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Annual Report

2014 – 2015

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OVERVIEW

This report covers 2 (two) federal programs housed within the TRIO Programs office at the University of Utah, the Upward Bound (UB) and Student Support Services (SSS) programs. NOTE: This report is not to be considered part of the Federal Annual Performance Report (APR) required by the US Department of Education. Final APR guidelines have not been released at the time of submission of this report (10/1/14).

Higher Education Opportunities Act as Amended 2008 20 USC 1070a-11: Program authority; authorization of appropriations

Title 20-EDUCATION

CHAPTER 28-HIGHER EDUCATION RESOURCES AND STUDENT ASSISTANCE

SUBCHAPTER IV-STUDENT ASSISTANCE

Part A-Grants to Students in Attendance at Institutions of Higher Education Subpart 2-federal early outreach and student services programs Division 1-Federal TRIO Programs

The University of Utah operates 2 of the 8 federal appropriated TRIO Programs. These include:

§1070a–13. Upward bound

(a) Program authority: The Secretary shall carry out a program to be known as upward bound which shall be designed to generate skills and motivation necessary for success in education beyond secondary school.

§1070a–14. Student support services

(a) Program authority: The Secretary shall carry out a program to be known as student support services which shall be designed—

- (1) to increase college retention and graduation rates for eligible students;
- (2) to increase the transfer rates of eligible students from 2-year to 4-year institutions;
- (3) to foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths (as such term is defined in section 11434a of title 42), students who are in foster care or are aging out of the foster care system, or other disconnected students; and
- (4) to improve the financial literacy and economic literacy of students, including—
 - (A) basic personal income, household money management, and financial planning skills;
 - (B) basic economic decision making skills.

UPWARD BOUND (UB) FACTS IN BRIEF 2014-2015

Total students served: 92

Total hours of advising provided: 162

Average number of staff/student contacts per student: 28

Total hours of tutoring provided: 114

Eligibility:

- 85% of students are classified as both first generation and low income
- 65% of UB Students are Hispanic/Latino, 62% classified white, and 16% Asian
- 45% of UB Students are female, 55% male

Schools served through the UB Program: East, West, Highland, Kearns, and Horizonte High schools

Community & Departmental Collaborations

| Agency/Department | TRIO Provides | Department Provides | Contact |
|------------------------------------|---|---|---|
| Utah College Advising Corps (UCAC) | Referral of UB juniors to the UCAC services at their site location. | Information on college and financial aid processes developed in conjunction with site location. | Nicole Batt, Assistant Director, Office of Engagement, University of Utah |
| Youth Works Salt Lake | Receives referrals from students eligible for TRIO UB services. | Referrals to TRIO UB | Jennifer Sanchez, Community Engagement Coordinator |
| Utah College Access Network | Support for statewide efforts to support college access and retention. | College Application Week guidance and assistance. Assistance with Financial Aid nights at school sites. | Heidi Doxey, College Application Week Program Manager |
| The Lassonde Institute | TRIO UB provides high school students to serve as mentees for Lassonde/TRIO Mentor Program. | College student mentors to assist with site programming. | Kathy Hajeb, Director, Lassonde Mentor Program |
| Utah State Office of Education | Participants for Summer Food Service Program | Reimbursement for meals provided by TRIO UB Summer Academy. | Candace Parr, Utah State Office of Education Child Nutrition Programs |

KEY ACTIVITIES – TRIO UPWARD BOUND

The following Key Activities have been identified for the University of Utah Upward Bound Program housed within the Division of Student Affairs. *During AY 14-15, the UU TRIO Programs, realigned the key activities to effectively align with federally required services.*

Academic advising

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, college application assistance, secondary education transcript review, and tutorial assistance.

Programs that support this activity

1. School Site Visitations – August through May. Advisor checks in with students once per week at each site location.
2. After School Tutoring – August through May. Tutoring services are offered M-TR at each site location, except weekends and holidays.
3. Saturday Workshops – August through May. Saturday workshops are offered 3 Saturdays of each month.
4. Upward Bound Summer Academy June-August. The summer academy begins each year at the University of Utah the 3rd Sunday of June and serves ~70 students.

Goals:

1. 80% of students served will achieve a cumulative GPA of 2.5 or higher during the academic year.

80% of Upward Bound students completed AY 14-15 in good academic standing.

2. 40% of students served will have achieved at the proficient level on state assessments in reading/language arts, and math.

78% of Upward Bound participants achieved a minimum of an 18 on ACT practice exams. Currently there is no state level “proficiency” in the state of Utah.

3. 95% of students served will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

97% of Upward Bound students continued to the next academic year (fall 13 to fall 14).

4. 30% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a “rigorous secondary school program of study.” This is defined as an “advanced or honors program established by the States and in existence for the 20014-2005 school year or later.”

67% of Upward Bound students who graduated from high school completed a rigorous secondary school program of study.

5. 65% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation.

57% of UB participants who graduated from high school in AY 14-15 enrolled in a program of post-secondary education by fall 2015. This outcome is under the established objective.

Key Findings:

- Student participation at each site location is monitored effectively, though more intrusive attempts to increase participation in academic program components should be researched and adopted.
- Upward Bound staff did not fully utilize advising tools to ensure that each senior is aware of their progression through the college application pipeline.

