

Program Review Upward Bound 2011-2012

Program Description, Goals and SLOs

I. Goals and Objectives

What is the Upward Bound Program? (From Federal register, part v, Department of education, 34CFR part 645).

The Upward Bound Program provides Federal grants to projects designed to generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post secondary education. Grant amount-\$250,000. Grant award years 9/1/07-8/31/12.

Who is eligible to participate?

Participants must meet all of the following requirements:

1. Must be a citizen / national or permanent resident of the United States
2. Must be a potential first-generation college student (parents do not have a Bachelors Degree) or
3. Must be a low-income individual (*as determined by Federal TRIO Program income levels)
4. Must have a need for economic support in order to pursue a program of education beyond high school
5. Must have completed the 8th grade and be 14 years old
**The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150% of the poverty level amount*

What are the grantee requirements with respect to low-income and first generation participants?

At least two-thirds of the eligible participants, at the time of initial selection, qualify as both low-income individuals and potential first generation college students.

What services do all Upward Bound projects provide?

Core curriculum (for at least two years) instruction in:

- a) Mathematics (through pre-calculus)
- b) Laboratory Science
- c) Foreign Language
- d) Composition and
- e) Literature

All Upward Bound programs may provide such services as:

- a) Instruction in necessary for success beyond high school
- b) Personal counseling
- c) Academic advice and secondary course selection
- d) Tutorial services
- e) Exposure to cultural, academic and educational events and programs

- f) Opportunities to acquaint students with a range of career options
- g) Mentoring programs
- h) Stipends

U.S. Department of Standardized Program Objectives for Santa Monica College Upward Bound:

Objective I: Academic Improvement on Standardized Tests: 65% of all Upward Bound participants who, at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading / language arts and Math.

Objective II: Project Retention: 90% of 9th, 10th, 11th grade project participants served during each school year will continue to participate in the Upward Bound project during the next school year.

Objective III: Post -secondary Enrollment: 95% of all Upward Bound participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll on a program of post-secondary education by the fall term immediately following expected graduation date from high school.

Objective IV: Post-secondary Persistence: 85% of all Upward Bound participants who enrolled in a program of post-secondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

Target Schools in the Los Angeles Unified School District:

- a) Crenshaw High School
- b) Venice High School

Number of 9th, 10th, 11th and 12th graders served:

- a) 50 participants

How are services provided?

- a) Saturday Academy at Santa Monica College, two Saturdays per month. Transportation and lunch are included. Activities include: core curriculum classes, tutoring, workshops guest speakers, educational and cultural trips.
- b) Summer program at Santa Monica College, six weeks, Monday through Friday, 6 hours daily. Activities include: two or more core curriculum classes, SAT preparation, Speech I, STEM lessons, cultural and educational trips.

<p>2. How Goals and Institutional Learning Outcomes of the College are Integrated into the Program</p>

