



Program Review

TRIO

Upward Bound Program

U.S. Dept of Education

Federal Grant

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Contents

Section I: Executive Summary	3
Section II: Program Overview	4
A. The mission	4
B. Historical background	4
C. Progress since the last Program Review	4
D. Current strengths, opportunities and challenges	5
Section III: Review Report	6
A. Programs and Services	6
A. 1. Curriculum	8
B. Staffing and Organizational Structure	9
C. Leadership and Governance	10
D. Facilities, Technical Infrastructure, and Resources	10
Section IV: Appendices	11
A. Program/Department Organizational Chart	11
B. Five-Year Program Staffing Profile	11
C. Program/Department Goals and Objectives	12
D. Resource Needs Summary Table	13
E. Supporting Data	13
F. Evaluation of Comprehensive Review Process	14

Section I: Executive Summary

TRIO is a series of federally-funded college opportunity programs designed to motivate and support disadvantaged students in their pursuit of a college degree. As mandated by Congress, two-thirds of the students served must come from low income families where neither parent graduated from college (first-generation). More than 1,000 colleges, universities, community colleges, and agencies now offer TRIO Programs in America, the Caribbean, and the Pacific Islands. TRIO funds are distributed to institutions through competitive grants. There are three TRIO programs within the district; two at Cañada and one at Skyline College. Cañada currently has an Upward Bound (est. 2004) and Student Support Services.

TRIO began as part of President Lyndon B. Johnson's War on Poverty. The Educational Opportunity Act of 1964 created Upward Bound as the first national college access and retention program. This program addresses the social and cultural barriers to education in the United States. Upward Bound helps youth prepare for higher education and future careers. Cañada College's Upward Bound program is unique in its model and organization, with services offered at Sequoia High School and Cañada College. Tutoring is offered to all students daily after school at Sequoia High School. Students also receive instruction at the college campus on Saturdays and during the summer program.

One of the strengths of the Upward Bound program is consistency of staff. The two full-time staff members that implemented the grant in 2004 are still operating the program. Also several part time support staff returns year after year. The program is small enough to provide each student with individual attention but large enough to measure effectiveness. The students also have a high retention rate within the program, >80% year after year. This pattern leads to an Upward Bound student graduation rate of 100% and 90% college going rate. The target population is first generation, low income and residents of North Fair Oaks in Redwood City and East Palo Alto. The program serves 50 students annually of which 58% are female and 42% are male. The student population is predominantly Latino (86%) and 85% are both Low Income and First Generation to college.

Year	Gender (Male)	Gender (Female)	Identify as Latino	Low Income & 1 st Gen.	Retention Rate	Graduation Rate	College Going Rate
2008-09	42%	58%	86%	85%	>80%	100%	90%

The Upward Bound program has four objectives written into the grant addressing academic progress, participation, graduation and persistence. These objectives determine the effectiveness of the Upward Bound program. As shown above, Cañada College's TRIO Upward Bound program consistently meets these objectives. The Student Learning Outcome (SLO) created as part of the assessment cycle, are related

to direct services provided to the students in response to the need to improve existing services and programs.

The program is federally funded by the U.S Dept. of Education. In the past years, there has not been an increase to offset the rising cost of services (buses for field trips, etc). The program has had to reduce staff and find other ways to manage costs while maintaining quality services.

Section II: Program Overview

A. The Mission

It is the mission of Cañada College's Upward Bound TRIO Program to provide participants the necessary preparation and opportunity to access and enter post secondary education through the values of Education, Diversity, and Community.

The Upward Bound is aligned with the mission and vision of the College by focusing on developing program standards in academics, diversity, and community involvement. Additionally, the program follows the Student Services mission of engaging students in developing their personal, professional, and academic goals in order to become active participants in their community.

B. Historical Background

Upward Bound is a federal pre-college program funded by the U.S. Dept. of Education through a completion. Cañada College received the award in fall 2003. The program began operating in the spring 2004. Students are served at Sequoia High School as well as at Cañada College. **Upward Bound serves fifty low-income, first generation college-bound students from the areas of East Palo Alto and North Fair Oaks in Redwood City.** The program provides academic tutorials, test preparation, academic and career advising throughout the academic year. During the summer, the program provides high school level courses at Cañada, bay area college tours, and academic and cultural field trips.

Upward Bound programs exist in 4-year institutions and are residential during the summer. Cañada College's Upward Bound is unique in that it is a non-residential program. However, the non-residential model has not impacted attendance or the students' ability to see themselves as future college students.

