



WEBER STATE UNIVERSITY

College Access & First-Year Transition (CAFYT) Self Study
Division of Student Affairs
November 2018

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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.

Office of Access & Diversity Mission Statement

The Office of Access and Diversity increases higher education access, persistence, and graduation rates for underrepresented students.

Office of Access & Diversity Vision Statement

The Office of Access and Diversity will transform lives through the power of higher education.

Office of Access & Diversity (A&D) Values

- **Community:** Building an inclusive and affirming university community where everyone is valued and respected and connecting university resources with the larger community for positive change.
- **Shared Accountability:** Setting high standards of ownership and performance by holding our team accountable for the quality of our work through integrity and a high level of trust.
- **Learning:** Engaging students, faculty, staff, and community (individuals) by providing access and opportunity through supportive and nurturing learning environments leading to a better quality of life.
- **Self-Actualization:** Realizing and fulfilling each individual's vision of educational and personal success through empowerment allowing them to make a difference in their lives and in their communities.
- **Social Justice:** Raising awareness through advocacy, empowerment, and strategies that support equity, diversity, and inclusion on behalf of the communities we serve by promoting honor, equity, and mutual respect.

College Access & First-Year Transition Mission Statement

College Access & First Year Transition strives to increase college participation and success for historically underrepresented and first-generation students, through partnerships with schools in our community. Working alongside students as they pursue and successfully complete post-secondary education, we provide targeted support and connections from the end of their senior year in high school through their first year at WSU.

History

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 multiple access and outreach programs and partnerships that support these students. Initially this area was led by the Director of Access and Outreach (along with other programs). 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.

Our program aligns with the university core themes of Access and Community through many of our efforts. 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 and other 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.

Timeline

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 to additional schools in Ogden district to include Ben Lomond High School, Highland and Mound Fort Junior Highs and added services to assist high school seniors 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.
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 largely 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.
2015	This area became known as Office of Access & Outreach (OAO) and included three federal grant programs, TRIO Talent Search, Statewide GEAR UP, TRIO Upward Bound, and the Student2Student Outreach mentoring program, as well as host to several large outreach conferences for area youth. OAO became part of the newly organized Office of Access & Diversity, led by a new Executive Director position, which included the Center for Multicultural Excellence, LGBT Resource Center, Diversity & Inclusive Programs, and newly created Transition Programs and Partnerships (TPP), intended to better define services for historically underrepresented high school students from outreach programs transitioning to Weber State University.
2017	Additional reorganizations occurred within the Office of Access & Diversity, resulting in the joining together of the first-year transition activities of TPP, the Student2Student outreach program, outreach tutoring, outreach conferences, undocumented student support, and coordination of several department-wide events for outreach programs and partners. This new area, College Access & First-Year Transition is led by the Coordinator, who reports to the Executive Director of Office of Access & Diversity, includes two full-time and one part-time staff members, and numerous student employees.

Programs and Services

Programs and services for the department are described below in the following order: departmental initiatives, Student2Student, First-Year Transition.

Departmental Initiatives

- **FAFSA Completion** -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). Annual bootcamp training for WSU staff and school counselors in A&D partnership schools,WSU Peer Mentors, and Peer Assistants is organized by CAFYT . Organization of A&D staff and student employee support at partner schools is coordinated by CAFYT. The department collaborates with other A&D areas to promote and provide staffing for FAFSA Fridays in the A&D Office, providing assistance and advocacy to current and future WSU students both with FAFSA and navigating WSU Financial Aid Office processes.
- **Outreach Conferences** The College Access & First-Year Specialist leads the planning and implementation of the Multicultural (MYC) and Latinos In Action (LIA) conferences. The specialist works closely with staff in WSU Scheduling, Events, and Conferences, the Browning Center, and other facilities and departments on campus to coordinate all aspects of these large (600 - 1,300 participants) conferences. Faculty and staff across campus also participate in the planning and implementation of MYC and LIA conference. These individuals serve on the planning committee and participate as presenters during these events. Volunteers (30 - 60) are recruited, screened and trained from within WSU students and community members. CAFYT is responsible for marketing, recruitment and registration for MYC and data tracking and evaluation for both conferences.
- **Undocumented Student Support** Since 2015, the department has had an Americorps Vista, intern or part-time staff member to assist undocumented and DACAmented students trying to access WSU in pursuit of a college degree. With the work of the Americorps Vista, a Weber State 'Undocumented' website was developed and launched in 2015. The website includes links to navigating processes at WSU, private scholarships and other ways to pay for college. Support for undocumented students has included one-on-one meetings with students and their parents to explain the process of college access and paying for college. The individual working with undocumented students visits schools to present to groups of undocumented students to support them in applying to colleges during Utah's College Application Week(s), presents information and answers questions at community groups and events in the area, and provides training to other WSU staff on how to best support undocumented students. The current part-time staff member also collaborates with Admissions Office, Financial Aid and other campus departments on process changes and issues related to supporting undocumented students at WSU. Additional responsibilities include continual updating of the WSU undocumented website and print materials and emailing students to offer support and assistance. A KickStart session for undocumented incoming freshmen was hosted in summer 2018 to provide specialized support.



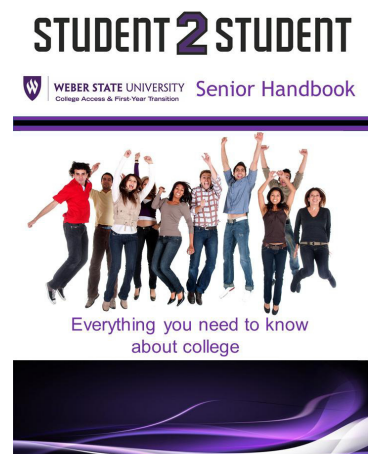
- **Department and Partnership Event Planning** Since 2017, CAFYT staff have led planning and execution of department-wide events Senior Recognition Night and School Partner Breakfast. Since 2007, outreach programs have hosted an annual Welcome Back Breakfast inviting district and school administration and counselors, as well as university partners to share past year highlights and the next year's goals. Along with federal outreach grant partners, CAFYT hosts the annual Senior Recognition Night to recognize and celebrate the accomplishments of the graduating cohorts as they transition to postsecondary programs.
- **Outreach Tutoring** Tutoring in area junior high and high schools is designed to provide pre-college students with support primarily within rigorous courses, including AVID. This support is given through individual and small group settings and is facilitated by college student tutors. The guiding mission is to decrease the achievement gap and increase high school graduation and college participation for historically underrepresented students. All tutors attend AVID Tutorology training provided by CAFYT staff and become certified after completing training with a classroom teacher. Tutor schedules in area junior high and high schools are coordinated by school staff and the CAFYT Specialist. These college student tutors are supported by federal work study grants, the Senate Bill 67 Partnerships for Student Success grant, and direct school funds. The Outreach Tutoring supervisory role is shared with the Access & Outreach Specialist over Student2Student and includes 12 - 18 student employees.
- **Outreach Campus Visits** Each year, CAFYT fields requests or referrals from school or extracurricular groups wanting to visit Weber State as part of a college readiness/access program or class. For groups that fall outside of Admissions Office purview, 10 - 12th grades, CAFYT staff work collaboratively with many campus departments and resources to provide an educational campus experience. A few recent examples include:
 - Junior high students from a Kaysville after-school program visited in February 2018. A total of 14 students toured campus, learned about the Multicultural Center, opportunities in higher education, and closed out their visit with complimentary tickets to a WSU basketball game.
 - Mt. Ogden Junior High AVID classes visited in Spring 2018. A total of 65 students toured campus with A&D mentors and participated in activities in several WSU departments.
 - Eisenhower Junior High AVID classes visited in Spring 2018 with 60 9th grade students who toured campus and visited the Access & Diversity Suite and LGBT Resource Center to learn about pathways to college.
 - The GEAR UP Program at Dual Immersion Academy Middle School in Salt Lake City visited in Summer 2018. A total of 15 students toured campus, Kimball Arts, Housing, and had activities with Engineering and Automotive Technology.

