In a few short weeks, Wichita State University will host students, staff, university, and community personnel. TRIO Day 2008 promises to be an exciting program.

This year, a dynamic panel of former TRIO students from across the country are presenting during the luncheon. Mr. Harris, Davis, Hang and Black, and Ms. Martin and Newry will address their program experience and current career accomplishments. We in TRIO are proud of their accomplishments and their continued acknowledgement of TRIO contributions. The high school participants will be inspired and fired-up by Ms. Wren, Assistant Superintendent of High Schools for the Wichita Public Schools. The middle school students will have the opportunity for hands-on sharing using the “College Life Packet” and the Jeopardy game from Ms. Looney and Biggs. Also, Major Britton will provide advice to middle school male students on the importance of preparing for their future, while Ms. Thacker will help middle school females ponder their future.

This year, TRIO Programs are pleased to award the Olin Ted Foraker Scholarship to a Talent Search participant. The scholarship is named after the former Talent Search director, Olin Ted Foraker, who served from 1989 to 1998. Foraker, a former superintendent of schools, was an educator, leader, and advocate for diversity and students.

Congratulations to essay contest winners who will be recognized during TRIO Day activities.

Leonard Hall O’Connell Spearman, Sr.

July 8, 1929 – January 16, 2008

Former envoy for Presidents Reagan and Bush, sixth president of Texas Southern University, long-time Washington D.C. resident and retired educator, Ambassador Leonard H. O. Spearman, Sr. died in Houston, Texas on January 16 at age 78 following a three-month hospitalization due to a stroke. An accomplished educator, leader and diplomat, he was a life-long learner, a teacher who delighted in the accomplishments of his students, a mentor, and counselor to many.

In 1970, he began federal government service in what became the U.S. Department of Education, rising to the rank of Associate Deputy Assistant Secretary for Postsecondary Education. He was especially instrumental in shaping and expanding the federal educational opportunity programs known as the TRIO programs—originally the Talent Search, Upward Bound and Student Support Services programs—as well as the federal student loan programs.
The session is a college awareness presentation that allows students to learn valuable college related terms through a game of Jeopardy. The presenters will review the “College Life Packet” that discusses Financial Aid, Housing and Roommates, Picking a Major, Courses and Scheduling, and other tips to remember.

After the presentation, students will compete in a Jeopardy Game addressing college preparation questions. The session will conclude with a discussion of the differences between high school and college life.
Major Lawrence P. Britton, has been the Director of TRIO’s WSU Veterans Upward Bound since November 2007. Prior to TRIO, he was a Site Coordinator for Communities in Schools and worked at Colvin Elementary, Alcott Academy and Curtis Middle School. Britton served concurrently in the Army Reserves and was deployed to Iraq as the Commander of the 323rd Engineers. While in Iraq he served as “Jayhawk 6”, the Fire Marshall for the Forward Operating Base (FOB) Al Asad, in Al Anbar province. He also volunteered to assist with the Public Affairs Mission while there. This involved travelling throughout the region 2-3 times a week that included the cities: Ar Ramadi, Al Hidithah, Fallujah and Baghdad. Missions included rebuilding schools and hospitals and restoring water and electricity to the citizens. During this tour of duty he was awarded 2 Bronze Stars.

Janice Thacker was born in Boley, Oklahoma and grew up in Wichita, Kansas. She received her Bachelors degree in Art Education from Wichita State University and her Masters degree in Art Education and certification in counseling from Emporia State University. She has been a lifelong educator having worked as an art teacher and counselor in the Kansas City, Kansas and Blue Valley school districts for the past 30 years. Recently retired, she now lives in her home town of Wichita, Kansas where she pursues her dream of educating through her art. Her works have previously been shown at the Bella Mosaique Gallery in Kansas City, Missouri and other regional exhibits.