Actions taken:

- A senior check list/college enrollment plan was developed and implemented for use with students participating in the Next Steps course during the summer academy. This advising tool will be adopted and used for all students in the next academic year.
- Though all SP 15 UB cohort graduated from high school, only 57% enrolled into any post-secondary institution. This is below the established objective. To address this, the UB TRIO program will utilize the senior check-list, collaborate with the Utah College Advising Corps and work more closely with students to ensure enrollment into post-secondary education and develop a brief survey for students who graduated but did not enroll in post-secondary education to determine factors that will assist with the objective.
- Upward Bound staff have partnered with the Utah College Advising Core (UCAC) to ensure that all participants are reached at each site location.
- Upward Bound staff will participate in professional development opportunities that focus on educational access through the Utah Higher Education Assistance Authority, The Council for Opportunity in Education, the National Association of Student Personnel Administrators and other professional organizations.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

Financial aid assistance

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, assistance with filing the Free Application for Federal Student Aid (FAFSA), and Information and activities to help students identify and complete scholarship applications.

Programs that support this activity

1. Saturday Workshops – August through May
2. Upward Bound Summer Academy June-August
3. Utah Higher Education Assistance Authority Financial Aid Nights. January – May each spring.

Goals:

1. 100% of high school seniors will complete the Free Application for Federal Student Aid (FAFSA) by April of their senior year.

80% of high school seniors completed the FAFSA during AY 14-15.

2. 100% of high school seniors will identify at minimum 2 other sources of post-secondary education funding and complete the application process for each.

63% of high school seniors identified at minimum 2 other sources of post-secondary education funding and completed the application process for each.

3. 100% of high school seniors will complete a statement of purpose/scholarship essay for inclusion in their college admissions applications.

63% of high school seniors completed a statement of purpose/scholarship essay for inclusion in their college admissions applications.

4. 100% of students served will be knowledgeable about the financial aid process, types of aid, and timelines.
 - a. All students served will be able to differentiate between federal and non-federal sources of financial aid.

63% of students served were able to differentiate between federal and non-federal sources of financial aid.

5. All students will establish individual success plans that will monitor their progression through each year in high school to identify scholarships for application.

80% of students served have established an individual success plan.

Key Findings:

- Not all students participate or follow up with their UB advisors in their senior year. This appears to be related to their individual schools offering assistance and guidance, they have been meeting with other programs/agencies to receive this assistance or they are generally disinterested in pursuing post-secondary education at this time.
- Services targeted to seniors need more intrusive follow up.

Actions taken:

- TRIO has begun the assessment process that will include measurement of learning in addition to quantifying data that indicates that services have been provided. The assessments within the Upward Bound program will begin in fall 2015 semester.
- A longitudinal study was begun in summer 2015 to examine the achievement of standardized objectives. Data revealed that certain cohorts had surprisingly marked increases in post-secondary enrollment and 6-year degree attainment from a college or university within the US (2009 cohort year). The next step of this process will be to identify specific strategies employed during this cohort year and replicate these services for the current academic year.
- Upward Bound staff will participate in professional development opportunities that focus on educational access through the Utah Higher Education Assistance Authority, The Council for Opportunity in Education, the National Association of Student Personnel Administrators and other professional organizations.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

Career exploration

Goals:

1. 100% of high school seniors will have identified a career and major area by the spring semester of their senior year.

90% of high school seniors identified a career and major area by the spring semester of their senior year.

2. 100% of high school seniors will complete a statement of purpose/scholarship essay for inclusion in their college admissions applications.

63% of high school seniors completed a statement of purpose/scholarship essay for inclusion in their college admissions applications.

Key Findings:

- College advising services had primarily focused on steps taken to access post-secondary education, with minimal discussion on majors and careers in a substantive manner.

- Not all students participate or follow up with their UB advisors in their senior year. This appears to be related to their individual schools offering assistance and guidance, they have been meeting with other programs/agencies to receive this assistance or they are generally disinterested in pursuing post-secondary education at this time.

Actions taken:

- The UB TRIO program has begun a collaboration with the Utah College Advising Corps to effectively identify UB students who are not being served through UCAC and not connecting with their UB advisor. Advising staff follows up with each individual to ensure they are in line to enroll in a program of post-secondary education within the next academic year.
- TRIO has included a career inventory as part of the academic success plan that each participant must complete. This was implemented for the 14-15 academic year.
- Upward Bound staff will participate in professional development opportunities that focus on educational access through the Utah Higher Education Assistance Authority, The Council for Opportunity in Education, the National Association of Student Personnel Administrators and other professional organizations.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

TRIO UPWARD BOUND – PLANS FOR THE FUTURE

The TRIO Upward Bound program plans to implement the following for the 2015-2016 academic year.

1. Quantify key services

Objectives:

- a. Policies and procedures surrounding key services will be reviewed and assessed to determine alignment with federal regulations.
- b. Policies and procedures surrounding key services will be standardized (e.g. workshop development series template).

2. Expand formal partnerships

Objectives:

- a. Review current partners and service provision with each.
- b. Determine specific agencies for potential partnerships.
- c. Formalize at minimum 2 formal partnerships with the TRIO UB program.

3. Identify additional sources of funding for program provision

Objectives:

- a. Explore opportunities for addition federal TRIO programs.
- b. Identify 1 federal TRIO opportunity and 1 non federal funding opportunity.
- c. Begin formal writing for additional grant funds to support existing programming and to expand services to other potential participants.