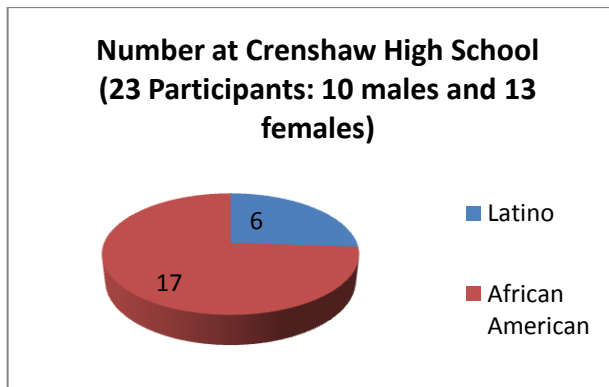
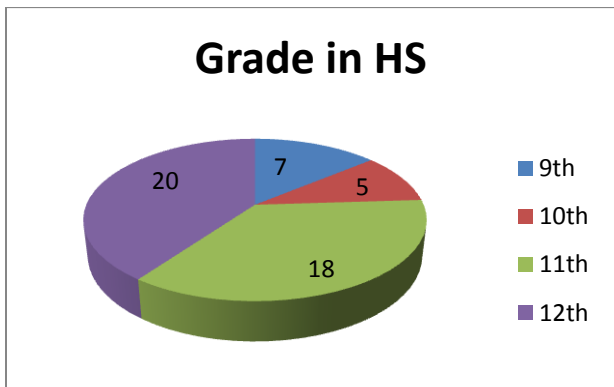
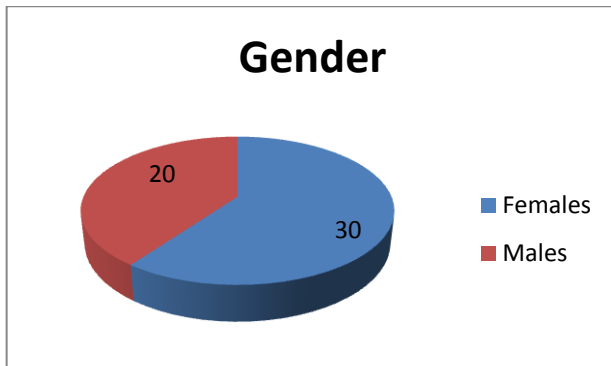
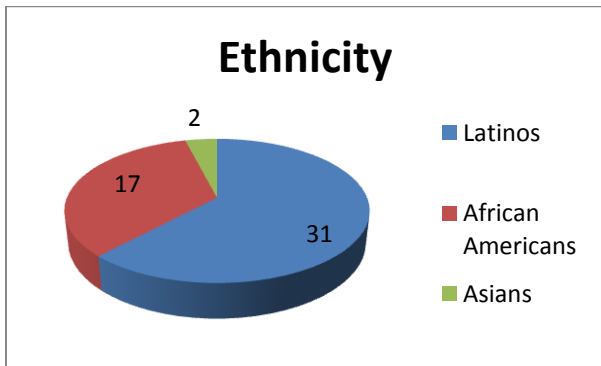
Upward Bound is in complete alignment with Santa Monica College’s mission, vision and goals. Upward Bound, “strives to create a learning environment that both challenges students and supports them in achieving their educational goals.” Our program is completely free to those who are eligible. Our goal is for our students to develop college-level skills that allow them to enroll in a post-secondary institution. Upward Bound serves as a model for students in the practice of Santa Monica College’s core values.

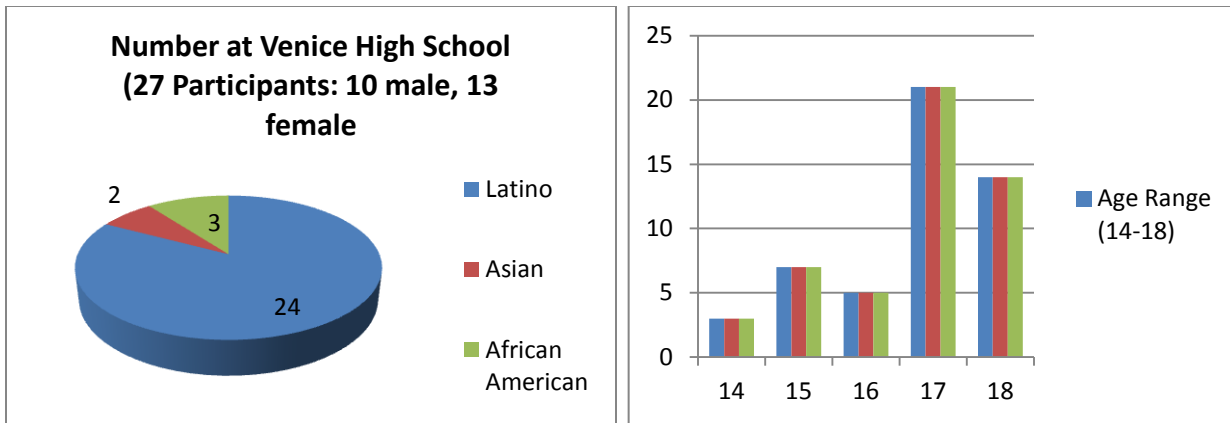
As for Santa Monica College’s ILOs – Upward Bound helps students develop self-confidence and self-discipline, obtain knowledge and skills needed to think critically, problem solve and communicate effectively. UB also exposes students from different cultural backgrounds to the inter-relatedness of all humans and the effects of their daily actions. We want our students to be concerned and responsible for their impact on the earth and understand what it means to live a “substantial and ethical life style.”

3. How the Program Evaluates Its Effectiveness in Meeting Santa Monica College’s Institutional Mission

- a) Annual performance reports (APR) reports to the U.S. department of education 52 parameters that show data relating to the four objectives. This data will be used to calculate prior experience points to the next grant completion.
- b) Student assessments, reflections and questionnaires that solicit opinions and comments from the students at the end of each academic year.
- c) SMC Placement tests are used to plan supplemental lessons to give students the necessary skills for college success.
- d) Summer Program Course offerings have included: Biology, Literature & Composition, Basic Algebra, Advanced Mathematics, California High School Exit exam (CAHSEE) preparation, SAT Exam preparation and Speech 1. These courses are part of a rigorous high school curriculum required for entry and success into Santa Monica College or any post-secondary institution.
- e) Science, Technology, Engineering and Mathematics (STEM) workshops to help students develop an understanding of technology and natural environments and career opportunities in STEM areas.

