

# Salt Lake Community College TRIO Programs

## Program Review Self-Study

– April 2016 –

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## Introduction

Salt Lake Community College (SLCC) is a comprehensive community college serving more than 60,000 students at ten campus locations and online. It is Utah's largest college with the most diverse student body. SLCC offers associate degrees, certificate programs, career and technical education, developmental education, transfer education, and workforce training to prepare individuals for transfer, career opportunities, and an enriched lifetime of learning and growing. SLCC recently recast its vision, mission, and value statements as follows:

### 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.*

### VALUES

*Collaboration -- We believe we're better when we work together.*

*Community -- We partner with our community in the transformative, public good of educating students.*

*Inclusivity -- We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives.*

*Integrity -- We do the right things for the right reasons.*

*Innovation -- We value fresh thinking and encourage the energy of new ideas and initiatives.*

*Learning -- We learn as a college by building outstanding educational experiences for students and by supporting faculty and staff in their professional development.*

*Trust -- We build trust by working together in good faith and goodwill to fulfill the College's mission.*

Student Affairs at SLCC has initiated a comprehensive assessment process called "program review" that each of its departments conducts over a five-year rotation cycle. Program review consists of a self-study conducted by the department, a site visit and report by a team of external reviewers, and the development of a three-to-five year plan of action. Program review is a reflective process that allows departments to describe and assess their functions and services and to identify areas that are performing well and areas that need improvement. External reviewers conduct interviews to obtain perspectives, feedback, and suggestions from a variety of groups that work with the department such as SLCC administrators, faculty, staff,

and students as well as (if applicable) community agencies and local schools. The review team submits a report of findings, commendations, and recommendations that, along with the department's own self-study, help guide the development of the department's plan of action.

The TRIO Programs department conducted this self-study in the spring of 2016. The self-study focuses on two TRIO programs: Student Support Services (SSS) and Educational Talent Search (ETS). Dr. Gregory Roberts, the director of the TRIO Programs department, along with Julie Jackman, TRIO SSS program manager, and Rosio Suarez, TRIO ETS program manager, wrote this self-study with discussion and input from other TRIO staff during staff meetings.

## I. Purpose, Goals, History, and Philosophy

### Purpose

The Salt Lake Community College (SLCC) TRIO Programs' purpose is 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.

During 2014-2015, the SLCC TRIO Programs consisted of Student Support Services (SSS) and Educational Talent Search (ETS) (College Bound). As of September 1, 2015, the SLCC TRIO Programs have expanded to include the TRIO Science, Technology, Engineering, and Mathematics (STEM) Program.

The SLCC TRIO SSS program's purpose is to work in partnership with SLCC low-income and first-generation college students to achieve academic success, improve student retention and graduation, and promote personal growth.

The SLCC TRIO ETS (College Bound) program's purpose is to work with low-income and first-generation college students in 7<sup>th</sup> through 12<sup>th</sup> grades to achieve academic success, high school graduation, and to prepare for the college of their choice.

The SLCC TRIO STEM program's purpose is to support low-income and first-generation college students pursuing degrees in natural science, technology, engineering, and mathematics by addressing individualized educational and career interests, while providing the opportunities, tools, and resources for self-efficacy.

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.

### Goals/Objectives

The objectives of each of the SLCC TRIO Programs are defined by each of their grant applications according to guidelines of the U.S. Department of Education/Office of Postsecondary Education.

SLCC's TRIO SSS program is funded to serve 200 low-income and first-generation college students each year, of a five-year funding cycle. Persistence, good academic standing, two-year graduation, and two-year transfer rates are indicators upon which TRIO SSS will be continually funded during each year of the five-year award cycle.

SLCC's TRIO SSS program provides academic support services, as stated in the *CAS Professional Standards for Higher Education*, 9<sup>th</sup> edition (2015), to "motivate and encourage program participants to complete postsecondary education with the goal of increasing college retention and graduation rates, along with facilitating two-year college students' transition to four-year institutions" (p. 452).

For the 2015-2020 SSS grant application award cycle, the objectives state that: (a) 60 percent of all program participants served by the SSS program will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a two-year to a four-year institution during the reporting year; (b) 78 percent of all enrolled participants served by the SSS program will meet the performance level required to stay in good academic standing at SLCC; (c) 27 percent of new program participants served each year will graduate from SLCC with an associate's degree or certificate within four years; and (d) 18 percent of new program participants served each year will receive an associate's degree or certificate from SLCC and transfer to a four-year institution (SLCC SSS 2015-2020, grant application, pps.12-15).

SLCC's TRIO STEM program is approved and funded to serve 120 low-income and first-generation college students each year, of a five-year funding cycle. Persistence, good academic standing, two-year graduation, and two-year transfer rates are indicators upon which the TRIO STEM program will be continually funded during each year of the five-year award cycle.

For the 2015-2020 STEM grant application award cycle, the objectives state that: (a) 45 percent of all program participants served by the STEM program will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a two-year to a four-year institution during the reporting year; (b) 67 percent of all enrolled participants served by the STEM program will meet the performance level required to stay in good academic standing at SLCC; (c) 15 percent of new program participants served each year will graduate from SLCC with an associate's degree or certificate within four years; and (d) 8 percent of new program participants served each year will receive an associate's degree or certificate from SLCC and transfer to a four-year institution (SLCC SSS 2015-2020, grant application, pps.16-18).

SLCC's TRIO Educational Talent Search (College Bound) program is approved and funded to serve 513 low-income and first-generation college students each year, of a five-year funding cycle. Secondary school persistence, secondary school graduation (within the regular standard number of years), secondary school graduation (within the regular standard number of years while completing a rigorous program of study), and postsecondary education enrollment rates are indicators upon which the TRIO ETS (College Bound) program is continually funded during each year of the five-year award cycle.

For the current 2011-2016 grant application five-year award cycle, the objectives states that: (a) 92 percent of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level; (b) 88 percent of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years; (c) 25 percent of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years; (d) 60 percent of program participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education the fall term immediately following high school graduation or will have received notification, by fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g., spring semester) (SLCC, ETS 2011-2016 grant application, pps.16-18).

SLCC's TRIO ETS (College Bound) program "identifies, motivates, and assists program participants in middle school and high school to complete high school and enter and persist in higher education"(p. 452).

## **History**

Students from low-income and first-generation college (where the parents do not have a baccalaureate degree) backgrounds have historically had limited access to higher education. The *CAS Professional Standards for Higher Education*, 9<sup>th</sup> edition (2015), states that "TRIO programs are authorized under the U.S. Higher Education Act of 1965, Title IV, Part A, Subpart 2, FEDERAL TRIO PROGRAMS, and most recently reauthorized by the Higher Education Opportunity Act in August 2008. The Higher Education Act currently is in the process of another reauthorization beginning in 2015. [The] eligibility criteria for these programs are primarily based on low-income (families at or below 150% of poverty level) and first-generation [college student] status" (p. 451), defined as neither parent of a SLCC student has a baccalaureate degree; therefore, the SLCC student would be the first member in their family to pursue a baccalaureate degree in the United States and must be a U.S. citizen or permanent resident. "TRIO [programs] are funded through competitive grant applications, in five year cycles" (p. 451).

The *CAS Professional Standards for Higher Education*, 9<sup>th</sup> edition (2015), also states that "the initial three TRIO programs included Talent Search, created in 1965 as part of the Higher Education Act; Upward Bound, which emerged from the Economic Opportunity Act of 1964 as part of President [Lyndon Bain] Johnson's War on Poverty and originally housed in the Office of Economic Opportunity; and the Student Support Services, in 1968. The term 'TRIO' referred to these three original federal programs" (p.451).

Today, TRIO Programs consist of eight programs, seven of which serve low-income and first-generation college participants directly. "The Higher Education Amendments of 1972 added the Educational Opportunity Centers, and the 1986 Amendments authorized the Ronald E. McNair Post-Baccalaureate Achievement Program. Veteran's Upward Bound, created in 1972, addressed educational concerns for the large number of returning Vietnam Veterans with low educational attainment, and the Upward Bound Math-Science Program, created in 1990, to address the STEM achievement gaps for low-income and first-generation" (p. 451) college program participants. The eighth TRIO program is a professional development component for training TRIO personnel.

SLCC has had a long commitment to TRIO programs. 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. 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.

## **Trends and Philosophy of TRIO Programs**

Current trends have expanded the federally-funded TRIO and other educational opportunity programs to include an array of college access and success programs, encouraging collaborations and partnerships amongst the college access and success community (CAS, p. 453).

The theories and philosophies that inform the services of SLCC's TRIO programs emphasize the importance of "addressing the emotional, spiritual, financial, and educational needs of students in order for them to be successful in the learning environments of higher education. Students need encouragement, a sense of belonging, and a sense that they matter in the learning environment in order to see themselves as being competent and capable of pursuing educational tasks and activities that develop skills and analytical abilities suited to their interests" (Roberts, pps. 55-56).

Our services are informed by the work of Astin, Chickering, and Perry whose theories advocate a comprehensive and proactive approach by encouraging students' involvement and confidence as well as their cognitive and affective development as they pursue higher education goals. Astin's (1984) study developed the theory of student involvement. His thesis was that "[s]tudents learn by becoming involved" (p. 518). His theoretical model explained that student development and change occur because the student gets involved. This involvement is self-directed but informed by resources available to students. Chickering (1969) explored individual student competence and integration of success. He argued that when students are allowed success in any number of tasks they are assigned, success will build confidence, and with each subsequent task of complexity successfully completed, student confidence continues to build. When students are confident, he concluded, they will be academically successful. Similarly, Perry (1970) explored levels of student commitment. These levels of commitment were in the form of stages that students attain, depending on their level of cognitive understanding or intellect. He theorized that healthy responses reoccur to successful cognitive and affective events that build on one another, and that positive successive actions are necessary in completing tasks. Thus, intellectual and affective growth is not a straight line for all students. Each student's growth occurs at a level that is realized by the student's inner rhythm or capacity to develop continuous improvement. SLCC's TRIO programs recognize that students develop at different rates, which is why we use individualized needs assessments, individualized educational plans, and ongoing advising with students to promote their success in meeting their goals.

Through the activities of the SLCC TRIO SSS and ETS (College Bound) programs, students are encouraged: a) to feel a sense of belonging in the educational environment; b) to utilize resources and services that explore and expand their sense that they matter in the educational environment; and c) to believe that they can be successful in higher educational institutions.

## References

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Chickering, A. W. (1969). *Education and identity*. San Francisco: Jossey-Bass.

Perry, W. (1970). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Holt, Rinehart & Winston.

Roberts, G (2013). *An exploration of social and educational sustainability: Conversations from the lived experiences of low-income and first-generation community college students*. Ann Arbor, MI: UMI Dissertation Publishing.

SLCC, ETS 2011-2016 grant application.

SLCC SSS 2015-2020, grant application.

SLCC SSS (STEM) 2015-2020, grant application.

The Council for the Advancement (CAS) of Professional Standards for Higher Education, 9<sup>th</sup> edition (2015).

## II. Functions, Programs, and Services

### Student Support Services

TRIO Student Support Services is funded to serve 200 students, two-thirds of whom must be both first-generation college students *and* low-income students. The core services are outlined in e-CFR Data (current as of February 11, 2011) Title 34: (§ 646.4) Education. These are:

(1) Academic tutoring, directly or through other services provided by the institution, to enable students to complete postsecondary courses, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects.

(2) Advice and assistance in postsecondary course selection.

(3)(i) Information on both the full range of Federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and resources for locating public and private scholarships; and

(ii) Assistance in completing financial aid applications, including the FAFSA.

(4) Education or counseling services designed to improve the financial and economic literacy of students, including financial planning for postsecondary education.

(Note: Required Service #5 is specifically for four-year institutions.)

(6) Activities designed to assist students enrolled in two-year institutions of higher education in applying for admission to, and obtaining financial assistance for enrollment in, a four-year program of postsecondary education.

The table below was included in the SSS 2014-15 Annual Performance Report and indicates the number of students who received *at least one* contact in each of the service areas.

**TRIO Student Support Services Annual Performance Report  
Academic Year 2014-2015**

<b>Required Services</b>	<b>Received Service by Project</b>	<b>Referred to Another Provider</b>
* Academic Tutoring	36	111
* Advice and assistance in postsecondary course selection	177	6
* Education/counseling to improve financial and economic literacy	157	1
* Information in applying for Federal Student Aid	180	5
* Assistance in completing and applying for Federal Student Aid	96	10
* Assisting in applying for admission to 4-Year Institution and obtaining Federal student aid (not applicable to 4-year institutions)	124	3

In addition to the required services, the Department of Education introduced two Competitive Preference Priorities (CPP) in the most recent SSS grant proposal. The priorities focus on postsecondary persistence and completion rates among high-need students by 1) placing a greater emphasis on strategies designed to influence the development of non-cognitive skills and 2) developing greater emphasis on providing proactive coaching strategies designed to increase student success. TRIO Academies (described below) were developed based on research indicating that developing non-cognitive skills and forming social support systems increase retention. The SSS case management advising system is intrusive and allows advisors to identify strengths of and concerns for each participant.

## **SSS Components and Processes**

The first step in applying for services is for students to submit a completed application, provide income verification, and attend an Eligibility and Assessment of Services Orientation (EAS). Applications are required prior to the orientation which covers services and student responsibilities. At the end of the orientation each student is met with individually to confirm eligibility and answer questions. Students identify the services they feel would benefit them and, if they are interested in making the required commitment to the program, an appointment with an advisor is set.

Case management **advising** allows for a holistic approach, which facilitates the interweaving of services and planning towards personal goals, graduation, and transfer. Each semester students and advisors complete a Participant Semester Agreement that outlines specific benchmark activities, which require **two academic contacts, one financial literacy workshop, and one SSS sponsored event**. Each component of the Agreement centers on the development of students' knowledge and on their progress, and allows flexibility in tailoring plans to make the requirements unique to each student.

During students' first advisor appointment, and at the beginning of each academic year, an Individualized Education Plan, a Transfer Plan, and a Financial Plan are developed. Students also sign a Participant Commitment Contract and a Participant Semester Agreement, and they sign up for various activities and services as their schedule allows. A follow-up appointment is set to begin working on an academic plan.

During the process of building an **academic plan** staff is able to help students understand general education, major requirements, and federal financial aid regulations. As students gain confidence in their ability to discuss their plans, staff encourages them to visit with SLCC's program (major) advisors. Prior to referring to departmental contacts, SSS staff helps students prepare by having them articulate their knowledge and the information they need to seek out. This supportive advising allows students to develop critical thinking skills and to build a wider support network on campus. When students return with a revised plan or additional information, SSS advisors are able to use what they know about their students to ensure balanced class loads are achieved and to help students reflect upon their progression toward stated goals. With frequently updated plans, SSS advisors and students are able to make a timeline for graduation and transfer.

Because first-generation college students and low-income students are frequently not aware of federal financial aid, scholarships or alternative funding sources, they are provided a comprehensive **financial literacy component** that allows for learning and flexibility. Students are assisted with completion of the FAFSA upon request. To encourage students to complete it early and follow the IRS link, strategic Pell Pizza Party days are set up each spring semester. This is a day-long, drop-in event. (Due to the changes in financial aid these will be shifted starting fall 2016.) Scholarship Days are offered every semester. This day-long, drop-in event gives students the opportunity to browse through scholarship applications gleaned by the Peer Mentor Team from many websites and institutions; students are able to set up appointments for help with the applications they are interested in completing. The use of Cashcourse.org is promoted because it allows students to choose financial planning modules that are specific to their need and to complete them according to their schedule. This online option provides flexibility and is part of the Participant Commitment Contract that is signed by students when they are selected for the program. We also invite Student Life and Leadership representatives to present at or attend various functions to talk with students about how they can get involved and earn tuition waivers and stipends.

Another strength of the financial literacy component is TRIO's working relationship with the Financial Aid Office (FAO). The FAO professionals provide training, information, and updates and are a great resource; they are frequently called upon to work through issues that SSS students face when meeting requirements of additional paperwork and certifications.

The Student Aid Report (SAR) is used in completing the yearly Financial Plan that is in each student's file. Students are asked to bring it with them to their advising session so that advisors can assist them in seeing where critical information is found. A challenge for our financial literacy services is helping students follow through with the opportunities for alternative funding rather than taking out student loans. Many of our SSS students contribute to their family's household and many are single parents or dislocated workers so they use remaining Pell funds to live. With the rising costs of living, students are increasingly turning to taking out loans. Another challenge is getting students to follow through on scholarship applications. SSS offers a variety of scholarship workshops that receive positive student feedback, but despite students' initial enthusiasm, the reality of school demands, familial obligations, and employment responsibilities result in a lack of follow through.

The table below indicates the number of students who attended the various events and activities that SSS offered last year (some numbers include duplicate headcounts when students attended more than one event). The participation rate among SSS students is fairly strong given that our students have many outside responsibilities such as employment and familial responsibilities. We have learned that offering a variety of options for student participation at different times is necessary to enable attendance.

**TRIO Student Support Services Events and Activities  
Academic Year 2014-15**

<b>Event and Activities</b>	<b>Total # of participants</b>
Community Engagement (“Days of Service”) -One per semester	99
Financial Literacy Includes Scholarship Days, Workshops, Pell Pizza Days	121
Student Recognition Programs Includes Recognition Luncheon and Graduate Reception	94
Student Conferences One per fall and spring Semester	94
Open House/Welcome Back	84

Direct Grant Aid, which is included in the departmental budget approved by the Department of Education, allows SSS to award these funds to eligible participants as outlined by the Certified Federal Register, which governs TRIO programs. This line item was reduced by \$10,000 for the 2015-2020 grant cycle and currently stands at \$5000. Eligibility includes current year Pell grant recipients who have earned less than 60 earned credit hours, have unmet need equal to or greater than the minimum Pell, are maintaining Satisfactory Academic Progress, and have been enrolled for at least two consecutive semesters. Priority is given to students who are enrolled in summer term and are graduating within two terms. These students are asked to fill out an application and submit a personal statement that briefly describes how these funds will be used. Once the SSS staff selects the students to be given Grant Aid, a list is sent to the Financial Aid office to award these funds.

TRIO SSS provides **tutoring services** individually and in an open, drop-in lab setting. The drop-in lab covers mathematics, chemistry, and physics and does not require a student to submit a formal tutoring request. Each semester SSS students are notified of the hours and courses covered in the lab. The strengths of these delivery methods include assisting students’ development of study skills related to their courses and developing rapport with other students who have been through similar struggles and who can share their strategies for successfully navigating challenging courses. In the lab setting, specifically, students are able to work together with those at the same level and benefit from repetition as the tutor works throughout the room using white boards.

Space is always a challenge. Our open tutoring lab is held in the TRIO conference room, which has technology and white boards. Frequently, due to space conflicts, the lab relocates to the atrium area, which is a public space that makes focusing more difficult. Also, technology and white boards are not available in the atrium. We have a small tutor room with a computer and white boards where group and individual tutoring takes place. It can only accommodate up to four students and two tutors at a time.

Two additional challenges associated with tutoring are funding and the turnover of tutors. Because of limited budgets, we seek out students who receive work-study and meet the minimum grade qualifications. SSS students are often hired as tutors, which is a strength and a weakness. Because many potential SSS students meet the hiring minimums in their second year and then graduate and transfer within three years, there is a high turnover. However,

SSS students, who have received tutoring and understand the expectations, are familiar with our processes and have been exposed to training on various student skills, such as time management, note taking, and test taking, so they perform very well as tutors. The open tutor lab has helped to expand tutoring within our limited budget.

The table below lists the number of students who received individual tutoring and drop-in lab tutoring along with the total hours of tutoring provided to each in 2014-15. Referrals to other college resources exceed the number of students who receive tutoring from SSS. About one third of our students receive tutoring and, based on our budget, this is a manageable percentage. We collaborate closely with SLCC's Focused Tutoring program for those requests that are difficult to fill and for students with schedules that are restrictive.

**TRIO Student Support Services Tutoring Services  
Academic Year 2014-15**

<b>Tutoring</b>	<b>Requests Filled for Individual Tutoring</b>	<b>Referrals to Other Providers</b>	<b>Drop-In Lab Tutoring No Request Needed</b>
# of Students	36	111	49
Total Hours Provided	568.5		517.5

Tutors receive individual training and feedback as well as group training. They are observed during a tutoring session twice per semester by the program manager and then meet for follow-up consultations for training and feedback. Once each semester, tutors gather together to share effective practices and review departmental and institutional requirements. They have daily access to the program manager for questions regarding difficult situations, job requirements, or assistance in developing tools to help students. The services specialist has an open door policy for assistance with any mathematical questions that arise during a tutoring session, and the specialist also meets with tutors as they request. Tutors are encouraged to participate in CRLA tutoring certification offered by the College.

