TRIO Day 2010! What a great program and celebration. It was truly a memorable day beginning with the motivation provided by WSU President Don Beggs. He encouraged the students to take advantage of the TRIO and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to prepare for their future and to use the day’s experience to grow. President Beggs thanked them for their interest in education and encouraged them to continue and highlighted the importance of success and Wichita State’s interest in them. He also thanked Colvin and the staff for their commitment.

We congratulate LaWanda Holt-Fields and her committee for a great luncheon program. Luncheon speakers and TRIO and GEAR UP participants Latina Alston - Upward Bound Wichita Prep/Student Support Services; Darryl Carrington - Educational Opportunity Centers Program and Abraham Rodriguez – TRIO and GEAR UP were great in motivating the participants, sharing each of their remarkable stories. Session speakers provided age appropriate middle school to adult participants with workshops that were motivating and enlightening and promoted personal growth.

Vice President for Campus Life and University Relations, Wade Robinson shared his support welcome to the TRIO Day participants and thanked Assistant Vice President Deltha Q. Colvin and the TRIO, GEAR UP and Office of Disability Services (ODS) staffs for their exemplary work.

During the luncheon each program recognized a student of the year and individuals with Building Bridges Awards. Ms. Erickah Furr was recognized for her winning TRIO Day logo. Finally congratulations to essay contest winners from each program. Mr. Joseph Moore inspired the audience with a musical selection.

Wichita State University TRIO, GEAR UP and the Office of Disability Services thank everyone for the contributions and attendance at National TRIO Day 2010. I send my thanks to each of the committees assigned who worked to make it a great day and one of the most successful.

TRIO, GEAR UP and ODS alum, the staffs are proud of you and all you have accomplished and will in the future. The programs work!

Regards,

Deltha Q. Colvin
Assistant Vice President for Campus Life
Middle School Sessions

National TRIO Day was another success for all staff as well as the students who participated. Kansas Kids @ GEAR UP and Educational Talent Search collaborated in coordinating and creating the middle school sessions. Students had the opportunity to attend two sessions: “Financial Literacy: Getting Financially Fit” and the “Reality Store.”

The financial literacy session provided students with the basic principles and concepts of financial literacy. Students learned the importance of budgeting and opportunity costs, credit, savings and goal setting. Presenter Chris Wolgamott, Meritrust Credit Union, did an outstanding job discussing information about budget creation and wants versus needs. In addition, Wolgamott illustrated common financial pitfalls that young adults find themselves in. At the beginning of the session, students participated in an interactive activity examining wants versus needs. Students were divided into groups of five and instructed to record all of the things they could purchase if they had an unlimited amount of money. The purpose of this activity was to show students that individuals may have an unlimited amount of wants but may not always have the time, money and resources. This tends to force people to make more cautious decisions on their spending.

The reality store appeared to be the preferred session. The reality store gave students the opportunity to experience managing expenses that adults tend to incur while living on their own. Students were given individuals cards that contained their annual income, monthly income, gross wages, wages after taxes, extent of formal education, a salary and a career. Students were then instructed to visit various tables set up in the room that contained a variety of living expenses: groceries, utilities, entertainment, transportation, rent/mortgage, insurance, and other necessities. With this activity, students learned how to balance their monthly expenses while utilizing critical thinking, mathematics, problem-solving, communication, reasoning and evaluation. Positive comments about this session were received by the students and staff. Students commented on how easy it was for them to quickly become bankrupt, while others realized how expensive it is to have a family. Each session provided students a hands-on, interactive activity. Students who participated left the sessions with the knowledge and understanding of what it is like to be an adult with financial responsibility.
The 9th grade session was presented by Janice Thacker, an educator, author and counselor who motivates students to learn through the discovery of their True Colors.

