

# Compton College

## Upward Bound Math & Science Program

Fall 2020

### Program Review

#### Program Description

- 1. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?**

Compton Community College District has been home to the Upward Bound Math Science (UBMS) program since the early 90's via five-year federal grants. In summer of 2017, the district applied for one new Upward Bound, one new Upward Bound Math & Science, and one continuing Upward Bound Math & Science grant with the U.S. Department of Education. The two new grant proposals missed the funding band by one point, only the continuing Upward Bound Math & Science grant was renewed for five additional years. The District was awarded \$275,155 annually for the Upward Bound Math and Science program beginning September 1, 2017 through August 31, 2022. The UBMS program specifically targets high school students who are interested in pursuing majors in Science, Technology, Engineering, and Math (STEM). The UBMS program also targets at-risk students who are looking for new and challenging academic opportunities not offered in their high schools-Strategic Initiatives- B, C, and D. Throughout this document, the words 'students' and 'participants' will be used interchangeably as the Department of Education refers to students as participants.

The mission of the UBMS program is to assist first-generation college and economically disadvantaged students achieve success at the postsecondary level by facilitating high school completion and entry, retention, and completion of postsecondary education. The UBMS program is designed to: (1) strengthen the math and science skills of participating students; (2) assist students recognize and develop their potential to excel in math and science; (3) encourage students to pursue post-secondary degrees in math and science, and; (4) encourage students to pursue professions in math and science by providing exposure to industry professionals within the math and science fields-Strategic Initiatives- 1, 2, 4, and 5.

UBMS strives to create a learning environment that challenges underrepresented students and supports them in achieving their educational goals. The program helps at-risk students develop self-confidence and self-discipline, obtain knowledge and skills to think

critically, problem solve, and communicate effectively. It also helps students develop college-level skills that allow them to enroll in postsecondary institutions of higher education. The program is free to eligible students.

UBMS recognizes and appreciates the similarities and differences that ultimately delivers quality and sustainable access to higher to education. The program staff works collaboratively in the spirit of people, respect, integrity, diversity and excellence to ensure that participants and their families succeed and gain access to post-secondary education. The UBMS program is structured in two components: Academic Year (AY) and Summer Component (SC). The AY component (August-June) consists of 18 Saturday Academies, four Parent Workshops, Academic/Personal Counseling, Financial Literacy Workshops, Social Cultural field trips and a Northern California University Tour (when funds are available). The SC consists of a six-week program in which students receive academic enrichment instruction in math, English, science, foreign language and computer science. During the last week of the SC, UBMS students reside in the dorms of a local university to experience college life and provide an opportunity for them to visualize themselves as a college student. Moreover, the residential component is instrumental in easing parental fears of having their child leave the home to live on campus dormitories.

**UBMS offers the following services:**

- Counseling: Academic, Career, and Personal
- Financial Literacy workshops
- Parent Workshops
- Tutoring- daily (Monday- Friday)
- Saturday Academy- 18 each academic year, 2 per month
- Summer Program- 6 weeks
- Assistance with college admissions application
- A-G UC/CSU academic counseling
- Social cultural field trips
- University campus tours
- Stipends (academic and summer component)
- Laptop and Wi-Fi loan programs

Students must meet the eligibility criteria established by the U.S. Department of Education outlined below to participate in the program:

1. Must be a citizen or permanent resident of the United States
2. Must be a potential first-generation college student (parents do not have a bachelor's degree) and/or

3. Must be a low-income individual (the family's taxable income for the preceding year must not exceed 150 percent of the Federal TRIO income poverty levels)

The Department of Education guidelines specify that at least two-thirds of eligible participants at the time of initial selection must qualify as both potential first-generation college students and be low income. The remaining one-third can be either first generation college students, low-income, and/or at-risk to not complete high school.

### **UBMS Application Process**

The UBMS program was funded to serve a total of 52 participants from Compton and Dominguez High Schools. Each participant goes through a multi-step application process. The program staff recruits students that are motivated to enroll and complete postsecondary education in STEM fields. The UBMS staff provide recruitment presentations in classrooms, Back to School Nights, and college centers at each target school. After each presentation, UBMS staff provides interested students with a pre-screening questionnaire (PSQ) to determine if the student meets the participant eligibility requirements set by the U.S. Department of Education described above. Once the PSQ is submitted, the UBMS staff provides eligible students with an UBMS program application. The application consists of four sections: personal/demographic information, personal statement, and four letters of recommendation. The letters of recommendation must be completed by a science, English, and math teacher as well as the student's high school counselor. Once the UBMS program application is submitted, the Program Manager schedules an appointment with the student and parent/guardian for a family interview. The interview is conducted by the Program Specialist and Manager and is divided into two parts: (1) the student portion in which the student is asked about their academic goals, ability to participate, motivation and interest in joining the program and (2) the parent/guardian portion of the interview allows the UBMS staff to ask questions regarding familial support, ability to participate in the parent workshops, disciplinary style, and academic goals set in the household. Once the interview is complete, the UBMS program staff evaluates the interviews and tallies the points for each needs section. Candidates with the highest needs are admitted into the program on a probationary basis. The probationary period consists of 60 days in which new participants must attend all Saturday Academy sessions and attend tutoring if their grades are below a B- average.

### **Program Objectives**

All UBMS grantees have seven program objectives set by the U.S. Department of Education to measure program success. Each objective is described below:

- 1. Eligibility Criteria:** at least two-thirds of the participants served during the year will be low-income and first generation OR low-income, first generation and at risk of academic failure.
- 2. Academic Performance:** 75 percent of participants served during the reporting period will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the year.
- 3. Academic Performance on Standardized Tests:** 75 percent of the senior participants served during the program year will achieve at the proficient level on state assessments in reading/language arts and math.
- 4. Secondary School Retention and Graduation:** 85 percent of the participants served during the reporting period will continue in school for the next academic year at the next grade level or will graduate from secondary school with a regular secondary school diploma.
- 5. Secondary School Graduation (Rigorous Secondary School Program of Study):** 70 percent of current participants will graduate from high school during the school year with a regular secondary school diploma and will complete a rigorous secondary school program of study.
- 6. Postsecondary Enrollment:** 75 percent of current and graduating high school seniors during the school year who graduate 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 receive notification by the fall term from an Institution of Higher Education (IHE) of acceptance for deferred enrollment in the next academic semester.
- 7. Postsecondary Completion:** 66 percent of participants in a postsecondary education enrollment cohort will attain either an associate or bachelor's degree within six years following high school graduation.

### **Annual Performance Report**

Each fall the U.S. Department of Education requires that TRIO grantees report on the progress made in meeting the seven objectives described above in the Annual Performance Report (APR) by November/December of each grant award year. The APR reporting period is for September- August of the previous year.

The last APR submitted for Compton Community College District was for the 2018-2019 grant award year and is the data provided in the sections below since the 2019-2020 APR will be released until November/December 2020.

The APR reports on seven objectives to measure the program's performance. Objectives 1-6 measure the high school graduating class and participant served during the reporting period. For the 2018-2019 APR, the senior class is the class of 2019. Objective seven measures the graduating class of 2013. For the APR the Department of Education asks approximately 65 questions to track current and previous participant performance. It is important to note the UBMS program is required to report on students' postsecondary enrollment and completion for six years after graduating from high school.

Program Objectives are evaluated as being met or not met. Meeting the program's objectives is important because grantees are awarded up to 15 prior experience for meeting program objectives in the three years leading up to the next grant application cycle. Prior experience points allow continuing grants to earn more than 100 points during the finding band, thus increasing the chances that a continuing program will score within the funding band.

