

# Program Review - Service - Upward Bound Latest Version

## Overview

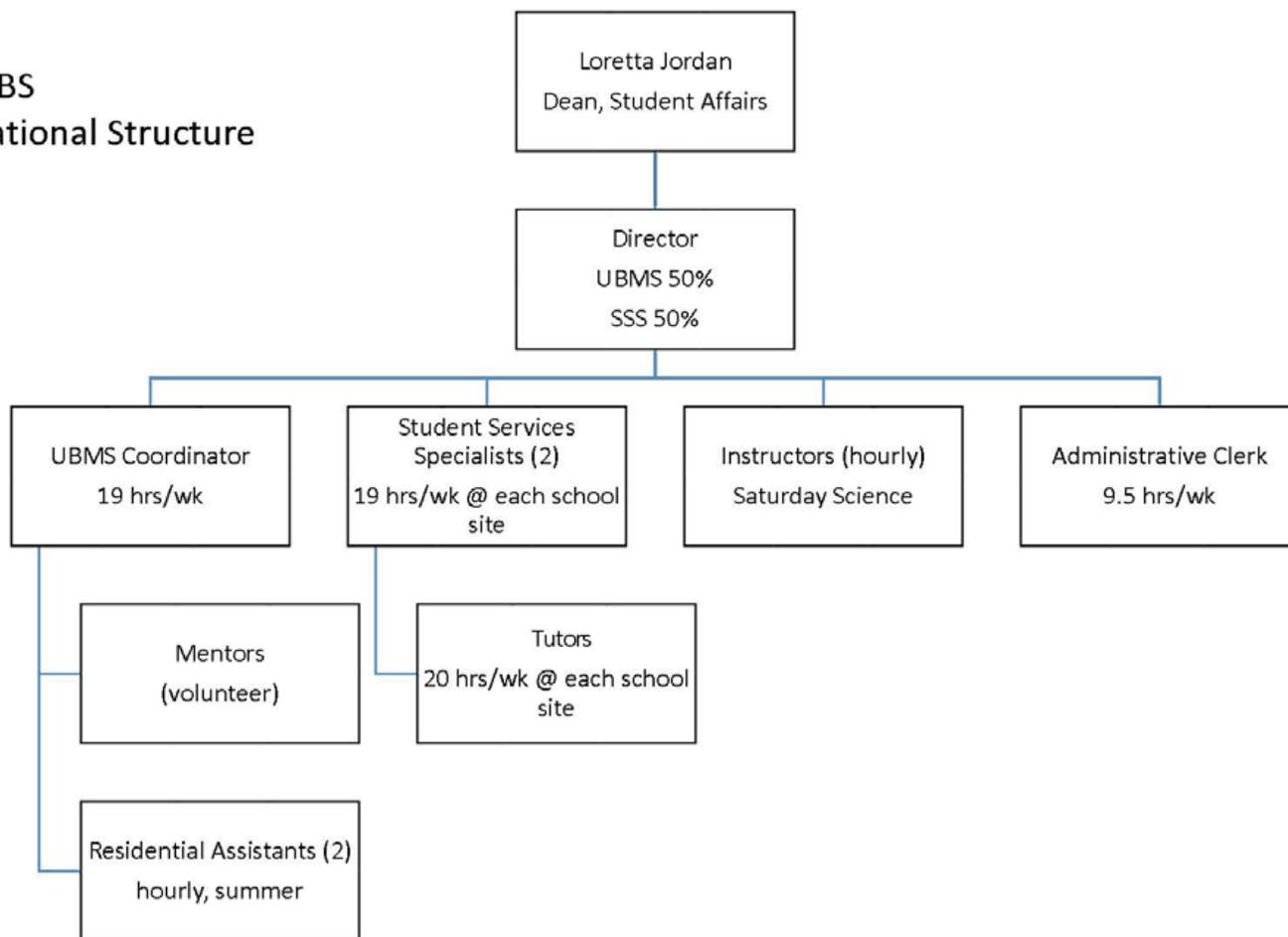
Program Review - Collaborators : Version by **Perez, Lakyshia** on **02/20/2020 17:26**

Collaborators
Ramirez, lilliana

Program Review Overview - Organizational Chart : Version by **Perez, Lakyshia** on **02/20/2020 17:26**

Please insert the organizational chart for this program or service area.