Providing early **transfer planning** is important to meeting the program objectives set forth by the Department of Education and to helping students create a vision of success for themselves. Transfer plans include campus visits, admissions applications, scholarship applications, and program application deadlines. Professional relationships have been built with key areas at four-year institutions, which allow for a good flow of information and successful campus visits. Scheduling campus visits can be challenging because of various factors involved (such as arranging travel and scheduling appointments with key areas and with major advisors), and students often have to make special arrangements in their schedules in order to participate. Students are also encouraged to meet with four-year institution advisors when they are available at SLCC campuses but these sessions do not replace the effectiveness of actually visiting the campuses.

The table below lists the number of campus visits to University of Utah (U of U), Utah State University (USU), Utah Valley University (UVU), and Weber State University (WSU) as well as

the total number of students who attended in 2014-15. Survey results of students' satisfaction are included, which demonstrate that students have a high degree of satisfaction with various elements of the visits.

**TRIO Student Support Services Campus Visits**

**Academic Year 2014-2015**

**# of campus visits:** U of U: 5 USU: 1 UVU: 3 WSU: 2

**# of students who attended:** 40

**# of students who signed up:** 55

Satisfaction Level	Ease of Sign Up	Time of Visit	Usefulness of Information	Transportation
Extremely	87.8%	79.8%	94.1%	90.7%
Very	11%	17.8%	4.2%	9.3%
Moderately	1.2%	2.4%		
Slightly			1.7%	
Not at All				

**SSS Academies**, which support non-cognitive factors related to retention, are set up each semester based on student input, interest, and availability. Topics have included Social Science, Scholarships, Transferring, Undecided Majors, Computer Science, Math, Engineering, Biology, New to College, and Criminal Justice. The number of Academies and topics vary each semester based on the interests of the students. Fall and Spring Semester Academies are set up during the Student Conference, which is held before the semester begins, and leaders are designated by the students in each group. The Summer Semester Academy is specifically for first semester students and meets once per week. Depending upon the size of the group a co-leader may be selected. Students choose which Academy they want to participate in and choose the topics for each meeting as a group. Students who are selected for participation in SSS after the Academies are established are encouraged to join whichever Academy fits their schedule and interest. Each Academy meets twice per month. This is important to build buy in and to keep the students interested and returning. During the 2014-2015 academic year, a total of 19 Academies were offered. The number of students who signed up each semester is as follows: fall semester, 42; spring semester, 37; summer term, 11.

This component has been under development for one year; students are participating more and leadership is becoming stronger due to training that takes place prior to the beginning of the semester. During the semester, leaders meet together three additional times to plan, discuss, and give feedback for improvement. Staff members support, provide feedback, and mentor the leaders who reach out to students. One of the challenges of the Academy program is working around student schedules. Due to space and timing, 10 students is the maximum for effective group work. Keeping topics vibrant and relevant from semester to semester is a challenge.

## Outreach/Marketing

The SLCC community of students, faculty, staff, and administrators are informed throughout the program year of the goals, objectives, services, and eligibility requirements of SSS student participation. The table below identifies those activities outlined in the current SSS grant proposal and have been reviewed as appropriate methods of outreach according to the technical reviewers of our grant.

<b>SSS Outreach/Marketing Activity</b>	<b>Personnel Responsible</b>	<b>Timeframe</b>
Presentations at new student orientations and in selected classrooms.	SSS Staff, SSS Peer Leaders	On-going
Provide bookmarks and flyers distributed in new student packets during classroom visits.	SSS Staff, SSS Peer Leaders	On-going
Provide SSS brochures on eligibility at orientations and in selected classrooms.	SSS Staff, SSS Peer Leaders	On-going
Mailings, phone calls, MyPage e-mails, text messages to targeted students.	SSS Staff, SSS Peer Leaders	Each semester
Flyers posted on campus bulletin boards.	SSS Peer Leaders	Each semester
Provide SSS promotional materials and information at campus events (e.g., school relations activities, college advising fairs, college career fairs, financial aid information sessions, and FAFSA events).	SSS Staff, SSS Peer Leaders	On-going
SLCC/SSS website ( <a href="http://www.slcc.edu/trio">www.slcc.edu/trio</a> )	SSS Staff	On-going
Arrange for SSS information in SLCC catalog, faculty handbook, and at new employee orientations.	SSS Staff	On-going
Presentations at faculty departmental meetings.	SSS Staff	As requested
Presentations to Student Affairs departments and programs, e.g., Financial Aid, Academic and Career Advising, Disability Student Services, Multicultural Initiatives, Ethnic Student Clubs, etc.	SSS Staff	As requested
Presentations to campus administrative committees and Associate Vice President of Student Success and Completion meetings.	SSS Director	As requested
Submit an Annual SSS Program Highlights and Assessment Report to the Vice President of Student Affairs.	SSS Director	Each summer

One of our biggest challenges is outreach to students. A phrase we hear frequently is, “I wish I would have known about TRIO sooner.” Our small staff (with a flat and decreasing budget) is limited in the amount of time we can spend among SLCC’s multiple campuses trying to reach our commuter population. We rely on other departments to send us announcements regarding their campus events, such as resource and career fairs, where we can distribute SSS information. Referral cards are distributed to students and faculty during classroom visits and to staff at various meetings. The Peer Mentor Team talks with and distributes information to the general student population by working in teams to visit study and other public areas. The First Year Experience office provides a list of students they have identified as TRIO eligible; however follow up with that group has been difficult. A possible solution is getting involved earlier and doing more face time with students while they are on campus and completing the various FYE Bridge Programs. With the development of the new Admissions Office we hope to create a process of identifying possible participants early to encourage participation in SSS and ultimately to increase retention as well as earlier graduation and transfer to four-year universities.

A challenge that we have addressed to allow TRIO participants a greater opportunity for accessing services is by building in flexibility for participation. With respect to students' schedules and their other time commitments, a variety of ways have been developed to enable students to participate, for example via online or by dropping in.

Continual communication with students is also key. A text messaging service is used to notify students of upcoming events but the new website format doesn't give the SSS Calendar of Events the exposure needed to be easily accessible. With the implementation of a new web format for SLCC, we no longer have the ability to quickly change information and are required to follow a request procedure. This delays our ability to quickly add or make changes to forms and announcements on our site. Another issue is the location of our event calendar on the SSS website. It is imbedded in a secondary link and students have told us that it has been difficult to find. A new location on the website needs to be determined for that link.

There are certainly some students who use our services more than others. Because we have a Peer Mentor Team and utilize a texting service, all students get regular communication. The Participant Semester Agreement that is signed at the beginning of each semester by participants is helpful in setting up what services are appropriate at that point in time for each student.

### **Collaborations**

TRIO SSS participates in a variety of events on campus such as Welcome Week and career and resource fairs to reach out to eligible students. When we receive notifications of upcoming events, we work diligently to make changes to our schedules to participate. It is challenging to plan ahead for these events because departments don't regularly post them to SLCC's event calendar; instead we have to rely on departments remembering to notify us. If departments were to utilize SLCC's central calendar to announce their events, we would be able to utilize it in planning our department's events and our schedules.

One of the federal regulations that we must abide by is not recruiting for the institution. However, there are various community organizations that call us to give information to their students regarding our services. We also respond to requests from other TRIO programs from Utah and Idaho to present to their students when they visit our institution.

Our collaborative efforts are based on feedback we receive from students on various evaluations. An example would be the Spring 2015 Student Conference evaluations that clearly indicated a need for more information regarding services available for students. For the Spring 2016 Student Conference, staff from seven departments were invited to present on services and opportunities.

An area for improvement is to identify and contact SSS eligible students earlier through closer collaboration with SLCC's department of Outreach and Access so we can reach out to incoming students from their pre-college programs (such as ETS, GEAR UP and PACE). Academic calendars for public ed versus higher ed are different just enough to cause us to miss outreach opportunities; becoming more aware of the high school timelines would allow more outreach. Collaboration in this area could definitely be improved.

## **Significant Changes**

TRIO programs continue to evolve as the grant instructions are published every competition. The most recent addition was the Competitive Preference Priorities (CPP); although at this time there have been no announcements, we anticipate an additional layer of evaluation that falls in line with the CPP as written in the currently funded grant. Implementation, as already discussed, of the TRIO Academy program will assist in providing critical services and evaluation. Participants are asked to complete an evaluation based on the topics, times, and usefulness of each meeting. Leaders complete additional evaluations at the end of each semester, which assist staff in making changes in a timely manner.

Another significant change includes the TRIO Eligibility and Assessment of Services (EAS) Orientations. Applications are prescreened prior to the orientation, and services and participant commitment are outlined during the orientation so students can decide if their plans align with the program's services and objectives. The orientation also allows quicker access for intakes and services.

In order to meet the needs of students who require a more flexible tutoring situation, a Tutoring Lab has been added where students are able to drop in as needed for quick questions or to stay for longer periods of time.

## **Recommendations for Changes and Improvements**

Because a high level of focus centers on the required services as set by the Department of Education we don't anticipate deleting existing programs or services. Currently under development is the implementation of a TRIO Student Support Services Canvas site (SLCC's online learning management system) to improve delivery of services and information and to facilitate more interaction with and among program participants.

Under discussion is creating an online capability for students to sign up for various events such as EAS Orientations. Currently, students receive phone calls from staff or peers when they express an interest in applying for services. If they have schedule conflicts additional orientations can be scheduled to accommodate students' availability. Providing online scheduling for our events would make it more challenging to provide that flexibility and personal contact. We would need to investigate the possibility of students being able to submit a request or make a call for different times than what is regularly scheduled.

To identify eligible students we have been reaching out directly to faculty and scheduling specific dates to present in their classes. Because this is a new process we have been contacting faculty who we have worked with in the past. We need to increase our contacts by attending division meetings to educate faculty about SSS, which should increase their willingness to allow us to present during their classes.

A strategic plan to increase efforts with the offices of Admissions, Outreach and First Year Experience/Orientation needs to be developed to help identify potential SSS students earlier.

## Educational Talent Search

The TRIO Educational Talent Search (ETS) program is wholly funded by the US Department of Education (DOE) and hosted at Salt Lake Community College (SLCC). The purpose of ETS is to promote the opportunities available in post-secondary education to students in 7<sup>th</sup> to 12<sup>th</sup> grades who are primarily prospective first-generation college students and from low-income families. Two full-time advisors and an administrative assistant (at 50% time) are funded to serve eligible students at our target schools: Granger and West high schools, Westlake and Valley junior high schools, and Bryant and Northwest middle schools. In accordance with the guidelines set by the 2011-2016 ETS grant awarded by the DOE, we must serve 513 eligible students. Eligible students are enrolled at a target school and must be US citizens, US permanent residents, or current applicants for US residency. Of the 513 students we serve, 70 percent must identify as both prospective first-generation college students and low-income as defined by the annual Federal TRIO Programs Low-Income Levels guidelines.

The tables below indicate the number of ETS students served at each school by grade and the demographic breakdown of ETS students in 2014-2015.

<b>TRIO ETS 2014-2015 School Breakout</b>							
<i>School</i>	<i>School Population</i>	<i>7th &amp; 8th</i>	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>	<i>Totals</i>
<b><i>Bryant Middle School</i></b>	399	15					15
<b><i>Northwest Middle School</i></b>	811	21					21
<b><i>West High School (9th-12th)</i></b>	2213	0	31	25	40	49	145
<b><i>Valley Junior High</i></b>	655	48					48
<b><i>West Lake Junior High</i></b>	863	57					57
<b><i>Granger High School</i></b>	2927	0	63	54	46	65	228
<b>Total</b>							<b>514</b>

<b>TRIO ETS 2014-2015 Participant Demographics</b>						
<i>Eligibility</i>		<i>Race/ Ethnicity</i>		<i>Gender</i>		
1st Generation College Student & Low Income		74.5%	White	23.5%	Male	36.8%
1st Generation Student Only		19.5%	Non-white	75.9%	Female	63.2%
Low Income Only		2.7%	Unknown	0.6%		
Other		3.3%				

### Required Services

ETS advisors are required to meet with each program participant at least once a year to provide at least one required service as described by the grant. Below are the required services, descriptions, and examples provided by the DOE.

<b>Required Services (RS)</b>	<b>Description</b>
<b>1</b>	<i>Connections to high quality academic tutoring services, to enable students to complete secondary or postsecondary courses</i>

<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• Individual Student Contact</li> <li>• Referrals to tutoring services</li> </ul>	
<b>2</b>	<i>Advice and assistance in secondary course selection and, if applicable, initial postsecondary course selection</i>
<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• Transcript Review (9th-12th grades)</li> </ul>	
<b>3</b>	<i>Assistance in preparing for college entrance examinations and completing college admission applications</i>
<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• ACT Fee Waiver</li> <li>• ACT Prep</li> <li>• ACT Registration</li> </ul>	
<b>4.a</b>	<i>Information on the full range of federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and resources for locating public and private scholarships</i>
<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• Scholarship Info</li> <li>• FAFSA Info</li> <li>• Financial Aid Info</li> <li>• Financial Literacy Workshop</li> </ul>	
<b>4.b</b>	<i>Assistance in completing financial applications, including the Free Application for Federal Student Aid</i>
<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• FAFSA Application</li> <li>• Scholarship Application</li> <li>• Editing (personal statement, resume, essays, etc.)</li> <li>• Letter of Recommendation</li> </ul>	
<b>5.a</b>	<i>Guidance on and assistance in secondary school entry</i>
<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• Grade Check (7th and 8th grade)</li> <li>• IB Application</li> </ul>	
<b>5.b</b>	<i>Guidance on and assistance in alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma</i>
<b>Not applicable to our participants</b>	
<b>5.c</b>	<i>Guidance on and assistance in entry into general educational development (GED) programs</i>
<b>Not applicable to our participants</b>	
<b>5.d</b>	<i>Guidance on and assistance in (entry into) post-secondary education</i>

<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• Campus Visits</li> <li>• StrengthFinder Assessment</li> <li>• Career Interest Inventory</li> <li>• College Application</li> <li>• Admission Application Assistance</li> <li>• College Registration</li> <li>• SSS Application</li> <li>• Bridge Application</li> </ul>	
<b>6</b>	<i>Connections to education or counseling services designed to improve the financial literacy and economic literacy of students or the students' parents, including financial planning for postsecondary education</i>
<b>Examples:</b>	
<ul style="list-style-type: none"> <li>• Financial Literacy Workshop</li> <li>• Scholarship Info</li> <li>• FAFSA Info</li> <li>• Financial Aid Info</li> </ul>	

## ETS Components and Processes

All activities we implement for ETS participants meet the description of at least one required service (RS). Activities include field trips, workshops, meetings with parents, and one-on-one conversations with the student.

RS 1 consists of referrals to tutoring services. This can be initiated by a student's request, an advisor's suggestion based on grade-checks or transcript review, or as an announcement of new or existing tutoring and academic support services. For our participants involved in other pre-college programs, such as AVID, GEARUP, or Upward Bound, we encourage them to utilize these programs' tutoring services. All target schools have some afterschool tutoring programs, especially for math, science, and writing. In the cases where advisors have academic expertise in the subject matter that the student is struggling in, they can also provide academic support.

However, tutoring is supplemental to teachers' instruction. In many cases, participants are hesitant to ask their teachers for additional assistance. We encourage students to develop relationships with their teachers by seeking their guidance before and after school to get a better understanding of the classwork. This prepares students for developing relationships with professors and also raises their awareness that in order to succeed academically they may have to do classwork outside of the classroom.

A tutoring program for ETS participants was written into the 2016-2021 grant application. It will be mandatory for participants who are in danger of falling below a 2.5 GPA. ETS advisors will be able to immediately and regularly follow up with students after tutoring sessions and make modifications to the recommendations made to the students, as needed. Students will be able to demonstrate academic improvements through in-class assignment grades even before quarterly report cards.

RS 2 involves high school course selection. ETS advisors work in tandem with high school counselors in order to provide the best and consistent advice on course selection based on

the students' future plans. The school counselors are responsible for advising students on high school graduation so ETS advisors focus on encouraging students to take courses beyond the minimum graduation requirements. The Utah Scholars curriculum is a tool that advisors use with students starting in 9<sup>th</sup> grade in order to show students the differences in courses and curriculum that are needed to complete a high school diploma versus a high school diploma of a college-ready student. Transcript reviews are also used to check on students' grades and attendance. Additional meetings and referrals to tutoring occur if the student is struggling academically. While the additional face time with students who are struggling academically often leads to better attendance and grades, it limits the time advisors have for students who are excelling academically.

As students decide which colleges are of interest, ETS advisors work with the students to review the academic programs and courses available. This includes learning about the prerequisites and test scores required for admissions and for certain classes. Although students do not register for their first college semester until they complete new student orientation, talking through an ideal first semester with their ETS advisor helps students to think about balancing their schedules and about the requirements for their academic major.

It is imperative that ETS advisors work collaboratively with their participants' counselors. In the past, there has been tension with some counseling offices and staff at target schools because they encourage students to take "easy" classes as well as the bare minimum requirements to graduate early, leaving students unprepared for college. Although ETS advisors meet with counseling staffs at each school at the beginning of each year, the advisors must regularly stress to counselors that our program has the highest expectations for participants and that our role is to encourage students to take full advantage of the academic resources their high schools have to offer.

RS 3 focuses on ACT registration and preparation. ETS participants are eligible for two ACT fee waivers, in addition to the ACT that is offered to all 11<sup>th</sup> grade students paid for by the school. The 11<sup>th</sup> graders take their ACT in early March, while most 12<sup>th</sup> graders will take the ACT in late October.

Online tools like Shmoop, which high schools have an account with, allow students to study on their own for the ACT and SAT. However, the most effective preparation is through in-person classes that spend an allotted amount of time on each subject: math, science, writing, and reading. ETS alone is not able to provide this level of comprehensive ACT prep and must rely on partners to extend their support. In conjunction with Utah College Advising Corp (UCAC) and GEARUP colleagues, ETS is able to provide participants with ACT prep classes the month leading up to the test.

ETS advisors, along with high school counselors and other pre-college programs (AVID, GEARUP, Upward Bound, etc.), can order ACT waiver forms directly from ACT. Waivers are valid from September to August of every year. Since waivers can take up to two months to arrive to ETS advisors, the order must be placed with ACT no later than the end of June. The limit of two waivers total per student must be made clear to ETS participants who participate in multiple pre-college programs so they understand that they cannot receive additional waivers because of participation in other programs. In order to acquire fee waivers for the SAT and PSAT, ETS advisors must follow the College Board's process. A student can receive two SAT fee waivers (including subject tests) and one waiver for the PSAT in their 11<sup>th</sup> year, only.

RS 4.a and RS 4.b deal with information on financial aid and assistance getting financial aid. ETS advisors provide financial information for college (RS 4.a) throughout middle school and high school. Raising students' awareness of the variety of scholarships available—private, public, and institutional—allows low-income students and their families to see higher education as a viable option for their families. In addition to learning about available resources, students are also told what the requirements of some scholarships are so they can begin preparing as soon as middle school. Scholarships such as the Utah Regents and Gates Millennium, in addition to tuition assistance at top colleges and universities, are competitive and require students to excel in a rigorous high school curriculum, for which students who plan to take this path must prepare for early. In general, participants are frequently reminded that money is available for all students to enroll in college.

Assistance with financial aid applications (RS 4.b) is provided during 12<sup>th</sup> grade by hosting FAFSA Information and Completion events in conjunction with UCAC, GEARUP, and Utah Higher Education Assistance Authority (UHEAA). Students and families are taught about the different types of federal student aid: grants, loans (subsidized and unsubsidized), and work-study. Attendees leave these sessions familiar with the FAFSA process and knowledgeable about the documents needed to complete the FAFSA. Students have an opportunity to begin the FAFSA by applying for their pin number and FSA ID. The FAFSA completion nights assist families to submit a completed FAFSA. These workshops are supplemented with follow-up meetings with individual students as questions arise about next steps, such as when the DOE requires corrections to the FAFSA or when the college of their choice has begun requesting more information.

