

Program Overview

Program	Upward Bound
Does this program have a CTE component?	Yes
Academic Year	2019/2020
Review Period	6 Year
Service Areas	

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Upward Bound program is designed to generate in participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education. It is a federally funded program through the U.S. Department of Education, TRIO division.

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 postsecondary institution. Upward Bound serves as a model for students in the practice of Santa Monica College's core values.

Upward Bound is funded for five years through a grant funded by the U.S. Department of Education. The base amount of the grant is \$257,500. Grant awards are from September 1st to August 31st. SMC has received three grant awards: 2007-2012, 2012-2017. and 2017-2022.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The following overarching goals are prescribed by the U.S. Department of Education, Office of Post-secondary Education Student Services Division/TRIO for each of the five project years. Regulations for compliance and monitoring are in CFR Part 645.

1. 65% of participants served will have a year -end cumulative GPA of 2.5 or better.
2. 50% of seniors served will have achieved at the proficient level on state assessments in reading/language arts and math.
3. 90% of participants served will advance to the next grade level, or will have graduated from secondary school with a regular secondary diploma.
4. 65% of participants, with an expected graduation date at the end of the project year, will complete a rigorous secondary program of study and graduate with a regular diploma.

5 .80% of graduates will enroll in a program of post-secondary education (PSE) by the fall term immediately following graduation.

6. 45% of graduates who enroll in PSE by the fall term will attain either an Associate or Bachelor degree within six years post high school.

Upward Bound is required to submit an Annual Performance Report (APR) each year to monitor and report how we are meeting the above six objectives.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

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. Upward Bound 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".

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

The Upward Bound program is 100% funded by the U.S. Department of Education. The current 5 year grant is from September 1, 2017 through August 31, 2022. The yearly funded amount is \$257,500. There is no district match, all staff positions are funded completely by the grant.

All TRIO programs received an increase in the 2019-2020 budget. Our current grant is \$287,537.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Saved Information For Populations Served

Area/Discipline Information Pertains To

Upward Bound

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

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*

We serve 60 students each year, 2/3 of whom must be both low-income and first generation 9th - 12th grade high school students. The students attend one of 3 target high schools in the Los Angeles Unified School District (LAUSD): Venice, Ouchi/Alliance Charter or Maya Angelou. They are all full-time high school students between the ages of 14 to 18. All participants must be U.S. citizens or Permanent Residents. 83% of our current students are Hispanic, 17% are African American and 1 Filipina student.

The 2018-2019 demographics were 60 total students:

- Gender:
 - Female: 42 students
 - Male: 18 students
- Target High School Participants:
 - Maya Angelou Community HS: 2 students
 - Alliance William & Carol Ouchi HS: 34 students
 - Venice HS: 24 students
- Ethnicity/Race
 - African: 1 student
 - African American: 10 students
 - Filipina: 1 student
 - Hispanic: 46 students
 - Mixed race: 2 students
- Grade in High School
 - 9th Grade: 3 students
 - 10th Grade: 16 students
 - 11th Grade: 25 students
 - 12th Grade: 16 students

Status of the 2019-2020 student population is currently 43 students. We are in the process of recruiting 17 new students. We are attempting to equalize the numbers at each target school by accepting more students at Maya Angelou HS, and a few more at Venice HS.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

Our current student population is overwhelmingly Hispanic. Over the last six years, we have served over 181 individual participants from four target schools:

- Gender
 - Female: 115 students
 - Male: 66 students
- Target Schools
 - Crenshaw HS: 33 students
 - Alliance William & Carol Ouchi HS: 71 students
 - Venice HS: 76 students
 - Maya Angelou Community HS: 1 student
- Ethnicity/Race
 - African: 1 student
 - African-American: 28 students
 - Asian: 2 students
 - Hispanic: 141 students
 - Pacific Asian Islander: 1 student
 - Caucasian: 2 students
 - Mixed race: 6 students

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

In 2013, Crenshaw High School, with a historically African-American student body, restructured their school and lost significant enrollment. At the time, there were six Upward Bound programs serving Crenshaw High School students. There were not enough eligible students for these programs to recruit. Upward Bound Santa Monica College was given permission to recruit students from Alliance William & Carol Ouchi High School located in the target area of Crenshaw. That year we began successfully recruiting students from Ouchi, and this high school has a majority Hispanic student population.

Upward Bound currently has less African-American students because of the loss of Crenshaw High School as a target school in 2017, and the small number of non-Hispanic students at all of our target schools.

