Women’s Resource Center

2014-2015

Student Affairs Departmental Annual Report
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Each year we strive to improve services, reach great numbers of students, collaborate more effectively with campus and community partners, and evaluate and collect data that will verify that we are achieving our goals and outcomes.

We have worked intentionally to assure that our strategic plan aligns with the Division of Student Affairs Strategic Plan by connecting every area of our services with one or more of the eight values guiding the efforts of Student Affairs. Recruitment, retention and graduation of students is at the core of all that we do. That includes everything from advocacy, counseling services, mentoring and scholarships to making sure that students connect with the area of our campus that will be a link to their persistence.

The range of students that seek support and services from the Women’s Resource Center (WRC) becomes more diverse each year. The key activities for the WRC focus on the primary area of service delivery. In this report you will be able to see the range of services offered, who is receiving services and the diverse backgrounds of those who are seeking out support from the WRC. We will also highlight the successful outcomes that we have experienced over the past year and the challenges that we are facing. Our efforts in assessment and evaluation has had a very positive impact on our staff and we are using the data collected to improve and show the services we are working on, in tandem with the goals and outcomes of Student Affairs and The University of Utah.

**Key Activities**

I. **Key Activity: Scholarships**

The WRC is currently dispensing money and managing 100-112 student scholars, depending on the funds raised each year. We offer scholarships based on funding from the Harman Trust Scholarship Fund, Simmons Family Foundation, Sorenson Legacy Foundation, Michael Foundation, Osher Foundation and the Boundless Opportunity Scholarship.

a. **Goals**

   i. Provide funding opportunities for qualifying students so that they may continue their educational pursuits to graduation.
   ii. Maintain and cultivate funding sources.

b. **Desired Outcomes**

   i. Increased graduation rates of WRC Scholars.
   ii. Increased number of WRC scholars accessing university services.
   iii. Increased number of scholars receiving funding.
   iv. Continuity of donor support.
c. Data

Award Summary

- 110 Scholarship Recipients
- 31 Graduated (28% graduation rate)
- 46 Reapplied for 2015-2016 (41% Scholarship Retention)
- 71 Attending the U (63% retention rate – includes those enrolled at the U, but did not reapply for scholarships)
- 26 Enrolled for summer/fall but did not reapply for WRC scholarships
- 8 Not attending due to various issues
- Referral utilization:
  - 92.5% utilized other WRC services
  - 20% of scholarship recipients utilized the ASUU tutoring center
  - 57.5% of scholarship recipients utilized Campus Computer Labs
  - 37.5% of scholarship recipients utilized Career Services
  - 35% of scholarship recipients utilized the Counseling Center
  - 25% of scholarship recipients utilized the University College
  - 52.5% of scholarship recipient utilized the Admission’s Office
  - 50% of scholarship recipients utilized the Registrar's Office
  - 82.5% of scholarship recipients utilized Financial Aid and Scholarship Office

Graduation Details by Scholarship

Beta Gamma – 2 Recipients
- BA – English (Accepted into Master of Social Work program)

Boundless Opportunity – 26 Recipients
- BS – Communications, Minor – Ethnic Studies
- BS – Communication
- BS – Chemistry, Minor – Business
- BSG – Geoscience
- BS – International Studies
- BA – Spanish Teaching, Duel Minors – Latin American Studies, Mathematics Teaching

Harman – 10 Recipients
- HBS – Psychology, Minor – Integrative Human Biology
- MSW – Social Work
- MSW – Social Work

Mary Cherry – 4 Recipients
- MAE – Arts and Engineering, Emphasis Game Production

Michaels – 5 Recipients
- MPH / MHA – Duel Degree – Public Health and Healthcare Administration
- BS – Medical Laboratory Science
Osher – 44 Recipients
- BS – Philosophy
- BS – Theatre
- BS – Health Promotion and Education
- BA – Communications, Minor – International Studies
- BA – History, Minor – Creative Writing
- BS – Anthropology, Minor – Religious Studies
- BA – Communications
- BS – Psychology
- BSW – Social Work
- BS – Psychology

Simmons – 9 Recipients
- BS – Anthropology, Minor – Integrative Human Biology
- MPA – Public Administration

Sorenson – 10 Recipients
- BSN – Nursing
- MAC – Accounting
- BS / BS – Dual Degree – Information Systems and Accounting
- MS / MS – Dual Degree - Human Development and Social Policy
- MSW – Social Work

Funding Summary

Endowments:

The Women’s Resource Center has three scholarship endowments. All three endowments have experienced growth during the past year, of particular note is the Osher Re-entry Scholarship, which has resulted in an increase in funds available to be awarded annually from $50,000 in 2012-2013 to $68,000 for the 2015-2016 academic years.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Description</th>
<th>Endowment Balance</th>
<th>Dispersed Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Cherry Moslander Roberts</td>
<td>Annual Scholarship</td>
<td>$170,986</td>
<td>$6,180</td>
</tr>
<tr>
<td>Avon/Kuniko Terasawa</td>
<td>Emergency Scholarship</td>
<td>$18,980</td>
<td>$686</td>
</tr>
<tr>
<td>Osher Re-entry</td>
<td>Annual Scholarship</td>
<td>$1,509,239</td>
<td>$68,763</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>$1,699,205.00</strong></td>
<td><strong>$75,629.00</strong></td>
</tr>
</tbody>
</table>
Annual Grants:

Each year the Associate Director/Director reapply or manages the donor relationships for the following grants and scholarships.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaels Foundation</td>
<td>Annual Scholarship</td>
<td>$10,000</td>
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<tr>
<td>Boundless Opportunity</td>
<td>Annual Scholarship</td>
<td>$12,500</td>
</tr>
<tr>
<td>Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorenson Foundation</td>
<td>Annual Scholarship</td>
<td>$25,000</td>
</tr>
<tr>
<td>Simmons Foundation</td>
<td>Annual Scholarship</td>
<td>$19,857</td>
</tr>
<tr>
<td>Harman Family Foundation</td>
<td>Annual Scholarship</td>
<td>$40,000</td>
</tr>
<tr>
<td>Daniels Fund (Additional Award)</td>
<td>One-time award for scholarships</td>
<td>$22,500</td>
</tr>
<tr>
<td>Encourage U – Private Donors</td>
<td>One-time award for scholarships</td>
<td>$21,457</td>
</tr>
</tbody>
</table>

**Total:** $151,314.00

d. **Alignment**

The scholarships offered through the Women’s Resource Center align with several of the Student Affairs values and objectives. Students who are awarded scholarships through the WRC are fully connected to our office and provided wrap-around services, which includes counseling, mentoring and assistance in navigating the entire campus. By offering funds to support the educational goals of students we are meeting the following student affairs strategic objectives: developing students (#1), promoting diversity on campus through effective programming (#3), partnering with faculty, staff and external constituencies (#5), utilize a coordinated assessment and evaluation approach (#6), provide, maintain and utilize technology to enhance student services (#7), promote the effective us of best practices (#8).

e. **How goals, outcomes, and supporting data relate to retention and graduation of students.**

For 2014-2015 we have a graduation rate of 28%, and a scholarship retention rate of 41%.

We believe that providing funding support for students directly relates to retention and graduation. So many of the students we support tell us that without the funding they would have had to leave the University or it would take several years to complete.

f. **Direct quotes from students**

Thank you so much for your kindness and generosity in selecting me for your scholarship. As an older, returning student, single mom and soon to be social worker, this scholarship award is such a blessing to me and my children. The funds will help me out more than words can express and it means a lot to know that there
are those in our community willing to help. I hope to be in the position someday to “pay it forward”. It has been an amazing experience for me to return to the University of Utah after 20+ years, and am thankful for the opportunity, as well as the scholarship. – R. Bowles

I can’t even begin to express my gratitude to you for selecting me as one of your recipients. I’ve struggled by entire life and wasn’t sure that I’d be where I am today without people like you there along the way. I can’t wait to finish my degree and thanks to you; that dream is closer than ever! – C. Redmond

Thank you so much for your assistance into my future. As a non-traditional student and a father to a family of 5, the assistance received is not overlooked. – C. Schaer

It is with utmost gratitude (for all the work you all do at the WRC and beyond) that I am able to continue to strive for higher education and to promote the importance of a supportive academic community – thank you! – A. Garcia

By awarding me the Osher Re-entry scholarship, I will be able to focus on my education and put all my energy into doing well in my classes. Your generosity is allowing me to get one step closer to making my goals and dreams a reality. I hope in turn one day I’ll be able to give back and help other students achieve their goals just as you have helped me. – S. Phelps

I am very grateful to have been awarded the Osher Re-entry Scholarship. Thank you for having confidence in me as a student, as a woman, and in my future. It is so encouraging to know that someone else believes in the value of my education, especially as a non-traditional student. I will uphold the merit standards and succeed in the expectations of the award. Thank you. – M. Kirschbaum

g. **Utilization Data**

| i. | 118 Students Applied |
| ii. | 91 Undergraduate, 17 Graduate, 2 Duel Graduate, 7 Ph.D and one Ph.D/DMA |
| iii. | 8 Freshman, 10 Sophomore, 37 Junior, 31 Senior, 17 Graduate, 2 Duel Graduate, 7 Ph.D and one Ph.D/DMA |
| iv. | 103 Female, 15 Male |
| v. | 3 African American, 1 African American/Somali, 1 Asian, 1 Asian Hispanic, 1 Asian Western European, 2 Asian American, 2 Black African American, 1 Black White, 40 Caucasian/White, 1 Costa Rican American, 7 Hispanic, 1 Hispanic German, 2 Middle Eastern, 1 Multiracial, 1 Navajo, 1 Pacific Islander, 2 Ukrainian, 1 Vietnamese American, 1 O.K. Cherokee, 48 who preferred not to identify |
| vi. | The average age is 35 years, 97 applicants are 25 years old or greater |
| vii. | 7 are Veterans |
| viii. | 62 are first generation college students |
| ix. | 73 have children |
| x. | 39 are single parents |
| xi. | 41 are survivors of violence |
II. **Key Activity: Emergency Funding**

The WRC dispenses 60-100 emergency scholarships, depending on the funds raised, each year. In addition to the emergency funds we also provide additional services as needed which include mentoring, connecting students with other campus resources, advocacy and an overall connection with an office on campus where they can feel safe.

a. **Goals**

i. Assist students in financial crisis.
ii. Provide students with needed resources i.e., books, lab feed, rent, food.
iii. Maintain and cultivate funding sources.

b. **Desired Outcomes**

i. Increased student retention.
ii. Increased completion of classes.
iii. Increased number of WRC scholars accessing university services.
iv. Continuity of donor support.

c. **Data**

I. Total amount of funds awarded for 2014-2015: $28,038.35
II. 74 Applicants, 42 awarded
III. Primary reason for help: 4 Academic, 14 Books, 1 Childcare, 4 Health, 18 Housing, 2 Student Development, 1 Transportation, 30 Tuition
IV. 15 Graduated, 17 stopped attending for various reasons, 42 are currently enrolled
V. 20% Graduation Rate, 55% Retention Rate
VI. Funding Summary

