WEBER STATE UNIVERSITY

Education Access and Outreach Self Study
Division of Student Affairs
September 2014

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Mission and Goals

Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

Student Affairs Mission Statement

The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support which advances the social, intellectual, cultural, and civic development of students.

Education Access and Outreach (EAO)

Increase college participation through access and outreach partnerships that encourage under-represented students to pursue and successfully complete a post-secondary education.

EAO Vision Statement

Connecting college dreams through educational opportunities.

EAO Overarching Goals

1. Develop, support and implement strategies and initiatives for better coordination of access, outreach and transition activities for underrepresented students.
2. Monitor and assess the effectiveness and impact of educational outreach, access and transition efforts.
3. Facilitate networking and discussion among university entities involved in access and outreach work.
4. Cultivate and maintain local K-12 partnerships regarding college access and readiness needs for underrepresented students that meet the mutual needs of the university, public school system and community.

History of Education Access and Outreach

Since 2008, the Division of Student Affairs has worked to establish an effective infrastructure that increases college access and participation for underrepresented students. This has been accomplished through creating a department to house the various access and outreach programs and partnerships that support these students. The director of this area also worked with the Vice President for Student Affairs to initiate the College Participation and Outreach Committee (CPOC), which involved building a data collecting infrastructure, subcommittees that focused on better coordination of services and new initiatives around K-12, community and the campus that focused on increasing college participation for underrepresented populations. Some of these initiatives included: FAFSA completion efforts, college transition events, a "Gateway to Education" effort to connect the local community to WSU and new educational opportunity scholarship programs.

These efforts align with the university core themes of Access and Community. The Access core theme is demonstrated through the ideology of increasing college accessibility and educational opportunities to a broader range of marginalized populations through intentional college readiness and support services, as well as coordinated initiatives. The Community core theme is demonstrated through the department's efforts to build relationships with the local school districts, specific partnership schools, their students and families, as well as in the communities they reside to provide awareness, resources and support of various postsecondary educational opportunities. Below please find a historical timeline of this evolvement.

(2003)Access and outreach work began as individual efforts with a part-time employee supporting the Student to Student mentoring program in 2003. Student to Student was the vision of the previous president, Ann Millner and then Ogden School District superintendent, Kathy Ortega. The initial program served approximately 150 students.

(2005)During this year, the Student to Student program expanded from three schools (Taylor Elementary, Mount Ogden Junior High and Ogden High School) to additional schools in Ogden district to include Ben Lomond High School, Highland and Mound Fort Junior High and added services to assist high school seniors to enroll in college. This same year, the institution applied for two federal grants and obtained a TRIO-Talent Search grant for fall 2006.

(2006)The unit initiated the TRIO-Talent Search grant (600 students) and continued the Student to Student program. The Student to Student program evolved into a tutoring support program for grant participants in these target schools.

(2008) With increased support from faculty, staff and administration, particularly the VP for Student Affairs, a portion of resources were allocated to create the Education Access and Outreach Office with the mission to develop community outreach and college bound programs for underrepresented students. This area that obtained a certain amount of office space in the Student Service Center included TRIO Talent Search, Student to Student and a new GEAR UP partnership with Ogden schools.

(2011) A new partnership was developed with Utah Valley University to begin to address the gap of college access and support services needed in Weber and Davis school districts. This State GEAR UP Partnerships grant housed at Davis campus added six additional schools -- three high schools and three junior highs adding 375 additional students who would be served by the area.

(2013) EAO grew to a larger office of 15+ staff, 30+ undergraduates and 20+ community/school partners working together to contribute to the overarching goal of increasing college participation for these populations. This is larger due to the increasing need to address the educational opportunity gaps of creating intentional pathways to college for underrepresented students.

(2014) This area transitioned from reporting through the Executive Director for Academic Support Centers and Programs to the Associate Vice President for Student Affairs. This move was part of a larger division initiative to better align collaborative efforts for underrepresented students at WSU.

Programs and Services

Programs and services for the department are described below in the following order: departmental initiatives, Ogden GEAR UP program, TRiO-Educational Talent Search, Student to Student Outreach initiatives, and the State GEAR UP Partnership. Upward Bound is also coming under this area in fall 2014.

Departmental Initiatives

- Utah College Application Week-This is a statewide effort first implemented in November 2013under the Utah System of Higher Education Regents office to increase the number of students who fill out a college application. Ogden school district participated last year. Selective schools in Weber and Davis district intend to participate this year. EAO assists with the coordination and support within the schools.

- FAFSA Completion (FAFSA Feb) in support of Dream Weber-This initiative developed in 2009 from the need to encourage students to complete the FAFSA application in order to be eligible for the Dream Weber program (a scholarship package provided to low income students). Annually, Saturdays have been selected to implement this collaborative effort to provide free assistance in completing the federal financial aid form.

- College Transition Events-In response to the need to better coordinate the hand off of students coming from college access programs and underrepresented student populations, these events aim to connect students to key retention programs and to provide intentional guidance through the college enrollment process at Weber. These efforts began in summer of 2007 in response to the need to better connect TRiO students entering the university, which also helped establish the foundation for WSU's Bridge program.

- College Readiness Initiative-Since 2012, this initiative has resulted from the need to assess best practices and strategies that encourage underrepresented students to be more academically prepared when entering college. This includes evaluating strategies and providing support for ACT preparation, tutoring and increased enrollment in concurrent enrollment. This also includes the partnership with the Utah Scholars USHE program where college staff and students provide presentations to 8th grade classrooms on the essentials for being prepared for college.

- Creating a Pathway to College (CPC)-Since 2010, this initiative has entailed a college advocate program, Summer Summit Leadership Institute and the Annual Multicultural Youth Conference (with a nineteen year history at the institution) which drive the core services of the Student to Student program. CPC provides leadership, cultural identity development, and college preparation with experiences and activities led by college mentors or advocates.

- Latino Initiative-This effort includes the Latinos in Action Partnership of working with local Latinos In Action cohorts, hosting the annual conference since March of 2013 and offering an incoming freshman Latinos in Leadership, community-engagement Honors Course, which began spring and continues this fall. For 2014-15, this will now also include developing

some consistent undocumented (HB 144) resources and references through handouts, materials and a website that can accompany the efforts of the Oportunidad community-based scholarship program.

- School Partnership Development-Since 2007, EAO hosts an annual Welcome Back Breakfast inviting district and school administration and counselors, as well as university partners to share past year highlights and the next year's goals. Quarterly advisory board meetings along with individual district and school meetings also are scheduled to evaluate services and/or explore new initiatives. Lastly, EAO along with partners hosts the annual Senior Recognition Night to recognize and celebrate the accomplishments of the graduating cohorts as they transition to their postsecondary programs.

Ogden GEAR-UP/Academic Outreach Support

In addition to serving as a liaison with the Ogden School District GEAR UP grant for 2013-14, this unit focuses primarily on providing academic support through tutoring, mentoring, and preparation for college entrance exams to the GEAR UP programs and partnership schools. The initial Ogden GEAR UP grant partnership was completed in August 2014, but core services of tutoring and college preparation will still be sustained with other personnel and resources. The core purpose of these services can be described in the following:

- Tutoring is designed to provide pre-college students with support primarily within rigorous courses. This support is given through individual and small group settings and is facilitated by college students and peer tutors.

- Mentoring is intended to align closely with tutoring. The goal of mentoring is to provide pre-college students enrolled in rigorous courses the resource of a "near-peer" to guide through the challenges that accompany a rigorous course. Some of these services are also provided to students in remedial courses assisting them with ensuring high school graduation.

- College entrance exam preparation focuses primarily on preparation for the ACT exam and assistance with placement exams such as Accuplacer. The purpose for this preparation is to allow students a forum in which they may take mock examinations and discover the areas where students can improve academically and use effective strategies that will help them improve their overall scores. This currently occurs twice per year for a 4 week period on Saturdays.

University alignment and program initiation. These Ogden GEAR-UP/Academic Outreach Support programs and services align with the university's mission and goals primarily through the valuation of diversity. Through helping underrepresented students become more academically prepared for the rigors of college, our programs demonstrate a commitment on behalf of the university to help an increasing number of diverse students experience academic success when attending college here. Within Student Affairs and the overall department, the academic outreach programs allow for undergraduate students to experience community engagement, service and the goals of increasing college participation for this population.

These programs meet all three of the university core themes. Through the nature of outreach, we are providing students at target schools with exposure to college students and promoting Access to the university. The academic support provided students through tutoring and exam preparation aligns with the Learning core theme. Through the work of outreach, students at Weber State are provided the opportunity to work within the Community.

Much of the initiation of new programs or services comes in response to requests from partner schools and districts. If there is a need that the partners have that might be met through academic outreach support, we then explore ways to meet the need. Programs or services may also be initiated through the observations and/or experiences of tutors or requests from other outreach/access staff within the partnership schools.

Community outreach. The Academic Outreach Specialist does the majority of recruiting of tutors through campus postings and outreach to academic and Student Affairs departments. Advertising of tutoring and outreach services is provided through tutors, and largely based on referrals from school counseling, administration and other outreach programs. In regard to collaboration with other departments in the division, much of this includes making referrals of college students who may be interested in a tutoring work-study position, participating on the student employee committee and arranging for pre-college students to visit campus and get a small taste of services offered through other departments. In regard to collaboration outside the division or in the community, the program works with academic colleges in recruiting tutors and helping with campus tours to academic programs, as well as having program staff participate on the college access and transition committee that discusses college enrollment and readiness support with representatives across campus doing similar work. Within the schools and community, the program participates in collaboration meetings at the schools to ensure coordination and support of services and provides some tutoring support at the new community education center-these collaborations intend to expand into new schools for the coming year.

Program changes. Ogden GEAR UP has changed dramatically over the past five years. In its inception, the program was very similar to the Talent Search program, providing advisors at each target school with each advisor supervising a cohort of students within his or her assigned school. The task of the advisor was to provide overall support to the student and target school in preparing the student for college success, including access, academic support, and college readiness skills. Since 2011, to help minimize confusion of roles and responsibilities between the university and school district, the district assumed responsibility of supervision of the advisors, who function in much more of a faculty role within the schools. The WSU partnership has assumed two main roles: 1) providing academic support through peer and near-peer tutoring and 2) functioning as the liaison between higher education and the public schools in providing opportunities for students to explore college campuses and learn more about the differences between higher education and public education.

As the Ogden GEAR UP grant finished its cycle, services are becoming more broad-reaching across all three districts (i.e. Ogden, Weber, Davis), rather than being primarily focused on only Ogden district (Ogden, Ben Lomond, George Washington, & DaVinci). These services will fall under a new college readiness unit connected to the Student to Student unit as EAO is reorganizing services to better meet the needs of partners.

1) Targeted Tutoring- mentor/tutors will be hired to specifically target students enrolled in TRiO Talent Search and Student-to-Student. These tutors will be tasked with providing academic support to students in these programs who are falling behind in rigorous courses. This will better meet the needs of the college access programs within the department while still meeting the overall needs of the schools through the tutoring currently in place.
2) Community-Engaged Volunteers- Through a partnership with WSU Center for Community Engaged Learning, we will develop a model of placement/referral of WSU students who are looking to obtain service-learning hours through educational outreach opportunities.
3) Math Mentors- We are currently examining the need for and ability to place WSU students in targeted junior high and high schools to promote math preparation through potentially presentations, tutoring, college-placement support and concurrent enrollment support.

TRiO-Educational Talent Search

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists participants with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal and core purpose of the program is to increase the number of youth from disadvantaged backgrounds that complete high school, encourage rigor coursework, and enroll in and complete their postsecondary education. This grant/program serves students grades 8-12 in the Ogden School District.

University alignment and program initiation. Talent Search aligns with the following WSU's core values: Engagement in community; access and opportunity for all; and nurturing the potential within every individual. TRiO Talent Search contributes to the "engagement of the community" by recruiting and advising local youth with regard to attending and succeeding in post-secondary education. It also contributes to the value "access and opportunity for all" by targeting those youth (low income, first generation) who might not otherwise attend post-secondary education, and contributes to "nurturing the potential within every individual" by providing an array of services. The program also aligns with the Student Affairs Division mission by providing an inclusive environment for low income, first-generation youth as they transition into their respective choices for post-secondary education. It aligns with the Department initiatives by implementing strategies for outreach and transition activities, monitoring outreach efforts with outlined objectives and internal tracking, and promoting networking and advocacy for students who are transitioning into post-secondary education.

