

Salt Lake Community College
TRIO Student Support Services and Educational Talent Search

FINAL REPORT
External Program Review, May 12-13, 2016
July 7, 2016

Prepared by External Review Team:

Nicole Omer, Director, Salt Lake Community College, Sponsored Projects,
Grants and Contracts, Salt Lake City, UT (Institutional Reviewer)

Andrea Reeve, TRIO Consultant (former SSS Director and Director,
National TRIO Clearinghouse) and Faculty, Student Affairs in
Higher Education, Colorado State University, Fort Collins, CO
(Out-of-State Reviewer)

Ruth Patiño Stubbs, Director of Student Service, College of Nursing,
University of Utah, Salt Lake City, UT; former Director, Office of
Outreach and Access, Weber State University, Ogden, UT (In-State
Reviewer)

Salt Lake Community College
TRIO Student Support Services and Educational Talent Search
External Program Review Report
May 12-13, 2016
[Incorporates Draft Report comments and edits]
July 7, 2016

Introduction

TRIO programs have a long-standing presence and sponsorship at Salt Lake Community College. Overall, the TRIO Programs (Educational Talent Search and regular Student Support Services) are providing high quality services to their students with positive outcomes for students; and the programs are meeting or exceeding their U.S. Department of Education grant proposal annual program objectives. Both programs have staff members who appear to genuinely care about their students and, perhaps due to under-staffing or organizational structure, consistently work beyond 40 hours/week.

The TRIO programs have name recognition among the SLCC units and departments participating in the program evaluation interviews, and in the Talent Search schools, although some of the interviewees could not provide details about the goals or outcomes of SSS or ETS. In some interview responses, the interviewees thought that TRIO could improve its program visibility and increase collaborative interactions. Many of the Program Review Team recommendations focus on increasing program visibility, increasing effectiveness of the TRIO Director-Leader at SLCC and the ETS School District and schools, and increasing the TRIO Director's leadership in envisioning and participating in an institutional overarching college access and success strategy. Other recommendations point attention to improving internal management structure, staffing patterns, effective incorporation of data and technology, and building a strong consensus based TRIO staff Team.

The Review Team is available for further clarification of the observations and recommendations in this report.

Site Review Methodology:

Salt Lake Community College (SLCC) requested an external program review to 1) supplement an in-depth TRIO SSS and ETS self-study using the SLCC Program Review Format and the Council for the Advancement of Standards in Higher Education (CAS) TRIO and Other Educational Opportunity Programs Standards and Guidelines Self-Assessment (*CAS Professional Standards for Higher Education*, Council for the Advancement of Standards in Higher Education, 2015). CAS is a nationally recognized consortium of higher education programs that promulgates and endorses standards and guidelines for 40+ student services functional areas, including TRIO and other Educational Opportunity Programs Standards and Guidelines; and 2) conduct a two-day on-site Evaluation Team Review with the Review Team comprised of:

- **Nicole Omer**, Director, Salt Lake Community College, Sponsored Projects, Grants and Contracts, Salt Lake City, UT (*Institutional Reviewer*)
- **Ruth Patiño Stubbs**, Director of Student Services, College of Nursing, University of Utah, Salt Lake City, UT; and former Director, Office of Outreach and Access, Weber State University, Ogden, UT (*In-State Reviewer*).
- **Andrea Reeve**, TRIO Consultant (Retired SSS Director, and Director, National TRIO Clearinghouse) and Faculty, Student Affairs in Higher Education, Colorado State University, Fort Collins, CO (*Out-of-State Reviewer*);

This site visit report is a compilation of observations and interviews conducted by the three external reviewers on May 12 and 13, 2016 at SLCC, and information provided by the self-study sent to the Review Team several weeks prior to the on-site visit. Time for discussion and debrief was scheduled for the Review Team: five times during the site review (approximately 4 hours including walking time from-to meeting areas and eating lunch) and the Review Team held an additional phone conference meeting on May 27, 2016 to reexamine after time for reflection,

the interview notes, observations and preliminary conclusions. The conference call also provided direction for the Team Leader in compiling the notes from the individual team member observations and organizing the written report.

The charge to the Review Team was to examine and identify areas for program improvement and best practices: including, TRIO Programs integration with faculty and the SLCC administrative team; congruence with program theoretical framework and Student Success and Completion goals and philosophy; collaboration and integration of ETS and SSS students with SLCC Summer Bridge; and the functionality of the new management structure with Program Managers for ETS and SSS; and the integration of the SSS program with SLCC advising systems and potential for the Starfish Retention System.

- The Review Team met with a total of twenty-one groups or individuals from SLCC, middle and high school counselors and administrators, SSS and ETS students, and project staff (see: Program Review Schedule). The meeting with the West Lake Junior High School Principal, Counselor and ETS Students with Andrea Reeve did not occur because the school administrators were on a field trip. Instead, Cheryl Williams (ETS Counselor) provided a tour of the ETS facilities at West Lake Junior High, and added time for discussion about her perspectives on ETS.
- Additional time was spent with ETS staff and the TRIO Director, during the drive times to/from the ETS Schools.
- Ruth Patiño Stubbs and Andrea Reeve had additional time for dialogue with the TRIO Director during a dinner meeting on May 12, 2016.
- Questions developed by the SLCC TRIO Program were used as interview guides and were sent to the interviewees prior to the interviews (see questions at end of report). The Review

Team added additional questions and did not necessarily ask all of the prepared questions. Because the interview times were short (25 minutes), generally, more emphasis was on interviewee's understanding of the TRIO programs; collaboration with their unit(s); strengths of, challenges to, and recommendations for the TRIO programs. During the SSS Student Focus group, we asked SSS participants about 1) their participation in SSS (several are SSS Mentors, Tutors or other student employees); 2) how they became a participant (learned about the program); 3) main benefits, personal academic and engagement outcomes; 4) what they would change about the program; and 5) complete the statement, "Because of TRIO, I...". Similar questions were asked, adapted to ETS students.

- The full Review Team participated in the Charge to the Team from SLCC Student Affairs Vice President Chuck Lepper, Associate Vice President for Student Success and Completion, Nancy Singer, and TRIO Director, Gregory Roberts; plus separate interview time with the two Vice Presidents. The full Review Team toured the TRIO Programs facility in the Construction Trades Building; and met with the SSS and ETS staff, SSS students, the Grant Accountant, and staff from the Outreach and Access Department. The Team split in individual and/or groups of two for the other interviews.
- Please note that conclusions based on the site visit from the observations and interviews are limited to the information from those who were interviewed and may not reflect all points of view or perspectives. The interview times were limited, 25-30 minutes for most interviews; not always enough time to fully develop detailed interview responses. Hence, the Review Team specifically solicited additional email information from the interviewees, particularly from the SSS and ETS staff members. We received additional comments from one staff person with other suggestions for the TRIO programs.