### SCC UMBS Organizational Structure



1.

Program Review Overview - Service Area Functions : Version by **Perez, Lakyshia** on **02/20/2020 17:26**

Function	Description
Academic Performance - Grade Point Average (GPA) 74% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.	Objective met through weekly academic review sessions, targeted tutoring, Science Saturdays held twice a month, and supplemental science, math, and English based instruction during the summer residential program.
Academic Performance on Standardized Tests: 65% of UB seniors served during the project year will have achieved proficient level on the state assessments in reading/language arts and math.	Conduct learning needs assessments at the start of the school year with each student to establish tutoring routines according to students needs. Additionally, we collaborate with teachers and provide case management style monitoring. Coordinator meets with at-risk students on a monthly basis in addition to weekly advisement sessions with their site specialist.

Function	Description
Secondary School Retention and Graduation: 95% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.	Fosters social support networks for students that create positive interactions between students and staff. Students participate in leadership and confidence building workshops to enhance students individual perception and identity. Additionally, we review semester grades in collaboration with their school counselors to ensure students participate in credit recovery. We host parent education workshops to educate them on monitoring their child's academics, career interest, higher education, transitions and how to best support and advocate for them during high school.
Secondary School Graduation (rigorous secondary school program of study): 60% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.	Develop academic plans and intensely monitor student grades through Aeries, maintain communication with teachers, progress grade reports, and annual transcripts. Students attend study skill review sessions and scholarship development workshops throughout the year.
Postsecondary Enrollment: 80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of post-secondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (i.e., spring semester).	Coordinator conducts senior seminar during Science Saturday and after school with all seniors to guide the through the college application and FAFSA. Additionally, specialist research scholarships for students to apply throughout the year.

## Goals and Objectives

### Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Perez, Lakyshia** on **02/20/2020 17:26**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

Upward Bound Math & Science follows a yearly academic curriculum that follows Orange Unified School Districts graduation requirements, all of which are aligned with CSU/UC admissions requirements. Furthermore, we conduct annual performance reporting through the Department of Education to ensure UBMS meets its program objectives. Updates to program are implemented through data collected from senior exit surveys, annual performance reporting, grant objectives, student and parent feedback, and academic performance measures. How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

The Upward Bound Math and Science program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession. Our partnership for the program are two high schools in our community; Orange High School and El Modena High School.

*Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.*

### Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Perez, Lakyshia** on **02/20/2020 17:26**

Annual Plan Goal
NA

## Data Analysis

### Program Review Data Analysis - Service : Version by **Perez, Lakyshia** on **02/20/2020 17:26**

Please provide comment on student survey results administered by the program, if any.

Per Student Surveys throughout the academic year:

- 100% understand the depth and breadth of the 4 year system.
- 95% of students understand the difference between OUSD A-G requirements and CSU/UC A-G requirements. For CSU/UC consideration classes must be passed with a C or better to be considered.
- 95% of Summer Program Participants felt more confident in their math abilities after completing the supplemental PreCalculus course through continuing education.
- 90% of Summer Program Participants felt more confident in their writing abilities.
- 100% of Summer Program Participants developed an understanding to computer programing after completing Computer Science 100.

Please provide comment on program exit exams or other assessments of graduating students, if any.

All UBMS students in their senior year attend senior seminars to ensure they complete their college applications, FAFSA, scholarships, career exploration and are on track to graduate. Additionally, the Coordinator meets with them for a face to face senior exit interview. During the interview students provide feedback on their entire program experience and how they benefitted from the UBMS Program.

Per Senior Exit Surveys:

- 100% of participants complete FAFSA application
- 100% of participants complete a community college application.
- 70% of participants apply to a 4-year university.

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

The UBMS program maintains communication with former seniors during their first year of college via email and phone to follow up on their transitions from high school to college.

