performance Reports (APR) submitted to the US Department of Education. These reports respond to specific objectives established for each project in the approved grant applications. The achievement of the federally approved objectives is directly related to continuation of the grants in future program years.

**SUMMARY: Preliminary Student Support Services APR for period of September 1, 2008 through August 31, 2009, to be submitted November 30, 2009.**

<table>
<thead>
<tr>
<th>Federally Approved Objectives (PY 2005 - 2010)</th>
<th>Proposed Number/Percent</th>
<th>Actual Number</th>
<th>Actual %</th>
<th>Description of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Funded to Serve:</strong></td>
<td>225</td>
<td>235</td>
<td>104%</td>
<td>Includes only those who received “significant” services during the program year.</td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td></td>
<td></td>
<td></td>
<td>174 of 235 are enrolled F09</td>
</tr>
<tr>
<td>70% of all participants served by the SSS project will persist from 2008-09 to 2009-10 academic year and/or graduate.</td>
<td></td>
<td>12</td>
<td>5%</td>
<td>12 of 223 graduated during 2007-08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>206</td>
<td>88%</td>
<td><strong>Total Persistence/Graduation</strong></td>
</tr>
<tr>
<td><strong>Good Academic Standing:</strong></td>
<td></td>
<td></td>
<td></td>
<td>195 of 235 in good standing at end 2008-09</td>
</tr>
<tr>
<td>Eighty-five percent of active participants will be in good academic standing with a GPA of 2.0 or above as of the final semester of the program year.</td>
<td></td>
<td>195</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td><em><em>Graduation (as of 8/31/09</em>):</em>*</td>
<td></td>
<td></td>
<td></td>
<td>2003 Cohort: 57 of 119</td>
</tr>
<tr>
<td>Each cohort of SSS participants will graduate from the institution at a rate of 40% within six years of initial selection to the project</td>
<td></td>
<td>57</td>
<td>48%</td>
<td>2004 Cohort: 41 of 127</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41</td>
<td>32%</td>
<td>2005 Cohort: 29 of 94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>*Degrees posted as of 9/22/09.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Federally Approved Objectives (PY – 2007-2011)</th>
<th>Proposed Number/Percent</th>
<th>Actual Number</th>
<th>Actual Percent</th>
<th>Description of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Funded to Serve:</td>
<td>80</td>
<td>105</td>
<td>131%</td>
<td>All students who actively participated between 6/1/08 and 5/31/09.</td>
</tr>
<tr>
<td>Project Retention</td>
<td></td>
<td>70</td>
<td></td>
<td>Of 105 from 2008-09, 70 are continuing to participate as of 9/1/09.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td></td>
<td>Participated in Bridge 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>Graduated from high school in 2008-09 and did not participate in Bridge 2009</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>96 of 105</td>
<td>91%</td>
<td>Total Persistence in UB</td>
</tr>
<tr>
<td>Postsecondary Enrollment of Program Completers (2009 Cohort)</td>
<td>N/A</td>
<td>8 of 10</td>
<td>80%</td>
<td>10 seniors participated in UB during 2008-09; 8 are known to be enrolled in postsecondary programs.</td>
</tr>
<tr>
<td>Postsecondary Enrollment of all 2009 Cohort (confirmed to date)</td>
<td>60%</td>
<td>8 of 13</td>
<td>61%</td>
<td>13 students from the class of 2009 have ever participated in Upward Bound at any time; 8 are known to be enrolled in postsecondary.</td>
</tr>
</tbody>
</table>

Results of assessment projects and how they will be used to inform practice.

Because future funding of the programs is partially dependent upon achieving the approved objectives, we must pay close attention to the extent to which the programs are meeting the federally approved objectives indicated above. During the year, we review progress toward meeting various objectives and keep databases up to date. When objectives are missed, we attempt to determine why and make adjustments in program or procedure as seems appropriate.

Trends
A continuing concern is the disproportionate representation of females to males in both programs. Only 84 of 235 (36%) of SSS participants were male – this is a 2% increase from last year’s 34%. Although this is a national trend, this disparity has been noticeable at the University of Utah in only the last few years. It appears that women are significantly more receptive to seeking support and more likely to participate in the programs. In Upward Bound, a renewed emphasis on recruiting and retention of males
has improved the situation. For summer 2009 (although technically next year’s report), we actually had more male participants than female.

Within both programs, there is a growing number of immigrant participants. For Upward Bound, twenty-seven percent of participants in 2008-09 were born outside of the United States; this does not include the very large numbers of students who were born in the US but who are children of immigrants. These differences in language, culture and religion, while enriching, require accommodation within the TRIO programs and, long term, within institutions of higher education.

5. **Staff**

Jessica Solyom, UB Advisor, resigned in December 2008 to attend graduate school in Arizona. Mark Frazier was hired to replace Jessica. Mark has a long history of working with youth programs including, Job Corps, Boys and Girls Clubs, and residential treatment centers.

In April, Jason Luttrell, SSS Academic Advisor resigned to relocate to Oregon. Maria Baldwin, long time Upward Bound Advisor, transferred from UB to SSS to take that position. In June, Maria Martinez was hired to fill the vacant Upward Bound position. Maria Martinez had worked with the Utah College Advising Corps and at SLCC as the Latino/a Outreach Advisor.

**STUDENT AFFAIRS AWARDS AND RECOGNITIONS 2008-09**

None for 2008-09.

**COMMITTEE MEMBERSHIPS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felker, Kathryn</td>
<td>Educational Opportunity</td>
<td>Commission on Status of Women</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Neighborhood Partners – Youth Education Success (YES) Committee</td>
</tr>
<tr>
<td>Jordan-Allen, Donna</td>
<td>Educational Opportunity</td>
<td>Safe Passages Retention Committee</td>
</tr>
<tr>
<td>Jason Luttrell</td>
<td>Educational Opportunity</td>
<td>UAAC</td>
</tr>
<tr>
<td>Maria Baldwin</td>
<td>Educational Opportunity</td>
<td>Student Affairs Sustainability Committee</td>
</tr>
</tbody>
</table>
PRESENTATIONS AT PROFESSIONAL CONFERENCES

