



## 2012-13 ANNUAL REPORT

<b>Department Name:</b>	Student Outreach Services													
<b>Location:</b>	Old Main 387													
<b>Main Phone Number:</b>	360-650-7743													
<b>Web Site:</b>	<a href="http://www.wvu.edu/sos/">http://www.wvu.edu/sos/</a>													
<b>Director's Name:</b>	Dr. Reneé Collins													
<b>Director's Email:</b>	Renee.Collins@wvu.edu													
<b>Number of Staff:</b>	<table border="1"> <thead> <tr> <th>Staff Type</th> <th>No.</th> </tr> </thead> <tbody> <tr> <td>Full-time Professional/Classified Staff:</td> <td>5</td> </tr> <tr> <td>Part-time Professional/Classified Staff:</td> <td>1</td> </tr> <tr> <td>Graduate Assistants:</td> <td>1</td> </tr> <tr> <td>Student Employees:</td> <td>23</td> </tr> <tr> <td><b>TOTAL:</b></td> <td><b>30</b></td> </tr> </tbody> </table>		Staff Type	No.	Full-time Professional/Classified Staff:	5	Part-time Professional/Classified Staff:	1	Graduate Assistants:	1	Student Employees:	23	<b>TOTAL:</b>	<b>30</b>
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Graduate Assistants:	1													
Student Employees:	23													
<b>TOTAL:</b>	<b>30</b>													
<b>A. Mission:</b>	<p>Student Outreach Services serves first generation, multicultural and non-traditional students and engages students in personalized academic coaching, peer mentoring and specialized programs using a global and multicultural focus to support student persistence and academic achievement.</p>													
<b>B. Unit Overview:</b>	<p>Student Outreach Services (SOS) intentionally outreaches to traditionally underrepresented and/or underserved students and invites their participation in a broad array of programs that promote persistence, retention and graduation. SOS staff: (1) serves student populations with unique struggles and provides holistic academic, social and cultural support as they integrate and adjust to college life; (2) provides academic advising, coaching and mentoring and the requisite tools and resources that enhance academic achievement and personal success; (3) monitor students' progress and intervenes when students are academically at-risk; (4) engages in community building with its unique populations to develop, maintain and enhance the motivation needed for academic success through to graduation.</p> <p>Our portfolio of programs includes:</p> <p><b>Strategies for Success (SFS):</b> Targets first-year students identified as first generation or Pell-</p>													

eligible.

**ACCESS:** Targets first-year students identified as high-achieving with low academic-index scores.

**EDUC 108 (Purposeful Learning):** A college 101 course designed to assist students with their transition to college.

**College Success Foundation (CSF) programs:** Targets CSF students identified in Washington as Achievers, Governor’s Scholars, Leadership 1000 students, Passport to College youth in the foster care system, and Realize the Dream students from high-potential, low-income backgrounds.

**All Nations Louis Stokes Alliance for Minority Participation (ANLSAMP):** Targets Native American students pursuing degrees in Science, Technology, Engineer and Mathematics (STEM).

**The Mentor Project:** Consists of upper class students who help, advise, and provide resources for incoming first-year students. As active student leaders, Peer Mentors share personal experiences to assist and help ease the transition from high school and other colleges to Western’s campus.

**First Alert:** Targets students who are on low academic scholarship and are at risk of dismissal.

**Transfer Access Program (TAP):** Targets new and continuing transfer students.

**Women of Color Empowerment:** Serves to aid in the retention of female students of color.

**C. Goals:**

*Please list your unit’s goals. These should include your standing (year-after-year) goals, not strategic goals (year-to-year).*

**Outreach**

- Collaborate with departments and programs across campus in order to promote the services of our office.
- Connect with institutions and organizations off campus in order to provide information about the services of our office.
- Increase the visibility of our services to students, staff and faculty.

**Academic Advising**

- Provide support services that assist in students achieving educational goals and attaining academic skills through intentional, holistic advising practices.

**Academic Intervention**

- Identify students on low academic scholarship by providing resources and assisting them in creating academic plans for future academic success.

**Cultural/Social Identity & Integration**

- Increase sense of belonging for underrepresented student populations at Western.
- Encourage students to find their own voice within the “academy”.
- Provide the tools for students to navigate institutional systems.
- Influence and impact institutional responsibility regarding multiculturalism.

**D. Strategic Goals & Major Accomplishments:**

*Please list your unit’s strategic goals from **this past year** (listed in Section J of the 2011-12 report) and address the progress towards achieving each goal and/or major accomplishments and activities with respect to each goal.*

	<b>GOALS</b>	<b>MAJOR ACCOMPLISHMENTS &amp; ACTIVITIES</b>
<b>GOAL #1:</b>	Improve data collecting and analysis methods to assess all departmental programs and activities.	<ul style="list-style-type: none"> <li>• A graduate student joined the office during Winter Quarter 2013 and became a member of DART. A variety of methods were used for completing the Spring Assessment Project to create a well-</li> </ul>

rounded evaluation. The populations of interest were students involved in SOS who were Pell-eligible and/or first-generation college students. These included IPod surveys, focus groups, and recorded testimonials. There were overwhelmingly positive results from the IPod surveys. This demonstrated that students benefit from their appointments with SOS advisors with two-thirds of participating students strongly agreeing that their advisor was able to address their needs and concerns. The remaining third stated they agreed. In the focus groups, the general theme that surfaced was that SOS provided academic support along with the community aspect and general wellness (including stress management and help adjusting to life at WWU) to students. Lastly, the testimonials that were recorded expressed similar sentiments that were stated in the focus groups.