Student2Student Outreach

The mission of Student2Student (S2S) is to increase participation in postsecondary education by providing college access resources and academic support services to underrepresented students from target high schools in local school districts. All programs and services are at no cost to students, and open to any student (no citizenship requirement). Participating 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 and donations (i.e., IMPACT USHE and Ally Bank Foundation funds), includes a full-time specialist and 15-20 part-time student employees involved in near-peer mentoring and advocacy in area high schools to connect and eventually enroll historically underrepresented students at WSU.

The program's core services include the following components:

- **Advocate Program:** This program is a near-peer college outreach model in which approximately 15 - 20 college-student advocates on federal work-study are hired and placed in targeted schools to provide college admissions, enrollment, financial aid, and scholarship assistance to high school seniors and juniors; the cohort includes 100 seniors and 100 juniors.



S2S currently serves students in 9 area high schools and 2 alternative high schools in Ogden, Davis and Weber school districts. The number of advocates and high school students served could expand if additional resources were available to pay student employees. Advocates meet one-on-one and occasionally in small groups with high school students in the program. They use a handbook, designed in CAFYT, to facilitate monthly topics and college readiness tasks.

- **Summer Summit Leadership Institute (SSLI):** This multi-day program and residential college experience is designed for 10 - 30 rising high school senior students from partnership target schools. Students who apply and participate learn leadership strategies, college preparation, cultural identity and ethnic pride, and participate in science, technology, arts, writing and math workshops and classes. Due to issues in recruitment and registration, SSLI for 2018 was cancelled and students were encouraged to attend the State GEAR UP ACT Bootcamp for rising high school seniors.



University alignment and program initiation. Student2Student programs and services align with mission and goals of WSU, Student Affairs Division, and Office of Access & Diversity by the following: Increasing college access to first-generation, low-income, and ethnically/racially-diverse students; and providing information and support to partner schools about higher educational opportunities.

WSU has a focus on increasing diversity of our campus. CAFYT aligns with core themes of access, learning, and community by increasing college enrollment of diverse students through targeted services and initiatives and by educating potential student-leader advocates to provide critical access support services to our local community and partner schools.

As research indicates, first-generation, low-income, and ethnic or racially diverse 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 themselves¹. Any new programs and services are developed based on need and gaps identified within WSU or with partner schools' administrators, counselors or district leaders.

Community outreach. Student2Student services are advertised primarily through personal contacts with school counselors, teachers and administrators. Additionally, targeted high schools invite S2S staff to provide parent informational presentations about college access. The program also maintains a web site and Facebook page. In regard to collaborations, the other outreach federal grant programs often refer students to the S2S program, when they are unable to serve the student, due to their citizenship status or GPA. S2S staff and student employees support partner schools during their College Applications Week(s) activities and FAFSA Completion events at their schools, assisting students in completing college applications and FAFSA.

Program changes. The Student2Student program has evolved from serving as a mentoring program from 2003-2005, to a tutoring support program from 2006-2009 to the broad outreach arm for underrepresented students from 2009 to 2015. Now the focus is on the near-peer mentoring model, parent information and

¹Swall, Walter Scott (2002) "Preparing America's Disadvantaged for College: Programs That Increase College Opportunity"

support, and summer programming with a primary focus of ethnic/racial minority students. The key outreach events formerly in S2S, Multicultural Youth Conference and Latinos In Action Conference have been restructured within CAFYT. Work is on-going to grow the advocate program, with the addition of two alternative high schools and several area high schools no longer served by WSU federal outreach grants. Summer Summit Leadership Institute continues to evolve to blend the leadership institute focus with college preparation (e.g., ACT prep, writing for scholarships). There is the possibility of potential future collaboration with other WSU federal outreach grants to allow the summer program to better meet its objectives of increasing college enrollment for historically underrepresented students and gain efficiency of resources by combining efforts. Currently State GEAR UP and TRIO Talent Search conduct summer programs for their rising seniors. In 2015, the supervisor of S2S was made a full-time position and added management of the outreach tutoring function.

First-Year Transition

The mission of First-Year Transition is to provide support and connections from the end of the senior year in high school through the first year of college. All services and programs are provided at no cost to students. The program was originally established through a grant from Utah System of Higher Education (StepUP grant) as a partnership with area K-12 schools and is now base funded through institutional funds. The program includes a full-time specialist and periodic student employees (mentors), primarily for summer programming. The program's core components are:

