

Student Services Comprehensive Program Review: TRiO Upward Bound Program Review

Main

Program Review Year

2024

Division

Enrollment Services

Department

Upward Bound

Subject

- UPWARDB

Overview

Department/Program Name TRiO Upward Bound Program Review**Year of Last Comprehensive Review****Year of Last Mini Review, if applicable****Preparer's Name** Manriquez, Juan**Area Dean** Sam Morgan

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview of the Department/Program

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

Evergreen Valley College TRiO Upward Bound is a federally funded program that provides high school students with fundamental support in preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families and students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate in which participants complete secondary education, enroll in, and ultimately graduate from post-secondary institutions. The partner high schools are Yerba Buena and W.C. Overfelt.

Program Services Include:

- Mentoring
- Academic Tutoring
- Academic/Cultural Field Trips
- 6 Week Summer Residential Program at a college or university
- Workshops/Seminars

HISTORY: In 1990, the National Hispanic University (NHU) began community outreach with Oakland's TRiO Upward Bound program for economically disadvantaged high school youths. The following year, they established the TRiO Educational Talent Search program in San Jose, California, for middle and high school students (National Hispanic University). NHU officially closed following the 2014-2015 academic year, and the TRiO grant was moved to

the Evergreen Valley College.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

This is the first Program Review.

- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

TRIO Talent Search is a federally funded pre-collegiate grant program with specific goals and benchmarks as outlined in the federal regulations and the approved grant proposal from the Department of Education. The goals are measured and assessed annually in the required Annual Performance Report (APR) submitted to the Department of Education.

We have received all of the Prior Experience Points for our Annual Performance Review.

Project Objectives:

Academic Performance-Grade Point Average (GPA): 60% 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.

Academic Performance on Standardized Test: 35% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

Secondary School Retention and Graduation: 93% 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.

Secondary School Graduation (Rigorous Secondary School Program of Study): 60% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

Postsecondary Enrollment: 60% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary 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 (e.g., spring semester).

Postsecondary Completion: 25% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.

Actual Attained Rate:

- Academic Performance - GPA: **94%**
- Academic Performance - Standardized Tests: **92%**
- Secondary School Retention and Graduation: **100%**
- Secondary School Graduation - Rigorous Program: **92%**
- Postsecondary Enrollment: **96%**
- Postsecondary Education Completion: **73%**

79 of the total 104 students are first generation & low-income participants, and first-generation, low income.

TRIO Upward Bound not only accomplishes the EVC Mission & Vision holding the values of opportunity, equity, and social justice, but it also takes it a step further by working with students at the high school level.

- **4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

Understanding that students from specific demographics are not graduating at the same rate as other students, the TRIO Upward Bound program should strive to help these student populations. Examples of specific outreach and recruitment efforts can be tailored to help young men of color. Assisting young men of color from minoritized communities will help EVC meet the enrollment and graduation rate of this student population. In turn this will aid EVC in accomplishing its mission and vision of "guiding all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services" and "to be the leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment."

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Full time faculty

Part-time faculty

full time Classified 1

Part-time Classified (permanent)

Part-time Classified (hourly)

Administrators 1

Student workers

Program Quality

- **1. Describe the impact of the program's service offerings to the students and the campus.**

In the most recent Annual Performance Report, the TRiO Upward Bound program had 100% of seniors who graduated that reporting year enroll in postsecondary education.

52% of the senior cohort from 2016 completed postsecondary education. The approved rate was 35%.

The aforementioned results solidify that TRiO UB is impacting low-income and/or first-generation students to enroll and complete higher education, which is the mission and vision of EVC.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

One major change that took place in the of Spring 2023, was that TRiO programs no longer had to require interested students' citizenship status. Prior to this approval, TRiO programs were not able to serve undocumented students.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

We are collaborating with our high school partners to support students who are considered "new-comers" or "international students" and/or "English language learners." This collaboration will shift the student demographic information we serve because the program no longer has to inquire about Citizenship status.