- The Review Team also examined five SSS student paper files and five ETS student paper files, checking for compliance with TRIO federal documentation standards for student eligibility and services provided, and congruence of paper files with the TRIO electronic data management system.

On Friday, May 13, 2016, the Review Team presented initial findings and general observations from the self-study report and interviews-observations to Dr. Chuck Lepper, Vice President for Student Affairs; Dr. Nancy Singer, Associate Vice President for Student Success and Completion, and Dr. Gregory Roberts, Director of TRIO Programs; briefly describing the following themes that emerged during the site visit:

- TRIO Director leadership role, change management and understanding of organizational behavior at SLCC and schools
- Program visibility (both physical location-facilities and program visibility-integration-recognition at SLCC, schools, and SLCC Student Affairs); and students' perceptions of programs; institutional and school staff perceptions of student integration into institution and schools
- Management and supervision of staff and staffing patterns
- Use of data and technology
- Office management and operations

This written report is organized based on these initial themes presented on May 13, 2016, individual and group interview notes and observations, Review Team meetings, and the TRIO Programs Self-Study. The written report highlights areas of strengths, areas of challenge and improvement, and recommendations. The report also considers principles from the CAS Standards components of Mission; Program; Organization and Leadership; Human Resources;

Ethics; Law, Policy, and Governance; Diversity, Equity, and Access; Internal and External Relations; Financial Resources; Technology; Facilities and Equipment; Assessment.

This final report version includes corrections and comments made to the first report draft from Dr. Gregory Roberts and the Review Team.

Recommendations for the methodology and site visit process

R1. The Review Team recommends longer interview times for institutionally based personnel-units, grouping similar units or departments and using a focus group format.

R2. The on-site interviews-observations would benefit if all the TEAM participated in the SSS STEM program and faculty interview. The model for SSS STEM integrated with SLCC STEM academic programs differs from the regular SSS framework, a grant funded program approach.

R3. ? Not sure why the Disability Resource Center was not included in the interviews? SSS has three eligibility categories in addition to citizenship: Low Income, First-Generation, and Student with Disability. There is further reference to students with disabilities in Miscellaneous Recommendations section.

1. TRIO Director Leadership Role, Change Management and Understanding Organizational Behavior at SLCC and at ETS Schools

Strengths:

1a. SLCC long-term institutional sponsorship of the TRIO programs.

There is a strong commitment from SLCC to sponsor SSS, ETS and other college access and success programs as evidenced by the long-standing programs, 25 and 15 years, respectively (and recently funded-added SSS STEM program that is not included in this program review).

(From Self-Study) "SLCC has had a long commitment to TRIO programs. Student Support Services (SSS) has been hosted by SLCC for over 25 years, serving a minimum of 200 low-income and first-generation college students, annually. SSS

was one of the first programs on campus that focused on a comprehensive retention strategy that combined individual student needs assessment with advising, tutoring and engagement activities. Educational Talent Search (ETS) has been hosted for over 15 years, serving a minimum of 513 program participants each year. This was SLCC's first comprehensive college access and outreach program for high school students."

1b. Alignment of SLCC mission and values with purpose of TRIO programs.

SLCC sponsorship commitment aligns with the mission-vision statements of SLCC:

VISION - Salt Lake Community College will be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.

MISSION - Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

Concomitantly, TRIO programs align with the mission-vision of SLCC as evidenced by the TRIO Programs purpose statements: to provide support for low-income and first-generation college students to access college, graduate, and attain their educational, career, and personal goals in preparation for their contribution to a global workforce; support academic success, personal growth, persistence and graduation of SSS participants; support academic success, high school graduation, college preparation and matriculation for ETS participants. "The TRIO Programs' purpose statements support SLCC's mission, vision, and core themes by providing college readiness, college transition, college persistence, financial literacy, individualized academic planning, and college transfer activities to program participants who might otherwise be challenged by college and university admission and enrollment processes." (Self-Study). The Review Team again notes the absence of "students with disabilities" from the SSS mission and values statements.

1c. The TRIO Leader has a strong commitment to, and belief in the role of education to make positive changes in the lives of low-income, first-generation college students (interviews, self-study, related job experience) and a strong commitment to improving the program and student outcomes related to project objectives and ensuring that TRIO programs and students are meeting program objectives and stated outcomes.

1d. The program has clearly stated program and student outcomes (objectives) that have been met or exceeded during the prior annual performance reporting period (outcomes from Annual Performance Report in the Self Study report).

1e. The TRIO staff members appear to be very committed to their jobs and genuinely care about the students (interviews). They share the values of the TRIO programs and find ways, mostly individually and sometimes collectively, to provide quality activities and services to students. Many work more than a typical workload of 40 hours/week.

Challenges:

1a. Role of the TRIO Director in strategic planning and program advancement is not clearly functional.

The *CAS TRIO and Other Educational Opportunity Programs Standards* note that program leaders with organizational authority must provide strong strategic planning for program advancement to drive both short-term and long-term goals to facilitate effectiveness and goal attainment congruent with institutional mission and strategic plans, and develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities.

In support of college access and success, SLCC recently added an additional TRIO collegiate program, STEM SSS, and the Division of Student Success and Completion has created an institutional Department for Outreach and Access that houses pre-collegiate outreach programs including the Federal Gear Up Partnership Program.

However, the Review Team noted limited support for TRIO programs in terms of institutional commitment through additional funding and **intentional** coordination of TRIO programs with other Student Success and Student Affairs units.

From interviews with SLCC staff, faculty and administrators, and school administrators and counselors, a theme emerged that the TRIO Director needs to better articulate the vision of, and provide leadership for the implementation of TRIO strategies within the SLCC organizational structure and ETS Schools, to SLCC administration, staff and faculty; and ETS school administrators and staff. Responses from several ETS school interviews noted limited knowledge about ETS program goals or the ETS counselor and program content. A high school principal knew there is an annual reception for the school administrators, but knew little about the need for collaborative effort between ETS and the school and was not aware of data about the performance of ETS students at his school. ETS is viewed as a “pull out” program not aligned with a SLCC, school district and high school overarching partnership or strategy for college access.