- SOS implemented a tracking system for the 105 Credit/Major Declaration program. During the 2012-13 academic year SOS contacted **446 first-generation students** who had more than 105 credits and had not yet declared a major. These students received an email regarding the steps to take in order to progress towards declaration. Some students responded via email by filling out the online Major Declaration Plan, others met with advisors and some went directly to the department to declare. Out of the **446 students** who were contacted **302 have declared their major** as of June 6, 2013.
- SOS collaborated with the Institutional Research Office to determine the number of first-generation and Pell-eligible students retained in the Strategies for Success program. Out of 246 students served, 88% of students (217) are currently enrolled for Fall 2013 and 85% (209) are in good academic standing. The majority of the original students were freshman, then transfers and Running Start.

<p><b>GOAL #2:</b></p>	<p>Create a more dynamic departmental website and continue to review/revise departmental publications and marketing materials.</p>	<ul style="list-style-type: none"> <li>• Staff has been reviewing their programs in order to update the website this summer. The Assistant Director will provide a plan of action for the website. Small improvements were made throughout the year but a more in-depth renovation will be completed by the end of summer.</li> <li>• Because of its huge success in 2012-13, a 2013-14 student planner was purchased to help students with 'college survival' skills, such as time management, goal setting, study skills, health tips, money management, campus resources, and more. The planners are distributed during Summerstart and Transitions, EDUC 108, and advising appointments.</li> <li>• Advisors/instructors will use <u>The Skinny On</u> book in EDUC 108 for a second year. The book deepens how students can remain successful as they integrate into college life.</li> <li>• The SOS flyer was updated to reflect the most current information about the office.</li> <li>• Information from the Spring Assessment Project will be used on the website, in posters, and more to inform current students, prospective students and the community about our services.</li> </ul>
<p><b>GOAL #3:</b></p>	<p>Develop 3 "blended model programs" with the Ethnic Student Center and LEADS to enhance the social/cultural integration goal of SOS at a reduced cost.</p>	<ul style="list-style-type: none"> <li>• SOS and LEADS facilitated workshops at the annual ESC conference to new and continuing students as well as transfers from Northwest Indian College, Skagit Community College and Whatcom Community College.</li> <li>• The Dean's Unit implemented Cultural Competency/Sensitivity training in 2012. Staffs from the Dean's Office, LEADS, SOS, and the ESC are developing the training curriculum for the unit.</li> <li>• SOS, ESC, and LEADS collaborated on the annual spring BBQ held at Lakewood that included students and staff from the three areas. For many students, it was their first time to visit Lakewood and be on the water.</li> </ul>
<p><b>GOAL #4:</b></p>	<p>Provide low-cost opportunities for staff development to stay abreast with best</p>	<ul style="list-style-type: none"> <li>• <b>NAKAMA and DOS unit meeting.</b> SOS staff presented 'Using the Growth Mindset'</li> </ul>

	<p>practices in the field of academic advising, support services and multicultural education training to improve and better serve a global population of students.</p>	<p>to staff at both events to explain the concept of multiple perspectives in the workplace or in advising appointments.</p> <ul style="list-style-type: none"> <li>• <b>Summerstart Training.</b> SOS staff attended the on-site training at WWU to deepen their academic advising skills and to prepare for orientation with new first-year students.</li> <li>• <b>Teaching Learning Academy Scholarship of Teaching and Learning (SOTL) Residency.</b> One staff member was invited to participate and attended the residency to work collaboratively and discuss ways to study teaching and learning together with faculty, students and staff.</li> <li>• <b>Faculty and Staff of Color Conference.</b> SOS staff attended the conference held in Bellingham. One staff member presented.</li> <li>• <b>NASPA Western Regional Conference.</b> One staff member attended 'Hulihia: Opportunities for Change; Opportunities to Inspire' as a means to be inspired to change in a shifting world and for the Native Hawaiian cultural opportunities offered at the conference.</li> <li>• <b>Multicultural Education as a Human Right Lecture.</b> SOS staff attended the lecture by WCE Dean Francisco Rios to further examine ways in which 'multicultural education advances universal human rights.'</li> <li>• <b>ESS In-service with Dr. Joy DeGruy.</b> SOS staff attended the lecture, 'History, Multi-Generational Trauma and Healing'.</li> <li>• <b>Undocumented Students: An Overview of Policies, Myths &amp; Best Practices in Higher Education Webinar.</b> SOS staff attended the webinar at WWU to learn more about how to better serve the 'Children of the Americas' who attend WWU.</li> <li>• <b>NACADA Webinar Advising Strategies for Students who are on Academic Probation, Facing Dismissal or Seeking Reinstatement Webinar.</b> SOS sponsored and attended the webinar.</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Creating Inclusive Learning Environments for Transgender Students.</b> SOS staff attended the workshop to discuss how to respect and better serve WWU's transgender students.</li> <li>• <b>Building Capacity for Educational Equity and Organizational Change:</b> Renewal, Resiliency &amp; Resistance summer institute. SOS staff participated at WWU to deepen our consciousness about our belief systems, attitudes, feelings, intellect/factual information/theory, and actions for social justice to better serve our unique populations.</li> <li>• <b>College Success Foundation Meetings.</b> Elena Pereyra attended meetings that focused on the Passport Incentive program that serves foster youth.</li> </ul>
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*Please add more space for goals as your unit's activities warrant.*