RS 5 centers on transitions between schools, whether from junior high to high school or high school to college. RS 5.b and RS 5.c are not applicable to our ETS program as our focus is on encouraging students to remain in high school through graduation. In rare cases when a student asks their ETS advisor about transferring to an alternative school, the student is referred to the appropriate administrator after having an in-depth conversation about the student's concerns. And since we only work with students in our target schools, we do not work with students who would be eligible for a GED program.

RS 5.a includes conversations ETS advisors have with participants in 8<sup>th</sup> grade about transitioning to high school. In the Salt Lake School District, this includes promoting the International Baccalaureate (IB) program at West High School and encouraging students interested in taking an academically rigorous curriculum to apply. Reminding all 8<sup>th</sup> graders of the Utah Scholars curriculum offers them a guide to the courses that will prepare them for college. ETS participants will also become familiar with the additional freedoms allowed high school students and the higher level of responsibility they will be expected to have for their behavior and classwork.

RS 5.d includes services and activities to facilitate students' entry into higher education. Outside of meeting with students individually for grade checks and transcript reviews, this component includes most of the services ETS provides its participants. Campus visits fall under these services. In addition to scheduling campus tours with offices of admissions or recruitment at each college, we connect to TRIO SSS departments at the schools we visit, along with other student affairs offices (Multicultural, LGBT, Residence Life, Student Leadership, etc.) in order for students to become familiar with resources that will support them during their transition to college. ETS also makes extra efforts to connect students to unique and leading programs in the local area, such as the medical and dental schools as well as the entertaining arts and engineering programs at the University of Utah, the Salt Lake Institute at

Westminster, and biotechnology, criminal justice, and robotics at Salt Lake Community College. Students leave each campus with a better idea of the programs the colleges offer and what offices will support them in their success; students also make better connections between the future career of their choice and the education required to get there.

ETS offers two overnight tours: the Northern Utah and Southern Utah College Tours. Each of these tours includes visits to several colleges in the region. Not only do participants have the opportunity to stay overnight in a college town while learning about the academic programs each school has to offer, they also get to experience the cultural and social aspect of going to college away from home. Students have hiked in Snow Canyon, visited museums in Las Vegas, walked through downtown Idaho Falls, and seen a show at the Tuacahn Center for the Arts. Not only is this fun for the students, it also provides an experience that they may not have had outside of the ETS program. Social and cultural experiences like this add to the social capital that participants build in ETS.

Often, prospective ETS students are intimidated by the idea of college, in which case, it can be more effective to enter into a conversation about higher education by talking about career interests. Students may have an idea of what they would like to pursue, but sometimes they have no idea of how to use their talents professionally. Other times, students believe they want a career in a particular area but they are not fully informed about jobs in that field. We use the StrengthsFinder assessment to help students to reflect about areas where they are most talented and the types of settings that would be the most professionally supportive for them. Students attending our overnight field trips take the assessment as a prerequisite for attending the trip. Students complete the assessment on their own (they are provided login information) and a StrengthsFinder facilitator from the office of Student Life discusses the meaning of the results with the entire group.

During November of students' senior year, Utah schools host college week. The pre-college programs at each high school come together to help make this effort a success. Students are encouraged to apply to all the colleges of their choice at this time. Admissions representatives from colleges across Utah assist and most provide application fee waivers. Other schools provide application fee waivers through NACAC (National Association for College Admission Counseling), or through the College Board after the student has taken the SAT. College week has motivated students, including those in ETS, to think about college much earlier than high school seniors have in the past. A few programs have admissions deadlines that occur earlier than college week, such as some early admissions programs, including the Honors program at the University of Utah, but all students are still able to receive some assistance in the college application process in November.

Three colleges in Utah do not offer application fee waivers and, unfortunately, they are open-enrollment schools where most of our students attend: Salt Lake Community College, Utah Valley University (UVU), and Weber State University. Students who take the SAT can apply to UVU, but few students who plan on attending UVU take the SAT. According to the guidelines of the grant, the ETS program at SLCC is allowed to pay for participants' fee waivers to any school other than SLCC. According to past Annual Performance Reviews (APR) submitted to the DOE, most SLCC ETS graduates enroll at SLCC the year following high school graduation, around 50 each year. Given the number of first-year students the ETS program brings into SLCC, as well as the over one million dollars in funding that the institution receives from the ETS grant over five years, SLCC would greatly benefit in the long run by providing application fee waivers to ETS students. This would encourage more students in ETS to apply

to SLCC and it would give these students a sense that SLCC welcomes them with this small monetary assistance.

After students apply to the colleges of their choice and receive their notices of acceptance, they must begin to make real decisions. Their decisions are greatly impacted by their financial aid packages. At this point, 12<sup>th</sup> graders in ETS meet frequently with their advisors to get help navigating the student webpages at the colleges they're considering in order to review their financial aid packages, orientation options, and housing. Although orientation is where students are meant to learn all the steps they need to complete in order to register for classes and tie up all loose ends, students still need ETS advisors' help researching and understanding the procedures and options at each college. ETS advisors sit with students to look through their school's webpage and to call offices to make sure they are not missing any steps and are on the right track. Students feel empowered that they can look for information in a new place on their own and also that there will be staff at their new institution who will continue to assist them. Since most ETS students are first-generation college students, helping them answer any questions or doubts is important to their transition.

At this time, ETS advisors are also giving their seniors information about summer bridge and TRIO SSS programs. Depending on the school they attend or their expected degree or major, some students may not qualify for the SSS programs that support low-income and first-generation college students. Again, because so many ETS students begin their college careers at SLCC, a transition program would be beneficial, especially for students who do not qualify for SSS (students who are not planning on transferring to a four-year school, students who will transfer without completing an associate's degree, or students who will not graduate within three years). A summer program would help ensure the success of ETS graduates and reinforce the message that SLCC values the success of its low-income and first-generation students. The First-Year Experience office conducts a summer Bridge program for all students that would be beneficial for ETS graduates to participate in. It would be even more engaging if there was a specific cohort for ETS students in order to encourage these students to participate in the Bridge program.

RS 5.d provides the most impactful contacts with ETS students and also uses the most significant part of the budget as well as advisors' time. Even though we rarely (if ever) pay for student conference fees or workshops at any college we visit, travel and food are costly. ETS advisors have to sacrifice some campus visits when budget resources are used to pay for participants to attend student conferences, and vice versa.

RS 6 financial literacy workshops are often tied into RS 4 workshops on financial aid. There are several resources on fiscal responsibility that provide videos and exercises for students in 7<sup>th</sup> to 12<sup>th</sup> grades. Topics include budgets and cost of living, reality of credit cards, differences between needs and wants, investments and divestments, the reality of student loans, and income disparities between people with and without college educations. Raising awareness of savings and investment opportunities, such as the Utah Educational Savings Plan (UESP), is important for both students and their families. Often people on very limited and fixed incomes believe that investment opportunities are not available to them. UESP is a great organization to demonstrate that investment is not out of reach for anyone and that saving money exclusively for higher education is easier than they may have thought.

See Appendix A for a detailed sample of a yearly ETS Sample Yearly Curriculum.

## **Outreach/Marketing**

Potential ETS participants are recruited throughout the year at the target schools. The counseling staff and faculty at each school are invited to refer students to our program. Often, AVID, English, social science, and Latinos in Action teachers invite ETS advisors to share the benefits of the ETS program during their classes. ETS also has a presence at registration, parent-teacher conferences, and college nights, which has proven beneficial not only for recruitment, but also for increasing ETS' visibility so families know that there is an expert on college readiness and the college application process at their school.

ETS provides teachers and counselors at each school, as well as prospective students, with brochures and participant applications. As field trips approach, posters advertising the trips are posted in the school in order to attract new participants. Current ETS participants personally receive information on the field trip, which leads to the best kind of advertising: student word-of-mouth.

Unfortunately, wide approaches to recruitment are a double-edged sword. In promoting the ETS program within the school we must make our eligibility requirements, including requirements regarding immigration status, clear in order to comply with guidelines set forth by the DOE. Although we are not allowed to admit undocumented students into ETS at this time, we do let students know that ETS advisors are available to answer questions about college, careers, or paying for college regardless of the students' involvement in ETS. Broad recruitment is also an issue at community events. ETS has participated in Partners in the Park, a series of summer events hosted by the University of Utah's Neighborhood Partner department. While ETS advisors attend the events that are within the boundaries of the target schools, students from other schools and their parents are still disappointed to learn that ETS is not offered at their school. Again, raising community awareness of our program and our services may lead to future growth of ETS throughout Salt Lake County. And as always, we share as many resources as possible, as well as our time, with families and students who are not eligible for ETS.

All outreach efforts have been successful. However, some advisors have an innate talent to recruit participants and are much more successful at marketing than others. Instead of advisors exclusively recruiting within their own school districts, advisors will begin to collaborate more in outreach efforts at each other's schools.

## **Collaborations**

In addition to the school and community partners that ETS collaborates with (described above), there are also strong ties within SLCC. ETS participants will participate in FYE's first early orientation for pre-college program participants in April, and will continue conversations about a possible ETS cohort within Summer Bridge. SLCC's PACE program works with students at several schools, including West High School; our two programs have partnered with each other (as well as with GEARUP, Upward Bound, and the UCAC advisor) to provide ACT prep and split costs on transportation, as allowed by the ETS grant. While this requires extra attention to detail and paperwork in order to verify that our collaborations do not duplicate services, having strong relationships with other pre-college programs has allowed us to do this without problems. If the ETS 2016-2021 grant is awarded to SLCC, ETS will also serve East High School. In this case, our collaboration with PACE would strengthen.

## **Recommendations for Changes / Improvements**

A program manager has been proposed for the 2016-2021 ETS grant. Due to the SSS-STEM grant being awarded (started 2015-16), an ETS program manager has been put in place for the remainder of the 2011-2016 grant cycle. This is a great opportunity for defining the roles of an ETS program manager and advisors. The most important recommendations lie in the organization and planning of each grant year. Having a program manager (instead of two advisors) will allow for the responsibilities of planning the curriculum each year, maintaining secure and complete student files, training new staff to be clearly defined, and it will provide a bigger picture vision as well as a more fair and comprehensive division of labor. With program logistics being more organized, advisors will experience less scrambling and will be able to really delve into the work with each school and participant.

### III. Leadership and Staffing

#### Staffing Pattern and Organizational Structure:

The three SLCC TRIO programs are funded for the following positions and percent time:

ETS College Bound: a Program Manager 2 at 100 percent, an Advisor 1 at 100 percent, and an Administrative Assistant at 50 percent.

Student Support Services: Program Manager 2 at 100 percent, an Academic Advisor 2 at 100 percent, a Services Specialist 2 at 100 percent, and an Administrative Assistant at 50 percent.

STEM (as of September 1, 2015): a Program Manager 1 at 100 percent, an Academic Advisor 1 at 100 percent, and a Secretary 2 part-time.

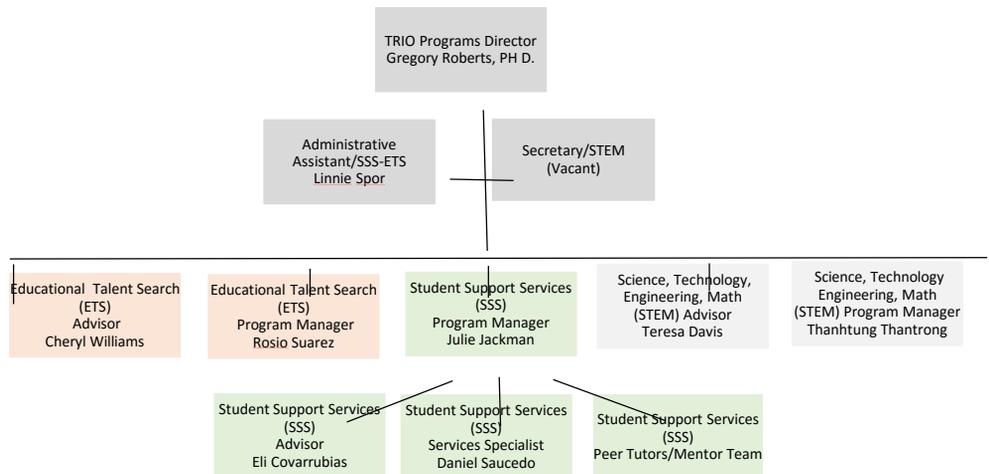
The overall administrative responsibilities for the three TRIO programs are provided by the director of TRIO Programs with a level of effort (during 2015-16) at 50 percent for SSS, 33 percent for STEM, and 17 percent for ETS (College Bound).

The TRIO Programs' administrative lead is the director who reports to the associate vice president for Student Success and Completion. Currently, the program manager 2 for SSS, the program manager 1 for STEM, the TRIO Programs administrative assistant, the ETS (College Bound) program manager 2 and advisor 1, and the STEM advisor 1 reports directly to the director of TRIO Programs. The current reporting structure is depicted in the organizational chart below. During spring 2016, a full-time program manager 2 for the ETS (College Bound) program was hired April 1, 2016 on a temporary basis and will supervise one ETS advisor with both positions reporting to the director of TRIO Programs. The ETS program manager 2 position and title is temporary to conclude on August 31, 2016 with the ending of the current ETS (College Bound) five-year grant cycle.

The TRIO program managers for each TRIO program, are responsible for managing staff and the day-to-day operations of each federally funded program. TRIO advisors provide direct support services and activities to program participants. TRIO Programs' services include: student outreach, student assessment, student eligibility determination and selection, advisement, tutoring, mentoring, campus visits, academic, career and financial literacy, college access, and transfer information.

The ETS (College Bound) grant application for the 2016-2021 five-year funding cycle will be due in early spring 2016, with a continuation funding notice estimated for August 2016, from the U.S. Department of Education/Office of Postsecondary Education. In that grant application, a new staffing structure will be proposed to consist of a program manager 1 at 100 percent and an advisor 1 at 100 percent rather than the previous advisor 2 and advisor 1 staff composition.

## TRIO Programs Organizational Chart



### Staff Composition

The SLCC TRIO Programs' department staff is composed of 10 staff members (nine full-time and one part-time) not including tutors, student peers, and student leaders. Their position titles, demographic information and years in the position are as follows:

- Director of TRIO Programs, male, African American; three years in position;
- Administrative assistant to TRIO Programs, female, White; one year in position;
- STEM secretary 2, part time, female, White, two months, new grant awarded September 1, 2015;
- SSS program manager 2, female, Caucasian, twenty years in position;
- SSS advisor 2, female, Latina, two years in position;
- SSS services specialist 2, male, Latino, one year in position;
- ETS (College Bound) program manager 2, female, Latina, two years in position;
- ETS (College Bound) advisor 1, female, African American, one year in position;
- STEM program manager 1, female, Asian, five months in position, new grant awarded September 1, 2015;
- STEM advisor 1, female, African American, six months in position, new grant awarded September 1, 2015.

## **Staff Qualifications and Responsibilities:**

Professional qualifications, experiences, and commitments are necessary to successfully accomplish the proposed activities of the TRIO Programs. Qualifications for project personnel are consistent with the personnel standards of SLCC. All staff members receive ongoing in-service training and professional development in order to better serve eligible program participants.

### **Qualifications required of the TRIO Programs Director**

**Education:** Master's degree required in education, counseling, or related field.

**Experience:** Three years of full-time, paid work experience required in program, personnel, and budget management, preferably in a higher education setting, and in working with students from low-income, first-generation college backgrounds, and/or students with disabilities required. Knowledge of and experience in: fiscal policies, programmatic policies, and compliance with federal regulations; federal reporting and documentation; staff selection, training, supervision, and evaluation; budget development, management, reconciliation, and revisions; fostering a climate supportive of the success of low-income, first-generation college students, and students with disabilities within a postsecondary institution; database, data collection, data evaluation, and technology; maintaining confidentiality of student records; student development and learning theory; educational advising, learning styles, and college success strategies; two-year to four-year college articulation issues; cultural impacts on learning; tutor training and peer leadership development.

### **Qualifications required of TRIO Programs Managers**

**Education:** Bachelor's degree required in education, educational psychology, counseling, social work, communication, or other related field. Master's degree in a related field strongly preferred.

**Experience:** Three years related, full-time, paid work experience in program and personnel required. Required knowledge of and experience with: program implementation, service coordination, scheduling, and outreach; supervision, professional development strategies, staff evaluation; leadership theory and practice; higher education environment and Student Affairs functions including enrollment procedures, financial aid procedures, academic program requirements, college resources, and policies and procedures; academic and career advising theory and practice; student development theory and practice; learning and teaching methods; academic and career assessment instruments; Impact of culture on learning, learning styles and strategies; data collection systems, research methods, and program assessment; two-year to four-year institutions' articulation issues; tutor training, peer tutoring, and peer leadership training; workshop presentation.

### **Qualifications required of TRIO Programs Advisors**

**Education:** Bachelor's degree required in education, psychology, counseling, or related field. Master's degree in a related field strongly preferred.

**Experience:** Two years related, full-time, paid work academic and career advising experience in a college or university environment. Required knowledge of and experience with: academic and career advising theory and practice; student development theory and practice, learning strategies, and advising techniques; financial aid, scholarships and scholarship application process and resources; Utah public education core curriculum and high school graduation requirements; interpretation of assessment instruments (interests, academic, career, etc.); higher education programs and opportunities within Utah institutions; career exploration, values clarification, and goal setting; impact of culture on learning, learning styles, and strategies; demonstrated sensitivity to, respect for, and understanding of the needs of

economically and educationally disadvantaged populations; computer operation and data systems; knowledge skills; program development and implementation, service coordination, scheduling; outreach, communication, and facilitation skills; documentation of eligibility and services; working with confidential and sensitive information; work independently and as a team member to manage multiple program activities; tutor training, peer tutoring, and peer leadership training; workshop presentation. Bilingual skills (Spanish) preferred.

### **Qualifications required of TRIO Programs Specialist**

Education: Associate's degree required in education, psychology, counseling, or related field. Bachelor's degree preferred.

Experience: Two to four years directly related, full-time, paid experience in a higher education environment. Required knowledge of and experience with: the target population of low-income and first-generation college students; tutor training, tutor techniques, and peer tutoring principles; academic advising, student development, learning strategies and college success skills; educational and economic needs and concerns of diverse student and non-traditional student populations; financial aid application and award processes; college resources, procedures and transfer issues; computer operation and data systems; organizing and managing multiple activities and processes concurrently; working with confidential and sensitive information; excellent problem solving and decision making skills; communicating effectively both verbally and through writing with a broad range of diverse people (by ability, culturally, and ethnic background) to maintain good working relationships; working independently and as a team member to manage multiple program activities; bilingual skills (Spanish) preferred.

### **Qualifications required of TRIO Programs Administrative Assistant**

Education: Two years of postsecondary education or training. Associate's degree preferred.

Experience: Two years directly related, full-time, paid work experience. Required knowledge of and experience with: basic accounting and bookkeeping, with experience in tracking expenses, transfers, reconciliation, monitoring, and maintaining account balances; strong computer skills, including word processing, spreadsheets, internet, and databases; Proficient in Access, Banner, Windows 7, and Microsoft Office (Word, Publisher, Excel, PowerPoint, and Outlook); extensive office management in scheduling meetings, travel arrangements, telephone, records management, data entry, and e-mail; Self-starter in organization and ability to prioritize work; communicating effectively both verbally and in writing; reviewing and revising writing, grammar, and proofreading with attention to details and accuracy; working well in a fast-paced office environment with ability to multi-task while managing frequent interruptions; managing several assignments simultaneously; maintaining confidential and sensitive information, records, and files.

### **Qualifications required of TRIO Programs Secretary, Part-time**

Education: Two years of postsecondary education or training. Associate's degree preferred.

Experience: Two years directly related, full-time, paid work experience. Required knowledge of and experience with: basic accounting and bookkeeping, with experience in tracking expenses, transfers, reconciliation, monitoring, and maintaining account balances; strong computer skills, including word processing, spreadsheets, internet, and databases; Proficient in StudentAccess, Banner, Windows, and Microsoft Office (Word, Publisher, Excel, PowerPoint, and Outlook); extensive office management in scheduling meetings, travel arrangements, telephone courtesy, records management, data entry, and e-mail; Self-starter in organization and ability to prioritize work assignments; communicating effectively both verbally and in writing; reviewing and revising writing,

grammar, and proofreading with attention to details and accuracy; working well in a face-paced office environment with the ability to multi-task while managing frequent interruptions; managing several assignments simultaneously; maintaining confidential and sensitive information, records, and files.