In the 2017 grant, Ouchi began an official target high school for the SMC TRIO Upward Bound grant.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Upward Bound

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Upward Bound SLO s:

1. As a result of Upward Bound, participants will recognize the connection between good high school preparation and adequate readiness for Post -Secondary Education.
2. As a result of Upward Bound, participants will compile 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.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

a) Annual performance reports (APR) reports to the U.S. department of education 67 parameters that show data relating to the six objectives. This data will be used to calculate prior experience points to the next grant competition.

- b) Student assessments, reflections and questionnaires that solicit opinions and comments from the students at the end of each academic year, end of summer program and after education/cultural field trips.
- c) Summer Program Course offerings have included: Literature & Composition, Geometry, Pre-Calculus, Counseling 1: Study Skills, Counseling 12: Career Planning, Counseling 11: Orientation to Higher Education, Latin and a kaleidoscope of science (chemistry, anatomy and microbiology). These courses are part of a rigorous high school curriculum required for entry and success into Santa Monica College or any post-secondary institution.
- d) Science, Technology, Engineering and Mathematics (STEM) workshops to help students develop an understanding of technology and natural environments and career opportunities in STEM areas.
- e) Financial Literacy: Students enrolled in Business 47- Personal Finance and visited Junior Achievement Finance Park.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

Upward Bound utilizes surveys to solicit suggestions for educational/cultural activities, and the senior planning sheet is used to track and evaluate senior college choices.

SMC Upward Bound finds that our female student and Hispanic students, regardless of gender, are performing better, taking more rigorous classes and fully engaged in the college planning process.

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives

No Objectives have been defined

Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

We choose our college visit field trips based on the suggestions and desires of our high school participants. These suggestions are compiled from the written evaluations students submit after each

cultural/educational activity, at the end of the academic year for Saturday Academy and at the end of the Summer Program.

The Project Manager and the Upward Bound Advisor are available at SMC during High school holiday weeks (Thanksgiving and Spring break) when SMC is open to assist students with college application completion. This assistance included: Essay proof reading, application submission, ordering/paying for SAT and ACT test scores to be sent to colleges, completion of FAFSA and CSS Profile, Housing deposits, interpretation of financial aid awards.

The above weeks were in addition to weekly high school visits, email correspondence, telephone calls, parent conferences, nine Saturday Academy sessions and the Summer Program.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

Recommendation #1: We utilized Survey Monkey to collect student responses.

Recommendation #2: Our program structure is clearly defined in our grant proposal which includes the methods used for program activities and curricular content. The parameters for selecting participants is defined by the regulations: U.S. citizens, low-income/first-generation, 2.5 min. grade point average, and enrollment in college preparatory curriculum.

Recommendation #3: Upward Bound has hosted two parent meetings since our last self-study. These two meetings were poorly attended. We are still brainstorming on how to increase parent engagement beyond their signature on the application. telephone calls and printed materials mailed home.

Recommendation #4: Upward Bound is continuing partnership with other college programs, other college access programs, SMC counselors and faculty. We collaborate with other college programs (i.e, UCLA Admissions) and SMC resources to bring speakers and deliver workshops to our students. This in turn strengthens the experience of our student who then help us recruit other students from the target high schools.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

The Upward Bound Student Services Specialist has been filled since February 2018 with a temporary employee. A new classification was created for grant programs beginning Fiscal Year 2019-20.

The permanent Program Specialist (Upward Bound Advisor) began working with students on September 3, 2019.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

All TRIO programs received a 4.25% increase in funding and additional funds from the 2018 Appropriations Bill. The SMC TRIO/Upward Bound grant received \$17,655 more for the 2018-19 year. We also submitted a proposal for STEM Activities and increased our funding another \$40,000. Our total grant award for 18-19 is \$315,155. The \$17,655 will be used to offset employee benefit increases and allow for more educational trips and guest speakers. The \$40,000 has paid for an additional Saturday Academy, STEM backpacks, science supplies, and faculty stipends for SMC faculty who taught our students on Saturdays.

In 2019, we received an increase of \$30,037 that will be used to offset the additional hours and benefits for the permanent advisor. We have \$17,000 from the STEM one time supplement that will be used for additional science workshops over the next two years.

D2. Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Participants want more information and more workshops to help them understand how to choose a college and the complete application process. Students feel they are maturing and gaining the motivation needed to be ready for post-secondary education. They want the program to continue to offer new experiences for growth and development.

D2: Coming year's Objectives (Moving Forward)

Objective #1

Objective:

65% of participants served will have a year -end cumulative GPA of 2.5 or better.