The sessions conducted by Mr. Britton and Ms. Thacker, focuses on males and females respectively. The presenters will address the importance of students preparing for the future and how gender may impact their future. There is a national concern about the education of males and the preparation of females to pursue challenging stem subjects. Students will have the opportunity to have energized discussion with the presenters.
Denise Wren is an educator with 23 years experience, all with the Wichita Public Schools in Wichita, Kansas. She graduated from Kansas State University in 1983 with a BS in Secondary Education and received her Masters in Educational Supervision from Wichita State University in 1992.

The first nine years of Wren’s educational career (1983-92) were spent as a PE and Science teacher at Wilbur Middle and Northwest High schools. She was promoted to Assistant Principal at Pleasant Valley Middle School and served in that capacity for three years (1992-95). From there, and for the next five years (1995-2000), she served as Assistant Principal at Wichita Heights High School. In 2000, she was promoted and returned to Pleasant Valley Middle School as Principal until 2003. That year she took on the role of Principal at Wichita High School North. In July of 2006, Wren accepted the responsibility of leading all of Wichita’s high schools as she was promoted to Assistant Superintendent of High Schools.

Lifetime success is not merely dependent on getting an education, but more importantly on the quality of such an education. The foundation of this quality must reside in the hopes and dreams of the students involved. If students do not see the relevance of their education, then it cannot be of quality. During the presentation with these outstanding students on TRIO Day, she will be leading them through an activity which will generate ideas and thoughts on what type of skills they want to have when they leave high school and how the Wichita public schools can make instruction relevant to ensure students obtain such skills.

Ms. Wren is a dynamic speaker who believes in the importance of students having a voice.

Olin Ted Foraker Scholarship Recipient

Shelby Binns is a senior at Wichita South High. Binns is 17 years old and describes herself as “extremely self motivated.” She is on track to graduate early, in May 2008. Binns has many goals for the future including a major in Psychology and minor in Social Work. A career in Child Psychology will enable her to make a difference in the lives of children, her goal. Shelby says that she works extremely hard so that she can accomplish all of her goals in a timely manner. Shelby plans to attend Wichita State University in the summer of 2008.
Roderick Harris, Director, Center for Health Equity

A native of Cleveland, Ohio, Roderick Harris is a doctoral candidate in the Department of Behavioral and Community Health Sciences at the Graduate School of Public Health, University of Pittsburgh. In 2001, Harris received a Master’s degree in Health Services Administration from Meharry Medical College, Nashville, Tennessee. He also holds a Bachelors degree in Environmental Health Science from Ohio University.

Harris has worked with AmeriCorps and Upward Bound Programs. He also worked as a Registered Sanitarian at health departments in both Cleveland and Cincinnati, Ohio, and as a Health Services Manager for Eastman Kodak Company in the Corporate Medical Department, Rochester, NY. During his tenure at Eastman Kodak, Harris also served as a health & safety compliance auditor.

Since beginning his doctoral studies in 2003, Harris has been a Graduate Student Researcher on a Center for Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training (Project EXPORT) project, a 5 year, $5.9 million grant to the Center for Minority Health (University of Pittsburgh) from the National Center for Minority Health and Health Disparities, NIH. He has also worked closely with the Center for Minority Health’s working group on HIV/AIDS health disparities.

In 2003, Harris was awarded the four-year K. Leroy Irvis Fellowship from the University of Pittsburgh. In 2005, he received the Bernard D. Goldstein Student Award for Health Disparities and Public Health Practice. Lastly, in 2006, he became a scholar in both the American Evaluation Association/Duquesne University Graduate Education Diversity Internship Program, and the Association for Schools of Public Health/Centers for Disease Control Prevention Research Centers Minority Fellowship Program.

Marc Davis, Attorney at Law

Marc C. Davis, a former Wichita State University (WSU) student, was a participant in Student Support Services and the McNair Scholars Program. Marc served as a tutor during his participation in the late 1990’s. While in McNair, Mr. Davis was active in scholarly research, working with Dr. Dottie Billings. Their project, “Save the Children” actively promoted the philosophy that stated the quality of life for children will increase when television viewing decreased. Also, while at WSU, Mr. Davis received many awards and recognitions from Golden Key, Phi Kappa Beta, Omicron Delta Kappa, Who’s Who Among American College Students and was a HALO Scholar.