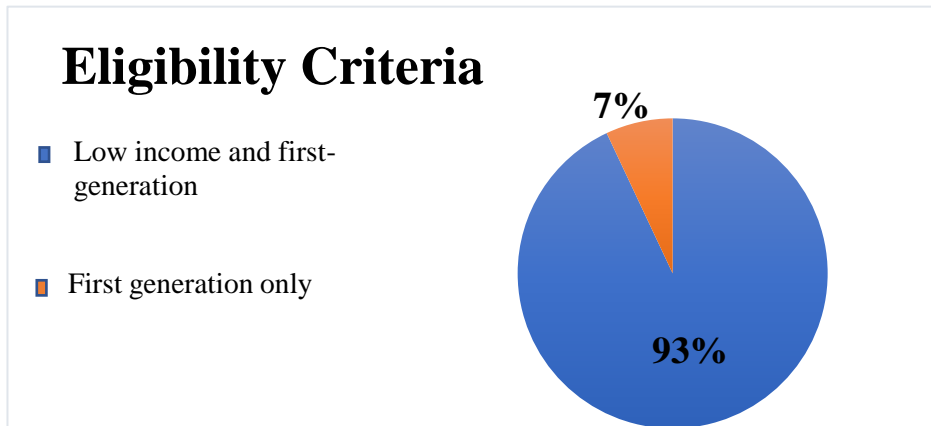
Each objective is described in detail in the section below following a description of the outcome for 2018-2019. It is important to note that in 2018-2019, UBMS was funded to serve 52 students. The total number of students served was 54, which serves as the denominator to measure outcomes in objectives one and two.

## **1. Eligibility Criteria**

Objective: Two-thirds of all UBMS participants served must be low-income and first generation or first-generation, low income and at risk for academic failure.

Outcome: 93 percent of participants served were low-income and first generation or low-income, first generation and at risk of academic failure (Annual Performance Report, 2018-2019).

**Graph 1. Eligibility Criteria**

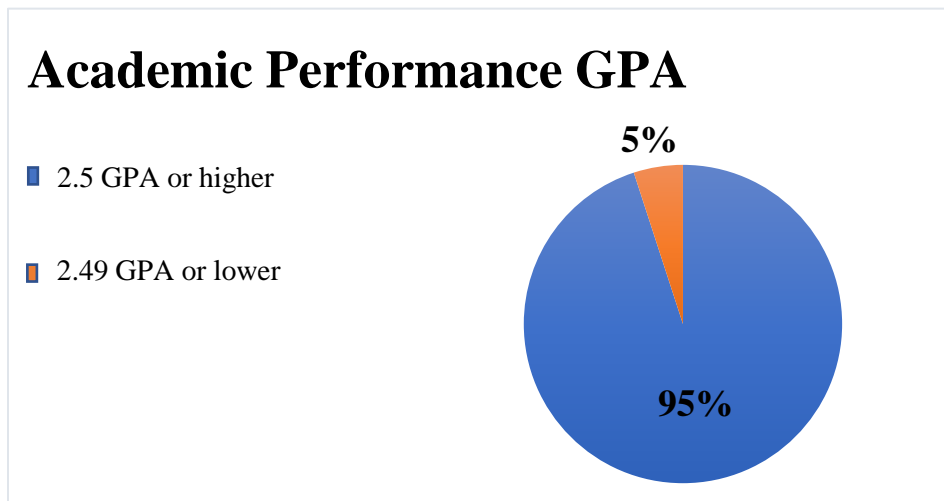


**2. Academic Performance (GPA)**

Objective: 75 percent of all UBMS participants will acquire a 2.5 GPA or higher by the end of the school year (Annual Performance Report 2018-2019).

Outcome: 95 percent (51/54) of participants acquired a 2.5 GPA or higher (Annual Performance Report, 2018-2019)

**Graph 2. Academic Performance (GPA)**

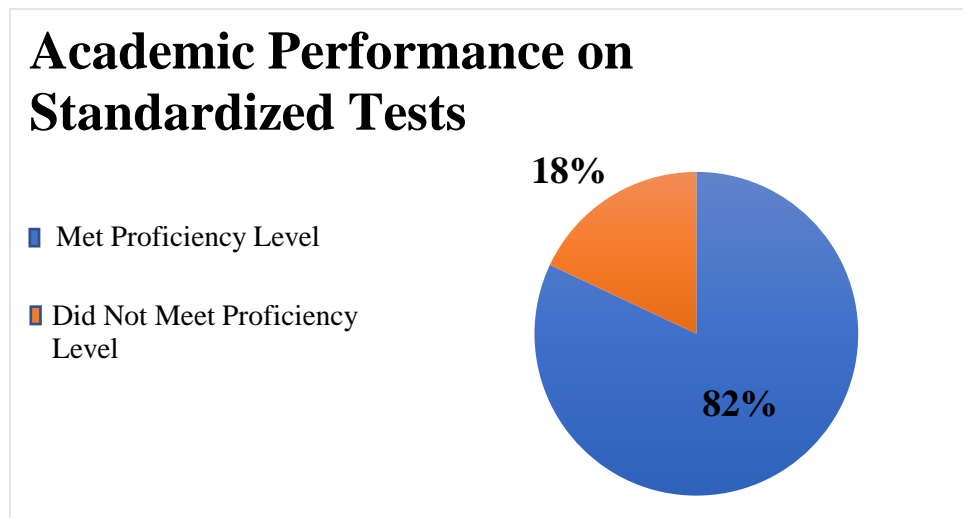


### 3. Academic Performance on Standardized Tests

Objective: 75 percent of all UBMS seniors will achieve at the proficient level on state assessments in reading/language arts and math.

Outcome: 82 percent (7/9) achieved a proficient level on state assessments in reading/language arts and math (Annual Performance Report, 2018-2019).

**Graph 3. Academic Performance on Standardized Tests**

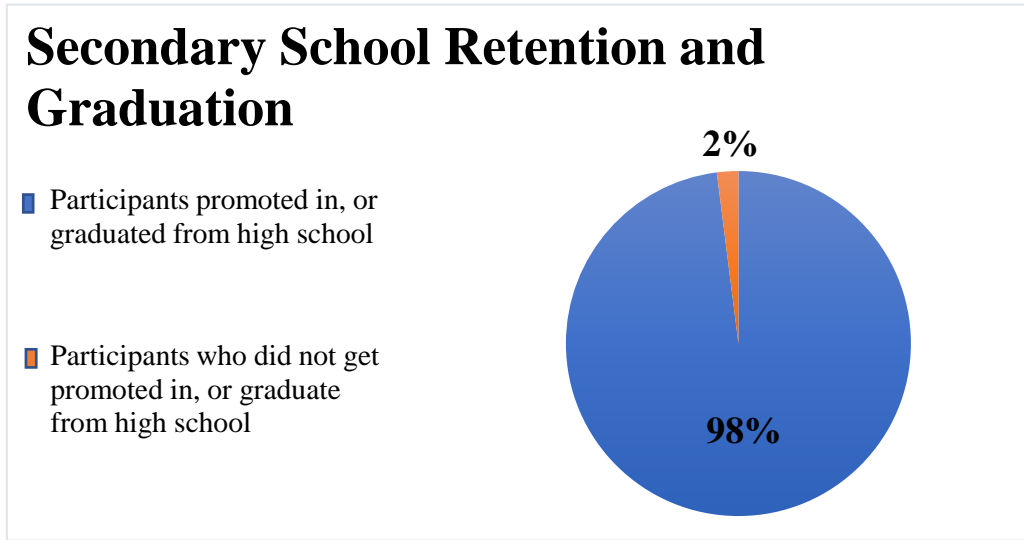


### 4. Secondary School Retention and Graduation

Objective: 85 percent of participants will continue in school for the next academic year at the next grade level or will graduate from secondary school with a regular secondary school diploma.

