## Table of Contents

- Introduction .......................................................................................................................... 1
- Upward Bound Wichita Prep.................................................................................................. 2
- Talent Search......................................................................................................................... 3
- Student Support Services ..................................................................................................... 4
- Office of Disability Services ................................................................................................. 5
- Upward Bound Math Science............................................................................................... 6
- McNair Post-Baccalaureate Achievement Program ............................................................ 7
- Disability Support Services ................................................................................................. 8
- Educational Opportunity Centers Program ......................................................................... 9
- Gaining Early Awareness and Readiness for Undergraduate Programs ......................... 10
- Veterans Upward Bound ..................................................................................................... 11
- Communication Upward Bound .......................................................................................... 12
- Student Profile-DSS and EOC ............................................................................................. 13
- Student Profile-McNair and ODS ....................................................................................... 14
- Student Profile-SSS and VUB ............................................................................................. 15
- Speaker Profiles .................................................................................................................. 16
- Speaker Profiles .................................................................................................................. 17
- National TRIO Day Program ............................................................................................... 19

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We are excited as we continue to celebrate the success of the programs under the umbrella of the Office of Special Programs (OSP). “TRIO: The Blueprint for a Lifetime of Success” is the long standing theme for the TRIO Day Magazine. On the campus of Wichita State University (WSU), the TRIO Programs, Office of Disability Services (ODS), and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) are administered by the division of Campus Life and University Relations (CLUR) under the Office of Special Programs. On February 9, 2012, the Office of Special Programs’ TRIO: Upward Bound Wichita Prep (UBWP), Upward Bound Math Science (UBMS), Communication Upward Bound (CUB), Veterans Upward Bound (VUB), Student Support Services (SSS), Disability Support Services (DSS), Talent Search (TS), McNair Scholars (MS), and the Educational Opportunity Centers (EOC) Programs; and GEAR UP, ODS, and the Policy Analyst Director (PAD) coordinate services. This year’s evening program will share the accomplishments of the students and programs, and acknowledge Building Bridges Awardees and student achievement.

The nine TRIO programs, GEAR UP and the Office of Disability Services provide services to over 5,728 individuals who are in postsecondary, secondary or elementary school. The middle and high school students, persons with disabilities and adults are able to expand their knowledge base and learn from quality presenters. The TRIO Day collaboration and celebration highlights 46 years of services for the oldest program and four years for the youngest. Each program is a natural complement of the other to provide comprehensive services to address the needs of the populations served. Committed and dedicated staffs work to ensure opportunities are available to eligible participants.

I applaud the directors and their staffs for a quality TRIO Day program. Further, I hope each of you will join them and make a commitment to let your congressional leaders in Kansas and Washington, D.C. know how important the programs are to your success, your children, spouse and family members.

The Higher Education Act of 1965 as amended and the Higher Educational Opportunity Act of 2008 is the authorizing legislation for the TRIO Programs. Equal Educational Opportunity for individuals served by the programs is a commitment to participants. The programs acknowledge the continued support and commitment of individuals from the community, USD 259 and WSU. The participants in the programs have accomplished much and continue to make their mark on the city, state, region and nation.

I hope you enjoy the program profiles, student profiles, and agenda for the TRIO Day celebration in this first edition of the 2012 TRIO Day Magazine.

Regards,

Deltha Q. Colvin, Associate Vice President for Campus Life and TRIO Director, Wichita State University

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The Blueprint for a Lifetime of Success

exposure to cultural events and academic programs. All activities are designed to simulate a postsecondary experience for the participants. Participants include students who have successfully completed the academic year.

2010-2011 Program Highlights

- UBWP provided more than 1,300 tutoring hours to participants
- 96 percent of students returned, Fall 2011
- 65 percent of participating seniors enrolled in a postsecondary institution, Fall 2011
- 58 percent of participants, who enrolled in a program of postsecondary education, Fall 2010, immediately following high school graduation enrolled, Fall 2011, for their second year term

The Upward Bound Wichita Prep (UBWP) program seeks to provide an infrastructure that allows students to prepare for postsecondary education, complete secondary school and acquire skills and abilities for educational success. Services and activities are designed to improve academic and personal needs. The program’s goal is to assist limited-income, first-generation and secondary school students with disabilities in developing their academic potential. The program’s unique role resides in the opportunity to provide a summer residential experience on a college campus and a supportive academic year experience. Challenging students to perform to the best of their ability and realistically consider postsecondary degree attainment is important to the success of the program. The program affords students the opportunity to interact with a staff attuned to students’ unique needs.