STUDENT SUPPORT SERVICES (SSS) FACTS IN BRIEF 2014-2015

Total students served: 229

Total hours of advising provided: 630

Minimum number of staff/student contacts per student, per year: 3

Total hours of tutoring provided: 400

Eligibility:

- 70% of students are classified as both first generation and low income
- 40% of SSS Students are Hispanic/Latino, 52% classified white, and 17% Asian
- 57% of UB Students are female, 43% male

Courses offered

| Course | Fall 2014 | Spring 2015 | Summer 2015 |
|--------------------|-----------|-------------|-------------|
| Math 990, sec 018 | X | X | X |
| Math 990, sec 019 | X | X | X |
| Math 1010, sec 018 | X | X | X |
| Math 1010, sec 019 | X | | |
| ED PS 2650 | | | X |
| ED PS 2600 | X | | |
| ETHNC 2500 | | | X |

Community & Departmental Collaborations

| Department | TRIO Provides | Department Provides | Contact |
|-----------------------------------|--|---------------------------------|---|
| Educational Psychology | Payment for course instructor, ED PS 2600 | Course Instructor | Melissa Shreve Educational Psychology |
| Ethnic Studies | Payment for course instructor, ETHNC 2500 | Course Instructor | Dr. Ed Munoz, Chair, Ethnic Studies |
| Center for Ethnic Student Affairs | Advisors for CESA/TRIO participants | Office space for advising | Tricia Sugiyama, Senior Director, Center for Ethnic Student Affairs |
| The Lassonde Institute | TRIO SSS participants to serve as mentors | On campus employment to mentors | Kathy Hajeb, Director, Lassonde Mentor Program |
| Personal Money Management Center | Participants for workshops and Personal Development Accounts | Workshops for participants | Ann House, Coordinator, Personal Money Management Center |

KEY ACTIVITIES – TRIO STUDENT SUPPORT SERVICES

The following Key Activities have been identified for the University of Utah Upward Bound Program housed within the Division of Student Affairs. *During AY 14-15, the UU TRIO Programs, realigned the key activities to effectively align with federally required services.*

Academic advising

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, course selection, course registration, DARS report generation, course enrollment, and general transcript reviews.

Programs that support this activity

1. Mandatory Advising Program (MAP) – August through November. All new students are required to meet with an academic advisor on campus. Non major, alternate admission candidates and students seen by University College may fulfill this requirement through the TRIO SSS Program.
2. Center for Ethnic Student Affairs (CESA) TRIO Advising hours - Every Thursday during the academic year. TRIO SSS Participants may meet with their TRIO SSS advisor at the CESA office location in the student union.
3. Orientation Program – July of each year. The TRIO SSS program meets with prospective participants each summer during 1 orientation program at the University of Utah.
4. TRIO SSS Workshops – twice per semester. TRIO SSS offers 2 workshops each month for participants.

Goals:

1. 70% of all participants served by the TRIO SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.

70% of participants served by the TRIO SSS project persisted from one academic year to the next (fall 13-fall 14).

2. 38% of new participants served will graduate with a bachelor's degree or equivalent within six (6) years [2009 enrollment cohort – 1st year, 1st time freshman, 1st served in ay 2008-2009].

40% of participants served by the TRIO SSS project received a bachelor's degree of equivalent within 6 years of their first enrollment at the University of Utah.

Key Findings:

- TRIO conducted a program survey in spring 2015 with current TRIO SSS students. The survey was sent to all current, active students within the SSS database. 15% of those contacted responded. Respondents indicated overall satisfaction of services provided the TRIO SSS project. Data collection and recording are still on going items

to improve to effectively monitor and track students through the post secondary educational pipeline.

Actions taken:

- TRIO has worked in collaboration with the Registrar's office to code all existing students within PeopleSoft as TRIO students via the student groups option in this database. Reports can now be run directly from the registrar's office on this population (was done manually prior to this initiation).
- Formal assessment activities were established including focus groups evaluation and an in depth evaluation of the TRIO SSS program. All current, active students in the TRIO SSS database were emailed the survey in March 2015. 15% of those emailed responded to the survey. The survey indicated that many TRIO SSS students felt that the services provided were of great value. However, services were not always sought due primarily to work and family obligations.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

Academic tutoring

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, direct tutorial services from TRIO SSS tutors, referrals to tutoring programs on the University of Utah campus, course offerings in Math 990, 1010 and Educational Psychology 2650, as well as online and virtual tutoring.

Programs that support this activity

1. TRIO Tutoring services.
2. Participation in Math 990 & 1010.
3. Participation in ED PS 2600, 2650

Goals:

1. 82% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

85% of enrolled participants remained in good standing.

Key Findings:

- Though good standing rates are in line with established objectives, the TRIO office has found that tutoring services provided by the project has been underutilized the last 2 years.
- The TRIO tutorial program has not connected to other campus based tutoring programs at the University of Utah.
- TRIO conducted a program survey in spring 2015 with current TRIO SSS students. The survey was sent to all current, active students within the SSS database. This assessment revealed that students who did not utilize tutoring indicated that lack of specific subjects (beyond first year tutoring) were reasons this service was not utilized.

Actions taken:

- TRIO SSS has worked in collaboration with ASUU, the Writing Center, and e-tutoring offered through the U's online learning program, to connect TRIO services to the existing tutoring infrastructure. All tutoring programs available to students are now listed on the TRIO SSS website (in addition to the SSS tutoring services).
- TRIO SSS is connecting tutors to students via Canvas. This process will be completed by the end of fall 2015 and will provide immediate tutoring assistance via online tutoring for those registered for a course through TRIO SSS.
- TRIO SSS will explore opportunities for expanded tutoring subjects for the academic year 2015-2016.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

Financial Aid Assistance

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, assistance with filing the Free Application for Federal Student Aid (FAFSA), and Information and activities to help students identify and complete scholarship applications.

Programs that support this activity

1. SSS Workshops – September and February of each academic year.
2. Individualized financial aid counseling.
3. Direct referral to the Office of Financial Aid and Scholarships.