Outcome: 98 percent (53/54) participants were promoted in, or graduated from high school (Annual Performance Report, 2018-2019).

**Graph 4. Secondary School Retention and Graduation**

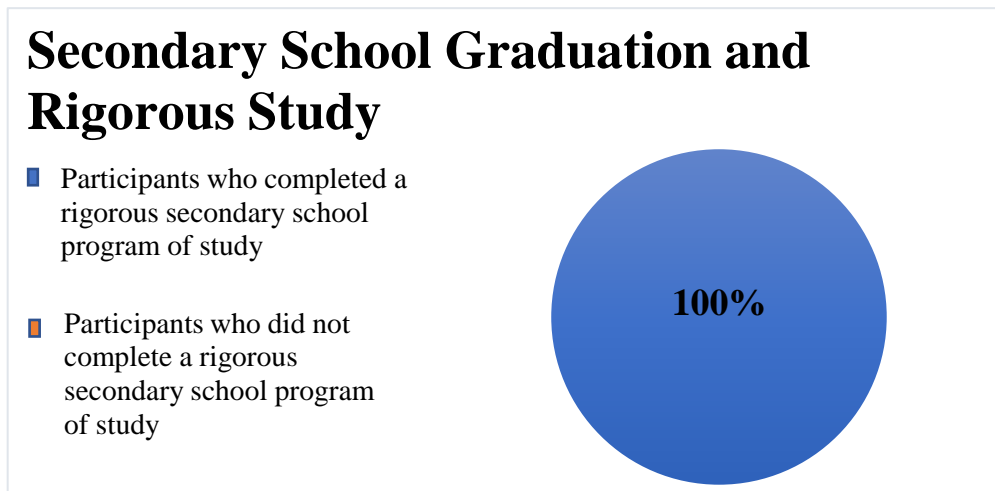


**5. Secondary School Retention Graduation (Rigorous Secondary School Program of Study)**

Objective: 70 percent of graduating seniors are to complete a rigorous secondary school program of study.

Outcome: 100 percent (9/9) of participants completed a rigorous secondary school program of study (Annual Performance Report, 2018-2019)

**Graph 5. Secondary School Graduation and Rigorous Study**



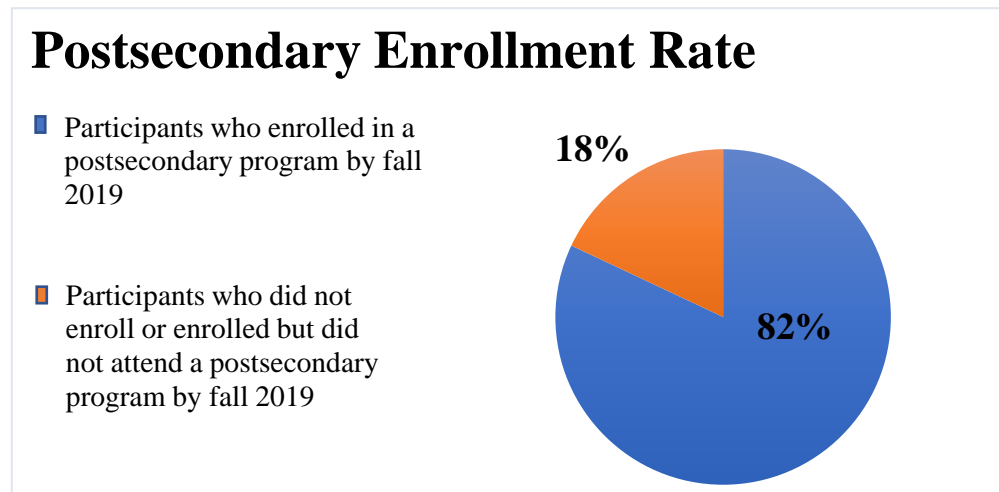


## 6. Postsecondary Enrollment Rate

Objective: 75 percent of participants are to enroll in a postsecondary program by fall 2019.

Outcome: 82 percent (7/9) of participants enrolled in a postsecondary program by fall 2019, or whom the IHE accepted but deferred until next semester (Annual Performance Report, 2018-2019).

**Graph 6. Postsecondary Enrollment Rate**

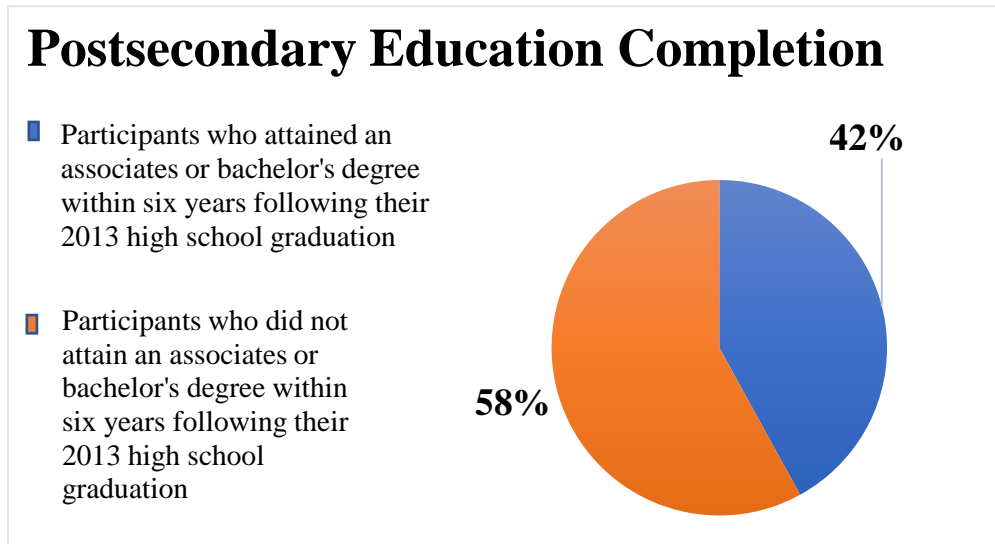


## 7. Postsecondary Education Completion

Objective: 66 percent of participants are to attain either an associate or bachelor's degree within six years following high school graduation (Annual Performance Report, 2018-2019).

Outcome: 42 percent (5/12) of participants attained either an associate or bachelor's degree within six years following high school graduation during the 2013 cohort.