Area/ Discipline/ Function Responsible: Upward Bound

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Other Factors

Student Effort

Timeline and activities to accomplish the objective: By the end of the school year, June 15th

Describe how objective will be assessed/measured: Transcript review

Comments: We hope to exceed the percentage listed in the grant.

Objective #2

Objective:

50% of seniors served will have achieved at the proficient level on state assessments in reading/language arts and math.

Area/ Discipline/ Function Responsible: Upward Bound

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Other Factors

Student attendance on the test administration date in 11th grade.

Timeline and activities to accomplish the objective: Request scores from the high schools after they are available in June.

Describe how objective will be assessed/measured: Compare individual student scores to the levels of scores for English Language Arts and Mathematics: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met.

Comments: We hope to exceed the 50% written in the grant.

Objective #3

Objective:

90% of participants served will advance to the next grade level, or will have graduated from secondary school with a regular secondary diploma.

Area/ Discipline/ Function Responsible: Upward Bound

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Other Factors

Transcripts

Timeline and activities to accomplish the objective: Working with students and counselors to identify a-g courses with "D" grades and create a plan for course repetition. For students that are credit deficient, we help them create a plan for credit recovery for on-time graduation.

Describe how objective will be assessed/measured: Upward Bound monitors the students grades every 5 weeks for course progress, and credit completion towards graduation.

Comments: We are comfortable with the 90% written in the grant. Each year, there is at least one student that is in jeopardy of not persisting due to unexpected circumstances.

Objective #4

Objective:

65% of participants, with an expected graduation date at the end of the project year, will complete a rigorous secondary program of study and graduate with a regular diploma.

Area/ Discipline/ Function Responsible: Upward Bound

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Other Factors

One of the 16 a-g courses is not completed, or student received a grade below a "C"

Timeline and activities to accomplish the objective: Course repetition and "D" grades, proper course selection

Describe how objective will be assessed/measured: Transcript review

Comments: We hope to exceed the 65% listed in the grant because our target schools are offering a curriculum with rigorous course offerings.

Objective #5

Objective:

80% of graduates will enroll in a program of post-secondary education (PSE) by the fall term immediately following graduation.

Area/ Discipline/ Function Responsible: Upward Bound

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Other Factors

Insufficient financial aid awards, pregnancy and family circumstances

Timeline and activities to accomplish the objective: Upward Bound staff verifies with the National Student Clearing House the post-secondary enrollment of all graduates starting in November of every year. We are required to track persistence for six years post-high school graduation.

Describe how objective will be assessed/measured: Date of enrollment

Comments: Students who does not enroll until the spring are never counted in our cohort of graduates who enrolled in college.

Objective #6

Objective:

45% of graduates who enroll in PSE by the fall term will attain either an Associate or Bachelor degree within six years post high school.

Area/ Discipline/ Function Responsible: Upward Bound

Assessment Data and Other Observations:

SLO Assessment Data

External Factors:

Other Factors

Student must enroll in college, and college must report to the National Clearing House

Timeline and activities to accomplish the objective: We check the National Student Clearing House in November because universities with an end of September start date (i.e. UCs, Stanford) will not have reported matriculation until October.

Describe how objective will be assessed/measured: Assessed by the student's expected four-year graduation year. By federal regulations, we continue to monitor student's college graduation for six years.

In preparing for the 18-19 APR, we found through data collected through the National Student Clearing House that 39 students of our 181 served (21.8%) have attained an A.A. or B.A. Of those 39 students, 4 students have earned an A.A. and transferred to a 4 year school and completed a B.A. Additionally 3 of those 39 students have already obtained a Master's degree within the required six years.

Of the remaining 142 students at least 50% are still persisting on their quest for an A.A. and/or B.A.

Comments: We are comfortable with the 45% because we are aligned with the national and state graduation averages.

F. Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Project Manager has been the chair of a first and second year ten-year committee, assisted the Personnel Commission with the creation of a new classified position and with interviews, served on the DPAC College Services and SMC/SMMUSD Collaborative committees.

Project Manager is a member of the Enrollment Development unit and the Management Association. Because of the location of her office in the Counseling Annex, she is in collaboration with many full and part-time transfer counselors and is the Building Monitor for Emergency Preparedness.

SMC Upward Bound is an institutional member of COE (Council for Opportunity and Education) and WESTOP (Western Association of Educational Opportunity Personnel) which makes the Project Manager, Program Specialist and Grant Writer voting members of these organizations.

