SANTIAGO CANYON COLLEGE
STUDENT SERVICES

PROGRAM REVIEW
2012-2016

DEPARTMENT/PROGRAM:
UPWARD BOUND MATH AND SCIENCE
I. SIGNATURE PAGE

Department/Program:
Upward Bound Math and Science

____________________________  __________________
Maggie Cordero               Date
Director of Upward Bound Math and Science/SSS TRIO

____________________________  __________________
Loretta Jordan, Interim Dean  Date

____________________________  __________________
Ruth Babeshoff                Date
Interim Vice President of Student Services
II. PROGRAM DESCRIPTION

A. Vision and Mission

Vision: The program does not have a vision statement, however, will work on creating a vision statement at the staff retreat scheduled for August 29, 2016.

Mission:

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.

B. Overview of Services-Functions

UBMS is a federally funded program under Code of Federal Regulations Title 34 Part 645. The Upward Bound Math and Science (UBMS) 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. UBMS is a program designed to work with low income, first generation high school students at El Modena and Orange High Schools. Students are recruited during the end of their 8th grade year or early 9th grade year. UBMs provides holistic support services to participants and encourages students to:

- Develop and improve academic skills
- Successfully graduate from high school and enroll in postsecondary education
- Explore and develop career choices in Science, Technology, Engineering, and Math
- Be motivated to reach their educational goals

SCC began to offer UBMS in 2012 when it received the Federal TRIO Grant. Per the grant SCC serves 62 students from El Modena and Orange High Schools and has an annual budget of $250,000. All services and functions provided by the UBMS program follow federal grant guidelines per CFR Title 34 Part 645.

Per grant requirements, SCC’s UBMS program offers the following services:

- **Academic Tutoring**- Academic tutoring is provided at the high schools Monday through Thursday from 3 p.m. – 6 p.m. Tutoring is provided by SCC college students with a strong academic record. Academic tutoring is provided in reading, writing, mathematics, science, and other subjects.
- **Academic Reviews**- Student Support Specialists meet with each participant weekly to review student’s academic process, advice and provide assistance on
academic goals such as secondary and postsecondary course selection, preparation for college entrance examinations and college admission applications, information on financial aid, and other information and referrals as needed by student.

- **Summer Program** - Every summer UBMS students participate in a six week summer program that includes a two week in residence program at a four year university. During the summer program students participate in math, science, Latin, English, financial literacy, and study skills curriculum to strengthen students’ academics and prepare them for the upcoming high school year.

- **High School Seniors** - UBMS provides college application assistance to high school seniors. Assistance from filling out their college applications to assistance with their personal statement is provided. In addition, UBMS staff assist students fill out their FAFSA forms, BOG fee waivers, and other forms necessary to enroll in post-secondary education. Workshops for students and parents regarding the difference between high school and college, what is financial aid, how to read a financial aid award letter, etc. are provided.

In addition to mandatory grant activities, UBMS also provides the following permissible activities:

- **Science Saturday** - Once a month on Saturday students attend SCC to work with a Science professor on a science lab. Science subject areas alternate to engage UBMS students in strengthening knowledge, skills, and interests in all subject areas.

- **Mentoring** - SCC College students and former UBMs students will serve as mentors to current UBMS students by conducting Bound for Success (BFS) sessions at the school sites to conduct informal group discussions to bring out students’ interests, concerns and trends of thought that may lie undiscovered in the more formal approach of tutorial services and advisements. Mentors answer questions, discuss program or higher education topics, offer tips and guidance for overcoming obstacles, and create ongoing dialogue about academic achievement and avenues to get there.

- **Workshops & Career Panels** - Workshops are provided for students that focus on post-secondary education, study skills, leadership, and social issues are provided to students throughout the year. In addition, career speakers are provided to discuss with students about their careers, how they got to where they are, and what a day at work looks like.

- **College Courses** - UBMS encourages its students to concurrently enroll at SCC and take college courses. UBMS staff assists students fill out their applications, CAPP form and pays for student’s books and fees.