**Graph 7. Postsecondary Education Completion**



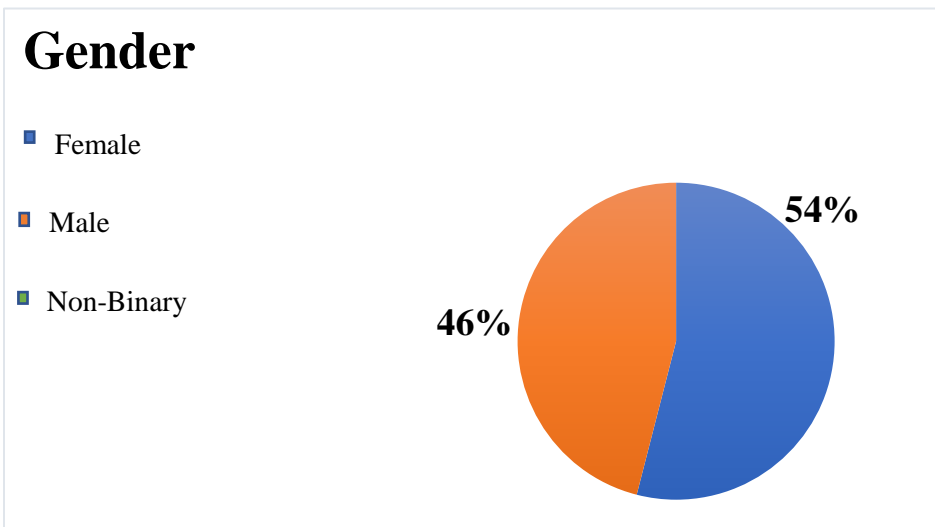
**2. Describe the student population served by the program using data.**

Graphs 8-10 below provide an overall display of gender, ethnicity and grade level overview of UBMS participants. The UBMS program staff collects this data from the UBMS admissions application. This data is then entered onto Blumen, a data collection software used to generate the data needed for the Annual Performance Report (APR).

**Gender**

See graph 8 below with the data for the program's gender percentages (Annual Performance Report, 2018-2019). In 2018-2019, the program served 54 percent (29/54) females and 46 percent (25/54) males and (0/54) non-binary students.

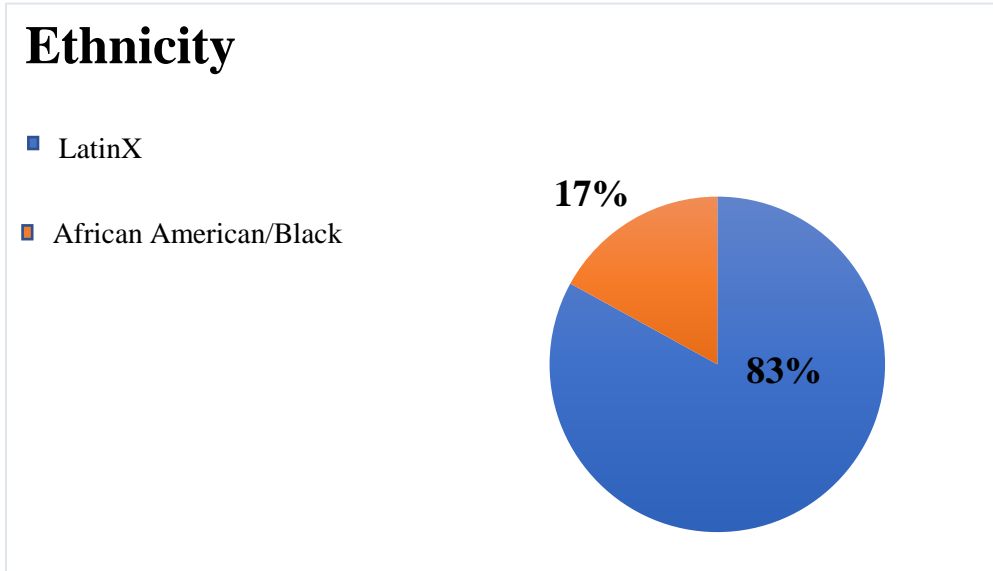
**Graph 8. UBMS Participant Gender**



## Ethnicity

Graph 9 below shows the percentages of the various ethnicities of program participants. (Annual Performance Report, 2018-2019). Eighty three percent (45/54) of participants identify as LatinX, 17 percent (9/54) identify as Black/African American.

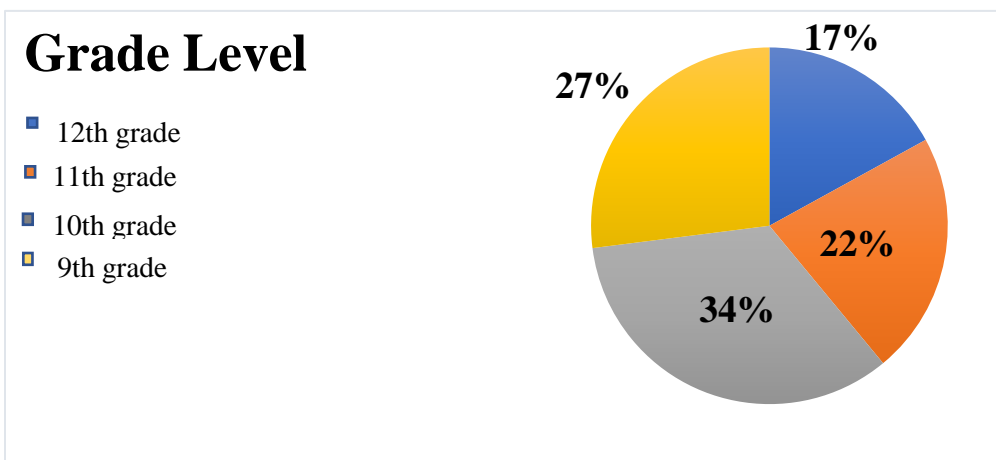
**Graph 9. Ethnicity**



## Grade Level

Graph 10 below shows a breakdown of the program participants by grade level. During the 2018-2019 academic year, UBMS served 27 percent (15/54) freshmen, 34 percent (18/54) sophomores, 22 percent (12/54) juniors and 17 percent (9/54) seniors (Annual Performance Report, 2018-2019).

**Graph 10. Participant Grade Level**



### **3. Describe how interaction with the program helps students succeed or meet their educational goals.**

UBMS activities and services include academic year activities at the target high schools, tutoring, Saturday Academy, Student/Parent Workshops and a six-week Summer Program. Students experience college life by taking classes and staying on campus during the residential component of the Summer Program. Personal and academic counseling and assistance in secondary school course selection, financial literacy, career exploration, exposure to cultural events, and educational activities that are not typically available to disadvantaged youth is also provided. Academic enrichment and activities help students successfully transition from high school to the postsecondary level.

#### **Academic Year Component**

There are two full-time UBMS staff, the Program Manager and the Program Specialist. Participants receive weekly school visits from the Program Specialist. The program is able to meet its goals by assessing and evaluating the academic needs of each program participant and provide academic support services to meet those needs. In addition, program participants are provided support services such as academic and personal counseling, tutoring, and workshops, outside of the classroom to assist in their transition to college/university. The quality of the curriculum, services and activities planned by the program reflects the emphasis placed on the mastery of academic skills, and study techniques along with improvement in performance levels. These areas are essential for students to gain admission into and to succeed in postsecondary education.

The services planned of participants during the Academic Year component are designed to provide the guidance necessary for the program participants to: (1) increase their performance levels in academic courses essential for success in secondary and postsecondary education; (2) identify career and postsecondary goals; (3) attend safe and productive college-and career-related field trips; (4) overcome personal hardships; and (5) to gain admission into and complete postsecondary education.

The Manager and Program Specialist track the colleges/universities that seniors apply to. The staff members are responsible for coordinating college visits and tours. Comprehensive records to document this process are kept in a separate file for each senior and contain copies of all admissions applications, financial aid/scholarship applications, assessment scores, and all correspondence between the student and postsecondary institutions.