<table>
<thead>
<tr>
<th>Donor</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorenson Foundation</td>
<td>Emergency Scholarship</td>
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</tr>
<tr>
<td>Hemingway Foundation</td>
<td>Emergency Scholarship</td>
<td>$3,000</td>
</tr>
<tr>
<td>Bamberger Foundation</td>
<td>Emergency Scholarship</td>
<td>$5,000</td>
</tr>
<tr>
<td>Castle Foundation</td>
<td>Emergency Scholarship</td>
<td>$2,000</td>
</tr>
<tr>
<td>Parent Fund (Office of Undergraduate Advancement)</td>
<td>Emergency Scholarship</td>
<td>$2,000</td>
</tr>
<tr>
<td>Utah Women’s Forum Continuation Grant</td>
<td>Emergency Scholarship</td>
<td>$350</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$32,350.00</strong></td>
</tr>
</tbody>
</table>

d. **Alignment**

The scholarships offered through the Women’s Resource Center align with several of the Student Affairs values and objectives. Students who are awarded scholarships through the WRC are fully connected to our office and provided wrap-around services, which includes counseling, mentoring and assistance in navigating the entire campus. By offering funds to support the educational goals of students we are
meeting the following student affairs strategic objectives: developing students (#1),
promoting diversity on campus through effective programming (#3), partnering with
faculty, staff and external constituencies (#5), utilize a coordinated assessment and
evaluation approach (#6), provide, maintain and utilize technology to enhance
student services (#7), promote the effective us of best practices (#8).

e. How these goals, outcomes and supporting data relate to retention and
   graduation of student.

i. For 2014- 2015 we have a graduation rate of 20%, and a scholarship
   retention rate of 55%.

ii. We believe that providing funding support for students directly relates to
    retention and graduation of students. So many of the students we support tell
    us that without the funding they would have had to leave the University.

f. Direct quotes from students

This letter is my way to thank you once again for your assistance in my studies at
University of Utah. Because I did not have financial worries, I was able to
concentrate on my classes and volunteer work. My classes included short-term
finance, statistical inference one, feminist economics, business intern program, and
honors thesis project (part 1) with the grade point average of 4.0 for the semester.
Your belief in my potential in the form of this scholarship helped to motivate me and
added another layer of satisfaction in my achievements. Please know how important
the scholarships you award are to all the students who receive them. Personally I
hope that someday I, too, will have the capability and opportunity to offer the same
valuable support. – E. Nazarenko

This Scholarship will help me meet some of the financial needs associated with a
non-traditional student as myself. The scholarship will make a significant difference
in my finances and the ability for me to stay in school. Thank you again for your
generosity. I cannot express my gratitude enough. – T. Zundel

I cannot express my gratitude in receiving this scholarship! This financial support
means so much, and makes such a difference. I have never had much financial
stability while in school, and I’m so proud and excited to announce that I will be
graduating next year! It is all because of the support I’ve found along the way and
this scholarship is a huge leg-up as I enter my final (undergraduate) year. – A. Black

g. Utilization Data

i. 1 Certificate (add on to BS), 62 Undergraduate, 7 Graduate, 4 Ph.D

ii. 5 African American, 1 African American/White, 2 American Indian, 4 Asian, 1
    Black, 1 Black/African American, 1 Caribbean American, 23 Caucasian, 1
    Central American, 1 Filipino American/Asian, 5 Hispanic, 6 Latina, 1 Mexican,
    1 Multi-racial, 2 Pacific Islander, 19 preferred not to answer.

iii. Average age of applicants 30; applicants ages ranged from 18-59.
III. **Key Activity: Training–Feminist Multicultural Counseling Training Program (FMC)**

The Graduate Training Program in Feminist Multicultural Counseling (FMC) allows students to become immersed in the relevant theories and practices of feminist multicultural counseling. The practicum counselors are selected from the fields of counseling, clinical psychology, and social work.

**a. Goals**

i. Train graduate level counseling and social work students in a FMC empowerment model.

ii. Implementation of a feminist multicultural model in their clinical practice and their programming responsibilities at the WRC.

**b. Desired Outcomes**

i. Provide mental health counseling and advocacy.

ii. Participate in programming responsibilities that include working with Go Girlz, USTART, and additional social justice activities.


iv. Understand and apply the implications of gender, culture, and trauma in assessment and diagnosis.

v. Understanding of one’s own positions of privilege and power and how those affect one’s interactions in counselor-client interactions and in the larger social system.

**c. Data**

i. During the past year three graduate students completed the FMC Practicum (2 MSW, 1 CMHC). One of the MSW students is employed and has continued co-facilitating one of the WRC groups on a volunteer basis; the other MSW student is in process of searching and applying for a job that fits while she continues her social justice work as a co-facilitator for Antidiscrimination Training (ART); the CMHC student is currently in transition, completing educational requirements with her educational/career plans. All FMC trainees are women. (2 Caucasian, 1 African-American.) All this year’s trainees are in their mid to late 20’s.

ii. Practicum students saw a majority of the students and staff who accessed the WRC for counseling. (This data is reflected in the clinical key activity portion of this report.) They also co-facilitated one or more of the 4 support groups offered at the WRC. Their presence and participation in the FMC Practicum made it possible for the WRC to serve the majority of those seeking counseling at the WRC.

iii. Practicum students participated in WRC major programming activities coordinated and supervised by the WRC Program Coordinator.

iv. Practicum students participated in handling walk-ins and crisis requests during their clinical hours and were also available to assist in staffing the office, managed and supervised by our Administrative Assistant.
d. **Alignment**

The FMT program aligns with the following student affairs strategic objectives: developing students (#1), provide professional and competent service (#2), promoting diversity on campus through effective programming (#3), partnering with faculty, staff and external constituencies (#5), utilize a coordinated assessment and evaluation approach (#6), provide, maintain and utilize technology to enhance student services (#7), promote the effective us of best practices (#8).

e. **How these goals, outcomes and supporting data relate to retention and graduation of students.**

The services provided as part of the FMT program increase retention and graduation of students because the psychological and emotional support contributes to a student's ability to perform academically which contributes to increased and timely graduation rates. Access to counseling encourages and introduces students to the broad range of services and support offered at the University.

f. **Direct quotes from students**

We do not have any quotes from students at this time.

g. **Utilization Data**

This data is reflected in the clinical key activity portion of this report.