The TRiO Talent Search program aligns with all three (3) core theme objectives: Access, Learning, and Community. Talent Search aligns with "Access" by implementing and assisting with enrollment that reflects diversity and inclusion; advocating for low-income, first generation youth with individual support as a core service that Talent Search provides to all its seniors (high school). It

also aligns with "Learning" by encouraging students to participate in learning experiences at the collegiate level, and by providing extensive contact with staff and/or assisting with these connections. Lastly, Talent Search aligns with "Community" by contributing to Pre K-12 education, promotes preparation for higher education, and assists with students participating in WSU events.

Over the last several decades, numerous studies have explored factors impacting the college persistence of low income, first generation students. Reasons cited for the disparity in educational attainment range from academic under-preparation, discrimination, feelings of alienation, and difficulty adjusting to campus culture to work and family responsibilities, financial and structural barriers, and lack of support. The TRiO Talent Search program staff addresses these by promoting and advising rigor coursework, individual advising and extensive contact with an advisor, role modeling advocacy, financial literacy education, and identifying academic and personal supports for participants.

The TRiO Talent Search program has outlined services it provides according to the approved grant application, and federal guidelines. However, there is some latitude in how these services are implemented and sustained. Talent Search focuses on how to effectively implement service components with consistent communication between the staff, the school district, and the students. Any good program remains flexible in how its services can improve, as well as the documenting of services that are provided.

Community outreach. Talent Search outreach is done through brochures that were specifically developed for the junior high and high school levels, ETS website, community meetings and partnerships, collaboration and communication primarily with school personnel, through the process of recruiting new participants, and general outreach with the community. The strongest and most utilized campus partnership includes consistent communication with the Financial Aid office. Other departments include Student Support Services (another TRiO program), the Student Success Center/First Year Experience, Admissions, Multicultural Student Center, and Services for Students with Disabilities. Collaboration is accomplished by identifying the individual needs of a student, coordinating events and services, questions regarding services, and advocacy for students in accessing some of these services. Initiating and sustaining collaborations outside of the Division occur by defining the event and/or objective, and identifying and communicating with a key person within that said department. Collaborative projects with Talent Search focus more on efforts with the local school district than the campus itself since the participants are in grades 8-12. Outreach to the surrounding community (i.e., school district) is mainly accomplished by the Director of the Talent Search program coordinating with other directors of programs including but not limited to: Ogden City Gear Up, Smaller Learning Community grant, Administration, and Counselors.

Program changes. Core changes with Talent Search include the objectives outlined by the federal government. A new objective for this grant cycle is the addition of having seniors (high school) complete rigorous coursework with grades of a "C" or higher. This was a significant change as the program now has to identify which students are/are not eligible for this based on the 4 rigor pathways, track each student's progress, assist with referrals for struggling students in rigor classes, and report on percentages completed. This replaced the FAFSA completion rate objective (which Talent Search still has to report on but is not considered an objective). Another core change is the documentation of referrals for students to other departments/services on campus, as well as

tutoring at the junior high and high school level, which was initiated internally to help ensure more seamless delivery of services to participants.

TRiO Talent Search will be implementing (with the other programs in the department) the "College Green Light" program that helps match students with scholarships and track awards. The focus is on strengthening current services with two new advisors at each high school.

Student to Student Outreach (Institutionally-funded, Donor supported)
This mission of this program is to increase participation in post-secondary education through providing college access resources and academic support services to underrepresented students from target high schools in local school districts. Students are encouraged through step by step guidance, support, mentoring, and advocacy.
This program primarily funded through institutional general funds and supplemented with small grants (i.e., ImPACT USHE and Citi foundation funds) includes a coordinator and two part-time staff and 12-15 student employees helping to lead broad outreach initiatives and allow for more intentional outreach to underserved groups to connect and eventually enroll at WSU.

The program's core services include the following components:

1) Multicultural Youth Conference- This 19th Annual conference is held on campus for low-income, first-generation, and ethnic students in Utah (500-800 9th -12th grade attend each year). Topics include admissions, financial resources, and cultural and ethnic pride training sessions with the purpose of creating a broad, diverse cohort to assist in enrolling at WSU. Last year, this event was hosted in collaboration with the Governor's youth leadership summit, but this event will resume as a WSU outreach event for underrepresented students, separate from the Governor's event.
2) Latinos In Action Conference- In collaboration with the Latinos In Action organization, Student to Student (S2S) co-hosts this annual conference for approximately 1,000 Latino students, grades 7th-12th from primarily northern Utah. The conference provides opportunities for students to learn admissions and enrollment processes and college success strategies along with motivational speakers. This event is driven from the LIA organization in collaboration with institutions of higher education. WSU has co-hosted for two years and hopes to sustain this partnership.
3) Summer Summit Leadership Institute (SSLI)- This program is a 4 day-residential college experience for 40-50 students from partnership target schools. Students who participate learn leadership strategies, college preparation, cultural identity and ethnic pride, and participate in science, technology, engineering, and math mini-college classes.
4) Advocate Program-the program is a near-peer college outreach model in which approximately 10 college-student advocates on federal work-study are placed in targeted schools to provide admissions, enrollment, financial aid, and scholarship assistance to high school seniors and some juniors; the cohort is approximately 200 seniors and 100 juniors. The number of advocates may potentially expand depending on resources.
5) Community and school outreach presentations- S2S provides informational presentations in high schools, junior highs and community organizations on college

access, admissions, FAFSA, and scholarship opportunities accompanied with cultural performances and messages.

University alignment and program initiation. Student to Student programs/services align with mission and goals of WSU, Student Affairs Division, and the department by the following: Increasing college access to first-generation to college, low-income, and ethnically-diverse students; and providing information to the community about higher educational opportunities.

With the president's priority on increasing diversity at WSU along with the core themes of access, learning, and community, the program aligns well with these priorities and core themes with the goal of increasing college enrollment of diverse students through these targeted services/ initiatives; educating potential student-leader advocates to provide critical access support services to our local community and partnership schools.

As general research indicates, first-generation, low-income, and ethnic students are best served when identified early. Additionally, developing relationships with community organizations that serve their social and educational needs will help develop relationships with individual families and the students themselves. Finally, collaborating with all colleges and departments is also important in order to help students connect with the various colleges and departments within WSU.

Any new programs and services are developed based on need. With this program's emphasis on broad outreach and college student leadership development and primarily focusing increased enrollment for diverse students, many of the services result from strategies based on needs assessments from partnership schools and community leaders and referrals from schools seeking support.

Community outreach. Student to Student services are advertised primarily through personal contacts with school administrators. Additionally, targeted high schools invite S2S staff to provide parent informational presentations about college access. A radio program in Spanish titled *El Grito de la Prosperidad* or the Shout for Prosperity is presented every Wednesday afternoon where college access topics/services are advertised during the program. The program also maintains a Facebook page with weekly updates. In regard to collaborations, the other outreach programs often refer students to the S2S program. Faculty and staff across campus also participate in the planning and implementation of the Multicultural Youth Conference (MYC), the Latinos In Action Conference, and Summer Summit Leadership Institute (SSLI). They serve in the planning committee and participate as presenters during each of the listed events.

Program changes. The Student to Student program has evolved from serving as a mentoring program from 2003-05, to a tutoring support program from 2006-2009 to the broad outreach arm for underrepresented students from 2009 to the present, with the latitude to focus on ethnic students. The key outreach events include the Latinos In Action Conference for the past two years and developing and expanding the advocate program, as well as focusing the SSLI to be more a leadership institute allows the program to better meet its objectives of college student led outreach for underrepresented students through events, presentations and mentoring with local schools and community partners.

The program intends to expand the training to an increasing number of advocates, as well as tp further develop outreach presentations to the local elementary and secondary schools that include positive college messages and cultural dances and songs. Furthermore, partnerships will expand with the community education center to further developing parent outreach and support for undocumented students.

STATE GEAR UP Partnership Program (Davis)
This program is a sub-grant for the northern Utah region (within Weber and Davis school districts) under the Utah State GEAR UP program. Core services include:

1) Academic advising to increase college readiness
2) Academic support through individual and group tutoring, study groups and skill building workshops including summer enrichment programs
3) Family engagement and family information nights
4) First year/transition services to support enrollment and retention
5) College-campus visits

The State GEAP UP Partnership Program has the following objectives:

1) Increase post-secondary preparation
2) Increase the academic performance and attendance
3) Increase high school graduation rate and post-secondary participation
4) Increase students' and families' knowledge of post-secondary options, preparation and financing

University alignment. Access, community and learning are incorporated throughout the State GEAR UP program. More specifically, access is demonstrated through efforts to increase the number of underrepresented students that enroll in post-secondary education; learning is demonstrated with the emphasis on academic support through tutoring, test preparation and college preparation and support services to participants; and community is demonstrated with the component of working closely with school, campus and community partners in meeting the program's match requirement through their time and services to the program.

The program references student engagement and retention theory by Tinto, Engle, and others that explore relationships between students and faculty including a component in our First-Year Program to build those relationships and break down barriers. The program also uses Critical Race Theory, building upon the use of learning communities and peer mentors to initiate study groups, GU Clubs, and leadership opportunities for students that help them experience a sense of pride, power, and privilege that often eludes them. Social Capital Theory is also evident through educating and providing resources and navigation support to participants through the use of social media to engage students by providing information via Facebook, Twitter, the program's webpage, and text messages.

Any recommendations for new programs and services are submitted to our granting agency for their review and approval. Our region must submit requests annually in a subcontracting process that includes budget, participant and related services that must tie back to the program's objectives. This is reviewed by the program's central leadership for approval to set the expectations for that specific fiscal year.

Community outreach. The State GEAR UP program is promoted at the schools through counseling and CTE (Career Technical Education) offices; flyers, Facebook, webpages, special events, back to school and parent teacher conferences, tabling at targeted schools, campus, and community events, mailings to students/families, district and school meetings, and email. Collaborations occur through participation in Student Affairs Division meetings on the Ogden and Davis Campuses to share information and network. Members of the program also serve on committees and look for opportunities to volunteer and support other departments, For collaborations outside the division, the program has a *dollar for dollar* cost share (match) requirement that opens the door for us to look throughout the institution for collaborative ventures to sponsor, co-sponsor, and donate supplies and equipment and share their time and resources with our program. This is initiated through reaching out to campus and sharing the program's goals and objectives to see where common themes and co-curricular opportunities exist. The staff meet by email or in-person to develop specific action plans. Examples may include family night events, tutoring programs, facility use outside of campus and university and school personnel time allotted to the grant to just name a few.

The program intends to enhance its STEM (Science, Technology, Engineering and Math) initiatives throughout all of their partnership schools, as well as enhance transitional success from junior high to high school, and high school to college through focused transition programs during the summer.

EAO Departmental Outreach, Campus Relations, and Collaborations

Services and programs are advertised in a variety of ways that include brochures, bulletin boards, monthly bulletin electronic updates, bi-annual newsletters, displays, press releases, etc. Our department provides extensive outreach to students and partners in K-12, university and the community. Programs work with schools to assist with enrollment into outreach programs through referrals, mailings and general information tables. On campus, college student engagement opportunities and employment information is provided through postings, flyers, information tables and referrals for academic departments. Community outreach includes representation on committees, event co-sponsorship, and attendance and participation in various community initiatives related to advocating for underrepresented student populations. Community organizations with collaborations may include NAACP, IMAGE, Ogden Weber Community Action Partnership, Ogden/Weber Chamber Partners In Education, and Workforce Development Committees, and the City's Multicultural Advisory Council.

To help illustrate the partnership schools that are being served by EAO, each of our college access/readiness programs has specific partnerships and to an extent certain target areas:

- TRiO Talent Search serves 510 students, 8th -12th through college enrollment in Mount Ogden, Mound Fort and Highland junior highs, and Ogden and Ben Lomond high schools (Ogden School District only)
- State GEAR UP housed at the Davis campus serves 409 students, 9th through first year of college in Sandridge, Central Davis and North Davis junior highs and Roy, Clearfield and Layton high schools.

- Ogden GEAR UP partnership served all students in one grade as the cohort since 2008 with this past year being their final year with the graduating class of 2014.
- Student to Student's advocate program serves a cohort of 300 students including high school juniors and seniors from more than ten high schools-Ogden, Ben Lomond, Roy, Bonneville, Freemont, Clearfield, Layton, Northridge, Syracuse and Woods Cross. The program's events were broader state-wide or regional events that most students who met the underrepresented criteria (low-income, first-generation and/or ethnically-diverse) could participate in.