### **Qualifications required of TRIO Programs Peer Leadership Team**

Qualifications: Current enrollment in SLCC; GPA of 2.5 or higher; awareness of cultural diversities; sensitivity to working with students from diverse backgrounds and with diverse needs; effective interpersonal communication; demonstrated ability to maintain confidentiality.

### **Qualifications required of TRIO Programs Peer Tutors**

Qualifications: Current enrollment in SLCC; cumulative GPA of 2.5 or higher, minimum B grade in courses to tutor; letter of recommendation from a faculty member in the area to tutor; sensitivity to individuals from diverse backgrounds and with diverse needs; required knowledge of and confidence with course content and study methods.

### **Plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population**

SLCC's TRIO Programs are committed to employing personnel who bring diverse perspectives to the programs and who provide a variety of role models for students. When vacancies occur, the TRIO Programs make a concerted effort to encourage applications from individuals whose backgrounds reflect TRIO eligible participants and the participant population served, including individuals from diverse backgrounds and cultures, minority groups, single parents, and a few who are bilingual in English/Spanish.

The TRIO Programs follow the procedures and guidelines of SLCC's affirmative action policy in the recruitment and selection of staff members to employ qualified individuals regardless of race, religion, color, sex, national origin, age, marital status, veteran status, or presence of any disability. The College's affirmative action program seeks to include protected groups in all categories of its work force and educational programs.

Job announcements for full-time personnel are written by the director of TRIO Programs and clearly identify the program's target population, and encourage applications from individuals with similar characteristics to the target population. Job openings are advertised by Human Resources in local newspapers. The director of TRIO Programs also sends announcements to state and regional TRIO programs and posts position vacancies to the TRIO listserv.

### **Training and Professional Development:**

TRIO Programs' personnel participate in a number of conferences, trainings, webinars, and retreats throughout each year including the SLCC Human Resources required training (online and in person) for new personnel, which is also mandatory to be updated every few years. The required trainings are listed below.

- Americans With Disabilities Act (ADA) - *Renewed every two years*
- Anti-Discrimination & Harassment Avoidance (ADHA) - *Renewed every two years*
- Emergency Procedures - *Renewed every three years*
- Family Educational Rights and Privacy Act (FERPA) - *Renewed every two years*
- Workplace Violence – *Renewed every two years*
- Driver Safety Training – *Renewed every two years if applicable*

Additionally, the Center for eLearning, Center for Innovation, Institutional Technology, Office of Learning Advancement, and Emergency Management offer training that employees can enroll

in based on their interest. One such specialized training is the Certified Emergency Response Team (CERT) program which the director of TRIO Programs has completed. This certification brings knowledge and skills to our area in times of emergencies. The CERT certified staff member also assists with building evacuation drills when requested by the campus director of Public Safety or the Emergency Response manager.

Student Affairs offers a New Employee Orientation required for all new Student Affairs employees. In addition, various conferences and workshops are offered including an annual Student Affairs employee awards recognition celebration and a college-wide professional development conference. The vice president of Student Affairs offers a “Tea with the VP” meeting at all campus locations each semester where staff members may communicate positive and/or concerning issues.

Within the department, new, part-time and full-time employees spend time reviewing the most recent awarded grant application to familiarize themselves with program activities to serve program participants. More time is spent in individual TRIO Programs’ meetings so that staff can obtain a better understanding of how to advise students in course selection and planning program activities specific to the needs of the particular program’s participants.

The director of TRIO Programs meets weekly with all professional staff to share information from the vice president’s and associate vice president’s Student Affairs staff meetings and a variety of committees. Any policy and procedural changes that would impact TRIO programs are also discussed. Individual program staff meetings are held regularly along with one-on-one staff meetings with program managers and lead advisors in the ETS (College Bound), SSS, and STEM programs.

### **Ongoing Training**

As new staff members are hired or new processes are developed, the direct supervisor will provide training for the staff. This might include training on tracking outcomes into the StudentAccess database, presenting new workshops, utilizing the Banner system, and assisting students with college access.

The TRIO SSS staff provides ongoing training to tutors and student leaders that is critical to serving program participants, along with providing assistance and office coverage for program activities (see Section 2 for more details).

### **Professional Development Opportunities**

Based on grant award funding, TRIO Programs full-time staff members are limited to two conferences per year. Each staff member has a choice of attending one TRIO-related conference each year sponsored by one of the following: Council for Opportunity in Education (COE), Association of Special Programs in Region Eight (ASPIRE-Regional), or ASPIRE State. Each full-time staff member may also attend one professional development conference of their choice and/or interest per year held locally by organizations such as Student Affairs Administrators in Higher Education (NASPA), Utah Association of Collegiate Registrars and Admission Officers (UACRAO), statewide ACT Conference, and national conferences such as National Council for Community and Education Partnerships (NCCEP), AACRAO and ACT. Staff also participates in professional development offered by College Access Network of Utah (CANU). Trainings that are offered as free, such as webinars and other local or regional activities can be attended.

## **Interdepartmental Training**

The TRIO Programs department holds yearly staff retreats to do in-depth training. We have collaborated with Student Life and Leadership for training on StrengthQuest. We have asked Financial Aid to update us on any new policies. Institutional Marketing comes to staff meetings to train new employees on messaging. FERPA training is provided by the Registrar's Office. The director of First Year Experience has attended several TRIO Programs department staff meetings. TRIO Programs department staff has attended Academic Advising's meetings for pathways updates and training. DegreeWorks, Institutional Technology, and the Center for Health and Counseling have attended TRIO Programs department staff meetings to share information and updates regarding their areas that may impact TRIO Programs' eligible participants.

## **Staff Evaluation**

Full-time staff is evaluated annually in the spring utilizing the HR personnel evaluation forms. The evaluation process includes three steps: the employees evaluate themselves, next the supervisor evaluates the employee, and then the supervisor and the employee meet to discuss both evaluations, incorporating annual goals as part of this process. Part-time staff members do not have a required formal evaluation process, but this is provided as a professional courtesy for the part-time employees' professional development interests.

When performance or behavior issues arise, these are addressed by following HR policy. Otherwise, conversations take place between the employee and their supervisor to address issues and hopefully come to a resolution.

When merit pay is offered by the institution for full-time employees, it is awarded based on the performance evaluation and that decision is ultimately made by the director. Part-time and full-time staff members have the opportunity to be nominated for yearly performance awards, such as the College's Outstanding Staff Award and Student Affairs' Leadership and Career Professional Awards.

## **Future Staffing**

It is the intention and vision of the current director of TRIO Programs to complete another competitive grant application process to increase the number of TRIO programs from three programs in 2015-2016 to four TRIO programs in 2016-2017. TRIO grants are very competitive and even more challenging when the grant application is a new one in competition with continuing grant applications. TRIO grant funding is based on the U.S. Department of Education's Request for Applications/Notice Inviting Applications whereby the application instructions determine the budget amounts that continuing and new grant applications can request.

If the future grant application for an Educational Opportunity Center (EOC) is successful in adding another program to the SLCC TRIO Programs, the staff composition will expand to 2.5 additional staff members. If not, the staff composition will stay the same, assuming that the reapplication of ETS (College Bound) will be funded with a new grant award and that SSS and STEM will be continued through their grant cycles.

## IV. Financial Resources and Budgets

For the budget development of TRIO programs, the application for each TRIO grant program instructs the applicant on the minimum amount to request, whether the application is a new or continuing grant. The instructions state “The Secretary evaluates the extent to which the project budget is reasonable, cost-effective, and adequate to support the project” (U.S. Department of Education/Office of Postsecondary Education, Application for a TRIO Grant Program).

In developing a proposed budget, estimates for personnel salaries and benefits are derived first in consultation with SLCC’s Human Resources office, Payroll, and the Office of Sponsored Programs. Other budget categories considered allowable costs are then derived within the budget amount provided by the grant application instructions.

The following budget narrative is developed for each TRIO program in the grant application. Note, each budget narrative is similar in language with just a few changes, such as cost per student, depending on the budget amount that can be requested.

### **Budget is Reasonable, Cost-Effective, and Adequate**

To achieve the objectives as outlined in each of the three TRIO grant applications, SLCC requested the following amounts for each of their five-year cycles:

\$319,006 for SSS in 2015-2016, the first year of the grant cycle  
\$220,000 for STEM in 2015-2016, the first year of the grant cycle  
\$230,000 for ETS in 2015-2016, the last year of the grant cycle

The budgets are based on past experience and realistic expectations of the expenditures necessary to support the proposed services and to achieve the stated objectives. The budget takes into account the diversity of participant needs and the intensity of program activities necessary to meet these needs.

### **Salaries**

Funds were requested to support the SSS, STEM and ETS staff at the time and effort indicated in the detailed budget indicated in each of the grant applications. The proposed salaries are both reasonable and adequate and are within the ranges established by SLCC’s personnel job classification system for comparable positions.

The TRIO Programs director is 50 percent FTE for SSS, 33 percent FTE for STEM and 17 percent FTE for ETS for 12 months during each year of the grant award five-year cycle.

The TRIO Programs administrative assistant is 50 percent FTE for SSS (Regular) and 50 percent FTE for ETS for 12 months during each year of the grant award five-year cycle. A secretary position will be part-time for STEM.

Tutors’ hourly pay ranges depend on their level of certification; tutors submit time cards biweekly. Tutors who are awarded federal college work study (FCWS) are employed when possible to extend the tutoring budget. Peer Leadership Team positions are primarily funded through FCWS.

Salaries and benefits proposed in the grant applications were based on SLCC's Initial Base Salaries and Benefits report for the year the applications were submitted.

### **Benefits**

SLCC has a comprehensive benefits package available to full-time staff (working minimum of three-fourths time) which includes retirement (14.2 percent for exempt employees' salary, 20.05 percent for non-exempt employees' salary hired after 7/1/10 and 23.6 percent hired before 7/1/10), medical/dental insurance (based on individual elected coverage), life insurance (.1656 percent of salary), long-term disability (.299 percent of salary), and FICA (7.65 percent of salary).

### **Travel**

Funds are requested to support staff travel to national and regional conferences as well as TRIO training programs. The TRIO Programs director's travel costs to national conferences are split between two TRIO budgets (SSS and STEM). Professional staff training provides continual improvement in both administration and programming of the SSS, STEM, and ETS programs. Whenever possible, staff utilizes professional development opportunities that have reduced cost such as webinars and trainings sponsored by the Department of Education, Council for Opportunity in Education, and other TRIO training grants. The sharing of creative ideas and support among all TRIO professionals makes the project dynamic while fostering a sense of commitment. Airfare, mileage, per diem, and transportation costs are calculated per institutional travel policies; total staff travel does not exceed 4 percent of salaries as recommended by the U.S. Department of Education.

Modest travel funds are requested to support participant travel on campus visits to various Utah four-year institutions and cultural enrichment activities. All mileage and per diem rates reflect institutional travel policies.

### **Supplies**

The amount requested for consumable office supplies (paper, folders, pens, pencils, workshop supplies, etc.) is based on past experience. For SSS and STEM, consumable supplies include fees for StrengthsQuest™, instructional materials, the cost of materials for tutoring, training workshops as well as textbooks and graphing calculators for use as reference by tutors. For all three programs, bulk copying, bulk mailing, and printer maintenance agreements are contributed by the institution.

Funds are requested each budget year to upgrade computers older than three years (SLCC guideline) and to purchase software.

### **Other**

The three TRIO programs have funds allocated to the following additional (and allowable) costs. **Student Access** is utilized by all programs for online data base storage and retrieval of student information. Texting is used by SSS, STEM and ETS staff for additional contact with program participants. Portable Wi-Fi is used when ETS staff is traveling in a non-access internet service area. The **National Student Clearinghouse** system is utilized to gather data regarding additional post-secondary pursuits of program alumni. A cell phone is used by ETS staff on campus visits, on cultural activities, and to maintain contact with the office when traveling to conferences and training.

### **Grant Aid**

Funds were requested to award SSS and STEM grant aid to students receiving Federal Pell grants who have unmet financial need and who meet program determined requirements. Grant aid supplements financial aid awards to promote persistence. Grant aid is provided to a limited number of program participants to assist with summer enrollment in a subsequent year. SLCC is a Title III, Part A eligible institution; no match is required.

Grant aid is not available for ETS.

### **Indirect Funds**

Indirect funds are calculated at eight percent of the total award amount for the host institution. Approximately, 25 percent of the indirect funds is returned to the TRIO Programs by the vice president of Student Affairs to assist with unallowable costs that are incurred.

### **Summary**

The SSS budget is reasonable in that the per student cost of the project, including direct grant aid to students, is \$1,595 based on 200 students and a total cost of \$319,006. The cost per student when SSS Grant Aid is subtracted is \$1,570. The program is cost effective because funds are requested only for personnel and items identified as critical to project success. Further, the budget supports a plan of operation based on experience conducting an effective and efficient SSS program. Thus, the budget is adequate to achieve the objectives of this program.

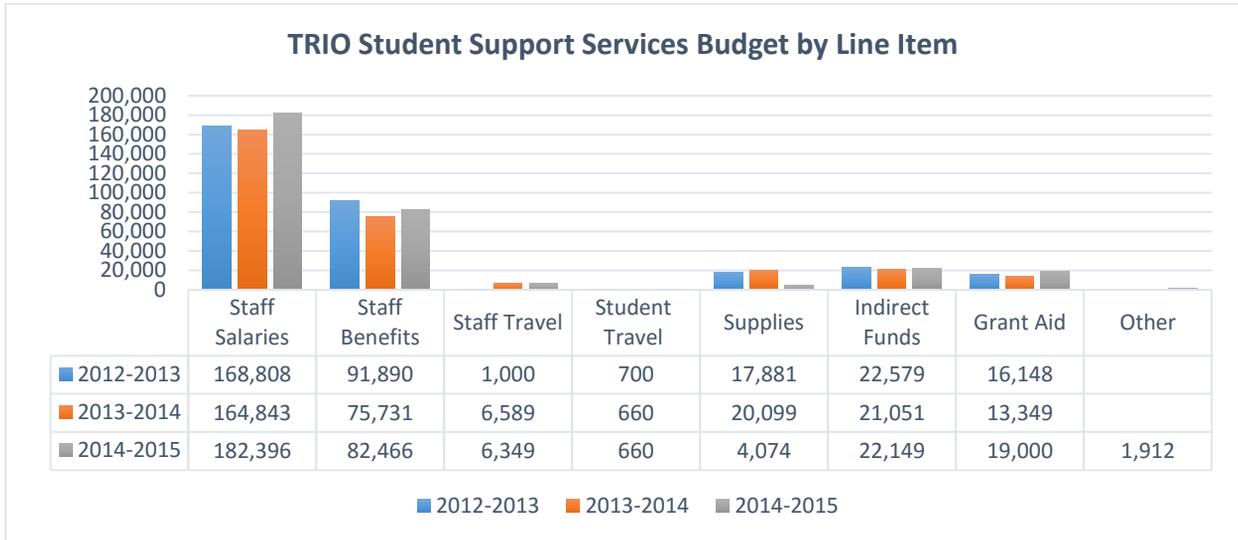
The STEM budget is reasonable in that the per student cost of the project, including direct grant aid to students, is \$1,833 based on 120 students and a total cost of \$220,000. The cost per student when STEM Grant Aid is subtracted is \$1,792. The program is cost effective because funds are requested only for personnel and items identified as critical to project success. Further, the budget supports a plan of operation based on experience conducting an effective and efficient TRIO SSS program. Thus, the budget is adequate to achieve the objectives of the STEM Program.

The ETS (College Bound) budget is reasonable in that the per student cost of the project, is \$448 based on 513 students for a total cost of \$230,000. The program is cost effective because funds are requested only for personnel and items identified as critical to project success. Further, the budget supports a plan of operation based on experience conducting an effective and efficient ETS (College Bound) Program. Thus, the budget is adequate to achieve the objectives of this program.

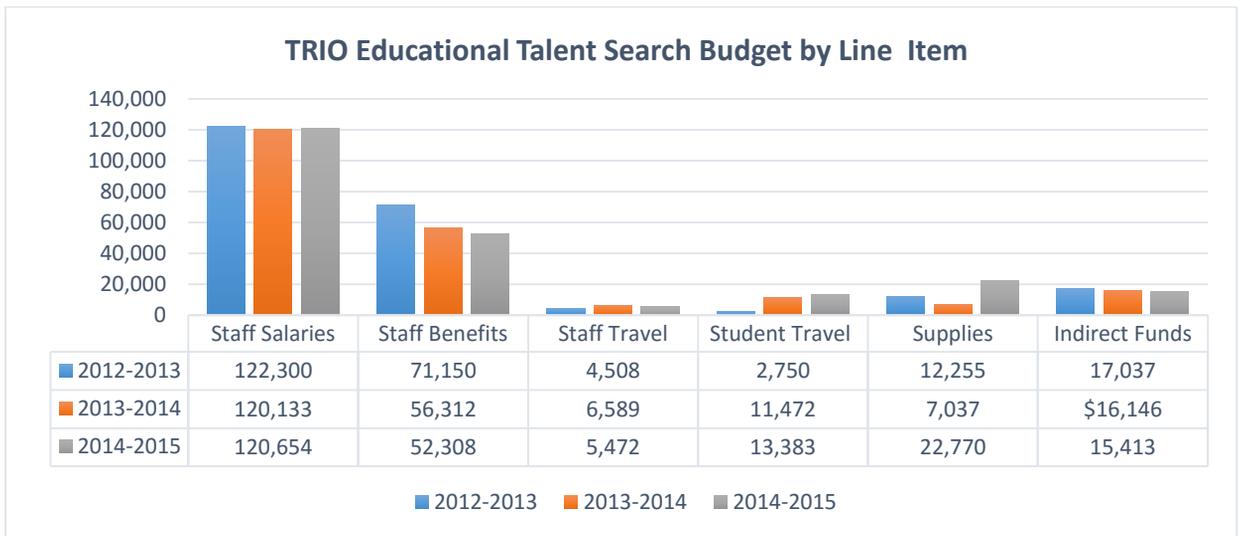
### **Three-Year Budget Trends**

TRIO Programs budget allocations are the same in each year of the five-year funding cycle. There is no opportunity to request budget increases during that five-year grant award cycle from the U.S. Department of Education/Office of Postsecondary Education. However, there have been years when sequestration has been in effect where TRIO budgets across the nation were reduced. For example, TRIO budgets were reduced 5.3 percent in 2013-2014; then in 2014-2015, the budgets were restored to address the grant application awarded/funding level.

The bar graphs below show the SSS and the ETS (College Bound) budget allocations by line item over three years, from 2012 to 2015, and reflect the changes during the sequestration year.

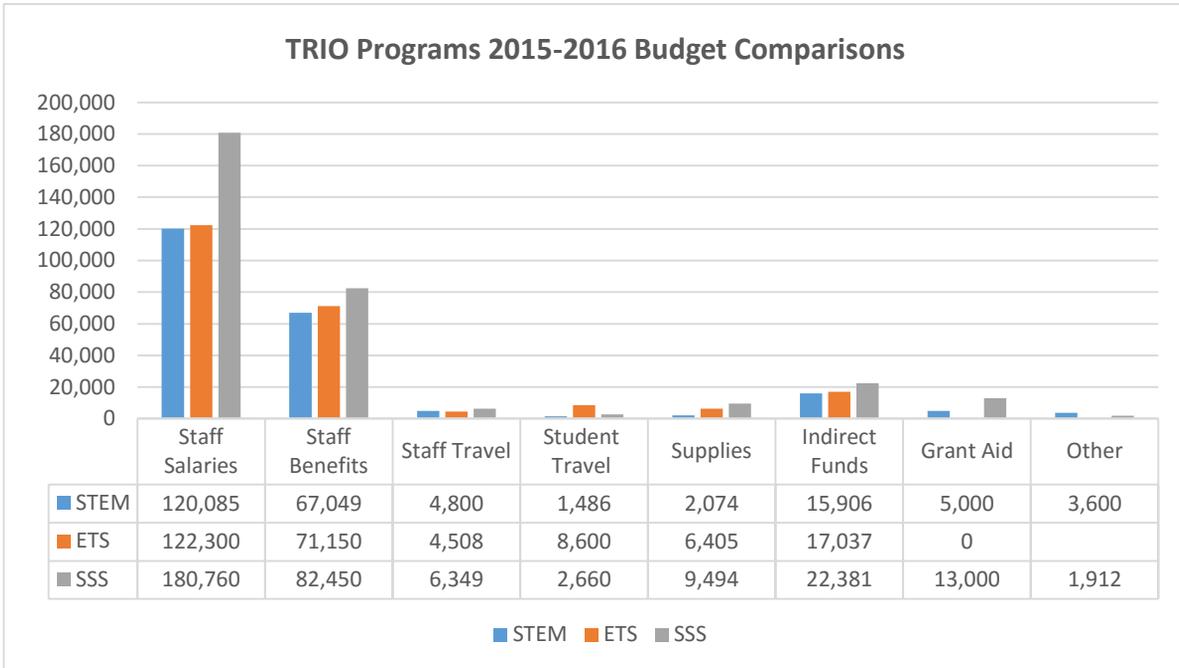


2012-2013 SSS Budget	2013-2014 SSS Budget	2014-2015 SSS Budget
319,006	302,322	319,006



2012-2013 ETS Budget	2013-2014 ETS Budget	2014-2015 ETS Budget
230,000	217,971	230,000

The bar graph below compares the 2015-2016 new grant awards for SSS and for STEM, along with the last year of the 2011-2016 funding cycle for the ETS (College Bound).