4. Who are Our Clients?





Comments: We are serving the students we are supposed to serve. They live in the target area, attend the target high schools and meet the Upward Bound eligibility requirements. All of the students need academic support in order to improve their grades. All students are enrolled in A-G courses to be eligible for the university of California and Cal State systems. Many students are not completing these courses with a grade of “C” or better and mirror the SMC population who will have to enroll in pre-college level courses after high school graduation. These same students leave high school with less than a 3.0 GPA.

5. Change in Program Goals

This is the first Upward Bound self-evaluation. The program goals must remain the same during the five year grant cycle that began September 1, 2007 and will end on August 31, 2012.

6. Modifications since Last Self-evaluation

Not Applicable

7. How does the department engage all members in SLOs?

Our first SLOs were written in June 2009 with the assistance of the TRIO / Student Support Services counselor. The year-end survey revealed 50% of students would put more effort into school because of Upward Bound. In 2010, the Upward Bound staff reviewed the SLOs and made no revisions. The end of the year survey indicated students wanted more field trips and physical activities.

In 2010, the Upward Bound staff created an assessment tool designed to evaluate the SLOs, services and activities during the 2010-2011 year. Participants say that UB has helped them connect good preparation to college readiness, given them college information they did not have and that consistent hard work leads to academic success.

8. Commendations and Recommendations

Not Applicable

9. Notable Achievements Since last Self-evaluation

Not Applicable

Program Improvement

1. What activities has program engaged in to improve student support services environment?

Students were encouraged to participate in EOPS cares Christmas Wish Tree as a community service project. Their monetary contributions bought a wish tree gift for a child.

2. How has the program assessed SLOs and how have you responded to the students?

Students complete assessments in the form of questionnaires, reflections or evaluations at the end of the academic year and Summer Program. Students also complete an evaluation form (Educational & Cultural Activities Form) after each field trip.

The results are reviewed and discussed by staff. We make sure to acknowledge the student's comments in an open discussion with all of the participants. We make every effort to incorporate student suggestions into future plans as long as they are allowable and reasonable costs.

3. How does the program ensure that SLOs are assessed consistently?

It is the project manager's responsibility to get staff input into the assessments and make certain an assessment occurs each year.

4. What program changes have been made on results of assessed outcomes?

More educational and cultural field trips have been planned. In January, 2011 students participated in a week of karate lessons after requesting more physical activities. Karate was not only physical, but it helped the students develop discipline and focus. One of the math supplemental instructions followed up with Geometry lessons that demonstrated the relationship of angles to karate.

5. Explain unusual patterns in student success and retention. Include planned responses or changes.

Characteristics – our first generation students have so much to learn about commitment and consistency. Most don't make the connection between homework and good grades. These target schools give students mixed messages regarding passing grades and college prep requirements (A-G courses). Their parents ask them to babysit, get a job, drop out of Upward Bound or they simply have no transportation to drop them off at the high school for SMC to pick them up. Students and parents do not understand the courses required for high school graduation and don't realize the rigorous requirements for entry into college.

All of the above results in inconsistent attendance at Upward Bound by students, consistently low grades and GPAs, course repetition and credit deficiencies. This precludes students from being accepted into a 4-year college, the original intent of Upward Bound. If they attend SMC, they are far below basic and in level c courses in English and math and have to be focused to succeed.

Our response to these problems is more contact with parents and students, more invasive advising and intervention, grade monitoring every five weeks and transcript evaluation to help students with high school course selection. Upward Bound is committed to helping students succeed – we are trying to build that same commitment in the minds and actions of parents and students.

Program Environment

1. Discuss program environment, relationships among program staff, students and other programs or support areas.

Upward Bound staff works closely with the rest of our department, TRIO / Student Support Services and Pico Promise. We are located in the counseling Annex and the Upward Bound staff relies on counselors for current college information and they rely on us for the current secondary school information. We make sure that our high school seniors are aware of the Support Service programs at SMC and to that end program leaders and Counselors from these programs have addressed the students in workshops at Saturday Academy. Many of these topics come from the Counseling 20 syllabus:

1. Learning Styles
2. How to find and get support from college support programs
3. If you had to live in another city, what should you know about it?
4. How to Use CSU Mentor
5. California Reality Check – Careers
6. Financial Literacy Basics
7. The U.S. Higher Education Systems

In addition to the counselor collaborations, we have been fortunate enough to have SMC faculty and staff impart their knowledge to the students:

1. Dr A. Buchanan – 5 Microbiology lessons with lab
2. Gregory Brookins – Workshop on Business & Accounting careers
3. William Selby – Los Angeles Cultural Bus Tour
4. Dr. A. Johnson – taught Speech / Summer 2011
5. Genevive Bertone – sustainability Tour of SMC

We use campus vendors for our morning snack year round and for lunches during the summer program. Since the summer of 2010 we have used SMC vans and the small bus to transport students from their high schools to SMC.