After receiving his Baccalaureate degree in Anthropology in May 1998, he entered Washburn University School of Law obtaining his Juris Doctorate degree in May 2001.

Mr. Davis’ law practice focuses on criminal law cases that are heard in Municipal Court, which includes DUI’s, traffic, parole, and probation violations. He also handles civil matters that include contract disputes, claims adjustments and mortgage foreclosures. Mr. Davis is an active member of the Wichita Bar Association, the Board of Governors and a former Chairman of...
Michelle Bernbeck Martin, Industrial Engineer, Cessna Aircraft Company

Michelle Bernbeck Martin, is a 1996 graduate of Quinter High School. She began her TRIO involvement in high school with the Upward Bound Math Science summer program both at the University of Northern Iowa (1993) and at Wichita State University (1994-1996), where she also was a bridge student. Michelle then attended Wichita State University, graduating in 2000 with a Bachelors of Science in Industrial Engineering and then continuing on to receive her Masters of Engineering Management in 2005. During her undergraduate program at Wichita State University, Michelle was involved with the TRIO McNair Scholars Program. Her faculty-guided McNair research project was “Analysis of Postural Stability in Individuals Aged 20-39.” Her Masters degree project was “Strategies for Simulating Labor Sharing in an Aerospace Manufacturing System.”

Currently, Michelle works for the Cessna Aircraft Company in Industrial Engineering. She also continues her association with Wichita State University as a simulation lab instructor for the industrial engineering department.

Brandi Newry, School Psychologist, Spaght Accelerated Magnet Academy

As a native of Wichita, KS, Brandi Newry attended USD 259 public schools and was a TRIO Talent Search/Project Discovery participant. She continued her education at Wichita State University (WSU) receiving a Bachelors degree in Psychology in May 2004. While attending WSU, Newry was a participant in the TRIO McNair Scholars Program and conducted research on Key Factors Impacting African American High School Student Performance. The findings of this research have been published in the WSU McNair Scholars Program Journal of Research Reports and the Kansas McNair Journal. Also while at WSU, Newry was an employee of the TRIO Upward Bound Math-Science Regional Center as a Tutor/Counselor for the 2003 and 2004 summers.

As a result of her participation in the TRIO McNair Scholars Program, Newry was afforded the opportunity to attend graduate school at Oklahoma State University (OSU) to work toward a degree in School Psychology. Newry received her Masters degree in Educational Psychology in December 2005 and completed a formal report on recruiting and retaining ethnic minorities in school psychology graduate programs. Ms. Newry is currently completing an internship in school psychology with USD 259 and will be awarded a Specialist in Education degree in School Psychology in May 2008. While at OSU as a graduate teaching assistant, she participated in the data collection for many research projects and worked immensely with OSU’s recruitment of McNair Scholars. In 2007, the National Association of School Psychologists (NASP) chose Newry as a minority scholarship recipient and presented the award to her at the national con-
ference in New York City last March.

Newry attributes the level of her success and opportunities to the McNair Scholars Program. She states, “Without the program, I do not know where I would be today. It was truly a blessing and honor to be a participant in the TS, UBMS and McNair TRIO programs.”

Bach Hang, Attorney at Law

Mr. Bach Hang’s practice is in Criminal Defense and Civil Practice. He was admitted to the bar in 2002, Kansas and U.S. District Court, District of Kansas. Bach’s educational career includes a Bachelors of Arts from the University of Missouri in 1997 and a Juris Doctorate from Washburn University of Topeka in 2002. He is a member of the Wichita, Kansas and American (Member, Young Lawyers Section) Bar Associations. Hang speaks Cantonese fluently.


Bach was a participant in the TRIO Upward Bound Program at St. Louis University in St. Louis Missouri.