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**

Every year the TRiO Upward Bound program is lawfully mandated to complete an Annual Performance Report that is submitted to the Department of Education. Among the different criteria, the program must submit, one measure of the program's success is by identifying how many students completed postsecondary education within five years of graduating from high school. Hence, why TRiO UB most recently reported on cohort 2016.

- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

Yes, the information is consistent throughout the various platforms. The Annual Performance Review reflects data from our StudentAccess reporting system. This is equivalent to the state MIS data, MIS data is not required for TRiO. However, when a TRiO student takes a dual enrollment or concurrent enrollment course, the student data is in our MIS data collection process.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

Services provided to our students are delivered in person at their respective high school with the necessary accommodations. Services are also offered virtually for those with limited access to transportation. Lastly, we connect students with campus resources to meet their different needs.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

During the summer component when student participants are on the EVC campus, we invite different departments to provide an orientation of their program services and facilities. Communication to collaborate is mostly done via email.

To communicate with our students and community, we utilize email, texting, and social media.

Communication within the program is working well. We meet in person at the EVC office once a week, where we keep a running agenda throughout the year. We utilize Teams and email to communicate any updates throughout the week. When needed we jump on a call to discuss ideas or concerns. Improvements in texting with the students could be finding a platform that makes it easier to communicate with a mass audience without having to send individual texts. An example of a potential platform can be OneCall.

Program Access

Student Demographic: Gender

- **Female: 4783 - 55.940%**

Program Headcount

67.500

Program Percentage of Total

75.000

- **Male: 3741 - 43.640%**

Program Headcount

22.500

Program Percentage of Total

25.000

Student Demographic: Age

- **17 & Below: 547 - 6.390%**

Program Headcount

86.000

Program Percentage of Total

95.600

- **18-24: 5148 - 60.070%**

Program Headcount

4.000

Program Percentage of Total

4.400

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **Asian: 3587 - 41.910%**

Program Headcount

26.000

Program Percentage of Total

28.900

- **Black or African American: 197 - 2.320%**

Program Headcount

4.000

Program Percentage of Total

4.400

- **Hawaiian/Pacific Islander: 30 - 0.350%**

Program Headcount

1.500

Program Percentage of Total

1.700

- **Latinx: 3494 - 40.870%**

Program Headcount

57.500

Program Percentage of Total

63.900

- **Two or More Races: 240 - 2.830%**

Program Headcount

1.000

Program Percentage of Total

1.100

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

Our program has maintained consistency in terms of enrollment. 75 student participants per fiscal year are required by our federal grant. There was a slight decline in program enrollment due to the COVID-19 pandemic. However, we have been able to meet our enrollment goal for continuation of funding purposes throughout the years.

- **b. Are there any gaps in the students served compared to the college demographics?**

The student age demographic is understandably below the college percentage because the Pre-College TRiO programs work with high school students.

The male gender for student demographics is below the college demographic percentage.

The Latinx demographic is higher than the college demographic.

c. Based on your findings, what interventions can the program implement to address any gaps in services?

Our program's recruitment strategies are more intentional to be more inclusive of the demographic needs for young men of color, African American students, and American Indian. Collaborating with high school partners and educators will be instrumental in addressing the recruitment of these student populations.

The enrollment and persistence rates for our Latinx students have the opportunity to be better. Engaging the youth with the importance to persistence in higher education can potentially help aid this concern. Additionally, having the TRiO student participants take a concurrent or dual enrollment course at EVC will help with addressing the college persistence rate of our students overall.

Curriculum- If applicable

Service Area Outcomes and Assessment

Related Assessments

PART C: Service Area Outcomes and Assessment

1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs

SAO's are equivalent to TRIO goals and objectives which are measured annually and reported to the Department of Education.

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2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

TRIO assesses program effectiveness by surveying students based on activities/events.