The Academic Year Component provides support to students in the Wichita public school system from September to May. Students participate in academic instruction, tutoring, college and career exploration, campus visits, secondary and postsecondary preparation, social and cultural enrichment, financial aid application assistance, ACT test preparation, personal guidance, leadership conferences, fundraisers, National TRIO Day activities and Saturday sessions. Saturday sessions consist of tutorial assistance, dynamic speakers, workshops and community service projects. Activities are designed to improve academic skills and performance. Active participation of students is required to ensure improvement, preparation and support.

The Summer Residential Component is an important structured experience for participants. Students are in residence on the Wichita State University campus for up to eight weeks. The purpose of the component is to provide academic instruction, tutoring, guidance and counseling, career information, postsecondary admissions’ and financial aid advising assistance, and

“...the opportunity to provide a summer residential experience on a college campus and a supportive academic year experience...”
Low income and potential first generation college students in Wichita have discovered that many of their questions about succeeding in school and going to college can be addressed by the Talent Search program (TS) at Wichita State University. The program serves middle school and high school students in USD 259.

The purpose of the program is to increase the rates of eligible students in school persistence, graduation, postsecondary enrollment and postsecondary attainment. To accomplish these goals, the program designs activities and services that can assist middle and high school students to be successful in school while providing advice and support to prepare for postsecondary.

TS counselors provide information to students on college admissions, financial literacy and ACT/SAT test preparation. In addition, campus visits to local, state and regional colleges and universities are held throughout the school year.

Services that impact student academic success such as in-school tutoring and after-school homework assistance are offered. Tutoring is provided to students taking language arts, math, science, and rigorous courses while the homework assistance is offered on Monday - Thursday evenings for students who need tutoring, access to computers and a place to study. Parents may also use the computer lab, explore college and career information in the program’s resource library, and attend financial literacy workshops.

The Summer Enrichment Program (SEP) for sixth to eighth graders includes campus visits, instruction in various courses, field trips to colleges, and motivational speakers who present on their occupations to further the students’ understanding of various jobs and careers. All SEP activities are intended to inspire students to do their very best. The summer experience culminates with an awards ceremony that recognizes students for their participation and accomplishments.

2010-2011 Program Highlights:

- 1,500 students served
- 100 percent of non-senior students promoted to the next grade level
- 96 percent of seniors graduated with their high school diploma or equivalent
- 88 percent of seniors applied for postsecondary
- 91 percent of seniors applied for financial aid
- 85 percent of seniors enrolled in postsecondary education for the Fall 2011 term.

“TS counselors provide information to students on college admissions, financial literacy and ACT/SAT test preparation.”
WSU’s Student Support Services program (SSS) provides a multiplicity of academic support services to first generation college students who have limited income or a disability, and assists students to persist and graduate from WSU.

The interconnected series of services provided include: individualized semester-long peer tutoring, academic success skills and math skills development, course selection, academic advisement and counseling, degree planning, scholarships, textbook loans, career exploration, use of a technology learning lab with assistance from learning skills interns, and graduate school advisement. The program serves 250 students each year and has been in operation at WSU since 1970.

2010-2011 Program Highlights:

- SSS received the highest level of funding for SSS-TRIO Programs in the state of Kansas: $429,067.
- 18 percent of program students were on the Dean’s Honor Roll; 10 percent received Academic Commendation; 93 percent had cumulative GPA = to or > 2.0 and maintained Good Academic Standing.
- Tutoring Services: 38 tutors, who are trained monthly through the WSU-CESP 750E Tutoring Techniques course, conducted outcome-based, individualized, semester-long tutoring. Thirteen tutors earned WSU College of Education credit through the CESP 750E course, and certification from CRLA at Regular, Advanced and Master levels.
- Advising: Academic, course selection, degree planning, academic success and financial literacy skills, FAFSA application, career, personal and graduate school entrance.

- Series of Educational Enrichment Activities: Academic success skills development, book library, bi-monthly newsletter, Technology Learning Lab, financial literacy development through CashCourse™
- Student Recognition Banquet: graduates (31), scholarships awarded (158) and tutors (38). Frankie Brown, director of WSU’s Office of Human Resources, received the award for Administrator of the Year by SSS.
- Technology Usage and Relational Database: Facilitates tracking, monitoring, documenting and evaluating student academic achievement in 15 computerized data files, with the assistance of 13 program manuals, thereby meeting measurable objectives in the U.S. Department of Education’s funded application. Services provided to students follow the Government Performance and Results Act guidelines.