Collaboration occurs in a variety of ways such as the College Participation and Success Committee and the College Access and Transition Committee. Each of these committees has broad participation from across the university and aims to increase underrepresented student college access and success. Efforts to reach out to the academic colleges are purposeful for various conferences, tours and experiences created for K-12 students including Business, Education, COAST, Health Professions and Social and Behavior Sciences. At times, faculty and staff are asked to participate and present at a variety of outreach events and activities to primarily expose them to the many opportunities and pathways our academic colleges offer, as well as the resources other areas might provide to potential underrepresented students.

The area also includes an Access and Outreach Advisory Board. On this board, membership includes the board chair; the program directors; representatives from the campus, community, and parents; and district representatives from each of the school districts-Ogden, Weber and Davis. Membership is determined by having representation from key entities related to access and outreach work, particularly from the school districts. On our board, we discuss updates regarding programs, seek input for changes and challenges, and discuss upcoming opportunities for board involvement such as fundraising, attendance and volunteerism at our events.

Additionally, many of the college access, transition and support efforts are collaborative and cross over with the areas in Enrollment Services and Continuing Education (both of which report through Academic Affairs) and retention programs within Student Affairs (TRiO Student Support Services and Multicultural Services). Ways to improve may include looking at ideal collaborations between readiness and access programs within the department such as how academic support better aligns with the needs and purposes of the grant participants, but also the needs within our partnership schools so they are complimentary yet targeted to the students who needs these services. An area that continues to be a challenge is the coordination of transition support for these students to the university. To help address this and ensure a more seamless process, strong communication and coordination of support services where appropriate among access and retention programs is critically needed. This includes clarity of unit roles in the process; a clear referral and connection process to retention programs that is reciprocal and somewhat fluid to allow for unique student needs; and a clear system of tracking services and students who receive this support to better understand the success and impact of services.

Any new changes would include the expansion of services to be more initiative-based to help efforts become more collaborative and sustainable beyond programs with key partners. To further explain, this involves going beyond inserting grant services in schools, but creating more intentional relationships with partnership schools by being a resource and liaison for them to university and

vice versa. This also involves working collaboratively on aforementioned initiatives and reporting back regarding impactful data on their graduates on retention and graduation data. Overall, creating collaborative partnerships with schools beyond programs with a stronger focus on college access initiatives would be the long-term goal.

Leadership and Staffing

The area includes the department director, office manager, and four program directors/managers. Each of the program directors has professional, salaried, and hourly staff reporting to them. Additionally, two work-study students serve as receptionists, 20-30 work-study tutors report to the academic support specialist and 10-15 work-study college advocates report to the college access specialist. *Organizational chart attached.

The area holds monthly leadership meetings to discuss pending issues, concerns, updates and/or needs. A collective decision is sought out wherever possible. For other decisions, program decisions are primarily made by program directors and their teams and departmental decisions including final decisions are ultimately determined by department director. Consultation with supervisors is always encouraged where helpful. Additionally, the area meets with all staff every other month to gain input and buy-in for new policy or initiatives and to discuss the most effective ways to implement the policies and initiatives. Communication of decisions most often happens through leadership, staff, and office meetings and through departmental update emails sent on an as needed basis.

Staff & Responsibilities

Staff Demographics: Professional Staff

Total	Gender		Ethnicity			
17	M (3)	F (14)	Hispanic (5)	African Am (4)	Caucasian (8)	

Our entry-level positions are ideal entry level positions allowing individuals to make a difference in college access work. Given the demand of grant-management, most of the personnel last 2-3 years in these positions. Because of this, there is some level of turnover unless opportunities for promotion are provided. This has sometimes become burdensome to the management and leadership of the programs. Managing grants can be very rigorous and demanding because of grant demands, time on and off the physical campus, and building relationships with various internal and external partners. Therefore, finding the right candidates who will manage these expectations effectively for the salary allowed and who plan to stay in these roles for a number of years can often be challenging. One strategy that the area intends to explore is working with Human Resources to develop career ladders within the department, which will define tracks for upward mobility within the organization based on solid job performance.

Job Responsibilities/Qualifications

Department director. This position supervises and supports program directors in managing their programs; reviews all budgets monthly for any major discrepancies; assists directors with assessment goals; helps to facilitate broad college access initiatives with the institution, K-12 and the community; ensures partnerships are in place and running most effectively. Qualifications: master's in a social science, education or higher education related field; experience managing grants, budgets, assessment; a strong understanding of K-12 and community in working with underrepresented students; experience in development, partnership and community-building.

Administrative Specialist/Office Manager. This position(s) provide administrative support to the area and programs in the areas of budget, scheduling, minute-taking, office supplies/setup, departmental data collecting, staff office orientation and student receptionist supervision. The office manager (OM) reports to the department director and ensures seamless management of the day to day needs of the staff, serving as a resource in the absence of the director. The OM also works closely with the director on ensuring compliance of office policies and assisting with the implementation of office priorities.

Program director. This position is the manager of a grant program, partnership, and/or access unit that includes program planning, assessment, budget, personnel oversight/support; monitoring of compliance with grant program regulations and ensuring effective delivery of services in partnership schools. Qualifications: Master's degree in a related social science, education or higher education related degree, related experience with K-12, strong program management experience in monitoring compliance with policies and regulations; experience working with underrepresented students.

Coordinator/specialist. This position relates to personnel who manage certain high-level initiatives in an area, which includes the academic support specialist, a seniors/transition specialist, and our college access specialist who oversees the college advocate program and coordinates outreach events and activities. Qualifications: Bachelor's degree in a related field; related experience working with students, K-12 in a similar capacity of responsibilities; strong coordination and organizational skills, experience working with underrepresented students.

Program advisor/counselor. This position works directly with pre-college students to assist them with support in preparing and enrolling in college. They offer workshops, one on one support, presentations and advocacy and assistance with various college resources. Qualifications: Bachelor's degree in a related field; experience working with underrepresented students; one year of advising experience, experience working with youth.

Student outreach tutor. This student position provides academic support to pre-college, primarily junior high and high school students in partnership schools.

Student outreach advocate. This student position serves as a mentor with juniors and seniors in high school helping them navigate the higher educational system and initial enrollment steps.

Office/data assistant. These student positions work with assigned programs and the office to provide additional administrative support and serve as receptionists for the area.

Qualifications for student positions require a desire to work with youth, have some experience with underrepresented students and are performing academically at a 2.5 or higher at the university. Tutors must do a math skills test; office assistant positions may require special skills such as data entry, Excel, marketing and customer service skills

Training & Professional Development

Employees are oriented within the department, the division, and the university. All new employees receive a manual reviewing set up needs, responsibilities and overall mission, goals, objectives of programs within the area. Training occurs in multiple ways. All employees have required trainings to complete through training tracker on using university systems (e.g., leave, portal, purchasing, advisor, excel, performance review, job postings, TAS), as well as receiving FERPA and background checks given the nature of their jobs in working directly with students and minors. Additionally, trainings occur individually with supervisors, through department meetings, and through conferences at the state, region and national level. The University and Division of Student Affairs have specific trainings required of all exempt and nonexempt employees. Broader knowledge and understanding of higher education and Student Affairs can be acquired through division monthly meetings, the academy (a three day intensive program offered for Student Affairs staff to learn more about the profession of student affairs), and other offerings through the Training Tracker system at the university. Training Tracker is an electronic system that allows faculty and staff to receive additional professional development through university offerings. Additionally, staff are encourages to participate in trainings related to their fields and associations of their federal programs where applicable. This includes the Council for Opportunity in Education and ASPIRE-regional (TRiO), the National Council for Community and Educational Partnerships (GEAR UP), and the National College Access Network (non-federal K-12 partnership programs, i.e. Student-to-Student). Trainings may also include participating in Student Affairs related conferences-the campus Student Affairs Academy, and the state, regional and national NASPA conferences when appropriate.

Evaluation

One-on-one meetings with supervisors are recommended to occur on a monthly basis to address program needs, performance concerns/praises, and other areas as needed. Performance reviews are conducted annually in late spring to evaluate the employees' performance for the past year and gain an understanding of their professional progress and goals. These occur in a standard format provided by the university and captured via electronic means. Feedback mechanisms are casual and private to address correction and improvement then checked on the following month. Disciplinary action is addressed through human resource policies when most critical concerns surface. Student employees participate in group and individual meetings to report back progress on assignments, challenges, and performance concerns. Additionally, tutors fill out assessment and evaluation forms regarding their experience. For reward and recognition, staff uses an electronic praise system designed by the Student Affairs Division referred to as the Builders of Excellence. This system allows individuals to send private messages of praise. After an individual receives five messages, the Vice President for Student Affairs Office rewards that individual with $5 on their university ID card. We also celebrate accomplishments at staff meetings and send public recognition through office emails. At retreats, we often informally make time to recognize staff accomplishments to help see the contributions we all bring to the department.

Staffing needs continue to exist in the area. Particularly with the Student-to-Student unit that is going through reorganization, resource needs include funding the Academic Outreach Specialist and College Access Specialist full-time off of federal funds. Additionally, having sufficient funds to sustain the student advocate and tutoring services beyond work-study would be helpful, so that by leveraging hourly funds would allow for more intentional, impactful access and outreach experiences in partnership schools. Lastly, with the growing area, having an associate director

becomes more and more critical to effectively address the growing demands and needs of supporting programs and the department, as well as effectively managing the initiatives and relationships to more appropriately run the department. In order to obtain this position, the area has sufficient space, but would need supplemental funding for at least a partial position to offset a current director's salary. The primary function would be to assist program directors with grant management and compliance, related staff training and other internal processes and personnel needs allowing the office director sufficient time and focus to ensure effective relationships with campus, school and community partners, funding/donor development and related initiative development.

Financial Resources and Budget

(E&G, Grants, Activity Waivers, Gift, Revenue)

The Education Access and Outreach Department receives the following types of funds as a part of its budget.

- E&G (Educational and General funds provided by the state)
- Grants (Restricted, primarily federal funds with specific parameters for what expenses are allowable)
- Gifts (Funds from private donors with specific expectations)
- Revenue (Funds of actual cash and sponsorships; fee for service usually associated with only a few of our events)
- Activity Waivers (Funds for student tuition waivers assigned by program and distributed at the Student Affairs Division level)

Priorities of budget are primarily determined by need to deliver the core services of the programs. This includes personnel, benefits, hourly wages, critical current expenses and essential travel for staff and participants as allowed. Each grant has its own fiscal year timeline.

- TRIO: September 1-August 31
- State GEAR UP: September 25-September 24
- Ogden GEAR UP: July 14-July 13
- Impact Grants: January 1-December 31
- Student to Student and General EAO Funds: July 1-June 30

Directors/managers provide oversight for their own budget and approve expenses that apply to their program. The department director reviews these budgets monthly with the office manager to support programs. The department director directly monitors and approves expenses with the E&G accounts and most gift accounts. The priorities with these budgets are set at the first of year to offset office needs, program needs, wages for work-study students, and certain community sponsorships, as well as director professional development/travel. Travel is determined by available budget and priority conferences. Each director determines travel for their staff and team. The program directors attend one national conference and regional, state, and local conferences depending on budget. The department director usually attends only two national conferences per year and local conferences as appropriate. Tuition waiver funding is also allocated by program to award as appropriate to their incoming freshman program participants.

Over the past five years, budget changes have happened annually depending on the support received from federal programs. The unit of Student-to-Student and the office manager position have evolved based on the fiscal support received over time to help meet these growing needs. Much of these efforts began with seed funding from smaller grants and some of these core services have been sustained through institutional funding for these critical programs. The main urgency would be to request an increase in work-study wages with the growing need for K-12 support. On average the student to tutor ratio is 20:1, but as additional schools seek support for their students these partnerships would allow for stronger impact for college readiness and eventually completion of post-secondary programs.