2015-2016 STEM Budget	2015-2016 ETS Budget	2015-2016 SSS Budget
\$220,000	\$230,000	\$319,006

TRIO Programs grant awards have conditions that must be met by SLCC as the grantee institution. There are allowable costs and unallowable costs associated with TRIO Programs budgets. The allowable cost principles that apply to TRIO Programs are in the Code of Federal Regulations (CFR); they are interpreted as those costs that are reasonably related to carry out objectives of the program, such as: 1) transportation, meals, and lodging for program participants and staff; 2) visits to postsecondary educational institutions; 3) participation in "College Day" activities; 4) field trips for participants to observe and meet with persons who are employed in various career fields and who can act as role models to participants, to name a few. Unallowable costs are, but are not limited to: 1) tuition, fees, stipends, and other forms of direct financial support for participants; 2) application fees for financial aid; 3) research not directly related to the evaluation or improvement of the program; 4) construction, renovation, and remodeling of any facilities, to name a few.

In those circumstances where a program activity required funding that was an unallowable cost for the TRIO Programs budget, the vice president of Student Affairs and the associate

vice president for Student Success and Completion have allocated funds to the department through an indirect account, a Servicing account, and/or through the SLCC Informed Budget Process. Support from Student Affairs for expenditures that cannot be charged to TRIO Programs budgets has been extremely useful in enhancing our activities for students.

## **V. Facilities, Equipment, and Technology**

### **Facilities**

During fall 2013, the TRIO Programs of SSS and ETS (College Bound) were relocated from two portable office units on the northwest side of the Taylorsville Redwood Campus, to the southwest side of campus on the second floor of the Construction Trades Building. This relocation provides ample facilities necessary to the success of and collaboration between both programs.

This relocation has allowed the TRIO Programs to share common areas, such as an inviting reception area with study areas for students both one-on-one and in groups. One room (CT 286) is dedicated to one-on-one tutoring. Each professional staff member's office allows for confidential conversations with students to provide privacy for discussions on confidential, personal, educational, and career matters with each student; the offices provide secure storage space for confidential student records.

Additionally, there is a meeting room that is utilized for department staff meetings, individual program staff meetings, TRIO annual performance report (APR) and grant application webinars, and student workshops.

The TRIO STEM staff is located in the Science and Industry Building on the west side of the Taylorsville Redwood Campus in room 358B. This office area conveniently provides access to faculty, student leaders, and tutoring labs in various STEM majors, along with access to many faculty and courses for classroom presentations and identification of program eligible students. However, this office space does not provide for privacy of discussions on confidential, personal, educational, and career matters with each student because it lacks walls or partitions between five desks. It is a shared open area of the STEM program manager, STEM advisor, STEM secretary (Part-time), STEM student assistant, and the coordinator of the Writing Skills Lab, who is an adjunct faculty member. However, discussions are occurring with facilities personnel to reorganize desk furniture, seating areas, computers and printers, copier, and telephones to partition the program manager and advisor areas to create some semblance of privacy. Completion of this project is expected to occur by mid to late spring 2016.

Both the Construction Trades (CT) Building and the Science/Industry (SI) Building have an elevator that can accommodate wheelchairs for physical access to the second floor (CT) and third floor (SI) consistent with the compliance requirement of the Americans with Disabilities Act (ADA). Parking for persons with disabilities, electric doors, rooms with signage in Braille, and bathrooms equipped for persons with disabilities are other accessible features in each building.

### **Equipment**

TRIO Programs equipment inventory includes: desktop and laptop computers, desktop scanners, office printers, two copiers, a fax machine, and a secured storage bin for accumulation of records and documents to be shredded.

The offices are fully furnished by the College with desks, computer tables, chairs, bookshelves, filing cabinets, storage units, mainframe computer access, and telephones. As institutional support and commitment to the programs, SLCC provides access to the computer network, voicemail, electricity, and use of other campus areas for TRIO Programs activities. The College also provides college vehicles through the State Motor Pool Office to take students on college and university visits as well as for staff to travel to off-campus professional development activities.

## **Technology**

Information about SLCC's TRIO Programs can be accessed by students, faculty, staff, and the public through the TRIO Programs web page. We also share important documents on the I-Drive and Office 365 that can be easily accessed by all staff members. Furthermore, the TRIO Programs staff is currently working with Institutional Technology staff for training on Sharepoint as another tool to draft department documents in a shared online environment. Information on the website is updated as the need arises for staff contacts, program eligibility application, and services provided with links to local, regional, and national resources.

All staff is encouraged to use the Outlook Calendar for scheduling meetings and appointments. Use of Banner screens and DegreeWorks is essential for advising students on courses and financial aid. The SLCC MyPage is utilized for completing web time sheets and scheduling required and professional development training.

ETS (College Bound) in 2013-14, SSS in 2014-15, and STEM in 2015-16, invested in StudentAccess (Heiberg Consulting, Inc), an online data storage and retrieval system for completing their annual program performance reports required by the U.S. Department of Education/Office of Postsecondary Education. This system provides ease of data storage and retrieval for TRIO Programs personnel to produce data for these annual reports. StudentAccess replaced an antiquated desktop ACCESS system that no current TRIO staff member was familiar with for data retrieval. The present system allows for all full-time staff members to become knowledgeable with the data storage and data retrieval process for student information. The system was designed specifically for TRIO programs with a less cumbersome process of retrieving data in preparation for the submission of annual program performance reports. The U.S. Department of Education uses the information provided in the performance reports to assess our progress in meeting approved goals and standard objectives for each reporting year. Heiberg Consulting, Inc. updates the online system as changes in the reporting requirements occur.

When completing the TRIO Programs competitive grant application process, a different set of data resources are required. Departments such as the Disability Resource Center, Enrollment Services, Financial Aid, First Year Experience, Institutional Research, Institutional Technology, School Relations, and Veterans Services are asked for data that describe the demographics and needs of SLCC students. TRIO Programs personnel search campus, state, and national data bases to extract and construct data narratives required for developing successful grant applications. Examples of the variety of data needed include: 1) numbers of low-income students, first-generation college students, and persons with disabilities gathered from campus and state resources; 2) persistence and graduation rates, specifically high school, college, and transfer rates information, are derived from state and national comparisons; 3) the numbers of students meeting free and reduced lunch criteria for each middle and high school proposed to be served are derived from school districts and state data records; and 4) comparisons of the numbers of completed baccalaureate degrees of residents

from Salt Lake City and surrounding communities are derived from census data. These are just a few of the data comparisons necessary for writing and submitting competitive grant applications.

TRIO personnel are able get assistance from institutional resources, particularly personnel in Information Technology and Institutional Research, to gather much of the information needed but it is sometimes a challenge to do so expeditiously and requires considerable advanced planning.

## **VI. Ethical and Legal Responsibilities**

TRIO Programs are governed by state, federal and institutional legal and ethical policies and procedures to guide and inform program services. The grant rules and regulations are informed by documents and narratives briefly summarized below.

### **Office of Management and Budget (OMB)**

2 CFR Parts 215 and 220 – Cost Principles for Educational Institutions (OMB Circular A-21). These cost principles are in reference to allowable and unallowable costs discussed in Section IV Financial Resources and Budgets.

Circular A-136 references the financial reporting requirements which establish guidelines for submission deadlines and the preparation of financial statements that may be audited in accordance with accounting standards.

### **Education Department General Administrative Regulations (EDGAR)**

EDGAR is a section (Parts 74-99) of Title 34 of the Code of Federal Regulations. It contains regulations for administering discretionary and formula grants awarded by the U.S. Department of Education.

### **TRIO Authorizing Legislation**

The authorizing legislation of Federal TRIO Programs are authorized as programs, along with their authorizations of appropriations from Title 20 – Education, Chapter 28 – Higher Education Resources and Student Assistance which states the making of these grants and contracts are designed to identify qualified individuals from disadvantaged backgrounds, to prepare them for a program of postsecondary education, to provide support services for such students who are pursuing programs of postsecondary education, to motivate and prepare students for doctoral programs, and to train individuals serving or preparing for service in TRIO programs (Subpart 2, 1070a-11).

Federal rules and regulations inform how TRIO Programs are directed on grants, grant applications, grant implementation (regarding selection of students and services), and financial reporting requirements.

### **Granite School District/Salt Lake City School District/Salt Lake Community College**

The TRIO ETS Program staff work in schools in the Granite and Salt Lake City School Districts. The school districts require background checks of our advisors when working with secondary school students. The ETS staff must be cognizant of district policies when taking students off campus on field trips. The staff must also complete the SLCC Student Life travel form along with the high school and middle school travel forms. The staff must also obtain college parental consent signatures for travel for students under the age of 18.

### **Rules and Responsibilities**

Within our three-fold mission to work with students, faculty, and community, there are regulations imposed externally for TRIO programs which TRIO personnel must abide by. All TRIO personnel abide by SLCC Policies and Procedures as set forth by the institution. Relevant regulations range from contract signatories to disciplinary sanctions, from travel reimbursements to academic freedom in relation to creating TRIO student workshops. Beyond

that, the primary regulations by which staff, program participants, and community partners abide are the SLCC Student Code of Conduct, Family Educational Rights and Privacy Act (FERPA), Utah Public Offices and Employees Ethics Act, and the Americans with Disabilities Act (ADA). The Student Life and Leadership Travel Conduct Waiver are utilized for participant travel. Work Study students must follow the regulations outlined by the SLCC's Financial Aid Office and the U.S. Department of Education, specifically the Federal Student Aid Handbook. All TRIO programs are governed by the SLCC Low Dollar Purchase Guidelines and the State of Utah surplus laws for equipment purchase and inventory.

Guiding principles of some of the most common regulations that TRIO staff must be aware of are outlined below.

#### SLCC Student Code of Conduct

"As members of the academic community, students enjoy the privileges and share the obligations of the larger community of which the College is a part. With membership in this community comes an obligation, which is consistent with goals of personal and academic excellence. This obligation is an acceptance of a code of civilized behavior." In regards to TRIO program participants travel, students are expected to observe the SLCC Student Code of Conduct.

#### Family Educational Rights and Privacy Act (FERPA)

"The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education." Student folders are locked in file cabinets.

#### State of Utah

"The Utah Attorney General's mission is to uphold the constitutions of the United States and of Utah, enforce the law, and protect the interests of Utah, its people, environment and resources" (2015).

#### Americans with Disabilities (ADA)

The Americans with Disabilities Act removes barriers and empowers persons with disabilities.

#### Ethical Conduct

TRIO Programs abides by the SLCC Policies and Procedures Manual 3.16 ETHICAL CONDUCT.

"To fulfill our responsibilities to our students and to one another, all employees of the College – all faculty members (full and part-time), all staff members (full and part-time), and all administrators (full-time and contract) are responsible for ethical conduct in all they do as employees of and/or on behalf of SLCC. Each employee is responsible for: personal and professional integrity, respect for persons, accountability, fairness and sound judgment, and mutual respect for diversity – diversity of thought, ethnicity, gender, physical ability, sexual orientation, age, veteran status, and religious, political and philosophical views.

#### SLCC Travel Guidelines

All TRIO Programs follow the SLCC Student Travel Form Policy. This form is located on Orgsync. These forms must be completed and submitted in Orgsync two weeks prior to traveling. TRIO Programs will attach to this form travel waivers for each student and advisor traveling. The TRIO Program will have a detailed agenda, a list of participants and an itemized travel budget. There must be a meeting a week prior to the travel. In this meeting participants

have a review of the SLCC Student Code of Conduct and travel safety. The pre-travel meeting will include the SLCC drug and alcohol training. These waiver and meetings are to ensure SLCC Risk Management covers students and that all safety issues are covered. All student travel including ETS students must be approved the Director of Student Life and Leadership and the Vice President of Student Affairs. A copy of student waivers will be kept in the TRIO main office in case information is needed.

#### Federal Study Employment Conditions and Limitations

The TRIO programs follow all guidelines for Work Study students. Volume 6 – Federal Work Study, 2012-2013. The provisions outlined below apply to all work under Federal Work Study, whether on or off campus.

Federal Work-Study employment must be governed by employment conditions, including pay, that are appropriate and reasonable according to the type of work performed, the geographic region, the employee's proficiency, and any applicable federal, state, or local law.

TRIO Work Study students assist in tutoring SLCC students in math. The TRIO Peer program is mostly comprised of Work Study students. They outreach to other SLCC students to participate in the TRIO program.

#### **Staff Training**

Training on regulations is on-going. New TRIO Programs staff is initially provided general introductions to legislation and websites by their direct supervisors. Other training by staff on regulations occur from their attendance at state, regional, and national workshops, conferences, along with webinars and other professional development opportunities. As the need arises, program specific staff meetings provide opportunities for training and regulation updates.

## VII. Assessment and Evaluation

### Student Support Services

The Department of Education requires submission of an Annual Performance Report (APR) to ensure that the standardized objectives are being met. Standardized outcome objectives for SSS include Good Academic Standing (GAS), persistence, graduation, and transfer (see Appendix B). SSS data, which is pulled from Banner and the National Student Clearinghouse, includes college grade level at the beginning and end of the academic year, cumulative grade point average, persistence, degree attainment, and transfer.

The staff develops activity/event evaluations based on the content of presentations to assess what students are learning and how they plan on using the information. Factors that influence presentation content are students' comments and requests made on previous evaluations, changes in policies, and services or innovations at the institution.

The table below lists the different types of assessments and data that SSS collects, along with a brief description of their uses. See Appendix C for a history of SSS assessments over the past three years.

Assessment	Type	Findings	Use of
Participant Application	Targeted Student Information	SSS applicant demographics (name, address, contact info) eligibility criteria (citizenship, parental education attainment, income level, degree and major)	Determine eligibility (US citizen or Permanent Resident, low-income, 1st generation college student); Maintain at least two-thirds participation of both low-income and 1st generation college students)
Self-Assessment	Needs Assessment	Cornerstones for Individual Education Plans	Determine academic needs (course placement, anticipated tutoring, knowledge of academic requirements, graduation timeline), personal needs (readiness for college, perceived transition issues, identification of support system), knowledge of FAFSA process
Campus Visit Evaluations	Student Outcomes & Satisfaction	Development of future campus visits and follow up needs	Evaluate what students learned and connections made during campus visits
Supervisor Evaluation of Tutoring	Skill Evaluation	Training needs for tutors	Development of trainings to increase knowledge of how to tutor student skills with content as well as department and institution policies and procedures

Annual Performance Review	Student Outcomes	Participant demographics; persistence, graduation, and transfer to 4-year institutions	Submitted to the Department of Education to verify that SLCC TRIO SSS program is meeting objectives as determined by grant.
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### Findings and Use of Results

The APR for SSS indicates that standardized objectives have been consistently met through intentional delivery of the required services and a supportive environment. (See Section 2 for the numbers of students participating in required services.)

The Persistence Rate is calculated on the percentage of all participants served in the reporting year who enroll in the fall term of the next academic year or who graduate with an associate's degree and/or transfer to a four-year institution by the next fall term. The following table, from the 2014-2015 Annual Performance Report, indicates results for persistence.

2014-15 Results for the Persistence Objective					
Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	Standard Objective Score
200	200	167	70%	84%	4

This table supports the premise that the methods of proactive advising based on a strengths perspective model are helping our students meet their educational goal.

Degree attainment and transfer are reported on a cohort model. When developing academic plans with SSS participants we set a plan for three years. By the second year intensive transfer planning begins so that not only are students graduating from SLCC but they are also preparing for admission and application to four-year institutions and bachelor degree programs. The following tables represent graduation and transfer rates.

2014-15 Results for the Associate's Degree or Certificate Attainment Objective					
Cohort Year	Number of Participants in Cohort	Number Attaining Associate's Degree or Certificate	Approved Associate's Degree/Certificate Objective	Actual Associate's Degree/Certificate Attainment Rate	Standard Objective Score
2011-12	84	53	30%	63%	2

2014-15 Results for the Associate's Degree or Certificate Attainment and Transfer from 2-year to 4-Year Institution Objective					
Cohort Year	Number of Participants in Cohort†	Number Attaining Associate's Degree or Certificate and Transferring from a 2-year to a 4-year Institution	Approved Associate's Degree/Certificate and Transfer Objective	Actual Associate's Degree/Certificate and Transfer Attainment Rate	Standard Objective Score
2011-12	84	38	20%	45%	2

These tables are generated by the Department of Education upon submission of the APR. We use these tables to evaluate and monitor the progression of our students.

When developing programming evaluations, we use a mix of quantitative and qualitative questions to address satisfaction and learning outcomes. Frequently we use the model of “so what, now what.” We have also learned that students appreciate being given an opportunity to have their voices heard and the power to impact changes to programming. After reading the comments from students, we are able to reinforce and adjust quickly because of the personalized nature of our services and the number of students we are funded to serve.

Evaluations from student conferences are reviewed in a timely manner at staff meetings, because often the needs and suggestions can be incorporated quickly into regular programming. For example, during the Spring Semester 2016 conference, information regarding Open Educational Resource courses was shared. Because this was new information to most of the students, plans have been made to share this information again through text and email when the class schedules for summer and fall are published as students prepare for early registration. See Appendix D for a sample of an SSS Conference Evaluation.

Due to the evaluations of campus visits significant changes were made not only to the way visits are conducted but also to what information is provided to students prior to departure (e.g. a detailed itinerary, contact information of the departments and individuals they would be seeing). There have been significant changes in how and whom we contact at four-year institutions. The process of signing up for campus visits and follow up with advisors has been refined. See Appendix E for the SSS Campus Visit Evaluation Compilation, 2014-15.

The Trio Academy Program has seen significant development since its inception Fall Semester 2014 and continues to evolve. Using evaluations from participants, we have developed an Academy Leader training program, which is contributing to a higher level of student participation. The process of defining and joining an Academy has also been revised to make it smoother and more inclusive for all students. See Appendix F for the Argonaut Academy Fall 2015 Evaluation Compilation.

Some students are able to use services more often than other students. We keep records of attendance at presentations, events, conferences, academies, and campus visits; student participation is tracked and follow up is made with those students who commit but do not attend. If a student misses an advising appointment and does not call to reschedule they are contacted by the advisor via email, phone call, or text message. The Student Access

database allows us to develop reports to check on last dates of service to identify students who are not participating or following up as indicated on the Participant Commitment Contract. Peer mentors are key in reaching out to students and are frequently asked for their assistance in contacting students.

Student Support Services' history with assessments has improved over the years but more development is needed. Within the last year we migrated to a new data base, Student Access, which has the capability of producing dynamic reports based on specific criteria. There are some limitations based on what data fields are included in the pre-designed system. For example, Student Access does not have a component to track tutor hours so that continues in the old database. We have customized a number of tables by renaming fields that are specific to our program (e.g., participation in events, signing up in OrgSync for travel waivers) and continue to develop consistent data entry to build dynamic reports.

Currently there is no specific assessment requirement for the Competitive Preference Priorities (described in Section 2) but it is anticipated that assessment will eventually be required by the Department of Education. In anticipation of that additional requirement, SSS staff has participated in various webinars to consider possible models to follow.