Goals:

1. 100% of all enrolled participants served by the SSS project will receive information on the services provided to support the financial aid process.

100% of active students within the TRIO SSS program were sent information regarding services regarding financial aid and scholarship workshops and services.

2. Conduct 2 financial aid workshops and 1 scholarship essay review workshop in AY 14-15.

1 scholarship essay review was conducted in fall 2014 and 2 financial aid workshops were conducted through the Office of Financial Aid and Scholarships in spring 2015.

Key Findings:

- TRIO conducted a program survey in spring 2015 with current TRIO SSS students. The survey was sent to all current, active students within the SSS database. 15% of those contacted responded. Base findings related to financial aid include the following:
 - 82% of respondents indicated that financial aid assistance services were offered to them as part of the TRIO SSS service provision.
 - 43% of respondents indicated having seen a TRIO SSS advisor to assist with scholarships and financial aid.
- Although financial aid and scholarship assistance was indicated as a need and offered as a service, turnout to financial aid workshops offered through the Office of Financial Aid and Scholarships were poorly attended (<5 at each session).

Actions taken:

- The TRIO SSS Program has implemented the Transition to College Inventory (TCI), a student *readiness for college* inventory developed by Dr. W. Pickering from Old Dominion University. Part of this assessment includes questions regarding financial aid and students' perception of financial aid and its impact on overall retention. The TRIO SSS program will begin using this data to help advisors isolate specific subjects for review with each participant.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

Financial Literacy Counseling

This key activity is a federal mandate through the US Department of Education. Services that fall under this category include, required financial literacy workshop attendance through the TRIO SSS grant aid program, and collaborations with the Personal Money Management Center and the Department of Educational Psychology.

Programs that support this activity

1. TRIO SSS Workshops – online and in person. Students who receive the TRIO SSS Participation Grant must participate in this activity. In AY 14-15, 20 students completed this requirement for receipt of this award.
2. Personal Money Management workshops offered through Educational Psychology 2600 (Strategies for College Success) – fall 2014. Approximately 30 students completed this workshop through the ED PS course.

Goals:

1. 100% of all enrolled participants served by the SSS project will receive information on financial literacy services.

100% of active students within the TRIO SSS program were sent information regarding the financial literacy services provided by the TRIO SSS program.

2. Conduct 1 financial literacy workshop during AY 14-15.

1 financial literacy workshop was conducted in fall 2014. Further assessment regarding this service need to be implemented.

Key Findings:

- Although financial literacy is offered to students, only students who are required to complete this as part of their participation scholarship, or their ED PS course utilize this service. The scheduled workshop for financial literacy was poorly attended (<5 at each session).

Actions taken:

- The TRIO SSS Program has implemented the Transition to College Inventory (TCI) which is intended to measure an incoming students' potential to complete their first year in college. As part of the TCI review process, staff will discuss all services available to students. In particular, all students will be personally directed to the service portal on the TRIO SSS website.

Alignment: This goal directly aligns with the Student Affairs Strategic Plan – Goal 5, Partner with faculty, staff and external constituencies to foster student development and enhance the greater community.

Relation to Retention and Graduation: This particular program is a pre-college, access program and thus is intended to prepare students academically to the college experience. This

ties into retention and graduation by ensuring that students enter the institution with clear expectations and objectives for their academic pathway.

TRIO STUDENT SUPPORT SERVICES – PLANS FOR THE FUTURE

The TRIO Student Support Services Program plans to implement the following for the 2015-2016 academic year.

1. Quantify key services

Objectives:

- c. Policies and procedures surrounding key services will be reviewed and assessed to determine alignment with federal regulations.
- d. Policies and procedures surrounding key services will be standardized (e.g. workshop development series template).

2. Expand formal partnerships

Objectives:

- d. Review current partners and service provision with each.
- e. Determine specific agencies for potential partnerships.
- f. Formalize at minimum 2 formal partnerships with the TRIO SSS program.

3. Identify additional sources of funding for program provision

Objectives:

- d. Explore opportunities for addition federal TRIO programs.
- e. Identify 1 federal TRIO opportunity and 1 non-federal funding opportunity.
- f. Begin formal writing for additional grant funds to support existing programming and to expand services to other potential participants.

STUDENT AFFAIRS STAFF EXCELLENCE

AWARDS AND RECOGNITION

No TRIO Staff members received awards or recognition for AY 14-15.

COMMITTEE MEMBERSHIPS

| Staff Name | Committee | Role | Time Frame |
|---------------------|--|--|-------------------|
| Baldwin, Maria | University of Utah, Utah Academic Advising Committee | Co-chair, Appreciative Advising Sub- Committee | AY 2014-2015 |
| Ethelbah, Kyle | University of Utah, Utah Academic Advising Committee | Member | AY 2014-2015 |
| Ethelbah, Kyle | University of Utah, University College, Search Committee – Associate Dean | Member | SP 2015 |
| Ethelbah, Kyle | UT ASPIRE State TRIO Association Executive Board | President | 10/1/14 – 9/30/15 |
| Ethelbah, Kyle | ASPIRE Regional TRIO Association, Strategic Planning Committee | Co-chair | 10/1/14 – 9/30/15 |
| Ethelbah, Kyle | ASPIRE Regional TRIO Association, Native American Committee | Co-Chair | 10/1/14 – 9/30/15 |
| Ethelbah, Kyle | ASPIRE Regional TRIO Association, Executive Board | President Elect | 10/1/15 – 9/30/16 |
| Jordan-Allen, Donna | University of Utah, Utah Academic Advising Committee | Member | AY 2014 – 2015 |
| Jordan-Allen, Donna | UT ASPIRE State TRIO Association Conference Committee | Co-Chair | March 2015 |
| Macias, Christopher | University of Utah, Student Affairs Diversity Council | Member | AY 2014 – 2015 |
| Macias, Christopher | University of Utah, Chicano Scholarship Fund Board, Selection Committee | Chair | AY 2014 – 2015 |