1b. The current management structure of the TRIO programs creates staffing and institutional representation challenges for the Director. From interviews with SLCC staff and administrators, it appears that the Director is not always “at the (SLCC) table” for decisions, planning, and conversations related to college access and success. TRIO is not viewed as a “model” for supporting college access and success and designing new

programs or strategies. The Director also is currently performing manager level functions due either to inadequate staffing, staff who have newly created manager level positions, and/or manager level staff who are in conflict with the Director regarding program direction. These limit the Director's ability to plan and implement a broader vision and strategy for the TRIO programs to serve the institution and to be viewed as integral to SLCC's goals for college access and success. Strong TRIO leadership is critical to identify, promote and translate TRIO strategies and effective practices to other areas of SLCC. These are shareable effective practices that facilitate strong academic, persistence, completion and engagement outcomes for students participating in the SSS program and college access for ETS students.

1c. Another theme that emerged from several SLCC interviews is the perception that TRIO (staff and program) is not innovative and that the program continues to do things in the same mold. An example is the perception from some Student Affairs Directors that they are not embracing the potential of STARFISH for integrating TRIO students more fully into SLCC.

Recommendations:

1a. To increase the impact of TRIO programs and more fully integrate the TRIO model for college access and success at SLCC, creating an institutionally funded TRIO Director position should be considered to influence the impact on institutional goals/ Another institutional opportunity is to change the title of TRIO Director to Executive Director of TRIO Programs, considering the addition of the third TRIO program. Although the programs have been sponsored for 25 and 15 years, the Review Team agreed that from interviews, organizationally, the TRIO Programs are still thought of as

grant funded programs and in many institutional areas, operate adjunct to SLCC Student Affairs Division. The Review Team also agrees that institutional funding would allow the ETS and SSS programs to allocate additional funding to hiring another ETS counselor (current caseloads are as high as 250 students) and at least a part time counselor for SSS (the SSS Program Manager) currently has a caseload of 50 students) and the counselor-advisor works with the remaining students. For both program manager positions, the managers have high caseloads in addition to the day-to-day program management responsibilities.

1b. To increase the role and visibility of SLCC ETS at the schools, (check first if any exist) create (or update) Memorandum of Understanding (MOU's) with the school district office and each ETS school. The MOU should outline the partnership and collaboration and how ETS can contribute to a district and school overarching strategy for college access. The MOU's must be regularly reviewed in response to changing school and district priorities, and, the interview with the School District administrators indicated that the District Office prefers an MOU with the District prior to MOU's with the individual schools. With this procedure in place, the School District can advocate for ETS for recruiting and working with ETS students in the schools.

The informing and negotiating function is an important role for the TRIO Director. The Review Team members agree that the TRIO Director must provide stronger leadership for the integration and participation of ETS in the schools, and the Director must have a recognizable presence in the schools. This leadership role is different than the ETS Manager or counselor positions. Also, it is important to ask the School District

and school administrators how the program, ETS, can best contribute to college access strategies at their schools.

1c. Increase collaboration and discussion with the SLCC College Access and Outreach unit.

ETS **does not** have to be organizationally placed in this unit for collaboration to occur. As with the schools, the TRIO Director must provide stronger leadership for the TRIO Programs to collaborate with this unit and to have a voice in strategizing how SLCC will fulfill a mission to outreach to schools and communities for college access for low income, first generation college, and other underrepresented student populations. ETS also should work collaboratively with the School District and ETS Schools to provide leadership for a college access network in the schools, convening all college access representatives and a school representative to discuss partnerships, collaboration, sharing of resources and information, and services where programmatically allowable. Meetings should be regularly scheduled, at least quarterly.

1d. Provide institutional (SLCC administrative level) mentoring and possibly a TRIO Mentor for the TRIO Director. As new TRIO initiatives and activities increase, and best practices for TRIO Program models and frameworks emerge, it is important that SLCC provides guidance and professional development for the TRIO Director to oversee new programs, increase leadership and supervision skills, and work with faculty and upper level administration to manage change.

2. Program visibility (both physical location-facilities and program visibility, integration and recognition within SLCC, Student Affairs, and schools); and students' perceptions of TRIO programs' integration into SLCC and Schools.

Strengths:

2 a. The Educational Talent Search and the Student Support Services programs recently moved to the second floor of the Construction Trades Building and this increased the space and rooms available for both programs, including staff offices, a meeting-tutoring room, a room for peer mentors and mentoring, and room in the hallways for computers and study space. On campus, the TRIO office is centrally located near (cross corner) the Student Center. The Self-Study noted the potential for collaboration between SSS and ETS through co-location.

2b. The ETS Schools provide some space at each school for the ETS counselor or Manager to meet with students. Students are “pulled out” from classes to meet with the ETS counselor. Interviewed students were enthusiastic about their ETS experiences (and at Valley Junior High School, particularly the “field trips”) and the motivational aspects of ETS and the Counselors’ relationships with the participants.

Challenges:

2a. Although the new office space is commodious, the TRIO location in the Construction Trades Building may detract from its program visibility to students and other SLCC departments and units. During the interviews, several Student Affairs Directors and staff commented that both program visibility and accessibility could increase if the TRIO office was located in the Student Center. Daily interactions would increase connections, understanding the goals of the programs and increase promotion and visibility of SSS to a broader community of students. The outreach and college access role also would be better understood by Student Affairs units. Students also commented that they think the SSS program is not well-known amongst students at SLCC and although there is a recruitment and marketing plan for SSS, frequently students learn about the program by word of mouth from participants. Students suggested rethinking the strategic

recruiting and marketing plan. The Self Study also notes that, “One of our biggest challenges is outreach to students. A phrase we hear frequently is, “I wish I would have known about TRIO sooner.”

2b. There are a number of college access programs in the middle and high schools; some are integrated into the curriculum or are a part of the school’s college access strategy (21st Century Tutoring, Parent-Family Center, examples at Valley Junior High School, and AVID at the High Schools). If ETS is viewed strictly as a “pull-out” program, access to students is difficult and can be an impediment to spending quality time with students. Also, to be staff resource efficient, the ETS counselors must have time and location(s) to present group workshops and sponsor activities. An ETS staff member commented that they no longer have time to provide workshops because of a large caseload and pulling students individually. Meetings with students are not on a regular schedule and the Counselor spends extra time writing requests for students to leave a class and visit with the ETS Counselor.

The Principal at Valley Junior High School suggested cloning the ETS Counselor! [she is very popular with the administration, counselor, and students]. Again, this comment speaks to a dire need to increase the ETS staffing and to lower the per/counselor caseload.

2c. There were positive comments about collaboration with TRIO programs from the Strengths Quest program in Student Life, the Financial Aid Office, and the Multicultural Programs office.

2d. Most of the SLCC interviewees did not know about Educational Talent Search and the outreach access component of the TRIO Programs. The College Access Outreach Programs Unit know about ETS, but noted that they do not regularly meet with and collaborate with ETS in the schools or at SLCC.