- **Bus Passes** - UBMS provides students with financial need bus passes during the summer program.

- **School Supplies** - UBMS has basic school supplies for students to use during the school year during tutoring.

- **Parent Workshops** - Parent workshops are provided throughout the school year. Workshops range from information about academics to social issues facing teenagers.
C. Funding Source Statement

UBMS is a federally funded program through the Office of Education.
Santiago Canyon College
Upward Bound Math and Science
Organizational Chart

III. ORGANIZATIONAL CHART
IV. SUMMARY OF PROGRESS

Program Review Summary Report

This “summary of progress” is intended to provide a snapshot of your department’s accomplishments & challenges since your last Program Review. Since the current SS Program Review cycle is 2012-2016 (due June 2016) it is important that our progress and department needs be incorporated and considered when developing the College’s Educational Master Plan (EMP) for 2016-2022. This document will be submitted to the Office of Institutional Effectiveness & Outcomes Assessment.

Department: Upward Bound Math and Science       Date: 08/15/16

Briefly describe and explain what is working well in your department.

Upward Bound Math and Science is finishing its fourth year of its first grant cycle. The program is designed to strengthen the math and science skills of participating students, 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.

Last year the program was able to hire permanent part time specialists for each high school. Having staff consistently work 19 hours a week has been a huge benefit for the program. Staff is able to accommodate the 12 hours of tutoring a week and 7 hours a week at SCC coordinating activities with the director. The staff and director have been working together on UBMS for almost two years and the synergy amongst the staff is very good. In addition, the college received a new Federal TRIO grant entitled Student Support Services. As a result, the UBMS director will also oversee the new grant allowing for the director’s salary to be paid by both grants. This has allowed the department to hire a part time ongoing administrative assistant and full time coordinator. As a result, UBMS has additional support to assist with day to day activities. For example, previously the Director used the Dean’s secretary for assistance with administrative matters. Having an administrative assistant to work exclusively with the two federal trio programs has been a hug support.

Based on SLO/SAO data and lessons learned from implementing programming changes have been made to the summer program, tutoring, and academic reviews to improve services. This year we were able to contract with Princeton Review to provide students an SAT preparation
course. Two additional field trips were added during the school year to the San Diego Zoo and University of California Santa Barbara.

**Briefly describe and explain what is not working well or needs attention in your department.**

UBMS operates at El Modena and Orange High School for the majority of its activities. A classroom is assigned to the program every year and oftentimes there are limitations with the space. Many times students need to use a computer but the classrooms assigned to the program do not have computers and students have to use the laptop of the specialist. The lack of office space at SCC also makes it hard to for the specialist to do their job. They currently work off laptops on tables in the CAMP office or in Student Life. Adjustments have been made such as purchasing iPads for students to use during tutoring and with the addition of A104 as the tutoring center for SSS TRIO the office at CAMP is available for the student support specialist. However, ideally it would be beneficial to UBMS and SSS TRIO programs to be able to have an office space where the entire staff could be housed together. It would improve the efficiency of the program and communication amongst staff.

The director of the program is the only full time employee in the department. The director is responsible for reporting, running the program, and coordinating events and activities for the program. The support specialists are limited to 7 hours of office work and that is on weeks when there are no field trips or Science Saturday. Ideally it would be very beneficial to the program if the support specialists could work more than just 19 hours. As the department prepares to write a new grant application it plans to provide for the support specialist to work 25 hours a week rather than 19.

**List and briefly explain your department’s FUTURE needs in the areas of facilities, technology, equipment, and personnel in the next 6 years. Please provide an expected date for each item.**

**Facilities:** As mentioned above it would be ideal to have an office space at SCC that would allow the staff to have their own desk and computer. Having a dedicated classroom with computers at the high schools would be very beneficial for the students. Having a classroom dedicated at the high schools would allow us to have college materials, banners, instruments to assist tutors during tutoring. At the moment the specialists have to take materials every day to the tutoring classroom and take home every evening.