**IV. Key Activity: Clinical – Individual/Couples Counseling and Support Groups**

The Women's Resource Center (WRC) provides individual and couples counseling to University students, staff and faculty. Additionally, we also offer four women's support groups that are open to the University community as well as the greater Wasatch Front community. Counseling and group co-facilitation is provided by licensed professionals and advanced graduate students in clinical mental health counseling, social work and counseling psychology. In addition to regularly scheduled clinical appointments, all clinical permanent staff and practicum students respond to crisis referrals, walks-ins and phone calls as needed.

a. **Goals**

   i. Effective and timely response to requests for mental health services at the WRC and providing referrals when necessary.
   ii. Collect and assess data regarding client utilization.

b. **Desired Outcomes**

   i. Decrease levels of client distress.
   ii. Implement a more frequent use of the Feminist Multicultural Outcome Measure (FEMTOM) while partnering with faculty in Education Psychology to do further validity and reliability research on the instrument.
iii. Increase retention and graduation rates of high risk students.

c. **Data**
   
   i. 83 Individual clients served  
   ii. 1164 total individual sessions  
   iii. 56 group clients served  
   iv. 249 group hours total  

The above numbers of both individual clients and individual counseling sessions reflect a significant increase over past years. The number of individual clients is up 31% above the previous year and the number of individual sessions is up 67% over the 2013-2014 year and 35% above our previous highest year which was 2012-2013.

d. **Alignment**

The clinical services the WRC provides, in partnership with the FMC training program, aligns with the following student affairs strategic objectives: developing students (#1), provide professional and competent service (#2), promoting diversity on campus through effective programming (#3), partnering with faculty, staff and external constituencies (#5), utilize a coordinated assessment and evaluation approach (#6), provide, maintain and utilize technology to enhance student services (#7), promote the effective us of best practices (#8).

e. **How these goals, outcomes and supporting data relate to retention and graduation of students.**

The services provided as part of the FMT program increase retention and graduation of students because the psychological and emotional support contributes to a student’s ability to perform academically which contributes to increased and timelier graduation rates.

f. **Direct quotes from students**

Unable to provide quotes from clients due to confidentiality guidelines.

g. **Utilization Data**

   i. Career  
      1. 84% undergraduates  
      2. 10% graduate students  
      3. 6% staff  
   
   ii. Gender  
      1. 93% female  
      2. 3% male  
      3. 1.5% transgender  
      4. 2.99% other (a small percentage of our clients identified as more than one gender)  
   
   iii. Race/Ethnicity  
      1. 4.5% African American  
      2. 3% Asian/Asian American
3. 58% White/Caucasian
4. 12% Hispanic/Latina/Latino
5. 1.5% Middle Eastern
6. 7.5% Native American/American Indian/Alaska Native
7. 7.5% Pacific Islander
8. 1.5% Biracial
9. 1.5% Multiracial
10. 12% Other (includes Asian, Bosnian, Chicana, Latina/Chicana, Euroasian, Russian, and Pakistani)
11. 3% Unknown
12. Please note: some clients may include more than one racial group identity

iv. Sexual Orientation
1. 60% heterosexual
2. 1.5% gay
3. 2% lesbian
4. 4.5% queer
5. 7.5% other
6. 21% unknown

v. Age
1. Range from 19-46 years of age (individual clients)
2. Range from 18-64 years of age (group clients)

V. Key Activity: U START – Student Access and Retention Initiative

U START seeks to support and retain students admitted under the Universities 5% policy; these students are primarily first generation, underperforming, and/or underrepresented students. U START students participate in a 2 year cohort program where they engage in advising, mentoring, full time course load, a year-long diversity/service learning course and a major exploration course. Upon completion of the 2 year program U START students will be nearing their Junior year. U START students receive exceptional advising through our partnership with University College to assure a much greater likelihood that they will be prepared to enter in their major field of study in two years leading to completion in their fourth or fifth year. Allocated resources for the U START Program are focused on student support, co-teaching required courses, tutoring, and supply costs.

a. Goals

i. Student retention and graduation for incoming first generation, under performing and/or underrepresented students through participation in a formalized 2-year cohort program

b. Desired Outcomes

i. Retention and graduation.
ii. Increased number of WRC scholars accessing university services.
c. **Data**

   i. **77% retention of students from 1\textsuperscript{st} year to 2\textsuperscript{nd} year in the 2014-2016 cohort**

   ii. **Grants/Funding**

   | Parent Fund (Office of Undergraduate Advancement) | USTART Sponsored Student Support | $1,000 |

   d. **Alignment**

   U START aligns with all of the strategic objectives in the Student Affairs Strategic Plan. The values represent a key component of the U START Program; Student Engagement, assessment evaluation and research, collaboration, and commitment to diversity are core to the success and fulfillment of programmatic goals. U START also connects to the learning domains in terms of students accepted as well as requirements incorporated in the 2 year program. Diversity and Inclusion, Civic Engagement, Campus community and critical thinking are various learning domains that are fulfilled through mentoring, service learning, major exploration and collaboration with the gender studies department. U START provides students with a sense of community and a greater knowledge and utilization of services at the University of Utah. Many of these students may have been previously isolated.

e. **How these goals, outcomes and supporting data relate to retention and graduation of students.**

   In previous years U START students have shared narratives about the impact of connecting to a cohort and how creating a sense of community impacted their desire to stay enrolled in courses. Students also reported the positive impact of mentor support.

   f. **Direct quotes from students**

   Not available.

g. **Utilization Data**

   i. 26 participants
   
   ii. All Undergraduate level
   
   iii. 8 Transfer/13 Freshman/5 REI
   
   iv. 9 Men/12 Women/5 undisclosed
   
   v. 26% African American, 3.8% Bosnian, 3.8% Korean/Asian, 3.8% Native American, 3.8% Pacific Islander, 53% White, 3.8% White/Polish, 3.8% White/Russian
   
   vi. No Veterans
   
   vii. 44% Identified as a first generation college student

   There are various barriers in collecting qualitative data for the U START Program. Data collection is impacted by attendance and having a way to distribute the assessment to solicit the largest response. Data collected often changes from one
year to the next, so there is a need to track similar data multiple times throughout the 2 year program and also implementing data collection through required courses within the 2 year structure. We are currently working with AER to determine the most effective way to collect data in order to gather the information needed to determine the effectiveness of the program and in relation to student retention and graduation.