Brian Black, Community Relations Manager, Spirit AeroSystems

Brian Black serves as the Community Relations Manager for Spirit AeroSystems, Inc. In this role, he manages the budget for corporate contributions, community partnering, and responds to needs in the community. In addition, he builds and maintains relationships with key community leaders in business and non-profit agencies.

Prior to joining Spirit, Black was the President and CEO of the Urban League of Kansas. A product of the Urban League movement, Black holds Bachelors and Masters degrees from the University of South Carolina. He is the first in his family to attend college and was a participant in the TRIO Talent Search program at the University of South Carolina.

Black is the son of the late Ms. Josephine Black. Black has received numerous awards and recognitions, including a Community Service Award from President William Jefferson Clinton, Outstanding Young Men in America, Wichita Branch NAACP Man of the Year, A. Price Woodard Humanitarian Award, and the most prestigious Kansas Health Foundation Fellowship.

Black’s community involvement includes: Sedgwick County Juvenile Justice Advisory Board, Wesley Medical Center Board of Trustees, Governor’s Advisory Board on Juvenile Justice and others. He is a member of St. Mark United Methodist Church.

Former TRIO participants will share the impact of their participation in a TRIO program on their life and decisions made. The panel will also respond to questions secured by the staffs. TRIO applauds the success of these dynamic individuals and their contributions to the Wichita Community.
Middle School Concurrent Sessions

Concurrent Sessions I

10:00am – 10:40am  
**College Life with Jeopardy**  
Room 132  
Presenters: Kansas Kids @ GEAR UP Region 5: Diangela Looney, Academic Instructor and Caroline Biggs, Program Coordinator

10:00am – 10:40am  
**Importance of Male Success**  
Room 138  
Presenter: Larry Britton, Director of Veterans Upward Bound

10:00am – 10:40am  
**Importance of Female Success**  
Room 130  
Presenter: Janice Thacker, Retired Teacher and Counselor

10:40am – 10:45am  
**Break**

Concurrent Sessions II

10:45am – 11:25am  
**College Life with Jeopardy**  
Room 132  
Presenters: Kansas Kids @ GEAR UP Region 5: Diangela Looney, Academic Instructor and Caroline Biggs, Program Coordinator

10:45am – 12:25am  
**Importance of Male Success**  
Room 138  
Presenter: Larry Britton, Director of Veterans Upward Bound

10:45am – 11:25am  
**Importance of Female Success**  
Room 130  
Presenter: Janice Thacker, Retired Teacher and Counselor

11:45 – 1:30pm  
**LUNCH**  
Gymnasium  
Mistress of Ceremonies: Rhonda Hicks, Associate Director, Upward Bound Wichita Prep

Welcome: Dr. Ronald R. Kopita, Vice President for Campus Life and University Relations

Presentation of Essay Contest Winners  
Presentation of Olin Ted Foraker Scholarship

**Panel Presentation: Today and Yesterday**

Luncheon Speakers: Roderick Harris, Director, Center for Health Equity  
Brandi Newry, School Psychologist, Spaght Accelerated Magnet Academy  
Brian Black, Community Relations Manager, Spirit AeroSystems  
Bach Hang, Attorney at Law  
Marc Davis, Attorney at Law  
Michelle Bernbeck-Martin, Industrial Engineer, Cessna Aircraft Company
Wichita State University TRIO Programs, Office of Disability Services, and GEAR UP

National TRIO Day Celebration
Wednesday, February 20, 2008
Eugene M. Hughes Metropolitan Complex

TRIO: The Blueprint for a Lifetime of Success

High School Session

9:00—10:00am
Icebreaker
Lowe Auditorium
Presenter: Vanessa Souriya-Mnirajd, Associate Director, Student Support Services

10:00—11:30am
A Lifetime of Success and Quality Education
Lowe Auditorium
Presenter: Denise Wren, Assistant Superintendent of High Schools, Wichita Public Schools