Recommendations:

2a. If there is reorganization of offices or space in the Student Center, consider moving at least SSS to the Student Center. In the interim, increase SSS promotional activities to the SLCC student population and increase visibility of SSS programming by using the Student Center for activities and SSS Regulations allowable collaborative activities. Ensure that SSS and ETS staff participate on Student Affairs and the Office of Student Success and Completion committees, search committees, Division strategic planning, and encourage collaboration in sponsoring student engagement activities.

2b. Increase recruitment and informational efforts to notify students, staff, administrators and faculty about SSS services and goals. Use SSS students as part of an informational campaign. Ask Student Affairs and Student Success units how they would like to receive information about SSS and ETS and in what format. Share outcome data with SLCC administrators and faculty (and other stakeholders) on an on-going basis. Share *student stories* about their persistence, GPA, graduation, transfer, and engagement at SLCC. Share ETS data with school administrators, teachers, and counselors and parents-families on a regular basis, informing them how ETS assists their students with improved GPA, rigorous course-taking, college enrollment, and engagement in co-curricular activities. Collaborate with Parent and Family venues and sponsor family-parent workshops on early college planning. For schools that have large populations of Spanish-speaking parents-families, engage SSS Students to volunteer to provide workshops in Spanish.

2c. Advocate for other ways the ETS program can provide leadership around college access at-in the schools. The ETS program received very positive feedback from school counselors at the Middle Schools, but are still viewed as “pull-out” programs. Strategize with

the schools to find ways that the ETS Counselors can hold group meetings, collaborate with in-school programs such as MESA, the one-stop Family/Parent Center and 21st Century Tutoring Program at Valley Junior High School. Participate in 6th grade transition orientations and the 7th-8th grade summer remediation programs. At the high schools, strategize with school counselors and administrators for ways to integrate ETS into the curriculum and to partner with other college access programs such as AVID to support college planning. Sharing data and success stories will add to a marketing plan at the schools.

2d. Identify institutional funding or through reallocation of federal monies currently funding the TRIO Director, increase staff, particularly an additional ETS Counselor to work directly with students. Group activities, especially workshops and parental involvement are critical to early college planning and course advising at the middle school level, and are effective practices for pre-college programs.

2e. Work with the high schools to discuss planning and implementing a credit-bearing high school course for ETS eligible students on College Preparation and Planning (again, would be staff resource dependent, and potentially, a certified school teacher or counselor to teach the course).

2f. Include the TRIO Director on strategic SLCC committees related to college persistence and completion, and provide mentoring on strategic leadership in committee work and ways to share best practices related to college success. Provide other opportunities for the TRIO Director to promote the TRIO programs to college stakeholders.

2g. Mentor the TRIO Director on strategic approaches to integrate SSS and SSS students with other Student Affairs programs (examples given during interviews) such as: student engagement in SLCC leadership activities and student government; student engagement and

involvement in service learning activities integrated with student life; SSS involvement in Summer Bridge planning; recruitment and provision of SSS services for Summer Bridge students eligible for SSS (effective SSS practice: early identification of students and proactive interventions); provide guaranteed places in the Summer Bridge program for ETS students who will be attending SLCC and automatic placement in the SSS project.

3. Management and supervision of TRIO staff and staffing pattern

The CAS Standards note the following attributes of a unit director for management and supervision of staff that directly relate to this program review theme:

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- program advancement: facilitate processes to reach consensus where wide support is needed

Strengths:

3a. The SSS staff has employed staff who are committed to the belief that education makes a difference for students from low-income and first-generation college students, within a social justice framework, and appear to deeply care about their students and the importance of the activities they provide.

3b. There is a strong student employee and student mentoring component, and a strong student training component (from SSS student focus group feedback and SSS staff interviews). Peer Mentors provide session leadership for the SSS Academies.

3c. The TRIO Director is working to reorganize the staffing pattern and has promoted one Educational Talent Search counselor to an ETS Manager position.

3d. SSS students and ETS students praise the SSS-ETS counselors and staff for building strong relationships with them and for providing academic and co-curricular support; and in the case of ETS, students asked for more time with the program staff.

3e. The TRIO programs are compliant with federal policies and work well with the office of Sponsored Programs and the Grants Budget Office. The Director has attended national Legislation and Regulations training and OMB Circulars.

Challenges:

3a. All of the professional staff appear to be consistently working more than 40 hours a week to adequately provide all the services and activities that are required or permissible services. The nature of the work may require some evening and weekend hours, however, the Review Team thinks the additional work hours may be due to understaffed programs, some inefficient work practices, inadequate use of technological tools, and at times, a lack of clear direction and prioritization of activities and tasks.

3b. In both ETS and SSS there are staff politics, job definition and workload systems that need to be resolved:

- Increased training and definition of the role of the Managers and the TRIO Director
- Balance between student caseloads and other direct services and management responsibilities
- In SSS, staff resistance to change, thinking outside of the box and innovative practices
- Some of the staff are eager to implement new ways of thinking and doing, but are at odds with other staff who are resisting change

3c. Some staff continue to view SSS in an older program framework, although the TRIO Director is moving in the direction of integrating SSS into the SLCC institution, and incorporating innovative effective and/or evidence based practices. In the older SSS model, most efforts are directed at providing high quality support to students *within* the SSS program, and not in the broader institutional setting. This approach usually contributes to positive outcomes for students within the SSS setting, but does little to change the institutional climate and institutional support systems. Student engagement and integration into the institution may provide value added interventions, contributing to the persistence, GPA, completion and transfer activities of SSS. In more recent SSS models, SSS continues to provide strong support for participants, but with an integrated approach where institutions partner with TRIO programs to help change the institutional climate to foster the success of all low-income, first-generation college students and other underrepresented student populations at the institution.

3d. The Director's role in each TRIO program is not clearly defined, and staff are not clear about the Director's role vs. the Manager's role. Some Program strategies appear to be the purview of the Program Manager, and this is concerning because in certain areas, the Managers do not yet have the demonstrated skills (and in some cases the motivation) to set and achieve broader program goals.

Recommendations

3a. The TRIO Director needs to resolve (if possible) situations related to staff politics, and through some conflict resolution process, work with staff to have common goals and understandings about programmatic change, and to develop a positive TEAM

approach. The Evaluation Team suggests using an outside facilitator to work with staff on forming a cohesive TEAM and program goals accepted by all staff.

3b. Job descriptions should be revised-rewritten to better reflect desired position responsibilities and program outcomes. The new position descriptions also will be helpful during the individual staff performance appraisal process. Skill sets related to TEAM participation, managing change, and incorporating effective practices could be part of the Job Descriptions.

3c. Both ETS and SSS need additional staff. The Director and Staff should strategize and implement time saving procedures to decrease the workload for the Administrative Support staff member.