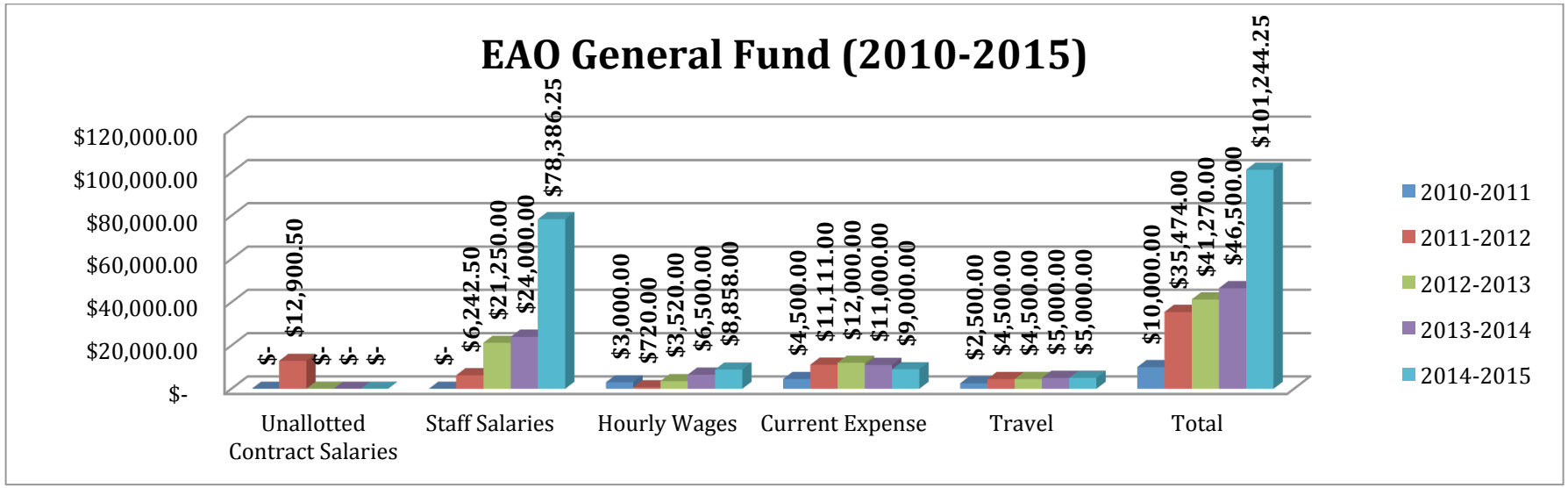
Funding distributions for each area within the department are provided below.

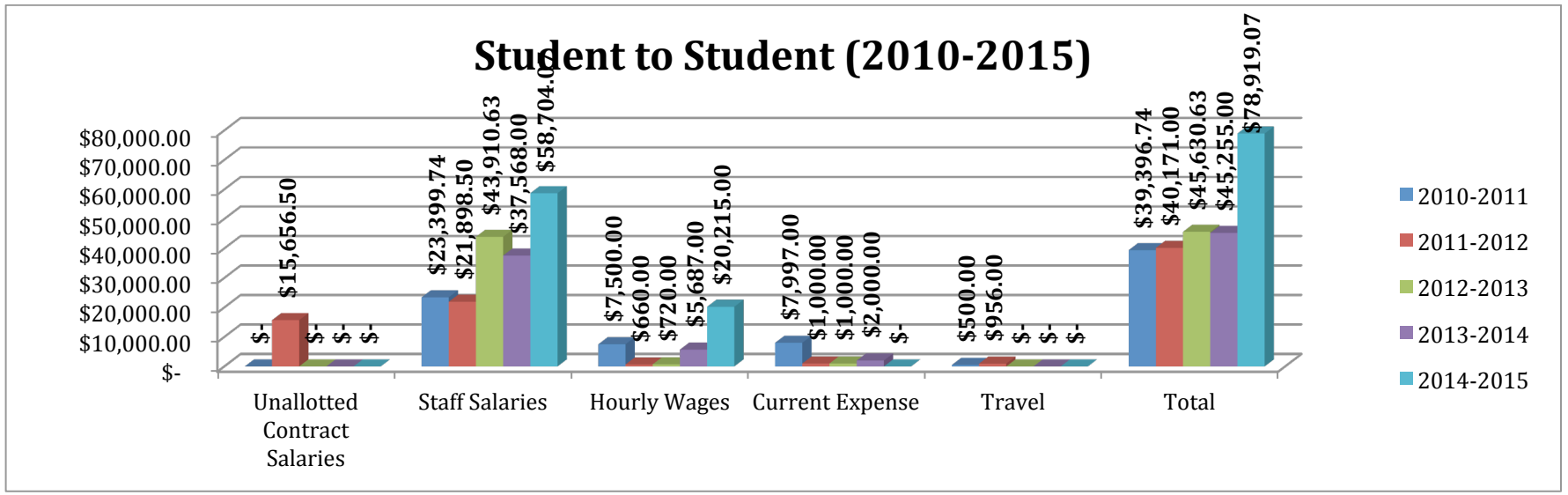
2014-15 all funds chart

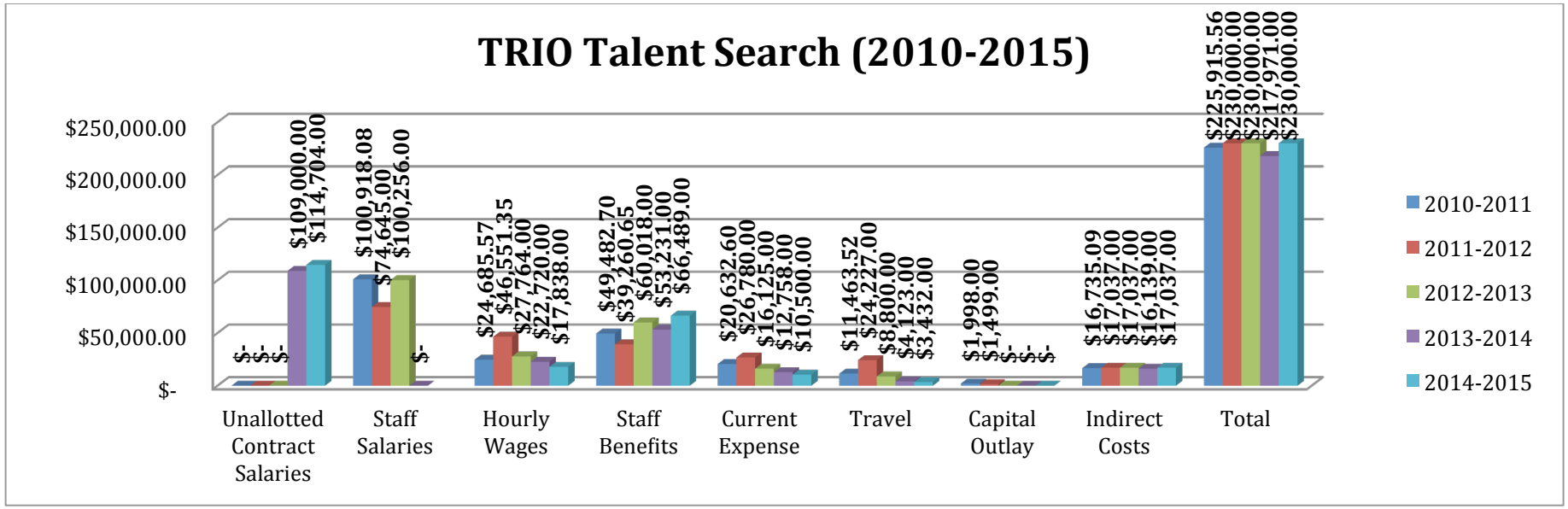
	EAO General Fund (E&G)	Student to Student (E&G)	Talent Search (Grant)	UVU-GEAR UP (Grant)	USHE-ImPACT (Grant)	Educ. Opp Scholarships (Gift)	EAO &Catch the Dream Funds (Gift)	Citi Group (Gift)	EAO Conferences (Revenue)	TRIO/STS/SGU (Tuition Waiver)	Total
Contract Salaries	$ -	$ -	$ 114,704.00	$ 137,815.00		$ -	$ -	$ -	$ -	$ -	**$ 252,519.00**
Staff Salaries	$ 78,386.25	$ 58,704.07		$ -		$ -	$ -	$ -	$ -	$ -	**$ 137,090.32**
Hourly Wages	$ 8,858.00	$ 20,215.00	$ 17,838.00	$ 69,442.00	$ 2,500.00	$ -	$ -	$ -	$ -	$ -	**$ 118,853.00**
Staff Benefits	$ -	$ -	$ 66,489.00	$ 59,161.16		$ -	$ -	$ -	$ -	$ -	**$ 125,650.16**
Current Expense	$ 9,000.00	$ -	$ 10,500.00	$ 21,290.84	$ 5,000.00	$ 5,500.00	$ 830.25	$8,044.80	$ 1,269.75	$ 33,950.00	**$ 95,385.64**
Travel	$ 5,000.00	$ -	$ 3,432.00	$ 18,031.00	$ 2,500.00	$ -	$ 37.80	$ -	$ -	$ -	**$ 29,000.80**
Overhead	$ -	$ -	$ 17,037.00	$ 24,459.20		$ -	$ -	$ -	$ -	$ -	**$ 41,496.20**
Total	**$ 101,244.25**	**$ 78,919.07**	**$ 230,000.00**	**$ 330,199.20**	**$ 10,000.00**	**$ 5,500.00**	**$ 868.05**	**$8,044.80**	**$ 1,269.75**	**$ 33,950.00**	**$ 799,995.12**

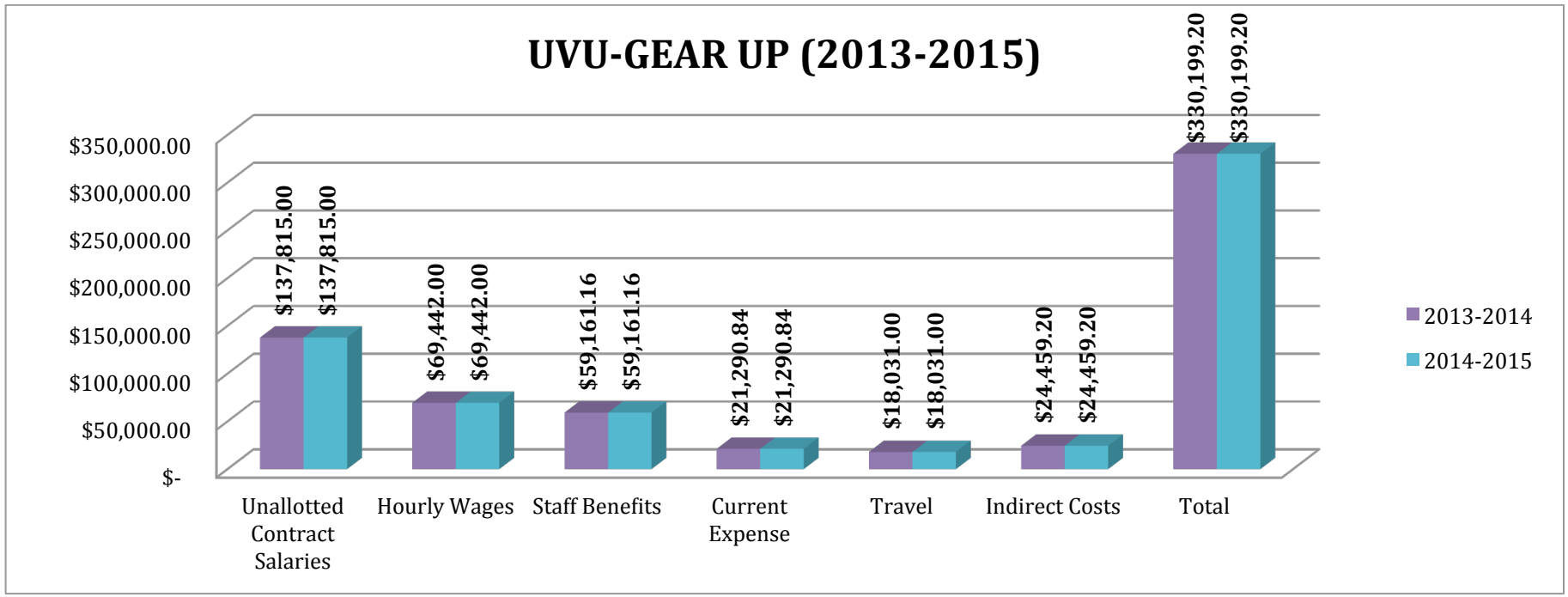
Budgetary Distribution (FY 14-15)		
Account Type	Total (in dollars	Percentage
E&G Accounts	$ 180,163.32	**22.52%**
Grant Accounts	$ 570,199.20	**71.28%**
Gift/Rev Accounts	$ 15,682.60	**1.96%**
Waiver Accounts	$ 33,950.00	**4.24%**
Total	**$ 799,995.12**	**100.00%**