The program has had a lot of support from the college presidents. Former President Rosa Perez was instrumental in obtaining the initial grant. Currently, President Mohr is a supporter and an active presence in student graduations. Upward Bound students have represented Cañada College's high school partnerships in the community. The students have participated in Redwood City Community Builders, San Mateo County Youth Commission, as well as Peninsula Habitat for Humanity.

C. Progress since the last Program Review

This is the first program review that Cañada College's Upward Bound program has participated in since its inception in 2003-2004. The program undergoes an annual

review from the U.S. Dept. of Education as part of the mandated reporting for all Federal TRIO programs. This report is submitted at the end of every budget period. The staff has prepared for this program review process by taking part in SLOAC workshops and Flex Day activities.

D. Current strengths, opportunities and challenges

Strengths: The full time program staff, consisting of the Director and Program Services Coordinator, has been managing the program since 2004. Research shows that continuity in staff is very important to low-income first-generation students and their families. In addition, staff continuity has strengthened the relationships and partnership with the target high school and other outside agencies. All of these factors help to promote the program to future participants and the larger community.

The number of students who remain in the program and in college is high, despite data showing this demographic being at risk for not graduating high school or persisting in college. The program has a graduation rate of 100% and a 90% rate of student who continue on to college (pursue post-secondary education). The program staff has been successful in maintaining contact with alumni and monitoring students' progress.

Services such as Saturday College, tutoring, and the summer program engage students. This is important for their development and allows them to build community and bonds with peers that have similar goals and interests.

Opportunities: Collaborations with programs, staff, and faculty on Cañada's campus helps promote higher education to the students served. Currently, there is collaboration between Cañada's TRIO Student Support Services program and a few other individuals/departments on campus. However, there is potential for more opportunities and collaborations with other programs.

Challenges: Although TRIO Upward Bound is a nationally recognized pre-college program, many are unaware of the program's existence on this campus. The lack of visibility is a challenge. In addition, the program has been placed in three different divisions and three physical locations since its inception. However, these challenges can be overcome.

Another challenge related to students' success is standardized testing. Many of the Upward Bound students do fairly well academically, yet their testing scores and history do not reflect their ability. Standardized tests such as the CAHSEE, PSAT, SAT, and STAR are all required to demonstrate academic readiness and the program strives to create awareness. The program services a large percentage of ELL student and their testing rates are significantly lower than their counterparts. Although the program is making progress, more services are needed in helping students succeed in standardized testing. Therefore, the staff will revise the program's SLO developed with student service to target this objective.

Section III: Review Report

A. Programs and Services

The Upward Bound program provides year round preparation for post-secondary education. It offers the following services targeted to address the needs of the participants:

- Weekly tutorials during the academic year and summer
- Six Week summer program providing supplemental Instruction
- Academic Counseling, Career Exploration, Goal Setting, and Study Skills
- Test preparation workshops and resources (PSAT, SAT, CAHSEE)
- Assistance in monitoring grades and communicating with teachers/counselors
- Mentorship, Leadership Opportunities, and Community Service
- College admissions and financial aid information
- Educational and cultural field trips
- College tours of California colleges and universities
- Parent and Family Meetings

The Upward Bound program works within the Cañada community to provide additional academic support and targeted services for eligible students. The program has the ability to provide information, opportunities, and promote college access for low-income and first-generation youth and families.

The Upward Bound program takes into consideration all aspects of the students' lives. Staff works with them to learn to overcome challenges and barriers to higher education. Many of the students are not aware of the benefits of a college education; such as higher wages, job security, and a better quality of life. It's been shown that a barrier for college access in these communities is lack of early information and "hands-on" services. The program is also aware of the need to provide information in Spanish to better serve families.

Although no longer part of the Student Services Division, staff still coordinates with departments within the division to provide information on the following topics and/or services:

- Financial aid workshops
- EOP and TRIO presentations
- Cañada staff and faculty as guest speakers on various topics
- Service learning opportunities through the President's Office and the Office of Student Activities (Kinderkaminata, Commencement, and Habitat for Humanity).

The Upward Bound grant requires the collection of both qualitative and quantitative data. Students, parents, and student advisory team provide feedback to determine the effectiveness and quality of the programs. Data is gathered through surveys and evaluations. The Program also has a student advisory board that works to provide input on program activities, event planning, and decision making at the student level. The

quantitative data is gathered for the annual performance report through analyzing student grades, test scores, attendance, high school completion, and overall progress once they graduate.