<b>E. Points of Pride:</b>	<i>Please list <b>three to five</b> 'points of pride' for your unit from the past year. This can include initiatives, programs or recognitions.</i>
<i>Short Title</i>	<i>Description</i>
Retention	Strategies for Success program. Out of 246 students served, 88% of students (217) are currently enrolled for Fall 2013 and 85% (209) are in good academic standing.
SACNAS Chapter-WWU	The Assistant Director, in collaboration with AMP Scholars, founded the first Society for Advancement of Chicanos and Native Americans in Science (SACNAS) Chapter-WWU to benefit students in science, technology, engineering and mathematics. To launch SACNAS, the chapter advisor invited former NASA astronaut, CDR John Herrington, as a guest. CDR Herrington met with STEM faculty and students, lectured over 100 fifth graders in the Compass to Campus (C2C) program, lectured to the campus and off-campus community, and met individually with new chapter members.
Teaching & Learning Academy Awards	<p>Quotes from TLA award:</p> <p>Awarded to Marli Williams "who is the most empowering, inspirational person I know. She is so full of life and energy that is contagious without a doubt. She inspired others to shine in their own special way, creating a space for an amazing community. She has contributed to cultivating and connecting communities in which the whole person grows and flourishes especially by helping incoming freshmen better navigate college."</p> <p>Awarded to Fabiola Mora "who cultivates and connects communities of care by being a person of constant support and guidance especially to those who often feel left out."</p> <p>Awarded to Joan Ullin "who is a powerful truth teller and connector, through her work in SOS, participating in the Minority Employee Council, organizing the Women of Color Empowerment Dinner, and simply</p>

	sharing her wisdom with the Western community.”
TEDxWWU	Marli Williams coordinated the first TEDxWWU event, ‘Renovations: Building Our Future’. The goal of the event was to educate, motivate and inspire PELL-eligible and first-generation college students who are connected to Student Outreach Services programs and services.
ESC Student of Color Commencement	Dr. Elena Pereyra delivered the commencement speech at the first ESC Student of Color Commencement. Fabiola Mora served on the planning committee. Dr. Renee Collins facilitated. All SOS staff attended.
Women of Color Empowerment	The first scholarship endowment was created for the WOCE Scholarship. A commitment of \$10,000 was made to the WWU Foundation.
<b><i>Please add more space for additional points of pride as warranted. .</i></b>	
<b>F. Collaborative Efforts:</b>	<i>Please describe any initiatives, programs or activities that your unit has collaborated with one or more other University and/or community partners.</i>
<i>Short Title</i>	<i>Description</i>
Summerstart and Transitions	SOS staff facilitated advising orientations and registered new freshman and transfers during Transitions and Summerstart (3 days of Transitions and 16 days of Summerstart). This was a collaborative effort with staff in New Student Programs and Family Outreach and Academic Advising offices.
ResLife Student Staff Resource Fair	SOS staff participated in the ResLife professional and student staff fair as a way to provide information about our programs and to help their staff make student referrals.
College Quickstart	Fabiola Mora provided a goal setting workshop to upcoming seniors in high school in collaboration with the Office of Admissions’ Multicultural Outreach Team. College QuickStart serves the College Bound (low income, first generation, primarily SOC) population of Whatcom and Skagit counties. It is designed to give underrepresented students a solid foundation as they approach their final year in high school.
Migrant Youth Leadership Conference	Elena Pereyra and Fabiola Mora facilitated a college information session for parents (in Spanish): ‘Support for Students on Campus & Bridging Home and School’.
Muckleshoot Indian Tribe Scholarship Committee	Joan Ullin and Fabiola Mora were invited to sit on the Admissions scholarship committee to select recipients for the Muckleshoot Indian Tribe Scholarship. Western received its first Muckleshoot Indian Tribe Scholarship. Students were advised by Joan Ullin throughout the year. An additional meeting was held to discuss the continuation of the scholarship and involved Joan Ullin, WWU Foundation and Admissions.
Identity & Standpoint	Fabiola Mora participated on a panel for a joint class session for Orientation Student Advisors and Academic Student Advisors on the topics of identity, campus resources and supporting diverse populations.
Student Success Collaboration	The Assistant Director serves as Team Leader for the SOS workgroup with focus on retention and graduation rates of Pell-grant eligible students. Other team leaders are from Huxley College, CBE, Academic Advising, and CFPA. SOS staff is involved in the pilot program.

