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**TRIO Student Support Services Quantitative  
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## **Evidence Document**

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### **TRIO Student Support Services Quantitative and Qualitative Evaluation Report 2017-2018**

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**Additional information:**

# **Q&Q Report 2017-18**

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**STUDENT SUPPORT SERVICES**

**Qualitative and Quantitative Evaluation Report**  
WICHITA STATE UNIVERSITY | TRIO PROGRAMS | STUDENT SUPPORT SERVICES

# **Quantitative and Qualitative Evaluation Report 2017-2018**

## **Student Support Services**

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Dr. Kennedy Musamali, Director

The logo for TRiO features the word "TRiO" in a bold, sans-serif font. The letters "T", "R", and "O" are black, while the letter "i" is red and has a red dot above it. A horizontal line is positioned below the letters.

**STUDENT SUPPORT SERVICES**

Wichita State University

August 2018

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# Table of Content

<b>SECTION 1</b> .....	<b>1</b>
<b>Introduction to Student Support Services (SSS)</b> .....	<b>1</b>
<b>Letter from Director</b> .....	<b>2</b>
<b>History of Federal TRIO Programs</b> .....	<b>3</b>
<b>Program Description</b> .....	<b>4</b>
<b>Types of Projects</b> .....	<b>4</b>
<b>SECTION 2</b> .....	<b>5</b>
<b>SSS at Wichita State University</b> .....	<b>5</b>
<b>History</b> .....	<b>6</b>
<b>Organizational Chart</b> .....	<b>8</b>
<b>Mission</b> .....	<b>9</b>
<b>Vision</b> .....	<b>9</b>
<b>Core Values</b> .....	<b>9</b>
<b>SECTION 3</b> .....	<b>10</b>
<b>Measurable Goals and Objectives</b> .....	<b>10</b>
<b>Overview of Project Goals and Objectives</b> .....	<b>11</b>
<b>Number of Students Served</b> .....	<b>11</b>
<b>Objective A: Persistence of SSS Students at WSU</b> .....	<b>12</b>
<b>Objective B: Good Academic Standing of SSS Students at WSU</b> .....	<b>13</b>
<b>Objective C: Bachelor’s Degree Attainment of SSS Students at WSU</b> .....	<b>14</b>
<b>Quantitative &amp; Qualitative Summary 2017-18</b> .....	<b>16</b>
<b>SECTION 4</b> .....	<b>17</b>
<b>Inputs</b> .....	<b>17</b>
<b>Overview of Academic Services Offered</b> .....	<b>18</b>
<b>Tutorial and Training Component</b> .....	<b>19</b>
<b>Tracking and Evaluation Component</b> .....	<b>21</b>
<b>Learning Skills and Technology Component</b> .....	<b>23</b>
<b>Grants and Scholarships</b> .....	<b>25</b>
<b>Marketing, Publicity, and Community Relations</b> .....	<b>26</b>
<b>Social Media Outreach</b> .....	<b>26</b>
<b>SECTION 5</b> .....	<b>27</b>
<b>Outputs</b> .....	<b>27</b>
<b>Overview of Data Tracking and Evaluation of Outputs</b> .....	<b>28</b>
Tracking and Evaluation of Student Progress .....	28
Summary of Grant Objectives and Outcomes.....	28
<b>Demographic Information of Project Participants</b> .....	<b>29</b>
Eligibility Criteria .....	29
Eligibility & Ethnicity.....	29
Eligibility & Gender.....	30
Ethnicity and Race .....	31
Ethnicity & Gender .....	32
Students by Gender .....	33
<b>Student Classification</b> .....	<b>34</b>
Beginning Classification .....	34

Ending Classification .....	34
<b>Academic Needs and Advisement.....</b>	<b>35</b>
Student Academic Needs .....	35
Advisement Summary.....	36
<b>Support Service Activities and Outputs.....</b>	<b>37</b>
Tutoring Services .....	37
Learning Skills and Technology .....	37
Financial Literacy Workshop Services .....	38
Scholarships Awards.....	39
<b>SECTION 6 .....</b>	<b>40</b>
<b>Outcomes.....</b>	<b>40</b>
<b>Evaluation of Tutorial Services .....</b>	<b>41</b>
Impact of Outcome-Based Tutoring.....	44
<b>SSS Evaluation Survey .....</b>	<b>45</b>
Gender .....	45
Age .....	45
Ethnicity .....	46
Race.....	47
College Grade Level .....	47
Number of Years in SSS .....	48
SSS Services Usage .....	49
Impact of SSS Participation .....	50
<b>Annual Awards &amp; Student Recognition Ceremony.....</b>	<b>51</b>
<b>Graduate Success Profiles .....</b>	<b>52</b>
Angela Skelley .....	52
Hitesh Rathod.....	53
Nicole Ramirez .....	54
Kaylee Ball.....	55
Shannon Mills .....	56
Julia Conway.....	57
Daniel Moya.....	58
Cynthia Lamar.....	59
Thomas Culton II .....	60
Vivian Albertson .....	61
Kim Xuyen Nguyen .....	62
Binh Nguyen .....	63
Gonzalez-Soto .....	64
Hung Nguyen.....	65
Kiana Hill.....	66
Marina Gonsalves .....	67
My Dang .....	68
Samantha Jarvis.....	69
Samantha Meyer .....	70

## SECTION 1

# Introduction to Student Support Services (SSS)

[Letter from Director](#)

[History of Federal TRIO Programs](#)

[Program Description](#)

[Types of Program](#)

[Back to Table of Content](#)

## LETTER FROM DIRECTOR

We are pleased to present to you the 2017-2018 Quantitative and Qualitative (Q&Q) Report. This report presents an analysis of services provided by TRIO Student Support Services (SSS) project during the academic year. The report includes a historical overview of the project, organizational structure, mission, vision, core values, and objectives. It concludes with a summary of highlights and achievements in 2017-2018. Information on inputs, outputs, and outcomes are also presented.

As we celebrate achievements of 2017-2018, I would like to take this opportunity to thank all SSS staff for working diligently to facilitate the project's success in serving students. As a program, we thank all our stakeholders for their contributions and commitment to our program's success. Notably, we are thankful to WSU faculty and staff, scholarship donors, TRIO and GEAR-UP programs, and the community for their continued support. Thank you for supporting our students' success.



Dr. Kennedy Musamali  
Director, TRIO Student Support Services  
Wichita State University

## HISTORY OF FEDERAL TRIO PROGRAMS

The history of TRIO is progressive. It began with **Upward Bound**, which emerged out of the Economic Opportunity Act of 1964 in response to the administration's War on Poverty. In 1965, **Talent Search**, the second outreach program, was created as part of the **Higher Education Act**. In 1968, **Student Support Services**, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Education Amendments and became the third in a series of educational opportunity programs. By the late 1960's, the term "TRIO" was coined to describe these federal programs.

Over the years, the TRIO Programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The Higher Education Amendments of 1972 added the fourth program to the TRIO group by authorizing the **Educational Opportunity Centers**. The 1976 Education Amendments authorized the **Training Program for Federal TRIO Programs**, initially known as the Training Program for Special Programs Staff and Leadership Personnel. Amendments in 1986 added the sixth program, the **Ronald E. McNair Postbaccalaureate Achievement Program**. Additionally, in 1990, the Department created the **Upward Bound Math/Science program** to address the need for specific instruction in the fields of math and science. The Upward Bound Math/Science program is administered under the same regulations as the regular Upward Bound program, but it must be applied for separately. Finally, the Omnibus Consolidated Appropriations Act of 2001 amended the Student Support Services (SSS) program to permit the use of program funds for direct financial assistance (Grant Aid) for current SSS participants who are receiving Federal Pell Grants.

The legislative requirements for all Federal TRIO Programs can be found in the Higher Education Act of 1965, Title IV, Part A, Subpart 2. The requirements for the SSS Grant Aid can be found in Public Law 106-554.



This history is taken from the U.S. Department of Education's website:  
<https://www2.ed.gov/about/offices/list/ope/trio/triohistory.html>

## PROGRAM DESCRIPTION

Through a grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Student Support Services (SSS) projects also may provide grant aid to current SSS participants who are receiving Federal Pell Grants (# 84.063). The goal of SSS is to increase the college retention and graduation rates of its participants.

## TYPES OF PROJECTS

All SSS projects **must** provide: academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects; advice and assistance in postsecondary course selection, assist student with information on both the full range of student financial aid programs, benefits and resources for locating public and private scholarships; and assistance in completing financial aid applications. Education or counseling services designed to improve the financial and economic literacy and assist students in applying for admission to graduate and professional programs; and assist students enrolled in two-year institutions and applying for admission to, and obtaining financial assistance for enrollment in four-year programs. The SSS projects **may also** provide individualized counseling for personal, career, and academic information, activities, and instruction designed to acquaint students with career options; exposure to cultural events and academic programs not usually available; mentoring programs, securing temporary housing during breaks for students who are homeless youths and students who are in foster care or are aging out of the foster care system.



This history is taken from the U.S. Department of Education's website:  
<https://www2.ed.gov/about/offices/list/ope/trio/triohistory.html>

## SECTION 2

# SSS at Wichita State University

[History](#)

[Organizational Chart](#)

[Mission](#)

[Vision](#)

[Core Values](#)

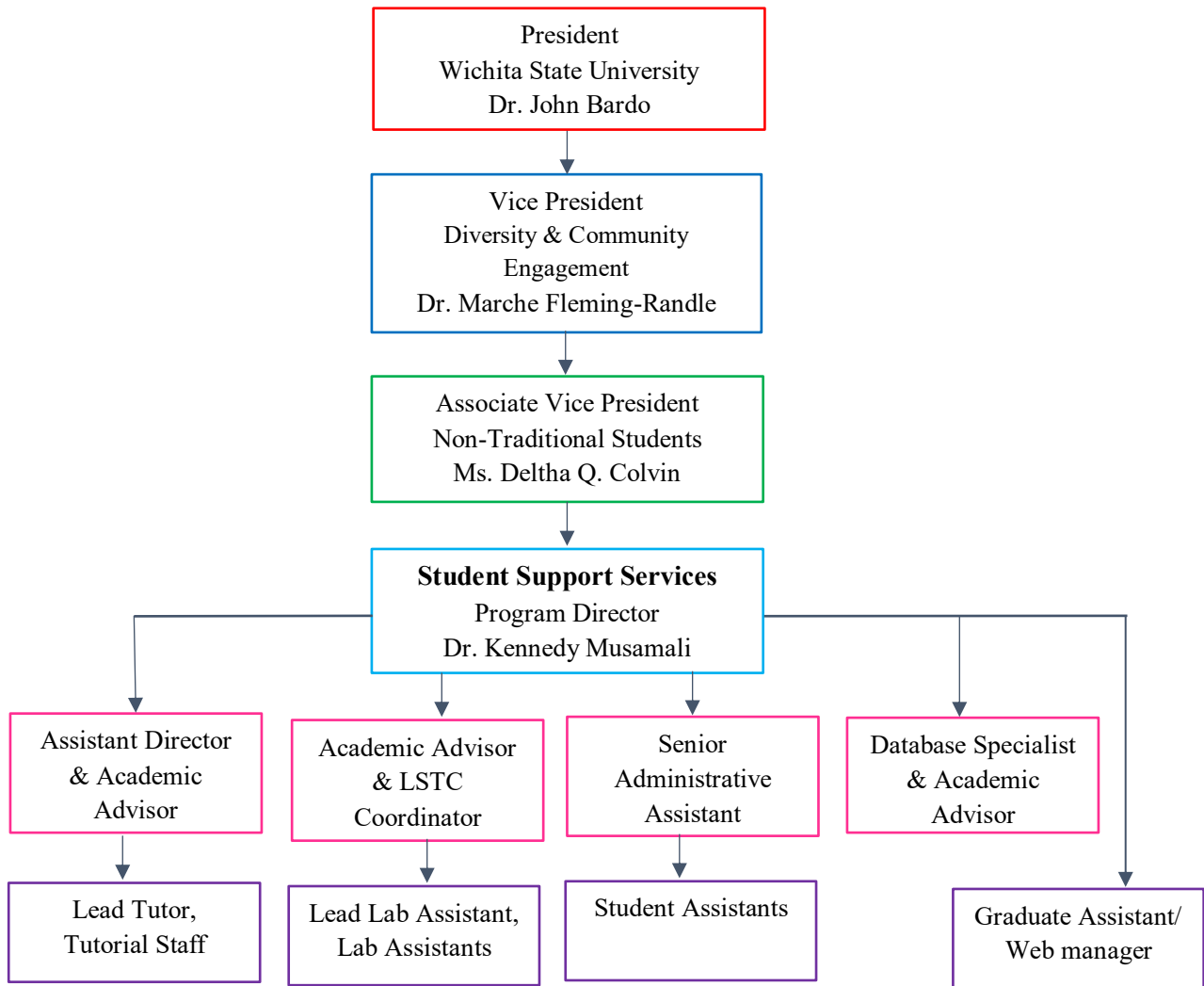
[Back to Table of Content](#)

## HISTORY

- 1970** – Funding for the Special Services Program is received to provide academic support services to program participants. The Boeing Company Scholarship is established.
- 1976** – Jo Gardenhire, Associate Director, writes a proposal incorporating services to students with disabilities at Wichita State University. The proposal is funded.
- 1979** – The project’s name is changed to Operation Success from Project Together. The Annual Cultural Spring Fling is introduced by Mario Ramos, third director of Operation Success.
- 1980** – The First Annual Tutor Awards and Recognition Banquet is introduced by Dr. Deema de Silva.
- 1985** – Dr. Deema de Silva becomes director of Operation Success. The first annual report for accountability, “The Program Overview and Accountability Report,” was printed.
- 1986** – Jess Cornejo Endowed Scholarship is established.
- 1990** – The Tutorial, Cultural and Academic Enrichment, and Research and Evaluation components are created.
- 1992** – Dr. Christine Thelen Endowed Scholarship is created.
- 1995** – The project’s name is changed to Student Support Services from Operation Success. Marion Hicks Endowed Scholarship is created.
- 1996** – The project’s three main components are retitled to: 1) Tutoring and Training, 2) Educational and Communication, and 3) Tracking and Evaluation components. The Philip & Gloria Farha Endowed Scholarship is created.
- 1997** – Elenore Rudd Endowed Scholarship is created.
- 1998** – Marti Farha Ammar Endowed Scholarship and the Poor Charitable Foundation Scholarships are created.
- 2001** – Clark and Rowena Ahlberg Scholarship and the Dr. Harshini de Silva Endowed Memorial Scholarship are established.
- 2004** – 25th Silver Anniversary Award and Recognition Banquet is held. The Quantitative and Qualitative (Q&Q) Evaluation Report is introduced.
- 2005** – SSS collaborates with EOC on Cultural Spring Fling event. Boeing Scholarship is increased and Poor Charitable Foundation funds are continued.
- 2006** – SSS project grant is renewed and 13 students receive the Farha Memorial Scholarships.
- 2007** – 20 students receive Rudd scholarships.
- 2009** – Former SSS graduate To-Nga Huynh, PharmD, donates the first graduate scholarship.
- 2010** – SSS Technology Learning Lab is upgraded. A memorial scholarship is named for Antoine Toubia.
- 2011** – Dr. Dai Phan, a former SSS tutor, is featured speaker for the Awards and Recognition Banquet and announces the donation of a scholarship to assist program participants.
- 2012** – Leon Trammell, Tramco Incorporated founder, is featured speaker for the Awards and Recognition Banquet and makes a generous scholarship donation for program participants.
- 2013** – WSU-SSS joins MAEOPP efforts to identify Best Practices. Wichita State President John Bardo is the featured speaker at the Awards and Recognition Banquet.
- 2014** – This year marks the 44th year of SSS project at Wichita State University. The 35th Awards and Recognition Banquet is held with Deltha Q Colvin as the featured speaker. Dr. Deema de Silva retires and is honored for 34 years of distinct service to SSS.

- 2015** – Dr. Kennedy Musamali joins SSS as the new Program Director. SSS grant proposal is submitted and funded for 5 years. College Reading Learning Association (CRLA) certification for SSS tutors renewed for an additional 5 years.
- 2016** – SSS collaborates with Disability Student Services and McNair Scholars Program to host a First-Generation Welcome Mixer at WSU. This year marked the 46th year of SSS program at Wichita State campus. Celebrated student achievement at the 37th Awards and Recognition Ceremony. Ms. Charity Lowe, a former TRIO alum, moves from SSS Senior Administrative Assistant to Academic Advisor position.
- 2017** – Celebrated student achievement at the 38th Awards and Recognition Ceremony. Ms. Charity Lowe is promoted to Assistant Director from Academic Advisor/LSTC Coordinator. Ms. Pooja Sharma joins SSS professional staff as the new Database Specialist/Academic Advisor. Mr. Nelson Ross joins SSS professional staff as the Academic Advisor/LSTC Coordinator. Ms. Laurie Solberg joins SSS professional staff as the Senior Administrative Assistant.
- 2018** – Celebrated the 50<sup>th</sup> anniversary of TRIO SSS and student achievement at the program’s 39th Awards and Recognition Ceremony. The anniversary marked 50 years of TRIO SSS programs nationwide. SSS programs were first established in the 1968 reauthorization of the Higher Education Act, to begin President Lyndon B. Johnson’s goal of seeing that “no American talent is wasted.” Remarks were made at the event by Dr. Marché Fleming-Randle the first African American Female Vice President for Diversity & Community Engagement at Wichita State University and Ms. Deltha Q Colvin the Associate Vice President of Non-Traditional Students. Ms. Colvin is an Upward Bound Program alum at WSU and a mastermind behind the successful growth of TRIO programs at WSU for over 50 years. The SSS program has successfully served students at Wichita State University since 1970.

# ORGANIZATIONAL CHART





## **MISSION**

To provide academic support services that help first generation and limited income students, and students with disabilities to successfully persist and graduate from Wichita State University

## **VISION**

To become a model of excellence in assisting first generation and limited income students, and students with disabilities to successfully persist and graduate from college

## **CORE VALUES**

Committed to providing efficient, effective, and excellent services to students

## SECTION 3

# Measurable Goals and Objectives

[Overview of Project Goal and Objectives](#)

[Number of Students Served](#)

[Objective A: Persistence](#)

[Objective B: Good Academic Standing](#)

[Objective C: Bachelor's Degree Attainment](#)

[Quantitative and Qualitative Summary 2017-18](#)

[Back to Table of Content](#)

## OVERVIEW OF PROJECT GOALS AND OBJECTIVES

This section provides an overview and extent to which program goals and objectives were achieved.

**Goal:** The extent to which the project has met the administrative requirements at the grantee institution. The conditions for the administrative requirements are as follows:  
*Serve two hundred and fifty (250) first generation, limited income or students with disabilities annually. Ensure that a minimum of 67% (168) are both low-income and first-generation students or individuals with disabilities; and 33% (82) are either low-income, first generation students or individuals with disabilities*

**Goal:** The extent to which project participants persisted toward completion of the academic programs in which they were enrolled.  
**Objective 1:** *74% of all participants served by the SSS Project will persist from one academic year to the beginning of the next academic year or will have earned a bachelor’s degree at the grantee institution during the academic year.*

**Goal:** The extent to which project participants met academic performance levels required to stay in good academic standing at the grantee institution.  
**Objective 2:** *93% of all enrolled SSS participants being served will meet the performance level required to stay in good academic standing at the grantee institution.*

**Goal:** The extent to which project participants graduated.  
**Objective 3:** *37% of new participants served each year will graduate from the guarantee institution with a bachelor’s degree or equivalent within six (6) years.*

## NUMBER OF STUDENTS SERVED

**Goal:** The extent to which the project has met the project objectives at the grantee institution. The grant requirements are as follows:

- The project served the approved funded number of participants
- At least two-thirds of project participants served were low-income and first-generation students with disabilities, and/or students with disabilities who are also low-income

The SSS project at Wichita State is funded to serve 250 students each academic year. A total of 256 students were served in 2017-18 (see Table 1).