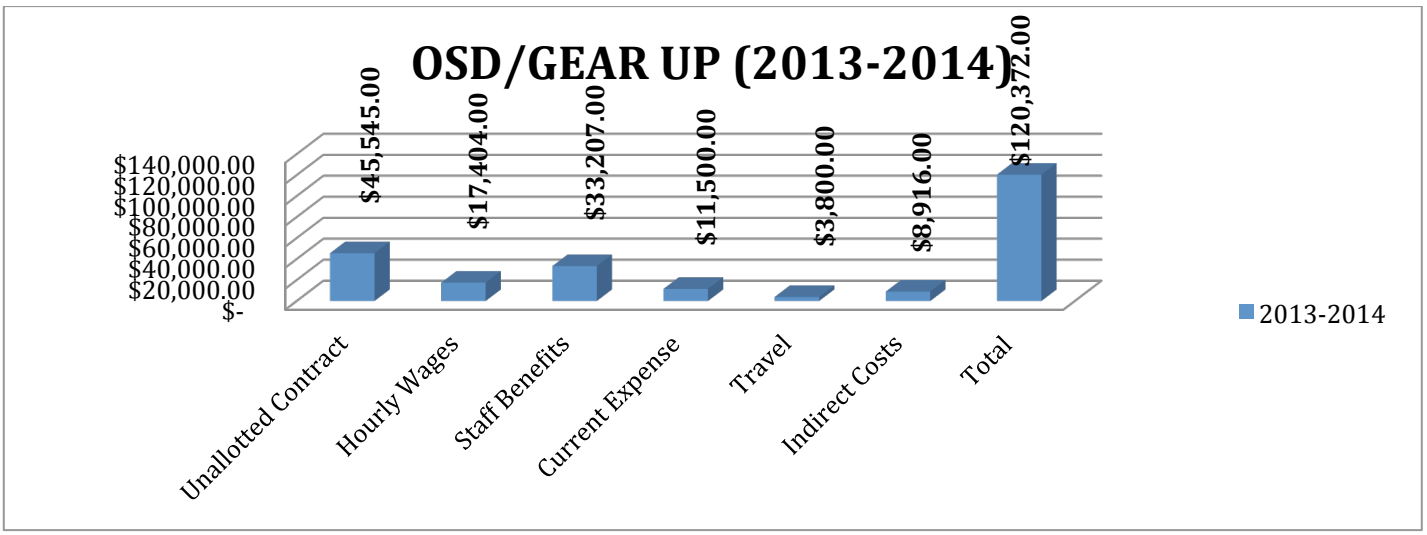
*Estimates based upon $9,000 work-study fund provided by division disadvantaged funds and an average work load for student workers (tutors, advocates, office assistants) amongst all programs.

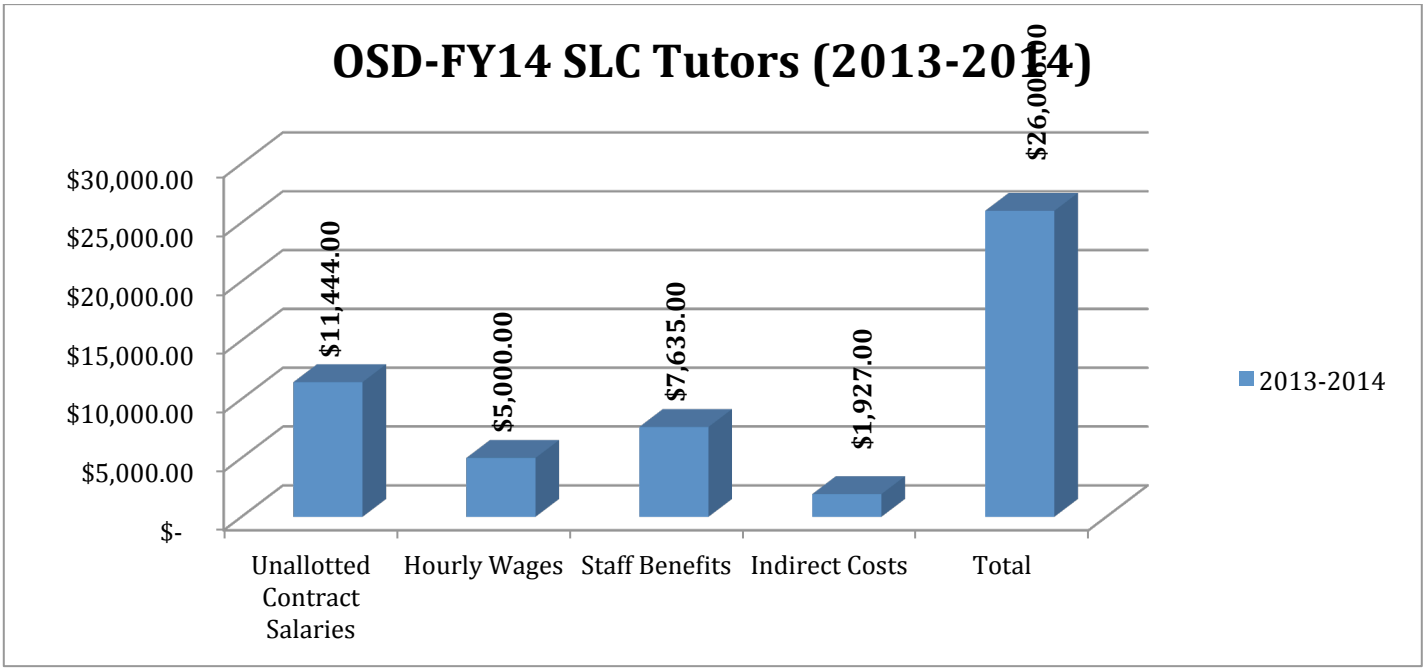


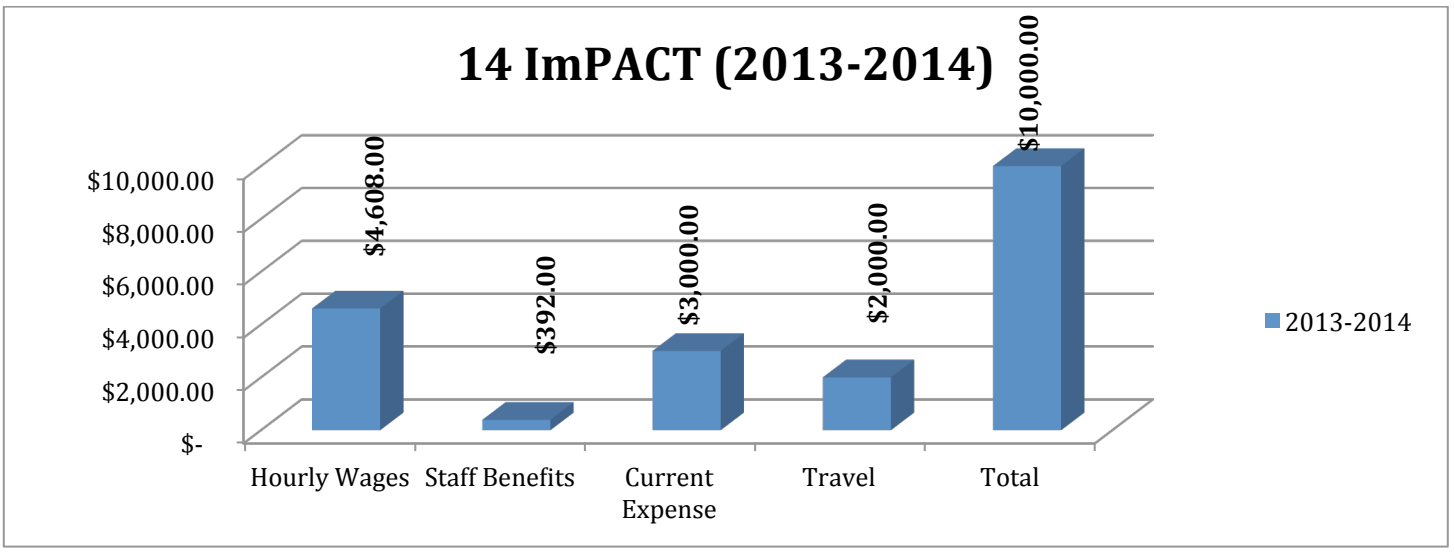

Student to Student (2010-2015)
$80,000.00
$70,000.00
$60,000.00
$50,000.00
$40,000.00
$30,000.00
$20,000.00
$10,000.00
$-
$- $15,656.50 $- $- $-
$23,399.74 $21,898.50 $43,910.63 $37,568.00 $58,704.00
$7,500.00 $660.00 $720.00 $5,687.00 $20,215.00
$7,997.00 $1,000.00 $1,000.00 $2,000.00 $-
$500.00 $956.00 $- $- $-
$39,396.74 $40,171.00 $45,630.63 $45,255.00 $78,919.07
Unallotted Contract Salaries
Staff Salaries
Hourly Wages
Current Expense
Travel
Total
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015

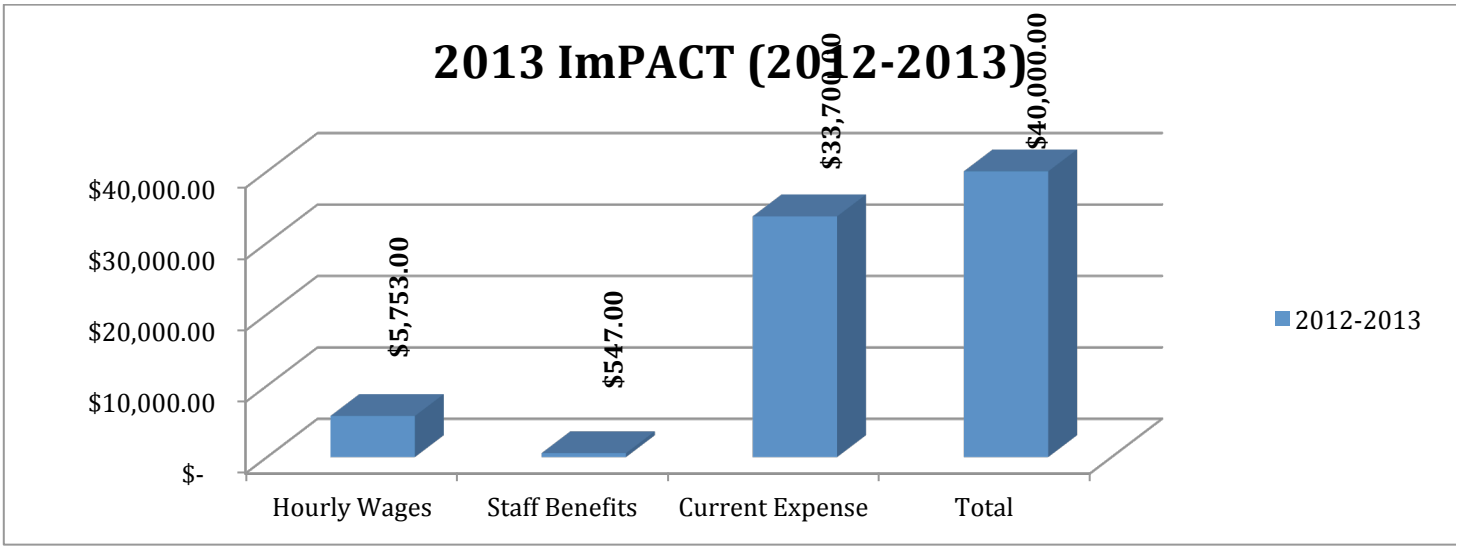

TRIO Talent Search (2010-2015)
$250,000.00
$200,000.00
$150,000.00
$100,000.00
$50,000.00
$-
$- $- $- $109,000.00 $114,704.00
$100,918.08 $74,645.00 $100,256.00 $-
$24,685.57 $46,551.35 $27,764.00 $22,720.00 $17,838.00
$49,482.70 $39,260.65 $60,018.00 $53,231.00 $66,489.00
$20,632.60 $26,780.00 $16,125.00 $12,758.00 $10,500.00
$11,463.52 $24,227.00 $8,800.00 $4,123.00 $3,432.00
$1,998.00 $1,499.00 $- $- $-
$16,735.09 $17,037.00 $17,037.00 $16,139.00 $17,037.00
$225,915.56 $230,000.00 $230,000.00 $217,971.00 $230,000.00
Unallotted Contract Salaries
Staff Salaries
Hourly Wages
Staff Benefits
Current Expense
Travel
Capital Outlay
Indirect Costs
Total
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015


UVU-GEAR UP (2013-2015)
$350,000.00
$300,000.00
$250,000.00
$200,000.00
$150,000.00
$100,000.00
$50,000.00
$-
$137,815.00
$137,815.00
$69,442.00
$69,442.00
$59,161.16
$59,161.16
$21,290.84
$21,290.84
$18,031.00
$18,031.00
$24,459.20
$24,459.20
$330,199.20
$330,199.20
Unallotted Contract Salaries
Hourly Wages
Staff Benefits
Current Expense
Travel
Indirect Costs
Total
2013-2014
2014-2015