In “Show Me Your True Colors,” Thacker assisted students in recognizing their skills, talents and natural preferences that will aid them in achieving their academic and personal goals. True colors is a technique for understanding personality types by grouping common attributes into four colors (orange, blue, gold and green). When students understand their color style, they can better express their needs to parents, teachers and even friends. Educators (teachers, counselors and administrative staff) can benefit as well, from not only knowing the colors of their students but their personal colors as well. Knowing one’s true colors makes for resourceful partnerships between student and educator; promotes achievement; prevents behavior problems; and finally, keeps students on track for learning.

The students and adults in attendance worked in color groups examining their particular color and viewed a video that hilariously portrayed life situations and interactions with individuals and their colors. Students left the session with an effective tool for understanding themselves and others. The session was just one of TRIO Day’s powerful blueprints towards student success.

TRIO Programs are 100% federally funded by the US Department of Education. GEAR UP is 50% funded by the U.S. Department of Education and 50% funded through state and local sources. Office of Disability Services is 100% State Funded.

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10th Grade Sessions

10th Graders Challenged To Set Goals, Grow Up

The value of knowing where you are going and setting some goals to get there were important messages delivered during the 10th Grade Track Session at the 2010 National TRIO Day. Students asked questions and interacted with the speaker Nichole Childers as she talked about “Youth Empowerment: Prepare Yourself for Personal Growth.”

Four key questions she posed to the students were: What will be your Career? What will be your passion? What is the difference? How can you make the best of both worlds? Childers, who loves working with youth, is employed as a para-educator and student focus manager at Curtis Middle School. She easily had the workshop participants engaged in the session and quickly doing some self-examination.

As she directed the discussion to establishing confidence in one’s self, Childers shared one of her favorite quotes from Benjamin Elijah Mays, “Whatever you do, strive to do it so well that no man living and no man dead, and no man yet to be born can do it any better.”

Next, Childers challenged each student to set and strive for the highest goals possible.

Along with goal setting, it is important to watch one’s body language when communicating with people. Some of the most impressionable gestures start with a simple smile. “It is Okay to smile,” she said repeatedly. “Smiling can separate you from being the mean, mug thug.” She showed and compared several examples of facial expressions and smiles in magazine advertisements as examples.

The 10th graders learned how a simple handshake can say a lot about a person. Students volunteered to demonstrate their impressions of a confident handshake “like you are the CEO of a major company, compared to a wimpy, just the two fingers, ‘homeboy’ handshake with clammy, wet hands.” It’s a good idea to “leave the homey handshake and hug for the homeys,” she said.

Students were given an opportunity to express their opinions and share during roundtable discussions. Topics presented were:
- How to be successful as a teenager
- How to overcome financial issues
- How to make a step towards personal growth and empowerment

After sharing in small groups, students discussed dress codes in formal and informal settings. The practice of good and poor dinner etiquette was addressed, including which fork to use and how to pass the bread and butter. Students reviewed the use of good and no table manners. The magic of saying “please” and “thank you” is priceless, Childers said.
TRIO Day 2010 was celebrated by more than 150 students at the WSU Metroplex. The celebration centered on students and continued the TRIO focus of student learning and development of educational and life skills. The 36 juniors who attended participated in a workshop on developing skills to overcome barriers to effective study. The mantra of the day became…”In order to learn it, you must be able to apply it! If you can’t, you didn’t learn it!”

Kaye Monk-Morgan, director of the Upward Bound Math Science Regional Center and presenter, introduced participants to study technology as developed by Applied Scholastics. Students discussed three specific barriers to effective study: 1) The misunderstood word, 2) lack of mass and 3) skipped gradients. Students used dictionaries to search for definitions and discovered that many readily used words have multiple meanings and can be used in different contexts. Words have power, which is multiplied if they are well understood and used properly. Students committed to purchasing personal dictionaries or software applications to use in an effort to overcome the barrier of the misunderstood word. Morgan further explained the barrier of a lack of mass. Students used manipulatives such as clay, demonstration kits, and sketches to define and explain the human digestive system, common traffic rules and the civil war. Participants engaged in learning groups and had the opportunity to use resources and learning tools to explain their particular topic to the group. Several students commented that the use of hands-on items made learning more fun.

