

Student Development and Campus Life  
NCA template

Please answer the following questions to “tell our story” for the NCA self-study. Here are questions to consider when developing the report for NCA. The questions in red are required. The remaining questions are guidelines, and describe how your vision, mission, and goals support student learning and personal growth.

1. Unit Name: Federal TRIO Programs/ACCESS

Contact Person: Henry L. Robinson

Phone: 7-5050

Email: aj5822@wayne.edu

2. State your vision, mission, goals and objectives.

Vision: Federal TRIO Programs/ACCESS will provide academic assistance and support services to promising youth, adult learners, and WSU students who have been historically underrepresented in higher education due to economic deprivation, poor academic preparation or first generation college status.

Mission: The mission of WSU Federal TRIO Programs/ACCESS is to form partnerships with students that successfully improve student learning and engagement. These learning experiences produce outcomes that empower TRIO students to overcome academic, class, social and cultural barriers to success in higher education.

3. Discuss any changes (since 1997) in the organizational mission, goals and objectives of your units that will demonstrate how the unit is responsive to student’s personal and academic needs.

Since 1997 the Federal TRIO Programs/ACCESS has expanded the scope of student learning and engagement opportunities through the addition of several components. The first is the redesign of the TRIO Student Support Services Program (P350) Summer Component. Data on the academic success and retention of P350 students indicated that the existing commuter program was ineffective. We redesigned the Summer Component to include a mandatory residential program that provided greater opportunities for student learning and engagement and the development of community among participants. Student learning and academic persistence as

measured in grades, Math & English proficiency testing and retention to the second year have all shown improvement.

TRIO Programs/ACCESS added the Ronald E. McNair Postbaccalaureate Scholars Program to our program portfolio in 2003. The McNair Scholars Program is designed to provide TRIO eligible undergraduates with opportunities to conduct undergraduate research, present at national conferences, and facilitate the graduate school admissions process. This program grant was pursued in response to Council of Graduate Schools and WSU enrollment data that indicated low rates of graduate school participation and Ph.d attainment by TRIO eligible students.

The second change in departmental focus has been the addition of the Child Care Means Parents In School Program (CCAMPISS). In response to the paucity of affordable childcare options for WSU low-income student/parents, Federal TRIO/ACCESS formed a partnership with the Merrill Palmer Institute's Child Development Laboratory to obtain this grant. The Child Development Laboratory provides childcare at an 80% discounted rate. TRIO/ACCESS provides personal and academic counseling, and retention & graduation tracking for eligible student/parents. In 2004, in order to meet the motivational/recognition and support needs of high achieving TRIO, DCE and CBS students, our office spearheaded the chartering of the Delta Omicron Chapter of Chi Alpha Epsilon, National Honor Society. Chi Alpha Epsilon is an officially registered Honor Society. It was formed to recognize the academic achievements of students admitted to college and universities through non-traditional criteria.

Finally TRIO/ACCESS has partnered with the Detroit Branch of the Chicago Federal Reserve Bank and Michigan First Credit Union to meet the financial literacy needs of TRIO students and the general public. Through the "Money\$mart Week" initiative, students are engaged in a variety of financial literacy workshops and seminars on budgeting, credit awareness, identity theft and investments.

4. Your mission suggests that you should measure.....

Student learning and engagement, academic persistence, academic skill mastery, postsecondary and graduate school enrollment, measures of community engagement/involvement, financial literacy skills, cognitive & affective development,

non-cognitive indicators of potential, awareness of postsecondary opportunities, financial aid awareness, intrapersonal development, interpersonal development, cultural competence, research skill development, student satisfaction, test taking skill mastery, civic responsibility, career awareness, postsecondary and graduate school retention and graduation, social and cultural transition skills, middle, high school and GED completion rates, TRIO alumni indicators of success, success of partnerships with public schools, WSU faculty, administration and student organizations etc. Implementation of best practices in the field, student/family involvement/interaction, classroom teaching and learning, field based learning experiences

5. Your goals and objectives suggest that you measure ....

Middle, high school and GED completion, postsecondary/graduate school enrollment and graduation,

Academic skill mastery, indicators of TRIO alumni success, career awareness, financial aid awareness, awareness of postsecondary opportunities, measures of community engagement, test taking skill mastery, research skill development, student satisfaction, academic needs assessment, counseling and tutorial effectiveness, classroom teaching and learning, field based learning experiences:

6. Your external public suggest that you measure ...

The number of TRIO/ACCESS students enroll(ed) in WSU?

Postsecondary/graduate school enrollment/graduation, indicators of TRIO Alumni success,

7. Professional literature suggest that you measure ...

Student learning and engagement, academic persistence, academic skill mastery, postsecondary and graduate school enrollment, measures of community engagement/involvement, financial literacy skills, cognitive & affective development, non-cognitive indicators of potential, awareness of postsecondary opportunities, financial aid awareness, intrapersonal development, interpersonal development, cultural competence, research skill development, test taking skill mastery, civic

responsibility, career awareness, postsecondary and graduate school retention and graduation, social and cultural transition skills, middle, high school and GED completion rates, TRIO alumni indicators of success, success of partnerships with public schools, WSU faculty, administration and student organizations etc.  
Implementation of best practices in the field, student/family involvement/interaction, classroom teaching and learning, field based learning experiences

8. Other colleges like WSU are assessing ...

Student participant demographics, middle, high school & GED completion, low income/first generation participants, postsecondary and graduate school enrollment and graduation.