Per students post-graduation surveys and feedback:

- 80% of graduating students participated in a summer bridge program following acceptance.
- 100% of students were able to navigate the admissions process.
- 90% of students joined support programs at their new schools.
- 100% met with a college counselor to develop an education plan.

Please provide data pertaining to the instruction or delivery of service, if any.

Results are collected through students questionnaires, pre & post paper/google surveys, senior intake interviews, phone calls, emails, and exit interviews with the UBMS Program Coordinator.

## Outcomes Assessment

### Program Review Outcomes Assessment - SAOs : Version by Perez, Lakyshia on 02/20/2020 17:26

Total Number of Service Areas	Total Number of SAOs	Total Number of SAOs Measured
1	5	5

### Program Review Outcomes Assessment - SAOs Table : Version by Perez, Lakyshia on 02/20/2020 17:26

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
74% of participants will have a GPA of 2.5 or higher on a four point scale	Yes	Students receive targeted and quality tutoring during the academic year. Students then meet individually and in group with program tutors after school. Additionally, Specialist provide academic advisement sessions with students to monitor progress and teach students to manage their own learning. Lastly, students participate in an intensive 6 week summer program where they are enrolled in college courses, and receive supplemental math, science, and English review on their upcoming years class placements curriculum. 86% of students complete the year with a 2.5 or higher.
65% of UB Seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.	No	47% of senior cohort attained proficiency level on their state assessments. During the last two years El Modena High School implemented an accelerated school schedule where students took a year long course in one semester. Due to this change, students could go up to an entire semester before taking the next level math and English course. The transition in schedules and gaps towards the continuation of their learning posed as a barrier towards achieving proficiency.
95% of project participants will continue in school for the next academic year, at the next grade level, or will have continued from secondary school with a regular secondary school diploma.	Yes	100% retention and graduation rate. UBMS creates an environment that is inclusive for students and their families. A critical component in the success of student retention is the relationships all program staff has with both students and their families. Parents participate in Parent Academy, meet with program staff regularly, learn to navigate Aeries themselves, advocate for higher education and motivate their children to excel academically.
60% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.	Yes	All students receive academic plans and are intensively monitored through Aeries. Staff collaborates with counselors and teachers during the academic year to inquire on students academics and behaviors in class, as they may be factors that impact their performance in school. Additionally, we provide grade reports, progress reports, weekly study skills development, and track progress and regression of grade percentages. Whether grades regress or progress, staff communicates with parents to inform them of their son and daughters improvements. 94% of students meet this objective.

Service Area Outcome	Outcome Met?	Explanation of Assessment Result
80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of post-secondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (i.e., spring semester).	Yes	100% of our graduating class completes college applications, FAFSA, and scholarships . UBMS provides workshops for both students and parents to prepare and complete applications. Staff meets with students during senior seminar and reviews applications prior to submission. Once accepted, staff assists students in making an informed decision on the college of their choice and confirms they register for their orientation.

### Program Review Outcomes Assessment - SAOs Prompted Change : Version by Perez, Lakyshia on 02/20/2020 17:26

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

Students will continue to meet bi-weekly with their site specialist for academic review sessions. In addition to individual and group tutoring, tutors will begin to provide targeted review of math and reading/language arts concepts that are on state assessments during the year. By facilitating these reviews for students from this upcoming cohort may increase their chances to achieve proficiency on their state scores.