**Table 1: Number of Participants Funded to Serve and Actually Served**

Number of Participants Funded to Serve	Number of Participants Actually Served	Requirement Met?
250	256	Yes

The process of selecting participants ensures that two-thirds of the students served are first generation and low-income. The remaining participants are either first generation, low-income, or students with disabilities. As Table 2 below shows, a total of 256 students were served in 2017-18 grant year. Sixty-seven percent of students served met the first generation and low-income criteria. In addition, 24% of the students served were first generation and 7% were low-income only. Less than 2% of the students served were disabled, or disabled and low-income.

**Table 2: 2017-18 SSS Participant Distribution by Eligibility**

<b>Eligibility</b>	<b>Participants</b>	<b>Percentage</b>
First Generation & Low-Income	173	67
First Generation only	61	24
Low-Income only	18	7
Disabled only	2	<1
Disabled & Low-Income	2	<1
<b>Total</b>	<b>256</b>	<b>100%</b>

Source: SSS Database 2017-18

As shown in table 3, a total of 177 participants were enrolled in the program as first generation and low-income, disabled, or disabled and low income. This constitutes 69% of students served and exceeds the two-third eligibility service requirement. A total of 79 students (31%) met the eligibility requirement of first generation or low income only criteria.

**Table 3: 2/3 Eligibility Requirement**

<b># of First Generation &amp; Low-Income, Disabled, Disabled &amp; Low-Income Students</b>	<b>2/3 Eligibility Percent</b>	<b>1/3 Eligibility Percent</b>	<b>Requirement Met?</b>
177	69	31	Yes

It is important to note that the Office of Disability Services (ODS) and Disability Student Support (DSS) at Wichita State serve students with disability on campus. For more comprehensive services, SSS refers its students with disability to DSS or ODS.

## **OBJECTIVE A: PERSISTENCE OF SSS STUDENTS AT WSU**

**Goal:** The extent to which project participants persisted toward completion of the academic programs in which they were enrolled.

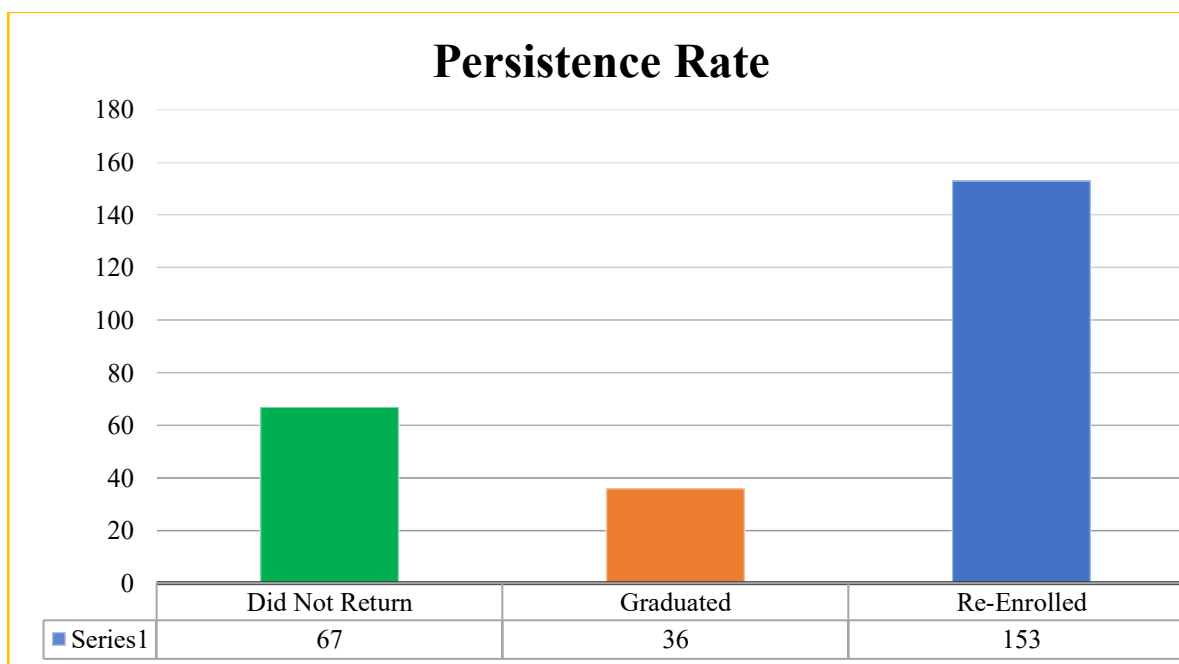
*Objective A: 74% of all participants served by the SSS Project will persist from one academic year to the beginning of the next academic year or will have earned a bachelor's degree at the grantee institution during the academic year.*

Table 4 and the chart below demonstrate persistence of SSS participants in 2017-2018. A total of 189 (74%) of program participants persisted from FL 2017 to FL 2018.

**Table 4: Persistence of SSS Students at WSU**

Grant Year	Number of Participants Served	Number of Participants who Graduated in 2017-18	Number of Participants served in 2016-17 who Re-enrolled in 2017-18	Total Number of Participants who Persisted	Persistence Rate of FL 2017 to FL 2018
2017-18	256	36	153	189	74%

Source: SSS 2017-18 Database and WSU Registrar



Source: SSS Database 2017-18

## **OBJECTIVE B: GOOD ACADEMIC STANDING OF SSS STUDENTS**

**Goal:** The extent to which project participants met academic performance levels required to stay in good academic standing at the grantee institution.

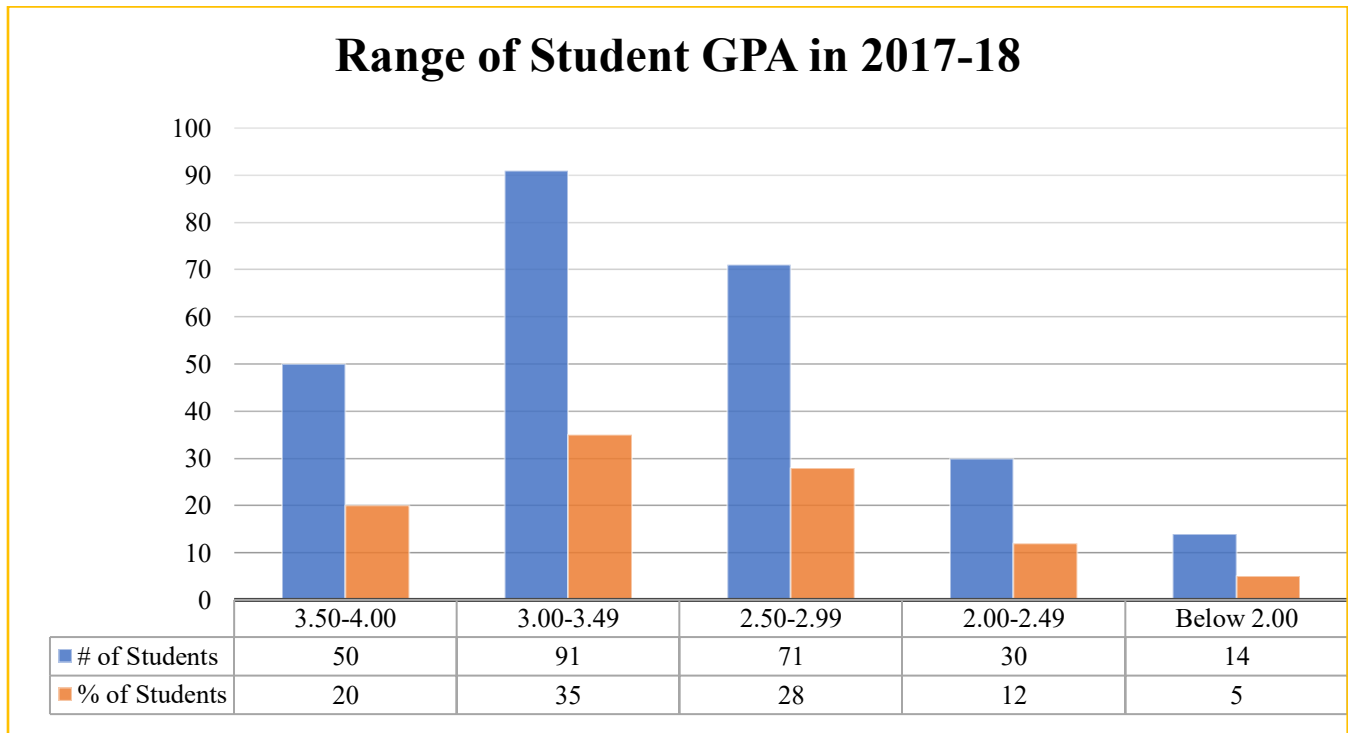
**Objective B:** 93% of all enrolled SSS participants being served will meet the performance level required to stay in good academic standing at the grantee institution.

At the beginning of 2017 academic year, GPAs of all current project participants were recorded to assess for academic standing. Updates on students' academic performance posted by the Registrar's Office in the fall, spring, and summer were reviewed to assess progress. The outcomes are shown in the tables and charts below

Table 5 shows the percentages and GPA range of participants in good academic standing while table 6 shows the number of students served and in good academic standing. As shown in Table 6, 242 (94%) of the students served were in good academic standing at the end of the 2017-18 academic year.

**Table 5: Good Academic Standing of SSS Students at WSU**

GPA Range	Number of Students	Percentage of Students
3.50 – 4.00	50	20%
3.00 – 3.49	91	35%
2.50 – 2.99	71	28%
2.00 – 2.49	30	12%
2.00 & above	242	94%



Source: SSS Database 2017-18

**Table 6: Number of Students in Good Academic Standing**

Number of Participants Served	Number of Participants in Good Academic Standing	Good Academic Standing Rate
256	242	94%

### **OBJECTIVE C: BACHELOR’S DEGREE ATTAINMENT**

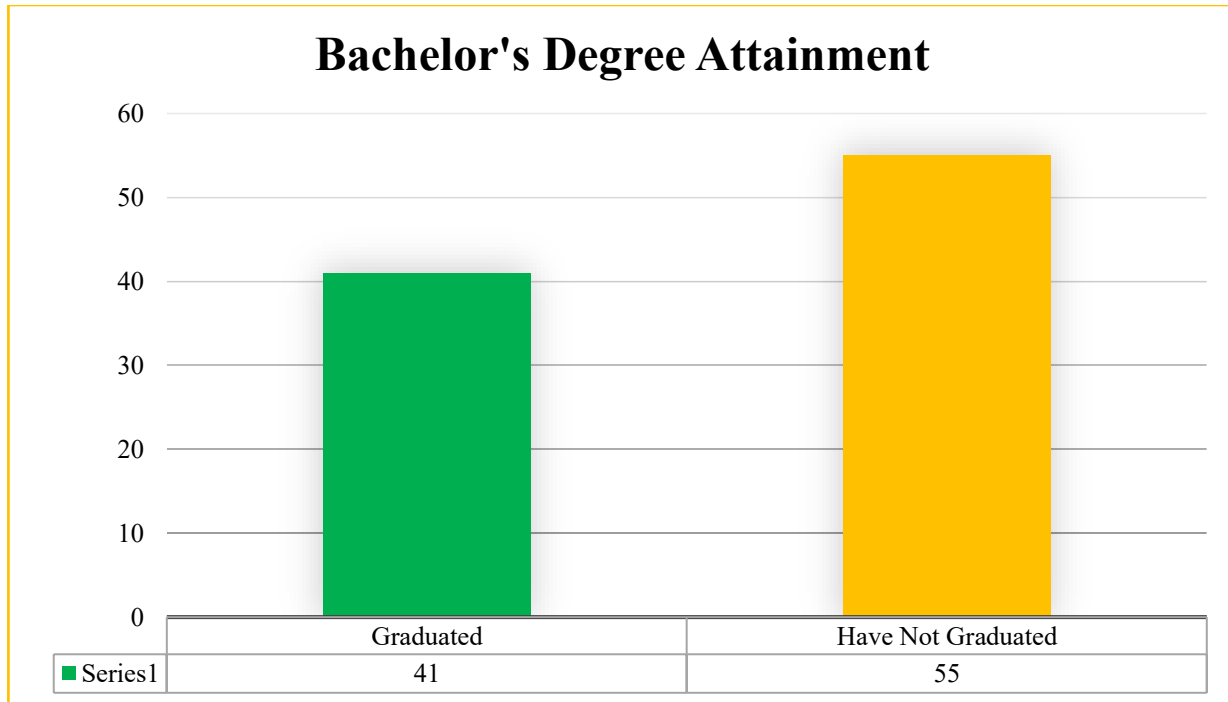
**Goal:** The extent to which project participants graduated.

**Objective C:** 37% of new participants served each year will graduate from the grantee institution with a bachelor’s degree or equivalent within six (6) years.

As shown in Table 7 below 43% of the students served in 2012-13 cohort graduated from Wichita State University with a bachelor's degree within 6 years. The U.S. Department of Education’s defines cohort as “a group of students who started in the same project year.”

**Table 7: Bachelor's Degree Attainment of SSS Students at WSU**

<b>Number of new Participants serves in cohort year 2012-2013</b>	<b>Number of New Participants who Attained Bachelor's Degrees by SU 2017</b>	<b>Graduation Rate</b>
96	41	43%



Source: SSS Database 2017-18

## QUANTITATIVE & QUALITATIVE SUMMARY 2017-18

Quantitative	Qualitative
<p><b><u>Students Served:</u></b></p> <ul style="list-style-type: none"> <li>• 256 students received project services</li> <li>• 67% of SSS students were <b>both first-generation</b> (neither parent has a 4-year degree) <b>and low-income</b> (family taxable income did not exceed 150% of the poverty level)</li> <li>• 24% were <b>first generation only</b></li> <li>• 7% were <b>low-income only</b></li> <li>• <b>Less than 2%</b> were students with disability only <b>and/or</b> disability and low income</li> </ul> <p><b><u>Good Academic Standing:</u></b></p> <ul style="list-style-type: none"> <li>• 94% of program participants remained in Good Academic Standing with a <b>GPA &gt; 2.00</b></li> <li>• 83% completed the year with a <b>GPA ≥ 2.5</b></li> <li>• 55% completed the year with a <b>GPA ≥ 3.0</b></li> </ul> <p><b><u>Persistence:</u></b></p> <ul style="list-style-type: none"> <li>• 74% of project students enrolled in 2016-17 <b>re-enrolled</b> at Wichita State and the SSS project for 2017-18</li> </ul> <p><b><u>Graduation:</u></b></p> <ul style="list-style-type: none"> <li>• 43% of participants of 2012-13 cohort graduated with a bachelor's degree <b>in 2017-18 (within 6 years)</b></li> <li>• Total of 36 students graduated in 2017-2018</li> </ul> <p><b><u>Advising:</u></b></p> <ul style="list-style-type: none"> <li>• A total of 1908 <b>advising contact hours</b> were provided to project participants</li> </ul> <p><b><u>Tutoring Services:</u></b></p> <ul style="list-style-type: none"> <li>• 91% of SSS tutored students passed their courses</li> <li>• 844.65 one-on-one tutoring hours provided to 51 students who were enrolled in 213 credit hours; an additional 801 walk-in tutoring hours were offered to project participants</li> </ul> <p><b><u>Funding:</u></b></p> <ul style="list-style-type: none"> <li>• SSS project awarded \$9,052 in EOF and \$7,860 in <b>Endowed Scholarships</b> to its participants</li> <li>• SSS students retained at Wichita State with \$3,399,314.32 in <b>federal financial assistance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Oldest SSS project in the State of Kansas</b> – assisting students since 1970</li> <li>• <b>Advising:</b> SSS academic advisors provided academic, personal, financial aid, career and graduate school advising</li> <li>• <b>Tutoring:</b> 17 tutors were available for tutoring in lower level undergraduate courses during the Fall 2017, Spring 2018 and Summer 2018 semesters</li> <li>• <b>Study Skills:</b> extensive list of videos and worksheets available in SSS Tech Lab and an online class for only SSS students</li> <li>• <b>Financial Literacy Skills:</b> online class through MyCollegeMoneyPlan.org and an online collection of assessments over class material available to students</li> <li>• <b>SSS Technology Learning Lab:</b> workspace and computers, where students may study, access study skills and/or financial literacy resources, or meet with tutors</li> <li>• <b>Book Library:</b> extensive collection of 487 text books available for borrowing</li> <li>• <b>Computer checkout:</b> 12 laptops and 22 iPads available to students for checkout</li> <li>• <b>SSS Newsletter:</b> published 12 times a year</li> <li>• <b>39th Annual Awards &amp; Recognition Ceremony</b> held in April 2018 to recognize project students, graduates and scholarship recipients</li> </ul>

## SECTION 4

# Inputs

[Overview of Academic Services Offered](#)

[Tutorial and Training Component](#)

[Tracking and Evaluation Component](#)

[Learning Skills and Technology Component](#)

[Grants and Scholarships](#)

[Marketing, Publicity, and Community Relations](#)

[Social Media Outreach](#)

[Back to Table of Content](#)

## OVERVIEW OF ACADEMIC SERVICES OFFERED

SSS program offers its participants a variety of free services to help support their academic success. Each participant is assigned an academic advisor and offered personalized services to meet individual academic needs. Services offered to program participants include:

- *Academic Advice & Assistance*
- *Academic & Life Smart Skill Development*
- *Book Library*
- *FAFSA Application*
- *Financial & Economic Literacy*
- *Graduate School Enrollment Advice*
- *Individualized Tutoring*
- *Scholarships Exclusively for SSS students*
- *SSS Technology Learning Lab*

In 2017-18 academic year, the program served 256 participants with a 74% persistence rate. Ninety four percent of the students remained in good academic standing and 43% graduated within 6 years. This was a result of coordinated inputs discussed in this section and listed below:

- Tutorial and Training Component
- Tracking and Evaluation Component
- Learning Skills and Technology Component
- Marketing, Publicity, and Community Relations
- Endowed Scholarships
- Online and Social Media

## TUTORIAL AND TRAINING COMPONENT



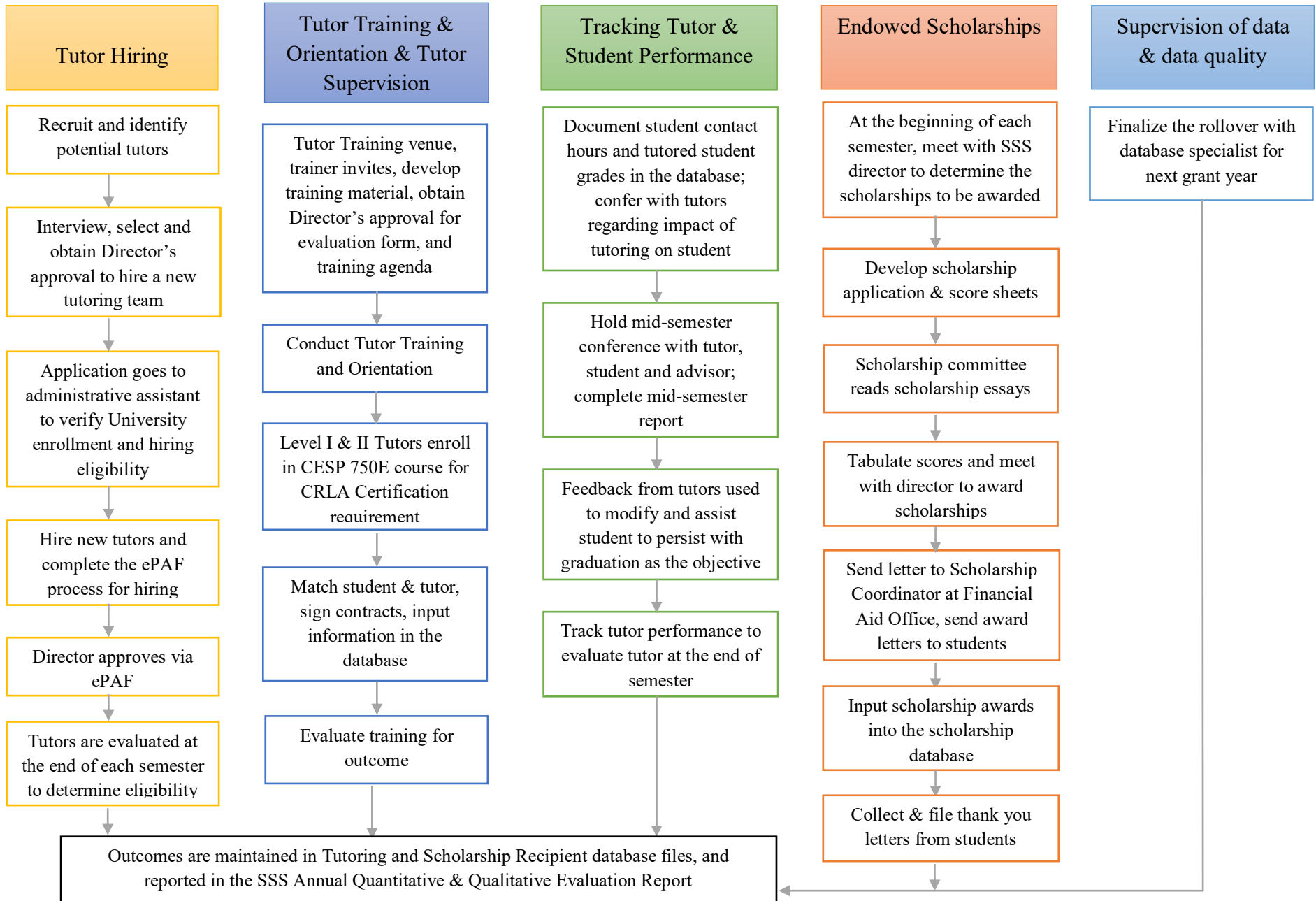
The Tutorial and Training Component (TTC) is critical in enhancing student learning and improving the academic success of SSS students at Wichita State University (WSU). The component is designed to directly impact students' overall academic performance and course completion. Importantly, it helps students develop critical thinking skills and effective problem-solving strategies that are essential for academic success. The TTC is coordinated by the Assistant Director and Academic Advisor, Charity Lowe. It is staffed with over twenty peer-tutors, and a lead tutor.