| | | | |
|--------------------------|--|-----------------------------|-----------------------------|
| Macias, Christopher | University of Utah, Raza Graduation Association | Advisor/Coordinator | AY 2014 – 2015 |
| Macias, Christopher | UT ASPIRE State TRIO Association, Fact Book Committee | Chair | AY 2014 – 2015 |
| Papodopolous, Aris | No Committee Involvement | No Committee Involvement | No Committee Involvement |
| Ramiro-Gomez, Mariana | National Association of Student Personnel Administrators | Member | AY 2014 – 2015 |
| Ramiro-Gomez, Mariana | National Association of Student Personnel Administrators, REGION V GLBT Knowledge Community | Representative | SP 2015 – present |
| Ramiro-Gomez | UT ASPIRE State TRIO Association Conference Committee | Co-Chair | March 2015 |

STUDENT AFFAIRS PRESENTATIONS AND PUBLICATIONS

Alexander, H., Ethelbah, K., & Galvez, S. "Decoding Award Letters to Improve College Match Practices." Council for Opportunity in Education Annual Conference. Hyatt Regency Atlanta, Atlanta, GA. 17 September 2015.

Diaz, R., Martinez, M., Ramiro-Gomez, M. "From Inspiration to Attainment: The State of Latinos/as in Utah." National Association of Student Personnel Administrators, Utah. Sorensen Student Center, Orem, Utah. 9 October 2015.

Ramiro-Gomez, M., Ackerlind, S., Davis, T., & Zamora, G.E. "UndocuQueer: From Isolation to Graduation." NASPA National Conference. Baltimore, MD. March 2014.

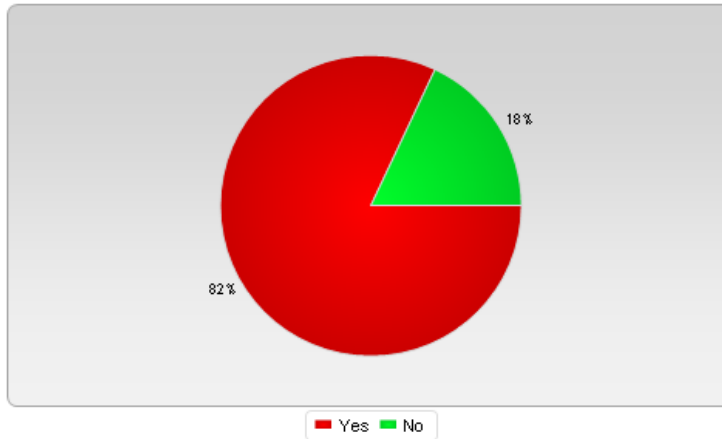
STUDENT AFFAIRS FACULTY APPOINTMENTS

No TRIO Staff members received awards or recognition for AY 13-14.

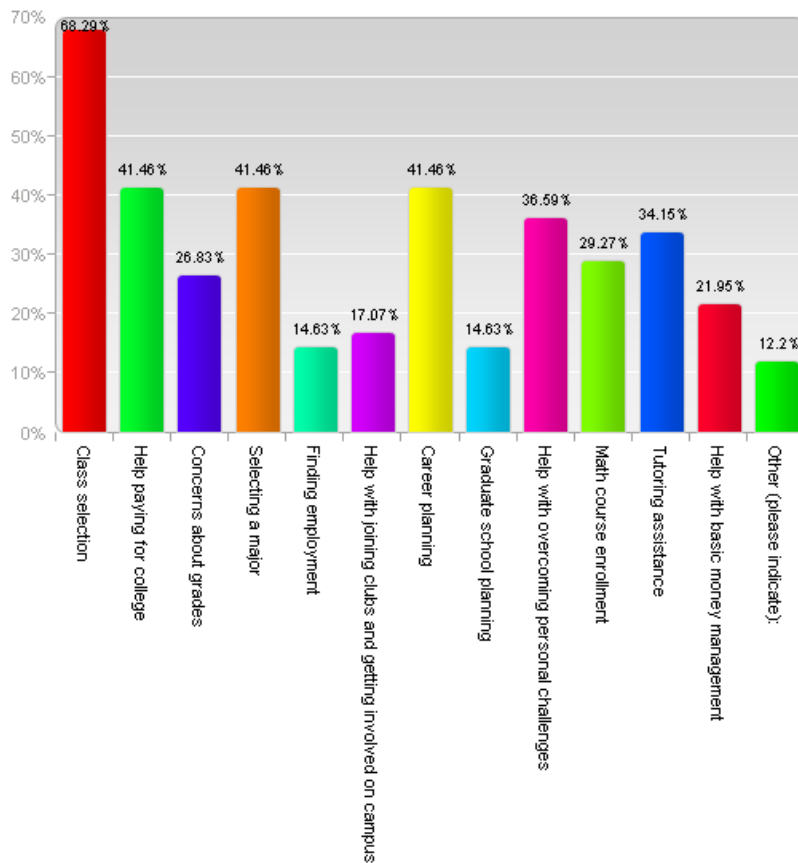
APPENDIX

Select Results, TRIO Student Support Services Program Assessment April – May 2015

Q14. Have you met with a Trio advisor in the last two semesters?