11:45 – 1:30pm
LUNCH
Gymnasium
Mistress of Ceremonies: Rhonda Hicks, Associate Director, Upward Bound Wichita Prep
Welcome: Dr. Ronald R. Kopita, Vice President for Campus Life and University Relations
Presentation of Essay Contest Winners
Presentation of Olin Ted Foraker Scholarship

Panel Presentation: Today and Yesterday
Luncheon Speakers: Roderick Harris, Director, Center for Health Equity Brandi Newry, School Psychologist, Spaght Accelerated Magnet Academy Brian Black, Community Relations Manager, Spirit AeroSystems Bach Hang, Attorney at Law Marc Davis, Attorney at Law Michelle Bernbeck-Martin, Industrial Engineer, Cessna Aircraft Company
An Evaluation Summary of College Based Programs (2006-2007)

(This article is a continuation of the OSP office’s evaluation methods begun in the first issue of the National TRIO Day Magazine 2008.)

Outline: This issue provides a snapshot of evaluation methods for the 4 college-based programs: Student Support Services, Disability Support Services, Office of Disability Services, McNair Scholars Program, and 3 pre-college, Educational Opportunity Centers, Communication Upward Bound, and Veterans Upward Bound programs in the Office of Special Programs.

**Student Support Services (SSS)**

*Dr. Deema de Silva, Director*

Introduction: The overall purpose of the SSS evaluation is to improve the quality of services provided to SSS students, simultaneously improving professional advancement to the SSS staff.

Evaluation Culture at SSS: Evaluation is an integral part of the SSS program. The Program uses a variety of methods and forms to collect information and analyze the data to evaluate the effectiveness of services to students. The information gathering procedures establish and maintain utility, feasibility, propriety, and accuracy standards throughout the evaluation process. The evaluation activities of the Program help drive the development of new strategies to better serve students and more effectively evaluate their academic progress until graduation from WSU. Dr. Ann Sweney monitors the Program evaluation process and has completed consecutive cohort studies in collaboration with the SSS Director, Dr. Deema de Silva, and is the SSS Data Quality Auditor.

The following are evaluations conducted throughout each grant year:

1. **Evaluating Student’s Learning Styles & Learning Modalities**: Each SSS student’s learning modalities are identified, and trained tutors help students improve performance.

2. **Tutor Mid-Semester Conferences & Survey**: Student, Tutor, and Academic Advisor meet for mid-semester conferences. The tutor completes the Tutor Evaluation of Student and the Tutor Quality Feedback form is completed by the student. These are used to facilitate the conference and for continuous improvement in tutoring services.

3. **Tutor Survey**: The Director conducts a Tutor Perception Survey to address the specific needs of SSS tutors. In addition, the Brief Survey of Tutorial Services is completed to identify tutoring programs on the WSU campus, which aids in planning for program services.

4. **Evaluation of Program Services**: The SSS Database Manager administers the annual Evaluation of Program Services online to students using the mrInterview software managed by the Social Science Research Lab. The information is used to improve services to students.

5. **Educational Needs Survey**: Every two years the SSS Database Manager conducts a comprehensive Needs Survey using students enrolled in general education requirement classes at WSU. The survey results identify student needs, enabling program staff to address those needs.

6. **Pre and Post-Questionnaires for Learning Styles Activities**: The staff uses the question-
naire to assess learning and effectiveness of academic activities conducted by SSS.

**Review of Evaluations:** The Director conducts the semester planning meeting to review the evaluations administered, identify strategies to improve the quality of services, and decide services for overall improvements of the program and impact of services.

**Disability Support Services (DSS)**

*Ms. Martha Lewis, Director*

**Introduction:** Accessibility and needs assessment are the keywords to understand the evaluation culture in the TRIO Disability Support Services Program. DSS has customized an evaluation that helps to identify needs, assess services, and provide program improvement.

**Participant Achievement Evaluation:** Participant achievement is assessed by monitoring students’ progress in tutoring, academic advisor/student monthly contacts and mid-semester meetings, and reviewing end of semester GPA from student transcripts.