An assessment completed by students regarding the satisfaction and effectiveness of tutoring services needs to be developed. Currently tutors are observed by the program manager and this is followed up with a consultation where tutors are given printed evaluations, both qualitative and quantitative. There are many factors that go in to successful completion of a course and tutoring is not the 'end all' that ensures this. However, we do track tutoring hours by tutor and grades which is a factor in analyzing tutoring services. We also use mid-semester grade checks to compare end-of-term grades to see if there are changes based on increased or decreased tutoring.

The SSS program application asks specific questions that allow advisors to assess the needs of the students in terms of their understanding of majors and degrees, financial aid, preparedness, and specific needs. A more comprehensive tool needs to be designed so that students not only need to answer questions but are given a list of resources used to further identify needs.

After each event/activity the evaluations are compiled for statistical and qualitative analysis. This information is distributed to each staff member who is asked to review it and bring comments, comparisons, and suggestions to a specific staff meeting. From there, it is determined if improvements can be immediate or incorporated into specific programming. Evaluations from specific events are reviewed again, to incorporate any suggestions into similar opportunities. Prior to planning the next semester, the assessments are reviewed again. These compilations are also shared with all interdepartmental presenters. This method of evaluation has proven critical in developing effective programming and will continue.

## Educational Talent Search

Educational Talent Search uses a number of different types of assessments to determine students' needs and students' outcomes after participating in a program or service. The table below lists the different types of assessments and data that TS collects, along with brief description of their uses.

	<b>Assessment</b>	<b>Years</b>	<b>Type</b>	<b>Findings</b>	<b>Use of Results</b>
	Participant Application	All	Targeted Student Information	ETS applicant demographics (name, address, contact info, English language proficiency, school, school year, family income, guardians contact info, guardians education level, parent and student signatures)	Determine eligibility (low-income and prospective 1st generation college student); Maintain at least two-thirds participation of both low-income and prospective 1st generation college students
	Student Assessment	All	Needs Assessment	Results were put into Campus Labs starting the 2014-2015 year.	Determine academic needs (improve grades, testing skills, rapport with teachers and counselors), personal needs (perceived leadership, communication skills, working with authority figures, self-confidence, interpersonal and intragroup relations), career and college needs (college-bound curriculum; test prep; career exploration; college exploration; help with resumes, cover letters, and interviews)
	Parent Assessment	All	Needs Assessment	Results were put into Campus Labs starting the 2014-2015 year	Assess parents' involvement in their students' education, knowledge in the k-12 education system, awareness of academic expectations in college, and understanding of how higher education leads to careers and better income.
	Student Exit Survey	All	Student Outcomes	Results were put into Campus Labs starting the 2014-2015 year	Determine if required services of TRIO ETS impacted participants' decision-making process in going to college

	Field Trip Surveys	All	Student Outcomes & Satisfaction	Results were put into Campus Labs starting the 2014-2015 year	Evaluate what students learned on field trips and campus visits
	Annual Performance Review	All	Student Outcomes	Participant demographics; school persistence, graduation, and post-secondary education enrollment; FAFSA completion	Submitted to the Department of Education to verify that SLCC TRIO ETS program is meeting objectives laid out in grant. See Appendix G.

The ETS assessment plan was last comprehensively updated in 2010 for the submission of the 2011-2016 grant competition. In 2014, SLCC’s Office of Institutional Effectiveness guided ETS staff in thinking how to update some student surveys, especially by adding an evaluation of ETS students’ attainment of critical thinking skills. This meeting led to redesigning three student surveys: middle school college visit survey, northern Utah college tour survey, and senior exit survey.

The data collection tool that changes infrequently is the new student application (see Appendix H). The demographics from this application help determine eligibility for the ETS program, as determined by the DOE; the application also provides school and contact information. This information is maintained in the StudentAccess® database.

The student survey asks students to self-determine their competency levels relative to TS’s expected student outcomes (see Appendix I). The exit survey given to 12<sup>th</sup> grade graduates ascertains their satisfaction with ETS participation; however, the exit survey questions are not directly connected to those in the initial assessment. Therefore, we do not have a “pre and post” measure of whether or not expected outcomes are reached. The DOE’s Annual Performance Review (APR) asks ETS programs to report the number of students in the program, their demographics and school persistence, graduation, and post-secondary enrollment. However, it does not ask to report on all the outcomes from the student assessment. The ETS staff will review the student assessment to ensure all expected outcomes are adequately addressed and will update the exit interview to directly evaluate participants’ self-measurement of their growth within the expected outcomes.

The ETS staff will also reevaluate the parent assessment so that the expected outcomes that are outlined in the ETS 2016-2021 grant application match the questions asked of parents in the parent survey. The ETS staff will review the student assessment to ensure all expected outcomes are adequately addressed and will update the exit interview to directly evaluate participants’ self-measurement of their growth within the expected outcomes.

Field trip assessments are not consistent with one another. Some evaluate whether students learned specific information about the campus or location of the visit, and others are more aligned with the expected outcomes of each visit, such as awareness of different types of postsecondary education institutions, connections between academics and careers, and personal attainability of postsecondary education. While it is important to evaluate whether students learned specific things from each trip, we need to also

evaluate how well ETS participants meet expected outcomes of each trip. From the planning of each field trip, the expected outcomes should be clearly and explicitly defined. Building surveys from expected outcomes will provide consistency in what is being asked of ETS participants and will help measure the efficacy of field trips by establishing a clear baseline for comparing the results of subsequent surveys.

Evaluations post field trips tend to be very favorable; results are used to make changes. Advisors follow up with students one-on-one in order to assure validity in their responses. The mostly favorable responses highlight ETS participants' enthusiasm for exploring different colleges, career paths, and some educational and cultural events (museums, plays, etc.). Less than favorable responses have highlighted a need for specific career exploration (more on engineering, journalism, business, social science and humanities related careers) and have resulted in reevaluation of visiting certain colleges. For example, during the fall of 2014, students visited Utah State University, Weber State University, and Idaho State University. Although ETS participants on this campus visit felt very welcomed by the students and staff at Idaho State, not many of them believed they would apply for admissions to Idaho State University. Unless there is a strong demand from TS participants, we will not include nearby out-of-state institutions on future campus visits given that there is more interest in schools within Utah.

Annual Performance Reports for SSS and ETS are shared with SLCC administration. Both TRIO SSS and ETS include APR and assessment results in their reports for Student Affairs' Annual Highlights (see Appendix J and K).

## VIII. Self-Study Summary

There have been significant changes within the TRIO Programs department over the last two years. We expanded the number of TRIO programs from two to three during 2014 to 2015, for the sole purpose of serving more students within our communities. We successfully obtained the TRIO SSS-STEM Grant, which is making an important contribution on campus. Our STEM students are able to receive added support for their aspirational goals in the areas of science, technology, engineering, and mathematics to obtain their degree and transfer to a four-year institution. A fourth grant proposal for an EOC has also been written; notification is anticipated between mid-July to mid-August 2016. We envision the addition of an EOC for fall 2016 to be able to provide equitable access for more TRIO program participants in our neighboring communities and particularly to provide access to adults who are underserved in postsecondary education.

At SLCC, the TRIO programs provide opportunities for program participants to engage with each other in academic and service-oriented ways. The intake process has moved from one-on-one to a group process that allows for students' questions to benefit all who are in attendance. An example of this engagement from the interaction of students resulted in changes made to the delivery of tutoring services.

Outside SLCC, the TRIO programs have strengthened their collaborative efforts with community partners. Many of our community partners are experts in the services they provide to our communities. Why not bridge the gap? Community partners help us extend their services and information to parents, families, schools, and more importantly, students. Collaboration in its entirety can be defined as an interdisciplinary team of people who are all working together to improve our neighboring communities. This occurs when needed supports are in place to serve our communities as a whole.

### **Major Accomplishments and Strengths**

With the changing demographics of the student population in female students (SLCC Fact Book, 2013-2014, p.18), TRIO programs have adapted their approach to student interaction and communication consistent with Astin's theory that the student "matters" -- emphasizing a student-centered approach, where program participants choose topics around academic issues, to be resolved in the group setting. This approach allows for addressing topics of interest to program participants and keeps them informed on the issues that matter to them. Continuing to listen to program participants informs TRIO advisors of changes needed in program activities to better respond to students' interests and to move students through their academic pathways successfully.

Additionally, the TRIO Programs of ETS and SSS continue to meet or exceed their grant application objective performance measures as demonstrated in the 2014-2015 Annual Performance Report in receiving their maximum Prior Experience Points. This is credited to the passionate involvement of TRIO Programs personnel in the educational, personal, and social lives of program participants. Students truly matter and students benefit from the focus of a student-centered perspective on student success.

## **Challenges and Areas of Improvement Identified through Program Review**

A challenge within the TRIO Programs department is a tendency to “work hard,” when working “smarter” is the better choice at times. Given the busy schedules and many activities within each program, we tend to overlook the ways we can foster growth and provide support for one another’s program under the TRIO umbrella. Sometimes, it becomes a competitive sport to watch, which should not be the case. Department efforts are ongoing to improve collaboration among the programs, which includes discussing and formulating plan of actions with the intent that everyone is working toward positive outcomes and solutions.

The new online data storage system, StudentAccess, has numerous systems to contact students. TRIO Programs’ staff continues to learn the different types of contacts that can be made with program participants through this new data base system. TRIO Programs staff will continue to personalize the data base system to increase data collection required to improve services to program participants. Investing time to improve standards required for reporting is also an ongoing process.

Another challenge is not having the full support of the middle schools and high schools that ETS services. University of Utah serves fewer students than the TRIO ETS program at partner schools; yet, they are provided with an office and with computer access to pull up students’ grades or to see which classes students are enrolled in such as core, honors, or IB courses. Accommodations such as these would improve SLCC’s ETS advisors’ capacity to work with over 500 program participants. Utilizing a file box that has over 3000 students’ schedules seems archaic. Principals are supportive of taking program participants on campus visits and educational field trips, but they don’t support setting aside time during school hours for students to participate in ETS workshops. Collaborating with the Utah Scholars Initiative to motivate program participants to attend their workshops after school on Wednesdays has been constructive. The Utah Scholars Initiative is also able to provide college and career activities in classrooms to all students, but ETS staff are not allowed to provide activities during school hours because the program is limited to serving only eligible participants. The only time allotted to ETS staff is during lunch. However, at least 80 percent of program participants do not want to give up their lunch time or stay after school.

The type of resources required at partner schools are office space, allotted time, and computer access with training.

These are areas that need to be revisited to strengthen our program:

- Collaboration
- Communication
- Department Goals
- Community Partners
- Focus(Students)

## **Goals and/or Recommendations Developed as a Result of the Self-study**

As a result of the TRIO Programs self-study, several goals have been observed to move the department forward.

## Student Support Services

Currently under development is the implementation of a TRIO Student Support Services Canvas site (SLCC's online learning management system) to improve delivery of services and information and to facilitate more interaction with and among program participants.

Explore the development of online scheduling for students to sign up for services such as EAS Orientations and other events. Improving scheduling of students' appointments through the use of technology is possible with students increasing their use of technology. Book Me is a scheduling system which can improve efficiencies in scheduling of student appointments. Staff can use the technology to show their availability; while students can match their availability with their respective TRIO staff member. This would eliminate the daily search process to find where and which office a scheduling book is located each morning.

The event calendar on the SSS website is imbedded in a secondary link and students have told us that it has been difficult to find. A new location on the website needs to be determined for that link.

Increase our contacts with faculty by attending division meetings to educate them about SSS, which should increase their willingness to allow us to present during their classes.

Develop a strategic plan to increase efforts with the offices of Admissions, Outreach, and First Year Experience/Orientation to help identify potential SSS students earlier. Increase SSS knowledge of high school schedules which will allow for sustained contact with ETS, Gear-up, and PACE program participants.

Improve SSS tutoring services with a satisfaction and effectiveness survey with perspectives of both tutoring received and tutoring provided.

The SSS program application asks specific questions that allow advisors to assess the needs of the students in terms of their understanding of majors and degrees, financial aid, preparedness, and specific needs. A more comprehensive tool needs to be designed so that students not only answer these questions but also are given a list of resources used to further identify needs.

## Educational Talent Search

SLCC would greatly benefit by providing application fee waivers to ETS students. This would encourage more students in ETS to apply to SLCC and it would give these students a sense that SLCC welcomes them with this small monetary assistance.

A summer program would help ensure the success of ETS graduates and reinforce the message that SLCC values the success of its low-income and first-generation students. The First-Year Experience office conducts a summer Bridge program for all students that would be beneficial for ETS graduates to participate in. It would be even more engaging if there were a specific cohort for ETS students in order to encourage these students to participate in the Bridge program.

Instead of ETS advisors exclusively recruiting within their own school districts, advisors will begin to collaborate more in outreach efforts at each other's schools.

Having a program manager (instead of two advisors) for ETS will allow for the responsibilities of planning the curriculum each year, maintaining secure and complete student files, and training new staff to be clearly defined, and it will provide for a bigger picture vision as well as a more fair and comprehensive division of labor. With program logistics being more organized, advisors will experience less scrambling and will be able to really delve into the work with each school and participant.

The ETS staff will review the student assessment to ensure all expected outcomes are adequately addressed and will update the exit interview to directly evaluate participants' self-measurement of their growth within the expected outcomes.

Building assessment surveys from expected outcomes of field trips will provide consistency in what is being asked of ETS participants and will help measure the efficacy of field trips by establishing a clear baseline for comparing the results of subsequent surveys.

#### TRIO Programs Department

Develop procedures and mechanisms to record student contacts for both ETS, SSS and STEM. There is the need to pursue capturing contacts such as no appointments, walk-ins, impromptu meetings, and the quick, on-the-spot questions that program personnel encounter. This can improve contact with students to enable later follow-ups in assisting students to stay connected with TRIO Programs.

Continue to sustain and intensify mentoring activities in TRIO Programs that contribute to student-centered approaches that improve retention, graduation, and transfer of program participants.

The TRIO Programs staff continues to address cross-training responsibilities with inter-office assignments, along with other departments and programs. Engaging in collaborative efforts often provides the perception of challenges to the process of identifying and selecting program participants. Therefore, in addition to feedback on the challenges and goals discussed above, we are interested in the review team's suggestions on:

- Effective ways to reach out to faculty (SSS & STEM),
- How to reach students earlier in their academic career at SLCC (SSS & STEM), and
- Effective recruitment strategies to engage potential ETS students in the schools (ETS).

The TRIO Programs staff welcomes the site review team's observations and feedback regarding the department's strengths, areas needing improvement, and goals. We look forward to the reviewers sharing best practices and recommendations. SLCC's Division of Student Affairs and TRIO Programs appreciate the reviewers' time and willingness to assist in our program review.

## Appendix A

### TRIO ETS: Sample Yearly Curriculum

#### August & September

##### Events

First Day of School

PSAT Registration for 11th Graders

BMS Back to School Night- Tuesday, Sept 1<sup>st</sup>, 4PM-7:30PM

Counselor's Staff Meeting

Oct 24th ACT Registration (Sept 18th Deadline)

West PTC- Thu, September 24<sup>th</sup>, 4PM-7PM

RAMACAC Utah College Fair (Corner Canyon HS) - Sat, September 26<sup>th</sup>, 1PM-3:30PM

ACT Prep for 12th Grade (with GEARUP)

##### Workshops and Grade Check/ Transcript Review

JHS- Why college; Utah Futures; parent meeting

9<sup>th</sup> Grade- Utah Futures refresher/ college prep; careers and college fit; parent meeting

10<sup>th</sup> Grade- Utah Futures refresher/ college prep; careers and college fit; parent meeting

11<sup>th</sup> Grade- PSAT Prep; College & scholarship timeline; parent meeting

12<sup>th</sup> Grade- College & scholarship timeline; Transcript review; StrengthQuest; Parent meeting

##### TRiO and SLCC (meetings, professional development, etc.)

SLCC TRiO Staff Retreat (Friday, Sept 11)

COE National Conference (Sept 16-19)

#### October

##### Events

Northern Utah College Tour

ACT Prep for 12th Grade (with GEARUP)

UofU Future Docs (Tue afternoons for HS students) and Science Masters Starts (Saturdays for 7<sup>th</sup>-9<sup>th</sup> graders)

Regional ASPIRE Conference (Oct2-Oct7)

##### Workshops and Grade Check/ Transcript Review

JHS- SMART goal setting; CV-USU

9<sup>th</sup> Grade- Grade checks; College and scholarship search

10<sup>th</sup> Grade- Transcript Review; College and scholarship search

11<sup>th</sup> Grade- Transcript Review; College and scholarship search

12<sup>th</sup> Grade- ACT Prep; Transcript Review; College and scholarship search

##### TRiO and SLCC (meetings, professional development, etc.)

Regional ASPIRE Conference (Oct2-Oct7)

#### November

##### Events

USU Campus Visit- 7<sup>th</sup> and 8<sup>th</sup> grade (one for each school district)

Utah College Application Week (with UCAC, GEARUP, UB, and PACE)

##### Workshops and Grade Check/ Transcript Review

JHS- Grade checks

9<sup>th</sup> Grade- Grade check; StrengthQuest

10<sup>th</sup> Grade- Transcript review; StrengthQuest

11<sup>th</sup> Grade- Transcript review; StrengthQuest

12<sup>th</sup> Grade- College & scholarship portfolio; StrengthQuest Follow-up

#### December

##### Events

Workshops and Grade Check/ Transcript Review

All Grades- Mid-year recognition; Make the most of winter break

## January

### Events

UVU and Westminster- 9<sup>th</sup> and 10<sup>th</sup>

### Workshops and Grade Check/ Transcript Review

JHS- Grade checks

9<sup>th</sup> Grade- Transcript Review; CV-UVU and Westminster

10<sup>th</sup> Grade- Transcript review; CV-UVU and Westminster

11<sup>th</sup> Grade- Transcript review

12<sup>th</sup> Grade- College & scholarship portfolio; FAFSA Info Night (with UCAC, GEARUP, UB, and PACE)

## February

### Events

Northwest Career and College Info Night

ACT Prep for 11<sup>th</sup> Grade (with GEARUP)

### Workshops and Grade Check/ Transcript Review

JHS- Grade checks; TRiO Day Service project

9<sup>th</sup> Grade- Transcript review; TRiO Day Service project

10<sup>th</sup> Grade- Transcript review; TRiO Day Service project

11<sup>th</sup> Grade- Transcript review; ACT Prep; TRiO Day Service project

12<sup>th</sup> Grade- College & scholarship portfolio; FAFSA Info /Completion Nights (with UCAC, GEARUP, UB, and PACE); Summer Bridge apps; SSS apps

## March

### Events

HS Spring Break Trips:

SLCC Biotech & SLCC CJ/ Police Academy & Culinary (Tuesday, March 22 & 29)

USU Agricultural Extension (Monday, March 21 & 28)

Snow College and USU Eastern (Friday, March 25)

7<sup>th</sup> and 8<sup>th</sup> Grade Spring Break Trips: UofU (Thursday, March 24)

### Workshops and Grade Check/ Transcript Review

JHS- Grade check; Parent Meeting (PTC)

9<sup>th</sup> Grade- Transcript review; Parent Meeting (PTC); summer planning

10<sup>th</sup> Grade- Transcript review; Parent Meeting (PTC); StrengthQuest Follow-up; summer planning

11<sup>th</sup> Grade- Scholarship portfolio; Transcript review; Parent Meeting (PTC); StrengthQuest Follow-up; summer planning

12<sup>th</sup> Grade- FAFSA Completion; Summer Bridge and SSS applications; Transition to college; College budget

### TRiO and SLCC (meetings, professional development, etc.)

State ASPIRE Conference (March 16-18)

## April

### Events

SLCC "Orientation" for seniors (Coordinate with SSS and FYE)

### Workshops and Grade Check/ Transcript Review

JHS- Grade check; Financial Literacy

9<sup>th</sup> Grade- Transcript review; Financial Literacy

10<sup>th</sup> Grade- Transcript review; Financial Literacy

11<sup>th</sup> Grade- Scholarship portfolio; Transcript review; Financial Literacy; College/ Scholarship application timeline

12<sup>th</sup> Grade- College & scholarship portfolio; FAFSA Completion; Summer Bridge and SSS applications; College budget; Transition to college

## May

### Workshops and Grade Check/ Transcript Review

7<sup>th</sup> Grade- Grade check; StrengthQuest Follow-up

8<sup>th</sup> Grade- Grade check; StrengthQuest Follow-up; Transition to high school  
9<sup>th</sup> Grade- Transcript review; StrengthQuest Follow-up  
10<sup>th</sup> Grade- Transcript review  
11<sup>th</sup> Grade- Scholarship portfolio; Transcript review; Financial Literacy; College/ Scholarship application timeline  
12<sup>th</sup> Grade- FAFSA Completion; Summer Bridge and SSS applications; College budget/ FAFSA Award Review; Transition to college

### **Summer**

#### Events

Southern Utah College Tour- 10<sup>th</sup> and 11<sup>th</sup> (SUU, Dixie, Zion, UNLV, Hoover Dam)

California College Tour- 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> (Stanford University, Lake Tahoe)

#### Workshops and Grade Check/ Transcript Review

JHS- Career/college fieldtrips

9<sup>th</sup> Grade- Career/college fieldtrips

10<sup>th</sup> Grade- Southern College Tour; portfolios; ACT prep; StrengthQuest Follow-up 2

11<sup>th</sup> Grade- Southern College Tour; portfolios; ACT prep; StrengthQuest Follow-up 2

12<sup>th</sup> Grade- FAFSA Completion; SSS applications; College budget/ FAFSA Award Review; Transition to college

## Appendix B

**U.S. Department of Education  
Office of Postsecondary Education/Federal TRIO Programs  
Student Support Services (SSS) Program  
Standard Objectives Report 2014-15 Reporting Year**

PR/Award Number: P042A100798

Grantee: Salt Lake Community College State: UT Sector: Public 2-Year First Funded in FY 2010: No

### **Introduction**

The results for the standard objectives for the 2014-15 reporting year are provided solely for informational purposes and are not used to determine a project's prior experience points. In addition, the report can be used by projects as a tool to continue to monitor their performance. The results below were based on serving the approved number of students and meeting or exceeding the project's approved objectives. The Department calculated the standard objectives using student-level data as reported in the project's 2014-15 annual performance report (APR). For a summary of policies and procedures for assessing a project's standard objectives and the formulae for calculating standard objectives, please see the Appendix which is located on the TRIO web site.