3d. Establishing standard office operating procedures should increase time for staff to work on new initiatives.

3e. Think about ways to provide appropriately, more of the SSS services through group activities and continue to build on the Academies -- group approach, in addition to individual advising sessions.

3f. Consider ways to reward and recognize the extra efforts of staff to engage with students beyond the 40-hour work week.

4. Use of data and technology

Strengths:

4a. The TRIO programs have recently switched their data collection and student information database to *Student Access*, a potentially powerful Access-based student database that can interface with an institution's student database, record program participant information,

document counselor-advising sessions and case notes, record student services and contacts, and interface this information with the US Department of Education Annual Performance Report. Eventually, use of *Student Access* will standardize the TRIO programs' data collection process, information collection forms and case notes.

4b. TRIO programs will have the opportunity to interface with the new SLCC Starfish Retention System that provides early warning student information, persistence and retention information.

Challenges:

4a. Staff have mixed opinions about how well they and the programs are adapting to *Student Access*. In the interim learning period, the Review Team noted from student file reviews that there is currently no standardized paper file, application, or other standard forms. As part of establishing program policies and procedures, the staff must agree on what a standard student file contains, what documentation will verify federal TRIO program eligibility, and apply these standards consistently. Use of scanned documents and electronic records is approved in the new OMB Circulars.

4b. Staff appear to believe (interviews) that effective use of technology (improved use of existing tools or purchasing new tools) could reduce time “documenting” and other paperwork, reducing workload and standardizing operations. A staff member commented that the staff and students are using a paper calendar to schedule appointments and this is extremely inefficient, requires redundancy, and is awkward to use.

4c. Institutional Research staff commented that they have limited interaction with the TRIO Programs. The TRIO Programs must proactively track student progress and success and use this data to inform formative changes to their services and activities on a continual basis.

4d. TRIO sponsors an annual luncheon for ETS school administrators and counselors. However, one school Principal commented that while the recognition was nice, he would also appreciate additional information about the school's ETS participants and the ETS programming on a regular basis.

Recommendations:

4a. The TRIO program office should move to an electronic group calendar system to schedule both student and staff appointments and group activities and meetings. Use of a group Outlook calendar would eliminate the need to check separate student and staff calendars (paper or individual electronic) and with the new Starfish system, there is potential for students to interface with the Starfish calendar and appointment system, eliminating the need for staff to make appointment reminder calls or send text messages.

4b. Information on SSS participant GPA, credit hours completed, persistence – retention, and completion and transfer should be systematically (each semester) collected in collaboration with IR, and the information should be shared with program stakeholders as part of the TRIO marketing strategy or used in brochures advertising the programs. SSS and ETS should receive training and mentoring from IR on what data the program should be collecting and how they can analyze the data to inform decisions and strategies. Other data that should be consistently extracted from the Student Access database on a formative basis includes: participation, contact hours and types of contacts, academic progress, course-taking, mid-term grades.

4c. Data about ETS participants must be systematically collected and reviewed (Student Access will help with this) and most important, shared with school administrators, teachers, and counselors to show the effects of ETS participation. In addition to sharing this information at the annual appreciation lunch, the TRIO Director must increase communication with school

principals and the school district to include (at least quarterly) information about program activities and aggregate (by school) outcome information such as GPA, credits progress, workshop participation, rigorous course-taking, dual enrollment, and activity participation, and matriculation to postsecondary education. This communication tool (perhaps a newsletter) could also highlight student stories. ETS outreach efforts also should be shared with SLCC administration and other Student Affairs units to demonstrate the important role that ETS plays in increasing access to college for underrepresented student populations and alignment with the SLCC community outreach portion of Mission.

5. Office Management and Operations

Strengths:

5a. TRIO has a dedicated administrative staff, although with time split between the two programs, the administrative staff has a huge workload.

5b. Program staff understand the additional compliance documentation required by the federal grant, and express hope that once the *Student Access* database system is routinized and glitches are worked through, their current workload around paperwork will be reduced.

Challenges:

5a. There are limited standardized practices related to programmatic and office management functions. Because staff members perform activities in different ways, some services and activities and paperwork and documentation are inefficient, and requires applying new managing systems to ensure compliance and decrease paperwork burden.

Recommendations:

5a. The TRIO programs need to standardize their budget and bookkeeping process and how they reconcile the budget with the grants budget office, on a monthly basis. (Also see Recommendation 6f.)

5b. The TRIO programs need to develop a Policy and Procedures Manual, with standard operating procedures for each TRIO program. This Manual would help reduce workload, improve intra-staff communication, and ensure federal compliance. TRIO should consider hiring a consultant to assist with streamlining office procedures and setting up an efficient office management system.

6. Miscellaneous Review Team Observations and Associated Recommendations

6a. The Disability Resource Center was not included in the interview group, and we are not sure why this office was not part of the interview process. The TRIO Director explained that very few students with disabilities are participants in the SSS program, although Disability is an eligibility criterion for SSS. This eligibility criterion is not described in the TRIO Self-Study. According to SSS Legislation,

Participant Eligibility for Program Services: To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Low-income students who are first-generation college students and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be either disabled or potential first-generation college students from low-income families. One-third of the disabled participants must also be low-income students.

And, the SSS Self-Study does not include program demographics from the last Annual Performance Report to verify that few students with disabilities participate in the SLCC TRIO SSS. We asked the TRIO Director why the program is not actively recruiting students with disabilities and he commented that the DRC provides comprehensive

services. A recommendation is to consider why SSS is not actively recruiting some students from DRC, particularly students who may also meet the other SSS eligibility requirements (low-income, first-generation college). Research on first-generation and low income students in higher education confirms that 1G+LI+disability creates considerable transition, persistence, completion and transfer challenges for this population of students.

6b. Increase collaboration between ETS and SSS; use SSS students as mentors for ETS students and presenting workshops on college preparation.

6c. Increase the collaboration between SSS STEM and regular SSS students. The SSS students in the focus group commented that they rarely interacted with the SSS STEM participants and staff also had little interaction. Location of the other TRIO program should not inhibit collaboration and partnering.

6d. Consider opportunities for sharing advising student case notes across SLCC. Starfish may increase these opportunities. Through a student advising network, advisors-counselors are not operating in silos and a student doesn't have to tell their story to multiple offices. Also, consider permission for the SSS counselor-advisor to be the advisor of record for students who are undeclared majors.

6e. As a TRIO Team Building exercise, consider assigning a quarterly common reading to TRIO Staff (and include the SSS STEM staff) on topics that may stimulate discussion about current office politics and effective practices for working with low-income and first-generation college students, college access and success programs: theory of change, understanding and managing organizational behavior; adolescent development theory (Savitz-Romer, M. *Ready, Willing and Able*); non-cognitive skills development, GRIT or resiliency skills, deep impact retention practices; to name a few).