OSD/GEAR UP (2013-2014)
$140,000.00
$120,000.00
$100,000.00
$80,000.00
$60,000.00
$40,000.00
$20,000.00
$-
$45,545.00
$17,404.00
$33,207.00
$11,500.00
$3,800.00
$8,916.00
$120,372.00
Unallotted Contract
Hourly Wages
Staff Benefits
Current Expense
Travel
Indirect Costs
Total
2013-2014


OSD-FY14 SLC Tutors (2013-2014)
$30,000.00
$25,000.00
$20,000.00
$15,000.00
$10,000.00
$5,000.00
$-
$11,444.00
$5,000.00
$7,635.00
$1,927.00
$26,006.00
Unallotted Contract Salaries
Hourly Wages
Staff Benefits
Indirect Costs
Total
2013-2014

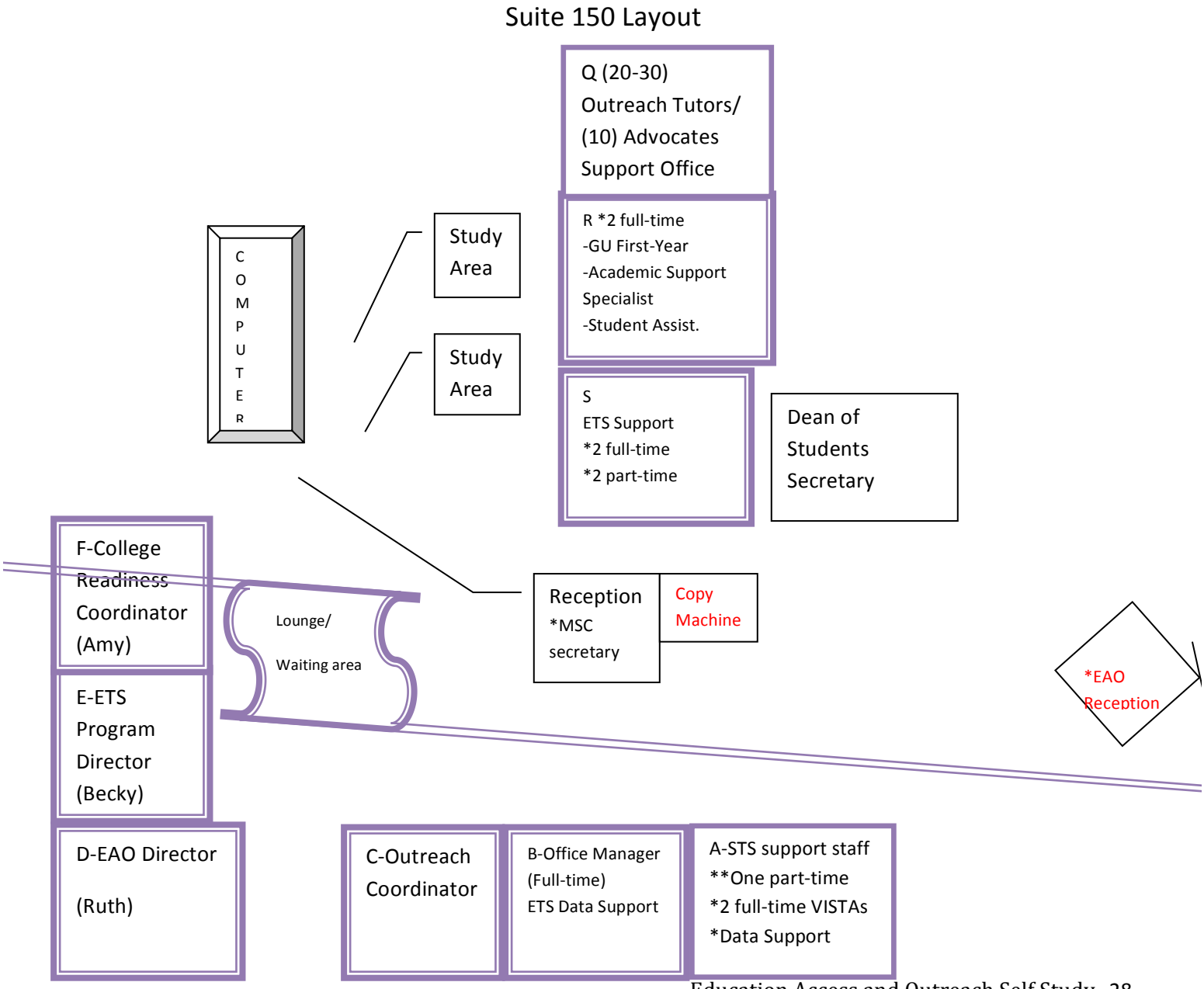

14 ImPACT (2013-2014)
$10,000.00
$8,000.00
$6,000.00
$4,000.00
$2,000.00
$-
$4,608.00
$392.00
$3,000.00
$2,000.00
$10,000.00
Hourly Wages
Staff Benefits
Current Expense
Travel
Total
2013-2014


2013 ImPACT (2012-2013)
$40,000.00
$30,000.00
$20,000.00
$10,000.00
$-
$5,753.00
$547.00
$33,700.00
$40,000.00
Hourly Wages
Staff Benefits
Current Expense
Total
2012-2013

Facilities, Equipment, and Technology

Overall, the area is grateful for the space currently provided. Yet space continues to be a challenge in some instances. Aside from director offices, all offices house over 2-4 staff members in one office making it somewhat challenging to complete their work or meet with incoming students individually. Additionally, having multiple access programs and the retention program of Multicultural Services in the same suite at times becomes challenging and confusing when trying to define the separate mission, purpose and goals of the different areas. Having separate space for these departments would be ideal, but programs make due, are adaptable and perform at an adequate level to carry out their services given the current space. If it was ever possible to do a remodel to create separate space or move one of the areas, this might be helpful. Furthermore, the department is accessible and provides a safe environment for staff and students being served.

***Office Map with facility usage.**



Space details:

150 Q- student employees-Tutors, Advocates; Planning activities, training, working; usage will be throughout the day with multiple stations.

10 college advocates

- 20-30 tutors
- Space to support First Year GEAR UP students

150 R, S, A- Support offices for programs-STS, ETS, tutoring/State GU first year staff; usage throughout day, mainly afternoons for ET office.

150 B- Office Manager Support area, data support use this area; usage is throughout the day

150 C, D, E, F – All management and area director offices; usage throughout the day given meetings, etc

***Currently Multiple staff members from different programs are sharing stations, offices, etc. Student employees from outreach programs have not been able to become engaged in the area with limited room.**

Equipment and technology are updated as needed, but usually in a 4-5 year rotation, which is sufficient. The technology is adequate, with a need to still transfer some of our programs to using the Box security and storage system, which function much like a drop box but with higher security for Weber employees. All programs incorporate technology through the usage of their specific databases to track their pre-college participant caseloads. In times past, managing this capacity of data on a general server was difficult, but with the usage of cloud technology, this is much easier to sustain. For marketing and presentation, the Word Office suite applications are primarily used, such as Publisher, Power Point, Excel, etc.

One piece of technology that varies by area is the type of database used. These are detailed below:

- TRiO Talent Search: Student Access Database, no server, web-based, staff use on and off-site
- Ogden GEAR UP Partnership: No database, only district used, general data tracking for tutors was Excel.
- State GEAR UP: CoBro Database, web-based, connected to Utah Valley University system
- Student to Student: Using Excel currently.

Ethical and Legal Responsibilities

The department has unique regulations given that many of our services function under federal programs. Personnel who are externally funded are under an annual use or lose leave policy, must account for their time and effort of work to the federal program, and must adhere to specific allowable services and expenses outlined with their grant proposals and regulations.

All data must be tracked within a database to enable the program to provide the most accurate data on their annual performance reports. This data must also be securely stored for five years past the close out of the grant, making storage needs a critical component. Files are stored in a storage unit for past years, and current years are stored in secured filing cabinets.

Facilities are unique in that outreach programs work in a very versatile and mobile environment coming from community and school locations to campus offices to effectively conduct their program services.

Ethical responsibilities include working with minors in our local schools, obtaining background checks for all staff and student employees, FERPA training and ensuring parent permission to monitor liability and safety when hosting large-scale events. Schools and programs work together to obtain parent permission for student travel on tours and any off-site event from schools. Memorandum of Understanding come in forms of contracts and letters of support with our federal grants, and with our subgrants, they are done annually. For our non-grant programs and services, primarily under Student to Student, this process could become more formalized, which will become a goal for the coming year.

Additionally, FERPA is addressed when protecting participant information with the programs and department and maintaining confidentiality of this information. Employees can obtain this training multiple ways including through the institution's "training tracker" options of offerings, through completing an on-line module through our campus' community center and through annual trainings for our students. Due to hire dates varying and the criticalness of this training, our area will likely offer it internally twice per year as well.

Cash handling is minimal, but does occasionally occur with large events, sponsorships, and donations. When these transactions occur, we immediately deposit any funds (cash/checks) received within a 24 hour window to the Cashier's office to account for from whom it was received and the purpose.

To adhere to the Information Security Policy we rely on the guidance and support of Student Affairs Technology, which was just audited the summer of 2014. Computers are locked, assigned passwords and passwords are changed when requested. Provided student information is monitored and kept in secure locations of Box or other private secured databases. All employees sign a statement indicating they have reviewed our department policies and will adhere to them.

Additional details are included in Appendix C in the Policies and Procedures Manual.

Assessment and Evaluation

Each department within the Division of Student Affairs completes assessment on some level. Some assessment practices within the EAO Department are dictated by the terms of particular grants and others are more flexible in nature. Each year, our departments complete a 6 column model. This is a format in which departments are asked to reflect on and articulate their annual goals. As an example, the overarching 6 column model for the EAO department is attached. Other examples from specific areas within EAO over the past few years can be found at: http://www.weber.edu/SAAssessment/SSA_Dept_Assessments.html

The impact in the schools and community has grown exponentially over the past five years. In 2008 our programs served approximately 600 students. These programs now serve over 2,200 students in over 15 partnership secondary schools. Over 400 of these students are seniors receiving intentional support and guidance in enrolling and transitioning into college. This is demonstrated in our overall number of students shown below:

EAO Program Total Participants (2008-2014)

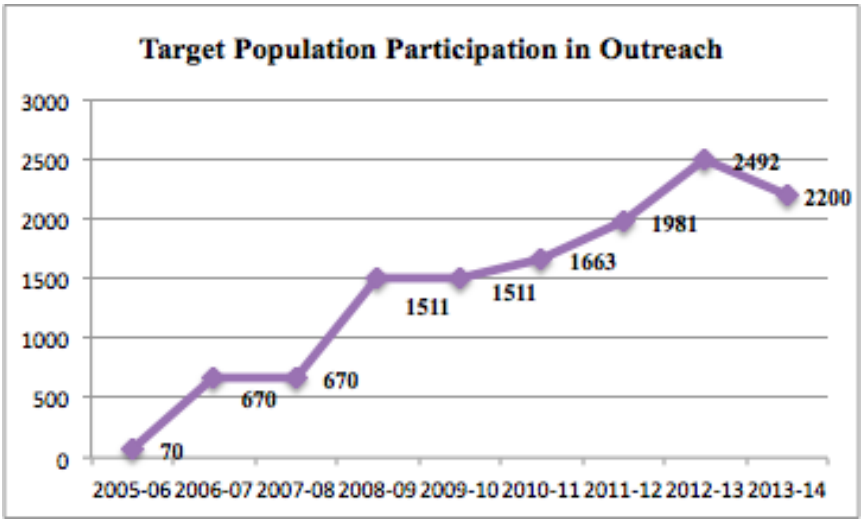
Cohort Year	Student to Student *not including events	Talent Search	* Upward Bound	State GEAR UP	Ogden GEAR UP	Total
2008-2009	30	728	78		900	**1736**
2009-2010	145	700	78		850	**1773**
2010-2011	171	615	78		800	**1664**
2011-2012	109	510	78	200	800	**1697**
2012-2013	305	512	78	250	750	**1895**
2013-2014	327	510	78	364	715	**1994**
Total	**1087**	**3575**	**468**	**814**	**4815**	**10759**

Enrollment trends below reflect the number of high school senior students served that year by programs followed by the percentage and number who enrolled in a postsecondary program the immediate following fall semester. The proceeding columns reflect the number of students coming from the original senior cohort who enrolled and were retained for the following fall semesters. Of all high school senior participants, over 50% identified as Hispanic.