VI. Key Activity: Go Girlz Community Initiative

The Go Girlz Initiative seeks to provide access to education for underserved and first-generation students grades 6-12 in the greater Salt Lake area through empowerment based programming. Go Girlz meets 12 times per academic year with participants from 1 elementary school, 4 middle or jr. high schools, and 14 high schools within the Salt Lake, Granite, Jordan, and Murray school districts. Students are recruited via an in school representative identifying students who are in need of additional support.

a. Goals

i. Go Girls seeks to provide college exposure for females grades 6-12 who are first generation, low-income or are from underrepresented groups.

ii. Provide hands-on experience on a collage campus.

b. Desired Outcomes

i. Increase the number of participants in Go Girlz.

ii. Increase the number of girls expressing interest in college.

iii. Increase the number of girls applying to college.

iv. Increase the number of students attending programming on the University of Utah campus.

c. Data

Participants take a pre and post survey that is administered throughout the academic year. We have a plan to track program retention for students engaged in the Go Girlz Program.

i. 100% surveyed Agree or Strongly Agree they plan on attending college in the 2014-2015 Programming year.

ii. Go Girlz brought elementary school participants to the University of Utah two times throughout the year as a way to provide early exposure to the University setting.

iii. All programming for middle and high school students was held on the University campus.

iv. Grants/Funding

<table>
<thead>
<tr>
<th>Dee Foundation</th>
<th>Go Girlz Support</th>
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</thead>
<tbody>
<tr>
<td>Miller Family</td>
<td>Go Girlz Support</td>
<td>$5,000</td>
</tr>
</tbody>
</table>
d. **Alignment**

The Go Girlz Initiative aligns with most of the components of the student affairs strategic objectives: developing students (#1), provide professional and competent service (#2), promoting diversity on campus through effective programming (#3), partnering with faculty, staff and external constituencies (#5), utilize a coordinated assessment and evaluation approach (#6), provide, maintain and utilize technology to enhance student services (#7), promote the effective us of best practices (#8). It also aligns with many of the learning domain components; Leadership, global citizenship, diversity and inclusion, civic engagement and social responsibility and critical thinking.

e. **How these goals, outcomes and supporting data relate to retention and graduation of students.**

55 Go Girlz are currently enrolled in Undergraduate Programs at the University of Utah, 9 Go Girlz have graduated with Bachelors, Masters and Doctoral level programs, 4 are currently enrolled in graduate programs. This is data collected in 2013-14 academic year. We have not completed the 2014-15 evaluation at this time.

f. **Direct quotes from students**

I love the program! They help me soooo much and support me. – Participant

I really like what becoming a Go Girl means. I could use a little self-esteem boost. Also, I am very nervous and a little apprehensive to start college and to start thinking about my future. – Participant

Go Girlz helped me a lot last year. They were always there for me and it’s just girlz so it’s like we can talk more about girl things and we talked about college and we did projects. – Participant

I think it’s a great program to get prepared for college and meet new people. - Participant

g. **Utilization Data**

i. 81 participants, 9 returning, 68 new to the program, 4 didn’t report

ii. 19 participants - 6th grade, 13 participants – 7th or 8th grade, 45 participants – 9th through 12th grades, 4 didn’t report

iii. Gender: all female participants

iv. 10% are Asian, 26% are Black/African American, 36% or Latina/Hispanic, 2% are Middle Eastern, 2% are Indigenous/American Indian, 17% are White, 2% are Multiracial, and 2% did not want to identify.

v. Cost is identified as the primary barrier to attending college
Actions Taken Based on Data Collected and Programmatic Year

i. Go Girlz completed its’ first year of programming for middle and high school students on campus, where we have a consistent, dedicated space for programming.

ii. Go Girlz is creating a new marking strategy to recruit more diverse students to the program. Broadening our outreach beyond one middle school and one high school proved to be very successful this year.

iii. Go Girlz is looking at the utilization of assessment and making changes to assist in more concise data collection.

iv. Developing assessment to track program retention and participation.

Three barriers we have come across in regards to data collection is: 1) lack in consistency of attendance on data collection days typically due to a variety of conflicts, i.e., school programming, student attendance inconsistency, family conflicts, etc. 2) administrators inconsistency informing Go Girlz participants about program events and activities, staying connected to program participants and consistently arranging for meeting space. These are all barriers we hope to alleviate with some programmatic changes for the year with the middle and high school students. 3) We have an extremely divers group of students and a language barrier along with the need to communicate with parents when English is not their first language.