6f. To assist the TRIO Program with better budget management, ask the Office of Sponsored Projects and the Business office to provide a professional development workshop for all the TRIO staff on preparing and managing grant budgets at SLCC.

ATTACHMENT A: Site Visit Schedule

ATTACHMENT B: Interview Questions

**TRIO Programs Department: Program Review Site Visit (Updated-5/8/16)
May 12 and May 13, 2016**

Site Team

Andrea Reeve, College Access & Success Consultant, Colorado State University (970) 420-5429 (Lead Reviewer)

Ruth Stubbs, Director of Student Services, University of Utah-College of Nursing (801) 706-4642 or 801-585-6658

Nicole Omer, Director, Office of Sponsored Projects, Salt Lake Community College (801) 957-4209

Wednesday, May 11, 2016 flight arrives at 7:05pm: Gregory will pick up Andrea at airport (United Airlines flight 5722); take to dinner at Olive Garden or Cracker Barrel and then to hotel.

Thursday, May 12, 2016			
Time	Activity	Room	Reviewers
7:30 AM	Gregory pick up Andrea Reeve	Hotel	Andrea
8:00am– 8:30am	Welcome & Review of Site Visit Dr. Chuck Lepper, Vice President for Student Affairs Dr. Nancy Singer, AVP for Student Success and Completion Dr. Gregory Roberts, Director of TRIO Programs	Taylorville Redwood Campus Construction Trades Bldg. room 202	Andrea Ruth Nicole
8:30am- 8:55am	Overview of TRIO Programs and Self-study: Dr. Gregory Roberts (Director of TRIO Programs) and Dr. Nancy Singer (Associate Vice President for Student Success and Completion)	Construction Trades Bldg. room 202	Andrea, Ruth, Nicole
9:00am – 9:25am	Reviewers’ Meeting (Andrea, Ruth, & Nicole). CTB 2 nd floor tour of TRIO Programs with Gregory.	Construction Trades Bldg. room 202	Andrea, Ruth, Nicole
9:30am – 10:00am	Meet with Julie Jackman-SSS and Rosio Suarez-ETS (TRIO Program Managers)	Construction Trades Bldg. room 202	Andrea, Ruth, Nicole
10am- 10:15am	Break for Andrea, Ruth, & Nicole		
10:15am- 10:45am	Rosio Suarez to drive Ruth Stubbs to West High School (10:15am-10:45am)	From Construction Trades Bldg. room 202	Ruth Stubbs

10:20am-10:50am	Meet with Richard Diaz, FYE Director, along with Shellie Jo Enscoe, Multicultural Affairs Director	Construction Trades Bldg. room 202	Andrea & Nicole
10:55am-11:25am	Meet with Curt Larsen, Assistant Vice President for Student Life and an Assistant Director	Construction Trades Bldg. room 202	Andrea
	Meet with Financial Aid Specialist-Emma Jackson, F.A. Specialist-Heather Jonassen, and F.A. Specialist, Kymm Owen	Construction Trades Bldg. room 206	Nicole
10:45am-11:15am	West High School Principal (Paul Sagers), Counselors, and ETS (College Bound) Program Students (drive to Bryant Middle School 11:15am to 11:45am)	West High School	Ruth Stubbs
11:30am-11:55am	Institutional Research Assistant Vice President of Institutional Effectiveness-Jeffrey Aird & Statistical Analyst-Jessie Winitzky-Stephens	Construction Trades Bldg. room 202	Andrea
	Meet with Dr. Sonia Parker, Director of Academic Advising and Jack Hesleph, Director of Career & Student Employment Services with Wendy Potter, Assistant Director	Construction Trades Bldg. room 206	Nicole
11:45am-12:15pm	Bryant Middle School Principal (James Yapias), Counselors, and ETS (College Bound) Program Students (drive to SLCC 12:15pm to 12:40pm)	Bryant Middle School	Ruth Stubbs
Noon-12:30pm	Meet with Kathie Campbell & Shannon McWilliams-Student Services Directors for the North and South Regions	Construction Trades Bldg. room 202	Andrea & Nicole
12:40pm-1:25pm	Lunch - Reviewers can have time for private discussions.	STC 278	Andrea, Ruth, Nicole
1:35pm – 2:00pm	Meet with Grant Accountant (Judy Black)	Construction Trades Bldg. room 202	Andrea, Ruth, Nicole
2:05pm-2:35pm	TRIO Programs Students, Peers, Student Assistants, and Students Leaders: Martha Alvarez, Victoria Alvarez, Tanya Lynn Faupula, Briana Figueroa, Irene Garcia, Cristina Martinez, Haley Nate, Dani Ndayisaba, Hilario Plancarte, Omprakesh	CT 202 Conference Room	Andrea, Ruth, Nicole

	Gopal Rao, Hector Robles, Alicia Gaona Sepulveda		
2:40pm-3:05pm	TRIO Programs Staff (ETS Advisor: Cheryl Williams, SSS Services Specialist: Dani Saucedo, & TRIO Programs Administrative Assistant: Linnie Spor)	CT 202 Conference Room	Andrea, Ruth, Nicole
3:05pm-3:20pm	Break for Reviewers Andrea, Ruth, & Nicole		
3:20pm-3:55pm	Meet with the Office of Sponsored Projects Staff (Senior Grants Officer: Ann Crissman & Grants Officer: Matt Siemionko)	Construction Trades Bldg. room 202	Andrea & Ruth
	Meet with Dr. Craig Caldwell, Dean of Science, Mathematics, & Engineering, Joe Gallegos, Math faculty & Judy Braun, EDU 1020 faculty	Construction Trades Bldg. room 206	Nicole
4pm – 4:30pm	Team Debrief	Construction Trades Bldg. room 202	Andrea, Ruth, Nicole
4:30pm-5pm	TRIO ETS & SSS file review by Reviewers	Construction Trades Bldg. room 202	Andrea, Ruth, Nicole
5pm	Take Andrea to hotel		Andrea
6pm or 6:30pm?	Dinner – location - (Rodizio)	Rodizio in Trolley Square	Andrea, Ruth, Nicole, Nancy, & Gregory