Developing and implementing SLOs has helped us collaborate with the rest of the college community in a formal evaluative process and developing services congruent with the college mission. The SLOs for this program are:

- Students who participate in the Upward Bound program will be able to list three educational goals for the year.
- Upward Bound students will be able to create a Student Educational Plan (SEP) to describe their educational goals.
- Upward Bound students who utilize their SEP will be able to plan and reflect on their educational goals and successes.

Student surveys and SEPs completed have shown students reporting to have a better understanding of their college goals. Students in general reported to improved organization and increased ability to communicate with counselors regarding academic and career plans. The Upward Bound program has completed its first Student Learning Outcome (SLO) cycle in spring 2008. It is currently analyzing its second SLO cycle and implementing its third cycle in spring 2010. The first SLO measured students' understanding of the purpose of a student educational plan (SEP). Of the 40 students who completed the survey, 60% of the students showed a slight increase in their understanding of the SEP, while 20% had a significant increase. The second SLO attempted to measure students' knowledge of program requirements by administering a workshop specifically on goal setting within education. The third SLO will measure the effectiveness of subsequent workshops in getting students to understand an SEP plan as a tool for academic success. The program staff intends to review and revamp the SLOs to match up with programmatic goals which are a vital part of the grant.

The Upward Bound program has four outcome and process objectives that determine the program effectiveness.

- **Objective 1:** 60% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.
Result: This objective was met in the Language Arts area. This shows that Mathematics is an ongoing challenge for the participants. Math tutorial and standardized testing preparation have become a key part of the programs services.
- **Objective 2:** 60% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.
Result: This objective has consistently been met at above 80%.
- **Objective 3:** 70% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a

program of postsecondary education by the fall term immediately following the expected graduation date from high school.

Result: This objective has consistently been met at above 90%.

- **Objective 4:** 60% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

Result: This objective has been met above 91% for the past two years.

The following areas have been identified as by students as services they would like to see in addition to what is already offered:

- Fundraising for scholarships
- Mentorship program
- Individualized test preparation

A. 1. Curriculum

The Upward Bound program's curriculum is taught in two sections. The supplemental instruction provided outside the traditional classroom during Saturday College and over the summer program allows students to experience education in a college environment. It also helps them become familiar with college culture and gain skills needed to navigate the systems and procedures of higher education.

During the academic year, the program offers

- Tutoring
- Workshops
- Service learning and leadership opportunities

Summer program offers various levels of high school core subjects in small classrooms:

- **Mathematics:** Algebra I, Algebra II, Geometry, Pre-Calculus
- **Science:** Introductory Science, Biology, Chemistry, Physics
- **Literature and Composition:** various levels, emphasis on grammar, the mechanics of writing, reading skills, emphasis on diversity and multicultural literature
- **Electives:** Spanish Literature and Culture, Art, Dance, History, Speech and Debate, Library Internship, Computer Lab and Credit Recovery

By introducing students to the subjects prior to taking those classes in school, the expectation is that the students will become more familiar with the subject as a result of having had experience and practice with the subject.

Electives are an opportunity for students to explore possible future careers. The Computer Lab is an opportunity for students to strengthen skills outside of the classroom and hone independent learning skills.

The program and instructors are constantly planning and evaluating lessons in order to best serve the students' needs. Staff is carefully selected to ensure that they are able to

connect with the students and the mission of the Upward Bound program--this is a challenge. They must be qualified in their field as well as possess the interpersonal skills needed to work with this complex population. Curriculum is based on the California state standards. Sections of the curriculum are provided by the Department of Education and San Francisco State's CSU Expository Reading coursework. The curriculum is also determined based on research and data driven practices regarding first-year students and their needs as they continue in college.

The SLOAC trainings have provided program staff the opportunity to collaborate with the college community on a common purpose. It also allowed the staff to gather data regarding specific workshops and student feedback. This data was used to modify workshops and the direction of staff development for the future. Through additional staff development opportunities the program can stay current on curriculum standards and practices of other Upward Bound programs.

When the Higher Education Act was reauthorized recently, curriculum changes were enacted. Financial literacy became mandated for all TRIO programs. This had already been a part of the curriculum, but was strengthened to incorporate the new mandate.

B. Staffing and Organizational Structure

The program is housed under the Business, Workforce, & Athletics Division, under the supervision of Dean Linda Hayes. The program has two full-time classified staff (12-month) that oversees the daily operations and future planning of the program. The staff is responsible for direct services to the Upward Bound participants and their families, as well as program planning, evaluating, and reporting.