“*The program serves 250 students each year and has been in operation at WSU since 1970.*”
The goal of the Office of Disability Services (ODS) is to provide the appropriate services for students with disabilities so they have a true college experience. Students who wish to receive services from ODS must provide documentation of their disability to the director of ODS. The director and student discuss the impact of the student’s disability in an educational setting and then determine the services that would be appropriate while the student attends Wichita State University. The student is the one who then chooses which of these services he or she will use in each class. ODS believes the students are responsible for using and advocating for services that will help them obtain a full college experience. Many people believe accommodations give students an unfair advantage in the class, but ODS knows these services allow students with disabilities to participate alongside the other students in their classes. Success is never guaranteed, but ODS works hard to provide students complete access to the academic environment at WSU.

ODS worked with 394 students in the 2010-2011 academic year. This was an increase of 60 students from the previous year making this the largest number of students ODS has worked with in any previous academic year. ODS anticipates that more records will be broken in 2011-2012 with a continual increase in the number of students served.

**2010-2011 Program highlights:**
- Served 394 students
- Provided 3,379 hours of interpreting services
- Provided 1,392 tests for students outside the classroom
- Provided 3,334 rides for students, faculty and staff
- Student assistants spent 635 hours converting textbooks into audio books
- ODS students earned 6,286 credit hours

“ODS believes the students are responsible for using and advocating for services that will help them obtain a full college experience.”
The Upward Bound Math Science Regional Center (UBMS) is federally funded and is hosted by Wichita State University. With the support of the university and the cooperation of schools throughout Kansas, the program is designed to serve 50 students entering grades nine through 12 that have limited family incomes and have the potential to be the first in their families to complete a four-year degree.

The mission of the UBMS Center is to:
- Educate students with an interest and propensity for science, technology, engineering and math (STEM)
- Stimulate interest in STEM studies and careers
- Motivate students to consider obtaining a degree in a STEM field

Students are encouraged to participate in an academic year component as well as a summer residential component. During the academic year, regional students maintain contact with the UBMS office and attend workshops presented in their home communities. Students who live in the Wichita metropolitan area participate in the leadership academy.

The academy prepares UBMS students for community leadership, both socially and academically. Students sharpen their skills through community service, guest speakers, action planning, presentations, and academic and postsecondary planning. Students in need of academic assistance attend tutoring sessions.

The goal of the center’s six week summer program is to bolster students’ interest in science, technology, engineering and mathematics. Participants attend a variety of courses developed to foster critical thinking, research and experimentation, and the art of presentation. Courses are hands-on in nature.

2010-2011 Program Highlights
- Served 54 students
- Retained 90 percent of participants from previous year and re-admitted four former students
- Of the 17 high school students included in the 2011 graduation cohort, 76 percent have begun postsecondary study immediately following high school graduation
- The college persistence rate for the 2010 graduating cohort is 90 percent
- Additionally, 74 percent are persisting at their school of first enrollment
- 22 of the 28 members in the class of 2005 have been contacted. Of those, 55 percent have completed postsecondary education
- Three of the 22 members are currently pursuing a master’s degree
- One member of the class of 2005 is pursuing a doctorate degree

“With the support of the university and the cooperation of schools throughout Kansas, the program is designed to serve 50 students entering grades nine through 12 that have limited family incomes and have the potential to be the first in their families to complete a four-year degree.”
The Ronald E. McNair Post Baccalaureate Achievement Program (McNair Scholars Program) is a federally funded program through the U.S. Department of Education. This program was designed to provide research and other scholarly activities that promote the acquisition of the Doctoral Degree (Ph.D.) for first generation, low income and underrepresented college students.

The McNair Scholars Program was created by congress in 1989 to increase the number of minority people pursuing teaching and administrative careers in higher education. The program also serves as a tribute to Ronald E. McNair, Ph.D., who was an astronaut and crew member of the Space Shuttle Challenger in 1986.

McNair was born in 1950 in the small community of Lake City, SC. Upon graduating from high school, he set the ambitious goal of earning his Ph.D. within 10 years. He accomplished that goal when in 1976 he graduated from M.I.T. with a Ph.D. in physics. While working on laser physics at the Hughes Research Laboratory, McNair was accepted into the astronaut program and was the second African American to fly in space. During McNair’s second mission in space, the Challenger exploded 90 seconds into its flight, killing all seven crew members.