VII. Key Activity: Campus and Community Education

The WRC is committed to doing social justice education and awareness on campus. This became a core part of our work as we have often been approached and identified as a safe-space on campus and knowledgeable about issues of social justice. This has resulted in facilitation of difficult dialogues, providing training and consultation to a wide variety of campus departments, offering counseling and support groups to populations who have identified as feeling marginalized, discriminated against, or feeling alone on campus based on some part of their personal identity.

a. Goals

i. Advocacy for students.

ii. Co-facilitating Go Girlz programming.

iii. Mentoring of U START students, scholarship students and clients.

iv. Presentations and outreach on various topics.

v. Ongoing staff education and professional development.

b. Desired Outcomes

i. To be available for presentations or workshops that are relevant to the WRC mission.

ii. Maintain role as resource on campus for presentations or workshops.

iii. Increased awareness of multicultural and social justice issues.
c. **Data**

i. Increasing staff awareness of multicultural and social justice issues allows us to better share information with faculty, staff, students and clients.

ii. As our outreach has grown, so has our request for presentations on main campus and within health sciences.
   1. Presentations were made within the campus community.
   2. Facilitated a 6 week group for University Counseling Center interns looking at issues of race and privilege in their work and lives.
   3. We are implanting a tracking system to count the number of presentations made by staff and student-staff each year.

d. **Alignment**

Providing social justice education and awareness on campus and in the greater community aligns with many of the strategic objectives and values of the Student Affairs Strategic Plan: developing students (#1), provide professional and competent service (#2), promoting diversity on campus through effective programming (#3), partnering with faculty, staff and external constituencies (#5), promote the effective use of best practices (#8). It is through this education and awareness that we cultivate and enrich the minds of students, staff and faculty. We assist in educating staff so that they can provide professional and competent service across all levels of diversity. Creating an awareness of multicultural and social justice issues helps to promote diversity on campus and in the greater community, while fostering student and staff development to enhance the University and greater community. Our presentations and trainings support the use of best practices and offers the opportunity to broaden exposure to social justice issues worldwide.

e. **How these goals, outcomes and supporting data relate to retention and graduation of students.**

Helping clients and other students navigate academic and personal conflicts by connecting them to campus resources, knowledge of university policy, the writing of letters of support and sometimes accompanying them to conflict resolution meetings, helps to free them up to focus on their academic work and movement toward graduation. Students have identified the WRC as a resource and safe space when issues of bias, discrimination, and exclusion are experienced. We often consult with the Office of Inclusive Excellence.

f. **Utilization Data**

We do not have utilization data at this time, however, we are working with assessment to determine how to evaluate this.
Plan For The Future

I. Anticipated Challenges & Opportunities By Key Activity

1) Scholarships

a. Anticipated Challenges:

Scholarships have been an extremely important part of retention and graduation for students supported by the WRC. The amount that we are able to give to students has had a steady increase over the last 9 years, from $20,000 to over $220,000. The person who writes all of the grant and funding requests is currently classified as a program coordinator, even though she serves in two capacities: Associate Director and Development Officer. We have not been able to secure funding to have this position reclassified to a level compensate with the work required from this person. The work of our “development officer” is critical to our ability to retain and graduate students served by the WRC. She has been the Associate Director, primary grant writer, primary contact with Central Development and an instrumental partner with donor relations. The function of this person to remain in the role is vital to maintain and continue the growth of our funding. We are able to offer a broad range of services and fulfill needs that are contributing to retention and graduation as a result of the funding this person has acquired.

b. Anticipated Opportunities:

This year the WRC brought in over $250,000 in scholarship money. Our plan is to maintain our strong donor base and continue to grow a sustainable giving donor group that will afford opportunities that will provide even greater support to our scholars. We continue to be able to loan laptop computers to students who have not had the luxury of owning their own computer. Stabilizing essential financial needs for a family or individual will allow for higher rates of success.

2) Emergency Grant

a. Anticipated Challenges:

Since we have been able to provide a greater amount of funding for students, the numbers of students that are seeking support has increased. The range of need and types of support has also increased. We are finding a vast difference in what we have identified as emergency and what the student has identified as an emergency and it is requiring significant and timely considerations. Many of the requests are for opportunities that many first generation and low income students are not able to participate in, therefore seeing this as an emergency. The requests for assistance in paying for tuition and essential living expenses has far surpassed that of text books, which in past years, has been the number one request. Many offices, departments and colleges have identified the WRC as a place to seek assistance with tuition when a student’s financial aid package does not cover the full cost of attendance.
b. **Anticipated Opportunities:**

Being able to provide funding to reduce stress and stabilize students living situations is being viewed by many funders as appropriate funding opportunities. Seeking funding for students to engage in learning opportunities that are outside of their financial means is an exciting opportunity to pursue. Educating departments and colleges about what is an appropriate referral may greatly reduce the time spent with students in crisis being seen by our emergency grant awards committee. Engaged learning is also an important factor in retention and graduation.

3) **Go Girlz**

a. **Anticipated Challenges:**

Go Girlz programming occurs within the school system and at the individual school locations. Transportation was our greatest expense with Go Girlz this year because we brought students to campus utilizing our UTA bus and Trax system. We are also revisiting this mode of transportation for our middle school students. These students get out of school later and this becomes problematic during the winter months due to the amount of time traveling and the number of staff to ensure their safe return.

b. **Anticipated Opportunities:**

Go Girlz students in grades 7-12 attended programming at the University of Utah. This allowed us to expand our program, increase diversity among participants, reduce inconsistencies in service delivery and increase exposure to the University of Utah. We will also implement internship opportunities for former Go Girlz, who attend The University of Utah, and will include co-facilitation of programming and mentorship with girls coming in as program participants.

c. **Any grants or contacts you have received and how it compares to the previous year:**

University Neighborhood Partners (same as last year) - this funding has allowed us to hire two student interns to assist with programming and outreach activities. We also provided bus passes for the middle and high school students, so that they could get to campus this year.

4) **U START**

a. **Anticipated Challenges:**

There has been an overall decrease in the number of appeal applications to review as well as a decrease in diversity in appeal applications. This has greatly impacted our numbers as well. This program is based on the support and continuation of student applications being evaluated and referred to our program. We are beginning to address the low numbers while continuing to offer quality services to the students enrolled in U START.
b. Anticipated Opportunities:

The U START program is working to collaborate with other campus offices and community partners to explore greater opportunities to recruit students that originally do not see themselves at the University of Utah. This does also present a challenge as we work with admissions to accept and refer students appropriate for this program.

c. Any grants or contacts you have received and how they compare to the previous year.

Parent Fund grant - $1,000. This is the second grant received for this program and it is being used to provide students the opportunity to purchase school supplies, books and printing/copying.