WORKSHOPS/PRESENTATIONS:

Which workshops did you attend ?	Did the workshop help improve your understanding of the topic discussed?	Did the event increase your interest in attending college?	Overall, how likely would you attend this type of event again?	What was your favorite part of the event?	What was your least favorite part of the event?	Do you have any pending questions you would like to ask?	Do you have any comments or suggestions to help us improve the event?
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Wellness and Wellbeing	10	5	8	Student panel	workshops	Will this be an annually event, if so I would like to know	More icebreakers between different schools/students facilitate "mock"/ elevator pitch about themselves to other (get out of their comfort zone) People bingo (have students complete a bingo game) More hands on activities not just workshops I envisioned this a more fun and interactive, a day for them to know students in TRiO BBQ, have music create a team chant (break them into different groups to meet new people and create a chant using words like "college, team, evc, career, sports, community, unity. etc"
Financial Literacy, Wellness and Wellbeing	10	10	10	Learning more things.	None	No	
Stem Connections, Wellness and Wellbeing	10	10	10	Raffles for sure	Walking in the sun	Nope	None thanks
Financial Literacy, The Skills You Bring	7	10	10	The financial workshop	Nothing	No	
Stem Connections, Wellness and Wellbeing	6	8	5	Buying tacos	Nothing much	No	No
The Skills You Bring, Wellness and Wellbeing	5	8	6	The food and the alumni panelists.	Nothing.	No.	No.
Financial Literacy, Wellness and Wellbeing	10	10	10	The food	Nothing	No	No
Stem Connections, The Skills You Bring	10	8	7	My 2nd workshop	My 1st workshop	Nope	Nope
Financial Literacy, The Skills You Bring	8	6	6	Financial workshop	Talking	No	
The Skills You Bring, Wellness and Wellbeing	6	8	9	The wellness and wellbeing	Sitting at a table with strangers	No	No
Financial Literacy, Wellness and Wellbeing	10	8	8	The financial workshop	None	No	N/a
Stem Connections, Financial Literacy	9	10	10	The trio alumni panel	None	N/A	
Financial Literacy, Wellness and Wellbeing	7	4	8	Lunch	Don't have one	Nope	No
Stem Connections, Wellness and Wellbeing	7	8	6	meeting new people and the hearing the trio people talk	nothing	i would to hear more trio people talk about their experience	

Financial Literacy, Wellness and Wellbeing	7	10	9	The meetings	Not sure	None	No
Financial Literacy, Wellness and Wellbeing	10	10	10	My favorite would have to be the Alumni stories	N/A	N/A	N/A
Financial Literacy, Wellness and Wellbeing	8	9	10	The connections I made and visiting college campus	Nothing	None	None :)
The Skills You Bring, Wellness and Wellbeing	8	10	10	attending the workshops, they helped me understand a little bit more about the college experience	having to sit with assigned people	no	
Financial Literacy	9	8	7	The class and food	Waking up early	No not really	No
Stem Connections, Wellness and Wellbeing	7	8	9	Getting to make new friends	Getting told to go to any class	No	Nope
Stem Connections, Financial Literacy	10	10	10	The Panel and the Workshops	N/A	N/A	N/A
Financial Literacy, The Skills You Bring	9	10	10	definitely connecting with people.	viewing people's opinions on things.	N/A	
Financial Literacy, Wellness and Wellbeing	7	7	10	The raffle	The start	No	No it was good
Financial Literacy, The Skills You Bring	10	10	10	The discussion afterward with the TRIO staff	Not winning the raffle ❤️	How do I get involved in TRIO summer programs	Nope, it was great
Stem Connections, Wellness and Wellbeing	10	10	10	Panelists and workshops	Nothing	No	
The Skills You Bring, Wellness and Wellbeing	10	10	10	Meeting new people	Couldn't sit with my friends at first	None	More ways for the table groups to engage with each other.
Stem Connections, The Skills You Bring	8	8	10	I think the stem workshop was interesting and inspiring	The lunch wasn't that bad but compared to the rest of the experience .	None	
The Skills You Bring, Wellness and Wellbeing	4	4	7	Getting to know other students.	Alumni panel. It was helpful but boring to sit through.	I would like to know any other programs you guys are planning.	The workshops only touched on the surface of the topics discussed. Overall I did not learn much real life skills. I suggest there not be such long intermissions and include longer workshop sessions to allow depth.
Stem Connections, Wellness and Wellbeing	9	4	0	When we collaborated with new people from my high school and other high schools.	Too much talking and I can't stand still sitting in a room for an hour.	None	More interactive events!
The Skills You Bring, Wellness and Wellbeing	10	10	10	Meeting new people and learning new things.	N/A	N/A	N/A
The Skills You Bring, Wellness and Wellbeing	9	8	10	getting to learn from different people	lunch because I didn't like my sandwich	no	no 👍