**Technology:**
UBMS uses social media such as Facebook to update students and parents of activities and is looking into creating other social media accounts for UBMS such as Snapchat and Instagram. Students do not really check their emails and the staff will continue to stay abreast of the latest social media being used by the students to maintain contact and be able to communicate important deadlines with students.

**Equipment:** The program recently purchased Ipads for student use during tutoring. The program hopes to be able to purchase laptops for student use within the next 3 years.

**Personnel:** As mentioned above, as the staff prepares to write a proposal for a new grant cycle, it will be requesting that the specialist work 25 hours a week instead of 19 to allow more time for them to coordinate and provide additional workshops especially with college applications for the high school seniors.

**Summarize any other observations that you would like to share with the college community.**

UBMS has been successful in creating partnerships with other nonprofits that have benefited students. For example, The Ripple Effect provided six scholarships to high school seniors this year, SME provided the program with $1,500 in donations over the last two years, and The SKILLS Organization loaned the program robotics equipment in order for the program to offer robotics during its summer program.
V. SLO DATA

Data Set #1 (2012-2013)

- SLO #1: Students will learn to monitor and manage their learning and develop action plans to improve achievement.
- SLO #2: Students will have strengthened critical thinking, literacy, numeracy, and applied math and science skills.
- SLO #3: Students will reach or exceed proficient level scores on state assessments in reading/language arts and math.
- SLO #4: Students will have increased confidence, leadership skills, and a sense of civic responsibility.
- SLO #5: Students will develop financial literacy (personal finance/college financing).

Description of Data

- SLO #1: Monitoring individual student’s level of adherence to action plans
- SLO #2: Weekly/Quarterly/Semester Grade Reports, State Assessments (CST)
- SLO #3: State Assessments (CST)
- SLO #4: Pre/Post Attitudinal Surveys from Summer Program
- SLO #5: Pre/Post Surveys from workshops presented by Financial Aid Office and Popular Community Bank

Data Analysis Summary

- SLO #1: Weekly grade reports were utilized by the program staff and students to monitor progress throughout the semester, and to develop action plans for each student every week (detailed records of individual action plans are on file). They were also used to identify trends in student needs (i.e. students in a particular math class are all preparing for an upcoming exam).
- SLO #2: 57% of UBMS students demonstrated an improved Grade Point Average (GPA) during the reporting period (Note: a final GPA was unavailable for one student); 53% of students who took the CST Reading/Language Arts test improved their scores; 23% of students who took the CST Math test improved their scores
- SLO #3: 57% of UBMS students who took the CST Reading/Language Arts test scored at the Proficient or Advanced Level; 9% of UBMS students who took the Math test improved their scores.
- SLO #4: The results of pre- and post-surveys used to assess students’ confidence levels, and sense of civic responsibility are as follows:
<table>
<thead>
<tr>
<th>% of UBMS Students who responded &quot;Confident or Very Confident&quot; regarding their abilities in:</th>
<th>Pre-Summer Program</th>
<th>Post-Summer Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Reading/Language Arts</td>
<td>75</td>
<td>90</td>
</tr>
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<td>Science</td>
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<tr>
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<td>74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of UBMS students who responded &quot;Agree or Strongly Agree&quot; regarding the importance of:</th>
<th>Pre-Summer Program</th>
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</tr>
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<tbody>
<tr>
<td>Being a student leader at school</td>
<td>38</td>
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</tr>
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<td>44</td>
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</tr>
<tr>
<td>Helping others in the community</td>
<td>81</td>
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</tr>
<tr>
<td>Keeping up with current events in the news and community</td>
<td>50</td>
<td>37</td>
</tr>
</tbody>
</table>

- SLO #5: Due to the limitations indicated for SLO #5, the program is requesting permission to report on this SLO during the next reporting period.

Findings/Conclusions/Recommendations

- SLO #1: The weekly monitoring of individual grades, assignments, projects, and tests has been an effective way for students to develop positive academic “habits” that they will continue to build upon throughout high school and into college. This process also serves as an “early warning” system for UBMS staff members, who can work with teachers, counselors, and parents to help students stay on track.