Peer tutors are critical in enhancing student learning and improving student academic success. Tutors are recruited and selected based on their academic achievements, class standing, and communication skills. They are recruited from a diverse pool of students across multiple disciplines at WSU. Importantly, prospective tutors are required to have a 3.0 GPA or better in the courses they plan to tutor program participants. The ability to recruit outstanding peer tutors from multiple disciplines across campus, gives TTC the capacity to offer tutoring in multiple courses including biology, chemistry, English, geology, history, mathematics, management, philosophy, physics, Spanish and statistics. Also, SSS tutors receive extensive training in tutoring best practices. New tutors complete a CESP 750E course that is designed to help them acquire and develop the necessary skills to effectively assist program participants.

The TTC is committed to providing efficiency, effectiveness, and excellent service to program participants. The component's commitment to the program's core values is assessed through tutor evaluations completed by program participants. Evaluations provide feedback that is incorporated into tutor training sessions. Training methods are regularly revised to meet the changing needs of program participants. To maintain its high service standards, the TTC offers College Reading and Learning Association's (CRLA) certification to its tutors. CRLA certification is part of the International Tutor Training program which provides guidance on setting standards for improving tutor training skills.

As the TTC coordinator, Ms. Lowe's main responsibilities include supervising and facilitating quality tutoring services. Ms. Lowe has vast experience working with TRIO SSS participants. Ms. Lowe is a former SSS participant who successfully graduated from WSU with a Bachelor in Business Administration with minors in accounting, finance, and management. As an undergraduate, Ms. Lowe was an SSS program participant and worked part-time as a Lead Tutor for the project. Over the years, she has worked as a Senior Administrative Assistant and Academic Advisor. Currently, Ms. Lowe is pursuing a Master's degree in Counseling at WSU. More about TTC is shown in the process chart on the next page.

## Tutorial & Training Component Process Chart



## TRACKING AND EVALUATION COMPONENT



The Tracking and Evaluation Component (TEC) focuses on accurate and continuous tracking of students' academic progress. The TEC coordinator maintains project database files that are used to generate program activity reports. Specifically, TEC's main function is to collect, record, and evaluate data gathered from services provided to students. Additionally, the TEC is charged with assessing areas that need improvement, and generating periodic reports to show the project's progress toward achieving grant funded objectives. The TEC is coordinated by a Database Specialist and Academic Advisor, Pooja Sharma.

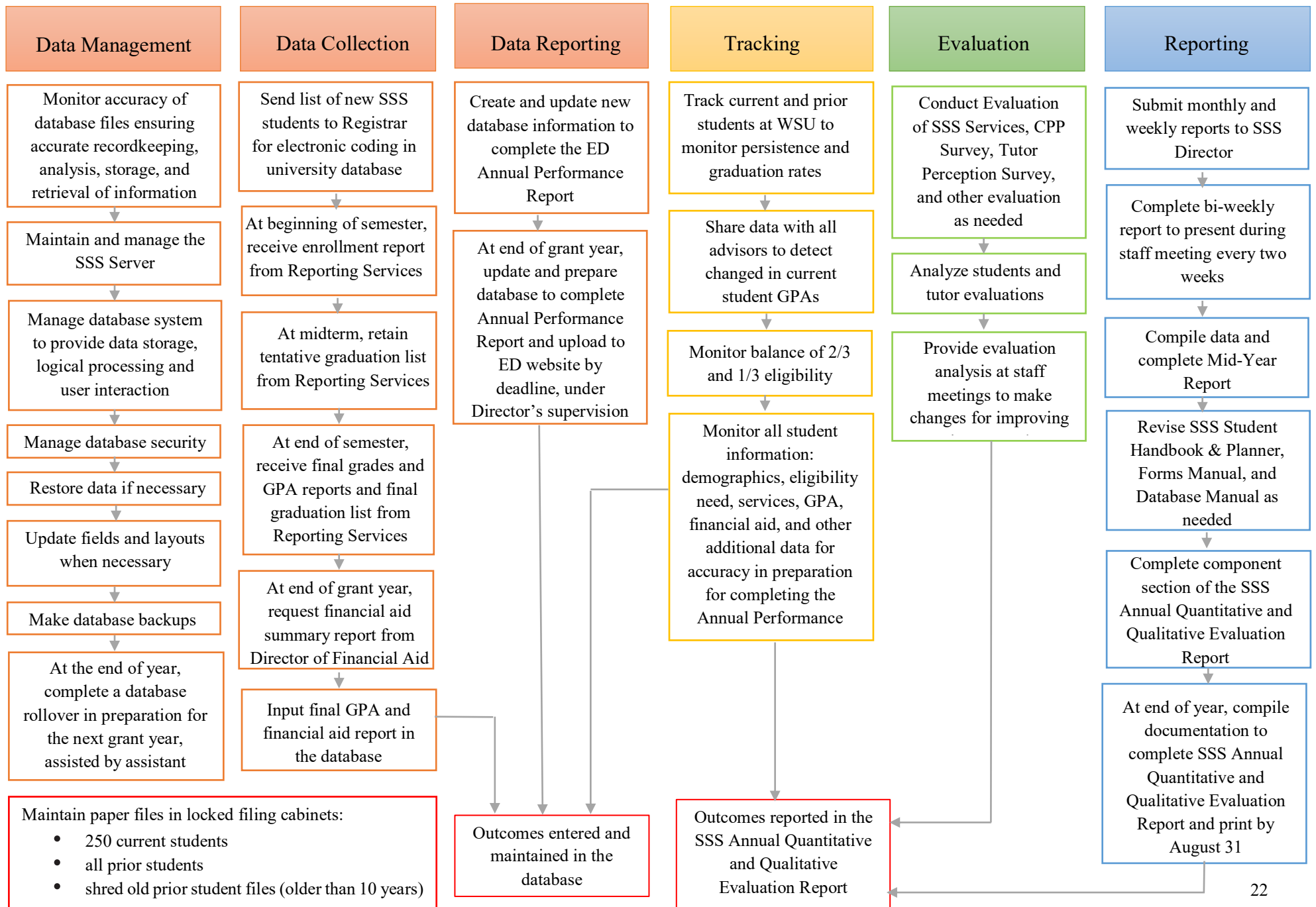
Specifically, Ms. Sharma tracks and monitors data for accuracy and relevance to project objectives. As the coordinator, Ms. Sharma reviews project-developed assessment tools to ensure that they are designed to effectively capture relevant data. She gathers, reviews, and compiles reports each semester from campus departments including the registrar's office and office of financial aid. The data is evaluated and used to track students' academic performance and identify areas that need improvement. She ensures that data is appropriately filed and securely stored in a database. Ms. Sharma is also responsible for providing data access to staff members. She prepares and facilitates monthly, annual, and special reports including an SSS Annual Performance Report (APR) to the U.S. Department of Education.

In addition, the TEC coordinator is charged with preparing an annual Quantitative and Qualitative (Q&Q) report that is distributed to stakeholders. The report summarizes the program's activities and performance. Importantly, the Q&Q report allows the program to share its service outcomes with all stakeholders including WSU President, vice presidents, scholarship donors, and the Wichita community.

In sum, the TEC is critical to ensure the program services and improvement efforts remain committed to the core values of providing efficient, effective, and excellent services to participants. Data is reviewed and evaluated regularly to monitor areas that need improvement and shared with relevant components. For instance, data that is compiled and evaluated from tutor surveys is shared with the TTC coordinator to make tutoring improvement. Similarly, information that is gathered from reports about students' academic performance is used by advisors to plan effective interventions with at-risk students. The TEC helps track and evaluate the program's success in providing efficient, effective, and excellent services to program participants.

Pooja Sharma, joined the project as SSS Database Specialist in April 2017. She holds a Bachelor's degree and Master's degree from Wichita State. She brings a wealth of experience acquired over several years of working with disadvantaged population in the Wichita area. More about TEC is shown in the process chart on the next page.

## Tracking and Evaluation Component Process Chart



## LEARNING SKILLS AND TECHNOLOGY COMPONENT



The Learning Skills and Technology Component (LSTC) provides students with assistance in academic and life smart skills. Importantly, it facilitates participants access to computer technology and textbooks.

The LSTC is coordinated by an Academic Advisor, Nelson Ross, and staffed with Lab Assistants (LA). As the coordinator, Mr. Ross oversees a Technology Learning Lab where students get access to computers, printing, and walk in tutoring services. Specifically, the Mr. Ross supervises Lab Assistants and is responsible for coordinating skill building programming for students.

In addition, the LSTC coordinator works with the Office for Student Money Management (OSMM) at Wichita State University (WSU) to provide our participants with financial literacy skills. Specifically, the OSMM provides our program

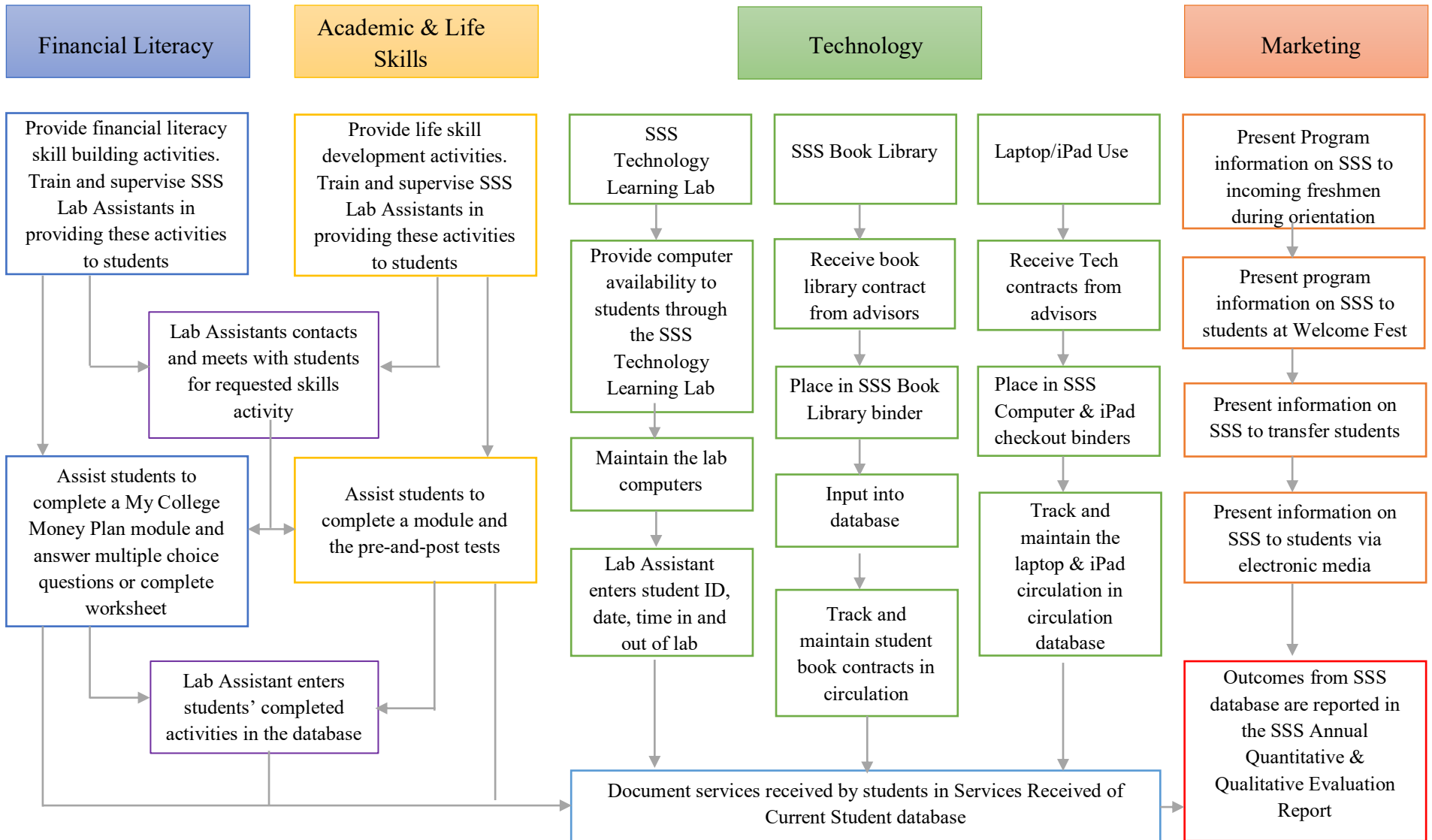
participants with access to MyCollegeMoneyPlan.org website. The website contains ten modules that allow our students to explore and learn about money matters. Topic covered by the modules include FAFSA completion, loan repayment, and credit reports. The modules are convenient and readily accessible to our participants online. Mr. Ross monitors students' online activities including signing up and completion of modules. The money management online activity is designed to meet the U.S. Department of Education requirement to provide program participants with financial literacy skills.

The LTSC also provides program participants with study skills training through online academic and life smart skill-building modules. Topics covered by these modules include time management, note-taking, how to read textbooks, test-taking strategies, and listening skills. In addition, an Academic Skills Needs Assessment is completed by each participant as part of the SSS program application. More information about individual student needs is gathered during the course of advising meetings. Information gathered by advisors is used to guide programming of the LTSC lab services.

SSS Technology Learning Lab Assistants are charged with the task of helping students with course assignments. The assistance provided includes helping students with solving math problems, writing assignments, and course syllabus expectations. LTSC also offers a library service that includes loaning textbooks acquired through donations from campus departments and students at Wichita State.

The Academic Advisor and LSTC coordinator, Nelson Ross, joined the team of SSS professional staff in September 2017. Born in California, Mr. Ross has traveled and lived in Kansas, New York, Los Angeles, London, and for a brief period in Paris. He values the challenge of new and enlightening experiences and describes them as the most important elements of life. Mr. Ross holds a bachelor's degree in political science from University of Kansas. He is currently pursuing a Master's degree in public administration at WSU. Mr. Ross has experience teaching disadvantaged students. More about LSTC is shown in the process chart on the next page.

## Learning Skills and Technology Component Process Chart



## GRANTS AND SCHOLARSHIPS

SSS offers Grant Aid, Educational Opportunity Fund (EOF), and Endowed Scholarship to support program participants. Grant aid is supported by the U.S. Department of Education and EOF is provided through the Student Government Association (SGA) at Wichita State University. The program receives endowed scholarship to support program participants from generous community donors. Scholarships provided by community donors are awarded twice a year to active program participants. Students must apply and be in good academic standing to be considered for a scholarship. Scholarships awarded are shown in the chart below.



## **MARKETING, PUBLICITY, AND COMMUNITY RELATIONS**

Although eligible participants are the main target of the program's marketing efforts, our publicity efforts are designed to build strong relations with Wichita State faculty, staff, students, and community. The program's marketing message focuses on the free services provided to help students' transition, persist, and graduate successfully from WSU. Marketing and publicity information is disseminated through print and digital media. In addition, program information is presented at campus events and meetings. Social media is used to publicize program services to students and the community.

The marketing and publicity of SSS services is a collaborative effort. We work closely with multiple departments on campus to inform the campus community about program services and student eligibility requirements. SSS professional staff share information about services and benefits with faculty, staff, and students at a variety of campus events throughout the year. These events include general faculty and staff meetings, faculty orientation, freshmen orientation, re-entry orientation, student organization meetings, TRIO events, WelcomeFest, group campus visits, and financial aid events. Information is also presented in classroom settings. SSS staff work with faculty to schedule classroom presentations for eligible participants. The partnership and information sharing help publicize services offered by the program to eligible participants and the campus community. Importantly, it helps facilitate student referrals.

The SSS Annual Awards and Recognition Ceremony is the culminating publicity event that helps market the program by showcasing student success. The ceremony is attended by SSS students, tutors, faculty, staff, scholarship donors, community leaders and staff members of the U.S. Congress and Senators from Kansas. The event's schedule includes student speakers, program alumni, and graduating seniors. At the event, program participants share with faculty, staff, students, and members of the community stories about their challenge, and triumph of their academic journey. More importantly, they provide a testament to the role played by TRIO Student Support Services in their success. The program's strong community relations are celebrated at the event when donors and student recipients of scholarships are recognized.

## **SOCIAL MEDIA OUTREACH**

The Student Support Services website provides a centralized location for students (prospective, current, and alumni) to access online information about program services, activities, and events. Students can access information, complete the program application, update their contact information, request for a tutor, technology, or textbook services. Also, students can access online modules for Financial & Economic Literacy, Academic Success Skill, and Life skill development, and scholarship resources. The SSS website and Facebook page provide students with additional easy and quick access to program activity updates, news and event notifications. The Student Support Services website can be accessed at [https://www.wichita.edu/services/student\\_support/](https://www.wichita.edu/services/student_support/)

## SECTION 5

# Outputs

[Overview of Data Tracking and Evaluation of Outputs](#)

[Demographic Information of Program Participants](#)

[Student Classification](#)

[Academic Needs and Advisement](#)

[Student Support Service Activities and Outputs](#)

[Back to Table of Content](#)

## OVERVIEW OF DATA TRACKING AND EVALUATION OF OUTPUTS

### ***Tracking and Evaluation of Student Progress***

The Tracking and Evaluation Component (TEC) collects and records data gathered from students receiving program services. Specifically, TEC evaluates the data and generates reports that are used to assess the project's progress toward grant objectives and identify service areas that need improvement.

A variety of project-developed instruments are used to gather information directly from service recipients. This includes services provided by the Tutorial and Training Component (TTC), and the Learning Skills and Technology Component (LSTC). Data reports from the Registrar and Office of Financial Aid are also assessed to monitor students educational progress. This section present data analyzed from services provided in 2017-18 grant year. ***Highlights of the project's 2017-18 success can also be found in the Quantitative and Qualitative report on page 12.***

### ***Summary of Grant Objectives and Outcomes***

***Objective A:*** 74% of all participants served by the SSS Project will persist from one academic year to the beginning of the next academic year or will have earned a bachelor's degree at the grantee institution during the academic year.

**Outcome:** 74% of all participants returned to Wichita State for the 2017-18 academic year or graduated with a bachelor's degree.

***Objective B:*** 93% of all enrolled SSS participants being served will meet the performance level required to stay in good academic standing at the grantee institution.

**Outcome:** 94% of SSS participants met the performance level required to stay in good academic standing at Wichita State.