Students readily agreed that each had, at some point in his/her academic career, struggled with a skipped gradient in their learning. Learning math for example requires learning multiple step processes where each skill must be mastered prior to achieving success on the next skill. One must be able to add in order to multiply. Students were able to identify skipped gradients and learned how to go back and re-learn concepts in a sequential, step-by-step way that will insure their ultimate success.

Participants were invigorated about their ability to change study habits and confront the three barriers to study. Prior to departure, students committed to using the tools and resources available to them to enhance their learning and promised to focus on learning so they could apply!
The 12th Grade Track session “How to Effectively Master College and Life by Sticking to Your Very Own Customized Plan” was a very engaging session. The students were greeted by Robert Love who served as the moderator for the session. Love greeted the students and discussed TRIO by definition.

Following Love, Alisa Alexander presented “How to Be Great Just Being Yourself.” Alexander told her compelling story of how she was able to finish college being single with two young boys to raise on her own. She informed on how to set up a plan of success so that they will reach their goals.

Next, Brandi Newry presented and discussed stereotypes and how to think outside of the box. Newry is a former McNair Scholars Program participant and she served as a tutor counselor for the Upward Bound Math Science Program. Newry challenged the students to have friends who encourage and uplift them to be successful.

The final speaker was Marche Fleming-Randle who provided a captivating, interactive, motivational and inspirational presentation for TRIO high school seniors. The students were on the edge of their seats throughout Fleming-Randle’s presentation. She gave each student 10 best Practices entitled “How to effectively master college and life by sticking to your very own customized plan.” Fleming-Randle ended her presentation by saying “Success awaits you – go take your place.”
Adult Connection Sessions

Adult Connection- The Value of Mentorship: Multiplying Your Efforts through Added Support

The presentation was attended by 25 adults who consisted of TRIO program participants, educators from USD 259 and Wichita State University faculty and staff. The audience, while varied, was consistently engaged and involved in discussion throughout the presentation. The session conducted by Major Lawrence Britton covered mentoring and discussed the following key topics: Why mentoring is crucial, how to find and connect to mentors, the elements and principles of effective mentoring, and mentor and protégé expectations.

The 60 Minute Segment, “Delinquent Elephants” was shown. The segment chronicled the negative effect on young elephants being dislocated from adult elephant tutelage. The young elephants without supervision became juvenile delinquents that not only harassed and killed rhinos, but stormed compounds tearing down fences and damaging buildings. The initial response by game wardens was to produce rap sheets on offenders and executing repeat offenders. The second initiative was to start a big brother program. Adult bull elephants were transported in specially built trucks to the preserve. These big brothers calmed and controlled the young elephants to the point where no other young elephants were destroyed. Taylor Mali’s YouTube Video, “What a Teacher Makes” was shown to emphasize the power of teaching, coaching, and mentoring. Mali who received his M.A. in English/creative writing from Kansas State University in 1993 used the video to recount in “tone poem” fashion his response to an obnoxious dinner guest at a party. When challenged, “What does a teacher make?” he began his response with “I can make a C minus feel like a Congressional Medal of Honor or make an A minus feel like a slap in the face. How dare you waste my time by not doing your very best!”

Britton used the videos as the foundation for the presentation to show and reinforce the power and importance of mentors/teachers/coaches. Next he used GHOTI as a concrete example of the value of mentoring. The group was asked to define GHOTI. They were told it was a common word and they possessed all the tools, with the exception of guidance/mentoring to decode the word. When they were unable to decode the meaning of the word they were given the following guidance: 1. GH as in tough (F), 2. O as in woman (I), and 3. TI as in nation (SH). GHOTI is alternate spelling for fish.