**Formative Evaluation:** Periodic evaluation of program functions, including but not limited to staff and participant interactions, setting annual goals, achievement of the goals and student performance helps the program staff make decisions concerning performance.

**Evaluation of Services:** Every service provided by DSS is scrupulously evaluated to provide formative evaluation. Tutoring, the major component of DSS is evaluated through a structured multi-dimensional approach whereby the participant, the tutor, tutor coordinator, and director all participate in evaluating the tutoring experience. Similarly, other DSS services such as providing counseling workshops and advising are also systematically evaluated.

**Evaluation Review:** The DSS program conducts monthly and quarterly staff and participant meetings to review services and data analyzed by administering evaluation instruments. These meetings help in making the evaluation and administration a reciprocal process.

**Summative Evaluation:** An annual evaluation report published by the program each year provides a comprehensive report of accomplishments. The report becomes a framework to not only assess the annual activities, but also to provide a direction of positive change in the program.

**Conclusion:** The DSS evaluation system is favorable to its participants and helps in multi-dimensional evaluation.

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**Office of Disability Services (ODS) Evaluation Report**

*Mr. Grady Landrum, Director*

**Introduction:** The evaluation approach follows the mission statement. The mission of ODS is to enable, staff, faculty and guests of Wichita State University to achieve their educational goals, both personal and academic, to the fullest of their abilities by providing and coordinating accessibility services which afford individuals with learning, mental or physical disabilities the equal opportunity to attain these goals. The evaluation system involves assessing the needs and level of awareness and usage of the services, and the efficacy of those services by using the Accountability Planning Matrix.

(Continued on page 12)
An Evaluation Summary College Based Programs (2006-2007)

Campus Wide Assessment Survey: To assess the level of awareness and efficacy of the services, the ODS in 2006 conducted a campus-wide survey that went beyond those who received ODS services. It covered usage, level of awareness, need for faculty/staff workshops regarding accessibility issues, and suggestions. Of the 355 respondents, 68% were students, and 22% identified themselves as having a disability. On one question about awareness of the office on campus, 89% responded positively, and 45% of the respondents indicated that they have received ODS services. Most respondents (92%) were satisfied with the services provided. Regarding the need for workshops related to issues about accessibility, 84% considered it as a positive step for the university.

The survey revealed that the ODS did a good job in providing services that meet the needs of WSU students with disabilities, but also highlighted that more information be provided to faculty and staff about services and accessibility options on campus.

The ODS Services: Extent and Reach: The level of usage for services for 2006-2007 was impressive. Notable assistance included: 3,482 accessibility escorting services, 1,110 pieces of scanned materials, 4,885 hours of interpretation services, and 615 hours of computer usage. The ODS successfully helped in providing accessibility services to its clientele and plans to conduct random evaluations of these services in the future.

Conclusion: For 2007-2008, the ODS continues with its tri-level assessment of extent, reach, and need of the services. Also for the year, the ODS seeks to develop an evaluation logic model and assess the impact of each kind of service individually. An innovative evaluation survey conducted by a graduate student in 2008, will focus on the satisfaction and knowledge of services as perceived by students who have received services within the last few semesters. This project will help in gathering quality data to conduct formative and summative evaluations.

McNair Scholars Program

Ms. LaWanda Holt-Fields, Director

Introduction: The McNair Scholars Program has developed an evaluation model to address its objectives and students. The purpose of its evaluation plan is to determine whether the program contributes to the U.S. Department of Education’s goal “to increase enrollment in graduate programs and completion of Doctoral degrees of disadvantaged persons through the academic pipeline.”

Participant Achievement Evaluation: The McNair program evaluates the progress of each participant towards a post-graduate degree. Each student is tracked independently on needs assessment, academic and research progress, and follow-up. The program monitors the academic advancement of its students and provides continuous evaluation support for each participant to develop and accomplish individual academic goals. The overall program evaluation includes long-term tracking of the participants to assess the impact of the program.