COLLEGE TOURS/FIELDTRIPS:

Which campus tour did you attend ?	Did the tour help improve your understanding of the admissions requirements	Overall, how likely would you attend this type of event again?	Did the campus tour increase your interest in attending college	Would you recommend this trip for next year?	What was your favorite part of the event?	What was your least favorite part of the event?	Any comments/suggestions to improve the event?
2/22 - Stanford University	10	10	10	10	When jack was talking about the bear 🐻	Nothing	No
2/22 - Stanford University	7	10	10	10	my favorite part was looking at the art in the museum!	i liked the whole trip!!!	N/A
2/22 - Stanford University	8	8	4	6	bookstore	walking	n/a
2/22 - Stanford University	8	9	6	10	My favorite was when we visited the museum.	My least favorite park is when we had to walk through the cold.	n/a
2/22 - Stanford University	9	10	10	9	walking with the tour guide	Not being able to explore more of the campus	No
2/22 - Stanford University	0	6	1	5	bookstore	walking	no it's was fine but i don't really like the campus
2/22 - Stanford University	8	9	9	10	The museum	The ride to and back	Nope
2/22 - Stanford University	9	10	10	9	The bookstore	N/A	N/A
2/22 - Stanford University	7	10	9	10	The museum and architecture of the buildings	Walking	Everything good:)
2/22 - Stanford University	6	10	9	8	Learning about the rivalry between Stanford and Berkeley.	Walking around campus because the campus was extremely large.	Go inside the building so that we can see what the lecture hall looks like and possibly the dorms rather than just getting a look outside.
2/22 - Stanford University	5	8	9	10	The museum and talking about the community of Stanford	walking	no
2/22 - Stanford University	10	10	10	10	Going to the museum.	It was all good.	No.
2/22 - Stanford University	8	10	10	10	The tour getting to learn about the different things to do on campus	Didn't have one	N/A
2/22 - Stanford University	8	10	10	10	Seeing the artwork, especially the church.	Something out of others control, but the wind.	N/A
2/22 - Stanford University	7	10	9	10	The Museum	Walking	No
2/23-CSU East Bay & UC Berkeley	8	10	10	10	Eating at the dining hall	The weather	Longer tours maybe?
2/23-CSU East Bay & UC Berkeley	10	10	10	10	The atmosphere with the tour guides the food and overall learning about the programs they offer.	Walking in the rain and not having enough time to really look into the buildings	It was a good experience just the weather.