***Objective 3:*** 37% of new participants served each year will graduate from the grantee institution with a bachelor's degree or equivalent within six (6) years.

**Outcome:** 43% of new SSS participants in 2012-13 graduated with a bachelor's degree from Wichita State.

***Details on the above objectives can be found on pages 9-11***

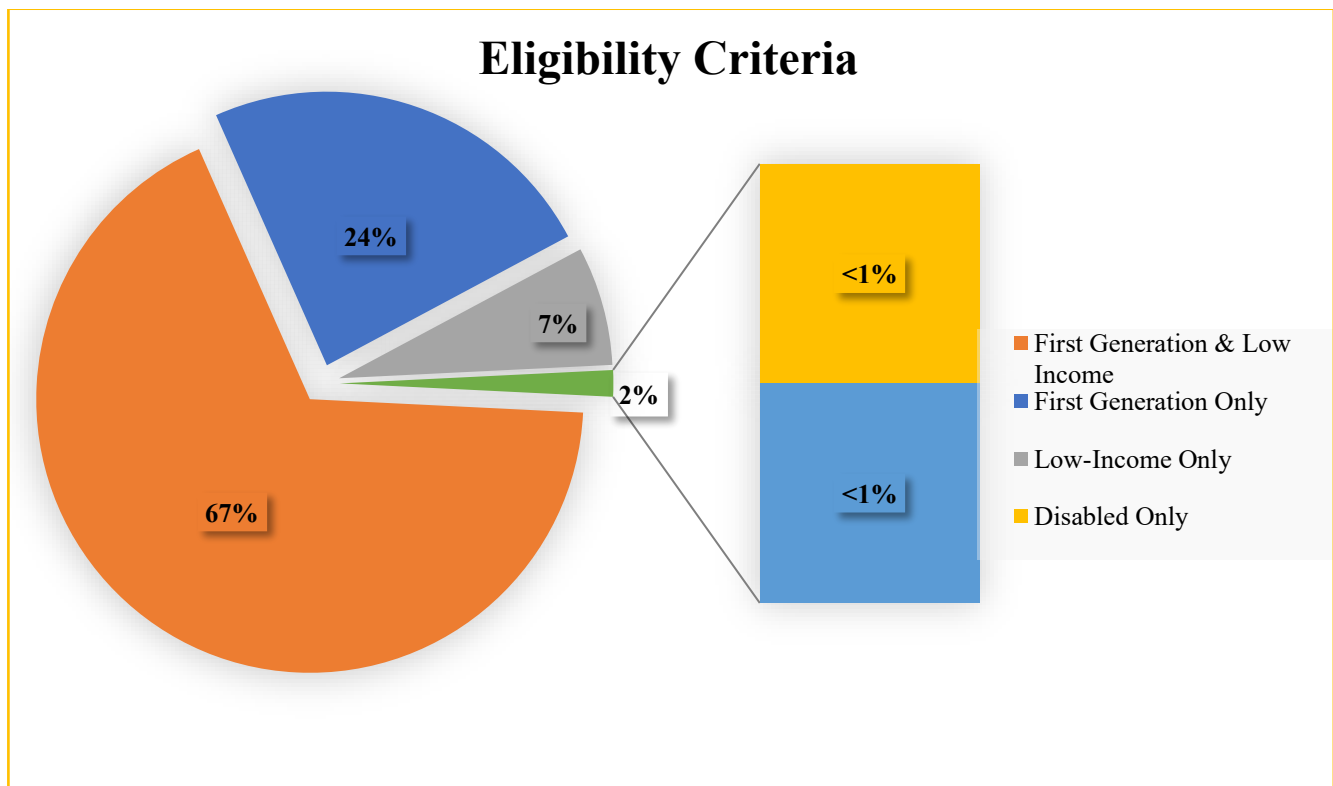
## DEMOGRAPHIC INFORMATION OF PROJECT PARTICIPANTS

In this section tables and charts are presented to provide information about students served by the SSS Project in 2017-18 academic year. The tables and charts show a breakdown of the student population by eligibility, ethnicity, and gender.

### *Eligibility Criteria*

Eligibility	Participants	Percentage
First Generation & Low-Income	173	67
First Generation only	61	24
Low-Income only	18	7
Disabled only	2	<1
Disabled & Low-Income	2	<1
<b>Total</b>	<b>256</b>	<b>100%</b>

Source: SSS Database 2017-18

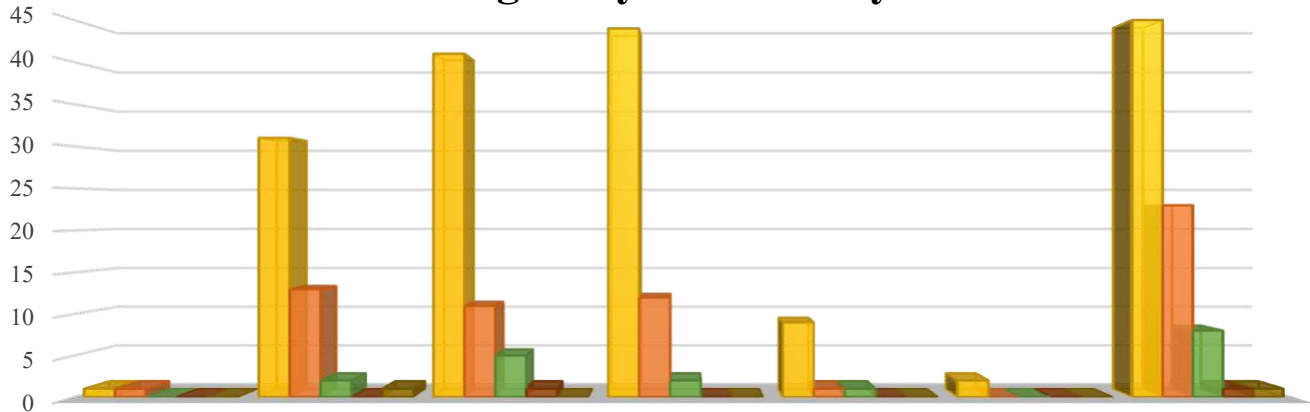


Source: SSS Database 2017-18

### *Eligibility & Ethnicity*

Based on eligibility, most students were identified as first generation (FG) and low income (LI) across all ethnic groups. However, as shown in the chart below FG/LI students identified as American Indian or Alaskan Native (1), Asian (31), Black or African-American (41), Hispanics (44), more than one race (9), Native Hawaiian or Pacific Islander (2), and White (45).

## Eligibility & Ethnicity



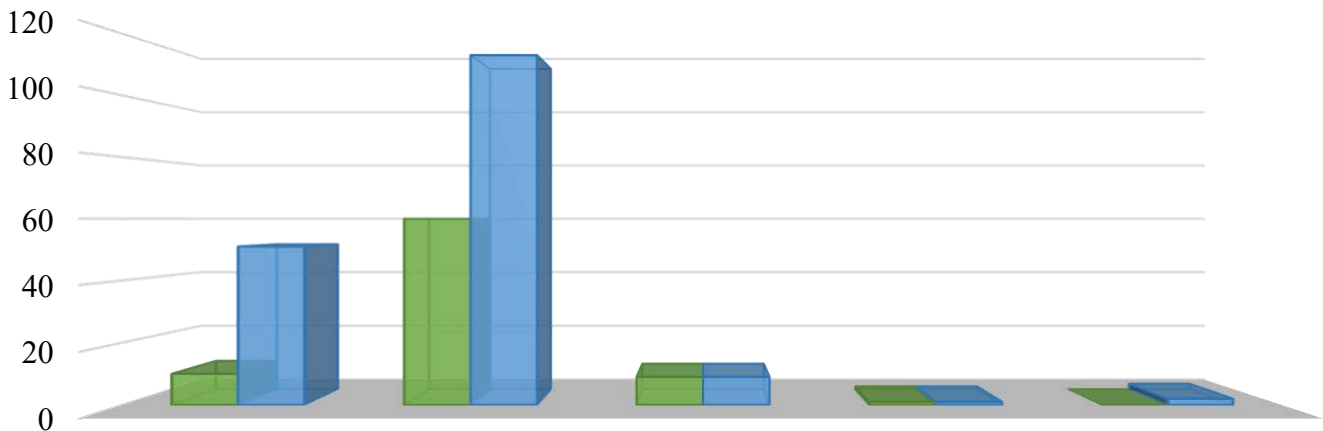
	American Indian or Alaskan Native	Asian	Black or African-American	Hispanic/Latino	More than one race	Native Hawaiian or Pacific Islander	White
FG/LI	1	31	41	44	9	2	45
FG	1	13	11	12	1	0	23
LI	0	2	5	2	1	0	8
LI/PH	0	0	1	0	0	0	1
PH	0	1	0	0	0	0	1

Source: SSS Database 2017-18

### Eligibility & Gender

As shown in the chart below, the largest number of participants served by gender in 2017-18 were females (113) from first generation/low income backgrounds.

## Gender & Eligibility

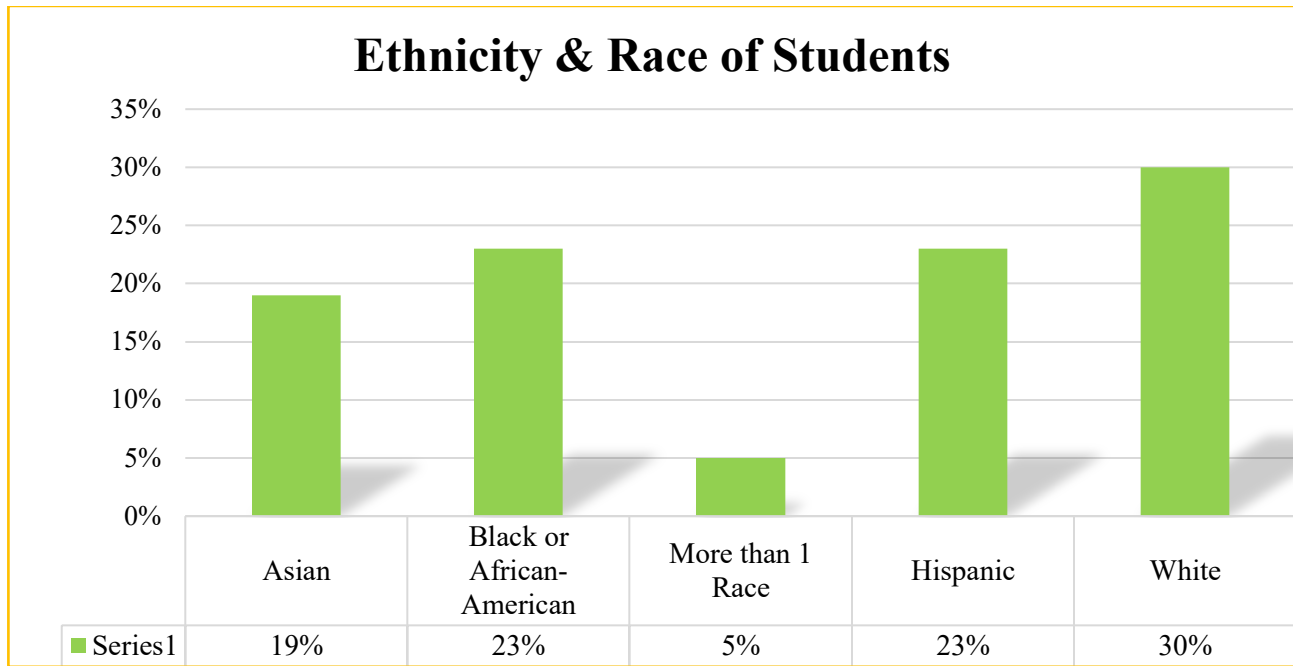


	FG	FG/LI	LI	LI/PH	PH
Male	10	60	9	1	0
Female	51	113	9	1	2

Source: SSS Database 2017-18

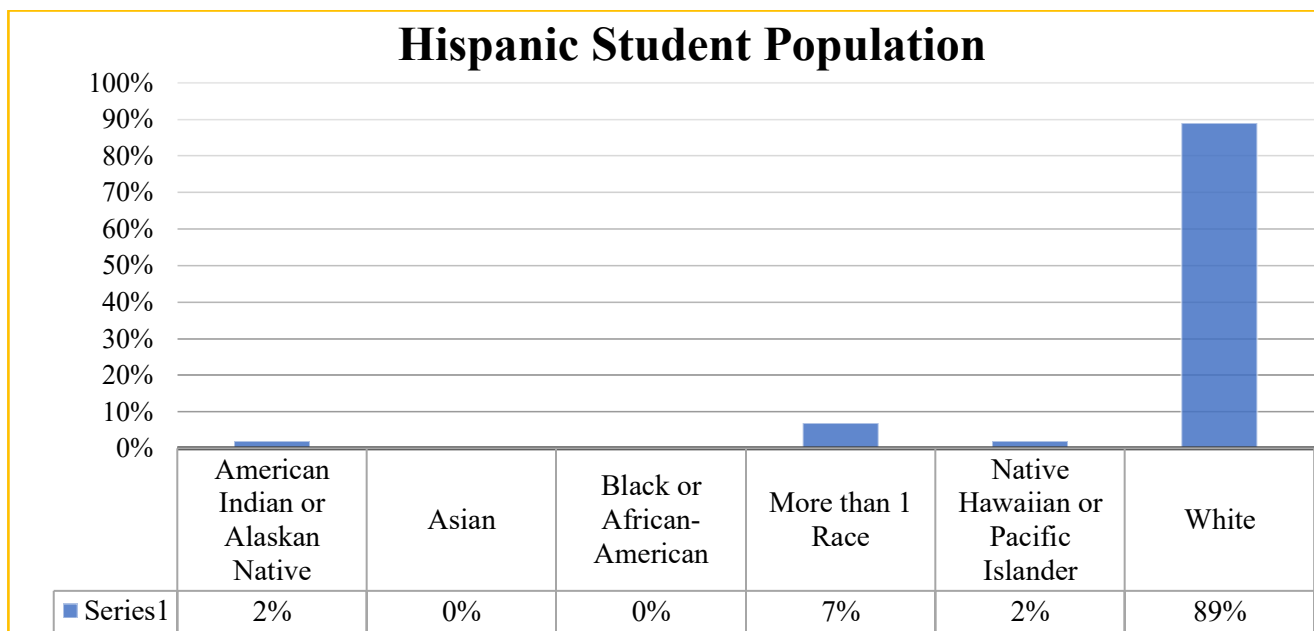
### Ethnicity and Race

The chart below shows students served in 2017-18 by ethnicity and race. Twenty three percent of the participants served identified as Hispanic/Latino, while 77% identified as Non-Hispanic/Latino. A detailed breakdown of students by ethnicity and race are shown below.



Source: SSS Database 2017-18

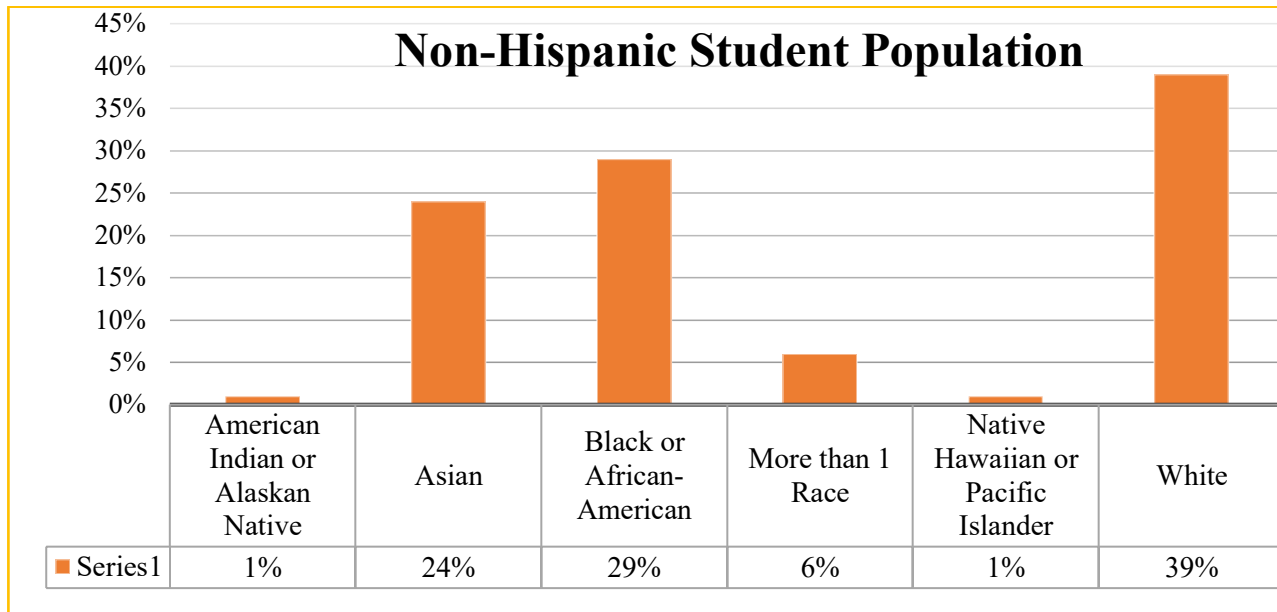
The chart below shows a breakdown of the Hispanics student population; 2% identified as American Indian or Alaskan Native, 2% as Native Hawaiian or Pacific Islander, and 89% as White. No participant identified as Asian or Black/African American. Seven percent identified as multiracial.



Source: SSS Database 2017-18

\* Ethnicity and race categories match those used by the U.S. Department of Education

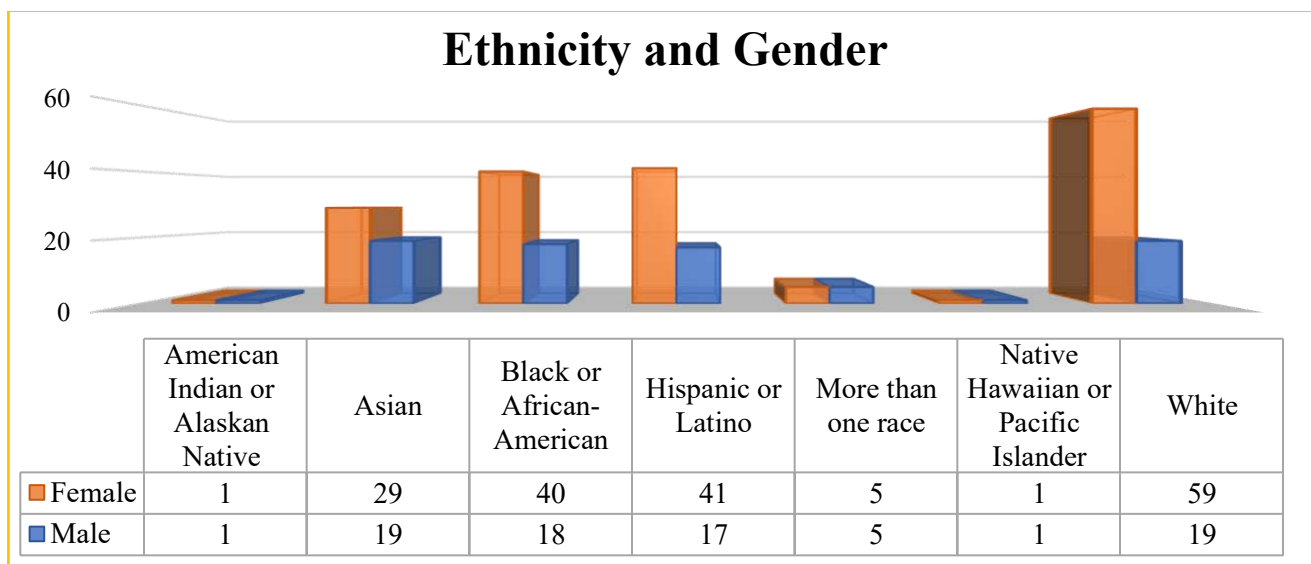
Similarly, the chart below shows a breakdown of the Non-Hispanic student population; 1% identified as American Indian or Alaskan Native, 24% identified as Asian, 29% as Black or African American, 1% as Native Hawaiian or Pacific Islander, and 39% as White. Six percent identified as multiracial.