In 1995, the McNair Scholars Program was inaugurated on the campus of Wichita State University. The program concentrates on providing quality services to ensure that participants graduate with undergraduate degrees and improves their chances of entering post baccalaureate study and ultimately attain doctoral degrees. The McNair Scholars Program serves 28 students each grant cycle.

The services provided by the program are:

- Assistance developing writing skills
- Course-specific tutoring
- Summer research methods course
- Monthly faculty-led seminars, communication fitness meetings, grad prep/seminar meetings and research assembly meetings
- Faculty mentoring component
- Scholarly research activities throughout the academic year and summer semester
- GRE preparation workshops
- College campus visits

2010-2011 Program Highlights

- 220 students served since October 1, 1995
- 28 students currently in the program
- 186 students graduated with bachelor’s degrees
- 81 students graduated with master’s degrees
- 7 students currently enrolled in doctoral programs
- 12 students graduated with doctoral level degrees
- 176 McNair Research Internships have been completed

“The program concentrates on providing quality services to ensure that participants graduate with undergraduate degrees and improves their chances of entering post-baccalaureate study and ultimately attain doctoral degrees.”
The Disability Support Services (DSS) program continued another year of serving students with disabilities on September 1, 2011. The program’s goal is to increase the college retention and graduation rates of students with learning, physical and psychological disabilities. Services provided by DSS include: academic advising, personal counseling, individualized tutoring, career exploration and referral, study/life skills improvement workshops, grant aid and scholarship opportunities, computer technology lab usage, financial aid/economic literacy instruction, financial aid searches, graduate school selection and information, course selection and degree planning assistance, book/calculator/computer loan program (desktop and laptop), and offers campus and community involvement opportunities.

DSS provides opportunities for academic development, assists students with basic college requirements and motivates students with disabilities towards the successful completion of a bachelor’s degree. DSS programs were designed to ensure access into college for individuals with disabilities. The DSS program at WSU has been funded by the U.S. Department of Education since September 1, 2001.

2010-2011 Program Highlights:
(Qualitative and Quantitative)
- DSS is the first TRIO program specifically for students with disabilities in the state of Kansas, one of 25 in the nation
- Contacted over 4,500 faculty, staff, students and community members to explain DSS goals and services
- 13 tutors were available for tutoring in lower level undergraduate courses during the fall, spring and summer semesters
- Provided personal, academic, financial aid, financial/economic literacy, scholarship searches, career options and graduate school selection advising
- Tenth Annual DSS Luncheon held in May 2011 to recognize program students, tutors, DSS graduates, faculty, staff and scholarship recipients
- Adaptive Computer Lab – 10 stations available to students with disabilities
- Study Skills Videotape Library – 45 DVDs and 44 VHS instruction videos available for student checkout. Out of these, 34 purchased, 54 DSS recorded workshops and one donated
- Textbook Lending Library – 18 books were added to the DSS library this grant year (26 were bought by DSS)
- Individualized Study Skill Instruction available to program students
- Writing Assistant available to assist students (individual/group) with outlines and written papers
- A total of nine desktop and 14 laptop computers were available for student checkout
- 115 students were served, 13 students graduated from WSU, 16 were placed on the Dean’s Honor Roll and 20 received Academic Commendation
- The program was awarded $24,003 in grant aid and EOF scholarships to students with disabilities at DSS

“DSS programs were designed to ensure access into college for individuals with disabilities.”
The Blueprint for a Lifetime of Success

Adults receiving college admissions and financial aid technical assistance:
423 adults enrolled in a high school completion program
368 adults applied for federal financial aid
368 adults applied for college admissions

Total federal financial aid awarded to adults during 2010-2011: $673,308
Pell Grants - $498,676
State Grants - $6,650
Scholarships - $13,250
Loans - $118,377

2010-2011 Program Highlights:
• 1,000 eligible adults received services
• 726 were first generation and limited income
• 113 were low income only
• 161 were first generation
• 33 limited English proficiency received services
• 20 veterans received comprehensive services

“EOC has an infrastructure that allows adults to prepare for postsecondary education and acquire skills and abilities needed for college success.”