2/23-CSU East Bay & UC Berkeley	10	10	10	10	UC Berkeley	I enjoyed everything.	N/A
2/23-CSU East Bay & UC Berkeley	5	10	10	10	The food and the presenters explain the programs and their experiences/progress in college.	Weather.	N/A
2/23-CSU East Bay & UC Berkeley	6	10	10	10	Listening about the stories of the superstitions	Walking in the rain	Nope
2/23-CSU East Bay & UC Berkeley	9	10	10	10	Seeing the campus and learning about the different programs and student experiences	Not being able to go inside the buildings at UC Berkeley	Just seeing inside
2/23-CSU East Bay & UC Berkeley	9	10	10	10	Learning about the colleges through the tour guides and their personal experiences with it.	The weather.	N/a
2/23-CSU East Bay & UC Berkeley	7	10	7	10	Getting to know more about the colleges	The cold weather	No
2/23-CSU East Bay & UC Berkeley	9	10	10	10	Touring Berkeley	That the panel at East Bay was first, it was too early and a lot of us were falling asleep more than paying attention	No
2/23-CSU East Bay & UC Berkeley	10	10	10	9	Looking at all the buildings.	Nothing.	Have more time in the gift shop.
2/23-CSU East Bay & UC Berkeley	9	10	9	10	Lunch. At east bay the cultural diversity and support	Losing track of the times and schedule cause of the restrooms or not finding someone	None
2/23-CSU East Bay & UC Berkeley	10	10	10	10	Seeing different opportunities and traditions the Colleges have	N/A	N/A
2/23-CSU East Bay & UC Berkeley	9	9	10	10	going to berkeley	walking	n/a
2/23-CSU East Bay & UC Berkeley	4	8	9	8	N/A	N/A	N/A
2/23-CSU East Bay & UC Berkeley	4	9	10	10	touring the campus	listening to presentation	n/a
2/23-CSU East Bay & UC Berkeley	9	10	10	10	Walking around seeing the nice campus and the history of it	N/A	N/A
2/23-CSU East Bay & UC Berkeley	6	10	10	10	Seeing and learning about both university and the food 100%	The weather	Nothing really, maybe a suggestion on warmer clothes if there wasn't one already
2/23-CSU East Bay & UC Berkeley	7	8	9	10	Learning the traditions at UC Berkeley.	The weather and walking a lot.	None

2/23-CSU East Bay & UC Berkeley	7	9	6	8	My favorite part was watching the presentation at East Bay.	My least favorite part was walking in the rain.	N/a
2/23-CSU East Bay & UC Berkeley	10	10	10	10	Screaming GO BEARS and hearing the echo	None I liked it all	Nope
2/23-CSU East Bay & UC Berkeley	3	9	6	8	Socializing with Ms. Tina and everyone else. (Having lunch would be second, I love food)	The weather	Nope
2/23-CSU East Bay & UC Berkeley	8	10	10	10	The buffet and looking at how big the campus is.	Being in the wind and hail.	No
2/23-CSU East Bay & UC Berkeley	8	10	10	10	The tours - especially the Berkeley tour	The weather	N/A
2/23-CSU East Bay & UC Berkeley	7	9	9	9	Seeing the t-Rex skeleton replica in Berkeley	The wind	No
2/23-CSU East Bay & UC Berkeley	8	10	9	10	I think the tour for both was great and my favorite part was when seen Berkely statues of t Rex	I think I in joy the whole trip	Nop was great
2/23-CSU East Bay & UC Berkeley	8	10	8	10	Learning about the different resources offered.	Nothing just the weather was too windy.	Nopee
2/23-CSU East Bay & UC Berkeley	9	10	10	10	The panel and tour. The food was really good too.	The weather	Not really
2/23-CSU East Bay & UC Berkeley	8	10	10	10	Getting to ask questions while touring the campus helped me to gain an understanding of the campus as well as answer most questions that I had.	It was very well planned so not many complaints from here, only thing was that it was kind of cold.	Nope, all went smoothly.
2/23-CSU East Bay & UC Berkeley	4	9	10	10	Visiting learning facilities such as libraries and buildings.	Walking around the campus because it was tiring.	Allocate more in depth visits into facilities and provide real observation into the life of a student. Allow more time to visit bookstores and explain the curriculums.
2/23-CSU East Bay & UC Berkeley	10	10	10	10	When we entered the libraries, the architecture was amazing and it was refreshing to see masses of students studying in real time. Our tour guides were engaging and thankfully answered questions and let us in on superstitions and myths of the campuses. Berkeley's campus is insanely beautiful.	Nothing, every part was extremely informative and helpful in a laid back way that allowed me to take in the colleges.	Not enough time to look at specific spots, very quick paced but it's understandable.
2/23-CSU East Bay & UC Berkeley	8	10	8	10	Getting tours	I loved it all so I didn't dislike anything	It was all good
2/23-CSU East Bay & UC Berkeley	6	10	7	10	Getting to interact with your guides and learn about campus	Nothing, this was a very nice trip	5 OUT OF 5 STARS! LIKED!! COMMENTED!!! AND SUBSCRIBED!!!!