Growing Our Own Native American Students, Staff and Faculty (GONASSF)	The Assistant Director participated on an advisory committee with representatives from WCE, CST, Huxley College, FHC, and NWIC in a GONASF ( <i>Growing Our Own Native American Students and Faculty</i> ) partnership meeting. NWIC hopes to receive a NIH grant for the upcoming NARCH VII funding cycle. Faculty and staff partners from NWIC, WSU and UW are excited to learn more about WWU and how we support Indigenous students as they work toward careers in the sciences and as researchers.
Student Retention Efforts Group Meeting	SOS staff met with representatives from Housing, Dining, Financial Aid, Business, ESC and LEADS to discuss ways to better serve our students by removing barriers that limit their success.
Supervisor Training and Resources (STAR)	Joan Ullin and Marli Williams participated in a pilot training program in Human Resources that is a mandatory portion of the Supervisor Training and Resources (STAR), a training series for all supervisors on campus. We were there along with staff from MEC, LGBT AC, EO to provide feedback for improvement before the actual training of campus supervisors begins.
Service Leaders	SOS collaborated with WWU's Service Learning Office and met with staff and students participating in the Graduation Project.
Viking Landing	Staff participated in providing GUR information to WWU students.
<b><i>Please add more space for collaborative efforts as your unit's activities warrant.</i></b>	
<b>G. Continuous Improvement:</b>	<i>Please list areas which have been cited (either through formal or informal assessment and evaluation) as requiring additional attention.</i>
<i>Short Title</i>	<i>Description</i>
Assessment of Advisortrac	Continue examining the effectiveness of Advisortrac, the data base used to track the number of student contacts.
Children of the Americas	Work to build a stronger infrastructure at WWU to support WWU's 'Children of the Americas' (undocumented students), including CSF's Realize the Dream program.
<b><i>Please add more space as needed.</i></b>	
<b>H. Diversity &amp; Inclusion:</b>	<i>Please describe any initiatives, programs or activities that your unit has conducted regarding issues of diversity and inclusion.</i>
<i>Short Title</i>	<i>Description</i>
Diversity, Inclusion, and Equity Task Force	Assistant Director serves on the President's Diversity, Inclusion and Equity Task Force.
SACNAS Chapter-WWU	Assistant Director founded the chapter and serves as its advisor. It is a national chapter whose membership is made up of underrepresented



	students in STEM programs.
ESC Conference	Staff from SOS presented two workshops at the ESC Conference which had the theme, <i>Out of One Many</i> , and one staff member served on the planning committee. The workshops were entitled, <i>Where I am from and where I am going</i> and <i>Your True Colors in Action</i> . Students from Western, Whatcom Community College and Skagit Valley College were participants.
Migrant Youth Leadership Conference	Elena Pereyra and Fabiola Mora facilitated a college information session for parents (in Spanish): <i>'Support for Students on Campus &amp; Bridging Home and School'</i> .
DOS Cultural Competency Training	Fabiola Mora is on the training committee for the Dean of Student's unit to develop and facilitate Cultural Competency training. SOS staff attends the training.
WCE Equity and Diversity Committee	An SOS staff member sits on Woodring's Equity and Diversity Committee, which focuses on the development of strategies and processes for supporting the innovative integration of diversity throughout the curricula, attracting and retaining a larger multicultural student population, faculty and staff presence.
TEDxWWU	The theme, <i>Renovations: Building Our Future</i> , was chosen to reflect the experiences of underrepresented and non-traditional students. The essence of the theme was about encouraging students to maintain the integrity of their foundation and identity while helping them achieve their full potential. Renovations is about having them see the value in who they are and where they come from while helping them to see what is possible for them in their pursuit of higher education.
Scholarship Committees	SOS staff members participated on the following scholarship committees: Bill Reed African American Scholarship, ESC Latino Academic and Leadership Scholarship, Leek Family Job Preparation Award, Muckleshoot Indian Tribe Scholarship, Multicultural Achievement Program, and Women of Color Empowerment Scholarship.
Chapter and Club Advisors	Two of the SOS staff serve as advisors to SACNAS Chapter—WWU, M.E.Ch.A and Hui 'O Hawaii.
Minority Employee Council	Assistant Director served a second year as president of the MEC. She is coordinating two focus groups for classified and professional staff of color in order to receive their feedback about the climate at WWU.
LGBT Advocacy Council	Marli Williams serves as co-chair to the LGBT AC.
<b><i>Please add more space as needed.</i></b>	
<b>I. Professional Development:</b>	<i>Please describe opportunities your staff has had to participate in professional development activities (i.e.: conference attendance and/or presenting at a conference).</i>
<ul style="list-style-type: none"> <li>• Summerstart Training. SOS staff attended the on-site training at WWU to deepen their academic</li> </ul>	

advising skills and to prepare for orientation with new first-year students.

- Teaching Learning Academy Scholarship of Teaching and Learning (SOTL) Residency. One staff member was invited to participate and attended the residency to work collaboratively and discuss ways to study teaching and learning together with faculty, students and staff.
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- Undocumented Students: *An Overview of Policies, Myths & Best Practices in Higher Education* Webinar. SOS staff attended the webinar at WWU to learn more about how to better serve the ‘Children of the Americas’ (undocumented students) who attend WWU.
- NACADA Webinar, *Advising Strategies for Students who are on Academic Probation, Facing Dismissal or Seeking Reinstatement*. SOS sponsored and attended the webinar.
- CSF Statewide Meetings. Elena Pereyra attended meetings that focused on the Passport Incentive program that serves foster youth.
- *Creating Inclusive Learning Environments for Transgender Students*. One staff member attended the workshop to discuss how to respect and better serve WWU’s transgender students.
- *Building Capacity for Educational Equity and Organizational Change: Renewal, Resiliency & Resistance* summer institute. SOS staff participated at WWU to deepen our consciousness about our belief systems, attitudes, feelings, intellect/factual information/theory, and actions for social justice to better serve our unique populations.

**J. Strategic Goals (2013-14):**

*Please list your unit’s strategic goals for the **coming year** and address efforts to be made towards achieving each goal. NOTE: Goals should be **specific, measurable, attainable, realistic and timely**.*

<b>GOAL #1:</b>	Assessment of the Student Success Collaborative Software Retention Program. Determine the effects of the application of the new Student Success Collaborative software on the populations served by SOS.
<b>GOAL #2:</b>	Examine ways to improve the current Peer Mentoring program within the department.
<b>GOAL #3:</b>	Expand outreach to incoming Pell-eligible students and widen the collaboration with other departments to monitor students that are at-risk for dismissal due to low scholarship.
<b>GOAL #4:</b>	Create a comprehensive plan for programming departmental events and workshops and improve marketing strategies.