### Program Review Outcomes Assessment - SLOs : Version by Perez, Lakyshia on 02/20/2020 17:26

Total Number of SLOs	Total Number of SLOs Measured
3	3

### Program Review Outcomes Assessment - SLOs Table : Version by Perez, Lakyshia on 02/20/2020 17:26

Student Learning Outcome	Outcome Met?	Explanation of Assessment Result
As a result of participation in college/university tours and career panels students will be able to identify STEM majors and careers.	Yes	Students visited various college campuses and participated in networking events with career professionals in the STEM field. University tours included, Cal Poly Pomona, UC Berkeley, UC Santa Barbara, SLO, Cal State Northridge, Cal State East Bay. STEM Professionals were all 1st generation college graduates from diverse backgrounds.
As a result of tutoring students will get a C or better in math and science.	Yes	Tutoring is provided weekly Monday- Thursday throughout the academic year after school at Orange and El Modena High School. Student assistants and instructional assistants provide individual and group targeted tutoring to all students. Based on data gathered from academic review sessions, Specialists inform tutors where students need additional support. Additionally, all students participating in the summer program receive supplemental instruction for 6-weeks.
As a result of academic workshops, students will develop a full understanding of post-secondary education in California.	Yes	UBMS provides Federal and State Financial Aid and Scholarship Workshops: FAFSA, financial aid options, deadlines & requirements, personal essays; College-Planning & Transition Workshops: assist with researching colleges, college applications, and admission paperwork. Additionally, we have open discussions on common challenges many first-generation students feel.

### Program Review Outcomes Assessment - SLOs Prompted Change : Version by Perez, Lakyshia on 02/20/2020 17:26

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.

During the next recruitment cycle, UBMS will collaborate with the Pathway Programs at OUSD to recruit students with a primary interest in Math & Science. Students will then enroll in the biotechnology courses during the academic year and summer program. By doing so we will increase the amount of students whom have a desire to pursue careers in STEM and will place them on track to complete the certificate program in BioTechnology through CTE.

## Curriculum and Program Management

### Program Review - Curriculum and Program Management : Version by Perez, Lakyshia on 02/20/2020 17:26

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population? Upward Bound Math and Science (UBMS) is a program for high-need students in target schools in the Orange Unified School District (OUSD). The UBMS target schools, Orange High School and El Modena High School, have sizeable student populations with the need for an potential to benefit from a UBMS program, as 59% are low-income, 79% are potential 1st generation college students and 58% are academically at risk. The UBMS program serves as a critical bridge to four-year degree programs and careers for disadvantaged students who aspire to STEM professions.

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Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Yes, UBMS provides the following every year to all students and regularly with seniors during their last year of high school: Federal and State Financial Aid and Scholarship Workshops: FAFSA, financial aid options, deadlines & requirements, personal essays; College-Planning & Transition Workshops: assist with researching colleges, college applications, and admission paperwork, discuss fears & student life. Prior to graduating, seniors also meet with a counselor to develop and individualized education plan.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Yes, 25 to 40 program participants participate in a 4-week summer residential program at a 4-year University. For the past two years, students have stayed at Chapman University and dormed in their residential apartments. During this time students engage in rigorous math, science and English based instruction, SAT Prep, college credit courses, non-credit courses and leadership courses. After completion of the residential program, students earn an educational and cultural overnight tour to Northern California Universities. Furthermore, UBMS participants plan and facilitate activities for Community Science Night.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Our grant is the programs map as it states what is required for us to implement every year. Thus, we adhere to curriculum that is necessary for our funding which includes; academic advisement, tutoring, a summer residential program that offers a college credit UC/CSU transferable course, SAT Prep, math, science, and English based instruction. Reviews are weekly as we monitor academics and log contact through out database Student Access. We also include students in the process and request their input on workshops and courses they are interested in learning about.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

Since all of our program participants are high school students we work closely with Outreach as they too are primarily at the high schools and are a useful resource. Last year, we organized our own science based activity for community science night and students taught families and their kids how to create geometric buildings that could withstand a certain amount of weight. We also utilize the library during the summer for their APA citations workshops and reading content use for SLI.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

In the upcoming three years, the UBMS program will continue to serve the same number of students at both El Modena and Orange High School. Since staff regularly monitors students academic progress, we will need to have Aeries access for staff to individually logon to. At this point, we rely on students logging into their accounts during our review sessions and requesting updated transcripts each semester from the schools registrar. It would be beneficial to mirror the access the college coaches from CTE have for Aeries. SCC already has a relationship with OUSD and agreements and as a program from SCC, UBMS should be included in those agreements.

## Resources

### Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Perez, Lakyschia on 02/20/2020

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Director utilizes an office in A-206.