DOE will not accept any changes to the project's 2014-15 APR data after the APR is submitted.

No results will be calculated for a project that served less than 90 percent of the number of students the project was funded to serve in 2014-15 (refer to Funded Number in table below).

Results for projects who did not submit an APR for the attainment (degree) criteria are not provided because a project must have submitted an APR for the year in which the cohort was established.

<b>2014-15 Summary Results for the Standard Objectives (P042A100798)</b>				
<b>Criteria</b>	<b>Maximum Score Allowed</b>	<b>Approved Rate</b>	<b>Actual Attained Rate</b>	<b>Standard Objectives Scores</b>
<b>Persistence</b>	4	70%	84%	4
<b>Good Academic Standing</b>	4	80%	94%	4
<b>Associate's Degree or Certificate</b>	2	30%	63%	2
<b>Associate's Degree or Certificate and Transfer to a 4-Year Institution</b>	2	20%	45%	2
<b>Funded Number</b>	3	<b>Number of Participants Funded to Serve</b>	<b>Number of Participants Served</b>	<b>Percent Served</b>
		200	200	100%
<b>Total Scores</b>	<b>15</b>			15

## Appendix C

### TRIO Student Support Services Assessment History (Three Years)

Assessment Title	Year(s)	Type	Findings	Use of Results
Annual Performance Report	2012, 2013, 2014*	Quantitative	Objectives are being met annually.	Programming is based on how required services are delivered to meet the objectives
Student Conferences	Yearly	Needs Assessment Student Satisfaction Student Learning Outcomes	These evaluations are developed based on content. An example is attached.	Used to determine content for future conferences, delivery methods.
TRIO Academy	2014-15 2015-16	Student Satisfaction Learning Outcomes	These evaluations are developed based on topics which vary for each academy/term. A compiled example is attached.	Used to improve academy involvement and refine marketing strategy for improved student participation. Developed leadership training.
Campus Visits	2014-15**	Student Learning Outcomes Satisfaction	The 2014-15 compiled evaluation is attached.	Changes were made to improve departmental procedure and areas contacted at 4-year institutions.

\*Annual Performance Reports are filed 90 days after the end of each project year or as indicated by the Department of Education.

\*\* Fall 2014 a more formal process of evaluation was developed to determine effectiveness of campus visits.

**Appendix D**

**Trio Student Conference  
Spring 2016**

**WE READ THESE AND USE THESE EVALUATIONS FOR FUTURE CONFERENCES. Your input is valuable and helps us create meaningful experiences for you. After completing both sides, please return it to a staff member.**

<b>Trio Academy</b>			
Do you have a better understanding of the purpose of the Academy?	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><b>YES</b></td> <td style="width: 50%; text-align: center;"><b>NO</b></td> </tr> </table>	<b>YES</b>	<b>NO</b>
<b>YES</b>	<b>NO</b>		
Did you have an opportunity to ask questions?	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><b>YES</b></td> <td style="width: 50%; text-align: center;"><b>NO</b></td> </tr> </table>	<b>YES</b>	<b>NO</b>
<b>YES</b>	<b>NO</b>		
What makes you interested or concerned about participating in Academy?			

<b>Federal Student Loans</b>	
What was new to you?	
Because of this information, I plan on: (include steps you will take or a goal, etc.):	

<b>Technology Resources Available to SLCC Students</b>	
Today I learned (be specific):	
More information you need about utilizing technology resources:	

SLCC Resources	
Study Abroad/Service Learning Center for Health and Counseling Student Employment Involvement Opportunities/SLL <b>Career and Major Discovery</b>	Today I learned (be specific):

1) You spent three hours at this conference. Did you feel that was too long, just about right, or too short?

- Too long
- Just about right
- Too short

2) The content of conference sessions was appropriate and informative.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

List topics/discussions you want to have in future conferences.

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---

Please tell us what we could have done better:

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---



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Please be specific and tell us what you enjoyed today:

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**We appreciate any additional feedback you would like to share with us.**

## Appendix E

Trio/Student Support Services  
Salt Lake Community College  
**Campus Visit Evaluation Compilation 2014-2015**

**#of campus visits:** UofU:5    USU:1    UVU:3    WSU:2

**#of students who attended:** 40

**#of students who signed up:** 55

Satisfaction Level	Ease of Sign Up	Time of Visit	Usefulness of Information	Transportation
Extremely	87.8%	79.8%	94.1%	90.7%
Very	11%	17.8%	4.2%	9.3%
Moderately	1.2%	2.4%		
Slightly			1.7%	
Not at All				

### What part of the visit was least useful?

- The admissions guy was really fast.
- Admissions Office.
- I felt everything was useful.
- I think they were all useful.
- The gym is least helpful for my program.
- Lunch, but we all do need to eat.
- Everything was useful
- I can't think of what information I received was not useful. It[student stopped writing]
- Trio the one at Weber. The one here is the best one
- The visit was productive.
- Food
- Talking to the business advisor.
- Most of all places I visited was awesome. I have a broad view of the campus now.
- N/A
- None that I can think of. Everything was very helpful to me
- Not that I could think of
- Nothing for me because everything seemed useful and helpful
- Not being able to meet with my psychology advisor
- Personally, I think all the information I received was useful

### What part of the visit was most useful?

- All just being introduced to different resources.
- Meeting with the advisor
- SW Department, DV Center (CESA), Tour.
- Meeting with my advisor, I know which classes to take. She also answered all my question.
- Speaking to an advisor and asking any questions.
- Meet with program advisor is the most helpful for me.
- Everything was useful.
- The tour & visits to the different programs.
- The tour because they showed us where we can get information.
- I found it all very helpful I learned a lot from the tour and the advisor was helpful.
- CJ advisor and Multicultural Admissions too
- The campus visit was useful. In the people and dept we made contact with
- Department Advisor
- Get to know what I needed to apply to the school of business.
- Admissions office because I got information about my admission. Business school because I will be assign to an advisor to help me with class schedule.

<ul style="list-style-type: none"> <li>• I honestly learned something new and beneficial for me in all of them</li> <li>• I don't think any of it was, it was information I didn't know</li> <li>• The admissions office information, since I had been there before.</li> <li>• Everything helped me so much, the food was great but compared to the info I received it would be least important.</li> <li>• The introduction</li> <li>• None it was awesome</li> <li>• None it was awesome</li> <li>• The campus tour only because I have been there about 54 times now.</li> <li>• Visit advisor criminal justice</li> <li>• The TRIO Building</li> <li>• Waiting a while to go meet other departments</li> <li>• Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• The student Union because of all the available resources</li> <li>• Everything! I actually wish we could tour all the buildings, but it's okay.</li> <li>• All of it</li> <li>• Finding out about the library and study group</li> <li>• Where building are located. Where to get helped. Department visit to psychology</li> <li>• Learning about scholarships they provide</li> <li>• Visiting the office of admissions was the most useful to me because they answered my concerns about the admissions process.</li> <li>• I think they all were</li> <li>• Diverse center</li> <li>• The advising session because I got to visit three departments that I am interested in.</li> <li>• FAFSA office and looking at housing</li> <li>• Visiting the financial aid office &amp; scholarship offices. Trio @ USU visit gave us a great deal of services available.</li> <li>• Talking to the advisor and the tour. The advisor gave me info needed to make it happen. The tour made me want to make it happen.</li> <li>• The tour</li> <li>• Being in a group. Doesn't seem unfamiliar anymore. Teachers college location. UTA Pass</li> <li>• The tour</li> <li>• The women's resource info on available resources for women. Also transfer students can apply to be an ambassador if it is of interest to you.</li> <li>• Speaking w/ an advisor related to my major.</li> <li>• Academic advisor</li> <li>• Meeting with my major advisor and taking the tour, learning where the buildings are all at</li> <li>• The most useful parts were going to CESA and to my advisor appointment</li> <li>• Knowing the different resources that are available to students i.e. the women's resource center</li> <li>• Meeting with an advisor for my major</li> </ul>
---	---

**Please take a moment and provide other comments or suggestions:**

- The campus tour was a wonderful experience. I will know who to talk to for assistance as well as which building my classes would be in.
- Remind the students to wear extra warm clothing for the fall visits. Having the visit start one hour later might help.
- I enjoyed everything its very informational and helpful for students to be aware of all the help available.
- List all of the questions that we need to ask. Make sure we get all of the information that we need. Take a note during a meeting.
- It was fun.
- I think it helps to have a tour and know the installation that the university has and have an idea if we liked it or if it is what we want.
- I enjoyed the trip out there
- I did not feel comfortable talking to the advisor. She made feel I was not good enough for the school of business.
- It was a great campus visit. I suggest we do an hour of recreation for future campus visits
- The campus tour was perfect in my opinion but I wish we had more time to talk to some U of U students from our similar majors or something.
- Everything was great!!
- I think the tour was satisfactory it helped when I saw the advisor for the Art department and what others I would take.
- Campus Visit, very helpful
- It was all good. Except I did not get to meet with Mykel the other advisor but I did get to chat with Eugene Schupp.
- It would be great to shorten the visit or make it more customizable, depending on whether the student has already been accepted to the institution etc. Also the advisors were great for general information but not for specifics like what classes to take or programs available.
- Overall very successful trip. I feel that I received all the information needed but I'm sure there must be even more options before, but now it definitely is a campus I'd love to go to
- I was great but might be nice to point out the restrooms along the way
- If we could have clipboards to fill out the evaluations
- So wonderful going in a group-wasn't so scary. I wouldn't have gone alone.
- Everything was great
- Just make sure everyone is on time. Some don't show up a little late and miss an objective
- All excellent tour fulfilled all expectations
- Always have a tour guide for the students
- It was very useful having an appointment with my academic advisor. She made me feel in a place where I should be, and had me plan out where to go next.
- It was a good visit, a bit fast paced, but it is understandable because it's summer.
- Overall, I had a good time and the information provided was very useful.
- It may be hard to do, but if the student can get an appointment to meet with their advisors at about the same time that would reduce the length spending time on campus.

## Appendix F

### TRIO Student Support Services Argonaut TRIO Academy – Fall 2015 Evaluation Compilation

PLEASE RATE based on a 1 – 5 scale (1 being the lowest and 5 being the highest, X=did not attend)

- 1 – Not at all satisfied
- 2 – slightly satisfied
- 3 – moderately satisfied
- 4 – Very satisfied
- 5 – Extremely satisfied

**Where to find cheap books, student i.d discounts, food coupons and more.** 50% Extremely Satisfied  
50% Very Satisfied

**Service Learning Opportunities-Lynn Hamilton** 75% Extremely Satisfied  
25% Moderately Satisfied

**Using career exploration tools-Wendy Potter** 100% Extremely Satisfied  
2 people did not attend

**Finals Fiesta** 100% Extremely Satisfied

#### **Suggestions for Improvement:**

- Already have a list together of topics that may benefit the academy and give it to the students to review and see if any are interested to them.
- None
- Nothing all the presenters were prepared

#### **What did you find most useful from the TRIO Academies?**

- What I found most useful was the finals fiesta to help give pointers on how to better my studying for finals and also all the volunteer opportunities were great to hear about.
- Meeting new people, getting references on professors and classes, and getting resources for books. I also really enjoyed the guest speakers.
- I found most useful that I got to know many facilities of the school.
- The information that was given to us, like the discounts for students. Also, the information about the service learning and career coach.

#### **What did you find least useful from the TRIO Academies?**

- Everything that I learned from this academy is useful to me, since I am new.
- It was hard to decide which topics to cover in our meetings because I was new and didn't have any experience with the school.
- I can't think of one thing I learned in the trio academy that I don't find important/useful
- All the information was useful

#### **What suggestions do you have for the TRIO Academies?**

- The only issue I had was the time of the academy was also the time of the math tutor, but that was my fault. Specially the food and great information.
- Better prepared leaders, more tools so they feel comfortable in that role.
- Nothing
- Less meetings and tell the other students to attend the meetings ( it's not for the only a few of the members attend.)

## Appendix G

U.S Department of Education  
Office of Postsecondary Education/Federal TRIO Programs  
**Talent Search (TS) Program**  
Individual Prior Experience (PE) Points Report  
2014-15 Reporting (Assessment) Year

PR/Award Number: P044A 1 10258

Grantee: Salt Lake Community

College State: UT

### Introduction

The Prior Experience (PE) points earned for the 2014-15 assessment year were awarded on the basis of serving the approved number of participants and meeting or exceeding the project's approved objectives. The Department calculated PE points using data from the projects' 2014-15 annual performance reports (APRs). For a summary of policies and procedures for assessing a project's prior experience and the formulae for calculating PE points, please see the Appendix.

The Department will not accept any changes to the project's 2014-15 APR data (and will not recalculate its PE points) after the APR is submitted. A project that served less than 90 percent of the number of students the project was funded to serve in 2014-15 (refer to Funded Number in the table below) is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 643.22(b)).

The point of measurement for the Postsecondary Attainment objective is six years after a participant has enrolled in an institution of higher education. The data required to award PE points for this objective will not be available until the 2017-18 APR, or six years after the participants who graduated high school during 2011-12 project year and enrolled in an institution of higher education by the fall term 2012 (or spring term 2013 if enrollment was deferred). Therefore, the first year a TS grantee will be able to earn PE points for this objective will be 2017-18, the second year of the next grant cycle.

Summary of PE Scores for 2014-15 Assessment Year (P044A110258)				
PE Criteria	Maximum Points	Approved Rate	Attained Rate	PE Points Earned
Secondary School Persistence	3	92%	95%	3
Secondary School Graduation (regular diploma in standard # of yrs.)	3	88%	100%	3
Secondary School Graduation (regular diploma in standard # of yrs. & completed rigorous program)	1.5	25%	33%	1.5
Postsecondary Education Enrollment	3	60%	61%	3

Postsecondary Attainment*	NA	NA	NA	NA
Funded Number	3	# of Participants Funded Served to Serve	# of Participants Served	Percent Served 106%
<hr/> 513                      544                      106%				
A project that served less than 90 percent of the number of students the project was funded to serve in 2014-15 is not eligible to earn points for any of the PE objectives in 2014-15.				
Total Points	13.5			13.5

\*The PE points for the Postsecondary Attainment objective cannot be awarded during the current grant cycle (2011-16).

### Secondary School Graduation (Regular Diploma in Standard Number of Years)

Secondary school graduation with a regular diploma in the standard number of years is defined as the percentage of seniors served during the reporting year who graduated with regular secondary school diploma within the standard number of years, with or without completing a rigorous secondary school program of study. For a detailed description of how the rate was calculated, please see the Appendix, under "How is the Secondary School Graduation (Regular Diploma) Rate Calculated?"

Secondary School Graduation Regular Diploma in Standard Number of Years for 2014-15 Assessment Year Maximum Points: 3				
Number of Seniors Served*	Number of Seniors who Received Regular HS Diploma	Approved Graduation Objective	Actual Graduation Rate	PE Points Earned
118	1 18	88%	100%	3

\*Number of seniors does not include seniors who died during the reporting year.

### Secondary School Graduation (Rigorous Secondary School Program of Study)

Secondary school graduation and completing a rigorous program of study is defined as the percentage of high school seniors served during the reporting year who received a regular secondary school diploma within the standard number of years and completed a rigorous secondary school program of study. For a detailed description of how the rate was calculated, please see the Appendix, under "How is the Secondary School Graduation (Rigorous Program of Study) Rate Calculated?"

Secondary School Graduation Regular Diploma in Standard Number of Years and Completed Rigorous Program of Study for 2014-15 Assessment Year Maximum Points: 1.5				
Number of Seniors Served*	Number of Seniors who Received Regular HS Diploma & Completed Rigorous Program	Approved Graduation Objective	Actual Graduation Rate	PE Points Earned
118	39	25%	33%	1.5

**Funded Number Criterion**

The Funded Number Criterion is based on the project having served the approved number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description of the calculation procedures, please see the Appendix, under "How is the Funded Number Criterion Calculated?"

Funded Number Criterion for the 2014-15 Assessment Year Maximum Points: 3			
Number of Participants Funded to Serve	Number of Participants Served	Met Requirement	PE Points Earned
513	544	Yes	3

Note: A project that served less than 90 percent of the number of students the project was funded to serve in 2014-15 is not eligible to earn points for any of the PE objectives in 2014-15.

**Secondary School Persistence**

Secondary school promotion is defined as the percentage of students in grades six through eleven who completed the current academic year and continued in school for the next academic year, at the next grade level. For a detailed description of how the rate was calculated, please see the Appendix, under "How is the Secondary School Persistence Rate Calculated?"

Secondary School Persistence for 2014-15 Assessment Year Maximum Points: 3				
Number of Students in grades 6-11*	Number of Students Persisting at next Grade Level	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned
426	405	92%	95%	3

### Postsecondary Education Enrollment

Postsecondary education enrollment is defined as the percentage of participants who graduated during the project year with a regular secondary school diploma within the standard number of years md enrolled in an institution of higher education by the fall term immediately following high school graduation or received notification from an institution of higher education of education by the fall term of acceptance but deferred enrollment until the next academic term (e.g., spring term). This includes both those who completed, and those who did not complete, a rigorous program of study. For a detailed description of how the rate was calculated, please see the Appendix, under "How is the Postsecondary Education Enrollment Rate Calculated?"

Postsecondary Education Enrollment for 2014-15 Assessment Year Maximum Points: 3				
Number of Participants Graduating with Regular HS Diploma	Number of HS Graduates Enrolled in Postsecondary Education	Approved Enrollment Objective	Actual Enrollment Rate	PE Points Earned
118	72	60%	61%	3



# Application 2015-2016

## Student Information

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_  
Last Name First Name MI

Address: \_\_\_\_\_  
Street Apt. #  
 \_\_\_\_\_  
City State Zip

Home Phone: (\_\_\_\_)\_\_\_\_\_ Student cell phone: (\_\_\_\_)\_\_\_\_\_ Can we Text? Yes No

Student Email:  
 \_\_\_\_\_

**Student Social Security Number:** \_\_\_\_\_ **\*required\***

Date of Birth:\_\_\_\_\_ Age:\_\_\_\_\_ Place of Birth:\_\_\_\_\_ Gender:  Male  Female

Race:

- American Indian or Alaska Native  Black or African American  White
- Asian  Hispanic/Latino  Native Hawaiian or Other Pacific Islander

### Citizenship

TRiO ETS College Bound is funded by the U.S. Department of Education. Regulations **require** that to be eligible, an individual must be a U.S. citizen or a US Permanent Resident or provide evidence from the USCIS (Citizenship and Immigration Service) of intent to become a permanent resident.