Postsecondary Enrollment and Retention Trends

Senior Cohort Year	Fall 09	Fall 10	Fall 11	Fall 12
2008-09 (366)	256 (70%)	220 (60%)	194 (53%)	168 (46%)
2009-10 (349)		221 (64%)	230 (66%)	199 (57%)
2010-11 (374)			243 (65%)	266 (71%)
2011-12 (414)				266 (65%)

These programs have had a high level of success in terms of college enrollment. While these programs encourage enrollment at any postsecondary institution, the enrollment for Weber State University is shown below:



Access and Outreach Participant Enrollment at WSU

Year that H.S. Seniors Participated in Outreach Program	Number of Outreach Participants	Enrolled at WSU First Fall after High School	Enrolled at WSU at Some Point after High School Graduation	Programs Included
2008-2009	366	168 (46%)	200 (55%)	ETS, UB, STS
2009-2010	349	144 (41%)	173 (50%)	ETS, UB, STS
2010-2011	374	162 (43%)	192 (51%)	ETS, UB, HCOP, STS
2011-2012	414	165 (40%)	184 (44%)	ETS, UB, HCOP, STS, GU
2012-2013	441	153 (35%)		ETS, UB, HCOP, STS, GU

Ogden GEAR UP/Academic Outreach Assessment and Evaluation

The primary outcomes of the Ogden GEAR UP program are as follows:

1) Promotion of learning and academic readiness of pre-college students through quality outreach tutoring. This tutoring is designed to provide support to students enrolled in rigorous classes to better prepare for the demands of university coursework.
2) Improvement of access to the university through helping pre-college students prepare for college placement tests by improving overall scores and decreasing the percentage of students needing developmental courses upon college enrollment.

In regards to the core theme objectives, perhaps the greatest discovery in examination of these outcomes is that, while we may continue to offer academic support to the students preparing for college, the actual number of students taking advantage of such services is relatively low. In order to provide the greatest impact, our largest hurdle will be to discover the methodologies and strategies that would assist the greatest number of students in need of academic support for rigorous high school courses to be better prepared for college. Through partnerships with schools, we have begun a more systematic way to track pre-college students using the services provided and comparing the grades of those students with those of peers.

One of the greatest improvements in this program was realized because of the difficulty of obtaining participant information. Because of this, parental release forms were created to approve the release of student information. This program is also now working with district assessment representatives to obtain necessary data around academic support impact on participants. Further, the training and development of leadership skills with seasoned tutors to support/mentor newer tutors should be expanded and deepened.

Program and service goals. The core program goals of the Ogden GEAR UP program include providing tutoring services to students in area secondary schools and preparing students success in college entrance examinations. To demonstrate the university core themes in these goals, learning is accomplished through quality outreach tutoring. This tutoring is designed to provide support to students enrolled in rigorous or pre-college classes to better prepare for the rigors of university coursework. Access is obtained through helping pre-college students prepare for college placement tests by improving overall scores and decreasing the percentage of students needing developmental courses upon enrollment. In examining these goals, data, both anecdotally and empirically, demonstrate that there is a need to continually provide quality academic outreach support to better prepare students for the rigors of college coursework. This has led to hiring more quality tutors that are able to meet these demands. For example, before being offered a tutoring position, candidates must demonstrate competency in college level math. Additionally, providing high quality training is critical. Goals and objectives are first explored and determined through staff meetings and retreats. These meetings include academic outreach support staff and involve the examination of goals, as well as the needs of the partners based on the data collected. These are further shared seeking input and feedback with the rest of the department through department leadership team meetings, then modified to become incorporated through plans made both at the program level and through collaboration with department, campus, and community partners.

Cohort information. Through partnerships with schools, we have begun a more systematic way to track pre-college students using the services provided and comparing the grades of those

students with those of peers. This is information that has been difficult to obtain until now because of the difficulty in exchanging information with school district partners. Schools most often request that tutoring be provided to students who are in danger of failing classes or being unable to graduate. However, the academic outreach support is intended to focus on students who are middle-performing, enrolled in rigorous courses and are preparing to attend college. Priority is given to these students where possible. These services are coordinated with the schools based on need-either during advisory, tutor time or after school.

It has become evident that there are gaps in the alignment of needs and priorities of public education and college-readiness programs. Working further with school partners will be important to ensure that our priorities are aligned regarding academic support services needed and in determining the target audience for services. Furthermore, recent efforts have been made to recruit tutors who will provide support to the students currently served by Student-to-Student, TRIO Talent Search, and State GEAR UP. Better tracking of which students both inside and outside of these programs regarding who is receiving tutoring will also be an important component of assessment.

Student needs and satisfaction. The majority of the assessment of student need comes through information provided by school counselors, teachers, and individuals within the EAO department. Satisfaction is assessed through participants and tutors responding to satisfaction surveys-post events and end of year. Yet, benchmarking surveys have rarely been conducted, but with the Academic Outreach efforts continuing through the program's new planning grant, this is likely to be put in place in looking at the base-line of student performance and current academic support efforts in place in the partnership schools to help to determine future needs in improving this program's services. Given the student demographic and restricted access by schools, it is often very difficult to obtain access to frequent and reliable data on these students.

Basic student information. Student usage of services is tracked when participants receiving tutoring services are required to sign in at each tutoring session. This includes necessary identifier information to ensure number of hours of support received. The target demographic are low-income, first-generation and ethnic-minority, but often it is the not target audience who take advantage of the support in the Ogden districts. These students are not registering or attending support sessions even with reminders. Reaching out to the targeted demographic will need to be more intentional and personal, working more collaboratively with the other access/outreach programs which will happen through a referral process from programs, as case-management model in delivering services and establishing specific contracts with schools

Dissemination. Information and data is shared with the our Access and Outreach Advisory Board, consisting of representatives from the three local school districts (Ogden, Weber, & Davis) as well as campus and community partners who work with traditionally underrepresented populations. Information is further shared through the department monthly bulletin that is sent to various campus and community partners and collaborative meetings with schools, districts and the community.

TRIO Talent Search Assessment and Evaluation

Learning outcomes. Learning outcomes are associated with Talent Search tuition waiver students. Those learning outcomes are:

- *Outreach Involvement and Engagement*: Recipients will demonstrate a stronger understanding of the impact outreach services can have on underrepresented K-12 students and their communities.
- *Accountability*: Recipients will have an increased knowledge of their responsibilities as new college students in maintaining their eligibility for this financial support program, as well as guiding them in maintaining requirements of other financial assistance received.
- *Connection and Awareness of University Resources:* Recipients will have a greater awareness and understanding of how to better navigate support services and make intentional connections to assist them in their success at the university.

Outreach involvement and engagement relates to the core themes of access and community by having tuition waiver students learn about outreach for underrepresented populations and promoting the preparation of higher education within the local community. *Accountability* relates to the learning core theme as students learn about resources and make connections to improve success with his/her education. *Awareness of university resources* relates to the core theme objective access through assisting the tuition waiver students (approximately 15 students per program-Talent Search, GEAR UP and Student to Student to total 45 students) with learning the necessary knowledge of how to navigate and access campus resources. To assess the needs of our tuition waiver students who are mostly incoming college freshman from our outreach programs, we are implementing a survey with those students who were able to progress in developmental math as such progression is a challenge for students at our institution. We are also hoping to implement more intentional advisement and follow up with students in their first year; however, this would require additional funding as Talent Search is only funded to assist with enrollment. Now, the Program Director takes on extra responsibility by following these students, but due to lack of consistent communication with these students and various other reasons many end up on probation or lose their financial aid.

To examine these outcomes, the tuition waiver program has used grade monitoring (midterm and final), , a survey at the end of fall and spring semester regarding support needs and factors that impact their progress in math. **A**dditionally, this is the first program year where Talent Search is monitoring and working with tuition waiver students. Information at this point is minimal, so more information will exist by the end of the spring semester that will include first to second year retention rates, overall GPA, engagement and connection to support programs, and meeting program requirements. Talent Search will use our methods and results to look at how to structure, implement, and improve services to tuition waiver students every year. This template also will be used and monitored by all EAO programs with tuition waiver components for their transition-to-first-year recipients.

Program and service goals. The core outcomes Talent Search monitors are the five (5) grant objectives we are held accountable for with the Department of Education:

1) 90% (non-seniors) will persist into the next grade,
2) 90% (seniors) will graduate with a high school diploma,
3) 30% (seniors) will graduate with rigor coursework,

4) 75% (seniors) will enroll in postsecondary education, and
5) 20% of that total will complete a program of postsecondary education within six (6) years.

Services to accomplish these outcomes are examined on a consistent basis with data and staff input/communication.

The three primary objectives that relate to the university core themes are: enrollment rate into postsecondary education (relates to access and community), rigor graduation rate (relates to community and preparation for college), and completion rate (relates to learning by encouraging students to participate in learning experiences at the collegiate level, and providing staff contact and assistance with connections to help retention). Methods used to evaluate outcomes include various forms of tracking data including numbers of participants, evaluating schedules and transcripts, a data base to track contacts, senior spreadsheets used by advisors to track senior enrollment progress, and keeping participant files to document hard copies of schedules, grades, referrals.

Examination of program goals is accomplished with consistent effort by the Talent Search staff. Data is examined on a consistent basis, in particular at team meetings, to determine current status of objectives, and what if any new services or approaches are needed to ensure we meet these objectives. We have found that in particular, our challenging objectives include enrollment rates for seniors and seniors who graduate with rigor coursework. We have looked at this information to improve: recruitment strategies, documentation of referrals for services or programs (at the high school level and with postsecondary institutions), promoting rigor at the schools and individual levels, developed benchmarks for Advisors regarding admissions, financial aid, and enrollment for seniors transitioning into postsecondary education, established commitment forms for seniors to reinforce the necessity of enrolling after high school, and use all forms of verification for data regarding enrollment into postsecondary education.

Goals and initiatives are determined by a variety of factors including data, staff input, supervisor input, implementing best practices, sharing information and resources with other programs, and professional development. For Talent Search, the process primarily includes its staff at team meetings with regards to implementing goals and initiatives. Information is also shared at Leadership meetings, Advisory Council meetings, Department meetings, and meetings at the school district regarding coordination of services for goals and initiatives. Goals and activities are incorporated daily based on what current goals/initiatives we are working on, with plans and strategies being developed at team meetings for Talent Search staff that occur on a weekly to bi-weekly basis.

Cohort information. High school graduation rates in the United Sates for 2012 were 75.5%. Talent Search has had graduation rates of 100% (2011-2012) and 99% (2012-2013). Using just-released U.S. Census data, the Pew Hispanic Trends Project reported that the higher education enrollment rate of 18- to 24-year-old Latino high school graduates reached 49 percent in 2012 compared to 47 percent of non-Hispanic White high school graduates (September 10, 2013). Talent Search has had enrollment rates of 58% (2011-2012) and 60% (2012-2013) for all participants;

our grant objective is 75% and we plan on accomplishing this with the strategies mentioned previously.

The program provides intentional programming for low- income, first generation focuses on intentional advising services. This includes but is not limited to: advisors being proactive versus reactive, taking a holistic perspective when advising students based on their individual circumstances, intentional referrals to programs on campus and tutoring at the high school, recognition for accomplishing rigor coursework, finding students in the community that we cannot reach, having high expectations for participants with regards to enrollment, and assisting students as best we can with limited resources regarding retention. Trends we have found through this information include the challenge that many of our students work full time in addition to going to high school, the ability to progress through developmental classes in college (math in particular), increasing the knowledge of rigor coursework and motivating the students to increase their performance in the area of rigor, and navigating the many steps and information required for a student to enroll in postsecondary education. There is a need for developing stronger services around retention with our students who attend college. Areas of accomplishment include maintaining accurate data, implementing documentation for referrals to tutoring and on campus services, developing and implementing benchmarks for enrollment, implementing promotional materials for the schools and recruitment, promoting rigor to all participants, and training all advisors in the department with intentional advising strategies.

Student needs and satisfaction. All participants complete a needs assessment when being enrolled into the Talent Search program. Results are compiled at the end of a school year and assessed for the following program year. Student needs are also determined by data, both individual and as a program. Advisors have as many participants as possible complete a year-end survey. This survey is distributed to the department supervisor, the Talent Search staff, and put in the Annual Performance Review book that documents program information and events. Benchmarking data is used for advisor performance, in particular with senior objectives including admissions, financial aid applications, and enrollment. Our primary benchmarking data (being a federal grant) are the program objectives.