- **New Student Orientation (NSO):** The Coordinator of CAFYT participates on the New Student Orientation Planning Committee to better represent the needs of first-generation, historically underrepresented students and families. We now offer Spanish-speaking parent orientation sessions and online parent orientation in Spanish. A trial practice of student ambassadors bringing students through the Access & Diversity suite was undertaken, though ultimately abandoned due to time constraints in the NSO program. Typically, during May, CAFYT plans one supplemental program, NSO Plus, targeting first-generation, historically underrepresented students following the regular NSO program. In addition to providing lunch, this program continues to evolve to better meet the needs of students, and in the most recent year included tabling from departments and programs for historically underrepresented, first-generation incoming freshmen students to connect with during their first year at WSU. Additional support is provided for students to finish course registration prior to leaving campus. CAFYT works with Access & Diversity partner high schools to provide transportation to bring seniors to campus for this special extended NSO. At all other NSO sessions, CAFYT tables to advertise Summer Bridge and allow students to sign up for text-mentoring.
- **Text-mentoring:** Since summer 2016, through a contract with an outside vendor, SignalVine LLC, CAFYT staff communicate with about 500 targeted high school seniors transitioning to WSU, from June of their senior high school year, through January of their first year of college. From NSO registration, first-generation, historically underrepresented incoming college freshmen are identified, also, outreach grants and programs identify their senior students that will be attending WSU to be included. Students are "nudged" about upcoming deadlines or tasks (NSO, financial aid, plans to pay for college, course registration...) to complete during the summer. They are able to ask questions on a platform that is accessible and familiar to them. During the first semester, they are encouraged to participate in different campus events and activities and guided toward helpful resources available to them. They also continue to ask questions regarding everything from parking and counseling help to tutoring and how to buy or rent textbooks.
- **Summer Bridge:** Since 2016, CAFYT has hosted a Summer Bridge to College Success program, for four days and three nights, in Wildcat Village residence hall, and using facilities around campus for workshops and other activities. Students meet WSU faculty and staff in workshops designed to improve their knowledge of successful student behaviors, increase their sense of belonging and raise their readiness for college. Students participate with WSU mentors in team building and campus resource activities. The program is free to all participants and those who complete the program receive a stipend (\$100-200).
- **KickStart:** Since 2016, CAFYT hosts KickStart sessions in mid to late August for incoming historically underrepresented, first-generation freshmen students. This half-day program, where students are

guided in how to use their WSU portal and WSU website to help navigate college, is meant to provide just-in-time assistance to students not yet fully prepared to start fall semester. These sessions include lunch and a mentor-led tour of campus resources where they meet staff in tutoring centers, financial aid, registrar's office, multicultural center and more. Students then receive one-on-one assistance addressing their individual needs; issues like financial aid, course registration, finding books, locating their academic advisor.

- Freshman Connection: Since 2016, CAFYT offers short workshops or drop-in sessions on topics pertinent to the first-year experience for historically underrepresented, first-generation freshmen. These have included workshops in the Center for Diversity & Unity or a nearby computer lab and tabling in Shepherd Union. Topics have been scheduled to coincide with student needs, like preparing for mid-term exams, getting involved, course planning and registration for the next semester, and celebrations of the end of semester.

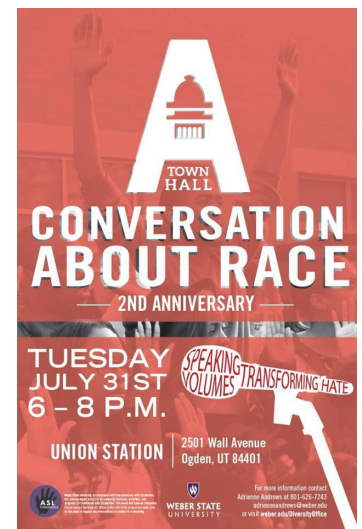


University alignment and program initiation. First-Year Transition programs and services align with mission and goals of WSU, Student Affairs Division, and Office of Access & Diversity by the following: Increasing college access to first-generation, low-income, and ethnically/racially-diverse students; and providing information and support to partner schools about higher educational opportunities.

The University has a focus on increasing diversity at WSU, and, 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 and persistence of diverse students through these targeted services and initiatives.

Community Outreach. First-Year Transition programs and services are advertised online at www.weber.edu/transition and through email notices to high school teachers, counselors, and administrators. Posters and flyers for key events like NSO Plus and Summer Bridge are distributed at partner schools and through A&D Federal Grant and outreach program staff and student mentors. As a new part of Summer Bridge this past summer, students participated in a 'Dine-Around Ogden' dinner, with the opportunity to eat in a restaurant in downtown Ogden, followed by participating in an on-going community event, A Townhall Conversation about Race, with a related art show 'Speaking Volumes About Hate' at Ogden's Union Station.

Program changes. Several of the first-year and transition programs began under Transition Programs and Partnerships (TPP) and are now part of CAFYT. Summer Bridge programs were offered before this department began programming them, but had not been successful in attracting our targeted, historically underrepresented, first-generation students. Offering a stipend to attend and connecting with A&D Federal Grant and other Outreach programs helped increase participation from these targeted populations. In 2017, two different date options were offered, in hopes of improving participation numbers. The earlier June program was not well attended (11 students), so in 2018, we returned to one program at the end of July/beginning of August, and though there were 62 student registered, only 42 attended. In 2018, with the completion of the USHE StepUP grant project, and limited funding, the stipend for students attending Summer Bridge was decreased from \$200 to \$100. The program continues to struggle with no-shows, and how to ensure students attend when they have registered. The College Access & First-Year Specialist is researching other programs and consulting with colleagues for ideas to improve yield.



CAFYT Departmental Outreach, Campus Relations and Collaboration

Services and programs are advertised in a variety of ways that include posters, flyers, emails and text messages, and web pages. Our department provides significant outreach to students and partners in K-12 schools to promote opportunities for college access activities and knowledge or assistance. Events like FAFSA Completion events at partner schools, as well as on campus (FAFSA Fridays), Multicultural Youth Conference, New Student Orientation Plus, Summer Summit Leadership Institute and Summer Bridge. Email updates with key dates to our school partners, letters and postcards sent to S2S participants, and tabling in schools to recruit for summer programs are some of the ways we reach out.

Collaboration occurs in many ways such as CAFYT staff participation on Student Affairs and University-wide committees and task force including the Student Affairs (SA) Student Employment Committee, SA Student Engagement Task Force, SA Diversity Committee, Staff Development Grant Committee, SA Peer Mentor Planning Committee, and First-Gen Faculty/Staff/Students working group. Additionally, the CAFYT Coordinator participates in University-wide groups to bring the perspective of underrepresented and first-generation students including the Quantitative Literacy Task Force, Student Success subcommittee on Transitions & Opportunities, Wildcat Scholars Project and through her role on the Staff Advisory Council, the Promoting Student Success Speaker Series. Wildcat Scholars is a pilot program intended to provide a 'soft landing' for incoming freshmen students who need both developmental math and English at WSU, and targets first-generation, historically underrepresented students. The project has evolved to include 3 classes in fall semester, including a corequisite English 1010 and English 1000, First Year Experience course, and an honors freshman seminar, Cultivating Your Future. Students work on ALEKS math online to improve their math placement for spring semester, and follow up with a 2-credit continuation of the freshman seminar, Adulting 101. This project has recently received a sizeable grant to expand the number of students. The Coordinator also represents WSU and Access & Diversity on the Utah First Year Experience Consortium Steering Committee, collaborating with other Utah colleges and universities around first-year issues and strategies and the Utah System of Higher Education (USHE) First Year Experience Tuning Group. Staff are strongly encouraged to participate in University events, conferences and activities especially those sponsored by other A&D areas, and to consider how to engage our cohorts of students in these events, and do participate.