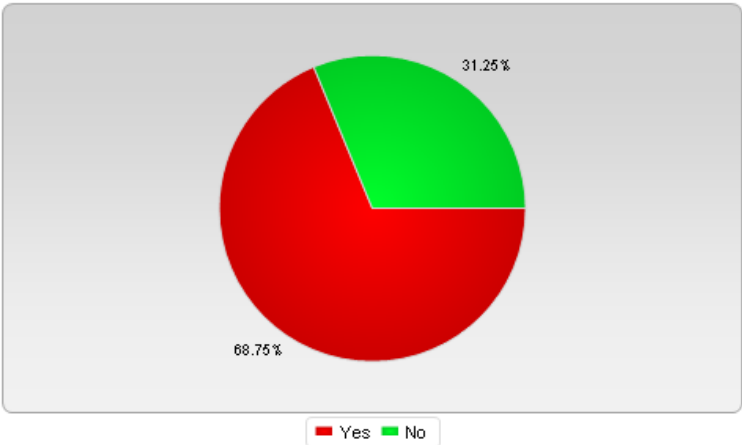


Q15. Please indicate the reason(s) that you met with your advisor. (Check all that apply.)

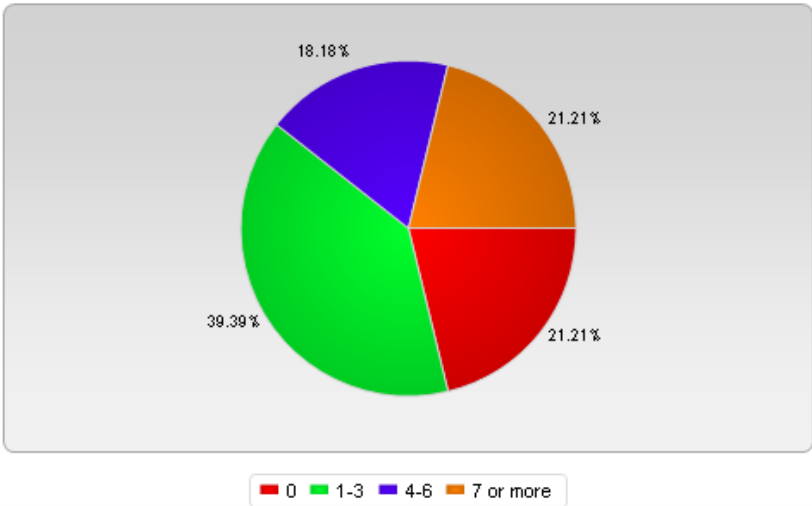


Tutoring

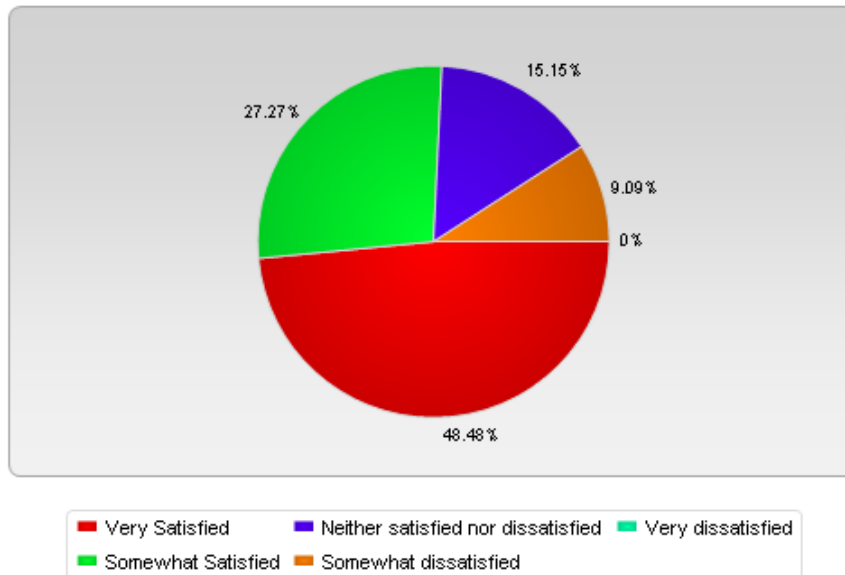
Q35. Have you participated in tutoring through the Trio program since you joined the program?



Q36. About how many times a have you seen a Trio tutor this academic year?

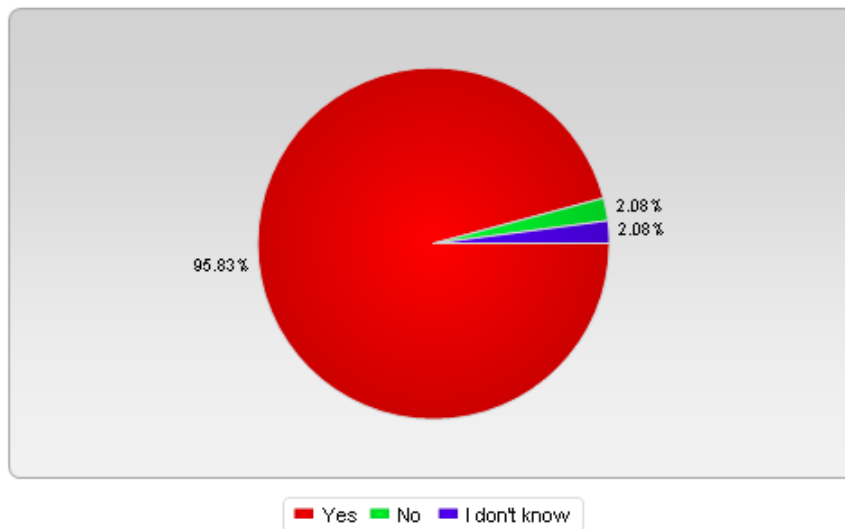


Q37. Please indicate how satisfied you were with the tutoring provided at Trio.