Educational Opportunity Centers Program
1845 Fairmount, Campus Box 112
Wichita KS 67260-0112
Phone: (316) 978-7800
Website: webs.wichita.edu/coc

Educational Opportunity Centers’ (EOC) mission is to provide services for adults desiring to pursue their education beyond high school. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. EOC has an infrastructure that allows adults to prepare for postsecondary education and acquire skills and abilities needed for college success. Services and activities are designed to enhance participants understanding of the connection between education and the workforce. Assistance provided to eligible adults includes the completion and submission of college applications, financial aid applications, choosing a college, scholarship searches, computer skills labs and career exploration.

EOC’s unique role resides in the provision of pre-college seminars and a technology center that offers internet access, software, books and tutoring assistance. All of these resources are dedicated to preparing adults for a technology smart college classroom. Various materials featured in the technology center offer research based strategies for adults seeking to balance academics, work and their personal life. Central to the success of the program is the opportunity for personalized educational action planning. Program adults have the opportunity to interact with professional staff who understand the needs of adults entering or reentering postsecondary institutions.

There are over 100 EOC programs nationwide. The Wichita EOC program was first funded in 2002 and is housed at the Hughes Metropolitan Complex on the campus of Wichita State University. The Wichita Public Schools, the Urban League of Wichita, the Mid-America All-Indian Center, WSU and Butler Community College are cooperating partners of the project.
Kansas Kids @ GEAR UP (KKGU) is a statewide grant, whose priority population are students in foster care. While investigating the needs of foster children and reviewing established data, it was discovered that nearly 40 percent of foster children do not graduate from high school and even fewer attempt college. The need is clear and the immediate goal of KKGU is to assist the target population, as well as low income students to reach high school graduation, and prepare for postsecondary education.

In July 2009, WSU was awarded a new GEAR UP grant from the U.S. Department of Education in the amount of $36,000,000 for the next six years (includes 50 percent matching funds). KKGU completed the first two years of the new grant by providing college access and academic support services to foster care and low income children across Kansas. Throughout the 2010-2011 grant year, five service regions provided support services and summer programming across the state.

Additional KKGU goals include: supporting students academically by providing after school programming, providing college access services (i.e. college tours and career exploration services) and hosting evening and weekend programming, such as family nights to educate families about requirements for postsecondary educational programs. The KKGU summer programs help students choose careers and explore the education needed to pursue those careers.

KKGU was able to offer scholarships to high school seniors enrolled and participating in the program. These high school graduates received scholarships ranging from $300 to $3,000 a semester, depending on their financial need. Scholarships are used as an incentive to improve academic performance, high school graduation rates and efforts towards setting career goals.

The goals for the current year include increasing student academic performance, preparation for college, high school graduation rate, college enrollment rate, and knowledge of college options, preparation and financing.

In addition to the Kansas Kids @ GEAR UP grant, KKGU wrote and received a College Access Challenge Grant in the amount of $170,000 to provide financial literacy workshops and career exploration workshops to eighth and ninth grade low income students across the state of Kansas.

2010-2011 Program Highlights
- More than 2,378 students received or were referred to appropriate college access services
- Over 90 percent of participating students were promoted to the next grade level
- 264 KKGU seniors graduated from high school
- 333 students participated in summer programs across the state
- 157 scholarships were awarded in the amount of $335,200 for Fall 2010
- 158 scholarships were awarded in the amount of $308,950 for Spring 2011

“Throughout the 2010-2011 grant year, five service regions provided support services and summer programming across the state.”

Kansas Kids @ GEAR UP
1845 Fairmount, Campus Box 110
Wichita KS 67260-0110
Phone: (316) 978-7810
Website: www.wichita.edu/gearup
Veterans Upward Bound (VUB) encourages, supports, and prepares willing participants to attend postsecondary institutions that prepare them for higher paying jobs with greater job mobility, more flexible career opportunities and productive transition into civilian life. Comprehensive but academically focused services provided by the program aid participants in fully realizing educational potential and options. The program designs courses, workshops and seminars, presentations, activities and services to ensure veterans have an opportunity to prepare and succeed in postsecondary education, a career and life after high school.

The curriculum services and activities include:

- Completing basic skills and advanced classes that prepare participants to successfully complete secondary and college courses.
- Understanding the state and national standards developed for course curriculums.
- Understanding advanced and basic skills for effectively using academic course techniques.
- Improving English and math skills including comprehension, writing, speaking clearly, math concepts and the ability to pass English and math proficiency exams.
- Using techniques and strategies for test taking study skills, critical thinking and improving reading and time management.
- Applying for financial aid and scholarships; reading a college catalog and registering for classes; and understanding how to apply for college exploring career options and understanding requirements to acquire skills and abilities (i.e. developing a resume and use of acquired skills).
- Communicating with other ethnic and racial groups pursuing other academic and educational avenues.