Coordinator, Specialists, and Clerk utilize A-205 for regular work hours and meetings.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
		A 206	undefined	undefined
		A 205		

### Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Perez, Lakyschia on

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Classrooms are utilized during for 2-4 weeks during the summer program, Science Saturdays for math & science based instruction, program orientations, and college courses.

Program Director shares and office with ASG.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
B-204		A-205		
B- 206		A-206		
B-203				
A-209				
E-203				
E-206				
B -211				

Classrooms	Labs	Offices	Storerooms	Conference Rooms
D-101				

## Program Review Resources - Specialized Equipment and Resources : Version by Perez, Lakyshia on 02/20/2020 17:26

Equipment/Resource	Description
4 Desktop Computers	Staff Workstations
3 Staff laptops	For remote use by staff who travels between SCC, Orange HS, El Modena HS, and Overnight stays for the summer program.
Printer	Staff use

## Program Review Resources - Funding Sources : Version by Perez, Lakyshia on 02/20/2020 17:26

The UBMS program fully funds itself. This includes staff salaries, benefits and all program materials and supplies.

Funding Source	Description
Department of Education- Upward Bound Math & Science	5- Year Grant annual allocation of \$275, 000 a year

## Program Review Resources : Version by Perez, Lakyshia on 02/20/2020 17:26

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

- The classroom sizes and technology meet the needs of the program and staff during the academic year and summer program. However, on Science Saturdays the air conditioning does not circulate the rooms. Students engage in science based instruction and projects that requires them to move and work in groups. The lack of air conditioning leaves the rooms feeling stuffy and uncomfortable for optimal student learning.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Supplies, equipment and materials are insufficient for the needs of the programs. During the school year and summer program students participate in college courses and lack the technology to complete assignments when they return to their dorms and home. Unfortunately, the program does not have the means to service enough computers or laptops for students to borrow through the program. Due to limited funding the UBMS program has a small amount of funds to purchase the equipment and materials necessary for students to utilize. Often time, students need to borrow from each other to complete assignments and tests on time.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Staff computers in the office are equipped to meet the basic needs of the program and its services. However, laptops used remotely run slowly and cannot connect to OUSD's wifi. During the academic year we provide afterschool tutoring and advisement at Orange and El Modena for our students and although they have access to the chrome carts in the classroom, students are unable to print their assignments, grades, and scholarship packets. Often times, we have to travel from SCC to the high schools to print necessary papers and documents for students. This poses a barrier as program staff is all part-time and has to adjust their times for travel to SCC just to print important documents. During the summer students participated in a Computer Science 100 Course and we did not have enough laptops for all participants and had to borrow from other programs. Additionally, the technology lacked the appropriate software needed to complete assignments required for successful completion of the course. As a result students borrowed from one another which caused assignments due online to be submitted late which impacted their grade.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Remote staff has access to laptops, but they are older models and they struggle to connect to the WIFI at their school sites, Orange High School and El Modena High School. Additionally, one of them has no sound and they run slowly. Office computers run well and meet programs needs.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

Students benefit from consistent tutors during the academic year, however limited funding and hours Student Assistants are allowed to work limits the number of dependent tutors the program can hire. Student Assistants can only work during the semester which delays our students from receiving tutoring at the start of their HS semester. The majority of our students rely on our tutors to successfully learn and understand the material they are taught in class. All of our participants are first-generation students whose parents may not be able to assist them at home with their coursework. Thus, instructional assistants with adequate availability is necessary. Our high School students return from their holiday break the second week of January, but we cannot begin to offer tutoring until a month later because SCC's Spring's start date is later than OUSD. Additionally, there are no Faculty Instructors available to provide science based instruction on Science Saturdays for students. Part-time program staff is then required to develop, facilitate, and implement math and science curriculum to 64 students with different math and science levels.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

No funding is received from any of the following, the Upward Bound Math & Science Grant fully supports itself. This includes, staff salaries, benefits, programs database student access, student services, supplies, food and equipment.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Salary increases will limit the amount of services our program can provide and are required by our grant. The summer residential program alone cost over \$25,000 and that doesn't include summer staff salaries, residential assistants, instructors, and program supplies. Additionally, reliable instructional assistants with the expertise in math & science is preferred as they are available to offer our students adequate tutoring during the academic year. Student Assistants unfortunately do not have the allocated hours and knowledge to assist the diverse levels of math & science classes our students are enrolled in.