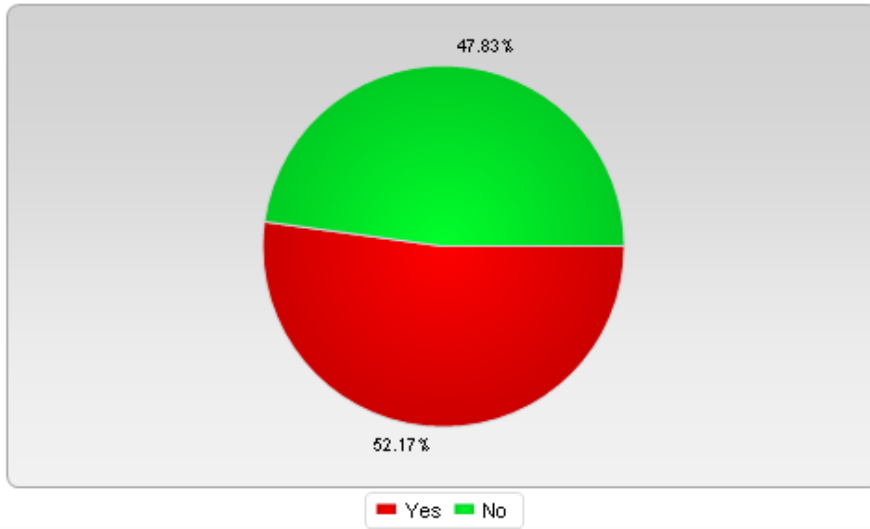


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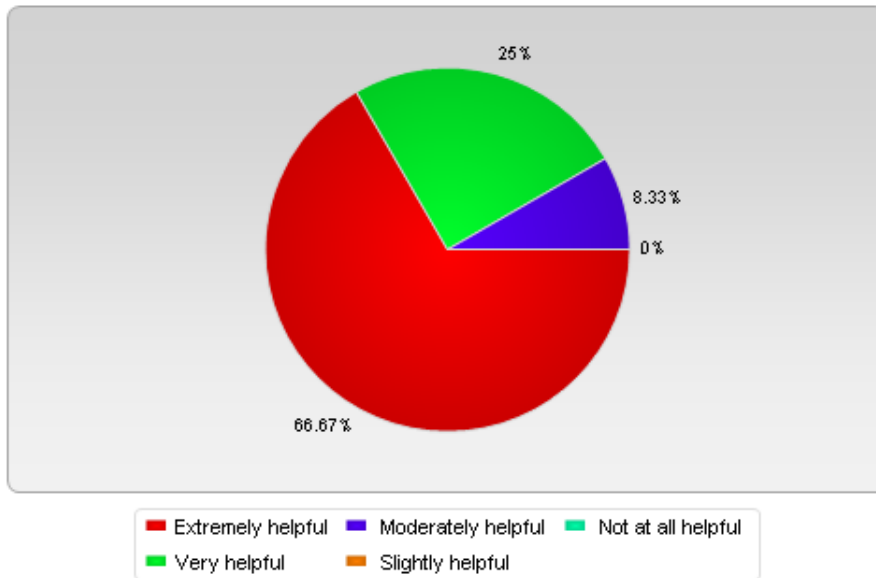
Q27. Did you complete the FAFSA (Free Application for Federal Student Aid)?



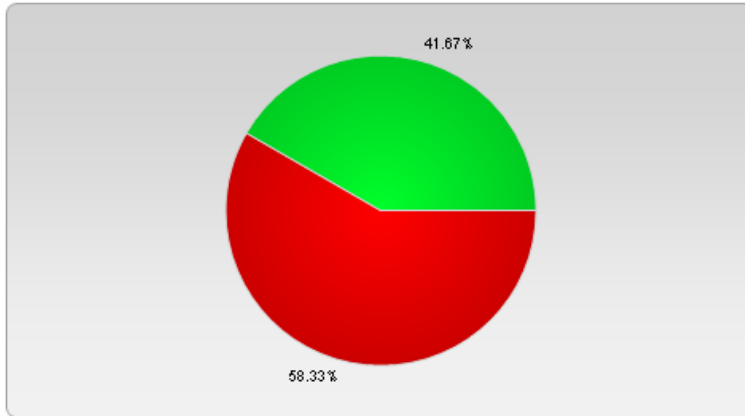
Q29. Have you received help from a Trio advisor or staff member in completing the FAFSA?