The staffing structure is mandated by the regulations of the Upward Bound grant. The structure works to support the goals of the program in the most efficient and cost-effective manner. The other duties, such as tutoring and summer instruction are fulfilled by short-term hourly Instructional Aides I & II.

The staff has found training opportunities that are cost-effective and allowable under the federal regulations. Program improvement is a constant goal. Due to funding, most of the professional development opportunities have been local, requiring very few expenses, travel, and limited impact on services.

Currently, the staff is collaborating with local agencies to improve the lives and academic outcomes of students in the local community through Redwood City 2020 and CNYD Practice of Youth Development. Upward Bound students benefit as staff becomes more knowledgeable of local resources and non-profit agencies.

Staff is operating efficiently in spite of years of level funding (no increase) and limited resources. Program services are constantly evaluated and cuts have been made in areas that least affect students and program quality. Budget restraints have allowed staff to constantly evaluate the effectiveness and necessity of expenditures and seek external funds to cover costs.

The staff (part-time) for the summer and academic year has been reduced year after year and restructured in order for the program to operate effectively without impacting student services.

Retention of part time staff is a problem because people want full-time work. Although cost of living goes up every year, the budget allocation has remained the same. In the future, it would be recommended to re-instate a part-time office assistant that can help with daily operations, clerical, and program implementation.

C. Leadership and Governance

The Upward Bound program staff participates in classified senate, attends college planning meetings, and board meetings when the time permits. SSPC represents TRIO programs on campus.

With only two full time staff members, there is not enough time or coverage for more participation in college leadership. It would only be possible if there were more staff members or strategic thinking to envision ways to further promote the visibility of TRIO programs on campus and build a unified community/group that understands the vision and mission of the program.

D. Facilities, Technical Infrastructure, and Resources

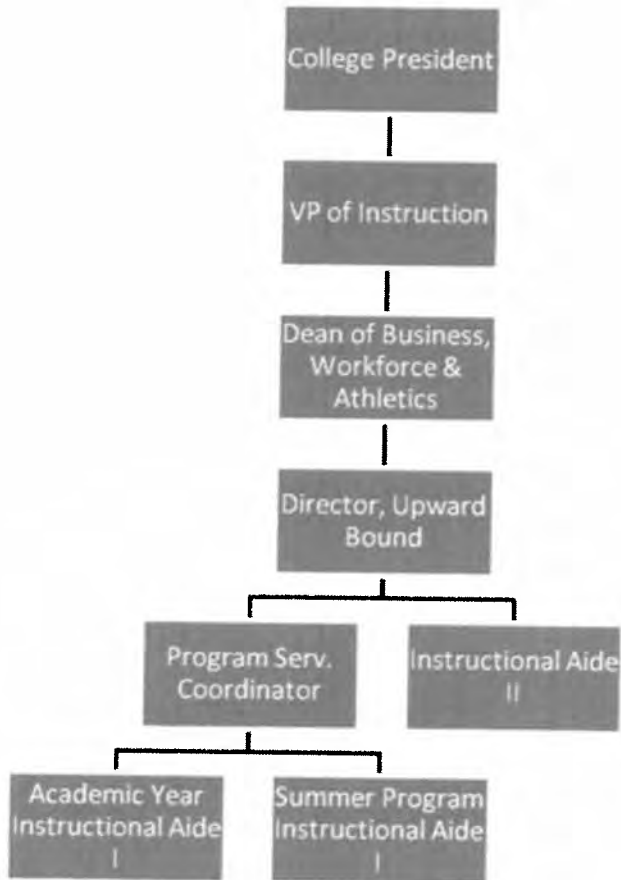
Due to several factors, such as being moved from one location to another and switching divisions, and construction at the college, office space is adequate, but not ideal for the services to youth and their families.

The program requires a functional space that would allow students to congregate, program planning and events, as well as accommodate storage. During the summer, classroom space, especially science lab space has been challenging to secure due to instructional programs taking place on campus. The program has access to computer labs for the students. Program staff has adequate desktop computers and phones.

The program operates under restricted funding. The program has managed to maintain the quality of the program, in spite of fiscal challenges. In the future, the program needs more consideration of office/classroom space and computers. On the program wish list, is a couple of laptop computers that students could utilize when lab space is unavailable.

Section IV: Appendices

A. Program/Department Organizational Chart



B. Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2005	2006	2007	2008	2009	
Dean*						
Classified Staff FT	2	2	2	2	2	
Classified Staff PT	1	1	0	0	0	
Short-term Hourly	7	6	7	5	4	

* 5% of Administration time for oversight of the grant.