2. Describe the Number and Type of Staff

The Upward Bound staff consists of:

1. Program Manager – Master’s Degree (40 hours)
2. Academic Coordinator / Advisor – Master’s Degree (20 hours)
3. Administrative Assistant – High school diploma and office experience (40 hours)
4. 2-4 Core Subject Instructors – Bachelors Degree and Secondary Credential

The Program Manager, Advisor and Administrative Assistant work 12 months a year to create unique program each year to support the goals and objectives of Upward Bound. We work together to be in constant contact with students, parents, high school and SMC personnel, colleges and museums and core subject instructors. Our instructors work for 2 Saturdays a month and for 6 weeks in the summer. They bring K-12 expertise and innovative technologies in their subject areas to keep students engaged and actively learning.

We have had many challenges since the program's inception because the only permanent staff member has been the project manager. All other employees have been hired a temporary / limited term and not always at the same time. All staff put in extra effort, and time, when necessary to support the student and the Upward Bound goals and objectives.

3. Discuss program engagement in the instrumental efforts and activities.

The Program Manager has been a member of the following committees:

1. Accreditation – literacy
2. Environmental Affairs
3. Hiring Committee: English 1 Instructor Position
4. Tenure Committee: Earth Science Department / Anthropology Instructor

4. Discuss facilities and equipment assigned to support the program.

As a Federal grantee, we are able to buy equipment to support our students. As such, we have purchased technology to be used in Upward Bound workshops. For example, laptop computers, computer upgrades in Counseling Complex computer labs, LCD portable projectors, color printer.

We have access to classroom space that is available at the times we meet. Students have had classes in HS165, B101, B105, B106, LS106LA115, LA121 and LA136. When we meet on Saturdays, the students have complete access to the Counseling Complex Computer Lab. Upward Bound has a good relationship with the Media Center and on some Saturdays, we check out the media cart for presentations to the entire group.

5. Indicate the specific hours the program operates to meet students demand.

The Upward Bound office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Two Saturdays per month, we are open for Saturday Academy from 8:30 a.m. – 3:30 p.m. Staff is available during these hours to answer questions and assist students.

Academic Advisors are present at each high school one day per week for 5 ½ hours. This is the second year that we have visited Crenshaw High School on Tuesday and Venice High School on Wednesday. The advisors monitor students' grades and help them place strategies for success. In addition to our after-school tutors, we make students aware of school-sponsored tutoring programs. On Thursday, the Advisor spends the day at SMC documenting student contracts in the files, making phone calls to students and parents and creating packets of materials to disseminated to students regarding: colleges, financial aid, scholarships, how to study, test taking, SAT and ACT registration.

Students are present 2 Saturdays a month, September to June for workshops, classes and tutoring. In July and August, students come to SMC for 6 weeks and take 2 classes. The van picks students up at Crenshaw High School at 9:00 a.m. and Venice High School at 9:30 a.m. Our classes begin at 10:00 a.m. and end at 2:00 p.m.

6. Describe the influences that external factors have on the program.

First of all, we are governed by the Federal Regulations of the higher education Act. We have services that must provide and another list that may offer. The demographics of both high schools are of a low performing school struggling to close the achievement gap. Many of our students have a GPA below 2.5 and our goal is to get them ready for college. Many students are hard workers, but do not do well on standardized tests. We work very diligently to give our students

knowledge and experiences that will help them have an advantage over their peers in school. There are different social and cultural issues that prevent 100% effectiveness at each high school.

Most of our students are low-income and their parents don't know how to navigate high school because they are working long hours. The college and financial aid process is absolutely unknown to them. We are the guides for our students and parents for college access, matriculation, retention and graduation.

7. Describe the interactions between this program and other programs on campus.

Upward Bound works closely with Student Support Services, Black Collegians, Latino Center, EOPS, and Financial Aid to make sure our students apply to these programs for academic support when they attend SMC. Without the resources and knowledge of the leaders and counselors in these programs, the Upward Bound staff would be less effective and fall short of meeting Upward Bound's objectives.