The basic tenants of mentoring were also presented: 1. building relationships, 2. positive and empowering attitudes, 3. building confidence, 4. effective feedback and 5. confidentiality. Healthy mentoring relationships are confidential but do not harbor secrets. Mentoring relationships also have a start and end which is driven by the protégé.

100 percent of participants agreed:
1. The presentation helped them understand what a mentor was and the mentor’s role.
2. The presentation was beneficial to them.
3. They would recommend to others.
The theme for National TRIO Day on the campus of Wichita State University was “The Blueprint for a Lifetime of Success.” LaWanda Holt-Fields, director of the McNair Scholars Program, served as mistress of ceremonies during the lunch session. Wade Robinson, WSU vice president for campus life and university relations, welcomed the students. Students in attendance were from middle and high schools from the Wichita area. To familiarize attendees on TRIO, GEAR UP, ODS and university personnel, a continuous slide show presentation played while participants and special guests were served their lunch.

For the keynote speakers, three TRIO/GEAR UP alums spoke about how these programs made a significant impact on their lives. Latina Alston, Upward Bound Wichita Prep and Student Support Services alum spoke about being in the right place at the right time. Darryl Carrington, Educational Opportunity Center alum shared how TRIO programs can fill the gap and help build a bridge to the next stage in life. Lastly, Abraham Rodriguez, Educational Talent Search and GEAR UP alum encouraged the students to take advantage of the opportunities that these programs can and will offer. Each of the speakers were very well received by the audience and the experiences that they chose to share were a reminder of how well TRIO and GEAR UP work. Once the speakers finished the floor was opened for questions allowing the students an opportunity to get to know each of them a little better.

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After questions were answered from the keynote speakers, the program continued with recognition of the great work that is done by students in the various programs. Students from each program were encouraged to submit an essay on how TRIO programs have impacted their life and one student from each program received an award for the best essay.

There was also a logo contest; all program participants were encouraged to submit a design. Erickah Furr, Upward Bound Wichita Prep, received the honor of having her logo on the TRIO Day t-shirts. Also during this time awards were presented to the TRIO Student of the Year from each program and Building Bridges Awards, which were presented to university or community members who have shown support to the TRIO programs throughout the year. The programs would not have the success that they have if it were not for the people who support the students that are served.

**TRIO Students of the Year**
- Communications Upward Bound – Christopher Hardesty
- Disability Support Services – Vernon “JR” Simpson
- Educational Opportunity Center – Terry Downing
- Educational Talent Search/Project Discovery – Aquila Allen
- McNair Scholars Program – Kerry Grosch, PhD
- Student Support Services – Tan Minh Nguyen
- Upward Bound Wichita Prep – Andrew Jones
- Upward Bound Math Science – Shaila Eckas
- Veterans Upward Bound – Amber Ivy

**Building Bridges Awards**
- Melanie Olson, guidance counselor, South High School
- Jean Elliott, associate director and academic advisor Liberal Arts and Sciences Advising Center
- Bill Brier, Kansas Department of Social & Rehabilitation Services
- Patrick Pence, Chanute Area Social and Rehabilitation Services
- Abu Masud, PhD, associate dean of the graduate school and professor in the department of Industrial and Manufacturing Engineering
- Vanessa Souriya-Mnirajd, associate director, Student Support Services
- Walt Koontz, guidance counselor, Sedan Schools
- Vanessa Rodriguez, director of housing, WSU
- Carol Brooks, head counselor/counselor coordinator, Southeast High School
- Terri Woodruff, manager, Krispy Kreme Doughnuts
- Anwar Chowdhury, vocational rehabilitation counselor, Robert J. Dole Department of Veterans Affairs Medical Center
- Marion Haynes, Catholic Charities Foster Grandparent Program
Essay Contest Winners

Josue Estrada, CUB

Vernon “JR” Simpson, DSS

Davante Anderson, ETS

SRay, McNair

Emma Chilton, EOC

Lin Lau, UBMS
Ngoc Trang Nguyen could certainly brag that she is a Gates Millennium Scholarship winner and a Dell Scholarship recipient, but boasting would be totally out of character for this student. Ngoc Trang is soft-spoken with a very quiet manner. Although when you begin a discussion with her regarding health and wellness issues, her voice becomes elevated and her manner is not so quiet anymore as she voices her strong support for superior universal healthcare. Ngoc Trang wants others to know that her passion is in the science of “helpful medicine” where everyone would have the right and privilege to preventive health opportunities and high-quality health maintenance.