C. Program/Department Goals and Objectives

The purpose of the Cañada College Upward Bound Program is to provide low-income, first generation college students the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post secondary education. To achieve this purpose, the program has established four outcome and process objectives:

- **Objective 1:** 60% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.
- **Objective 2:** 60% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.
- **Objective 3:** 70% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.
- **Objective 4:** 60% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

	Number of Graduates	Objective 1: Proficiency in Language Arts	Objective 1: Proficiency in Math	Objective 2: Persistence 9, 10, 11th	Objective 3: Enrolled in PSEd	Objective 4: Persisted to 2nd Yr of College
2006-07	13	4	5	84%	12	12
2007-08	12	5	5	85%	12	11
2008-09	10	6	4	83%	9	n/a

D. Resource Needs Summary Table

	Needs	Justification
Personnel	1. Part time Instructional Aide (summer)	The position would help maintain the quality of services provided during the summer.
Equipment	1. Laptop computers (2)	For students' use when computer labs are unavailable.
Facilities	1. Science Lab space (summer)	In compliance with the grant requirement to provide lab space for weekly experiments. Coordinate in early spring with Dean of Science & Technology on science lab availability and secure space.

E. Supporting Data

	Students Served	Gender (Male)	Gender (Female)	Identify as Latino	Low Income (LI)	First Generation (FG)	Both LI & FG	Graduated w/ UB	Enrolled in PSEd
2003-04	50	24	26	45	40	47	37	0	0
2004-05	61	30	31	56	40	58	47	7	5
2005-06	71	31	40	68	65	69	63	18	17
2006-07	62	23	39	60	55	61	54	13	12
2007-08	56	22	34	52	51	55	50	12	12
2008-09	59	25	34	51	54	55	50	10	9

	Tutoring Sem. 1	Tutoring Sem. 1 >1hr	Tutoring Sem. 1 >2hr	Tutoring Sem. 1 >3hr	Tutoring Sem. 2	Tutoring Sem. 2 >1hr	Tutoring Sem. 2 >2hr	Tutoring Sem. 2 >3hr
2006-07	47/53	24	16	10	35/53	25	16	6
2007-08	36/45	21	15	8	30/45	25	16	4
2008-09	50/50	35	21	9	37/50	28	22	10

F. Evaluation of Comprehensive Review Process

CAÑADA COLLEGE EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete this evaluation.

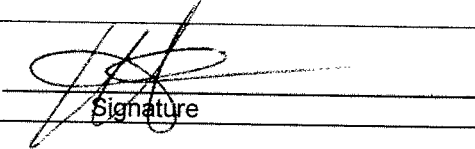
Program Name: TRIO Upward Bound

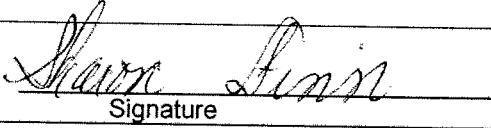
1. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.
Yes
2. Were the questions relevant? If not, please explain and offer specific suggestions.
Yes
3. What value did you find in the Program Review process?
The review process helped us determine the challenges, successes, and opportunities available to the program. Hopefully with this review, the program will be able to plan for the next grant cycle.
4. What improvements would you make concerning the process of performing Comprehensive Program Review?
It would be helpful if there were Flex Day activities surrounding program review and improvement not only for programs, but for divisions as well.
5. Was the data you requested the appropriate data? Was the data you received complete and presented in a clear format? What additional data would you like to use?
The Upward Bound program collects its own data for the annual performance report. This data is provided by the Sequoia Union High School District, regarding student grades, testing, attendance, and graduation rates. The Upward Bound also conducts its own bi-annual survey of students to improve program services.
6. How can this process be more effectively integrated into the College's planning cycle?
It is unclear if the review process is related to the planning cycle. Also, more emphasis is needed on the strategic plan developed by the college to align this document with the purpose/mission of the college. In helping form/strengthen partnerships, a matrix of how each program matches the goals of the strategic plan and goals of the college would be useful.

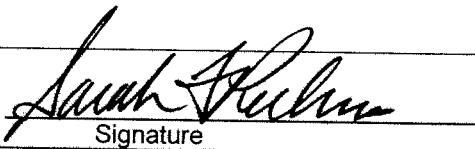
CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program Name:

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean	 Signature
Comments:	

#2. Curriculum Committee Chair	 Signature
Comments:	

#3. College Vice President	 Signature
Comments:	