2/23-CSU East Bay & UC Berkeley	10	10	10	10	I enjoyed learning about the campuses and spending time with my friends. I like walking around the campus and seeing other students as well as learning about the UC Berkeley seal and other interesting things	I enjoyed everything 👍👍	Nope 🙄
4/10 - UC Berkeley	8	10	10	10	Overall the community and the different types of places to head too.	Going back home 😞	Perfectly planned
4/10 - UC Berkeley	10	10	10	10	Seeing the whole school, it was a huge eye opener.	The amount of walking.	N/A
4/11 - San Jose State University	8	10	10	7	Library	Lot's of walking but it was alright	Nope.
4/11 - San Jose State University	6	7	10	5	Touring the campus	N/A	N/A
4/11 - San Jose State University	5	8	5	3	My favorite part was visiting the library.	I had no least favorite.	N/A

SENIOR EXIT SURVEY:

High School Cumulative Weighted GPA (end of senior year)	High School Cumulative Unweighted GPA (end of senior year)	High School Graduation Status	Met High School State Academic Achievement Standard at Proficient Level – Reading/ Language Arts	Took Advanced Placement (AP) or International Baccalaureate (IB) Course Completed	Were you employed?	What university are you attending in the Fall 2022?	When do you start classes?	Major Applied For	Where will you be living?	Would you be interested in being invited to future Alumni events?	Do you have any lingering questions that we can answer?	Any other information you would like the TRiO Upward Bound team to know?
3.9	4	Received regular high school diploma	Yes	Yes	Yes	San Jose State University	8/19/2022	Psychology	At home with parents	Yes	No	
3.83	3.63	Received regular high school diploma	Yes	Yes	No	University of California, Irvine	9/22/2022	Public Health Policy	Dorms on campus	Yes	Nope!	Nope!
3.14	2.94	Received regular high school diploma	No	Yes	No	Sacramento State University	8/29/2022	Criminal Justice	Dorms on campus	Yes	If I gave someone applications to join trio where can they turn them in?	N/A
4.3	4	Received regular high school diploma	Yes	Yes	No	UC Berkeley	7/5/2022	Computer Science	Dorms on campus	No	Nope!	
2.6	2.6	Received regular high school diploma	Yes	No	No	San Jose State University	8/19/2022	Undeclared	At home with parents	Yes	nope	
4.3	3.9	Received regular high school diploma	Yes	Yes	No	UC Berkeley	8/24/2022	Economics/Business Administration	Dorms on campus	Yes	No	No
3.6	3.8	Received high school equivalency credential (ie: GED)	No	Yes	No	San Jose State	8/19/2022	Psychology	At home with parents	Yes	N/A	N/A
3.5	3.4	Received regular high school diploma	Yes	Yes	No	Evergreen valley college	8/30/2022	Nurse RN	At home with parents	Yes	N/a	