Ngoc Trang came to Upward Bound/Wichita Prep with a desire to attend college and study chemistry. She understood that it would not be an easy task, but with perseverance and a strong work ethic, she made it appear so. Ngoc Trang earned straight A’s throughout her high school career excluding one semester. High academic achievement was a part of who she was. She often would note how her mom “worked hard and taught me when I was young to study”. Ngoc Trang’s steady focus on school, her dedicated work ethic and her commitment to her community through service continues to this day to amaze the UB/WP staff. Outside school and UB/WP, Ngoc Trang has logged hundreds of hours of service in hospitals, care homes and churches as she learned about the many health issues that exist and are not being addressed in our world today.

Ngoc Trang is a sophomore at Creighton University where she continues her high academic standard. She has been a model student who impacted the UB/WP program with her great enthusiasm, perseverance and sacrifice to achieve while in turn staying in constant motion in her desire to give to others. Although she hails from a family that has experienced some tough times in coming to a new country, Ngoc Trang’s resolve remains strong. She will honor her family as a first generation college graduate who pursues her dream of becoming a medical professional. If she can make a difference through her advocacy for better health care universally for everyone, her achievements will be that much sweeter.
Student Profile-SSS

Kim Griffis

Age: 27

Hometown: McPherson, KS

Degree: bachelor of social work (BSW)

Plans for next year: Obtaining a MSW degree from Wichita State University

Goals: My goals, as far as my career, is to become a school social worker. After getting experience in the field, the I will begin working towards becoming a licensed clinician. I want to also work with the legal system to change and create better social policy and law.

College lessons learned: As far as grades are concerned, if you study and work hard your grades will reflect that fact. There are a lot of distractions for students in college, but if you remain focused and have a good support system (example Student Support Services) you will meet your goals!

Biggest worry: My biggest worry was related to finances, or lack there of and balancing work and school.

How many years in SSS: 4 years

How did the SSS program impact your life? Student Support Services made balancing work and school easier. It would have taken me a lot longer to receive my BSW degree and I probably would of had no choice but to quit school because of financial strain.

What services did you receive from the SSS program? I received several scholarships, help with Spanish and algebra (tutors), the computer lab, helpful advice and great support from my SSS advisor and staff.

Who is your role model and why? My mother is my role model because growing up, I watched her struggle being a single parent and I am inspired by the obstacles she overcame.

Who influenced you to go to college? My mother wanted me to receive a college education because she did not and my own desire to better myself was a big factor in graduating college.

Who encouraged you to stay in college? I received a lot of encouragement from professors, SSS advisor, my mother and sister, and my boyfriend.

Ready for the real world? Almost!

Feelings about the future? There is currently a lot of uncertainty and despair in the world and I know that I will be able to help and my services are needed. That is the main reason I chose a career in social work, not to become rich but to have a career with meaning and purpose.

Emotions in your last semester? I was very emotional, filled with feelings of accomplishment and self-esteem.

What advice would you give to freshman SSS students? Read and pay attention to your syllabus in your courses. Keep and maintain an organized schedule. Communicate with your advisors and professors. Do not give up, there is light at the end of the tunnel!
E stops by the Office of Disability Services (ODS) during the first week of classes and requests testing assistance in her classes for the semester. As she meets with the director she makes a special request for maps that she will need in her geography class. This request is a little unusual unless you know that E is blind and will need to use maps that are in Braille. The challenge for ODS is to understand the student’s specific need and then to talk with the instructor about the requirements for the class so ODS can start looking for Braille maps that will be sufficient for the class.