Source: SSS Database 2017-18

**Ethnicity & Gender**

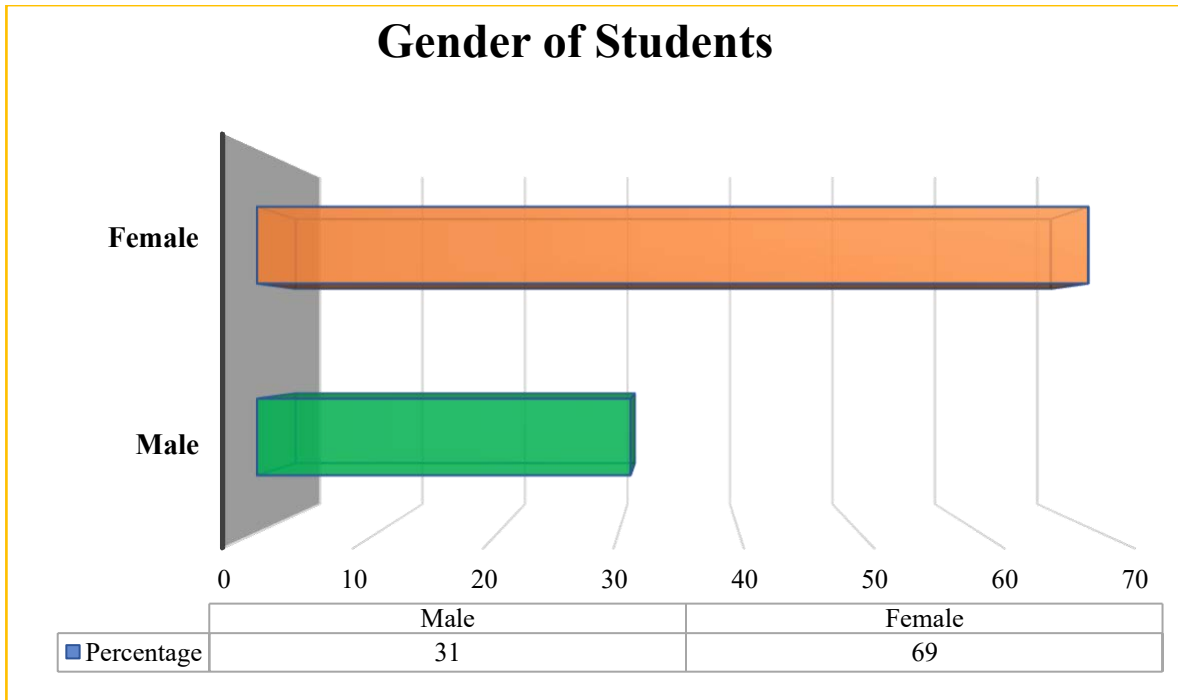
As shown in the chart below more female students were served compared to male students. In 2017-18 academic year, the number of female students served by race were American Indian or Alaskan Native (1), Asian (29), Black or African-American (40), Hispanic (41), more than one race (5), Native Hawaiian or Pacific Islander (1), and White (59). Similarly, the number of male students served by race were American Indian or Alaskan Native (1), Asian (19), Black or African-American (18), Hispanic (17), more than one race (5), Native Hawaiian or Pacific Islander (1), and White (19).



Source: SSS Database 2017-18

### ***Students by Gender***

The chart below shows participants served in 2017-18 by gender. As shown in the chart, 69% of participants served were female, while 31% were male.

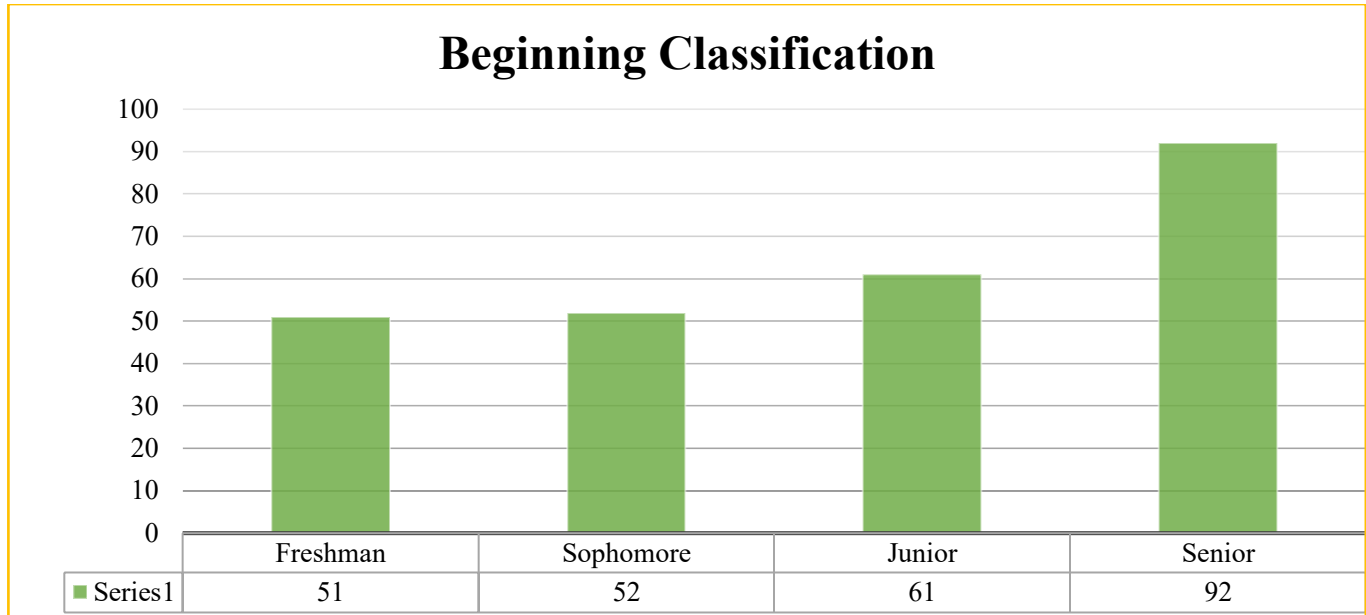


Source: SSS Database 2017-18

## STUDENT CLASSIFICATION

### *Beginning Classification*

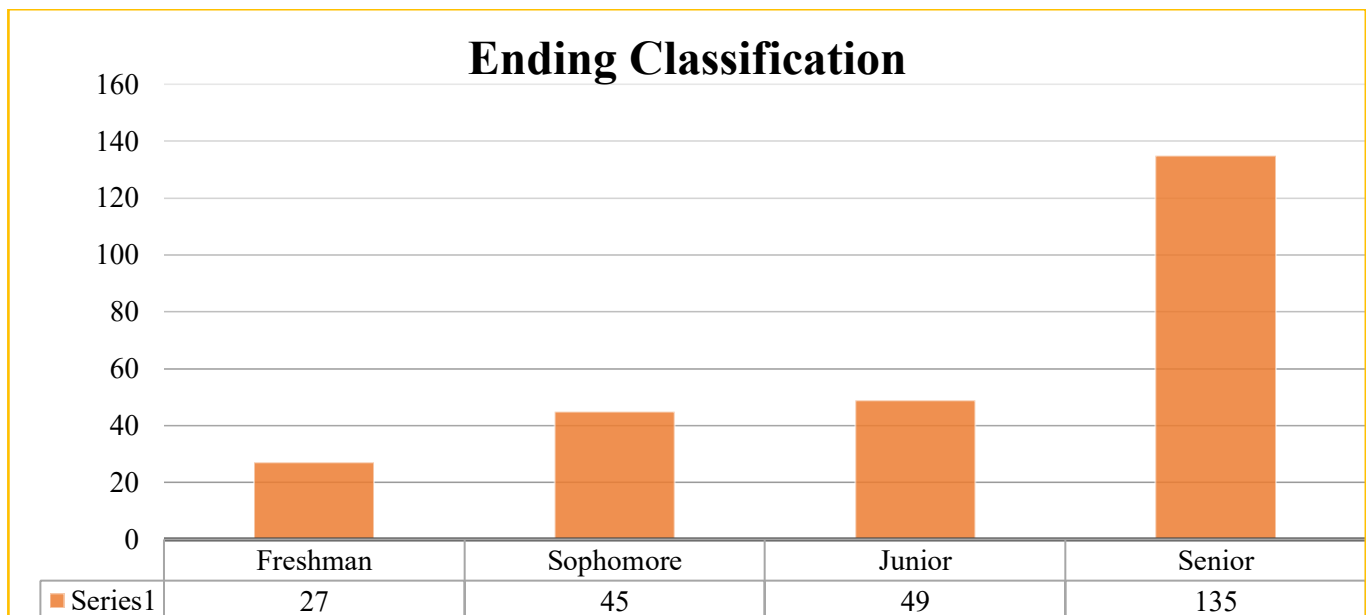
The chart below shows students identified by classification at the beginning of the academic year. They included 51 Freshmen, 52 Sophomores, 61 Juniors, and 92 Seniors.



Source: SSS Database 2017-18

### *Ending Classification*

At the end of the academic year, classification data showed 27 Freshmen, 45 Sophomores, 49 Juniors, 135 Seniors in the program. These numbers reflect the progression of program participants during the academic year. The data also shows a high retention rate among graduating students.

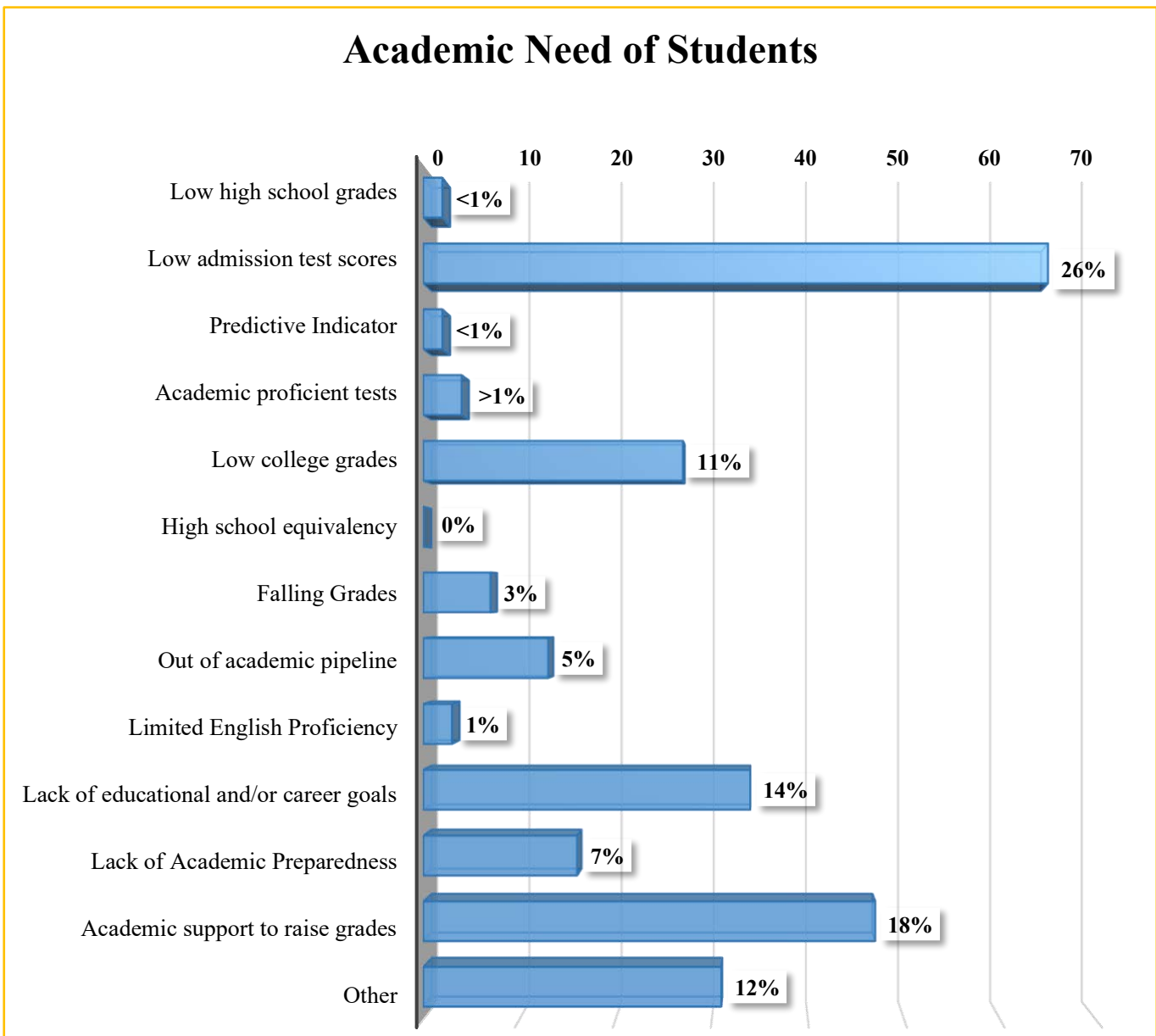


Source: SSS Database 2017-18

## ACADEMIC NEEDS AND ADVISEMENT

### *Student Academic Needs*

As shown in the chart below, the academic need reported by students reflected low academic test scores (26%) and assistance for academic support to raise grades (18%). Although 12% of the students' academic needs were unspecified and categorized as other, 14% of reported student needs reflected the lack of educational and/or career goals. Similarly, 11% of the students reported needs related to low college grades and 7% to lack of academic preparedness. Less than 1% was based on predictive indicators. \*



Source: SSS Database 2017-18

\*Predictive Indicator is a composite variable for estimating the potential success of a student in college using a variety of factors that may include indicators such as high school GPA, SAT or ACT test scores, college preparedness, etc.

## Advisement Summary

The Table below shows SSS participant advisement in 2017-2018. Data gathered on participants served showed a total of 1908 student contacts and 623.9 contact hours.

### Grand Summary of Service Contacts and Contact Time

Grand Summary Total Number of Contacts (all students) 1908

Grand Summary Total Contact Time (all students) 623.9\*\*

Service Grand Summary (Students may receive more than one service each contact)			
Academic Advising Contacts	.....1549	Academic Advising Time	375.6
Graduate School Advising	.....62	Graduate School Advising Time	.....9.2
Information on Financial Aid Contacts	.....244	Information on Financial Aid Time	.....38.0
Career Advising Contacts	.....147	Career Advising Time	.....46.4
Study Skill Advising Contacts	.....269	Study Skill Advising Time	.....50.2
Personal Advising Contacts	.....218	Personal Advising Time	.....87.4
Assistance in completing a FAFSA Contacts	.....3	Assistance in completing a FAFSA Time	.....0.3
Financial & Economic Literacy Advising Contacts	.....86	Financial & Economic Literacy Advising Time	.....16.8

The Student Contact Database tracks the counselor-student contacts. This Database is used to fill out the information on this page. The database is set-up specifically to track the name of the student, type of contact, length of contact and services received. Additionally, this information is collected to complete the USED Annual Performance Report.

\*\*Total contact time = hours and (tenths of hours)

Source: SSS Student Contact Database 2017-18

## SUPPORT SERVICE ACTIVITIES AND OUTPUTS

### ***Tutoring Services***

Sixty-six students requested tutoring during the 2017-18 academic year. A total of 51 (77%) students received individualized tutoring services. Fifteen requests were not filled due to a lack of tutors in requested courses. However, a total of 844.70 hours of tutoring supporting 213 credit hours was recorded for 2017-18 academic year. This number includes individualized tutoring services provided in the fall, spring and summer. Specifically, in the **Fall 2017**, a total of 21 students received tutoring in 6 different subjects covering 14 catalog courses. A total of 72 credit hours were supported by individualized tutorial services. Similarly, in the **Spring 2018**, a total of 28 students received tutoring in 8 different subjects covering 20 catalog courses. A total of 133 credit hours were supported by individualized tutorial services. Likewise, in the **Summer 2018**, a total of 2 students received tutoring in 2 different subjects covering 2 catalog courses. A total of 8 credit hours were supported by individualized tutorial services.

In addition to individualized tutoring, walk-in tutoring services were offered in the SSS technology lab. These services provided an option for students who did not need an individual tutor or were unable to commit to the full-semester requirements of individualized tutoring. Walk-in tutoring services allow students to access tutoring services only when needed.

In the 2017-18 academic year, walk-in tutoring offered the services of 5 tutors specializing in STEM courses (natural sciences, technology, engineering, and math) and 2 writing specialists (grammar, standard writing skills, literature research processes, and standardized writing formats such as MLA and APA). A total of 244 hours of STEM and 120 hours of writing related were provided by walk-in tutoring service in the fall while 147 hours of STEM and 176 hours of writing related walk-in tutoring hours were offered in the spring. In the summer, 3 tutors specializing in STEM courses provided a total of 144 hours of walk-in tutoring services.

### ***Learning Skills and Technology***

Listed below is data gathered from educational activities from the Technology Learning Lab, Learning Smart Skills Development Activities, Financial and Economic Literacy Activities, Book Library, and Technology Use during the 2017-18 academic year.

#### **Technology Learning Lab**

- 108 SSS students utilized the computers in the lab
- The computers were used 1,634 times for a total of 985:27 hours

#### **Learning Smart Skills Development Activities**

- 83 students completed study skills activities (24 in the SSS Tech Lab, 59 outside of Lab)

#### **Financial and Economic Literacy Activities**

- 90 students completed financial literacy activities (20 in the SSS Tech Lab, 106 outside of Lab)

#### **SSS Book Library**

- 88 students checked out one or more book
- 3 tutors checked out books to use as reference
- 4 calculators were checked out

#### **Technology Use**

- 69 students checked out laptops and iPads

*(The above figures include statistics for the year to July 31, 2018.)*

### ***Financial Literacy Workshop Services***

Every year, program participants seeking grant aid are invited to attend a Financial Literacy workshop. This year 13 students attended the workshop. Attendees completed pre-workshop and post-workshop quizzes to evaluate their understanding and knowledge of money management. The assessment included students' knowledge of resources on campus. For instance, students were asked about the Office of Student Money Management (OSMM) and charges for its services. One hundred percent of the students correctly identify OSMM's expense types and 92 percent correctly answered the services provided by OSMM.

Regarding the importance of good credit, and accessibility to their own credit report, 100 percent of the students were aware that they could be denied a home or auto loan without good credit. They were also knowledgeable about getting a free annual credit report. However, when asked about applying for their first line of credit, more than 50% of the students were aware that they could start at their bank or credit union.

In response to other questions on student budgeting and saving skills, nearly 70% percent of the students defined budgeting as "planning how to spend your earnings over a period of time." One hundred percent of the students knew that calculating periodic expenses, required a calculation for the entire year. One hundred percent of the students were aware that their shocker card could help them save money with clothing retailers, subscriptions (Amazon, Sam's Club) and technology.



### **Scholarships Awards**

As shown in the Table below, a total of 75 scholarships were awarded to program participants during the fall, spring, and summer semesters. Twenty-two endowed scholarships and 41 Educational Opportunity Fund (EOF) scholarships were awarded to students in good academic standing. The EOF is funded by Student Government Association. Provided in the chart are details of Scholarships awarded to students in 2017-18.