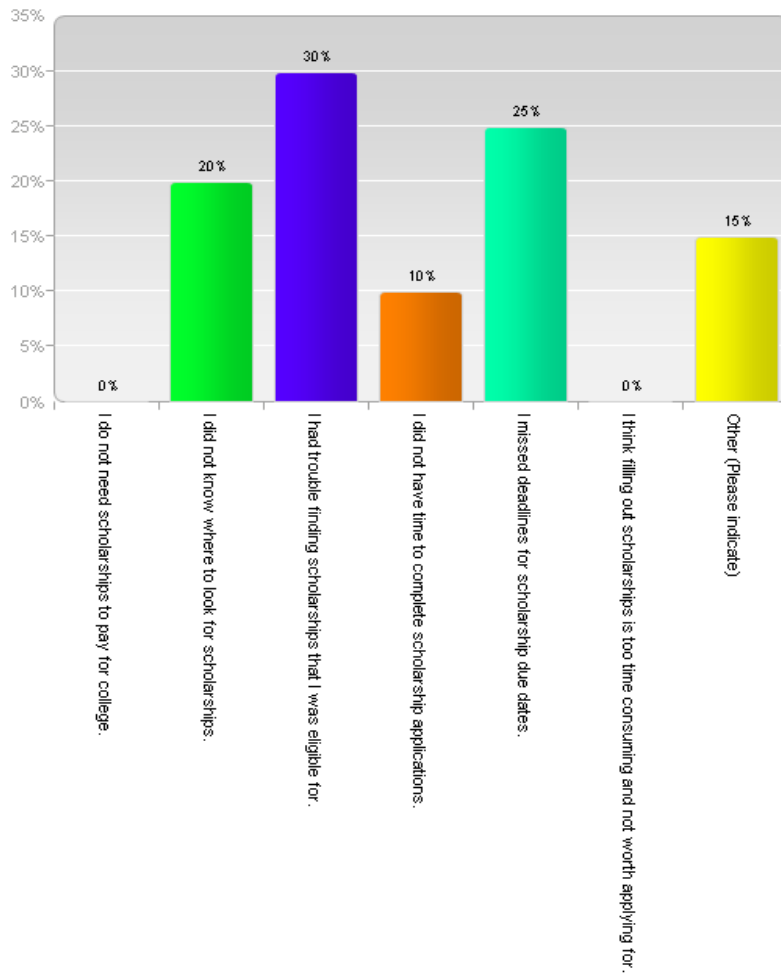
Q30. Please indicate how helpful you felt that your interaction with your advisor was in filling out the FAFSA.



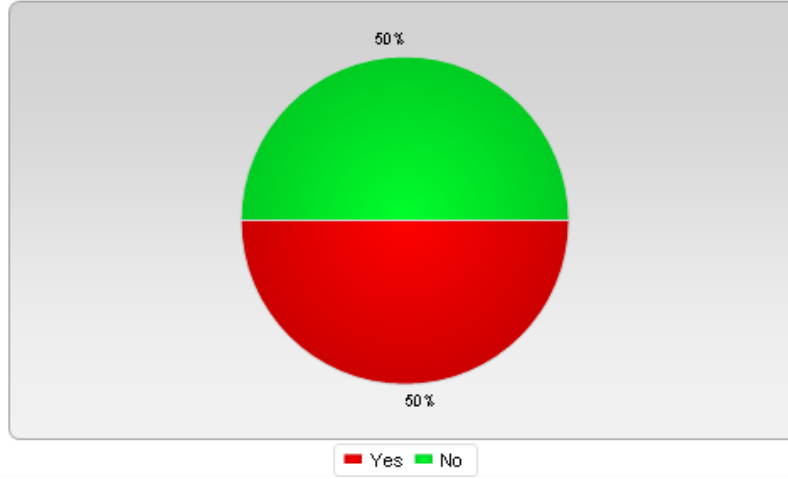
Q31. Have you applied for scholarships?



Q32. Please indicate the primary reason why you did not apply for scholarships.

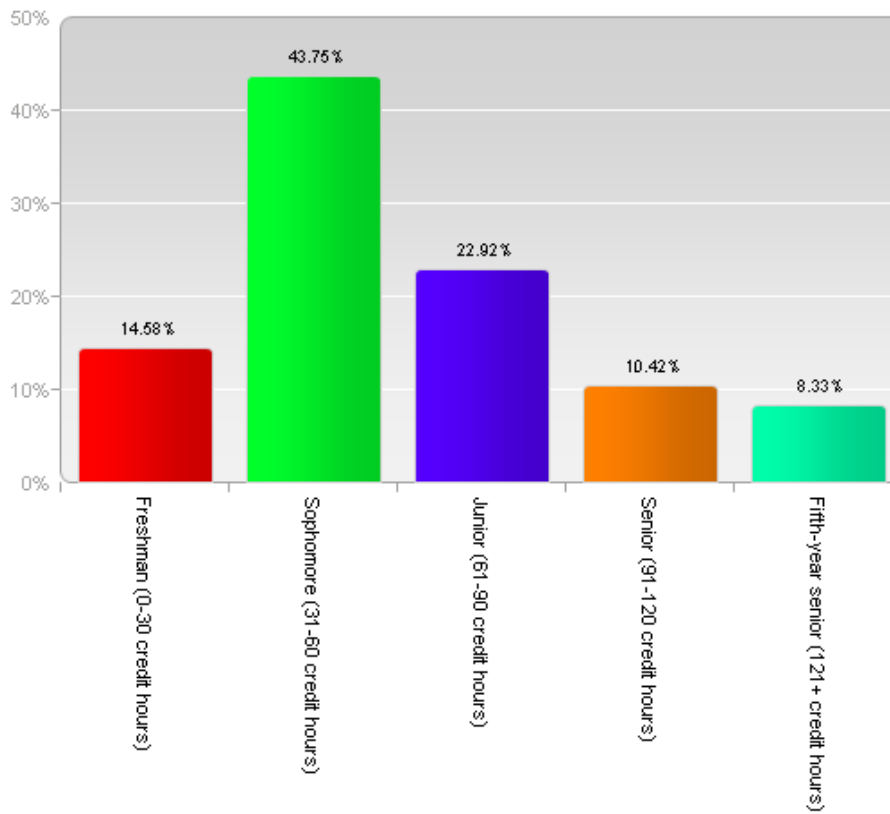


Q33. Have you received help from a Trio advisor or staff member in applying for scholarships?



Demographics

Q66. Please indicate your class standing:



Q69. With which categories do you identify? (Check all that apply)