For CAFYT programs including Multicultural Youth Conference, Latinos in Action Conference and summer programs, collaboration within Student Affairs, Academic Affairs, and Athletics is critical and consistent. Student Affairs colleagues, as well as faculty and advisors from colleges often participate on planning groups and as workshop presenters at outreach conferences. Many departments participate by tabling or providing materials or give-aways for the students. Departments with service learning requirements for their students are engaged to link to conference volunteer opportunities. CAFYT Access & Outreach Specialist makes contact with faculty and staff in both College of Education and Department of Social Work to recruit student workers. Some examples (but not a complete list) of departments or individuals CAFYT collaborates with include:

- Counseling & Psychological Services Center
- Student Success Center
- Admissions Office
- Financial Aid Office
- Student Support Services
- Parking Services
- Campus Recreation
- Student Health Center
- Student Involvement & Leadership
- College of Health Professions
- Kimball Visual Arts Center
- Browning Center for Performing Arts
- Department of Performing Arts (Dance)
- WSU Athletics
- College of Education
- Department of Social Work
- Engineering, Applied Science & Technology (EAST)
- Center for Multicultural Excellence
- Diversity & Inclusive Programs
- LGBT Resource Center
- Academic Support Centers & Programs
- Davis Campus Learning and Student Services*
- Department of History
- Departments of Math and Developmental Math
- Nontraditional Student Center*

*Formal collaboration on text-mentoring program

We regularly collaborate with K-12 school partners and related community partners like United Way of Northern Utah. We work together to identify opportunities to bring students to campus for special events benefiting historically underrepresented, first-generation students, such as "Shared Ground," a grant-funded dance performance in Spring 2018 using recorded interviews with WSU students from Latino or Hispanic backgrounds. Another recent collaboration was between Ogden and Davis school districts' Title 6 (Native Student) programs and Utah State Office of Education's Indian Education to hold an inaugural Northern Utah Native Student Honoring Ceremony for graduating high school seniors and all native students and families at WSU in Spring 2018. Partner school districts regularly support Multicultural Youth Conference with funding and busing on invitation from CAFYT.

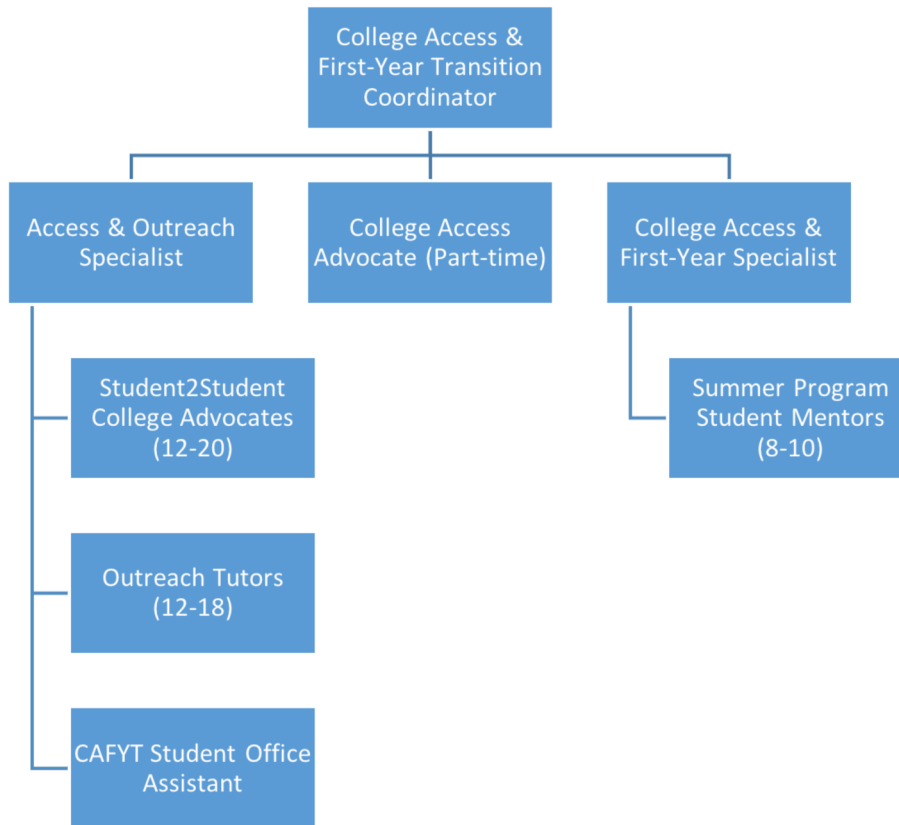
We strive to inform both our WSU community as well as our K-12 school partner district leadership on our identity and mission and how we can offer opportunities to collaborate. There is no formal mechanism for departments within A&D to meet with academic colleges or departments to determine opportunities for collaboration. In the past, there were such collaborations between the former Education Access & Outreach (EAO) department and some campus partners, like Math Department, other departments involved in K-12 outreach, and through the EAO Advisory Board of campus, K-12 and community partners. We need to be coordinated in our efforts and requests for assistance so we avoid over using a partner. One way we hope to be more effective in our collaboration with campus and community partners is to issue just one request for workshop presenters and tabling for both our outreach conferences. In the future, we plan to send one invitation with multiple links (one for MYC in December and another for LIA in March), offering campus and community partners the ability to plan ahead for both events. With planning of summer programs now within the responsibility of one staff member, we similarly coordinate invitations to present workshops or activities for both of those just once. There is opportunity to streamline summer program participation with other A&D areas also conducting summer programs.

Leadership and Staffing

The department includes one coordinator, two specialists, one part-time para-professional, a student office assistant and 30-40 work-study student employees, depending on work-study availability. Our area relies on administrative and budget support from the Access & Diversity (A&D) Administrative Specialist III, and works collaboratively with A&D peer assistants in the office to serve walk-in WSU students to the area. The department holds monthly team meetings with professional and part-time staff to discuss upcoming events, programs, staffing and communication needs. When the department was formed, the team worked together to develop the mission statement and vision for the new area. The team determines goals for the department for the year, develops a 6-Column Model and reviews results together to determine if changes might be needed for the future. The Access & Outreach Specialist holds regular meetings and trainings with the Outreach Tutors and S2S College Advocates (at least twice a month). Student employees meet individually with their supervisor as needed, and he blocks out office hours for them to do this.