Formative Evaluation: The Program conducts an annual evaluation survey that encourages the participant to assess the effect of the services on their academic and related skills. The survey compares participants’ information to other benchmark data related to preparation for...
An Evaluation Summary College Based Programs (2006-2007)

post-graduate degrees. The evaluation data collected through this survey is used to make critical decisions about the organization and the implementation and continuation of a particular kind of service.

Evaluation of Services: The program regularly assesses each individual service such as tutoring, counseling, national conferences, workshops, etc. to get constructive feedback from the participants.

Evaluation Review: Data generated from the program database and evaluation instruments is reviewed by staff to make appropriate changes in the services and/or administration.

Summative Evaluation: An annual evaluation report is published by the program. The report comprehensively addresses all evaluation data analyzed into one report and thereby provides a holistic picture of the McNair Scholars Program.

Conclusion: Evaluation is considered a beacon to guide the program and its participants in achieving the overall purpose as stipulated in the grant.

Educational Opportunity Centers (EOC)

Ms. Frances Ervin, Director

Introduction: The EOC program evaluation is based on the logic model approach. By aligning the logic model to the evaluation plan, the program effectively implements formative and summative models.

Summative Evaluation: Program achievements are tracked as outlined in the grant objectives. The program has created benchmarks and levels of achievement for every participant (determined by their respective tracks). Staff monitors closely the extent of objective accomplishment. For the grant year 2006-2007, the program successfully achieved all its objectives.

Formative Evaluation: Formative evaluations include the use of instruments and strategies such as questionnaires, surveys, assessments, tests, interviews, observations, and case studies. Each activity is individually evaluated by participants to determine the success of the lab and to find ways and means of improvement. For instance, the computer assisted laboratory assessment instrument enquires about both the process and outcome of the laboratory experience. At the same time, participants’ suggestions and input on further needs through the lab are requested. The EOC Executive Director oversees the process including data collection, data analysis, reporting, and meetings with staff to implement improvements based on the assessment responses.

Needs Survey: As a part of formative evaluation, the EOC regularly conducts needs surveys, especially with partnering community agencies. The needs survey for 2006-2007 determined the areas where partnering community agencies do not provide services available through EOC. The survey results helped EOC to collaborate to bridge the gap and provide comprehensive support systems to its participants and further achieve its objectives.

Unanticipated Outcomes: The nature of the EOC program creates a need for an evaluation plan that would help accommodate unanticipated outcomes. The program uses staff meetings, data analysis, interviews, and evaluation surveys, results and discussions to address those elements impacting participants or pro-

(Continued on page 14)
program activities.

**Conclusion:** As a graduate of the Research and Evaluation Institute sponsored by the Mid-America Association of Educational opportunity Program Personnel (MAEOPP), the EOC Executive Director has tried to implement a scientifically based evaluation approach that would lead to objective collection and analysis of data. This provides for a rigorous approach to evaluation for EOC.

**Upward Bound Communication Program**

Dr. Amy Mattson Lauters, Director

**Introduction:** TRIO Communication Upward Bound focuses on helping students with a demonstrated interest in communication or journalism profession to learn the skills they need to succeed in school and in a media career, and to help them meet their educational and career goals within the framework of communication and/or journalism.

To that end, the program offers monthly workshops in specific skills and career areas of communication and a four-week intensive residential summer camp in which students are immersed in communication/journalism fields. To help students succeed in school, academic-year homework assistance and tutoring are provided to those who need it.

**Criterion Based Evaluation:** The educational goals of the program, as spelled out in the grant, are to retain 80 percent of students recruited for the program; ensure 65 percent of program graduates enroll in college the fall after high school graduation; ensure 65 percent of those students enroll for a second year, and enable 80 percent of program participants to meet proficient math and reading score requirements on state assessments in their senior years of high school.