VUB is here to support veterans in reaching their goals.

2010-2011 Program Highlights

- 120 veterans received services
- 31 percent matriculated into the postsecondary program of their choice
- 33 percent received services through Disability Support Services
- 96 percent received personalized education and career counseling
- 92 percent received academic advice and assistance

“Comprehensive but academically focused services provided by the program aid participants in fully realizing educational potential and options.”
Communication Upward Bound (CUB) offers high school students in Wichita an opportunity to improve their communication skills and learn how to work with and write for a variety of media productions. CUB is the only Upward Bound program in the country focused on careers in communication.

Students participate in a four-week residential summer program housed on the Wichita State University campus. A centerpiece of the CUB program is the on-campus experience. It is enhanced by the expertise of the faculty and staff in the Elliott School of Communication (ESC) and community media specialists. High school students discover the world of communication while developing their public speaking, writing, desktop publishing and social media skills.

In addition, year-round tutoring in all academic areas is a key means of assisting students with time management, decision-making, and organizational skills that can develop their study habits and academic growth. Tutors in the CUB program provide tutoring inside the area high schools, and offer “Study Hall Days at Elliott Hall” for students to come to the campus when they are out of school due to in-service training days. After school tutoring is provided through the Homework Assistance Program four days a week in Brennan Hall.

One Saturday a month, students participate in educational and cultural activities. CUB students volunteer at various non-profit groups, area businesses and the Kansas Veterans Home in Winfield to discover the importance of giving back to the community. Community media professionals, ESC students and staff contribute their time and skills to help mentor these future communicators.

2010-2011 Program Highlights:
- Five of CUB’s 2011 graduates attended the summer bridge program
- 28 students participated in the regular summer residential program and the remaining 24 were served in non-residential programs
- 10 of CUB’s 2011 graduates enrolled in college this fall
- Five of the 2011 graduates received full scholarships: three to WSU as TRIO/GEAR UP Scholars, one to WSU as a Dean’s Scholar, and one student received a scholarship to Hutchinson Community College as a football manager

“CUB is the only Upward Bound program in the country focused on careers in communication.”
DSS

Brooke Shelley is a 22 year old white female who joined Disability Support Services (DSS) in the fall of 2010. She is a senior in the Frank Barton School of Business. This is her last full semester at Wichita State University and she plans on graduating in May 2012. Brooke will receive her bachelor’s degree in business management and a minor in marketing. Brooke has already earned her associate’s degree in business administration from Butler Community College in December of 2009.

Ever since the first grade, Brooke has had to cope with a learning disability. She expressed that having a learning disability is extremely hard but she did not allow it to hold her back from what she wanted to do and accomplish. One of her major problems at WSU was her ability to write papers. Brooke believes that DSS and their English Writing Specialist on staff helped her improve her writing skills and grammar. Brooke believes that without TRIO DSS editing services she would not have progressed as far as she has at Wichita State University or that she would have earned as good of a GPA. She expressed that she is truly grateful about everything DSS has provided for her. Finally, Brooke communicated that when she had personal hardships and did not know if she would be able to continue with her courses, DSS awarded her funds so that she could continue with her education.

EOC

Laura is a returning adult student and is classified as a first generation student in that neither of her parents graduated from college. She reports her ethnic background as Native American and African American heritage and is the parent of five children. She identifies herself as a displaced worker. When discussing her educational goals, Laura reports that she wants to earn a RN in pediatric nursing. According to Laura, she returned to school to better herself and to receive all the education she can.

Laura was assigned an EOC Program Specialist who assisted her in creating an Education Action Plan (EAP). Further, Laura received assistance to enroll in WATC where she graduated from Wichita Vocational Technical College with a two year certificate as a Certified Nursing Assistant (CNA). Her next educational goal was to transition into a college where she could earn her bachelor’s degree and RN designation.

Central to the success of all the adult learners is the possession of strong computer skills and an understanding of technology. Laura took advantage of the varied resources offered in the EOC’s Technology Resource Lab/Library including the college success materials. The textbooks offered to Laura by EOC provided her preparation for college level learning.