The use of assessments regarding student needs are used for programmatic purposes, however the questions on the assessment do line up with the services that are already outlined in the Talent Search grant. The use of assessments regarding student satisfaction has been overall very positive; results are disseminated to staff and discussed at a team meeting (yearly basis) to discuss any new initiatives or strategies we may develop to address any issues that do arise. Overall, improvements and strategies have been based on attaining the program objectives versus the use of these assessments. However, we do find it useful to look at these results to ensure there are no issues with our advising efforts, and to look at overall needs of program participants.

Basic Student Information. Talent Search interactions are tracked daily with sign in sheets. Students sign the sheet and the advisor later documents the contact in our database. These contacts are monitored with the database as the grant requires a minimum of two contacts per year with each participant (most students have more, in particular, seniors). These sign in sheets are filed according to date in the Annual Performance Review book. Referrals to services are tracked on campus are tracked with the paper referral in a participant's file, and notes on the senior

spreadsheet. Tutoring referrals are tracked with a paper referral in the participant's file as well, and the Data Specialist tracks overall results. Workshop attendance is tracked with sign in sheets, input into the database, and names/numbers with workshop titles given to the Talent Search Director.

Program Year *New Grant Cycle	*PY 2012-13	*PY 2011-12	PY 2010-11	PY 2009-10	PY 2008-09
Participants Served	512	510	615	700	728

PY 2011-2012 and PY 2012-2013 were the first and second year respectively of another grant cycle; numbers were adjusted with the last grant application based on new requirements and objectives from the Department of Education.

Demographic information from 2012-2013 is below:

GENDER

	# of Participants	
Female	311	60.74%
Male	201	39.26%

Total Count: 512

ETHNICITY

	# of Participants	
(none recorded)	2	0.39%
American Indian or Alaska Native	4	0.78%
Asian	9	1.76%
Black or African American	22	4.30%
Hispanic or Latino	297	58.01%
More than one race reported	1	0.20%
Native Hawaiian or Other Pacific Islander	4	0.78%
no response	1	0.20%
White	172	33.59%

Total Count: 512

ELIGIBILITY

	# of	

	Participants	
Low income only	33	6.45%
Low-Income & potential first-generation college students	408	79.69%
Other	22	4.30%
Potential first-generation college students only	49	9.57%

Total Count: 512

Compared to other TRiO programs in the state, our Talent Search program served one of the highest percentages with regards to low income, first generation status. This reinforces the knowledge that Ogden is an area of where grants such as Talent Search support and benefit the surrounding community. Ideas for future improvement include applying for more funding in the next grant cycle, advocating for institutional money to compliment these efforts, and improving the results of navigating enrollment and services for retention purposes. Areas of accomplishment include surpassing statistics for similar youth who do not receive services. Areas of improvement include meeting all grant objectives. We have used this information to improve our program and services primarily with research regarding best practices for advising low income, first generation students, and developing best practices within the program itself, sharing information within the department and between programs, and developing and implementing training for advisors regarding intentional advising.

Dissemination. The key stakeholders include the Department of Education, advisory council meetings, community meetings and partnerships, school administrators and counselors, and meetings at Weber State where the specific information is pertinent (i.e. Access/Outreach Advisory Board). Educational goals, cohort information, student needs & satisfaction, and basic student information is shared depending on who the stakeholder is and the purpose of the meeting and/or report. This information has been disseminated via reports, agendas, emails, meetings, etc. with the purpose of remaining transparent and accountable for the grant money we receive.

Student to Student Outreach: Assessment and Evaluation

Learning outcomes. College students learn leadership skills, college resources, and financial aid information that they can use and share with high schools students. High School students learn college admissions processes, financial aid resources, and college enrollment steps. These outcomes relate to the core themes through the potential impact on college student retention, particularly with first generation, low income, and ethnic minority students. Thus, diversity within the university will increase through increased access, learning and community efforts within the program.

In examination of these themes within the program, some serious challenges in the university's math requirements and the lack of financial resources for students who are just above the FAFSA cut off income limits becomes evident as these cause struggles for many of our incoming students. Methods to examine these outcomes include one-on-one advising interventions and grade-check for incoming students who come from our program. Efforts to improve services developing a list of scholarships available to "the average student" with a 2.5 GPA and above who is just above the

FAFSA cut off income limits, as well as a growing list of scholarships available to undocumented students.

Program goals. Program goals for the advocate component of Student to Student are as follows:

1) Enroll a minimum of 300 students in the College Outreach Project. (200 seniors and 100 juniors) 2) 200 seniors 80% (160) will complete college admissions and either a financial aid application or a scholarship application.
2) 140 of the seniors (70%) will enroll in a post-secondary education program by fall 2014.
3) Of the 100 juniors 80% (80 students) will visit a college campus and
4) 60% of the 100 juniors (60 students) will complete one of the following: complete an ACT or SAT Exam; attend a financial aid workshop; or enroll in a concurrent enrollment or AP class during their senior year in high school.

The one program goal for the Multicultural Youth Conference, Latinos In Action events, Summer Summit Leadership Institute, and high school presentations are:

1) Increase diversity at Weber State University by examining actual college enrollment data. In examination of these goals, we are experiencing difficulty with the final step of enrolling students at the university, but are aiming to address this by focusing on motivating students to look ahead four-six years. These goals and initiatives were determined by the need to address gaps of enrollment for a broader number of underrepresented students.

Student needs and satisfaction. Students complete surveys yearly to inform us of the quality of our services. What we have found in using surveys is that students are mostly content with the quality of our services, but recognize the need to increase the collection of scholarships available to first generation, low income, or ethnic students, as well as the need to expand the number of advocates serving students in the schools. The S2S program proposes initiatives to address these needs. Scholarship list have been assembled, disseminated more intentionally along with the goal to hire more advocates to better support the growing need in schools. We also recognize student employees whose work exceeds expectations.

Basic student information

Program Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**	**2009-10**
Cohort students *high school juniors/seniors	**300**	**300**	**200**	**80**	**60**
SSLI (Summit)	**19**	**26**	**150**	**N/A**	**35**
Conferences *MYC *LIA (2 years at WSU)	**900 MYC** ***1,000 LIA**	**600 MYC** ***1,000 LIA**	**350 MYC**	**400 MYC**	**400 MYC**

(Above illustrates the participant numbers by initiative for the past five years)

The program tracks student usage of services by participants completing applications in the Advocate Program, conferences, and the SSLI. From examining our student usage patterns, high-

achieving students are eager to participate in admissions informational sessions. Additionally, students are also often interested in applying for admissions and scholarships, including FAFSA. However, too many students are ready to go to work right after high school. They struggle with the fact they have to attend classes, study, and sacrifice. 100% of our students are either low-income, ethnic minority, or first generations college students. These are the students who struggle with math requirements and they do not often feel comfortable asking for help. To address this challenge, we are implementing tutoring sessions for our own college students who work as advocates or receive tuition waivers. We are also meeting with them earlier in the semester to check on their academic improvement.

Dissemination. The stakeholders with whom we share this information include the Department Director, advocates themselves, advocate advisor, and other administrators at WSU as requested by supervisor-coordinator of program

State GEAR UP: Assessment and Evaluation

Learning outcomes. Our goals and objectives are determined through the grant itself, but are provided some leeway in how our services are delivered.

Student needs and satisfaction. Student assessment needs for the program is part of the intake worksheet included in our program application where student identifies their needs. The program conducts an annual student and parent survey along with Annual Performance Review. Through this process, the program has discovered that although we have covered a particular set of college related information (ACT, Scholarships, Financing college, the cost of college, majors and careers, etc.) with students, their retention levels vary. Some of this has to do with lack of knowledge on college terminology and non-consistent descriptions and titles relating to college going terms and services. They may remember talking about or hearing the information, but not by its "proper/formal" name. From this information, the program has included both a formal description and "lay person" descriptions on our flyers, program description and questionnaires. This is being done to help students become familiar and more comfortable with hearing and using college going lingo.

Basic student information. All student services are reported and tracked in the grants designated data system called COMPASS, through COBro Company. Below is a breakdown of the 342 students served through the State GEAR UP program in 2013-14, which included 227 females and 115 males.

Race totals are as follows with Hispanic ethnicity in parentheses:

- American Indian or Alaska Native: 11 (6)
- Asian: 7 (1)
- Black or African American: 19 (2)
- Native Hawaiian or Pacific Islander: 7 (0)
- Two or More Races: 89 (71)
- White: 209 (38)

A total of 118 students self-identified as Hispanic as their ethnicity.

Cohort Information by School:

School	Grand Total
Central Davis Jr. High	33
Clearfield High School	95
Layton High School	79
North Davis Jr. High	41
Roy High School	71
Sandridge Jr. High	23
Grand Total	342

Dissemination. This information is distributed to WSU partners, Advisory board, our schools, districts, students and parents, grantor, supporters, and general community. This information is sharing through email, newsletters and letter/mailings to participants' families.

Assessment Summary:
Overall the department has grown exponentially where assessment mostly happens at a programmatic level depending on the performance outcomes assigned by the various federal programs' annual performance reports and/or the grant objectives set by the awarding agency. All program gather participant numbers, set formative goals and milestones to help meet annual objectives, as well as including learning outcomes regarding the impact on student learning where appropriate. Programs are also required to meet certain participant numbers per school and ensure certain level of services per participant annually. This data collection happens through an intake process or application, gathering the appropriate identifier information and gathering service logs that are entered into specific databases assigned to each program. Additionally, each program has established a system of collecting and gathering the necessary data mainly through a data specialist support staff. Areas to improve would include better tracking of tutoring services, outcome data for the advocate program, and the services delivered to undergraduate students that includes student employees and incoming students who receive enrollment assistance.

Review Summary

Changes over the Last Five Years

Over the past five years, the major changes in our department have been the growing and expanding programs and services that have impacted space, personnel and funding needs. The department began with a director, Education Talent Search program and a Student-to-Student coordinator, and has now expanded to multiple projects, partnerships and staff to best meet the local K-12, college and career-readiness needs. The access and outreach programs continue to align with the access and community core themes in meeting the demands of more intentionally providing preparation, enrollment and support services to the growing underrepresented student populations.

Major Accomplishments

Our major accomplishments and strengths have included growth and expansion of the department, building relationships with an increasing number of K-12 schools, providing intentional services to a growing number of underrepresented students, and receiving additional funding through grant applications and development efforts. Given this growth, the department intends to establish f priorities that focus on effectively sustaining partnerships and essential relationships with campus and community stakeholders, as well as focusing on specific staff development needs within the area. Additionally, we need to continually work to clearly articulate our mission and purpose, as well as our story to these stakeholders as we seek sustainable long-term funding for our various initiatives and services. Resource priorities include student employees and specialist/coordinator roles that are not funded by federal programs that would allow for broader support to our K-12 partners.

Areas of Improvement

These areas would include a better tracking of services for which students both inside and outside of these programs are receiving tutoring, mentoring and advocate support services and the impact on their college-readiness, as well as participants' retention on completing degree programs. Outreach programs also may need to look at how to better utilize, implement and support the tuition waiver program as incoming college students graduating from programs receive these resources along with a stronger data tracking of tutor, advocate and other college participant services. The department is just beginning to be more intentional in using the university's Accudemia data-tracking program for college student support services. Additionally, grants such as Talent Search and GEAR UP may need to apply for more funding in the next grant cycles and advocate for institutional money to compliment these efforts and the growing needs in their partnership schools. Student to Student could also benefit on ways to better meet college enrollment goals given its soft-touch approach and structure in supporting participants through the process. Overall, having the department continually work to be the conduit between K-12 and the university, particularly in supporting partnership schools and incoming students through the transition process of navigating college enrollment and more intentionally connecting students to retention support services will ultimately help the department meets its' intended overarching goals.

Areas for the Site Review Team to Address

I would seek the support of the site team to specifically address space, personnel and resource needs, the ideal organization structure given these needs, as well to examine the community/K-12 perception of the services and support EAO offers. In regards to department identity, I would seek the site team's exploration of an ideal department name and location that reflects the mission, vision and goals of this department. Staffing needs would include the team exploring the need to fully fund the Academic Outreach Specialist and College Access Specialist full-time off of federal funds in the redefined Student to Student unit, as well as having sufficient funds to sustain the student advocate and tutoring services with additional work-study and/or hourly funds. This would allow for more intentional, impactful access and outreach experiences in partnership schools Also, having the team consider the need for an associate director to effectively address the growing demands and needs of supporting programs and the department would be most helpful.