*Please add more space for goals as your unit’s activities warrant.*

**K. Learning Outcomes:**

*Please list your unit’s learning outcomes. If your unit has not adopted a set of learning outcomes, please develop at least one (and not more than three) learning outcomes, specific to your unit, that could be adopted and incorporated into your unit’s programs,*

	<i>activities and services to students and that are consistent with the Division's learning outcomes.</i>
	<ol style="list-style-type: none"> <li>1. Articulate the basic requirements to meet Satisfactory Academic Progress.</li> <li>2. Feel connected to Western through intentional and holistic personalized academic advising and coaching.</li> <li>3. Recognize and utilize resources on campus to support their academic success.</li> </ol>
<b>L. Key Performance Indicators</b>	<i>Please attach a list and/or graphical displays of your department's key performance indicators</i>
<b>KPI #1</b>	Number of students served (overall and by type) <b>SEE ATTACHED</b>
<b>KPI #2</b>	Number of first-generation/low-income retained (overall and by type) <b>SEE ATTACHED</b>
<b>KPI #3</b>	Number of students on low-scholarship that have progressed to good standing or dismissal (overall and by type) <b>SEE ATTACHED</b>
<b>M. Organizational Chart</b>	<b>SEE ATTACHED</b>

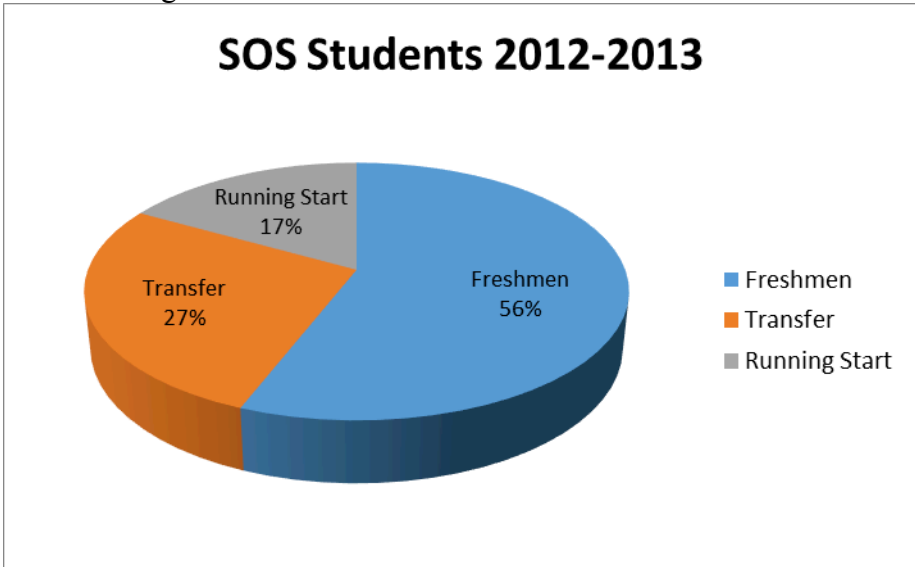
**Strategies for Success Program Stats for 2012-2013**

**261** – Strategies for Success (SFS) – Total SOS Students

**146** – Freshmen

**71** – Transfer Students

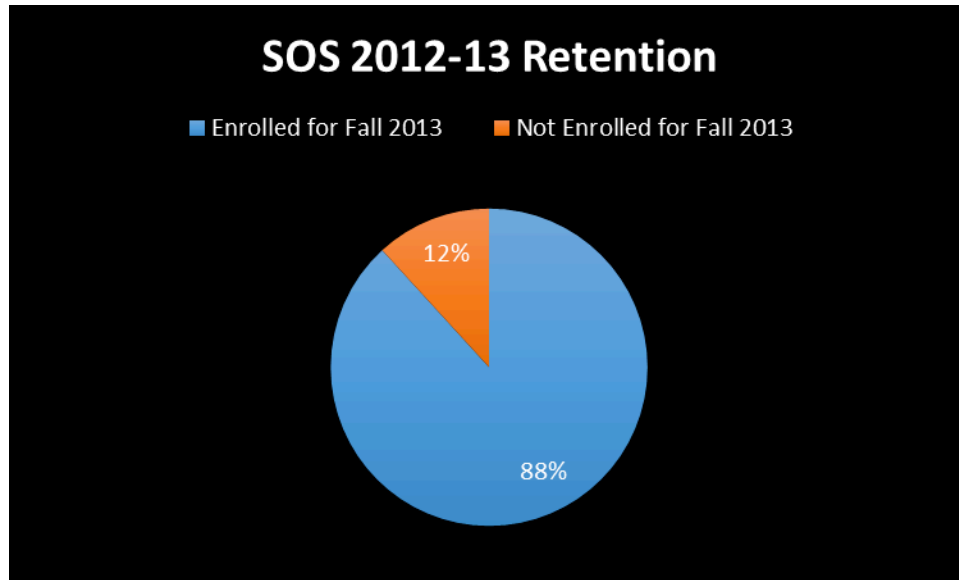
**44** – Running Start



**196** – First-Generation

# SOS Statistics 2012-13

Key Performance Indicator – Number of first-generation/low-income students retained  
**Out of 246 students served, 88% of students (217) are currently enrolled for Fall 2013**  
**85% of students (209) are in Good Academic Standing**