Laura reports that she is currently in college and maintains a GPA of 4.0. With a confirmed career in the health professions and a determination to succeed, Laura is on course to a college degree and a valuable place in the workforce. EOC salutes Laura for her academic achievement and for her self determination.
## Student Profiles

### MCNAIR

Joi Bell’s parents pushed her toward the McNair Scholars Program, and after graduating in May 2011 with a bachelor’s in psychology; she is even more driven to attain her master’s degree and Ph.D.

Bell came to Wichita State University in the fall of 2007 on a bowling scholarship majoring in psychology and minoring in sociology and Spanish. During her sophomore year the McNair Program sent a letter encouraging her to apply. After reading the letter she realized how it could help her become the person she wanted to be. At first, Bell’s participation in the McNair Program was tough because she had to balance academics, bowling team obligations and attending program meetings. However, she was determined to make it work. Bell decided to postpone graduation to participate in research to become better prepared for graduate school.

As Bell looks back, she says the McNair Program helped her become the best person she could possibly become and boosted her confidence by helping her to realize that she can do anything she puts her mind to. Bell is motivated to attend graduate school and has begun the application process. She is excited about her new journey and cannot wait to see what is in store. Without the McNair Scholars Program, Bell would not have the knowledge about graduate school, research and other important life strategies. “It has helped me so much to become a better person,” she said.

Now she can proudly and confidently say, “Master’s and doctoral degrees, here I come!”

### ODS

There is no such thing as a typical student who receives services from the Office of Disability Services (ODS). If one thinks that a typical student would be a male then one would only be right 33 percent of the time. If one tried to guess their primary disability one would have a one in 44 chance of getting it right. If one wanted to know their college classification and one thought the majority would be freshmen then one would be correct. In the fall 2011 semester there were 101 new students, 36 freshmen, 26 sophomores, 16 juniors, 17 seniors, eight graduate students and two returning adults not working on a degree. Try to figure out the average age and one will find that more than 60 percent of ODS students are over 30. ODS does not keep track of ethnicity but if ODS had, 95 percent of participants would be white, non-Hispanic.

One would find that the majority of ODS students take a reduced course load, under eight credit hours, to help them balance out other life responsibilities and to manage their disabilities. All but a very few would have a permanent disability that affects them in some manner in the educational environment. Services would vary for each individual and may even vary for each class a student may have in a semester. Two people with very similar disabilities may have extremely different services based on the coping skills they have developed, their use of assistive technology, support systems outside the university, and services they receive from other offices on campus like Student Support Services or Disability Support Services.

One would find that the majority of ODS students live off campus and may have a job or be raising a family in addition to going to WSU. Many ODS students rely on specialized transportation services provided by the city or a social service agency in Wichita area. The college in which most of ODS students are degree bound is the College of Liberal Arts and Sciences but ODS has students in every college at WSU.

To qualify for ODS’ services a student needs to provide documentation of their disability and show how it affects them in an educational environment. The goal of the program is to make the educational environment accessible for everyone and each semester ODS learns and explores new ways of doing this because the program serves such a broad array of students and nothing ever remains the same.
After hearing about Veterans Upward Bound (VUB) from the Ark Valley News, Amber Ivy said, “Why not?” and with the same confidence that she has displayed throughout her nine years in the National Guard, she joined the program. This Park City, KS native enlisted with the Guard in her junior year of high school. As a high school honor roll graduate, she values education. “This program (VUB) has given me the confidence and study skills to pursue my college degree,” says Ivy. She is planning to enroll at Wichita State University and follow her dream to be a psychologist.

Her service in the 891st Engineer Battalion contained a myriad of experiences. After September 11, 2001 her unit was activated continually. At Mid-Continent Airport, Ivy was instrumental in the implementation of the new screening process and guidelines with airport security. For a year she served at McConnell Air Force Base assisting the security police under Operation Noble Eagle. After the devastating Greensburg tornado, her unit assisted the town by removing debris and rebuilding park structures. Ivy also served in Iraq where she worked as an intelligence analyst.

Ivy’s concern for others was constant in spite of encountering difficult things in life. While facing the “bad” in Iraq, she also experienced the “good.” Her unit dropped off food and water to civilians. Ivy personally gave candy and gum to the children and taught them how to blow bubbles. Ivy’s experiences increased her respect for the veterans who preceded her especially from the Vietnam era. This veteran makes it a point to say “thank you” whenever she encounters another member of this patriotic fellowship.