5) FMT Training and Clinical Counseling

Often the challenges and opportunities are the same for our Feminist Multicultural Training Program and our Clinical Counseling as they are dependent on each other.

a. Anticipated Challenges:

As our needs to accommodate clients for counseling increase we will require more staff to accommodate our training program and our counseling services. We are limited by 2 part-time licensed clinical staff to train and supervise practicum students, we can most realistically accommodate 4 trainees, although we have accepted up to 5 in the past. This poses a space challenge also.

- Continuing need to attract and support exceptional practicum students and interns by offering stipends (fellowships) and tuition benefits. We would like to offer full tuition benefits to recognize the important staffing needs our trainees contribute.
- Increase Training Coordinator’s hours from 25 to 30 hours per week.
- Adding an additional part-time licensed clinical staff is a critical priority in order for us to provide client services as well as training, and supervision of our practicum cohort. This additional clinical staff person would ideally be an LCSW who could provide supervision to our social work practicum students.

b. Anticipated Opportunities:

Funding to support a ½ tuition benefit along with an increased stipend (fellowship) for practicum students. As requests for services grow and evidence is provided regarding the positive impact of it on our students, it is the hope of the WRC that options will be considered for additional space. Ongoing supervision for our social work practicum students by licensed social workers in the community make it possible to meet the requirements to have social work students placed at the WRC.
6) Campus and Community Education

a. Anticipated Challenges:

The WRC is committed to doing social justice education and awareness on campus, as such having adequate staff and funding available to address these critical issues, while providing services and support, is the greatest challenge. We also see this as a support and resource to the Office of Inclusive Excellence.

b. Anticipated Opportunities:

The WRC staff is well trained and capable of collaboration and partnering when a need arises to address social justice issues. We have dedicated time set aside for our team to be educated in order to create a safe, welcoming and knowledgeable office space. Staff members are encouraged to attend events that will increase their knowledge and understanding of the impact on those who are harm by any form of injustice. Many staff members participate in ongoing training and education outside of our office i.e., SADC seminars, Dialogue Training Group, Racially Just Utah, White Women Working on Issues of Racism and Equity (WWIRE). This is in direct alignment with the Student Affairs values for commitment to diversity (#3), partnerships and collaboration (#5), engaging and developing students (#1), and best practices for campus safety (#8) and inclusion for all students. It is a great opportunity to see the alignment with Student Affairs, the University of Utah, and the WRC values and feminist multicultural operating model.

II. Any Grants or Contracts Received/Comparison to Previous Year

Total Grants for 2014-2015 Year: $261,029
Staff Excellence

The Women’s Resource Center has not experienced any staff turnover for nearly two years. Each staff member is committed to excellence as a team as well as in their particular roles as evidenced by the strong relationships we have with students and the high percentages of student retention and graduation of our student population. I think the range of engagement on our campus and in our community contributes to the quality of their work. Professional development is built in to our regular team meetings, staff are encouraged to engage in activities and will enhance their growth and knowledge and to attend and present at local, regional or national conferences when possible.

I. Kim Hall

- Donor Management and Fundraising
  - End of Year and Solicitation Donor Letter
  - Donor Reception
  - Jane’s House Partner Social with Utah Women’s Forum
- Committees
  - Women’s Leadership Summit, Co-Chair
  - Women’s Enrollment Initiative – Planning Committee
  - Summer Orientation Taskforce – Member
  - Student Leadership Committee - Member
  - President’s Commission on the Status of Women
  - Food Bank Committee
  - WRC Ambassador Advisory Committee
- Campus/Community Group
  - Women of Tomorrow Student Group Advisor
  - Collaboration of the Refugee Education Initiative into the WRC U Start program
  - Utah Dialogue Training Group
- Presentations
  - Utah Women’s Forum – Alta Club
  - WRC Update for Development
- Awards
  - Women of Tomorrow Group – ASUU Student Group of the Year
- Professional Affiliations
  - Utah Society of Fund Raisers
  - Utah Nonprofit Association
II. Donna Hawxhurst

- Teaching
  - Adjunct associate professor, Educational Psychology
- Committees
  - LGBT Resource Center Advisory Board
  - Student Athlete Wellness Team
  - Assistant Dean of Students Search Committee
  - Counseling Psychology Doctoral Students’ Committees
- Campus/Community group participation
  - White Women Working on Issues of Racism and Equity (WWIRE)
  - Utah AWP Leadership Collective
  - Staff Associate, University Counseling Center
  - Student Affairs Sponsored Antidiscrimination Training
- Certifications
  - Student Affairs Diversity Certificate
- Presentations
  - Guest presenter – Ed Psych Multicultural Counseling and Theories of Counseling

III. Kristy Bartley

- Awards
  - Student Affairs Diversity Council’s annual Pursuit of Inclusion Award - 2015
- Teaching
  - Taught ED PS 7240 Feminist Multicultural Therapy – 1st summer session, 2015
  - Co-taught weekly clinical seminar for WRC practicum students
  - Co-taught feminist multicultural class for non-clinical WRC staff
- Campus/Community Group Participation
  - White Women Working on Issues of Racism and Equity (WWIRE)
  - Utah Dialogue Training Group
  - Multicultural Teaching Consult
  - Co-facilitate support group for white social works students in reflexive social work class focusing on experiences of race and privilege
  - Facilitated 6-week group for University Counseling Center interns looking at issues of race and privilege in their work and lives
  - Student Affairs Sponsored Antidiscrimination Response Training
- Certifications
  - Student Affairs Diversity Certificate
- Collaborations
  - Participated in feminist multicultural video game development with students in the Electronic Arts and Entertainment program
  - Consulted with female faculty in Geology and Geophysics on gender climate in department
    - Collaborated with Campus Climate specialist and theater department in gender climate intervention in Physics department
- Committees
  - Served on Doctoral Committee as outside member
IV. Jennifer Netto