- SLO #2 & SLO #3: Because “high academic need” (GPA under 2.5, scores below “proficient” on the CSTs) is a selection criterion for participation in UBMS), significant academic support will continue to be provided to help students strengthen their critical thinking, literacy, numeracy, and applied math and science skills.

- SLO #4: The program will address the lower-than-expected increase in students’ sense of civic responsibility by encouraging students to become involved on their high school campuses, and in their communities. In particular, a compendium of volunteer opportunities for teens in Orange County is being developed by the S/T Student Services Specialists.
Data Set #2 (2013-2014)

- SLO #1 - Student will learn to monitor and manage their learning and develop action plans to improve achievement.
- SLO #2 - Students will have a strengthened critical thinking, literacy numeracy, and applied math and science skills.
- SLO #3 - Students will reach or exceed proficient level scores on state assessments in reading/language arts and math.
- SLO #4 - Students will have increased confidence, leadership skills, and a sense of civic responsibility
- SLO #5 - Students will develop financial literacy (personal finance/college financing).
- SAO #1 - 50% of UBMS student with less than an A grade in math or science will improve one letter grade by the next semester.
- SAO #2 - 70% of UBMS students will have completed Algebra I before 11th grade
- SAO #3 - 60% of UBMS students will achieve proficiency on benchmark exams (math and reading/language arts).
- SAO #4 - 60% of parents will participate in financial literacy and/or college planning workshops; 90% of UBMS students with credit recovery plans will be enrolled in a high school program the following semester.
- SAO #5 - By mid-February 2014 - 95% of UBMS seniors will complete FAFSA
- SAO #6 - 60% of UBMS students will successfully complete Biology before 11th grade.
- SAO #7 - By the end of the fall semester of senior year, 85% of participants will have submitted at least one application to a post-secondary institution.
- SAO #8 - 50% of UBMS seniors will earn EAP scores that place them into college-level math and English for CSU.

Description of Data

- SLO #1 - Monitoring individual student’s level of adherence to action plans
- SLO #2 - Weekly/Quarterly/Semester Grade Reports, State Assessments (CST)
- SLO #3 - State Assessments (CST/CAHSEE)
- SLO #4 - Pre/Post Attitudinal Surveys from Summer Program
- SLO #5 - Pre/Post Surveys from workshops presented by Financial Aid Office and Popular Community Bank
- SAO #1 - Comparison of math and science course grades each semester
- SAO #2 - Fall and Spring semester enrollment records and final grades
- SAO #3 - Standardized test record for math and reading/language arts
- SAO #4 - Attendance records for parent workshops; Student enrollment records
- SAO #5 - FAFSA completion records confirmation print outs
- SAO #6 - Fall and Spring semester enrollment records and final grades
- SAO #7 - Application confirmation print-outs, letters of acceptance, or National Student Clearinghouse and CalPASS reports.
- SAO #8 - EAP scores

Data Analysis

- SLO #1 - Student Service Specialists met with students every week to review grades, classwork, missing assignments, and any issues or concerns the student or specialist may have with regards to the students' academic and/or social progress. At these meetings specialists developed an action plan for students. (Detailed records of individual action plans are on file). The action plans were used to identify trends in student needs. For example, it has been documented that most students need academic assistance in mathematics. As a result, the summer program is focusing on basic math concepts such as decimals, fractions, percentages, and multiplication tables to assist students in their higher level math. Many students struggle with algebra and geometry because they do not understand basic math concepts. Plans for the Fall will include specific subject math workshops to further assist students besides the general tutoring offered.
- SLO #2 - 33% of students improved their math grade and 35% of students improved their science grade from Fall to Spring semester. (2 students did not take a math or science class and are not included in the percentages). Forty-six students took the CAHSEE math and English exams this Spring. Out of the 46 students 78% passed the Math exam and 89% passed the English exam.
- SLO #3 - As mentioned above state CST exams were not conducted this year. A total of 46 students took the CAHSEE English and math exam and 78% passed the math exam and 89% passed the English exam.
- SLO #4 - The results of the pre and post surveys used to assess students’ confidence levels, and sense of civic responsibility are as follows:
% of UBMS Students who responded “Confident or Very Confident” regarding their abilities in:

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- SLO #5: Due to the limitations indicated for SLO #5, this SLO was not measured.
- SAO #1- Forty percent (40%) of students who did not have an A in math during the Fall semester improved their math grade by one whole letter grade by the end of the Spring semester. Thirty-three (33%) of students who did not have an A in science during the Fall semester improved their science grade by one whole letter grade by the end of the Spring semester.
- SAO #2- Eighty percent (80%) of students completed Algebra I before 11th grade.
- SAO #3- As mentioned above state CST exams were not conducted this year. A total of 46 students took the CAHSEE English and math exam and 78% passed the math exam and 89% passed the English exam.
- SAO #4- Not assessed
- SAO #5- UBMS had three seniors during the 2013-2014 school year and all three students completed the FAFSA application.
- SAO #6- Seventy-six percent (76%) of students completed Biology before the 11th grade.
- SAO #7- UBMS had three seniors during the 2013-2014 school year and all three students are enrolling at Santiago Canyon College Fall 2014.

Findings/Conclusion/Recommendations
• SLO #1- The weekly monitoring of individual grades, assignments, projects, and tests has been an effective way for students to develop positive academic “habits” that they will continue to build upon throughout high school and into college. This process also serves as an early warning system for UBMS staff members, who can work with teachers, counselors, and parents to help students stay on track. Recommend that students who are at risk of failing 2 or more classes be placed on a weekly academic progress report they have their teachers fill out every week to collect further information on what is needed to help the student improve their academic progress. For next year, reword the SLO to focus on assessing the academic progress of students on multiple levels such as overall GPA, science, math.

• SLO #2- Implement specific workshops in difficult math and science subjects to further assist students with their academic progress. Summer program has been planned to support some of the deficiencies noted with the students. For example, the math program will focus on basics such as fractions, decimals, percentages, and multiplication tables.

• SLO #3- Since the format for state testing is changing create workshops for students to familiarize and assist with the new format that focuses on critical thinking skills.

• SLO #4- Implement a community service project for the students.

• SLO #5- Provide financial literacy and financial aid workshops and create a pre/posttest.

• SAO #1, 2, 6- implement specific workshops in difficult math and science subjects to further assist students with their academic progress. Summer program has been planned to support some of the deficiencies noted with the students.

Data Set #3 (2014-2015)

• SLO #1- As a result of student participation in college/university tours and career panels, students will be able to identify STEM majors and careers
• SLO #2- As a result of tutoring, students will get a C or better in math and science
• SLO #3- As a result of academic workshops, students will develop a full understanding of post-secondary education in California
• SAO #1- 60% UBMS students will successfully complete Biology and Algebra I before the 11th grade.

Description of Data
• SLO #1- Indirect Survey
• SLO #2- Enrollment records and final grades on transcript
• SLO #3- Indirect Survey
• SAO #1- Enrollment records and final grades on transcript
• SAO #2- Enrollment records and final grades on transcript

Data Analysis
- SLO#1- 90% of students surveyed agreed that as a result of college and university tours they are able to identify careers and various college majors. 95% of students surveyed agreed that as a result of attending career panels they are able to identify different careers and college majors. Further, 100% of students surveyed agree that as a result of workshops they are able to identify different careers and various college majors. The outcome was met, at least 90% of students felt that as a result of either tours, career panels, and/or workshops they were able to identify majors and careers.

- SLO#2- 84% of students who took a science course received a letter grade of C or better; 58% of students who took a math course received a letter grade of C or better. If you consider a D passing, which high schools do, than 79% of the students passed their math course. UBMS fell short on the math outcome and met the outcome in science. UBMS offers tutoring Monday through Thursday from 3-6 p.m. The majority of tutoring that takes place during these tutoring hours is in math. Students’ struggle in math and additional assistance for students in this area is needed. In order to meet the demand at El Modena an additional tutor was added so that there were 3 tutors at all times and 2 tutors at Orange.