<b>Scholarship</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Total</b>
Clark & Rowena	6			6
EOF		16	25	41
Dr. Christine Thelen	1			1
Philip & Gloria	5			5
Dr. Harshini de Silva		1		1
Elenore Rudd	2			2
Marion Hicks		1		1
Jess Cornejo		1		1
Antoine Toubia	3			3
Marti-Farha Ammar		2		2
<b>Grant Aid</b>	<b>12</b>			<b>12</b>
<b>Total</b>	<b>29</b>	<b>21</b>	<b>25</b>	<b>75</b>



## SECTION 6

# Outcomes

[Evaluation of Tutorial Services](#)

[SSS Evaluation Survey](#)

[Annual Awards and Student Recognition Ceremony](#)

[Graduate Success Profiles](#)

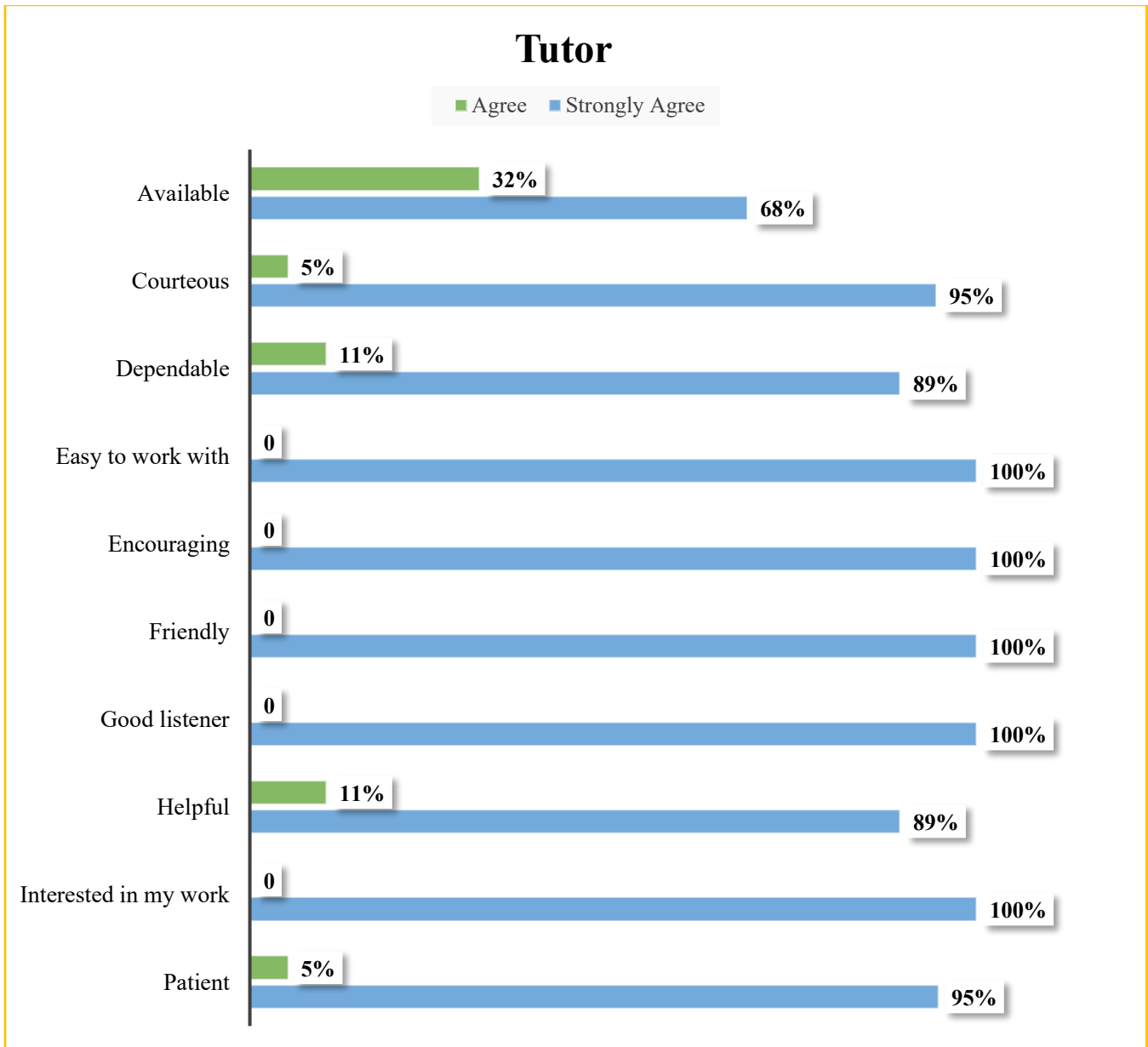
[Back to Table of Content](#)

This section provides information on program outcomes for the academic year 2017-18. The section includes information gathered from surveys completed by participants and graduate student profiles.

### EVALUATION OF TUTORIAL SERVICES

In the spring 2018 semester, a total of 40 participants utilized tutoring services. A tutor evaluation survey was completed by nineteen students. As shown in the chart below, all respondents reported that their tutor was easy to work with, encouraging, friendly, a good listener, and interested in their work. Similarly, 95% of the respondents reported that their tutor was courteous and patient while 89% reported that their tutor was dependable and helpful.

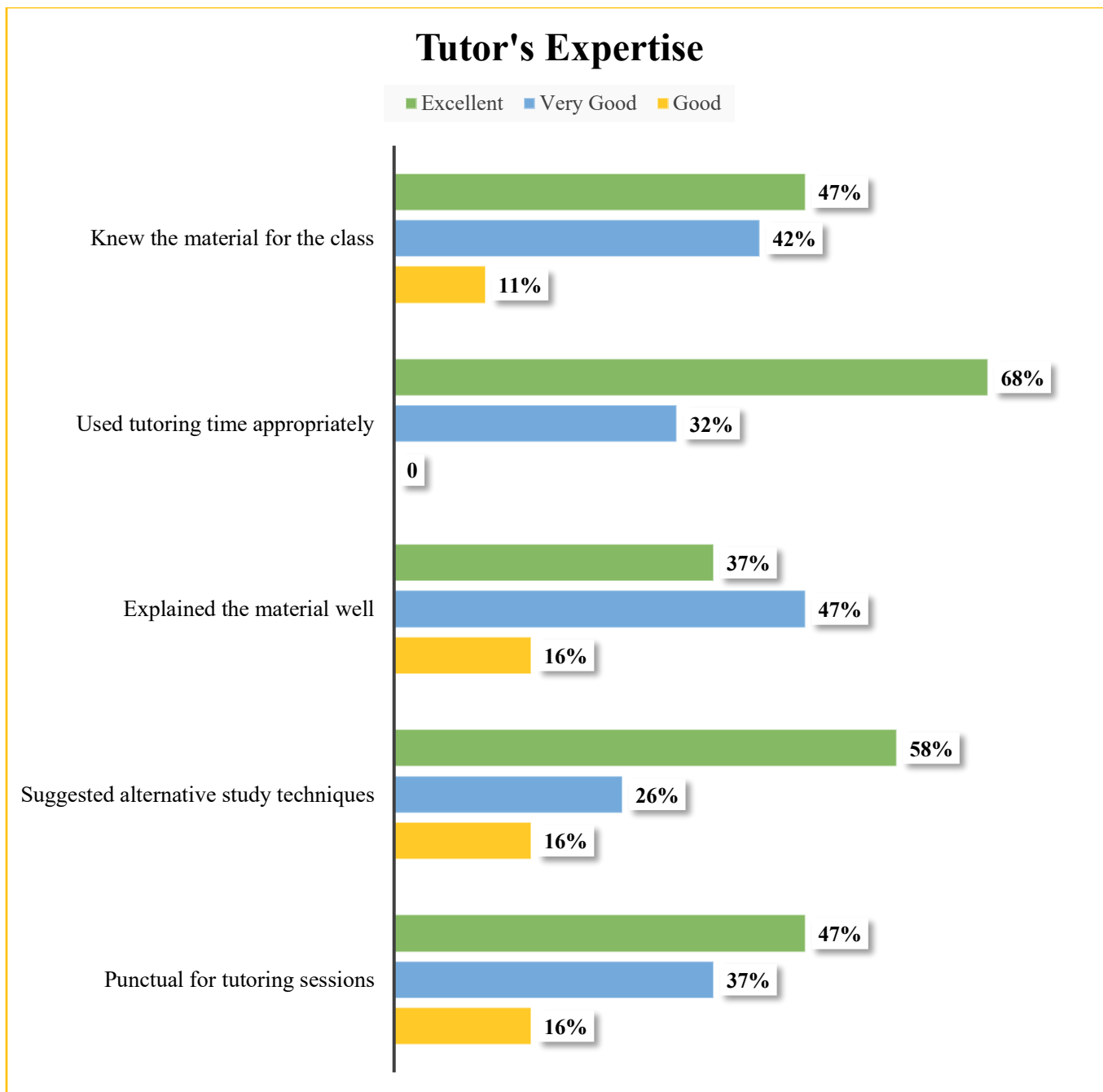
Chart 1



Source: Tutor Evaluation Survey – SP 2018

As shown in chart 2, close to 90% of respondents reported that tutors were excellent or very knowledgeable about the class material. All students reported that tutors used time appropriately while 84% reported that tutors explained class material well, suggested alternative study techniques, and were punctual to tutoring sessions.

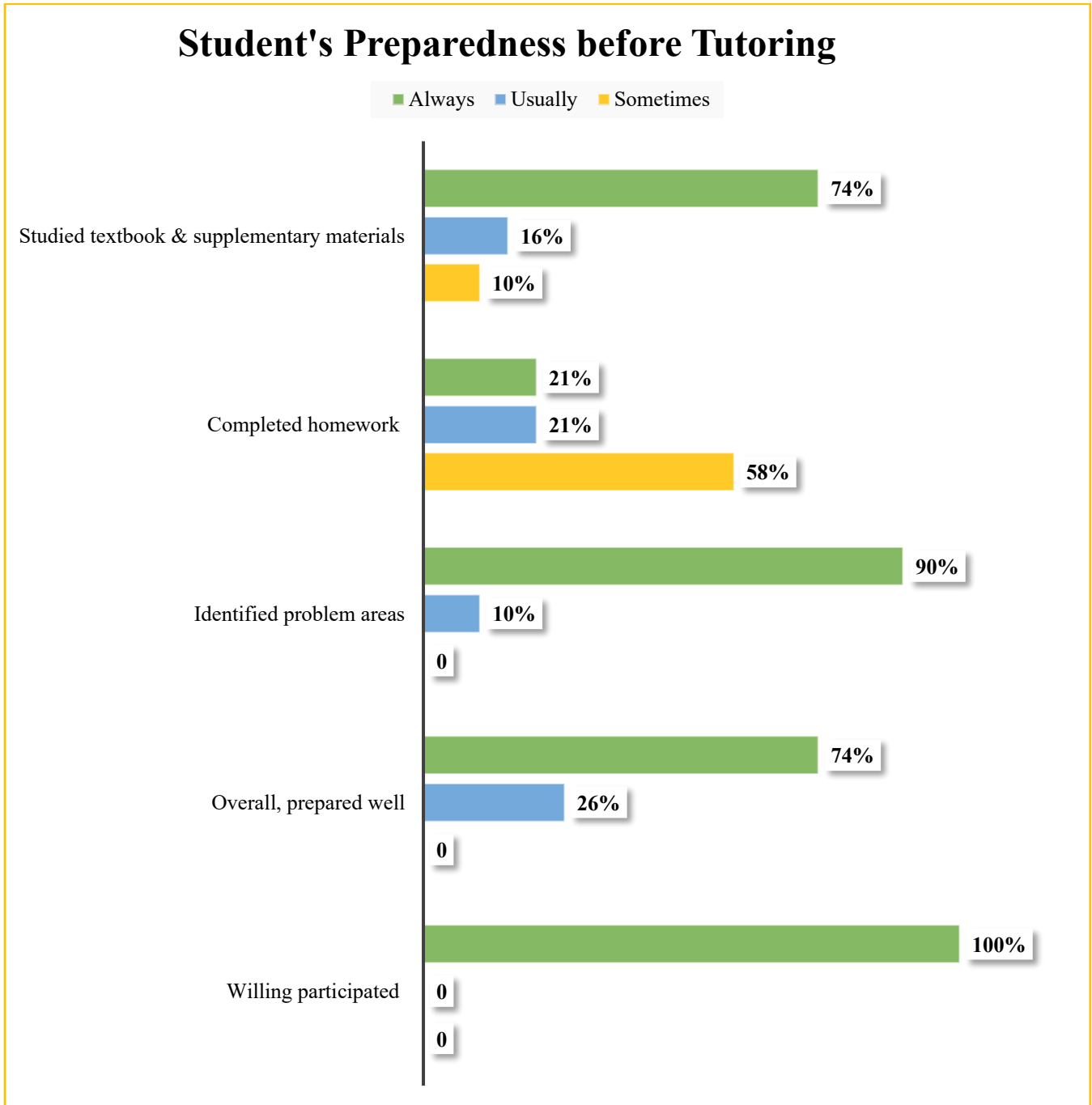
**Chart 2**



Source: Tutor Evaluation Survey - SP 2018

In chart 3 below, 100% of the respondents reported that they willingly participated in tutoring session. While close to 90% of the participants reported that they were always prepared with identified problem areas, 74% reported that they always studied the textbook and supplementary materials before tutoring sessions. However, 21% always completed their homework before tutoring.

Chart 3



Source: Tutor Evaluation Survey - SP 2018

Overall, 84% of respondents reported that they were satisfied with the services provided by their tutor and would recommend him or her to other students. The remaining 16% reported that they were moderately satisfied and may recommend the tutor to other students.

### ***Impact of Outcome-Based Tutoring***

The impact of tutoring is shown in the table below. Outcomes are indicated by the percentage of students receiving passing grades (A, B, C, D or Cr) in tutored courses during the 2017-2018 academic year. Ninety-one percent of the students received passing grades (A, B, C, D or Cr) with SSS tutorial assistance.

<b>Grade</b>	<b>Fall 2017 Grades in a Tutored Course</b>	<b>Spring 2018 Grades in a Tutored Course</b>	<b>Summer 2018 Grades in a Tutored Course</b>	<b>Total Grades in a Tutored Course</b>	<b>Total Percentage of Completed Tutored Courses</b>
A	1	4		5	91%
A-	1	2		3	
B+	2	1		3	
B	2	4		6	
B-	1		1	2	
C+	1	3		4	
C	4	9		13	
C-	1			1	
D+	1			1	
D	3			3	
D-		1		1	
CR				0	
F	2	1		3	9%
NCR	1			1	
I				0	*
W	1	3	1	5	
<b>Total</b>	<b>21</b>	<b>28</b>	<b>2</b>	<b>51</b>	

Source for Grades: WSU Registrar and SSS Tutored Student Database 2017-18

\* Excludes Incompletes (I) and Withdrawals (W). Grades are taken from transcripts received from the WSU Registrar at the end of each semester. Grades include A (excellent), B (good), C (satisfactory), D (unsatisfactory), F (failure), NCR (no credit) or CR (credit). (Reference: WSU Undergraduate Catalog 2017-18, page 23.)

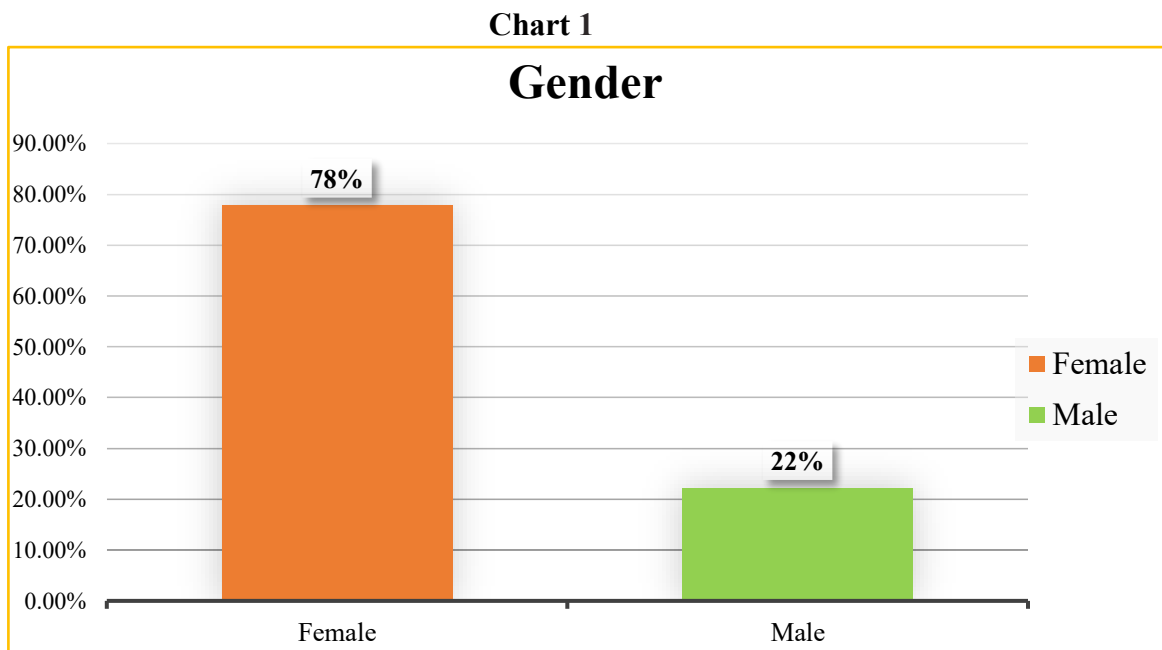
## SSS EVALUATION SURVEY

To promote students' academic success, SSS offers participants a variety of personalized services. Although program services are evaluated by participants on an ongoing basis, students get an opportunity to evaluate all services offered by the program at the end of each academic year. The services provided and evaluated by students include: individualized tutoring, academic advice and assistance, FAFSA application assistance, financial and economic literacy, graduate school enrollment advice, SSS technology learning lab, book library, academic and life smart skills development, and scholarships exclusively for SSS students. Data collected from the evaluation is analyzed and used to improve project services.

In 2017-18, participants completed the SSS Evaluation Survey online. The survey was created using the Qualtrics software and sent to all current students as a link via email. Although completing the survey was voluntary and anonymous, advisors encouraged their students to respond to the survey. While the survey was sent to 213 students, it was completed by 63 students. Collected data were aggregated and assessed for demographic information including; gender, age, ethnicity, race, number of years in SSS, and major. Data was assessed for participants use of program services and the impact of program services.

### **Gender**

As shown in chart 1, 78% of survey respondents were female and 22% were male.

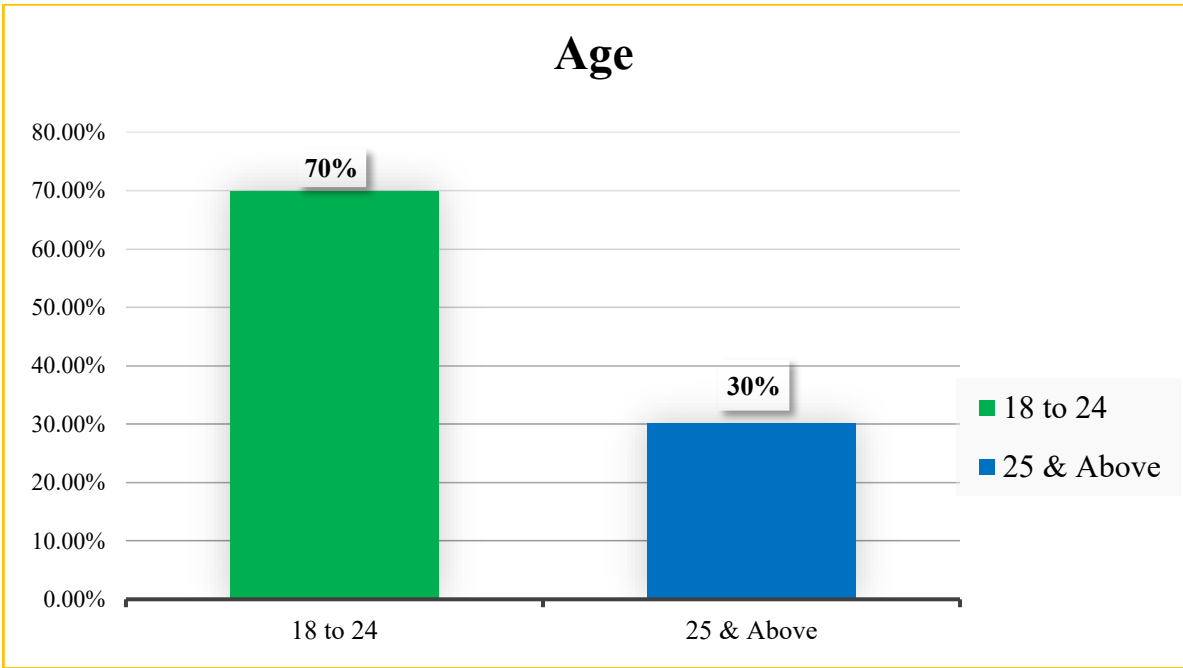


Source: SSS Services Evaluation 2017-18

### **Age**

Chart 2 shows the percentage of traditional students and adult learners. While 70% of the respondents identified as traditional students, 30% identified as adult learners and above 25 years of age.