## **Counseling Sessions**

The Program Manager and the Program Specialist make monthly contact with students at the target high schools. In the fall, each participant's academic program is reviewed to ensure that the courses taken fulfill the California State University (CSU) and the University of California (UC) A-G requirements for admissions. Career and college opportunities are discussed along with attendance and classroom performance.

Weekly target school visits enable the Program Manager and the Program Specialist to monitor students; academic progress and attendance. The Program staff works cooperatively with target school personnel when students' exhibit unsatisfactory academic performance and poor attendance. Program staff may conduct home visits throughout the year when students' experience serious academic or personal problems.

Intensive academic counseling is provided to encourage students to actively pursue entry into postsecondary institutions. This activity is planned for the fall semester to meet the November 30<sup>th</sup> application deadline to the CSU's and UC's. All students receive counseling services throughout the academic year.

The Program Manager and Specialist oversee the college admission and financial aid application submissions. The Program Specialist begins working with seniors immediately at the start of the fall semester. Seniors apply to take the Scholastic Aptitude Test (SAT) & SAT subject exams and the American College Testing (ACT) Assessment needed to qualify for admission to most four-year postsecondary institutions in California. However, as of May 2020, the UC system is no longer requiring SAT or ACT scores for admission.

Once testing is completed, the program staff assists students in completing college admissions application. For program seniors to meet the priority application deadlines by November 30<sup>th</sup>, an application workshop is held in early October. Each senior is assessed by the program staff to identify eligibility and prospective campuses. The senior is recommended to apply to at least four UC's (if eligible) and four CSU's (if eligible) and one community college. Students are highly encouraged to apply to the Compton Promise program, in which fulltime students may have their enrollment fees waived if they enroll at Compton College. Applying to private universities is also recommended to students who are eligible.

To be eligible for financial aid at postsecondary institutions in California and out of state, the Program Specialist ensures each senior completes the Free Application for Federal Student Aid (FAFSA) and/or CSS Profile. In January, a student/parent financial aid workshop is held on a Saturday at Compton College campus to explain the entire financial aid process to parents and to assist them in completing complicated financial aid/scholarship applications.

Students and their families also participate in the Compton College Cash for College events, hosted by the Compton College's Financial Aid Office. The Financial Aid office staff also is available to provide one-on-one sessions with students and their parents/guardians by appointment.

### **Tutoring**

Tutoring is provided to the UBMS students by the UBMS tutors hired by the program manager. Tutoring attendance is required if: (1) a student has earned a grade of B- or lower in one or more of their core classes as reported on their most recent progress reports and (2) students who have a CSU weighted GPA below a 3.0 at the end of each semester. The program staff asks that parents ensure their student attends tutoring if they are required to participate. Tutoring is available by the UBMS tutors that are hired to work with students. Tutoring is generally provided on a one-to-one basis; however, there are occasions when small group tutoring is provided. While we are working remotely, tutoring is offered Monday – Friday from 3:00 p.m. to 5:30 p.m. (2.5 hours) via zoom.

### **Saturday Academy**

Saturday Academies are provided to students at Compton College throughout the academic year. Saturday Academy includes core curriculum classes in English, literature and composition, mathematics, laboratory science, and/or foreign languages. Activities also include tutoring, workshops, guest-speakers, SAT/ACT test preparation, educational and cultural trips.

Students are provided with the opportunity to prepare for the SAT, SAT subject and the ACT Assessment through a comprehensive network of SAT and ACT preparation services offered by UBMS. All students attend a test-taking strategies workshop, as well as receive classroom instruction during Saturday Academy to improve basic skill sets represented on the SAT, SAT subject and the ACT. Classroom instruction focuses on, vocabulary, reading and math skills necessary for mastery of the SAT, SAT subject and ACT tests.

All juniors receive a series of workshops to help them prepare for the SAT exam. The Program Specialist, teachers, and students review the results of practice tests and use these results as a basis for determining areas that need improvement. Students' test scores are compared to the test scores of entering freshmen at colleges and universities throughout the United States. Students register to take SAT, SAT subject and ACT tests in the spring of their junior year and take the exams for a second time in the fall of their senior year. UBMS participants are highly encouraged to take at least two of three standardized tests at least twice before completion of the program. Recently, in the spring of 2020 UCs and CSUs announced that they would no longer be using SAT or ACT test scores to admit students.

Due to this, UBMS is no longer hosting SAT or ACT courses for students but will still provide fee waivers for students that qualify.

### **Summer Program**

UBMS coordinates a six-week summer program for students. The first five weeks (commuter component) take place at the Compton College and the last week (residential component) is held at the residence halls of a 4-year college/university. Core curriculum classes are offered in English, composition, mathematics, laboratory science, literature, and/or foreign languages.

The Manager and Program Specialist monitor the academic and motivational progress of each student throughout the Summer Program. To further increase interest in postsecondary education, the program employs former Upward Bound and Upward Bound Math & Science Program students. Current students have the opportunity for personal discussion with people of similar backgrounds that have entered postsecondary institutions. These graduates are in an excellent position to positively motivate students through realistic discussion of their college experiences.

#### **4. How does the program interact with other on-campus programs or with off-campus entities?**

The UBMS program staff collaborates with many campus programs and high school administrative staff to meet the needs of the program. Participants are invited to Compton College's annual College/University and Career fairs, hosted by the Transfer & Career Center. The UBMS program staff also participates in the annual Counselor Luncheons scheduled at Compton and Dominguez High Schools to promote services to students. The staff utilizes a variety of resources, such as target high school personnel, local media, community agencies and other programs that serve low-income, first generation youth, to identify and recruit a pool of potential participants. Below is a list of programs and departments the UBMS program collaborates with:

- **Academic Affairs:** The UBMS program requests classrooms for Saturday Academies and academic enrichment instruction and works with the department to secure classrooms for the commuter component of the Summer Program.
- **Business Office:** The Program Manager receives monthly expenditure reports from the business office and completes semi-annual certification forms twice a year to comply with grant regulations.
- **Campus Police:** Provides safe driver training, CPR and first aid classes for full time staff, provides access to classrooms, Student/Staff Lounge for workshops, escorts

students to their vehicles, and checks in with program staff during Saturday Academies.

- ***Community Relations:*** Aids in helping edit UBMS flyers, certificates, documents, Summer Program t-shirts, and the UBMS webpage. The program manager sends documents to the department to be reviewed before distribution to students.
- ***Compton Unified School District:*** UBMS participates in quarterly meetings/trainings provided by Compton Unified School District, public universities and supporting organizations to efficiently and effectively communicate information to prospective and current participants and their families.
- ***Facilities and Auxiliary services:*** Works with UBMS to secure rooms for Saturday Academy, Summer Program and Parent workshops.
- ***Financial Aid Office:*** Assists current UBMS seniors apply for financial aid and scholarships. Work closely with the department to ensure Promise students submit the Free Application for Federal Student Aid (FAFSA).
- ***Higher Education Coordinators:*** The Higher Education Coordinators at both partnering schools are in contact with Program Staff and collaborate to help UBMS students apply to college, submit FAFSA requests, search for scholarships, aid in A-G class selection, and workshops.
- ***High School Counselors:*** The UBMS staff works closely with partnering high school counselors to recruit new students, help students with class selection, help with current students' issues and to update the program staff with any new class requirements.
- ***Oliver W. Conner College Promise Program:*** All UBMS seniors are encouraged to apply to Compton College. UBMS staff work closely with the Outreach & College Promise Coordinator to assist students complete Compton College's steps to enrollment to enroll in the Promise program.