- SLO#3- 85% of students surveyed agree or strongly agree that workshops have helped them develop an understanding of college/university education. 95% agree or strongly agree that academic workshops have helped them develop an understanding of different levels of higher education. 95% of students surveyed agree or strongly agree that academic workshops have helped them develop an understanding of the difference between high school and college. In addition, 75% of students surveyed agree or strongly agree that academic workshops have helped them develop an understanding of financial aid and 79% agree or strongly agree that academic workshops have helped them develop an understanding of how to apply to college. The survey results illustrate that academic workshops have helped the students learn about post-secondary education in California. The survey showed that the students understanding of financial aid and how to apply to college was not so high.

- SAO#1- 93% of all students completed biology by the end of the 10th grade year. Only 3 students did not meet this requirement. 97% of all students completed Algebra 1 by the end of their 10th grade year. Only 1 student did not meet this requirement. Most students were able to successfully complete and receive high school credit for biology and Algebra 1 by the end of their 10th grade year.

Findings/Conclusion/Recommendation

- SLO#1-Continue to provide the field trips, career panels, and workshop to students and enhance services budget permitting. Have a career counselor conduct a workshop on selecting a college major.

- SLO#2- Implement specific workshops in difficult math subjects to further assist students with their academic progress. Summer program has been planned to support some of the deficiencies noted with students. Student specialist will work with the students and parents to ensure that students
struggling with their math and science class will be at tutoring especially on the days that math workshops are taking place.

- SLO#3- Focus academic workshops on more specific aspects of higher education such as what the FAFSA, Pell Grant, etc. are and how to apply to college.
- SAO#1- Most students were able to successfully complete and receive high school credit for biology and Algebra I by the end of their 10th grade year. No recommendations.

Data Set #4 (2015-2016)

- SLO #1- As a result of student participation in college/university tours and career panels, students will be able to identify STEM majors and careers
- SLO#2- As a result of tutoring, students will get a C or better in math and science
- SLO#3- As a result of academic workshops, students will develop a full understanding of post-secondary education in California
- SAO#1- 60% UBMS students will successfully complete Biology and Algebra I before the 11th grade.

Description of Data

- SLO#1- Indirect Survey
- SLO#2- Enrollment records and final grades on transcript.
- SLO#3- Indirect Survey
- SAO#1- Enrollment records and final grades on transcript

Data Analysis Summary

- SLO#1- 88% of students surveyed agreed that as a result of college and university tours they are able to identify careers and various college majors. 87% of students surveyed agreed that as a result of attending career panels they are able to identify different careers and college majors. Further, 100% of students surveyed agree that as a result of workshops they are able to identify different careers and various college majors. The outcome was met, at least 88% of students felt that as a result of tours, career panels, and/or workshops they were able to identify majors and careers.
- SLO#2- 83% of students who took a science course received a letter grade of C or better; 67% of students who took a math course received a letter grade of C or better. UBMS met both the math and science outcome.
- SLO#3- 86% of students surveyed agree or strongly agree that workshops have helped them develop an understanding of college/university education. 93% agree or strongly agree that academic workshops have helped them
- SAO#1- 95% of all students completed biology by the end of the 10th grade year. Only 3 students did not meet this requirement. 98% of all students completed algebra I by the end of their 10th grade year. In fact, only one student did not complete Algebra I by 10th grade year.