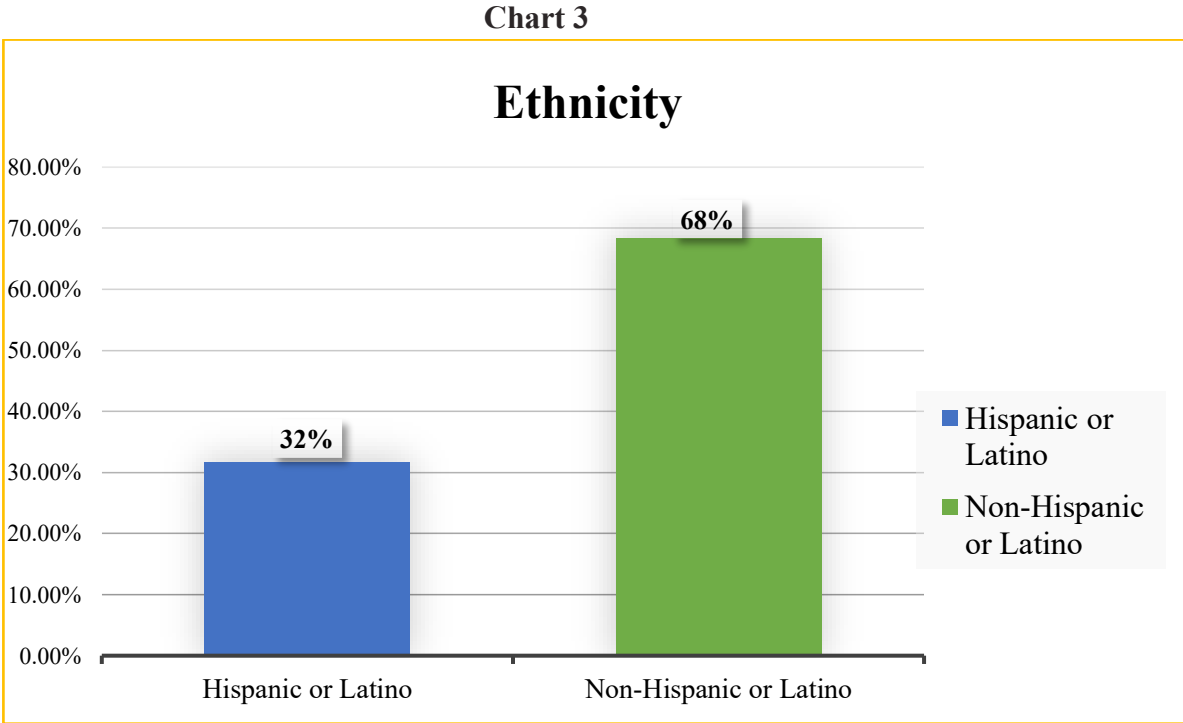
### **Chart 2**



Source: SSS Services Evaluation 2017-18

***Ethnicity***

As depicted in Chart 3 below, 32% of respondents identified as Hispanic or Latino while 68% identified as Non-Hispanic or Latino.

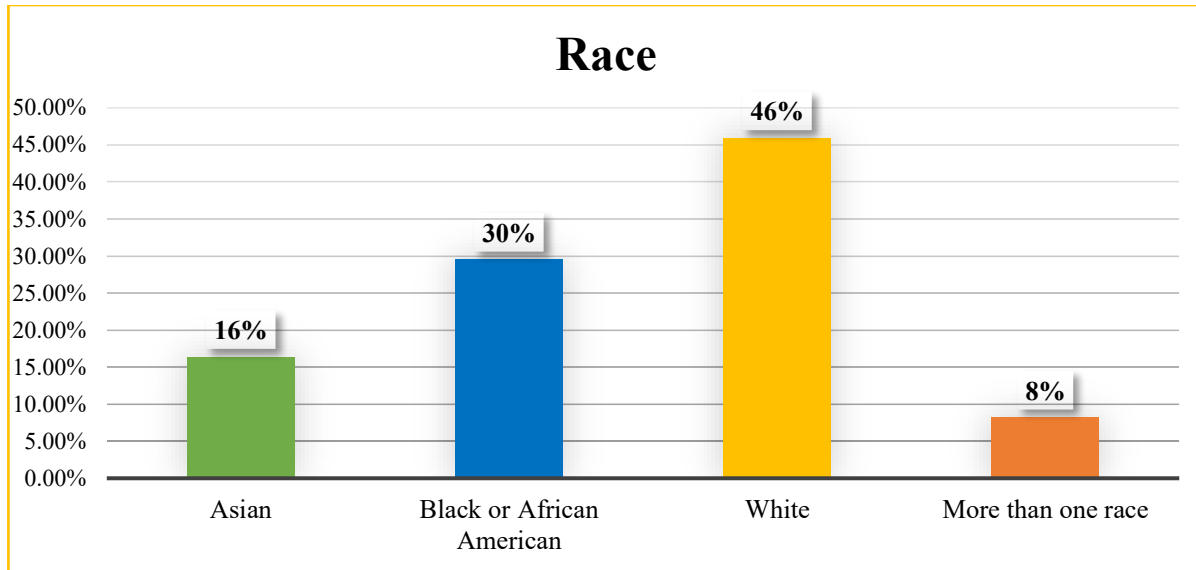


Source: SSS Services Evaluation 2017-18

**Race**

As shown in chart 4, respondents identified as Asian (16%), Black or African American (30%), White (46%), and 8% percent of the respondents identified with more than one race.

**Chart 4**

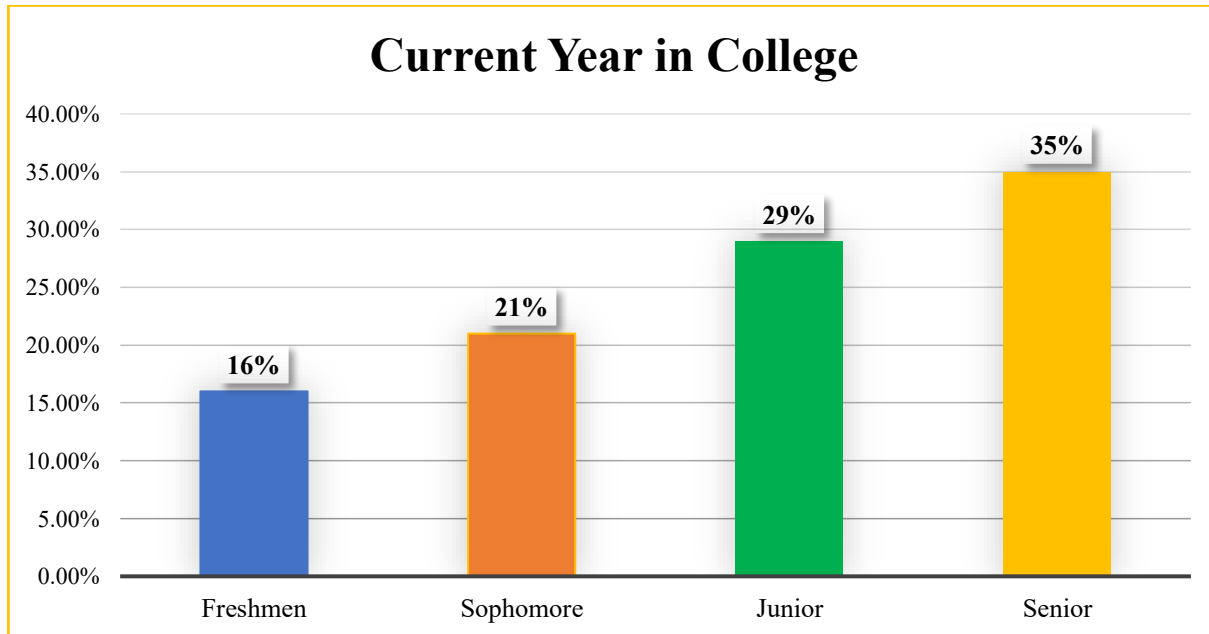


Source: SSS Services Evaluation 2017-18

**College Grade Level**

Chart 5 shows the classification of respondents in their freshman, sophomore, junior, and senior years. The data showed 16% of the respondents identified as freshman and 21% as sophomores. Similarly, 29% of the respondents identified as junior and 35% as seniors.

**Chart 5**

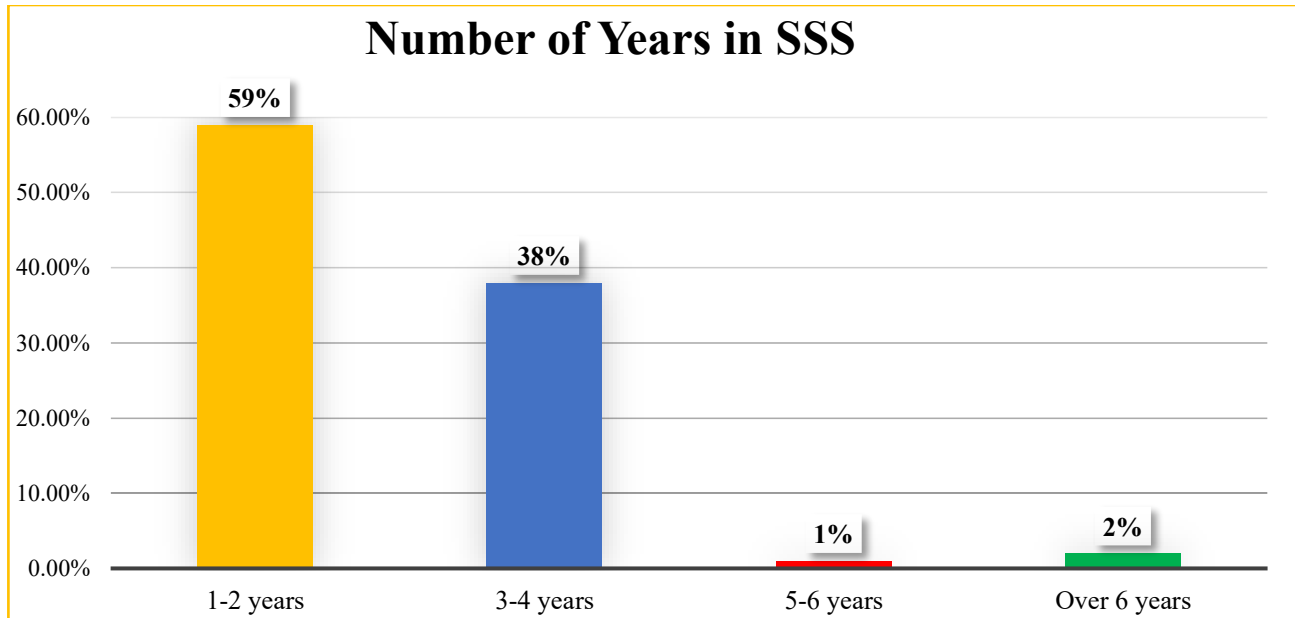


Source: SSS Services Evaluation 2017-18

### Number of Years in SSS

As shown in Chart 6, 98% of the respondents were program participants for 6 years or less, while 2% of the respondents were program participants for more than 6 years.

Chart 6

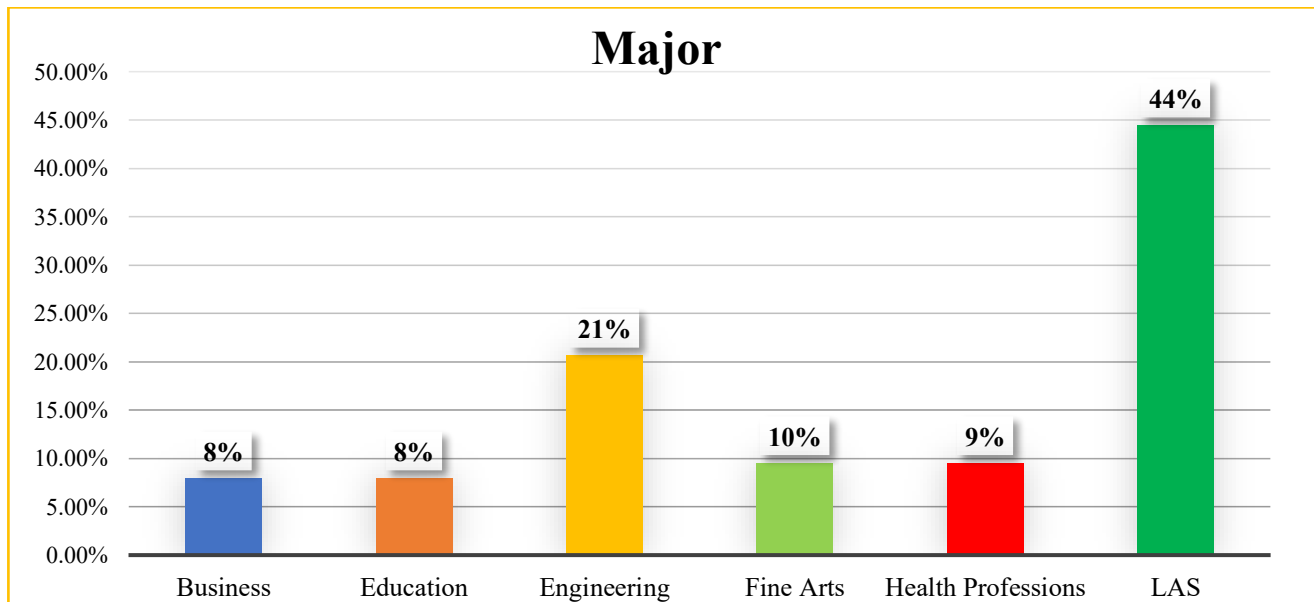


Source: SSS Services Evaluation 2017-18

### Major

Chart 7 shows participants by major. Respondents identified their majors as STEM (30%), LAS (44%), Business (8%), and Fine Arts (10%). Eight percent of the respondents were undecided.

Chart 7



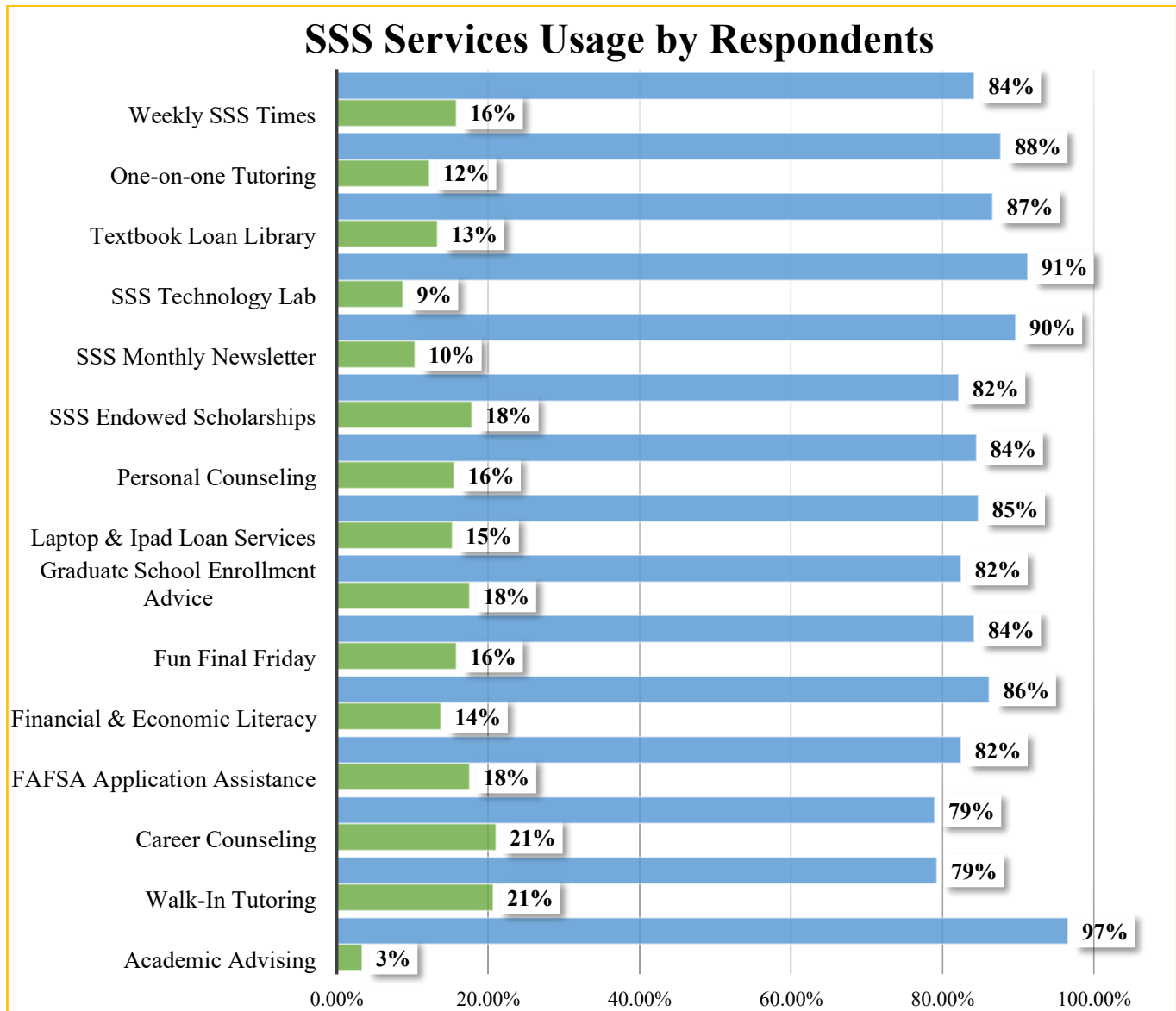
Source: SSS Services Evaluation 2017-18

### SSS Services Usage

Chart 8 below shows services offered and utilized by respondents.