## **5. List notable achievements that have occurred since the last Program Review.**

There are several notable achievements, in the last five years, the program was able to meet and surpass six of the seven objectives provided by the U.S. Department of Education. Another notable achievement was that UBMS served the valedictorians from Compton and Dominguez High Schools in 2018 and 2020. In summer 2020, the program was able to provide all services remotely due to the coronavirus disease of 2019 (COVID -19) global



pandemic. Students were able to attend summer program classes, virtual workshops, tutoring, and other program activities virtually.

**6. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?**

The previous recommendation requested laptops for fulltime staff and new computers for the students and part-time staff. The program provided new computers and laptops to the Program Specialist and Program Manager. The new computers and laptops allowed the Program Manager and Specialist to have access to pertinent information when off campus and have been extremely helpful while working remotely during the COVID-19 pandemic. Also, the tutoring hours were increased to help students improve their grades thus improving the Service Area Outcomes (SAO) reports.

**Program Environment**

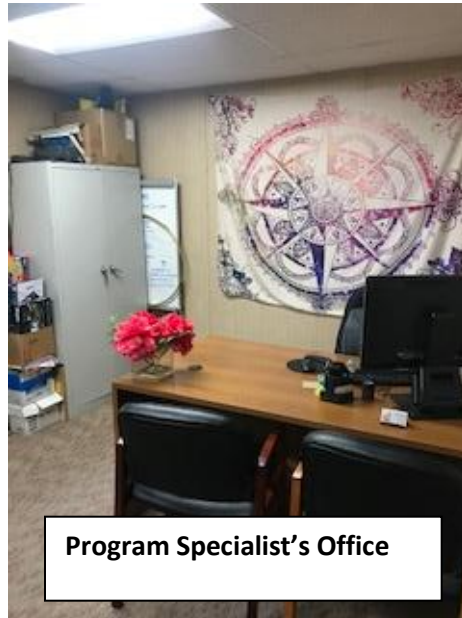
**1. Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?**

The program is located within the Student Services Division and currently housed in the M-3 bungalow located on D-Row.





**Additional student workstations with computers**



**Program Specialist's Office**



**Program Manager's Office**

The UBMS office has seven computers for student use and a black and white printer. Teacher Associates utilize the program's computers and printer to print syllabi, assignments, and other printing needs. The computers provide technology to students who do not have access to a computer or internet access at home. Students utilize the technology to complete assignments, applications and any additional tasks regarding postsecondary options. Tutors also use the computers to track tutoring participation. The

program purchases two new computers every year to upgrade technology in a rolling basis without greatly impacting the budget. Two offices are provided, one for the Program Manager and one for the Program Specialist. The common area of the office is lined with work areas for small group and individual tutoring sessions facilitated by tutors. Tutors conduct tutoring sessions from 3:00 – 5:30 p.m. Tuesday-Friday.

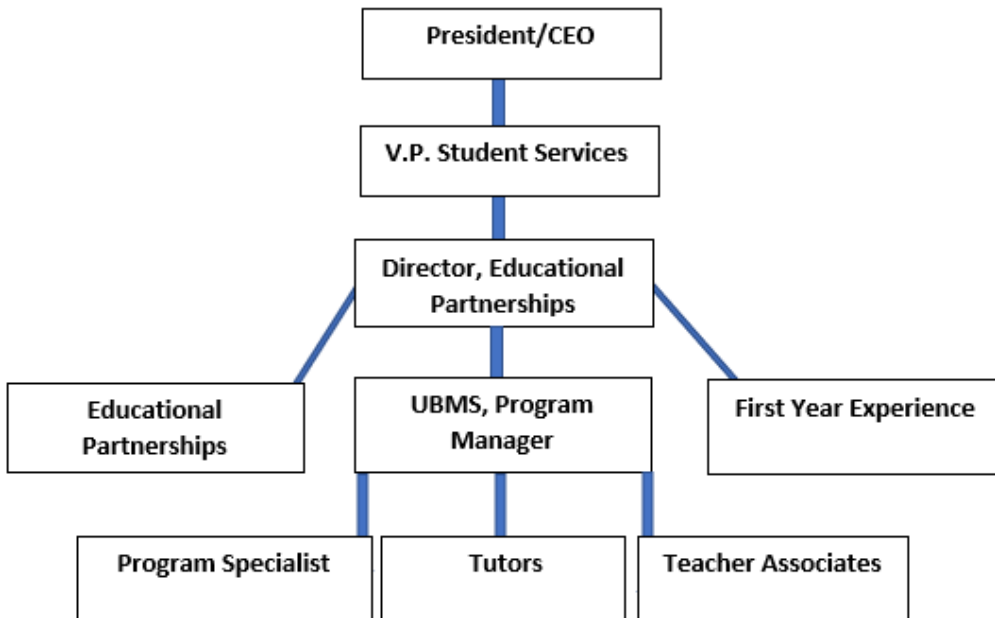
The program also utilizes computer labs in the Vocational Technology building 2-3 times a month during Saturday Academy instruction. These courses are facilitated by three Teacher Associates. Other classrooms are utilized for Parent workshops throughout the year.

The program environment currently meets the needs of staff and participants. However, there have been instances where more than 20 students have requested services during the times of 3:00 p.m. and 5:30 p.m. and the program was not able to fit everyone in the office. Despite this, all staff members are conscious and plan usage around tutoring times.

The program has the resources to provide necessary services and support program objectives and outcomes.

**2. Describe the number and type of personnel assigned to the program. Please include a current organizational chart.**

The Director of Educational Partnerships also oversees the Educational Partnerships and First Year Experience programs, however, each of these provides their own Program Reviews.



**(1) Program Manager (100%)**

- Manages, administers, and coordinates all program activities
- Manages all program budgets
- Monitors staff, evaluation and personnel actions
- Makes final selection of students
- Provides academic, personal, and career counseling to participants
- Prepares reports
- Coordinates program evaluations
- Provides communication to local community and institutional personnel
- Represents the program on institutional committees

**(1) Program Specialist (100%)**

- Analyzes baseline/academic data to determine a potential participant's academic need
- Provides academic, personal, and career counseling to participants
- Makes referrals to community agencies or other entities, as appropriate
- Maintains accurate contact records of each participant
- Assists students with the application process for the Program; assist participants with the application process for colleges/university admissions, financial aid, and university housing/residency
- Works with institutional staff in all areas of responsibility

**(3-4) Teacher Associates (up to 20 hours per week during Academic Component/ 25 hours during the Summer Component)**

- Work with Program Manager in selecting courses content and classroom activities
- Increase academic performance
- Provide supplement materials for students
- Provide instruction to program participants during Saturday Academy and Summer Program
- Develop Saturday Academy and/or Summer Program curriculum, which includes laboratory experiments, computers and other technological aids
- Keep attendance and maintain records of class assignments and grades
- Complete written evaluation at the end of the Saturday Academy and Summer Program for each student in each course taught
- Attend workshops and monthly meetings, which contribute to professional development.

**(3-4) Tutors (up to 20 hours per week)**

- Conduct individualized tutoring for program participants
- Conduct study groups and tutoring sessions
- Attend monthly staff meetings
- Inform Program Manager and Specialist of participants academic progress

**3. Describe the personnel needs for the next four years.**

It recommended that the district provide additional support by providing a grant writer and a Federal Work Study (FWS) student.