When decisions are made by the Coordinator or A&D Executive Director, they are usually communicated verbally in the monthly team meeting or one on one with staff if appropriate. Decisions for individual programs (e.g. S2S, Summer Bridge) are made by the staff specialists responsible for those programs and communicated by email or in person with the Coordinator and other team members, and often updated in planning and tracking documents shared on Google Drive or Box. The Coordinator provides updates from Student Affairs Leadership meetings (Department & Program Heads/DPH) and from A&D Leadership meetings to staff at monthly CAFYT team meetings. These include things like areas of focus for Student Affairs for the coming year, changes in structure or reporting, upcoming initiatives and events and key staffing changes.

Staff and Responsibilities



Staff are recruited through WSU Human Resources using their standard advertising and marketing efforts. Care has been taken to rewrite position descriptions including minimum and preferred qualifications. Preferred qualifications now include relevant personal and work experience with our targeted demographic of students to

encourage a more diverse candidate pool. Using these methods, the last two positions we have posted to fill have included a diverse candidate pool and yielded great new team members with the background and experience to bring diversity and representation to our team. Currently our team is quite diverse with 75% of staff of diverse backgrounds, and over 90% of student employees are first-generation or from a historically underrepresented population.

Staff Profile

	Professional	Support	Student
Female	2		16
Male	1	1	17
Degrees: MA, MS, MEd	1		
BA, BS	1		
AA, AAS, Certificate, etc.	1	1	32
Years Experience in field: None			19
Less than 5	1	1	14
5-10	2		
11-15			
16-20+			
Full-time: 9/10 months			
12 months	3		
Part-time: 9/10 months		1	32
12 months			1

CAFYT Coordinator: supervise staff and direct college outreach, transition and first-year programs for underrepresented students and their families in close collaboration with Access & Diversity units, other departments on campus, and public school partners. Maintain partnership relationships with key school and school district personnel, as well as Ogden Weber Tech College, USHE Outreach and Access. Supervise and evaluate staff; manage hiring and training; manage a department budget, grant budget(s), and other accounts, and supervise management of program budgets within the department. Qualifications include Master’s degree in relevant area, experience and passion for working to support historically underrepresented student populations, commitment to social justice, equity and inclusion, five years management or supervisory experience, and two years budget or grant management experience. Strong organizational skills, with the ability to establish priorities, manage multiple demands and projects, and meet deadlines.

Outreach and Access Specialist: responsible for the recruitment, hiring, training and support of outreach tutors and S2S college advocates. Manage the Student2Student Outreach program, including monitoring access cohort of incoming students through 11th, 12th and college enrollment support as well as tracking and reporting on participation and outcomes. Qualifications include Bachelor’s degree or equivalent combination of education and experience, supervisory experience, mastery of skills in MS Office programs, experience working with historically underrepresented populations, and strong interpersonal skills.

College Access & First-Year Specialist: responsible for the implementation of WSU outreach initiatives and partnerships focusing on creating a pathway to college for underrepresented students, including leadership for planning and implementation of youth conferences and summer programming (Multicultural Youth Conference, Latinos In Action Conference, Expect The Great Conference, Summer Summit Leadership Institute,

and Summer Bridge). Qualifications include Bachelor's degree, familiarity with the barriers and challenges of underrepresented student success in higher education, proven work experience and ability to successfully work with underrepresented populations and adolescents, and event coordination or planning experience.

College Access Advocate: provides information and strategic guidance to create a safe space supporting the educational success, retention, and graduation of undocumented students. The Advocate provides academic guidance and personal advising for undocumented students and their families; designs, updates, and implements campus educational programs and services specific for undocumented students; and builds and maintains partnerships with on- and off-campus resources. Qualifications include Bachelor's degree; or Associate's degree with equivalent experience, bilingual in English and Spanish, demonstrated knowledge and understanding about unique issues that impact undocumented and DACA students and their families, demonstrated multicultural competence through knowledge, skills, and abilities, basic college access, financial aid/scholarship knowledge, basic presentation skills, excellent interpersonal communication skills.

S2S College Advocate: Mentor underrepresented students (junior and seniors) in targeted high schools to encourage and empower them to pursue and enroll in a post-secondary institution. Meet one-on-one with students during regular school hours. Provide college access resources such as assistance with college choices, admissions, scholarship applications, FAFSA, and registration. Must have successfully completed one year of college, have a 2.5 GPA, have strong interpersonal and communication skills; prefer experience or knowledge of challenges facing first-generation, historically underrepresented students. Responsible, committed, autonomous and self-motivated; enthusiastic, have excellent leadership skills, be a team player and have a strong desire to work with underrepresented populations.

Outreach Tutor: support students in their core and AVID classes and also in one-on-one tutoring and credit recovery. Provide high quality academic support to junior high and high school students. Tutors model learning techniques to achieve academic success and improve organizational skills and provide college awareness mentoring. Must have successfully completed one year of college, have a 2.5 GPA, meet math skills requirements, have strong interpersonal and communication skills; prefer experience with junior and high school age students.

CAFYT Student Office Assistant: provides administrative, organizational, design and data entry support for S2S program, CAFYT events, and other department needs. Must have successfully completed one year of college, have a 2.5 GPA, intermediate computer skills, have strong interpersonal and communication skills, and ability to work on one's own without supervision.

Training and Professional Development are strongly encouraged. A detailed and comprehensive orientation/onboarding binder is created for each new professional and support employee, including a check-list of information to read and understand and tasks to complete or trainings to attend in order to work fully in one's position. This check-list is reviewed frequently with new employees. Additionally, staff are encouraged to participate in trainings that are offered on campus, professional development opportunities in Utah and to plan for attendance at regional and national conferences related to their positions. All Professional staff have completed the University's Coach Certification. Training and professional development are often discussed at monthly team meetings, and participation among the team is coordinated when resources (time and/or funding) are limited. Professional and support staff have been encouraged to continue their education beyond their current level of degree attainment, and one has taken advantage of that opportunity to begin a Master's program at WSU already. Another team member is close to completing a bachelor's degree this year. The Executive Director of A&D also encourages participation in available on-campus training and professional development as well as local and broader conference participation. Funding for participation in regional and national conferences has been challenging as travel and professional development are not funded within our budget for the current level of staffing, and two of the staff are unable to apply for Staff Development Grants from the University at this time. However, even with these constraints, the Executive Director has been supportive of considering needed funding for them to be able to participate in these opportunities.