- Academic Advising (97%)
- SSS Technology Lab (91%) and Laptop/iPad loan services (85%)
- Textbook Loan Library (87%)
- One-on-one Tutoring (88%) and Walk-In Tutoring (79%)
- SSS Newsletter (90%), Weekly SSS Times (84%), and Fun Final Friday (84%)
- Financial & Economic Literacy (86%) and FAFSA application assistance (82%)
- Personal Counseling (84%) and Career Counseling (79%)
- SSS Endowed Scholarships (82%)

Chart 8



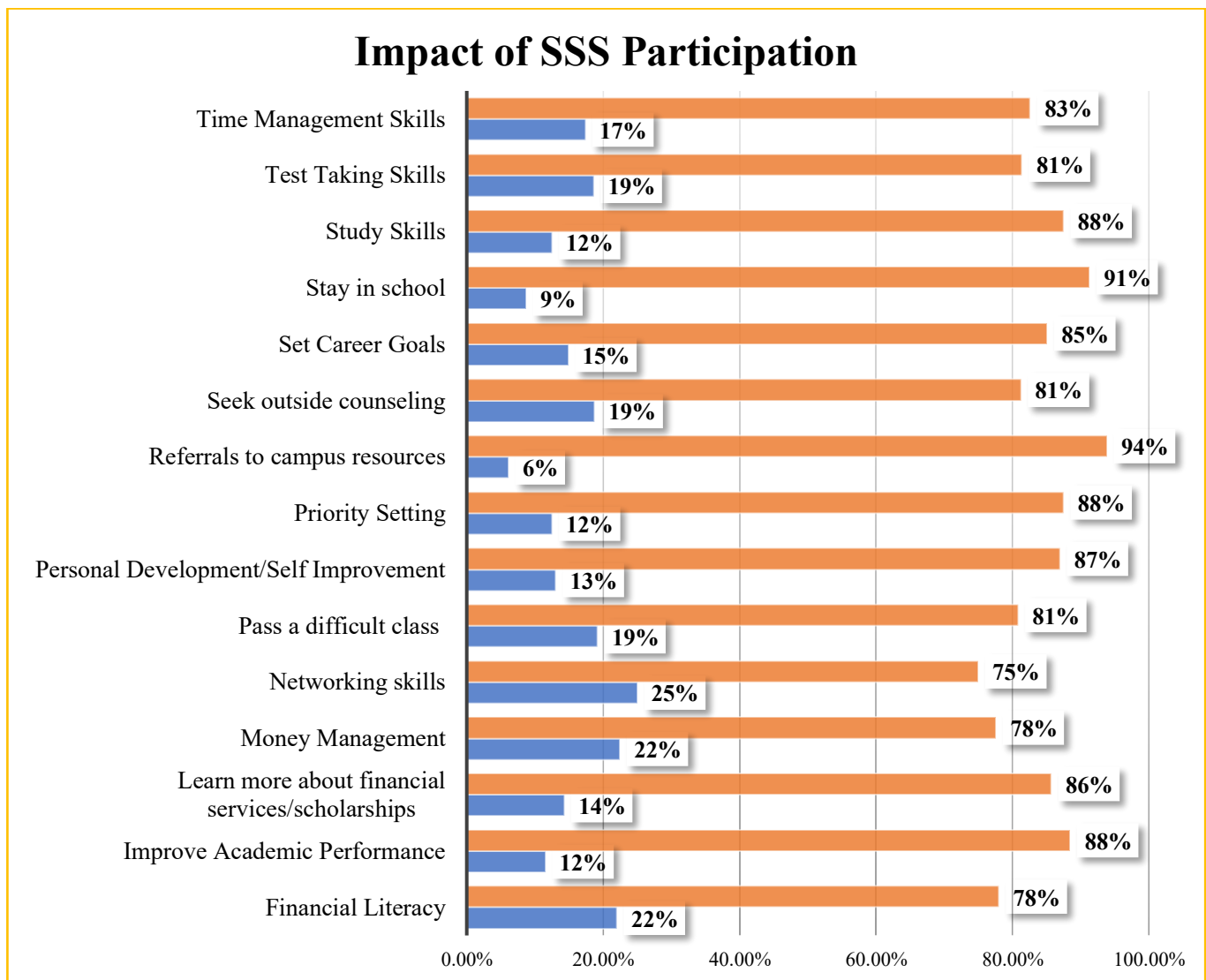
Source: SSS Services Evaluation 2017-18

### Impact of SSS Participation

Chart 9 shows project services respondents listed as beneficial or impactful:

- Referrals to campus resources (94%)
- Encouragement to stay in school (91%)
- Assistance to improve academic performance (88%)
- Information about financial services/scholarships (86%) and financial literacy (78%)
- Assistance to improve study skills (88%), test taking skills (81%), and passing a difficult class (81%)
- Assistance with time management skills (83%), priority setting (88%), and personal development and self-improvement (87%)
- Assistance with networking skills including making friends, joining study groups or student organizations (75%)
- Guidance with setting career goals (85%) and seeking outside counseling (81%)

Chart 9



Source: SSS Services Evaluation 2017-18

## ANNUAL AWARDS & STUDENT RECOGNITION CEREMONY



On Thursday, April 19th 2018, faculty, staff, and students at Wichita State University (WSU) gathered to celebrate TRIO Student Support Service (SSS) 39th Annual Student Recognition & Awards Ceremony. This year also marked the 50<sup>th</sup> Anniversary of TRIO SSS programs in the nation. SSS programs were first established in the 1968 reauthorization of the Higher Education Act, to begin President Lyndon B. Johnson’s goal of seeing that “no American talent is wasted.” The programs were established to guide millions of students and their families through the college preparation and application process. Today, SSS programs help students persist and graduate from postsecondary institutions.

The event to celebrate the 39<sup>th</sup> Annual Student Recognition Awards and honor the 50<sup>th</sup> Anniversary of SSS took place in the Gridley Room of the Rhatigan Student Center, at Wichita State University. At the event, students with a GPA of 3.5 or higher, 2017-2018 academic year graduates, SSS endowed scholarship recipients, and Tutor of the Year were recognized. Among the attendees were: Dr. Fleming-Randle, VP of Diversity & Community Engagement; Deltha Q. Colvin, Associate VP for Non-Traditional Students; Mr. Peter Najera, President of the Rudd Foundation; and Richard Muma, WSU Provost.

The program started promptly at 11:35am with an introduction and recognition of guests, faculty, and staff by the director of Student Support Services, Dr. Kennedy Musamali. The director’s introductions were followed by inspiring remarks from Dr. Marche Fleming-Randle and Ms. Colvin. Both speakers recognized the success of SSS program participants, the importance of TRIO programs and congratulated all students for their achievements. Cole Miller was recognized and received the ‘Tutor of the Year’ award.

The ceremony was accompanied by the sound of the cello, performed by Daijana Wallace, a WSU senior Music major. Chinmay Malwade was also in attendance to capture the event on camera. The exciting event was organized by hard working SSS professional staff, tutors and student assistants.

A total of 66 guests attended the event and completed a survey. Respondents suggested having more seating, varying food times to accommodate students attending classes, and moving the podium away from the projector. The majority of the 34 surveys completed, showed that this year’s event was well attended, and guests enjoyed the event’s “come & go” structure.

## GRADUATE SUCCESS PROFILES

Graduate profiles provide success stories of program participants who graduated from Wichita State University. They share their academic success journey including worries, and hope for the future.

### *Angela Skelley*



**Age:** 51

**Hometown:** Wichita, Ks

**Degree:** Sociology/Religion

**How many years in SSS:** 3

**College Lessons Learned:** Being a returning adult student was a challenge for me because college is so different than when I was young. It was harder than. The college lessons that I have learned are since I am older, college has helped me focus on goals that I thought that I could accomplish and one of them is graduating with a degree.

#### **How did the SSS program impact your life?**

I have learned so much about myself these past 5 years. Being a participant in the SSS program has helped me grow as a person and to realize that I can accomplish anything that I set my mind to.

#### **What services did you receive from the SSS program that were important to you?**

Tutoring, advising and book rental. These programs helped me tremendously, because being a returning adult student it is wonderful to have these types of resources to help you.

#### **How did you feel about your last semester?**

Pretty confident, I pass every class with an A.

#### **What advice would you give to Freshman SSS students?**

The advice that I would give freshman SSS students is to take advantage of all that SSS can give because you will receive quality help and encouragement to achieve your goals after college.

**Goals/Future plans:** I would love to work in a field to help others, either social services or ministry.

***Hitesh Rathod***



**Age:** 21

**Hometown:** Khambhat, Gujarat, India

**Degree:** Biology

**How many years in SSS:** 2.5

**College Lessons Learned:**

It is okay to ask for help. Surround yourself with positive people

**How did the SSS program impact your life?**

It enabled me to pursue my difficult courses with confidence knowing they had my back.

**What services did you receive from the SSS program?**

FREE PRINTING! An Advisor!

**How did you feel about your last semester?**

Tough; hard classes with very little motivation.

**What advice would you give to freshman SSS students?**

Knowing that you can achieve all the things that you want with the right people and right mindset. So, surround yourself with both.

**Goals / Future Plans:** Getting into medical school.

*Nicole Ramirez*



**Age:** 23

**Hometown:** Wichita, KS

**Degree:** Biomedical Engineering

**How many years in SSS:** 5

**College Lessons Learned:**

Make your advising appointments early so that you can get in the classes that you want before they fill up. Also look at ratemyprofessor and ask fellow classmates if they have already taken the class and if they recommend that professor or if they have any tips about the class.

**How did the SSS program impact your life?**

It was an amazing help because it helped me with scholarships, books, printing and tutoring. I'm very happy that I joined the program.

**What services did you receive from the SSS program that were important to you?**

Renting books, printing, tutoring and scholarships. Thank you 😊

**How did you feel about your last semester?**

It was super busy because of senior capstone design and biochemistry but overall it was an awesome semester.

**What advice would you give to Freshman SSS students?**

You totally got this! 😊 Don't forget to ask for help when you need it and use your resources.

**Goals / Future plans:**

Take a long vacation, travel the world and work. Later on I want to get my master's degree.

***Kaylee Ball***



**Age:** 22

**Hometown:** St. Joseph, MO

**How many years in SSS:** 3.5

**Degree:** International Studies

**College Lessons Learned:**

Time management. Importance of mental health well-being

**How did the SSS program impact your life?**

It allowed me to recognize and accept myself as a first-generation student. Before I always thought people would judge me for being a first generation, but I found welcoming people at this office

**What services did you receive from the SSS program that were important to you?**

Advising and scholarships definitely helped me the most during my time in SSS.

**How did you feel about your last semester?**

My last semester flew by and it was stressful at times, but also full of memories that will last a life time. I wish there was more time to get everything done for post-graduate life though.

**What advice would you give to Freshman SSS students?**

Listen to upper classmen for advice. Study, but also have fun at events too. Don't just stay in your room. Have faith!

**Goals/Future plans:** Hopefully go into the international nonprofit world or missionary work to help children in need in Africa.

## *Shannon Mills*



**Name:** Shannon Mills

**Age:** 24

**Hometown:** Derby, KS

**Degree:** Bachelor of Science in Biomedical Engineering

**How many years in SSS:** 4

**College Lessons Learned:** Don't be afraid to ask for help, and the importance of a support system.

### **How did the SSS program impact your life?**

I always knew there were people I could go to at SSS if I needed help and if they didn't know they would help me figure it out.

### **What services did you receive from the SSS program that were important to you?**

I mostly used the free tutoring service which really helped me pass my classes and even met some really good friends from it. I also used the lab to print lecture notes and reports which saved me a lot of money and allowed me to have better study habits because I did not retain much from just reading off the computer.

### **How did you feel about your last semester?**

Overwhelming, but in a good way. I could not believe I was almost done and all my hard work, late nights, and struggles would be worth it. I also was doing a big senior design project which was a lot of work but my team was so passionate about it that it did not seem like too much work. It paid off as our team was in the top 16 at the Shocker New Venture Competition and as well as placing third in the biomedical department awards.

### **What advice would you give to Freshman SSS students?**

Ask for help and take advantage of all the great resources they have to offer. They really care about your success and such a great support group.

**Goals/Future plans:** Hoping to land a good job soon and put all the knowledge I have gained from Wichita State to use.

*Julia Conway*



**Age:** 28

**Hometown:** Wichita, KS

**Degree:** Studio Art with an emphasis in community and social practices

**How many years in SSS:** 2.5 years

**College Lessons Learned:**

I have learned to hold my own and set goals that can be worked one step at a time.

**How did the SSS program impact your life?**

This program impacted my level of confidence to complete my degree. They provided me with financial support, use of computer, people to talk to, and time management help to make me successful.

**What services did you receive from the SSS program that were important to you?**

Laptop rental, the SSS computer lab, scholarship, academic and life skills counseling, were important to my success.

**How did you feel about your last semester?**

My last semester was the hardest of all because I am a single mom now and lots of changes, having SSS here has been great and comforting.

**What advice would you give to Freshman SSS students?**

Asking for help is not embarrassing it is imperative for success.

**Goals/Future plans:**

My goals are to start my own business making art and bringing it into lives of others. Also, I would like to work with/ for a non-profit using art as a means of prevention.

***Daniel Moya***



**Age:** 49

**Hometown:** Arkansas City

**Degree:** BBA Management

**How many years in SSS:** 3 years

**College Lessons Learned:**

Strategize management, professors are very helpful, lots of resources.

**How did the SSS program impact your life?**

Financial, Resources

**What services did you receive from the SSS program that were important to you?**

Computer lab, Printing, Comradery

**How did you feel about your last semester?**

Very good.

**What advice would you give to Freshman SSS students?**

Seek out all possible resources to help you financially and studying.

**Goals/Future plans:**

Graduate program (MBA)

Operations Management

*Cynthia Lamar*



**Age:** 53  
**Hometown:** Haysville  
**Degree:** Anthropology  
**How many years in SSS:** 2

**College Lessons Learned:** hard work pays off, and not to let yourself get behind.

**How did the SSS program impact your life?**

They assisted me the books and pointed me in the right direction.

**What services did you receive from the SSS program that were important to you?**

Help with my books and scholarship advice.

**How did you feel about your last semester?**

Good. I love learning and had great instructors.

**What advice would you give to freshman SSS students?**

Checkout SSS, they will help you!

**Goals/Future plans:** to continue my education.

*Thomas Culton II*



**Age:** 64

**Hometown:** Wichita, KS

**Degree:** Bachelor of Arts in History

**How many years in SSS:** several

**College Lessons Learned:**

If you keep trying things do get better.

**How did the SSS program impact your life?**

It made it more easily, then doing it by myself.

**What services did you receive from the SSS program that were important to you?**

Tutoring, textbooks, and advising.

**How did you feel about your last semester?**

Good, not like when I first started.

**What advice would you give to Freshman SSS students?**

Never give up. Ask questions.

**Goals/Future plans:**

My plan is to open up a mail order business selling history books and self-help books and services

*Vivian Albertson*



**Age:** 68

**Hometown:** Haysville, KS

**Degree:** General Studies/Sociology

**Minor:** Women studies

**How many years in SSS:** 1

**College Lessons Learned:**

I learned so many things in college. The environment, social issues, public speaking and writing papers. Also, research and I met friends that I am still in touch with.

**How did the SSS program impact your life?**

It was a wonderful program that I would have loved to be in my entire time. I was a senior when I accepted and I had support and guidance each time I asked along w/the monthly meetings.

**What services did you receive from the SSS program that were important to you?**

I talked with advisors and did printing for my classes. Syllabus and assignment instructions is mainly what I printed. I knew if I had any problem that I could contact SSS for help or advice.

**How did you feel about your last semester?**

It was very stressful with classes and papers and research, but I always knew I could go to SSS if I needed advice. IT was a great semester though. I learned a lot.

**What advice would you give to Freshman SSS students?**

I would tell them to use the resources available to them and not to be afraid or embarrassed to ask for advice. And to pay attention when they are tired. Why I made these spelling mishaps.

**Goals/Future plans:**

I plan to work, so I can buy a car and then I want to continue with part time schooling. I'm not sure about a master's degree, but definitely classes.

***Kim Xuyen Nguyen***



**Age:** 27

**Hometown:** Vietnam

**Degree:** Computer Science

**How many years in SSS:** 4

**College Lessons Learned:** Patient, stay focused. Good things take time.

**How did the SSS program impact your life?**

SSS helped me academically and provided other aids such as textbooks, and laptops. We are like a big family where I know if I need advice I will come to SSS office to seek for advice.

**What services did you receive from the SSS program?**

Tutor service that helped me improve my academics.

**How did you feel about your last semester?**

Very excited.

**What advice would you give to freshman SSS students?**

Stay focused and be patient.

**Goals / Future Plans:** Get a job to pay student loan and pursue things I'm interested in.

*Binh Nguyen*

**Age:** 23

**Hometown:** Wichita, KS

**Degree:** Mechanical Engineer

**How many years in SSS:** 5

**College Lessons Learned:** try your best, focus on every topic.

**How did the SSS program impact your life?**

SSS support every student in many ways, like technology, tutor, and advising. Without SSS this really hard to get through college.

**What services did you receive from the SSS program that were important to you?**

For me computer lab is the most important, in the lab you can study, printing and do homework.

**How did you feel about your last semester?**

Very excited

**What advice would you give to Freshman SSS students?**

Think carefully degree choosing major

**Goals/Future plans:** Master degree in ME and get a job.

***Gonzalez-Soto***

**Age:** 26

**Hometown:** Wichita, KS

**Degree:** BSW

**How many years in SSS:** 2

**College Lessons Learned:** Asking for help is okay! You are not alone.

**How did the SSS program impact your life?**

It was nice to talk to SSS advisors. They helped with iPad when I needed it.

**What services did you receive from the SSS program that were important to you?**

I used iPad rental.

**How did you feel about your last semester?**

It was okay

**What advice would you give to Freshman SSS students?**

Take advantages of all resources!

**Goals/Future plans:**

MSW program (I got in!!)

*Hung Nguyen*

**Age:** 24

**Hometown:** Nhatrang City

**Degree:** Social Work

**How many years in SSS:** 5

**College Lessons Learned:**

Planning for career path at college level is common but it considers as rather late.

No one tell you about it till you here thought.

**How did the SSS program impact your life?**

Financial support, networking, career path exploration

**What services did you receive from the SSS program that were important to you?**

Printing and borrow books

**How did you feel about your last semester?**

Not a single thing remembered, time pass too fast

**What advice would you give to Freshman SSS students?**

College create a foundation to make mistakes, do not wait until after graduate for that.

**Goals/Future plans:**

Permanent, full-time job

*Kiana Hill*

**Age:** 23

**Hometown:** Wichita

**Degree:** Finance, minor in Spanish

**How many years in SSS:** 5

**College Lessons Learned:** I definitely learned that college is a lot of work. But I've had the opportunity to experience things I never would have without WSU. Definitely worth all of the hard work.

**How did the SSS program impact your life?**

This program provided resources and motivation to help me through college.

**What services did you receive from the SSS program?**

Tutoring. Several tutors from this program were amazing and helped me keep my GPA up.

**How did you feel about your last semester?**

It feels like it came so quickly. I worked so hard to get here and I'm so thankful for all of the experiences I've had.

**What advice would you give to freshman SSS students?**

Study harder than you did in high school. Take advantage of the tutoring. Don't forget to have fun!

**Goals / Future Plans:** Get a full-time job. Go back for my masters. Possibly move to Canada with my husband.

*Marina Gonsalves*

**Age:** 23

**Hometown:** Wichita, KS

**Degree:** Economic

**How many years in SSS:** 3 - 4 years

**College Lessons Learned:**

**How did the SSS program impact your life?**

It impacted my life very positively! The help from SSS was amazing! I loved the lounge and the tutoring helped me so much!

**What services did you receive from the SSS program that were important to you?**

Tutoring, the Grace Wilkie Lounge, career development.

**How did you feel about your last semester?**

I felt very confident except for microeconomics

**What advice would you give to Freshman SSS students?**

Take time to go meet with your advisor and find out all that SSS has to offer! I wish I would have taken more advantage of everything you had to offer! Like free textbooks!

**Goals/Future plans:**

I want to come back for my masters! Do you offer SSS to grads?! ☺

THANK YOU SO MUCH SSS! This is the best program WSU offers!

## ***My Dang***

**Age:** 22

**Hometown:** Tay Ninh, Vietnam

**Degree:** Mechanical Engineer

**How many years in SSS:** 3 years

**College Lessons Learned:** you can never do well on a test if you study for it the right before

**How did the SSS program impact your life?**

SSS helped me with my classes by providing tutoring programs and other accessories for school. Thank you SSS program and the staff for helping me get through my classes.

**What services did you receive from the SSS program that were important to you?**

Tutoring programs helped me in my classes. I also loved the lab that allow students to have a space to study and relax.

**How did you feel about your last semester?**

I'm excited to graduate! I feel like the last semester is going by extremely fast and I don't have time to do anything.

**What advice would you give to Freshman SSS students?**

Work hard and don't give up! Your degree will be worth it once you're done.

**Goals/Future plans:**

Work at any company (OJ- Engineering) and work towards becoming a great engineer.

*Samantha Jarvis*

**Age:** 21

**Hometown:** Arkansas City, KS

**Degree:** BSW

**How many years in SSS:** 4

**College lessons learned:** you get what you put in. do not be jealous of other's experiences. For they many think the same of yours.

**How did the SSS program impact your life?**

It gave me a great set of resources and a huge amount of support.

**What services did you receive from the SSS program that were important to you?**

Books, tutoring, advising

**How did you feel about your last semester?**

To be honest it is hard, not only is it my hardest course load by far. It is also my hardest classes, I have my licensure exam coming up as well.

**What advice would you give to freshman SSS students?**

Do your homework! Even if you don't feel you will do well. Any points are better than none.

**Goals/Future plans:**

To help people in my community and raise a family.

*Samantha Meyer*

**Age:** 23

**Hometown:** Wichita

**Degree:** Accounting

**How many years in SSS:** 2

**College Lessons Learned:**

Work hard and you will succeed.

**How did the SSS program impact your life?**

Helped me achieve my goals.

**What services did you receive from the SSS program that were important to you?**

Support

**How did you feel about your last semester?**

Great!

**What advice would you give to Freshman SSS students?**

Stick to it and you will succeed.

**Goals/Future plans:**

Find a career, be successful.