Program Effectiveness

1. Describe how well the program is doing in terms of the following outcomes:

Volume: We serve 50 participants. Recruitment is done all year. If a student leaves, we replace him/her as soon as we have an eligible applicant.

Efficiency: Weekly high school visits, response to all messages within 24 hours, contact from the office are by phone, U.S. Mail and email. Students are documented in the individual student file.

Effectiveness:

SMC Grant Objectives:

Objective I: Academic Improvement on Standardized Tests: 65% -In years 1 and 2, 100% met proficiency, in 2011 96% met proficiency on the CAHSEE

Objective II: Project Retention: 90% -Each year, we lose 1-4 students who move or have family responsibilities that preclude UB attendance. We retain 92%

Objective III: Post -secondary Enrollment: 95% target was met in years 2 and 3. Year 1 had only one senior and he enrolled the following September in college.

Objective IV: Post-secondary Persistence: 85% this data will be reported November 30, 2011 on the 2011-11 APR.

Client Satisfaction: Seven students in the class of 2011 from both high schools enrolled at SMC. We see at least one of them daily. They stop by the office to ask questions and tell us about their classes. This is proof of the student satisfaction beyond what we read in survey responses. The staff can see the students' appreciation for the support and encouragement they have received through the Upward Bound program. One 2011 graduate wrote in her 2010-11 end of the year evaluation: "I would like to thank the whole Upward Bound staff starting from my 9th grade year for helping me succeed in high school and for transforming me into the bright, intelligent, tough lady I am today."

2. Discuss how program SLOs relate to program goals or achievement outcomes.

Student Learning Outcomes (SLOs) for Upward Bound:

1. As a result of Upward Bound, participants will recognize the connection between good high school preparedness that leads to adequate readiness for Post-secondary Education.
2. As a result of Upward Bound, participants will complete a college binder representing the application of college information learned.
3. As a result of Upward Bound, participants will conclude that persistence and perseverance are crucial in the attainment of their academic, career and life goals.

All roads in Upward Bound lead to high school completion and Post-secondary education.

3. Discuss what happens after students participate in program activities. Are they successful in meeting their goals?

Yes, they are successful in meeting their goals of attending college. A freshman, UB alumni, was in my office today and this is his Life Plan from Counseling 20: graduate from SMC in 2013-16, transfer to CSUN and graduate 2015-16, become an FBI agent. He is UB – first generation, low income, parents who are immigrants from Mexico for better opportunities, a mother who speaks little English, but asks UB a lot of questions. His sister, currently in UB, has As and Bs and will probably go directly to a 4-year college. This is just one story. Here are the statistics for each graduating class:

2009 -- 1 graduate enrolled on September 2010 at Los Angeles Community College (LACC)

2010 -- 6 graduates: Santa Monica College (1), West Los Angeles Community College (1), Employment (1), 4-year schools (3)

2011 – 20 graduates: Santa Monica College (9), West Los Angeles Community College (1), 4-year schools (7), Employment (3)

The students who went to work did so because of family hardships, not because they did not want to attend college.

Conclusions and Recommendations

1. Summarize areas of strength and areas that need improvement

Our strength is in the information we are able to impart to those students who regularly attend. We see improvement, growth and their use of knowledge acquired to effectively plan their futures. Those motivated students can't get enough from Upward Bound.

We need to improve in having more consistent participation from all students. We have tried all manner of incentives, but some students are still not making the connection between the value of coming to Upward Bound and their success.

We as a staff spend a great deal of time discussing and reviewing our practices. We also meet with other Upward Bound programs and outside agencies to develop new ideas and techniques for capturing the attention of the elusive students.

2. Strategies for the future. Include program priorities and changes.

The number one priority for the Upward Bound program is a permanent staff to provide consistency for the students. If our staffing changes frequently, we can't fault the students for their inconsistencies. Human Resources and the Personnel Commission need to find a way to align SMC positions to grant-funded personnel. The grant has an expiration date so too would a grant-funded position.

This Upward grant was funded for 5 years and expires 8/31/2012. In the next competition, we intend to have one workshop SATURDAY Academy per month and the other as an Educational / Cultural fieldtrip activity. We hope this will be an incentive to the students to participate regularly. We also hope to add Santa Monica High School as a target school. Many of the students who live in close proximity to Santa Monica College will be eligible for Upward Bound as low-income, first-generation and students with academic need. We want to meet the college needs of the students in our immediate environment and improve their academic success also.