A number of evaluative measures are taken to ensure program goals are met and to ensure students are making progress toward these goals. A benchmark grammar, spelling and punctuation test is administered to each student upon acceptance into the program, and it is administered yearly in camp to track students’ progress in learning writing skills required for a communication/journalism career. Other global assessments include yearly public speaking evaluations by professionals and yearly math assessments. Students’ production work—in the form of newspapers, broadcasts, and web sites—is also maintained, and its quality is evaluated by media professionals from year to year to monitor progress within the program.

**Consumer Based Evaluation:** Feedback from students also is sought regularly. Students evaluate their tutors each semester, and they evaluate each day-long workshop or activity individually as they arise, both quantitatively through Likert-scale survey instruments, and qualitatively, through open-ended questions. Each workshop speaker and each camp instructor also is evaluated by students, enabling program staff to keep those who work well with the students, and work with those who don’t.

**Program Success & Evaluation:** The final mark of the program’s success will be in meeting the overall grant goals from year to year, and as the program builds momentum, in bringing its graduates back from their own successful media careers to participate as mentors and speakers.
The Veterans Upward Bound Program (VUB)

Mr. Lawrence Britton, Director

Introduction: The Veterans Upward Bound Program (VUB) is charged with serving 120 veterans each calendar year from Sedgwick, Butler, and Harvey Counties. The success of the program is determined through multidimensional evaluation consisting of goals-based, process-based, and outcome based evaluation, thereby combining both formative and summative evaluation.

Goal-Based Evaluation: The primary goals of the VUB are (a) to improve participant academic skills; (b) retention of the participants in their academic programs (as prescribed by the VUB); (c) post-secondary enrollment following VUB services; and (d) continuing post-secondary education.

The goal-based evaluation involves collecting participant baseline data, and ongoing relevant demographic and academic data. Information is collected through application forms and monitoring academic progress in institutions and/or academic programs pursued. Pre-and post test results on participant academic and life-style skills are collected. In order to establish a solid empirical base, questionnaires, surveys, and checklists have been produced. Document reviews are conducted quarterly. Case-studies are completed on randomly selected participants.

Process-Based Evaluation: The process-based evaluation focuses on the delivery of services, especially as reflected in three key components: the GED, tutoring, and the counseling component.

The GED Component: Data is collected to track

and assess the participant success and experiences in securing a GED, and how the VUB services affected them positively. The services are assessed to improve upon delivery and impact. Additionally, an exit interview of all participants helps with improving programmatic services.

The Tutoring Component: The evaluation includes capturing whether the sessions met participant academic needs, and a cohort study will provide objective and subjective measures of tutorial impact on client academic progress. The tutors will also be evaluated every semester to ensure effectiveness.

Counseling Component: The counseling component is assessed to secure documentation of a solid support system for the participants. Participants are asked to rate the impact/use of counseling sessions to keep them on track and motivated to complete academic pursuits.

Formative & Summative Evaluation: Formative evaluations are documented throughout the year in quarterly reviews, the summative evaluation is reflected in an annual program report that provides all evaluation data relevant for programmatic success.

OSP Evaluations

In conclusion, it can be said that each program has a well defined and dynamic evaluation process to help underline the efficacy of the program services and provide quality services to its clientele.

Compiled by Dr. Alan D’souza, Policy Analyst Director
The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects and a dissemination partnership program to encourage the replication or adaptation of successful practices of TRIO projects at institutions and agencies that do not have TRIO grants.

Linda Byrd-Johnson
Director, Office of Federal TRIO Programs

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Senior Advisor

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- Program Planning
- Policy and Procedure Coordination
- Coordination of Activities
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- Ronald E. McNair Postbaccalaureate Achievement
- Student Support Services
- Thurgood Marshall Legal Educational Opportunity Program
- Training Program for Federal TRIO Programs
- TRIO Dissemination Partnership Program
- Child Care Access Means Parents in School

Geraldine Smith
Team Leader, College and University Preparation Team (CUPT)

- Educational Opportunity Centers
- Talent Search
- Upward Bound
- Upward Bound Math/Science
- Veterans Upward Bound

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