Friday, May 13, 2016			
Time	Activity	Room	Reviewers
7:30am	Gregory pick up Andrea at hotel	Hotel	Andrea
8:00am-8:40am	Outreach & Access, Gear-Up, Pace Staff: Diana Bevan-Outreach Manager, Joni Lindsay-Gear-up Coordinator, & Rebecca Schumann-Administrative Assistant	STC 223	Andrea, Ruth, Nicole
8:45am-9:05am	Cheryl Williams to drive Andrea Reeve to schools	STC 223	Andrea Reeve
9:05am-9:35am	Valley Junior High School Principal (Dave Holt), Counselors, and ETS (College Bound) Program Students (drive to Granger High School 9:40am-10am)	Valley Junior High School (Cheryl)	Andrea Reeve

8:45am-9:15am	Gregory drive Ruth and Nicole to Granite Schools District Office (meeting from 9:30am to 10:15am)		
9:30am-11:00am	Meet Granite Schools District Director of College and Career Readiness – Judith Petersen - with drive time – Gregory to drive	District Office	Ruth & Nicole
10:00am-10:35am	Granger High School Principal (David Dunn), Counselors, and ETS (College Bound) Program Students (drive to West Lake Junior High School 10:40am to 10:55am)	Granger High School (Cheryl)	Andrea Reeve
11:00am–11:35am	West Lake Junior High School Principal (Ike Spencer), Counselor Lee Marchant, and ETS Students	West Lake Junior High School	Andrea Reeve
11:00am-12:30pm	Meet Salt Lake City Schools District Assistant Superintendent of Educational Equity – Dr. Kathleen Christy - with drive time – Gregory to drive from 10:30am-11:00am (meeting 11:15am-noon)	District Office	Ruth & Nicole
11:45am-12:15am	Cheryl Williams to return Andrea Reeve to SLCC		Andrea Reeve
	Drive to Taylorsville Redwood		
12:30pm-1:25pm	Lunch (Reviewers will have private discussion)	Taylorsville Redwood Campus STC 278	Andrea, Ruth, Nicole
1:30pm-2:30pm	Team Discussion: Preparation of Initial Findings and Recommendations	STC 223	Andrea, Ruth, Nicole
2:30pm-3:30pm	Team Presentation and discussion with Student Affairs: Dr. Chuck Lepper, Dr. Nancy Singer, and Dr. Gregory Roberts	STC 223	Andrea, Ruth, Nicole
3:30pm-4pm	Gregory takes Andrea to airport United Airlines 5525 departs 5:43 pm		Andrea

Site Visit Questions

TRIO Programs' Department - Program Review, SLCC

Thursday, May 12, 2016

TRIO Programs – Program Managers Julie Jackman, SSS

9:30-10:00 – CT 202

Rosio Suarez, ETS

Andrea, Ruth, Nicole

- *Briefly describe your main program functions and services.*
- *What challenges have you experienced as TRIO personnel?*
- *How would you assess the training you have received?*
- *How effective are the marketing materials you use for outreach?*
- *How often do you access the web site when assisting program participants?*
- *Share your use of the data base for student data entry and retrieval.*
- *What challenges have you experienced when assisting program participants with the admissions/enrollment/registration processes?*
- *Tell us about your interactions with the outreach and access areas and how this affects your role as TRIO personnel.*
- *How do you feel your outreach events assist with your program enrollment goals?*
- *If you could improve some things in your area, what would those be?*
- *What are your perspectives on how the grants contributes to SLCC's mission and to partner schools?*

FYE & Multicultural

Shellie Jo Enscoe, Director

10:20-10:50 – CT 202

Richard Diaz, Director

Andrea and Nicole

- *Briefly describe your main functions and services.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What do you feel are the greatest challenges between TRIO Programs and your areas?*
- *What one or two things would you like to see TRIO Programs do more of in terms of reaching and engaging their target student populations that you serve?*
- *If you could improve one or two things in their area, what would those be?*

West High School

Paul Sagers, Principal

10:45-11:15

Counselor (TBD)

Ruth Stubbs

Students: Hagen Brimmer, Delexus Deherrera, Lindsay Barahona, Belen Balderas, & Grace Balderas

(refer to district questions from below May 13, 2016 at 9:30am)

(refer to student questions from May 12, 2016 at 2:05pm)

Bryant Middle High School

James Yapias, Principal

11:45-12:15

Counselor (TBD)

Ruth Stubbs

Students: Jatavia Smith, Shayla Jackson, Vincent Omana

(refer to district questions from below May 13, 2016 at 9:30am)

(refer to student questions from May 12, 2016 at 2:05pm)

Student Life

Curt Larsen, AVP for Student Life

10:55-11:25 – CT 202

Peggy Hoffman, Assistant Director

Andrea

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What one or two things would you like to see TRIO Programs do more of in terms of reaching and engaging their target student populations that you serve?*
- *What do you feel are the greatest challenges between TRIO Programs and your areas?*
- *If you could improve one or two things in their area, what would those be?*
- *Do you have suggestions for how TRIO Programs can be even more effective in reaching out to students?*

Financial Aid

Emma Jackson, Specialist

10:55-11:25 – CT 206

Heather Jonassen, Specialist

Nicole

Kymm Owen, Specialist

- *Briefly describe your main function and services.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What one or two things would you like to see the TRIO SSS & STEM Programs do more of in terms of reaching and engaging their target student populations that you serve?*
- *What do you feel are the greatest challenges between the TRIO SSS & STEM Programs and the Financial Aid Office?*
- *If you could improve some things in their area, what would those be?*
- *Do you have suggestions for how the TRIO SSS & STEM Programs can be even more effective?*

Institutional Research

Jeffrey Aird, AVP of Institutional Effectiveness

11:30-11:55 – CT 202

Dr. Jessie Winitzky-Stephens, Statistical Analyst

Andrea

- *Briefly describe your main function and services.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What do you feel are the greatest challenges between TRIO Programs and Institutional Research?*
- *If you could improve some things in their area, what would those be?*
- *Do you have suggestions for how TRIO Programs can be even more effective?*

Academic Advising & Career Employment

Dr. Sonia Parker, Director

11:30-11:55 – CT 206

Jack Hesleph, Director

Nicole

Wendy Potter, Assistant Director

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What one or two things would you like to see TRIO Programs do more of in terms of reaching and engaging their target student populations that you serve?*
- *What do you feel are the greatest challenges between your areas and TRIO Programs?*
- *If you could improve some things in the TRIO Programs, what would those be?*
- *Do you have suggestions for how TRIO Programs can be even more effective in reaching out to students?*

Student Services

Kathie Campbell, Director of North Region

Noon-12:30 – CT 202

Shannon McWilliams, Director of South Region

Andrea & Nicole

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What one or two things would you like to see TRIO Programs do more of in terms of reaching and engaging their target student populations that you serve?*
- *What do you feel are the greatest challenges between TRIO Programs and your areas?*
- *If you could improve some things in the TRIO Programs, what would those be?*
- *Do you have suggestions for how TRIO Programs can be even more effective in reaching out to students?*
- *TRIO Programs are located at Taylorsville Redwood Campus. What needs do you see at the other campuses for serving TRIO eligible students who are low-income and first-generation college students?*

