

Collegiate Outreach Recruitment and Exposure Program

The School of Business and Technology Webster University

The CORE Program at Webster University completed its third session on August 3, 2006. Since its inception, the program has successfully graduated 35 minority students of which 40% have been male, 60% have been female (Figure 1.1), 95% have been African American, 5% of Bosnian or other heritage (Figure 1.2). Their families income brackets below validates that this programs impact has significantly benefited students from economically challenged families.

INCOME LEVEL	STUDENT DISTRIBUTION
\$0-20,999	34%
\$21-26,999	14%
\$27-31,999	14%
\$32-37,999	6%
\$38-42,999	3%
\$43-48,999	6%
\$49-54,999	3%
\$55-60,999	6%
\$61-and over	9%
Not Reported	5%

Figure 1.1

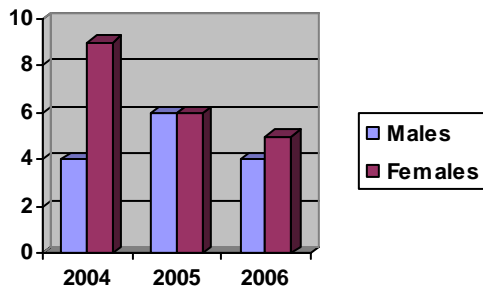
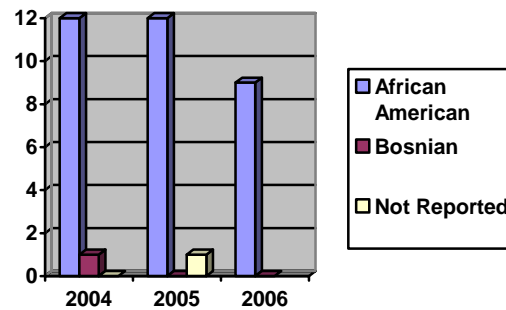


Figure 1.2



The focus of the CORE Program is not in graduating large, indistinguishable amounts of students. The true success of the program is measured on the students going on to higher education as well as the retention and completion of degree programs once enrolled. The staff of the CORE Program as well as Dean Akande has served as continued resources for all graduates, and encouraged students to maintain relationships with the program after graduation.

Of the 35 graduates who participated in the program, 5 were unable to be contacted in order to gain their current status. Those students are not included in the distributions from this point onward. The CORE Program recruits students who are entering their Junior or Senior years of high school. These students are targeted (specifically those entering their Junior year) in order to ensure maximum impact. These are students who are just embarking on a collegiate search, and by reaching them in the early stages before they have taken the ACT / SAT, this allows for more successful opportunities. These groups are also afforded enough time to make significant strides and changes in their high school careers, using the techniques, tips, and resources gained through the program.

The distributions of students going on to higher education are as follows:

1. **Currently Accepted** means that this student is currently accepted at a higher education institution, and will be attending in the Fall.
2. **Currently Enrolled** means that this student is currently enrolled at a higher education institution and is planning their academic career for success.
3. **Planning HE** means that this student is making plans for higher education, has applied to institutions of their choice and decisions were pending at the submission date of this report. All students coded as planning Higher Education are still enrolled in High School as well

Figure 2.1 2004 Students

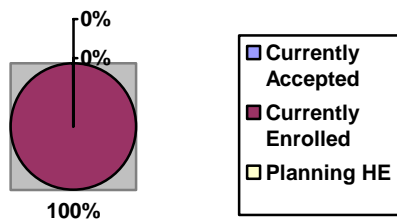


Figure 2.2 2005 Students

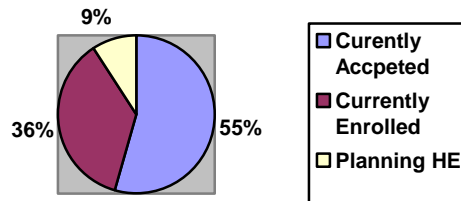
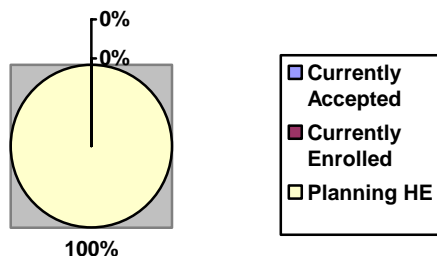


Figure 2.3 2006 Students



All CORE graduates that are currently enrolled in a higher education institution are recipients of financial aid. All students were encouraged to apply early and informed on the appropriate steps to take to ensure maximum aid. Specifically three students

secured full scholarship funding to their institution of choice. One student received a full presidential scholarship to Ottawa State University, another student was able to secure enough funding to cover educational and living expenses at Truman State, and a third will be attending Virginia Commonwealth University with enough financial aid to cover both tuition and housing. Other students reported a need to secure minimal loan amounts (under \$15,000 for all four years totaled), and a multitude of other scholarship and state funding that was secured.

The CORE Program is unique in that it does not solely focus on a student obtaining admission, or recruitment for Webster University in particular. The program is designed to aid a student in a self assessment that will help them determine what learning experience will be most beneficial to their particular needs. The program also works with students not only in securing admission, but how best to plan to be successful in a higher learning environment. This includes sessions on time management, effective researching and writing skills, as well as networking (CORE 2006 Syllabus attached). All sessions are conducted by working professionals, and 90% of the speakers donate their time in order to maximize other benefits that may be provided to the students. Due to this we have been able to provide students with ACT software, tutoring resources, newspaper subscriptions and graphing calculators.

Students have also secured mentorship and internship opportunities through the program. Lavell Kroner, 2006 CORE graduate, was able to further his connections and interests in international affairs by working with Robert Fischer, director of the World Affairs Organization here in St. Louis. According to Lavell, *"This program is different from other programs that just talk about your interest, they will actually set you up with internships and mentors...."* Another CORE graduate, Michael Thornton, also sees the values of such skills *"I learned that the relationships that I build now will help me to prepare for my future."*

Parental participation is critical to the success of the program and students. It is for this reason that parents are required to attend specific sessions regarding financial aid information as well as an introduction to the intensive college search process. Theresa Jerrod, parent of 2005 graduate Therance Jerrod said *"I felt the CORE Program was a blessed opportunity for children who want to be the best they can be and want to be in the know. It's intense, it's well worth the time and energy, and I am incredibly grateful for the staff. I myself have made it a point to tell other parents about the CORE program and provide them your name."* Parent Una Rodgers felt the experience was a worthwhile one as well, *"It's one of the most positive sessions that I know of that is free and only looks for commitment from the participants."*

The Program is critical to the St. Louis area, as it has serviced 35 students from 18 area high schools in the inner city area.

2004 Core Students: Amra Balagic, Ciarrah Beene, Dorothy Colyer, Jabari Conrad, Cassandra Cross, Jordan Franks, Teranee Hutch, Donald Jackson, Courtney Patterson, Marcus Rhodes, Tene Volious, Jade White and Ana Wooldridge

2005 Core Students: MacArthur Bennett, Augustus Cotton, Jr., Leandria Crawford, Leonard Dollenga, Tierra Edwards, Alyse Jenkins, Therance Jerrod, Penelope Johnson, Justin Potter, Dominic Ray, Shalonda Ross, Blair Sheppard and Asia Wallace

2006 Core Students: Pamela Davis, Brandy Hearton, Lavell Kroner, Jillian Lynum, Alicia Marshall, Britanie Onyema, Michael Thornton, Jamil Wooten and Jonathan Young