Evaluation Staff members meet with the Coordinator every two weeks in one-on-one meetings, where current issues are raised, recognition and coaching is given and planning takes place. Meetings are informal where both

parties bring issues to discuss. Where possible, issues are resolved during those meetings. Performance reviews are conducted annually in late spring to evaluate employees' performance for the past year and go over their professional progress and goals. A mid-year review of the goals takes place during one-on-one meetings. Targets for participation, enrollment and retention are set and tracked throughout the year, and along with 6-column model results are part of the evaluation process, planning and goal-setting. The Coordinator regularly uses the Student Affairs Builders of Excellence recognition system for staff, highlighting when they have gone out of their way to provide service, or ensure students were advised holistically.

Student employees receive evaluations in a one-on-one meeting with their supervisor toward the end of their school-year/work-year with our department. S2S College Advocates have common goals to work toward with their cohort of students during the year, and their progress toward the goals is included as part of their evaluation. The supervisor is working toward more holistic review process that includes feedback from the students they work with, partner school faculty and counselors, and self-evaluation. Student employees receive periodic incentives for achieving milestones toward goals, exceptional attendance and accurate timekeeping, and data entry accuracy, relating to Student Affairs learning outcomes of responsibility and accountability and leadership and management skills. These incentives include lunch out with the supervisor, movie passes or other small recognition.

Staffing Needs. There is one critical staffing need for current programming related to understaffing in Center for Multicultural Excellence (CME). Both Specialists in CAFYT meet with current WSU students in an advisor capacity, outside of their normal role. This is because the student's need is urgent and CME staff do not have immediate availability due to an unfilled position in their area. Once that position is filled (it is currently being advertised), we expect some lessening of this impact. It would be good and helpful to discuss staff needs in A&D Leadership meetings to better understand our shared vision for working with students, response time expectations and best practices to maximize efficiency with limited resources.

With limited staff resources and expertise in marketing and communication, we rely heavily on Student Affairs Marketing for development of posters, flyers, t-shirts, web pages and more. This requires significant planning ahead to meet communication plan timelines.

Our ability to expand our outreach programs, S2S and Outreach Tutoring, depends, almost entirely, on federal work-study dollars being available to students we recruit and hire. Currently there are more work-study positions available at WSU and in the community than there are federal work-study dollars to fund students to fill them. As a result, we compete with other departments and outside organizations to hire students eligible for work-study funding. This puts us in a precarious position with K-12 school partners who rely on our outreach and tutoring services to support student success and increase college participation for the target student population.

Financial Resources and Budget

The budget process and financial resources has not yet stabilized for this new CAFYT area since reorganization in 2016. Funding for salaries, travel and current expenses are now completely within our department budget index 213026, an Education & General (E & G) funded account allocated to the University by the Utah Legislature plus student tuition, as of 2018-19. Two separate accounts include funding for outreach conferences, 214137, and Summer Bridge and first-year programming, 214138. Prior to 2017, staff were budgeted, in whole or in part, within different departments and accounts. Outreach conferences expenses were previously covered by other A&D funds, SA funds or elsewhere from within WSU. Utilizing gift (ALLY Bank Foundation) and carryover from grant (USHE StepUP) funds, we have been able to operate S2S Outreach programs, paying student workers hourly in the fall until work-study funds become available, covering the cost of printing S2S handbooks for students, and manuals for S2S College Advocates, S2S Summer Summit Leadership Institute, and Summer Bridge operating expenses including payroll for 2017. For the 2018-19 fiscal year, institutional E & G funding has been approved to continue Summer Bridge and First-Year initiatives at \$40,000 (replacing the USHE StepUP grant funds), and funds have been appropriated to CAFYT for MYC and LIA Conference (\$30,000). This should make tracking and budget planning more streamlined and provide accountability for staff and the department. Training on WSU and Student Affairs Division budget process and philosophy has not been sufficient and is needed to better plan and manage resources. There have been missteps and misunderstandings between CAFYT Coordinator, A&D Executive Director and SA Budget Coordinator as a result of not fully understanding processes.

Prior to 2017, funding for this area came from various sources that are not easily tracked. The current budget, and recent history for the area, are provided here:

Student to Student				
213026				
Student to Student Main E&G index				
Accounts	15-16 Actual	16-17 Actual	17-18 Budget	18-19 Proposal
61000 - Salary	\$110,706	\$86,428	\$77,542	\$119,127
62000 - Wages	\$20,215	\$43,227	\$43,227	\$43,227
63000 - Benefits	\$-	\$-	\$-	\$-
71000 - Current Expense	\$-	\$1,000	\$1,000	\$1,000
75000 - Travel	\$-	\$2,000	\$2,000	\$2,000
76000 - Scholarships	\$-	\$-	\$-	\$-
77000 - Capital Outlay	\$-	\$-	\$-	\$-
Total Expense	\$130,921	\$132,655	\$123,769	\$165,354

Though the account/index above is now used for CAFYT as a new department, it still bears the name of Student to Student, which the account/index was used for in the past. Other than the name issue, we still struggle with the funding levels for current expense and travel, since this account was originally intended to support one Coordinator and one part-time staff supervising S2S Outreach Program and is not sufficient for current staffing levels.

Underserved Population Support				
214137				
Outreach Conferences E&G Index				
Accounts	15-16 Actual	16-17 Actual	17-18 Budget	18-19 Budget
61000 - Salary	\$-	\$-	\$-	\$-
62000 - Wages	\$-	\$-	\$-	\$-
63000 - Benefits	\$-	\$-	\$-	\$-
71000 - Current Expense	\$-	\$-	\$-	\$30,000
75000 - Travel	\$-	\$-	\$-	\$-
76000 - Scholarships	\$-	\$-	\$-	\$-
77000 - Capital Outlay	\$-	\$-	\$-	\$-
Total Expense	\$-	\$-	\$-	\$30,000

Underserved Population Support				
214138				
Summer Bridge & First-Year Programs E&G index				
Accounts	15-16 Actual	16-17 Actual	17-18 Budget	18-19 Budget
61000 - Salary	\$-	\$-	\$-	\$-
62000 - Wages	\$-	\$-	\$-	\$- 8,000
63000 - Benefits	\$-	\$-	\$-	\$- 680
71000 - Current Expense	\$-	\$-	\$-	\$31,320
75000 - Travel	\$-	\$-	\$-	\$-
76000 - Scholarships	\$-	\$-	\$-	\$-
77000 - Capital Outlay	\$-	\$-	\$-	\$-
Total Expense	\$-	\$-	\$-	\$40,000

Additional funds of \$25,000 per year for three years (2017 - 2019) are part of the SB 67 Partnership for Student Success grant with United Way of Northern Utah and Ogden School District. The bulk of these funds go directly to Wages and Benefits paying additional outreach tutors in grant targeted schools, with a small percentage of the funding used for training.