Findings/Conclusion/Recommendations
• SLO#1- Continue to provide field trips, career panels, and workshops to students and enhance services. When possible include career speakers with field trips.
• SLO#2- Continue to provide tutoring services and math subject specific workshops for students. During the summer program provide math that supports students’ math deficiencies and which introduces students to concepts that will be seen in the upcoming school year.
• SLO#3- Continue to focus academic workshops on specific aspects of higher education such as FAFSA, how to apply to college, etc.
• SAO#1- Most students were able to successfully complete and receive high school credit for biology and Algebra 1 by the end of their 10th grade year. No recommendations.
VI. DATA ANALYSIS SECTION

Data Set #1 -

As a result of comprehensive services provided by UBMS 65% of UBMS participants served during the school year will have a cumulative grade point average of 2.5

Description of Data

Student transcripts were printed for the school year and their overall grade point average was used to calculate the percentages of students who had a grade point average of 2.5 and 3.0.

Data Analysis

<table>
<thead>
<tr>
<th>2014-2015 GPA higher than 2.5</th>
<th>2014-2015 GPA higher than 3.0</th>
<th>2015-2016 GPA higher than 2.5</th>
<th>2015-2016 GPA higher than 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>69%</td>
<td>49%</td>
<td>78%</td>
<td>58%</td>
</tr>
</tbody>
</table>

During the 2014-2015 school year 69% of all UBMS participants had a grade point average of 2.5 or higher. Four percent higher than the initial goal. In addition, five students had a grade point average of 2.4, very close to meeting the goal. During the 2015-2016 school year 78% of all UBMS participants had a grade point average of 2.5 or higher. 13% higher than the goal of 65% and 9% higher than last year. 58% of all UBMS participants had a grade point average of 3.0 or higher, which is 9% higher than last year.

Findings/conclusions/recommendations

UBMS provides tutoring services and workshops on study skills and test preparation. Based on the data it seems that these services are assisting students pass their course and maintain a grade point average of 2.5 or higher. Every year the program staff reevaluates the services and enhances such services when feasible. It is recommended that the staff continue to do so as there was a 9% improvement from the 2014-2015 school year to 2016-2016 school year.
VII. STUDENT EQUITY PROMPT:
What core services, programs, or initiatives have you provided that have the potential to impact one or more of the student equity indicators?

- **Access** - UBMS serves low income, first generation students in high school. The program serves students in 9-12th grade. One of the core components of the program is to provide students with information on higher education and to assist students in their application to post-secondary institutions. In addition, UBMS provides students the opportunity to enroll at SCC and take credit courses through concurrent enrollment. The program assists students pay for their books and fees as an incentive to take credit courses while in high school.

- **Course Completion** - UBMS offers tutoring to students to allow them to successfully pass their high school courses and graduates. Students who concurrently enrolled at SCC or any other institution are also able to attend tutoring to ensure successful completion.

- **ESL & Basic Skills Completion** - N/A

- **Degree & Certificate Completion** - UBMS serves high school students and it provides students information about post-secondary education and financial aid. It assists students with applications and provides students with study skills to make them successful upon graduation of high school and matriculation in post-secondary institutions. However, it does not directly assist students obtain post-secondary degrees and/or certificates.

- **Transfer Rate** - N/A
VIII. FUTURE DIRECTION & ANTICIPATED CHALLENGES

UBMS is entering its 5th year of its five year grant cycle. SCC will be submitting a new grant request for another five year grant. If SCC receives the grant, UBMS will re hire all UBMS personnel back for the next five year cycle. UBMS does not receive any funding from any other sources other than private donations from individuals and/or organizations that which to help the program. These funds are small and are used for items that are not permissible through grant funding. UBMS hopes to be successful in its grant writing proposal and be funded for another 5 year cycle.

UBMS has a full time director, part time administrative assistant, part time coordinator, and two part time student support specialists. The administrative assistant and coordinator support UBMS and SSS TRIO programs. Unfortunately, due to the limited space available on campus the entire staff is not in an office suite together and currently use three different locations in the A building. An office suite that could house all the staff would provide ideal working conditions.

UBMS has two 19 hour ongoing part time student support services employees that work 12 hours at the high schools conducting academic reviews with students and workshops while tutoring is going on. Unfortunately, 19 hours a week is not sufficient time for the support specialists to do all they have to do. As we reapply for a new grant cycle UBMS will be asking that the support specialists’ position go from 19 to 25 hours a week.