Jennifer Nguyen and her family immigrated to the United States from Vietnam in 1994. She was a registered nurse in Vietnam but unable to use her nursing skills in the U.S. because her license could not be transferred. After working at an aircraft company for several years, Nguyen decided to return to school in 1995 to major in nursing. When her company would not pay for her nursing practicum, she majored in engineering instead.

Nguyen learned about Student Support Services (SSS) from a classmate and joined the program. She met with SSS Academic Adviser Vanessa Souriya-Mnirajd on a monthly basis to discuss her academic and career goals. Since English was not her first language, she struggled, but with the help of her SSS tutor, she was able to pass English 100 with a B in the fall of 1996. The following semester, Nguyen had a tutor but was unable to pass English 102. In order to overcome this obstacle, she audited the class five times.

Nguyen expressed her fear to her SSS academic adviser of not graduating because of English 102. Souriya-Mnirajd reassured her that she would succeed and increased her tutoring hours. She told Nguyen to believe in herself. As a result, Nguyen attended all tutoring sessions, utilized available resources, and successfully passed English 102 with a B.

She graduated in December 2010 with a Bachelor of Science degree in industrial engineering and a minor in mathematics. She is currently in graduate school to obtain a master’s degree.
Dr. Mildred Edwards became Executive Director for the Kansas African American Affairs Commission (KAAAC) in 2010. She has a history as a passionate community leader, mobilizer and equity advocate. Prior to her appointment to the KAAAC, she served as a consultant who provided staff development training, non-profit grant writing, and federal grant evaluation for various agencies and organizations.

Recently appointed to the Kansas Board of Regents, Edwards is a past president of two Alpha Kappa Alpha Sorority, Inc. chapters, the Urban League of Wichita Guild, the Air Capital Chapter of Jack and Jill of America, and the Junior League of Wichita. She currently serves as the vice president of the Links, Inc. Wichita (KS) Chapter, is a Links, Inc. Associate Dean and graduate of the Scott Hawkins Institute. Edwards is a Sunflower Foundation Fellow, Kansas delegate to the Vision 2020 Equality project of Drexel University, Leadership Wichita and Kansas Leadership Center alumnus, and health chair for the NAACP of Kansas. Edwards obtained a Bachelor of Science degree in health care administration/public relations, a Master of Public Health, and a Doctorate of Philosophy in community psychology from Wichita State University.

Michael McClellan is a returning student at Wichita State University. He began at WSU in 1976 as a student athlete playing football for Coach Jim Wright. After two years, he decided to leave school and get a job working in the aircraft industry. Even though many years went by, he had always wanted to finish his education. So, 30 years later in 2008, he decided to return to Wichita State to finish his degree. Along the way, he changed his major from computer science to political science, and will graduate this May with a B average. Michael reports that it hasn't been easy as an older student with a family and all of the obligations that come with it. However, TRIO Disability Support Services has made his pursuit of an education much easier. DSS, along with the Office of Disability Services (ODS), have provided books, tutoring, larger desks and chairs, and an encouraging attitude that is displayed by all the staff. DSS is a valuable service that has benefited Michael greatly over the last four years.
Shauntel Pearson, a senior and four-year participant in the Upward Bound Math Science Regional Center at Wichita State University, represents the best of the best of the UBMS Class of 2012. Pearson will graduate with honors from the science magnet at Northeast Magnet High School. She is a born leader, but her participation in TRIO has helped her translate her energy and academic acumen into an enthusiasm for making the world a better place.

This past year, she was appointed as an intern with the Kansas African American Affairs Commission. She is driven, intelligent, passionate, and even funny. Her college essay captured each of these qualities when she wrote, “In five years I will graduate from college with a degree in biomedical engineering and a minor in business. I will be accepted into a leading medical school, and 10 years from now I will be in the first year of my residency at a leading hospital. It is at this point that I will realize being a doctor is nothing like it seems on *Gray’s Anatomy*. However, I will not be discouraged, and 15 years from now I will operate on LeBron James’s ankle, who, even then, will still be the greatest.”

At 17, Pearson already has an impressive resume but the item she desires most to add to her resume is college graduate—the first in her family to earn a baccalaureate degree. With TRIO’s guidance, she is well on her way to fulfilling her dreams and even transforming the world.
National TRIO Day Program
Thursday, February 9, 2012

Check in / Slideshow
Call room to order, Welcome, Introductions, &
Reading of Proclamation
Invocation
Dinner served
Dessert served-Introduction of Entertainment
Introduction of Keynote
Keynote Remarks
Special Presentation(s) or Recognition Awards
Closing