Business Office

Judy Black, Grant Accountant

1:35-2:00 – CT 202

Andrea, Ruth, & Nicole

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What do you feel are the greatest challenges between your TRIO Programs and the Business Office?*
- *If you could improve some things in the TRIO Programs, what would those be?*

TRIO Programs Students

2:05-2:35 – CT 202

Andrea, Ruth, & Nicole

Martha Alvarez, SSS
Victoria Alvarez, SSS
Tanya-Lynn Faupula, STEM
Briana Figueroa, STEM
Irene Garcia, SSS
Cristina Martinez, SSS
Haley Nate, SSS
Dani Ndayisaba, SSS
Hilario Plancarte, SSS
Omprakesh Gopai Rao, SSS
Hector Robles, SSS
Alicia Gaona Sepulveda

- *Briefly describe the main functions and services, from your perspectives, of the TRIO Programs.*
- *What services have you received?*
- *Why did you utilize those services you received?*
- *What is your experience in working with TRIO personnel?*
- *Briefly describe how TRIO personnel collaborates and communicates with TRIO Program participants.*
- *What do you feel are the greatest challenges between program participants and TRIO Programs personnel?*
- *If you could improve some things in the TRIO Programs, what would those be?*

TRIO Programs Personnel

Dani Saucedo, SSS Services Specialist

2:40-3:05 –CT 202

Linnie Spor, TRIO Programs Administrative Assistant

Andrea, Ruth, & Nicole

Cheryl Williams, ETS (College Bound) Program Advisor

- *Briefly describe the main functions and services in your areas of responsibilities of the TRIO Programs.*
- *What challenges have you experienced as TRIO personnel?*
- *How would you assess the training you have received?*
- *How effective are the marketing materials you use for outreach?*
- *How often do you access the web site when assisting program participants?*
- *Share your use of the data base for student data entry and retrieval.*
- *What is your experience in working with TRIO personnel?*
- *Briefly describe how TRIO personnel collaborates and communicates with TRIO Program participants.*
- *What challenges have you experienced when assisting program participants with the admissions/enrollment/registration processes?*
- *Tell us about your interactions with the outreach and access areas and how this affects your role as TRIO personnel.*
- *How do you feel your outreach events assist with your program enrollment goals?*
- *If you could improve some things in your area, what would those be?*
- *What are your perspectives on how the grants contributes to SLCC's mission and to partner schools?*

Office of Sponsored Projects Ann Crissman, Senior Grants Officer

3:20-3:55 –CT 202 Matt Siemionko, Grants Officer

Andrea & Ruth

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What do you feel are the greatest challenges between the TRIO Programs and the Office of Sponsored Projects?*
- *If you could improve some things in the TRIO Programs, what would those be?*

Dean & Faculty Dr. Craig Caldwell, Dean of Science, Mathematics, & Engineering

3:20-3:55 –CT 206 Joe Gallegos, Math Faculty

Nicole Judy Braun, EDU 1020 (College Success) Faculty

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with the TRIO SSS & STEM Programs.*
- *What do you feel are the greatest challenges between your areas and the TRIO SSS & STEM Programs?*
- *If you could improve some things in the TRIO SSS & STEM Programs, what would those be?*

Friday May 13, 2016

Outreach and Access Diana Bevan, Outreach Manager

8:00 – 8:40 – STC 223 Joni Lindsay, GEAR-UP Coordinator

Andrea, Ruth, & Nicole Rebecca Schumann, Administrative Assistant

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with TRIO Programs.*
- *What one or two things would you like to see TRIO Programs do more of in terms of reaching and engaging their target student populations that you serve?*
- *What do you feel are the greatest challenges between TRIO Programs and your areas?*
- *If you could improve some things in their area, what would those be?*
- *Do you have suggestions for how TRIO Programs can be even more effective in reaching out to students?*

Valley Junior High School

Dave Holt, Principal

9:05-9:35

Sara Rogers or Jacob Ballentine Counselor

Andrea Reeve

Students: Elizabeth Quezada (8th grade), Marty Leavitt (8th grade), Maria Rendon (8th grade)

(refer to district questions from below)

(refer to student questions from May 12, 2016)

Granger High School

David Dunn, Principal

10:00-10:35

Laurel Takashima or Brandi Oliver, Counselor

Andrea Reeve

Students: Kuei Makol (12th grade), Samantha Haddenham (11th grade), Brian Sika (9th grade)

(refer to district questions from below)

(refer to student questions from May 12, 2016)

Westlake Junior High School

Ike Spencer, Principal

11:00-11:35

Lee Marchant, Counselor

Andrea Reeve

Students: Katelyn Thompson (8th grade), Jordan Bastien (8th grade), Vivian Chau (7th grade)

(refer to district questions from below)

(refer to student questions from May 12, 2016)

Granite Schools District

Judith Petersen, Director of College and Career Readiness

9:30-11:00

(30 minutes to drive & 30 minutes to interview)

Ruth & Nicole

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with the TRIO ETS (College Bound) Program.*

- *What one or two things would you like to see the TRIO ETS (College Bound) Program do more of in terms of reaching and engaging their target student populations that you serve?*
- *Do you think your students understand the TRIO ETS (College Bound) Program services that are offered?*
- *What is your perception (feedback) about how the TRIO ETS (College Bound) Program representatives works with your schools?*
- *What do you feel are the greatest challenges between the TRIO ETS (College Bound) Program and your areas?*
- *If you could improve some things in their area, what would those be?*
- *Do you have suggestions for how the TRIO ETS (College Bound) Program can be even more effective in reaching out to students?*

Salt Lake City Schools District

Dr. Kathleen Christy, Assistant Superintendent of Educational Equity

11:00-12:30

(30 minutes to drive & 30 minutes to interview)

Ruth & Nicole

- *Briefly describe the main functions and services of your areas.*
- *Briefly describe how your area collaborates and communicates with the TRIO ETS (College Bound) Program.*
- *What one or two things would you like to see the TRIO ETS (College Bound) do more of in terms of reaching and engaging their target student populations that you serve?*
- *Do you think your students understand the TRIO ETS (College Bound) program services that are offered?*
- *What is your perception (feedback) about how the TRIO ETS (College Bound) Program representatives work with your schools?*
- *What do you feel are the greatest challenges between the TRIO ETS (College Bound) Program and your areas?*
- *If you could improve some things in their area, what would those be?*
- *Do you have suggestions for how the TRIO ETS (College Bound) Program can be even more effective in reaching out to students?*