With the addition of new accounts in 2018-19 for outreach conferences and Summer Bridge and First-Year programs, the specialists will take on more direct management of their budgets. We anticipate being able to continue operating current programs at similar levels with current funding. If programs are to grow in scope and participation, additional funding will be needed.

Facilities, Equipment, and Technology

Current CAFYT facilities include five offices, common study, lounge areas, and a front reception desk shared with other A&D programs. The part-time College Access Advocate shares space with at least one student worker. This usually works fine, but becomes problematic when the College Access Advocate is meeting with a student and their parents, as space is quite tight. The other office includes two computer workstations and is available for student workers to enter data and take care of paperwork when they visit the office. The offices all have doors that allow for private conversations when needed, whether helping students with FAFSA and financial aid, or addressing a student's issue. The offices are generally sufficient for our work, though the Access & Outreach Specialist does not have sufficient room to hold small group meetings or trainings with the student employees. We rely on supplies housed in the shared A&D kitchen closet. Front desk Peer Assistants do fairly well in directing students to the appropriate offices, given our shared work space with A&D Executive Director and Administrative Specialist III, CME, and TRIO Talent Search. We try to maintain a welcoming atmosphere, and working with A&D areas, work to include bilingual Spanish staff or student workers to assist all students and families. With limited conference room space, S2S College Advocate and Outreach Tutor meetings and trainings are scheduled elsewhere within Student Services Center or another campus location.

New office furniture was installed in the Coordinator's office in 2016, during replacement of some other A&D offices. Existing furniture in the other offices is serviceable, but dated. Chairs for guests in the offices are quite old and bulky for our small spaces. An adjustable height converter for one staff member's desk was purchased in 2018.

The coordinator's desktop computer was replaced in 2015. All other staff desktop computers are more than 4 years old, some retrieved from University Surplus and reformatted. Desktop computers are a mix of Apple and PCs, occasionally leading to issues when transferring documents between staff. We are beginning a process to replace those 3 dated desktop computers. Two MacBooks were purchased in 2015-16 by a previous coordinator, which are used by staff to be able to work remotely. S2S program has two Chromebooks used for events and activities with students. Funding may need to be allocated to purchase a few new laptops or tablets to support outreach program events with students.

Technology is adequate, with much of our shared and historical files now being cloud-stored in Box or Google Drive. We struggle with an affordable, accessible and simple-to-use data tracking system for S2S program. Excel, or a version of a spreadsheet tool, has been used for years. Secure access is needed via the internet for S2S College Advocates working in high schools, to retrieve participant information and to track services and critical college readiness attributes. An attempt was made in 2017 to develop a Microsoft Access database for this purpose, but it was not accessible from outside of WSU campus, so S2S program reverted to Google forms and sheets. A proposal based on the failed Access database model, including major requirements was submitted to Student Affairs Technology in late 2017, but has not yet been responded to. CAFYT included data collection and tracking as a goal in our 6-Column Model for 2018-19, to focus on an improved solution for S2S, but also to develop tools or methods of tracking outreach conference participation over the long term to determine impact on eventual WSU enrollment. Additionally, the department wants to leverage cohort tools in Banner to more easily track persistence, achievement and graduation for WSU students from our programs (e.g. Summer Bridge, text mentoring cohort, S2S). We do not yet effectively track individual assistance with students in Starfish, and rely on records in our calendars to attempt to account for individual advising time within the department. Additional training and development of processes regarding Starfish are planned for 2018-19 for our area.

Ethical and Legal Responsibilities

Ethical responsibilities include working with minor students in our partner schools, obtaining background checks for all staff, student employees and volunteers, and completing FERPA training. We ensure parent permission is documented to monitor liability and safety when hosting large-scale events like outreach conferences and summer programs. We use WSU Risk Management forms for minors on campus parent release of liability. CAFYT staff work together with school partners to obtain documentation of parent permission for student travel and participation in WSU events. S2S program uses an application process which requires the student's parent or guardian's permission. A new online application was developed in consultation with WSU Risk Management, and is being piloted in 2018-19

https://docs.google.com/forms/d/e/1FAIpQLSfu73yuePZHxIJCJw-zmQI_A6vqe5GNy8qG3ovbB45Zb14Stw/viewform. Processes have been updated to include verification of parent or guardian permission before the student is enrolled in S2S.

CAFYT follows established University procedures for hosting minors on campus, submitting appropriate forms <https://www.weber.edu/wsuiimages/financialservices/Forms/Risk%20Management/Programs%20Involving%20Minors%20Registration%20Form.pdf> and attending a university-wide events meeting prior to large event outreach conferences to alert all campus entities and answer any questions. Documentation of parent permission is retained from events and supplied when requested by auditors.

Cash handling is minimal, but does occur occasionally with large event sponsorship and donations. Funds (usually checks) are immediately deposited to the Cashier's office, within 24 hours, and documentation is included regarding the sponsor and purpose.

CAFYT staff adhere to University Information Security Policy

https://www.weber.edu/ppm/Policies/10-1_InformationSec.html and follow guidance and support of Student Affairs Technology.

Assessment and Evaluation

CAFYT has been working to increase our level of assessment and evaluation as we develop department goals and determine the effectiveness of programming.

2018-19 Goals

- Increase the number of high school students from historically underrepresented backgrounds who participate in college access experiences (MYC, LIA, New Student Orientation Plus, Summer Summit, Summer Bridge, outreach campus visit...). **Access**
- Improve enrollment/yield for students attending Summer Bridge. **Access**
- Improve data collection for Student2Student (S2S) seniors.

Learning Outcomes

- Students believe that college is for them. Measured at MYC in pre/post question.
- Students understand the admissions and financial aid process. Still determining how to measure this effectively with seniors at outreach events and S2S participants.
- Students know about support services, and opportunities to get connected, available to them at WSU. Measure with Summer Bridge evaluation and text-mentoring evaluations mid-program and end of program.
- Student Employees participate in Student Affairs GetSET training, targeting all Student Affairs Learning Outcomes.