9. Are you conducting any assessments that answer/explore questions 3 through 7?

Yes: We conduct assessments that attempt to measure: academic persistence, academic skill mastery, postsecondary and graduate school enrollment, measures of community engagement/involvement, cognitive & affective development, awareness of postsecondary opportunities, financial aid awareness, , student satisfaction, test taking skill mastery, civic responsibility, career awareness, postsecondary and graduate school retention and graduation, social and cultural transition skills, middle, high school and GED completion rates, TRIO alumni indicators of success:

10. What should students be learning and in what ways should they be growing?

TRIO/ACCESS students should be learning: Academic skill mastery, awareness of postsecondary opportunities, financial aid awareness, test taking skill mastery, civic responsibility, career awareness, strategies for postsecondary and graduate school retention and graduation, financial literacy, social and cultural transition skills.

TRIO/ACCESS students should be growing in: academic skill mastery, civic responsibility, financial literacy, career awareness, social and cultural transition skills, financial aid awareness, application of strategies for postsecondary and graduate school retention and graduation, academic self confidence/self esteem, community engagement/involvement, test taking skill mastery

11. What are they learning and how are they growing?

TRIO/ACCESS are learning: Academic skill mastery, awareness of postsecondary opportunities, financial aid awareness, test taking skill mastery, civic responsibility, career awareness, strategies for postsecondary and graduate school retention and graduation, financial literacy, social and cultural transition skills.

TRIO/ACCESS students are growing through active engagement and learning in: academic skill mastery courses, civic responsibility activities, financial literacy seminars, career awareness activities, social and cultural field experiences, financial aid awareness workshops, strategies for postsecondary and graduate school success seminars, personal and academic counseling and support increasing student self confidence/self esteem, community engagement/involvement activities, test taking skill mastery seminars.

12. What are you doing to facilitate learning/growth?

Obtaining highly competitive grants to fund student learning/growth experiences, partnering with internal and external groups, organizations and businesses and educational agencies to provide high quality learning opportunities, shifting the “service based” paradigm to a “student learning/outcome” based paradigm among TRIO/ACCESS staff and administration and educational partners.

13. How would you rate the quality of your relationship with students?

The quality of the relationship between TRIO/ACCESS Programs and students can be described as very positive based upon a Student Satisfaction survey administered to TRIO/ACCESS program students in Fall of 2003.

14. Are their programs that demonstrate how academic affairs work together with SDCL to promote student learning?

Academic Affairs/SDCL collaborate to produce a variety of student learning initiatives in the Federal TRIO/ACCESS Programs. These initiatives often utilize WSU faculty to support TRIO/ACCESS student learning and engagement. McNair Scholars Undergraduate Research Program and Weekly seminar series. King-Chavez-Parks College Day Program 8<sup>th</sup> Grade Mentorship Program. P350 Summer Residential Program (Academic Course Component). Veteran's Educational Opportunity Program (VEOP) Veteran's Day Celebration. Upward Bound Summer Residential Program CCAMPISS partnership with the Wayman Palmer Child Development Laboratory. Higher Education Committee-Educational Talent Search, Middle School Summit.

15. Please describe outstanding programs, projects, and initiatives that exemplify your unit's mission supporting student learning.

The following events provide a snapshot of TRIO/ACCESS initiatives that support student learning:

VEOP Basic Skills Courses: provide classroom instruction on a semester basis for Veteran's in English, Spanish, Mathematics, and Computers.

EOC Computer/Internet Workshops: provide computer and internet literacy instruction for Adult Learners to address the Digital Divide among low-income people.

McNair Scholars Weekly Seminar Series: provide students with faculty led seminars to discuss research methodology, teaching/learning and graduate school culture and ethics.

P350 Summer Residential Program: provides an eight week residential program of intense academic instruction supported by the formation of a supportive learning community.

McNair Scholars Undergraduate Research Program: provides a 10 week undergraduate research experience for McNair Scholars with a faculty member.

UB Summer Residential Program: provides a six week intensive academic instructional experience in English, Mathematics, Chemistry, Biology, etc. Supported by the formation of a supportive learning community.

KCP Mentorship Program: provides DPS 8<sup>th</sup> grade students with exposure and mentoring to 28 WSU academic departments over a four week period.

HEOC/ETS Middle School Summit: provides 250 7<sup>th</sup> and 8<sup>th</sup> grade DPS students with educational seminars geared toward successful high school completion and college attendance.

Aviation/Career Academy: Provides 30 Detroit Metro area high school students with an opportunity for hands on experience with the aviation industry and mentoring from professionals in the Federal Aviation Agency and Tuskegee Airmen.