Are you a U.S. citizen?  Yes  No

If **no**, are you a US Permanent Resident?  Yes  No

If yes, Alien Registration # **\*required\***: A\_\_\_\_\_

If **no to both**, have you applied or do you intend to apply to become a permanent resident?  Yes  No

(If **YES**, please enclose a copy of evidence from the USCIS of your intent to become a permanent resident **\*required\***).

2015-16 Grade:  7<sup>th</sup>  8<sup>th</sup>  9<sup>th</sup>  10<sup>th</sup>  11<sup>th</sup>  12<sup>th</sup>

2015-16 School: \_\_\_\_\_ Student ID #: \_\_\_\_\_

School Counselor: \_\_\_\_\_ Current School Grade Point Average: \_\_\_\_\_

With whom are you living?  Both parents  Mother  Father  Guardian

Language(s) spoken in home: \_\_\_\_\_

\*If English is **NOT** the student's 1st language, how comfortable is the student reading, writing, and speaking in English?

Very Comfortable  Comfortable  Somewhat Comfortable  Not Comfortable

Admission to the ETS College Bound program located at Salt Lake Community College is open to those who meet the eligibility criteria, regardless of gender, race, national origin, color, age, religion or disability.



ETS College Bound is a 100% federally funded TRIO program to increase high school graduation and college attendance rates for first generation and low income students. For more information, call (801) 957-4089.

## Parent / Guardian Information

### Guardian 1

Relationship to student:  Father  Mother  Other guardian \_\_\_\_\_

Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Place of Employment: \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

Email Address: \_\_\_\_\_

**Guardian 2** Relationship to student:  Father  Mother  Other guardian \_\_\_\_\_

Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Place of Employment: \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

Email Address: \_\_\_\_\_

### Guardian 1- Level of education:

- Did not graduate from high school
- High school diploma, or GED
- Some college
- Bachelor's degree (4-year college)
- Master's or Doctorate

### Guardian 2- Level of education:

- Did not graduate from high school
- High school diploma, or GED
- Some college
- Bachelor's degree (4-year college)
- Master's or Doctorate

## Income Information

***\*REQUIRED- To be filled out by parent or guardian\****

This information is **required** and is used to verify eligibility. **Information is kept confidential.**

**Size of family:** \_\_\_\_\_

**Income:** \_\_\_\_\_ **Circle One**

**Salary: \$** \_\_\_\_\_ **Weekly Bi-weekly Monthly Annually**

**Release of Student Information**

This is to certify that all information provided is true and accurate to the best of my knowledge. I hereby give permission for the TRiO ETS College Bound Program at Salt Lake Community College to have access to any school records (such as ESIS and/or free and reduced lunch application) of \_\_\_\_\_(student's name) to determine eligibility for the program and to monitor the status and progress in secondary school. Further permission is granted to request information and records from any and all postsecondary institutions in order to verify college enrollment. I agree to provide documentation upon request to verify information reported. I understand that all records will be kept in strict confidence and in accord with the Family Education Rights and Privacy Act of 1974.

I give TRiO ETS College Bound the unqualified right and permission to publish, circulate or otherwise use any photographic likeness of my student. I understand that photos may be used in publications under the direction of TRiO ETS College Bound or Salt Lake Community College.

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For Office Use Only**

FG/LI     FG     LI     Other

## Appendix I



# Student Survey 2015-2016

This survey contains statements about student needs. Please give your honest opinion of how the TRiO ETS College Bound Program can meet your needs. Your answers will be kept confidential.

<b>Academic Needs</b>	Strong Need	Some Need	No Need
1. to learn how to complete and turn in my homework on time.	1	2	3
2. to get better grades in school.	1	2	3
3. to take tests better and with less anxiety.	1	2	3
4. to organize my time, activities and responsibilities better.	1	2	3
5. to learn more about high school requirements for college.	1	2	3
6. to listen better in class and ask more questions.	1	2	3
7. to relate to and communicate better with my teachers.	1	2	3
8. to identify, set, and evaluate goals for the future.	1	2	3
My academic goal is _____			

<b>Personal Needs</b>	Strong Need	Some Need	No Need
1. to better understand my parents and other adults.	1	2	3
2. to learn to deal with conflict in a positive manner.	1	2	3
3. to learn how my self-esteem affects my behavior.	1	2	3
4. to learn to accept people who are different from me.	1	2	3
5. to accept greater responsibility for my actions.	1	2	3
6. to learn to make good choices.	1	2	3
7. to develop stronger leadership skills.	1	2	3
My personal goal is _____			

<b>Career and College Needs</b>	Strong Need	Some Need	No Need
1. to explore a variety of career opportunities.	1	2	3
2. to learn more about my career interests.	1	2	3
3. to learn more about job applications, resumes, and interviews.	1	2	3
4. to prepare for exams like the PSAT, ACT, and UBSCT.	1	2	3
5. to learn more about the college admissions process.	1	2	3
6. to visit more colleges.	1	2	3
7. to learn more about different colleges and programs of study.	1	2	3
6. to learn more about college costs and how to pay for college.	1	2	3
Name a college you would like to visit _____			

**Student Contract**

- I agree to strive to maintain a minimum 2.5 GPA.
- I agree to attend school regularly and do my homework.
- I agree to participate in ETS College Bound activities, workshops, college visits, and field trips.
- I agree to work to achieve the goals I set with my ETS College Bound advisor.
- I agree to practice good citizenship.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix J



# Student Services Annual Highlights 2014-2015

**Department Name: TRiO Programs, Student Support Services**

## Dash Board Indicators:

### 2012-2013

Number of students funded to serve: 200

- Actual number of eligible students served was 200

Funded objective of student persistence: 70%

- Actual percent of eligible students served who persisted was 92%

Funded objective of students in good academic standing: 80%

- Actual percent of eligible students served who were in good academic standing was 97%

Funded objective of students earning an Associate's degree or certificate: 30%

- Actual percent of eligible students served who earned an Associate's degree or certificate was 67% of cohort 2009-2010

Funded objective of students earning an Associate's degree or certificate and transferring to a 4-year institution: 20%

- Actual percent of eligible students served who earned an Associate's degree or certificate and transferred to a 4-year institution was 56% of cohort 2009-2010

### 2013-2014

Number of students funded to serve: 190

- Actual number of eligible students served was 190

Funded objective of student persistence: 70%

- Actual percent of eligible students served who persisted was 86%

Funded objective of students in good academic standing: 80%

- Actual percent of eligible students served who were in good academic standing was 91%

Funded objective of students earning an Associate's degree or certificate: 30%

- Actual percent of eligible students served who earned an Associate's degree or certificate was 51% of cohort 2009-2010

Funded objective of students earning an Associate's degree or certificate and transferring to a 4-year institution: 20%

- Actual percent of eligible students served who earned an Associate's degree or certificate and transferred to a 4-year institution was 40% of cohort 2009-2010

**Programming or Service Highlights:** (Please use bullet format.)

- For the 2012-2013 continuation grant cycle, TRiO/SSS earned the maximum number of Prior Experience (PE) points of 15 that can be received.
- 200 students funded to serve or 100% earned PE points of 3.
- Of 200 students funded to serve 183 or 92% persisted earning PE points of 4.
- Of 192 students, 187 or 97% were in Good Academic Standing earning PE points of 4.
- Of the 2009-2010 Cohort of 75 students, 50 or 67% earned an Associate's Degree or Certificate earning PE points of 2.
- Of the 2009-2010 Cohort of 75 students, 42 or 56% earned an Associate's Degree or Certificate and transferred to a 4-year institution earning PE points of 2.
- 15 PE points is the maximum number of APR points that a TRiO/SSS grant can receive.
- For the 2013-2014 continuation grant cycle, TRiO/SSS earned the maximum number of Prior Experience (PE) points of 15 that can be received.
- 190 students funded to serve or 100% earned PE points of 3.
- Of 190 students funded to serve 163 or 86% persisted earning PE points of 4.
- Of 190 students, 172 or 91% were in Good Academic Standing earning PE points of 4.
- Of the 2010-2011 Cohort of 73 students, 37 or 51% earned an Associate's Degree or Certificate earning PE points of 2.
- Of the 2010-2011 Cohort of 75 students, 29 or 40% earned an Associate's Degree or Certificate and transferred to a 4-year institution earning PE points of 2.
- 15 PE points is the maximum number of APR points that a TRiO/SSS grant can receive.

### Department Goals for 2014-2015

- The TRiO/SSS Program staff will successfully complete the 2015-2020 Grant Proposal application by the required Fall 2014 deadline.
  - **Successfully submitted by the revised due date of February 2, 2015, with an anticipated award notification date of August 10, 2015.**
- The TRiO/SSS Program staff will successfully complete the 2013-2014 Annual Program Performance Report by the required Fall 2014 deadline.
  - **Successfully submitted on December 1, 2014.**
- The TRiO/SSS Program staff will successfully begin their program review the end of Spring 2015.
  - **The decision was made to delay until Spring 2016 the Program Review for TRiO/SSS due to the grant writing cycle.**
- The TRiO/SSS Program will successfully migrate the current desktop Access database information to the Student Access online database system by the end of Spring 2015.
  - **Migration is complete.**
- The TRiO/SSS Program staff will be trained on the use of the Student Access online database for storage and retrieval of TRiO/SSS student information by the end of Spring 2015; however training is ongoing.
  - **Staff has been conducting in-service training as well as revising and developing new procedures and forms that will assist in documentation required by the Department of Education. Training is ongoing.**

**Assessment Highlights:** (Please use bullet format.)

**Project #1 (Transfer Planning):** TRiO/SSS Program Participants will complete a survey following campus visits to determine the impact from their interactions and to identify resources and knowledge gained that can assist them in preparation for continued retention at SLCC and transfer to a four-year institution.

- **A compilation of the evaluations for Fall 2014 and Spring 2015 is attached.**

**Project #2 (Financial Literacy):** All students in the 2014-2015 cohort will become registered users of CashCourse.org to increase their financial literacy. Advisors will nudge students towards completion of two assignments specific to their individual circumstances as determined in the intake process.

- **Verbal confirmation regarding the registration process has been received.**
- **Students have reported an increased understanding of how to manage their resources in a more effective way.**
- **The TRiO Staff has been working with various entities on campus (EDU 1020 faculty, FYE Bridge to Success) to encourage a higher degree of participation with Cashcourse.org.**
- **Google Analytics shows increased spikes in usage in September, October and January.**
- **Although at this time there is no way to identify individual users, these spikes are consistent with TRiO Student Fall and Spring Conferences and time periods when more students are accepted into the TRiO Program.**

**Project #3 (Learning Support/Tutoring):** TRiO/SSS Program participants will complete a survey that identifies methods utilized by tutors that were impactful on the learning experience.

- **Active Involvement: 81%**
  - Students create his or her learning actively and uniquely.
  - 81% of survey respondents gave specific examples of participatory behavior, creative thinking, and/or engaged learning.
- **Patterns and Connections: 80%**
  - Student uses cognitive processes to create links between concepts, skills, people and experiences. Established and re-worked patterns, relationships, and connections.
  - 80% of respondents gave specific example of flexible thinking, creative thinking or transfer.
- **Frequent Feedback: 90%**
  - Student receives feedback which allowed opportunities for practice.
  - 90% of survey respondents gave specific examples on peer feedback, cues on how to improve and supportive/corrective feedback.

## Appendix K



# Student Services Annual Highlights 2014-2015

## Department Name: TRiO Programs, Educational Talent Search (College Bound) Program

**Dash Board Indicators:** (Benchmark data reported in budget process with end of year numbers. Please include multiple year data if available.)

### 2012-2013

Number of students funded to serve: 513

- Actual number served was 496

Funded objective of secondary school persistence: 92%

- Actual secondary school persistence was 100%

Funded objective of secondary school graduation: 88%

- Actual secondary school graduation was 100%

Funded objective of secondary school graduation and completed rigorous curriculum: 25%

- Actual secondary school graduation and completed rigorous curriculum was 50%

Funded objective of postsecondary education enrollment: 60%

- Actual postsecondary education enrollment was 56%

Percent of ETS (College Bound) participants served

- 496 divided by 513 = 97% were served

### 2013-2014

Number of students funded to serve: 486

- Actual number served was 502

Funded objective of secondary school persistence: 92%

- Actual secondary school persistence was 99%

Funded objective of secondary school graduation: 88%

- Actual secondary school graduation was 95%

Funded objective of secondary school graduation and completed rigorous curriculum: 25%

- Actual secondary school graduation and completed rigorous curriculum was 62%

Funded objective of postsecondary education enrollment: 60%

- Actual postsecondary education enrollment was 71%

Percent of ETS (College Bound) participants served

- 502 divided by 486 = 103% were served

The 2014-2015 Annual Program Performance Report (APR) will be due approximately November/December 2015.

**Programming or Service Highlights:** (Please use bullet format.)

- For the **2012-2013** continuation grant cycle, TRiO/ETS did not earn the maximum number of Prior Experience (PE) points that can be received.
- 496 of 513 students funded to serve or 97% earned PE points of 0. Only 100% or 513 students served can earn the maximum PE points of 3.
- Of 408 students, 408 or 100% of students persisted at the next grade level earning the maximum PE points of 3.
- Of 88 students, 88 or 100% were seniors who received a regular high school diploma in the standard number of years earning the maximum PE points of 3.
- Of 88 students, 44 or 50% were seniors who received a regular high school diploma in the standard number of years and completed a rigorous program of study earning the maximum PE points of 1.5.
- Of 88 students, 49 or 56% were seniors who received a regular high school diploma in the standard number of years and enrolled in postsecondary education earned PE points of 0. The number of seniors who enrolled in postsecondary education requires 60% to earn the maximum PE points of 3.
- Thus, PE points were not earned for number of students served and seniors who graduated and enrolled in postsecondary education totaling six PE points not earned. Of a maximum of 13.5 PE points that could be received, only 7.5 PE points were earned during the 2012-2013 APR.
- For the **2013-2014** continuation grant cycle, TRiO/ETS did earn the maximum number of Prior Experience (PE) points of 13.5 that can be received.
- 502 of 486 students funded to serve or 103% earned PE points of 3.
- Of 408 students, 407 or 99% of students persisted to the next grade level earning the maximum PE points of 3. This rate requires a minimum of 92%.
- Of 94 students, 89 or 95% were seniors who received a regular high school diploma in the standard number of years earning the maximum PE points of 3. This rate requires a minimum of 88%.
- Of 94 students, 58 or 62% were seniors who received a regular high school diploma in the standard number of years and completed a rigorous program of study earning the maximum PE points of 1.5. This rate requires a minimum of 25%
- Of 89 students, 63 or 71% were seniors who received a regular high school diploma in the standard number of years and enrolled in postsecondary education earned PE points of 3. The number of seniors who enrolled in postsecondary education requires 60% to earn the maximum PE points of 3.
- Thus, the maximum numbers of Prior Experience points of 13.5 were earned for the program year of 2013-2014.

## **Other Highlights**

- Southern Utah College Tour to Utah Valley University, Southern Utah University, Dixie State University, Snow Canyon, and Zion Narrows (August 2014).
- TRiO/ETS (College Bound) Program staff participated in course registration at partner middle, junior, and high schools (August 2014).
- TRiO/ETS (College Bound) Program staff participated in Parent-Teacher Conferences (September 2014).
- Northern Utah College Tour to Idaho Springs, Idaho; Idaho State University; Weber State University; and Utah State University (November 2014).
- TRiO/ETS (College Bound) Program staff participated in College Application Day at high schools (November 2014).

- TRiO/ETS (College Bound) Program staff participated in FAFSA Information Nights at partner schools (January 2015).
- TRiO/ETS (College Bound) Program staff participated in College and Career Readiness Fair (Northwest Middle School) FAFSA Completion Nights (February 2015).
- 7<sup>th</sup> and 8<sup>th</sup> graders field trip to Utah State University (February 2015).
- TRiO/ETS (College Bound) Program staff participated in the Valley Junior High School Reality Town (March 2015).
- TRiO/ETS (College Bound) Program staff participated in Parent-Teacher Conferences (March).
- TRiO/ETS (College Bound) Program staff participated in the 9<sup>th</sup> Annual Navigating Careers in Health Care at the University of Utah (May 2015).
- Southern Utah College Tour to Utah Valley University, Southern Utah University, Dixie State University, University of Nevada at Las Vegas, Shark Reef Aquarium, CSI Experience, and Bodies Exhibit (June 2015).

### Department Goals for 2014-2015

- The TRiO/ETS (College Bound) Program staff will successfully begin the writing of the 2016-2021 Grant Proposal application by the end of Spring 2015.
  - **A draft grant proposal was completed by May 26, 2015, in time for the Talent Search May 27-29, 2015 grant writing workshop.**
    - **Three chapters were submitted for review and comments by workshop readers/reviewers.**
- The TRiO/ETS (College Bound) Program staff will successfully complete the 2013-2014 Annual Program Performance Report by the required Fall 2014 deadline.
  - **Successfully submitted on November 25, 2014.**
- The TRiO/SSS Program staff will successfully begin their program review the end of Spring 2015.
  - **The decision was made to delay until Spring 2016 the Program Review for TRiO/ETS (College Bound) due to the grant writing cycle.**
- The TRiO/ETS (College Bound) Program will successfully complete the hiring process for the position of an Advisor II by mid-Fall 2014 .
  - **The Advisor II hiring process was completed by October 2014.**
- The TRiO/ETS (College Bound) Program staff attends at least one grant writing workshop by the end of Spring 2015.
  - **Staff has been attending in-service, workshops, and webinar training on revising and developing sections of the grant proposal application throughout Spring 2015. Training will be ongoing until the late Fall 2015 or early Spring 2016 competition due date.**

### Assessment Highlights: (Please use bullet format.)

Project #1 (Principals and Support Staff): A survey of the middle schools principals, high school principals, and their support staff was completed during Spring 2015. Of note, there were 22 respondents; 10 respondents are potential partner schools and 12 respondents were from current partner schools. Thus results will be higher with current partner schools familiar with the TRiO/ETS (College Bound) Program. The survey indicated the following results:

- 22 or 100% of respondents understand that their students are advised by TRiO/ETS (College Bound) staff on tutoring, study skills, and campus visits.
- 68% of respondents understand that their students are advised by TRiO/ETS (College Bound) staff on high school graduation requirements. However, 12 of 12 (current partner schools' respondents) or 100% understand that their students are advised on high school graduation requirements.
- 59% of respondents believe that their students are likely to graduate because of their participation in the TRiO/ETS (College Bound) Program. However, 12 of 12 (current partner schools' respondents) or 100% believe that their students are likely to graduate because of their participation in the TRiO/ETS (College Bound) Program.
- 61% of respondents believe that the TRiO/ETS (College Bound) Program assist their students to graduate. However, 12 of 12 (current partner schools' respondents) or 100% believe the program assist their students to graduate.
- 67% of respondents believe that the TRiO/ETS (College Bound) Program assist their students to enroll in college. However, 12 of 12 (current partner schools' respondents) or 100% believe the program assist their students to enroll.
- 95% of respondents perceive that their students receive much value from the services provided by the TRiO/ETS (College Bound) staff.
- 59% of respondents perceive that the TRiO/ETS (College Bound) staff is making some contribution to their school environment. However, 12 of 12 (current partner schools' respondents) or 100% perceive that the program is making some contribution to their school environment.
- 55% of respondents perceive that the TRiO/ETS (College Bound) Program is contributing to establishing a college going culture at their school. However, 12 of 12 (current partner schools' respondents) or 100% perceive the program is contributing to establishing a college going culture at their school.
- 64% of respondents define a college going culture as graduation from their school. However, 12 of 12 (current partner schools' respondents) or 100% define a college going culture as graduation from their school.
- 55% of respondents perceive that the TRiO/ETS (College Bound) Program assist their students to complete courses considered rigorous. However, 12 of 12 (current partner schools' respondents) or 100% perceive the program assist their students to complete courses considered rigorous.

Project #2 (Program Seniors): A survey of seniors who attended a campus visit in Spring 2015 provided the following data:

- **Data gathering in progress.**

Project #3 (Program 7<sup>th</sup> graders): A survey of 7<sup>th</sup> graders after they completed their first field trip regarding why they choose to participate in the TRiO/ETS (College Bound) Program provided the following data:

- **Data gathering in progress.**