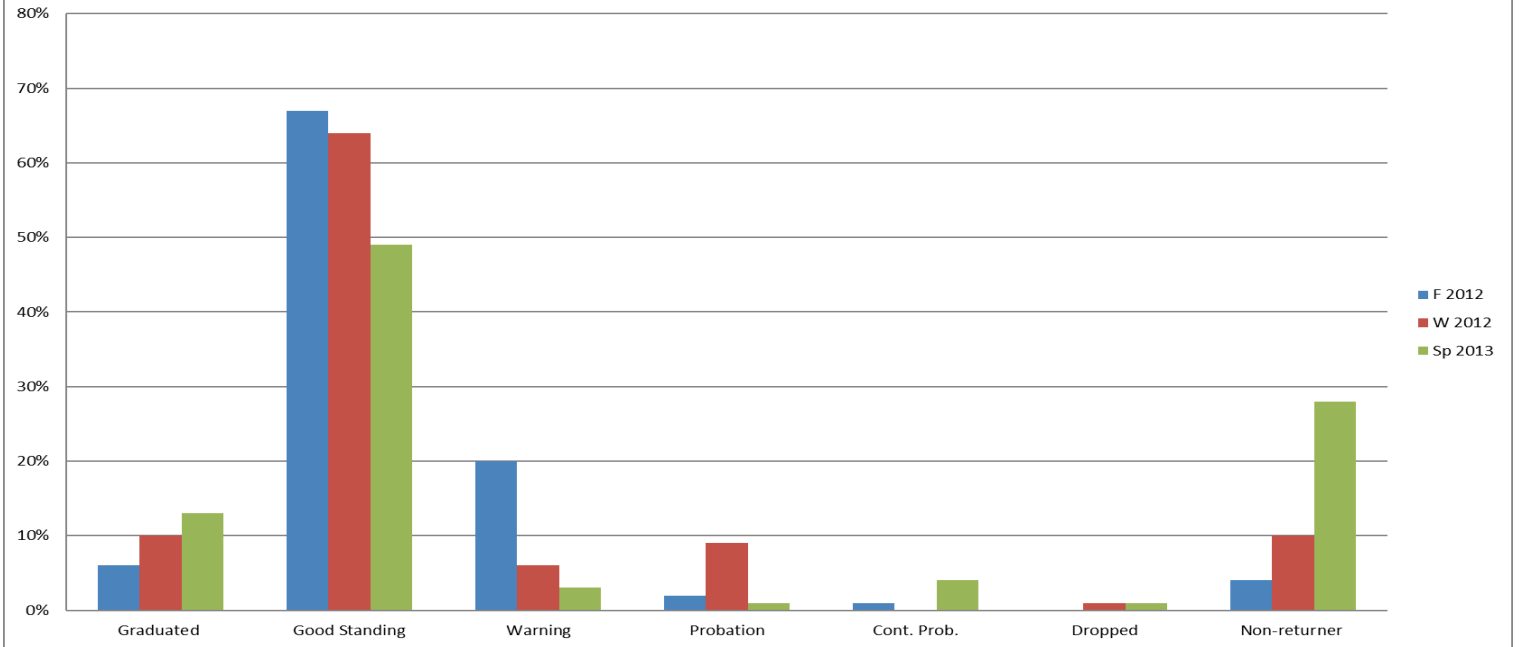
## College Success Foundation Students 2012-2013

Academic Standing	F 2012	W 2012	Sp 2013
Graduated	6%	10%	13%
Good Standing	67%	64%	49%
Warning	20%	6%	3%
Probation	2%	9%	1%
Cont. Prob.	1%	0%	4%
Dropped	0%	1%	1%
Non-returner	4%	10%	28%

Ninety-four (94) students were tracked from the CSF populations. Graduation rates increased each quarter while the majority of enrolled students were in academic good standing. Fewer students received academic warnings as the year progressed. With the exception of continuing probation, fewer students were in warning or probation status at the end of the academic year. Only 1% of the 94 students were dropped in the last two academic quarters. Non-returners are a group to explore about the reasons why they chose not to return to Western.