In the ensuing weeks E brings in her class syllabus and shows the ODS staff examples of maps that are in the books used in the class. E is busy checking with her contacts to find places that produce Brailled maps. In high school the school actually made simple maps for her but this class will require more sophisticated maps so making them is out of the realm of what ODS can produce. E and the assistant director both do independent searches on the internet and find a company out of Canada that produce Braille maps at a reasonable cost, that are current, and come with all the necessary elements needed for the class.

The director is meeting with the instructor and looking at examples of what the tests will entail for the class and trying to determine the appropriate method to test E without compromising the integrity of the tests. The instructor shares he has previous experience with a student who was blind but he realizes that he tests differently now. Currently he has four map tests during the semester and each test requires the student to identify 50-60 cities, countries, rivers, and mountain ranges. His challenge is now to design a test that will be fair and truly test the student’s understanding of the world and where countries are located.

It is decided that the director, instructor and student need to have some lengthy discussions regarding ways of testing. The key here is to involve the student with the disability in the discussion because E understands her disability and her abilities much better than the director or instructor. E is insistent that the instructor does not compromise the tests and that she will have the same test as other students in the class. An agreement is reached on how the testing will be developed.

The final challenge in the process is how the test is administered by ODS. Once again, we involve the student in the process because she has actually had geography before and knows what interaction must take place for her to communicate with the proctor. ODS chooses proctors that have good communication skills, understand the test process that will be used, and work well with E.

The results are great! The instructor does not have to produce an alternate test; E is being tested over and learning the same materials as the other students; ODS has purchased maps that can be used in future geography courses, and has learned a new way to proctor exams.

E. is a senior, married, has a five year old daughter, and works 40 hours a week.
National TRIO Day Celebration 2010: An Evaluation

Alan Josin D’souza, PhD

Introduction: The National TRIO Day celebration 2010 is an extraordinary event that brings diverse TRIO/GEAR UP and Office of Disability Services personnel and clientele and provides a day full of education, training, talks, presentations, interaction and motivational speeches. Evaluating such a multi-dimensional event required research, planning and cooperation between all the components of the program.

For the 2010 evaluation, the AVPCL constituted an Evaluation Committee of Policy Analyst Director (Alan D’souza) and two staff members working in different TRIO programs (Charlie Jenkins, UBWP) and Vicky Alfred (McNair). The three conducted regular meetings and created a strategy of different layers and dimensions of evaluations. It was planned that each individual session will be evaluated by the attendees. The final luncheon session where all attendees came together, there would be a separate evaluation. While the individual sessions were focused on the learning/training outcomes of those respective sessions, the general evaluation focused more on the luncheon session and the overall message and outcome of the National TRIO Day Celebration. A key element of this year’s evaluation was the use of Turning Technology, whereby the responses to most individual sessions were recorded electronically through response devices.

Findings: A total number of 134 adults 162 middle and high school students (N = 296) attended the celebration. As regards response rates, 30 non-students (22 percent) and 159 TRIO/GEAR UP students (54 percent) completed the responses. The high response rate of the primary audience: the students enabled valid and statistically significant inferences about program sessions. Since no differences were found among groups based on demographics of gender (wherever applicable), grade levels, or programs, comprehensive frequencies and percentages were used to measure and infer on the success and satisfaction level among the event attendees.

Seventh & Eighth Grade Track: The seventh and eighth graders attended a unique two-part session about financial literacy. In the first part, they were exposed to financial literacy concepts, and in the second part, the attendees actually shopped and used a reality store. Ninety two percent of the respondents found the session helpful in understanding new financial terms, and 95 percent found the reality store a training experience to know the value of using money cautiously. Eight percent said that they will use this information in dealing with their personal financial situations, 65 percent felt that this session should be presented again next year.