Cohort Information (from 2016-17 and 2017-18)

Category	2017-18 Number of Students	2016-17 Number of Students	Notes/Changes based on data
Outreach Events (Junior High and High School Students)	300	N/A	2017-18 includes Davis Impact Camp (150 students). Need a better way to track individual students and share with Admissions Office.
Outreach Conferences	1,806	1,698	
Student2Student Outreach Program (High School Juniors & Seniors) participation	206	231	Adding two new school partners for 2018-19; continue to work on targeting the right students, not just more students.
Summer Bridge (incoming new, first generation freshmen)	51	33	Offered two different dates for Summer 2017. Very low turnout in June, so we went back to one early August option for 2018.
First-Year Students (texting, KickStart, Freshman Connection activities)	461	571	Changed our texting contract for a lower number of students

Student Volunteers for Outreach Events (7 – 8 hours for each of 2 events)	115	88	Refined volunteer registration/background check process for student employees and training
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Student Needs and Satisfaction

Multicultural Youth Conference 2017 – We surveyed students attending MYC, and 70% of attendees that completed the evaluation (n=273) indicated ‘Yes’ they would consider coming to Weber State University after high school graduation.

Text Mentoring – For school year 2017-18, 451 students were enrolled in the program (6/13/2017 – 1/26/2018) with 389 active (62 opted out at some point). 48 separate text messages were sent to the group throughout that time, not counting replies to questions. Twice during the program, we sought feedback from students about the effectiveness of the text mentoring program. We used the following questions sent via text:

First Evaluation: Sent 10/12/17 “Hi <<first name>>, we're trying to get some feedback on our text-mentoring program since it's sort of new this year. How would you rate the helpfulness of the text messages you've received over the summer and this fall, on a scale of 1 to 5 (5 being great)?”

- 126 total responses
 - Bottom 2 box scores: 2
 - Top 2 box scores: 116 or 92%

Second Evaluation: Sent 1/25/18 “Hi Cayden, we're trying to get some feedback on our First-Year Text Mentoring program as it ends this month. Please reply today! Was the text messaging helpful in your starting at WSU this first year, on a scale of 1 to 5 (5 being great)?”

- 76 total responses
 - Bottom 2 box scores: 4
 - Top 2 box scores: 65 or 85%

Key Measurements and Indicators for Text Mentoring:

	Number of students	Number of programmed text messages	Top 2 box of 1st Satisfaction Assessment	Top 2 box % of 2nd Satisfaction Assessment	Enrollment percentage first Fall Semester	Retention percentage first Spring Semester
2016-17	569	35	86%	82%	82%	81%
2017-18	445	48	92%	85%	83%	N/A
2018-19	496	26 YTD 10/12/18	90%	N/A	N/A	N/A

Student2Student Senior Data - For school year 2017-18, 94 of 116 students competed senior data collection via a Google form or 81%. This is an increase over the previous two years, and exceeded the program’s goal of 80% completion. The Access & Outreach Specialist created a simpler Google form that seniors could enter data with their S2S College Advocate. And S2S College Advocate resources were dedicated during June to follow up with seniors who had not completed data collection form.

New surveys and evaluations were created for Summer Bridge program to assess satisfaction, and also college readiness and sense of belonging, pre and post. Results from this new evaluation (used in August 2018) are still

being compiled. We expect to standardize this evaluation for use over several years for comparison and program improvement.

Satisfaction and outcomes surveys for MYC continue to be challenging to administer and compile. They are usually done on paper in order to ensure more students complete them. As we have a new survey tool available University-wide (Qualtrics), we may have more ability to administer the survey digitally in coming years.

Review Summary

College Access & First-Year Transition is still a relatively new department within Access & Diversity. The CAFYT team works diligently to provide meaningful college access experiences and services for our target student population. Our services tend to be program based, which differs from other A&D outreach and CME programs which use a very personalized one-to-one model of service. Through this program-based model, we have been able to expand our reach outside our immediate geographic area and help to support a large number of incoming first-generation, historically underrepresented freshmen. Being involved in campus conversations and committees has allowed us to work toward improvements for these same students as a collective institution. We are trying to support students to be successful at WSU while actively working to change systems and processes that disadvantage them.

The organization and relevant content of outreach conferences has increased in recent years under the Coordinator's direct and now indirect management. Interest in attending has grown outside of our partner school districts and now schools an hour or more away reach out seeking to bring students. The College Access & First-Year Specialist has created planning documents for these and other department events, essentially developing a job manual for much of her position. These documents are continuously updated with improvements and changes following debriefing the current year's event.

Student2Student Outreach Program has developed a more structured set of expectations of the College Advocates and worked to develop achievable goals and tools to help them achieve them. Collaborating with the SA Peer Mentor Planning Committee has provided additional training opportunities for S2S College Advocates and they now participate in Certified Peer Educator (CPE) training and certification through NASPA. The Access & Outreach Specialist is now a CPE and AVID Tutorology trainer. There are ideas for more parent programs within S2S to better support the student and their family and to encourage college participation and persistence.

Our services for undocumented and DACAmented students and families are growing and continue to be responsive to policy changes that affect students and their families. With the departure of the previous part-time staff, a new position description was developed that clearly outlines this person's role within CAFYT and Access & Diversity.

Given the multiple restructures in the last five years to the components of CAFYT, there is still some uncertainty as to our role and mission among other A&D areas. At times other areas of A&D have expectations of CAFYT that are not consistent with our understanding of our department's role. Since the addition of a first-year transition focus in 2015 with TPP, delineation of services between our area and CME has been not well defined or communicated. Though the Federal Grant outreach program directors meet as a team monthly, Student2Student does not participate in that meeting and an opportunity is missed for collaboration with a similar (though not grant-funded) program operating in many of the same partner schools.

Future changes within the Division of Student Affairs include moving management of Outreach Tutoring to Academic Support Centers and Programs. This seems a more natural fit with the campus tutoring programs they already provide, and the tutor training they have developed. There will, though, need to be continued collaboration with A&D outreach programs in terms of connections with current partner schools. As this change happens over the next year, it is unclear what the impact on the current supervisor of Outreach Tutors, our Access & Outreach Specialist, will be. Prior to the inclusion of the Outreach Tutor supervision into this position, it was a part-time role. Given this change, there may be opportunity to expand S2S beyond grades 11 and 12, or develop other outreach functions in response to partner schools' needs.

CAFYT can move to a new level of efficiency and accuracy, and better illustrate our impact on WSU enrollment with improved data tracking and management. This includes new data entry and management system for S2S and tools or methods of tracking outreach conference participation long term.

Our ability to expand our outreach programs in schools, S2S and Outreach Tutoring, depends, almost entirely, on federal work-study dollars being available to students we recruit and hire. Currently there are more work-study positions available at WSU and in the community than there are federal work-study dollars to fund students to fill them. As a result, we compete with other departments and outside organizations to hire students eligible for work-study funding. This puts us in a precarious position with K-12 school partners who rely on our outreach and tutoring services to support student success and increase college participation for the target student population.