### Student Academic Standing by Quarter

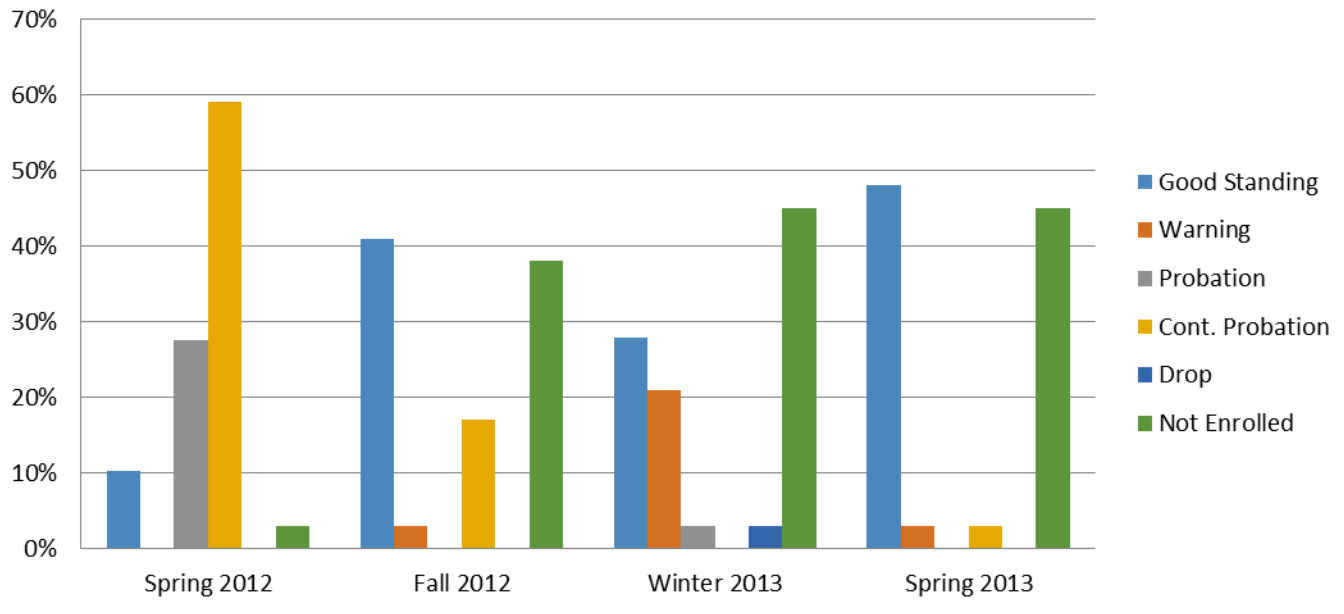


### First Alert Program Academic Standing

	Spring 2012	Fall 2012	Winter 2013	Spring 2013
Good Standing	10%	41%	28%	48%
Warning	0%	3%	21%	3%
Probation	28%	0%	3%	0%
Cont. Probation	59%	17%	0%	3%
Drop	0%	0%	3%	0%
Not Enrolled	3%	38%	45%	45%

Twenty-nine (29) students were tracked. Students in good standing increased from Spring 2012 to Spring 2013. Fewer students remained in warning, probation and academic probation as the year progressed. Only 3% of the students were dropped from WWU. The non-returning (not enrolled) students increased and would be a population to do more research, perhaps an exit interview.

## First Alert Program Academic Standing



### SOS Advisors Hours AY 2012

ADVISOR	AY 12 time	AY 12 contact	AY 12 Face to Face
Reneé	3.75	5	4
Elena	389.68	889	327
Fabiola(SOS)**	120.83	323	69
Joan	1,257.21	4,871	402
Marli	526.88	1,802	330
Totals	2298.35	7890	1132

SOS Advisors Hours AY 2013			
ADVISOR	AY 13 time	AY 13 contact	AY 13 Face to Face
Reneé	2.25	4	2
Elena	333.38	1712	378
Fabiola(ESC)	204.83	488	126.41
Fabiola(SOS)**	335	1609	362
Fabiola total***	539.83	2097	488.41
Joan	773.33	5989	392
Marli	442.58	3046	579
Totals	2091.37	12848	1839.41

Reason for SOS/ESC Contact	AY12	AY12
105 Credit Plans Total:	49.66	124
120 Credit Plans Total:	17.08	32
Academic Advising Total:	0.75	3
Academic Planning Total:	637.78	1,689
Academic Policy Total:	8.58	20
Academic Warning Total:	27.76	41
Career Change Total:	1.5	3
Choosing a Major Total:	120.75	521
Class Registration Total:	86.75	182
Course Withdrawal Total:	19.58	34
Cultural/Social Integration Total:	52.25	297
Financial Aid Support/Referral Total:	27.88	43
General Job Search Strategies Total:	36.25	23
Grades Total:	29.58	49
Graduate School Total:	4.25	8
Graduation Check Total:	6.16	12
GUR/Degree Evaluation Total:	4.16	9
Hardship Withdrawal Total:	3.25	7
Holds Total:	23	88
Housing Total:	1.25	4
Illness & Health Concerns Support/Referral Total:	3.08	5
Internships Total:	4.75	11
Leadership Opportunities Total:	18.75	75
Letter of Recommendation Total:	29.58	49
Mentoring Total:	4.25	8
Other Total:	6.16	12
Other(SOS) Total:	4.16	9
Probation Total:	3.25	7
Reinstatement Total:	23	88
Scholarships Total:	1.25	4
Stopping Out Total:	3.08	5
Study Skills Appointment Total:	4.75	11
Study Skills Total:	18.75	75
Time Management Total:	2.58	5
Total:	6.5	21
Transferring In Total:	5.58	7
Transferring Out Total:	1.58	4
Total:	2320.11	7950



Reason for SOS/ESC Contact	AY13	AY13
105 Credit Plans Total:	194.33	1460
Academic Advising Total:	1.08	3
Academic Planning Total:	623.9	1,833
Academic Policy Total:	6.48	51
Academic Warning Total:	13.91	28
Career Change Total:	0.66	3
Choosing a Major Total:	34.95	66
Class Registration Total:	78.06	238
Course Withdrawal Total:	9.16	22
Cultural/Social Integration Total:	696.5	6937
Dismissal:	13.96	2
Financial Aid Support/Referral Total:	56.16	310
General Job Search Strategies Total:	3.58	6
Grades Total:	35.58	260
Graduate School Total:	15.91	166
Graduation Check Total:	17.86	22
GUR/Degree Evaluation Total:	6.73	12
Hardship Withdrawal Total:	4.66	10
Holds Total:	2.16	7
Housing Total:	3.75	5
Illness & Health Concerns Support/Referral Total:	3.58	3
Internships Total:	7.91	34
Leadership Opportunities Total:	23.75	275
Letter of Recommendation Total:	15.68	30
Mentoring Total:	66.41	253
Other Total:	58.08	275
Other(SOS) Total:	2.16	13
Probation Total:	4.96	9
Reinstatement Total:	5.75	11
Scholarships Total:	50.66	437
Stopping Out Total:	4.51	14
Study Skills Total:	9.58	18