If the district decides to apply for new UB and UBMS grants to serve Lynwood and Paramount school districts during the next grant cycle. The District would need to secure funds to cover fees associated with a grant writer, as grant writing fees are not allowable costs per the U.S. Department General Administrative Regulations (EDGAR) rules and regulations.

In addition, a FWS student can help with tasks such as making copies, answering the office phone, mailing out forms, etc. While we are working remotely, the FWS student can help staff make phone calls to students and their parents/guardians, check the UBMS voicemails, monitor the Remind app and other daily tasks. The UBMS program would need financial support from the district could cover the 25% salary share requested by of FWS students.

**4. Describe facilities needs for the next four years.**

The program can be assisted by relocating the department to an updated infrastructure. Currently, the program is housed in an infrastructure that is made of wood and is riddled by termites. In the event of a natural disaster, such as major earthquake, the staff and participants are at risk. In addition, during certain weather conditions various roof leaks occur and place new technology at risk of being damaged. Ideally new infrastructure would consist of a sturdier edifice with adequate office space to accommodate 30+ students, separate offices for program staff, small tutoring groups and a computer lab. Additionally, the use of science labs during Saturday Academy sessions would be very beneficial to students taking chemistry, biology and other science courses. Once the new Student Services building is completed, the UBMS program will relocate into the bottom floor providing easy access for students and their parents.

**5. Describe the equipment (including technology) needs for the next four years.**

The U.S. Department of Education approved the request for new laptops, a storage cart and Wi-Fi hotspots. This new technology will be provided to students that are in need of an additional computer and adequate Wi-Fi to attend virtual tutoring sessions, meetings and virtual Saturday Academy sessions. Also, to maintain up to date with technology and software a laptop and or 2 desktop computers are recommended to be purchased once every other year, cycle upgrades for minimal impact on budget.

**6. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?**

Yes, the hours of operation meet the needs of the staff and students. The office is open until 5:30 p.m. Tuesday through Friday to accommodate after school tutoring. This allows for students to visit the office also for projects, to use the computers, to come in for needed academic or personal counseling.

UBMS has two schedules to meet the needs of students. One schedule is for a Monday through Friday work week when Saturday Academy is not scheduled. The staff takes a half hour lunch break on Mondays, an hour lunch break Tuesday-Friday.

Hours of Operation (Regular)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 a.m.- 2:30 p.m.	8:00 a.m.- 5:30 p.m.	8:00 a.m.- 5:30 p.m.	8:00 a.m.- 5:30 p.m.	8:00 a.m.- 5:30 p.m.

The second work schedule is set Tuesday through Saturday to accommodate Saturday Academy. The staff takes an hour lunch break Tuesday-Friday and no lunch break on Saturdays.

Hours of Operation (When Saturday Academies are Scheduled)

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
Closed	8:00 a.m.- 5:30 p.m.	8:00 a.m.- 5:30 p.m.	8:00 a.m.- 5:30 p.m.	8:00 a.m. - 5:30 p.m.	8:00 a.m.- 2:00 p.m.

**7. Describe the external factors that directly affect the program.**

External factors, particularly federal and state laws regarding national or state program/grant changes and public university admissions requirements and/or resources are constant and imperative external factors that are efficiently integrated into the program. Trainings, conferences, and consistent communication with sites and partnerships provides UBMS with updates regarding any external factors that can impact student success. Information is disseminated to program staff and students in an effective and efficient manner of time to forecast strategies and implement changes as necessary.

## **Service Area Outcomes (SAOs)**

### **1. List the program's SAOs.**

The UBMS program currently measures the participants' grade point average (GPA) twice a year to track academic performance and monitor improvement. The first SAO takes place in the fall semester and the second SAO takes place in the spring. Both SAOs require tracking for the student's GPAs. Please see appendix B.

1. At least 75 percent of students who participate in UBMS will have a cumulative GPA of 2.5 or higher on a four-point scale at the end of the school year.
2. UBMS students that had a cumulative GPA below a 2.5 on a four-point scale at the end of the 2018-2019 will increase their participation during the 2019-2020 school year by attending an average of 10 tutoring sessions.

### **2. How were the SAOs developed? Who was engaged in the creation of the SAOs?**

The SAO's were developed utilizing required program objectives defined by Department of Education. The Program Manager, Program Specialist and tutors were involved to identify efficient follow up services regarding tutoring.

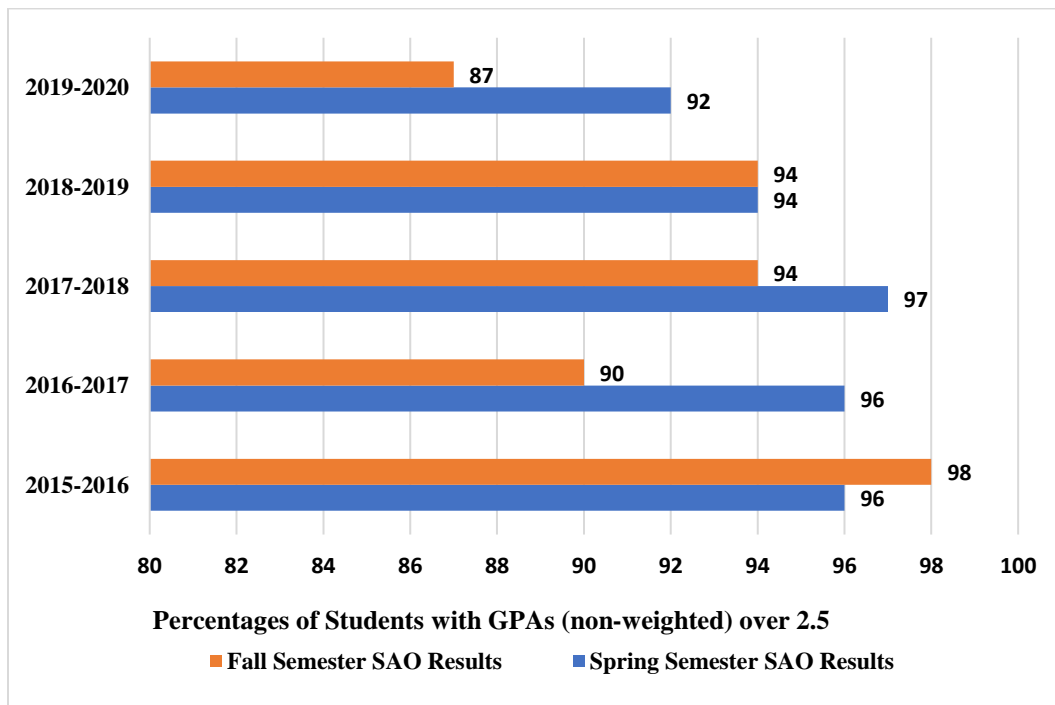
### **3. How often are the SAOs assessed and who is engaged in the discussion?**

The SAOs are assessed on a daily, weekly, monthly basis by reviewing student's participation in tutoring through their tutoring contracts and high school quarterly progress grade reports. Access to student's academic progress is verified through receipt of their progress reports throughout the year and with their final grade report at the end of the semester. The discussion includes the Director of Educational Partnerships, Program Manager, Program Specialist, and Tutors.

**4. What has been done if the SAO assessment results were not as anticipated?**

Not applicable. UBMS has consistently been able to meet the objective (2) Academic Performance –Grade Point Average (GPA) as established by the U.S. Department of Education guidelines during 2018-2019. The SAO was found to be instrumental in helping track participant’s grades and consistently more than 75% of students have had a 2.5 or higher GPA. Graph 11 below provides the five-year results for UBMS students with a non-weighted GPA of 2.5 or higher.