4.5 (based on own calculation, could be slightly off)	3.9	Received regular high school diploma	Yes	Yes	Yes	UC Davis	9/21/2022	Animal Science	Dorms on campus	Yes	N/A	
3.79	3.79	Received regular high school diploma	Yes	Not applicable, I did not enroll at a school that offers neither AP nor IB coursework	Yes	Csu Monterey bay	8/22/2022	Computer science	Dorms on campus	Yes	N/a	Thanks so much for the past 4 years I'm looking forward to seeing you guys later in my journey 😊
3.6	3.9	Received regular high school diploma	Yes	Yes	No	San Jose State University	8/19/2022	Undeclared	At home with parents	Yes	Not yet	I don't have anything
3.77	3.74	Received regular high school diploma	Yes	Yes	No	SJSU	8/15/2022	COMPSCI	At home with parents	No	N/A	
4	4	Received regular high school diploma	Yes	Yes	Yes	University of Notre Dame	8/22/2022	Spanish	Dorms on campus	Yes	N/A	
2.3	2	Received regular high school diploma	Yes	Yes	Yes	Evergreen valley college	8/29/2022	Medical assistant	At home with parents	Yes	No	No
2	2	Received regular high school diploma	Yes	Yes	Yes	Evc	8/29/2022	Medical assistant	At home with parents	Yes	No	No
3.3143	3.3191	Received regular high school diploma	Not applicable, student has not taken the state assessment to determine whether he or she met standard	No	No	San Jose State University	8/22/2022	Undeclared	At home with parents	No	N/A	N/A
4	4	Received regular high school diploma	Yes	Yes	No	Yale university	8/31/2022	MCDB	Dorms on campus	Yes	None	
don't remember	don't remember	Received regular high school diploma	Yes	Yes	No	uc santa barbara	9/17/2022	psychology	Dorms on campus	Yes	n/a	
4.15	3.91	Received regular high school diploma	Yes	Yes	Yes	UC Santa Barbara	9/19/2022	Pre financial mathematics and statistics	Dorms on campus	Yes	Ni	No
3.94	3.94	Received regular high school diploma	Yes	Yes	Yes	De Anza	9/26/2022	Software engineer	At home with parents	Yes	Nope	
3.6	3.5	Received high school equivalency credential (ie: GED)	Yes	Yes	Yes	University of California, Santa Barbara	9/17/2022	pre-psychological & brain sciences	Dorms on campus	Yes	n/a	

2.5	2.5	Received regular high school diploma	No	No	Yes	Everygreen Valley College	9/13/2022	Automotive	At home with parents	Yes	No	No
n/a	3.7	Received regular high school diploma	Yes	Yes	Yes	Santa Clara University	9/19/2022	psychology	Dorms on campus	Yes	n/a	n/a

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

During the summer program, we implemented student leader positions to help with academic and social activities. We will continue this program as it helps to further develop students' character and leadership skills.

We also incorporated students' voices during the summer residential component at UC Berkeley where students provided feedback of wanting to be more involved in the planning throughout the school year. We have tried establishing a student leadership body, but have not succeeded. However, we continue to survey students to incorporate their voice in planning trips and activities.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

Mounthasone Bott (Monty) - Student Retention Assistant

On a weekly basis during the academic year, Monty is physically located at the partner high schools ensuring that services are rendered to the program participants. Additionally, she collaborates with the high school personnel to deliver programming. She has several years of experience working with the TRiO UB program and is always looking for ways to innovate. She is always ready to meet the students where they are at and make the extra effort to support them.

Juan Manriquez - Supervisor

Juan supports TRiO staff and their respective high schools. He ensures that all services are in compliance with federal and district policies and regulations. He manages the budget so that quality programming is provided for the students. He collaborates with EVC and district personnel to bring different initiatives to fruition. He is responsible for submitting the Annual Performance Report to the Department of Education. He has more than 8 years of TRiO experience and in working with minoritized youth.

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

TRiO staff annually attend two TRiO professional development conferences - CenCal PDS and WESTOP.

CenCal PDS - The Central California WESTOP Chapter is a network of members interested in furthering access to educational opportunities for economically and educationally disadvantaged persons and persons with disabilities by enhancing members' professional development and equipping members with the right tools necessary in promoting institutional approaches at the local level and furthering policies at both the state and federal level which would advance educational equity.

WESTOP - The annual WESTOP Conference brings together TRiO and Educational Equity Professionals to share real-world insights on professional development and strategies to best serve our students and communities. The conference is designed to provide attendees an intimate setting with direct access to presenters, to share best practices with peers, and opportunities for networking.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.**

EVC's TRiO Upward Bound is federally funded program. The program funds are strictly fund 17. The project director meets with the Business Office to review expenditures and stay up to date.

- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use.**

EVC's TRiO Upward Bound is strictly fund 17. Funds are used for personnel (salary and benefits) and student programming for student participants during the academic and summer components.

Technology and Equipment

Part F: Technology and Equipment

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Total Cost

Attach Files

Attached File

IEC Reviewers

IEC Mentor

William Sapigao

IEC Second Reader

Fahmida Fakhruddin