Other staff members are encouraged to attend Campus- Flex Days and professional development that will contribute to office efficiency and help to develop more effective advising techniques.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Through membership in the SMC Associates and the SMC/SMMUSD Collaborative, the Project Manager has had the opportunity to meet and engage with members of the local community.

Project Manager is also a Member of a Los Angeles Community organization, Black Community, Clergy and Labor Alliance (BCCLA) Education Committee. The focus of this group is to advocate for high quality educational experiences for African American children in LAUSD and to finally close the achievement gap.

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

Upward Bound staff works closely with the SMC Counseling Department and other SMC academic disciplines. 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 programs at SMC and to that end program leaders and Counselors from these programs have addressed the students at Saturday Academy and during the summer. Many have taught SMC counseling courses in our summer program.

Example workshops:

1. Learning Styles
2. College Knowledge
3. Factors to Consider in Choosing a College

Example Counseling Courses:

1. Career Planning
2. Orientation to Higher Education
3. Financial Planning

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 – Microbiology lessons with lab
2. Dr. Rebekah Cordero- Chemistry & Global Warming
3. Dr. Rasheeda Hawk- Biology
4. Jaime Cruz- History
5. Nick Mata- EOPS
6. Wendi DeMorst- Supplemental Instruction and Tutoring
7. Stacy Neal- Financial Aid
8. Dr. Melanie Bocanegra- STEM

We use camps vendors for our morning snack year-round and for lunches during the summer program. Since the summer of 2010 we have an arrangement with SMC to transport our students roundtrip from their high schools to SMC for Saturday Academy and the summer program. We have graduated from the 14-passanger vans to the 25-passanger buses.

In 2017-2018, First Year programs gave us 25 iPads for our students to use when they are on campus participating in Upward Bound activities.

G1. Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Upward Bound will continue collaborations with the following departments for the benefit of our students who will attend and are currently at SMC: Financial Aid, Welcome Center, Outreach, EOPS, Transfer Counseling, Black Collegians, Latino Center, Career Center, Supplemental Instruction/Instructional Assistants, STEM, Admissions and Records, and the Grants Office.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Upward Bound would like:

- Priority access to a computer lab for Saturday Academy and the summer program
- A permanent network account assigned to TRIO Upward Bound for use by our students in campus computer labs

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The previous staffing issues in the advisor position have been resolved with the creation of a permanent Program Specialist position as of September 2019.

A collaboration with the Director of Supplemental Instruction/ Instructional Assistants, the Dean Of STEM/Equity and the Math department has allowed a very talented SMC Math IA to tutor Upward Bound participants at our Saturday Academies for the last three years.

The PBAR process and the Personnel Commission have been extremely helpful with both of the positions mentioned above.

4. List all current positions assigned to the program.

Project Manager -- 100 %, 12 months

Student Services Clerk -- Permanent, 20 hours per week. 12 months

Advisor/Program Specialist-- Permanent, 30 hours per week, 11 months

Tutors/Instructional Assistants--Not to exceed 310 hours per academic year

Consultants: SAT Prep, High School teachers, SMC Instructors and speakers for 9 Saturday Academies and the 6 week Summer program

G2.Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

This grant will continue to be funded until August 31, 2022.

Our new school, Maya Angelo, has been a challenge. Students sign up, we send applications but get very few returned. We will have to implement a new strategy in 2019-20 and are working closely with the 9th grade academic counselor to recruit students.

Many prior year graduates have told us that Upward Bound made a real difference in their lives. It is a valuable program to have associated with SMC.

I hope that SMC Grants Office will continue to submit grant proposals every five years to offer support to future first-generation and low-income students.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Priority access to campus computer labs for our 9 Saturday Academy workshops during the academic year, and during the 6 week summer program.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Upward Bound would like to add additional academic tutors to Saturday Academy instruction.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Upward Bound is fully staffed and we are running more smoothly and efficiently with the addition of a permanent Student Services Clerk in April 2016 and a permanent Program Specialist as of September 2019.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Upward Bound has to continue to work hard on behalf of its participants. We have to be very proactive, organized, consistent and deliberate in all aspects of the program --staffing, activities, workshops and collaboration with target schools and our host, SMC.

6. Please use this field to share any information the program feels is not covered under any other questions.

Over the last six years, Upward Bound creates and delivers workshops on college access topics including: financial aid and college application assistance when requested by our target schools.

We have participated over the last two years in the Pico Neighborhood Association College Summit.

Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

Program review forces Upward Bound to take a look in hindsight and reflect on both positive and negative outcomes.

Upward Bound looks forward to making plans to offer better future services to our participants.

Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Attached Files

Program Review 2019.20 Attachments 11.22.19