## Human Resources

### Program Review Human Resources - Support Staff : Version by Perez, Lakyshia on 02/20/2020 17:26

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
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Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Director	1	50%	12	Department of Education UBMS Grant
Coordinator	1	Part-time	12	Department of Education UBMS Grant
Student Services Specialist	2	Part-time	12	Department of Education UBMS Grant
Student Assistants	2	part-time	10	Department of Education UBMS Grant
Residential Assistants	4	part-time	2	Department of Education UBMS Grant

**Program Review Human Resources** : Version by **Perez, Lakyschia** on **02/20/2020 17:26**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Staff meets weekly to share and discuss strategies that are beneficial to students growth, legislation updates, and spends part of their office hours researching additional opportunities available for students. This includes utilizing online resources like CSU apply, UC admissions, YouTube, Edutopia, Linked In, Teaching Tolerance, California's Department of Education website. etc.,. Connecting and partnering with programs like Outreach has benefitted staff expanding their knowledge on FAFSA. Once a year we attend a WESTOP PDS to network and connect with additional TRIO programs. Considering all staff is part-time and is primarily with students at the high schools the Director and Coordinator share additional knowledge via email.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

Our program director is a part of multiple college-wide programs including the academic development group for guided pathways and the Council for Opportunity in Education.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes, all UBMS staff have received adequate training on grant requirements and programs objectives that must be met annually. Additionally, all staff is provided with a copy of the grant for additional reference during the academic years.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

There are limited opportunities for professional development that can accommodate all UBMS staff primarily because various PDS require registration fees and limited funds cannot accommodate for staff to participate in appropriate opportunities. Additionally, UBMS staff is all part-time and is mostly off campus, which makes it challenging for staff to attend when offered. Recently, UBMS staff attended the WESTOP SoCAL PDS and conference in 2018 & 2019. Furthermore, UBMS staff meets regularly on Thursdays for staff meetings, updates, and students progress.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

All part-time staff are all introduced and trained on the main software information that is necessary for the program to continue and be effective. The interaction with students is part of their expertise, but also exposed to professional development that is relevant to their specific job description.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

There may not be funds available for staff to attend professional development seminars.

## Internal and External Communication

**Program Review Internal & External Communication** : Version by **Perez, Lakyschia** on **02/20/2020 17:26**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Our program updates and reviews their entries yearly. The last update was Fall 2019.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

It was last updated in 2017-2018.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The Student Services Coordinator updates current staff and program information on a monthly basis and/or as needed. Prior to the start of each semester a website maintenance is conducted. Currently, the UBMS program mission is listed, office hours, and location are all up to date.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

All communication is relayed through email, text messages, phone calls, and staff meetings.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Overall consistent, primarily through text messages, phone calls and emails as staff is remote are only together at once in the office one day a week for a few hours. All program staff is part-time thus, it can be challenging to meet and communicate face to face regularly.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

None, that I foresee in regards to communication.

## Planning Agenda

**Program Review Planning Agenda** : Version by **Perez, Lakyschia** on **02/20/2020 17:26**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
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Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Instructional Assistants	Permanent tutors with an expertise and knowledge in Math & Science that could provide quality and intentional tutoring during the academic year. UBMS could then begin services at the start of OUSDs school year.	2	16,000.00
Funding for SAT Prep Courses	SAT Scores are considered when students apply to college.	Course through Tried & True during the summer residential program	11,000.00
Instructors for Science Saturday	A math & science instructor that could facilitate instruction during Science Saturdays as stated in our grant. Program staff currently develops their own science and math curriculum for students, however that is not their expertise.	2	14,000.00
Laptops for students to utilize	Laptops for Student Use during the Summer Residential Program. UBMS has no laptops available for students to utilize and has to borrow from other programs. However, there is a time constraint when we borrow them because other programs also need them for their services.	25	18750.00
Remote Laptops for Staff	New Laptops- Surface Pros for staff to access remotely as they are primarily at their school sites and older models run extremely slow and are ineffective.	4	3000.00
Printers	Printer for student use at the school sites. All offices are closed afterschool. However, if we had a printer to remotely use and leave secured in the classroom students could print necessary assignments and staff wouldn't need to make multiple trips to SCC.	2	1500.00
Media Cart	To store program laptops.	1	600.00