Transferring In Total:	3.83	7
Transferring Out Total:	1.5	5
Total:	2077.74	12825

Types of SOS/ESC Contact	AY 2012 Hours	AY 2012 Contacts	Types of SOS/ESC Contact	AY 13 Hours	AY 13 Contacts
Appointments	551.3	815	Appointments	88.91	821
Email	1,456.61	6,620	Email	1058.74	10,732
Workshop	86	44	Facebook		
No Show			No Show	22.16	38
Out-Of-Office			Out-Of-Office	0.33	2
Phone	12.5	30	Phone	13.49	37
Walk-In	158.78	284	Teaching Appointment (class)	193.41	642
SOS Admin+general	46.75	144	Teaching Email (class)	8.66	90
Grand Total	2311.94	7937	Walk-In	222.26	363
No longer tracked under this pull down menu			SOS Admin+general	11.82	70
Viking Advantage			Workshop	12	24
Transfer Access			Grand Total	1631.8	12819
CSF			No longer tracked under this pull down menu		
NWIC			Viking Advantage		
			Transfer Access		
			CSF		
			NWIC		

Note to all ASC please use “Teaching Appointment” do not use “class” Kelley Walker has fazed this out. You can also use “Teaching – Emails” for emails that are to your students in Educ 108

# End of the Year Program Report 2012-2013

**Name of Project/Program:** Access Program (Student Outreach Services, Western Washington University)

**Number of Students:** 21 students (2012-2013 cohort)

**Program Goal:**

To retain at least 85% of the program participants from year 1 to year 2 in college/university by utilizing the objectives listed below.

**Goal achieved?**  Yes. 18 of the 21 students (86%) enrolled in the Access Program successfully completed their first year of college and are eligible to begin their second year at Western Washington University and other institutions of higher education. One student withdrew due to financial reasons and two were academically dismissed from Western.

**Intended Program Outcomes:**

To assist students' transition from high school to successfully completing their first year of college by providing quality individualized and personalized advising services, access to social and campus integration opportunities, and connections to and an understanding of available campus resources. This will be achieved by utilizing the objectives listed below.

**Objectives:** By participating in the Access program, advisees (students) will be able to:

- Identify and utilize resources available to students on campus, when presented with a problem
- Prepare an academic plan that will help them reach short- and long-term academic goals, thus empowering students to incorporate and use planning resources
- Increase student peer connection through a shared learning community that Access students participate in during their first quarter
- Partake in Early Priority Registration which enables program participants to enroll into classes that are usually not available to first-year students
- Gain knowledge of Western and its many offerings and events by interacting with assigned Peer Mentors who will help first-year students connect to campus happenings and services
- Work with their Academic Support Coordinator to develop a graduation plan that is both efficient and tailored to meet the wants and needs of the individual student (when appropriate)

**Targeted Population:** High-achieving but academically at-risk freshman (first-year) students. While not always the case, Access students often possess a great deal of need for academic support as they may not have been as academically successful as their high school peers, and the Access program was designed to provide these students with the proper support to help them transition into the rigors of college academia.

### **2012-2013 Program Highlights:**

\*Access participants were assigned an Academic Support Coordinator (ASC) to assist them with things such as course selection, educational planning, campus questions, and many aspects of student life including financial, social or personal matters. The Access ASC often served as a gateway between the student and available resources and referred students to other campus services to make sure that the students were making the most of their time at Western.

\* Access participants were enrolled in a seminar class (EDUC108: Purposeful Learning) which was taught by their program ASC. The seminar class served several functions in assisting students as they transitioned into their college career. In the seminar class, the students developed and strengthened their study and time management skills, learned more about the campus and its many resources, and participated in informal, large-group academic advising sessions with their instructor ASC.

\*Access participants received early priority registration for classes during their entire first year, including early registration during winter and spring quarters 2012. They registered on the first day of registration which enabled them to take part of classes often not available to first-year students, allowing them to create optimal class schedules that fit their academic goals and worked with their daily schedules.

\*Access participants were invited to and participated in various workshops and activities hosted by SOS and the peer mentors designed to help students better understand the services available on campus, to develop strategies that would help them to achieve their short-term and long-term academic goals, and to provide students with opportunities to further integrate these students into a stronger academic/social community and better connect them to the campus.

### **Opportunities for the future:**

\*If additional funding were available, doing more Access Program/Student Outreach Services related activities could be useful in further connecting students to the program itself so that they might want to be more active in meeting with their ASC and peer mentors throughout the entire academic year, i.e. spring quarter when students appear to have "solidified" their transition into college and may feel that they no longer require any assistance from their ASC or from Student Outreach Services.

\*Opportunities for more cross-program collaboration (Access, College Success Foundation programs, Viking Advantage) would allow for more chances of peer interaction and collaboration, enabling students to become even further integrated into the campus community. This is also true for Access students connecting with other SOS staff members, providing for a larger network of support for students and expanded access to support resources.

\*Access Program assigned specific Mentor Project peer mentors that work directly with Access students the Access ASC and help to increase the strength of the support network.

**Continue?**  Yes

**Submitted by:** Fabiola Mora, Student Outreach Services Academic Support Coordinator