- Assessment Liaison
- Committees
  - Women and Girls LEAD Committee
  - WWIRE Member at Large
  - YWCA Young Women’s Leadership Council Vice President
  - 5% Advisory Committee
- Campus and Community Collaborations/Partnerships
  - Utah Dialogue Training Group
  - University Neighborhood Partners
  - Jackson Elementary
  - Bryant Middle School
  - East High School
  - Neighborhood House
  - Bennion Center Alternative Spring Break Staff Partner
- Gender Studies
- Admissions
- Orientation
- University College
- CESA
- YWCA
- Center for Student Wellness
- Youth Empowerment Project
- Clothesline Project
- College of Engineering – Video Game, Art and Design
- Girls Scouts of Utah
- Salt Lake City Slam Poetry Team
- UCAC
- Faculty Engaged Institute

- Presentations
  - Women's Week Go Girlz Project Display and Discussion
  - Class Privilege Presentation for EDPS 7770
  - Mental Health and Auto-Immune Diseases for the Lupus Foundation of Utah
  - “Body Image”, “Mean Girls” Youth Empowerment Program Presentations
  - Feminist Multicultural Therapy and WRC Services for School of Pharmacology and Health Science Administration
  - “Feminist Practice in Social Work” for 1st year MSW Practice Class
  - “Women in Education” ACCESS Presentation
  - “Women in Education” Presentation for CESA
V. Nicole Wobbe-Espinoza

- WRC Scholarship and Emergency Grant Management for 100+ students
- Social Media and Website Management
- Extensive Knowledge Of Software and Computer Technology
- Event Coordination
  - Annual WRC Donor Reception
  - Scholarship Orientations
- Committees
  - Ambassador Advisory Board
  - Assistant Dean of Students Search Committee
  - Student Affairs Non-Exempt Retreat (SANE)
  - Women’s Enrollment Initiative – Planning Committee
- Presentations
  - WRC Services – Orientation & Leadership

VI. Debra Daniels

- Committees
  - Student Affairs Diversity Council – Co-chair
  - Utah Women in Education Planning Committee
  - Faculty Development Committee - College of Social Work
  - Dean Search Committee - College of Social Work
  - Assistant Dean of Students Search Committee – Chair
- Campus and Community Collaborations/Partnerships
  - Utah Dialogue Training Group
  - University Neighborhood Partners
  - University College
  - Utah Women’s Forum
  - Racial Just Utah – ACLU – Co-chair
- Presentations
  - Best Practices for Addiction Treatment for Incarcerated Women of Color, Department of Criminal Justice
  - Engaging the Community for Student Support – Women’s Enrollment Initiative, Utah Women’s Forum
  - Balancing Administrative Boundaries in the Workplace: Can Supervisors Be Friends with Supervisees?, NASPA National Conference
  - Status of Women in Higher Education, NASPAA National Conference
  - Addressing the Needs of Clients of Color in Therapy, Feminist Multicultural Seminar
  - Status of Women on Campus, Educational Psychology Dept.
  - Social Justice Awareness, TRiO
  - Women in Education, Owl and Fork Club
  - Keynote Speaker, Alpha Sigma Lambda Honor Society
- Professional Affiliations
  - National Association for Women in Psychology (AWP)
  - Student Affairs Administrators in Higher Education (NASPA)
  - National Association of Social Workers (NASW)
Addendum – Graphs/Additional Data

I. General Contact Demographics

Q1. Primary reason for visit:

- Advocacy: 10.83%
- Annual Scholarships: 11.54%
- Counseling: 20.05%
- Emergency Grant: 4.66%
- Financial Support: 12.45%
- Mentoring: 4.76%
- Presentation Request: 1.21%
- Support group: 12.96%
- Training: 1.72%
- Volunteer: 2.73%
- Non WRC Meeting: 2.33%
- Family Support Services: 1.42%
- Other: 4.35%
Q7. Please indicate how frequently (on average) you have received services from the WRC:

- 42.11% Once per week
- 10.45% Once per month
- 8.96% Once each semester
- 3.09% Once a year
- 4.48% Less than once a year
- 30.92% This is my first visit, I haven't received services previously
Q4. Gender:

- Female: 83.13%
- Male: 15.13%
- Transgender: 0.22%
- Genderqueer: 0.98%
- Other: 0.54%
Q5. University affiliation: (Check all that apply)

- Student: 83.82%
- Staff: 12.96%
- Faculty: 0.64%
- Parent of a student/other: 0.32%
- Community member/organization: 3.43%
- Other (please specify): 2.03%
Q6. Please indicate your academic level:

- Bachelor's: 85.78%
- Masters: 8.38%
- Doctoral (PhD, JD, MD, etc.): 4.84%
II. Clinical - Counseling Demographics

Q10. Primary University affiliation:

- Undergraduate student: 83.58%
- Graduate student: 10.46%
- Staff: 5.97%
- Faculty: 0%
- Other (please specify): 0%

Q4. Gender:

- Female: 92.54%
- Male: 2.99%
- Transgender: 1.49%
- Genderqueer: 0%
- Other (please specify): 2.99%
- Unknown: 0%
Q5. Race: (Check all that apply)

- Caucasian/White: 48.21%
- African American: 4.40%
- Asian: 2.99%
- Hispanic/Latino(a): 11.94%
- Middle Eastern: 11.94%
- Native American/Alaskan Native: 7.46%
- Pacific Islander: 11.94%
- Other/Multi racial: 7.46%
- Unknown: 1.49%
- White: 1.49%
- Black: 1.49%
Q6. Sexual orientation:

- Heterosexual: 59.7%
- Unknown: 20.0%
- Other (please specify): 7.46%
- Gay: 1.49%
- Lesbian: 0%
- Bisexual: 5.97%

The diagram shows the percentage of participants identifying with different sexual orientations.