Ninth Grade Track: The ninth graders attended a session on true colors, a session through which they found about individual differences in behavior and approaches. Most attendees (84 percent) found the information useful and 84 percent stated that they would like to learn more about different personalities. The participants also enjoyed an understanding of self-esteem issues (67 percent) and enjoyed interacting with people of different personalities (84 percent).

Tenth Grade Track: The tenth grade students attended a special session on preparing for a successful future. The high point of the session was that there were no negative responses to evaluating the session. Ninety four percent of the respondents found the information interesting, and a similar percentage felt motivated to prepare for a successful future. Eight one percent of the respondents found the session provided an opportunity to think about interpersonal development.

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Eleventh Grade Track: The 10th grade track consisted of a presentation on “Study Technology”. The presentation was well received since it exposed students to identify barriers to effective study (84.8 percent) and provided them tools and strategies to overcome those barriers (90%). Seventy six percent of the attendees found the topic of valid interest, and 73 percent indicated that they will use these skills for higher education.

Twelfth Grade Track: The 12th graders were exposed to a series of speakers who spoke about several aspects such as TRIO programs, career options in the field of psychology and sociology and career choices. The attendees realized the importance of customized college plan (100 percent), using self-identification and interests in planning for college majors (96.6 percent), and found the track beneficial (90 percent).

Adult Track: The adult track consisted of a session on mentoring: meaning, implications and practices. Several adults including those from McNair, VUB, EOC, SSS, and DSS attended the session. The attendees found the presentation beneficial (100 percent), helped them understand basic elements of effective mentoring (100 percent), and identify mentoring resources (87.5 percent).

The Luncheon Session: The luncheon session was a series of presentations by TRIO participants and alumni. The presentations a unique mixture of real life experiences, anecdotes, pedagogy, and finally a joint singing performance with the audience kept the listeners in rapt attention through the presentation.

Student Responses: One hundred and fifty nine students responded to the assessment survey regarding the luncheon panel discussion. Over 90 percent found it exciting and interesting, and 90 percent agreed that the speakers succeeded in communicating to them the importance of education in making better life-decisions. In the open-ended questions, the students indicated how the speaker made them realize the importance of perseverance and the ability to use resources wisely to succeed in life. It was interesting to note that several students readily participated in discussions with the speaker.

Non-Student Responses: Thirty non-students (including TRIO staff and WSU administrators) responded to the evaluation survey. Ninety percent of those found the motivational speaker appealing and 93 percent indicated that the speakers successfully communicated the importance of education in making critical life-decisions. Some of the non-student attendees recorded their learning experiences ranging from “WSU TRIO program staff are really committed and dedicated to helping students” to “TRIO programs is a huge family.” A few suggested that the program could include some presentations from the TRIO participants as they wanted to hear from the students what they felt about the programs.

Overall Assessment: Both the students and non-students gave high points to the National TRIO Day organizers for the program. Among non-students, a majority suggested that the TRIO Day succeeded in making participants realize the importance of education (87 percent), and that the event was helpful to them (97 percent). Eighty-six percent expressed their desire to attend the celebration again.

Among the students there was a similar exciting response. Ninety percent of the students agreed as to how the celebration succeeded in making them understand the importance of education and found the event beneficial. Eighty-eight percent of them indicated that they would like to attend the event again next year.

(Continued on page 17)
Conclusion: The positive responses and assessments of the National TRIO Day bears witness to the underlying principle to provide high quality educational and training services to all clientele. The multi-layered approach to evaluating the day-long event helps in assessing critical components of the event, and strive to enhance the efficacy of the sessions.

The 2010 National TRIO Day celebrations at WSU succeeded in bringing 253 people together, and sharing information and valuable experiences about and through TRIO. The organizers of the event are positive that the long-term effect of the event matches the short-term enthusiasm it has generated, and the message of TRIO/GEAR UP/Office of Disability Services of equal access to education continues unabated.

(The detailed report of the TRIO National Day Celebration 2010 is available at the Office of the Assistant Vice President for Campus Life, Wichita State University.)