## Summary Report

### Program Review Summary Report - What is and is not working : Version by Perez, Lakysia on 02/20/2020 17:26

Briefly describe and explain what is working well in your program/service area.

Our regular year program takes place primarily afterschool and at the school sites, Orange and El Modena High School. For many of our students this is the only place where they can comfortably complete their assignments and receive the tutoring necessary for them to understand their classes to pass. Since most of our students are from low-income families, this eliminates the barrier of having to find transportation to come to SCC as the majority use the bus or walk.

A significant difference within the past two years is the consistency in permanent program staff. We now have two permanent Student Services Specialist and one Student Services Coordinator who have successfully been able to retain students and guide them through their high school to college journey. As a result, the majority of students have above a 2.5 GPA, are meeting and exceeding their A-G requirements, and are actively included in setting and reaching their educational goals. Additionally, 40 of our students participated in a Summer Residential Program at Chapman University and completed rigorous transferable college courses, supplemental math, science, and English instruction, SAT PREP, STEM and leadership workshops. Furthermore, increasing their exposure to higher education opportunities and reinforcing their academic skills.

Lastly, the UBMS Program has made a significant effort in collaborating with student and their families during the year. We integrated Parent Academy during Science Saturday's to educate parents on navigating Aeries, the higher education process, educational rights, mental health, supporting their children's career and college choices. We maintain open communication with them on the status of their child's academics, assist in translations with teachers, and support services. Including parents and holding them accountable towards the commitment they made when joining this program has also increase our parent participation from 20% to 95%.

Briefly describe and explain what is not working well or needs attention in your program/service area.

As I explained earlier, currently, the program staff is part-time and all of our tutors are short-term and primarily student assistants. As a program that fully supports itself, salary increases will limit the amount of services our program can provide and are required by our grant. The summer residential program alone cost over \$25,000 and that does not include summer staff salaries, residential assistants, instructors, and program supplies. Reliable instructional assistants with the expertise in math & science is preferred as they are available to offer our students adequate tutoring during the academic year. Student Assistants, unfortunately do not have the allocated hours and knowledge to assist the diverse levels of math & science classes our students are enrolled in. Additionally, there are no Faculty Instructors available to provide science based instruction on Science Saturdays for students. Part-time program staff is then required to develop, facilitate, and implement math and science curriculum to 64 students with different math and science levels. In addition too, since we mostly operate remotely and afterschool the office supplies and technology at Orange and El Modena are not accessible for staff and students to use. The Wi-Fi is difficult to connect to which makes it challenging for staff to navigate their laptops and complete their tasks. Lastly, we have been attempting to be granted Aeries access for the past two years and have been unsuccessful. Aeries is the program which OUSD uses for grades and student records. Considering that we closely monitor students academics, access to the database would facilitate the process and allow staff to print multiple grade reports in a few minutes instead of hours.

### Program Review Summary Report - Resources : Version by Perez, Lakysia on 02/20/2020 17:26

Facilities	Technology	Equipment	Personnel
E-Building for Science Saturdays Instructions during the academic year - 4 classrooms.	Surface Pros for students & Staff	Printers for remote use at high schools after school.	2 Instructors for Saturday Instruction
			2 Instructional Assistants for tutoring during the school year.

**Program Review Summary Report - Initiatives and Other Findings** : Version by **Perez, Lakyshia** on **02/20/2020 17:26**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

Community Science Night, STEM Week, and BioTechnology Day.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

No Value