**Graph 11. UBMS 2015-2020 SAO Results**



Source: UBMS Internal SAO Program Data 2015-2020

**5. Where are the SAOs assessment results shared with staff, students, and the public?**

SAO assessment results are shared with staff during meetings, for students it is provided during the initial Student-Parent Orientation and Senior Luncheon. The information is used in parent meetings when necessary and instrumental in keeping track of the program participants’ GPAs. Information is also shared with the Director of Educational Partnerships, Board of Trustees, and in the Management Forums.



**6. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?**

The results indicated an increase of tutoring contracts for students with a 2.5 GPA or below. Students that were previously struggling were able to utilize mandatory tutoring to help them improve their grades. Additionally, results provided that by increasing tutoring sessions to 10-15 throughout the year determined student's successful completion of courses by the end of the academic year.

### **Program Improvement**

**1. What activities has the program engaged in to improve services to students?**

Annually the Program Manager and Specialist attend multiple conferences such as the Council for Opportunity of Education (COE), Western Association of Educational Opportunity Personnel (WESTOP) and WESTOP's Professional Development (PDS) conference. These conferences focus on engagement and improving services to students regarding college and career access, particularly within the STEM field. In addition, the program staff utilizes various tracking mechanisms such as SAOs that track students' GPAs and tutoring participation, spreadsheets that track and evaluate student/parent participation, academic achievement, efficiency and effectiveness of services and the program. Evaluations occur throughout the academic year by the Program Manager and Specialist, during tutoring services, Saturday Academy and Summer Program.

**2. How have program personnel used metrics to improve program services? Provide metrics from the last four years.**

The utilization of tracking participation, academic achievement, efficiency and effectiveness metrics, the program personnel have improved all program services. In addition to exceeding all but one of grant objectives, UBMS has successfully retained students in postsecondary institutions of higher education.

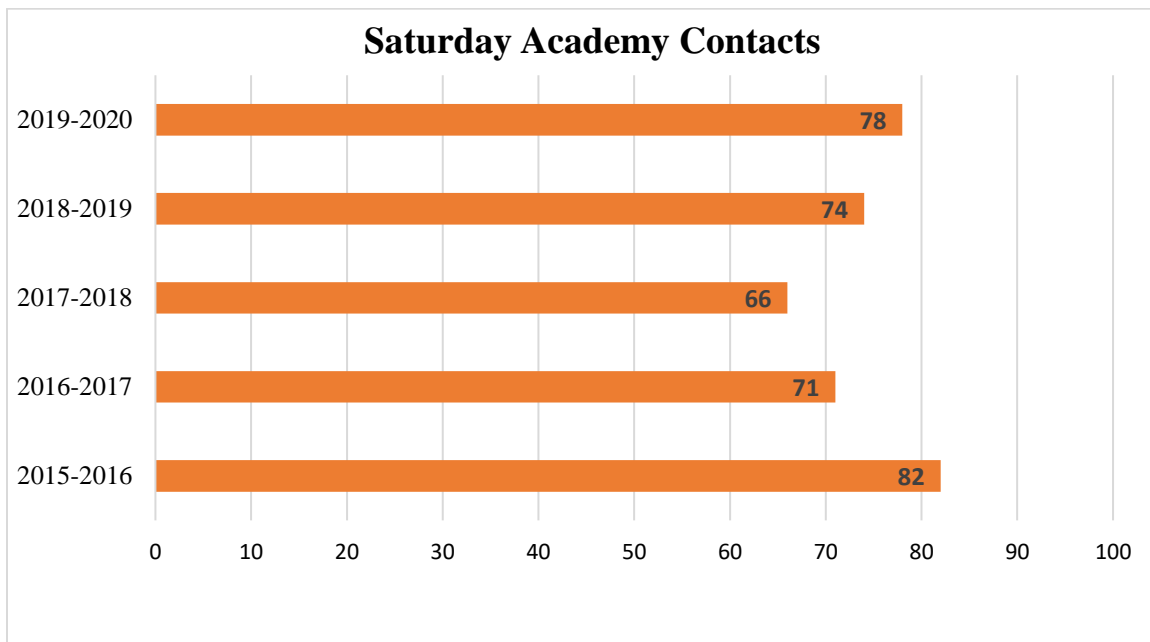
**3. If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.**

Since 2018, the program has continued to observe participation increases in student participation during: Saturday Academy, parent workshops and tutoring services. See graphs 11-13 below reflecting data for the last 5 years.

### **Saturday Academy**

UBMS five-year trends indicate a fluctuation of student participation during Saturday. One reason may be the attrition rate of program staff. In years 2016-2018 the program staff changed four times. However, since the program staff was replaced in 2018 a steady increase has occurred. In 2019-2020, the average participation was 78 percent, in 2018-2019 the average participation was 74 percent, in 2017-2018 the average participation was 66 percent, in 2016-2017 the participation rate was 71 percent and in 2015-2016 the average participation was 82 percent. Graph 12 below highlights the five-year participation rate for Saturday Academy sessions. (Source: UBMS Internal Program Data 2019-2020).

**Graph 12. Saturday Academy Contacts**

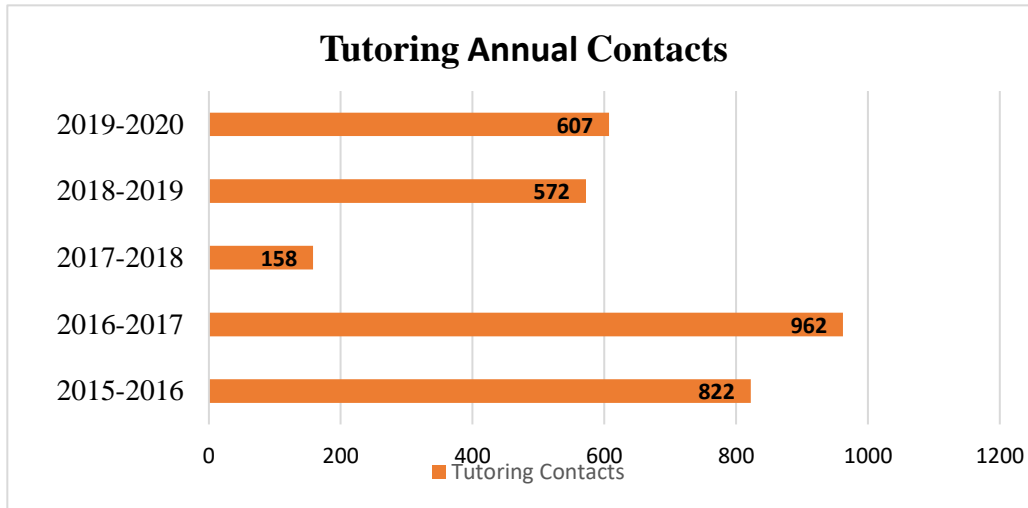


### **Tutoring**

UBMS has seen an increase in tutoring contacts in the last two years after experiencing a decline. There was multiple changes of staff and management during the 2016-2018 years, which contributed to participation declining. In 2019-2020, there were 607 contacts, in 2018-2019 there were 572 contacts, 2017-2018 there was 158 contacts, in

2016-2017 there were 962 contacts and in 2015-2016 there were 822 contacts. Please see graph 13 below with the five-year trends of tutoring data collected internally. (Source: UBMS Internal Program Data 2019-2020).

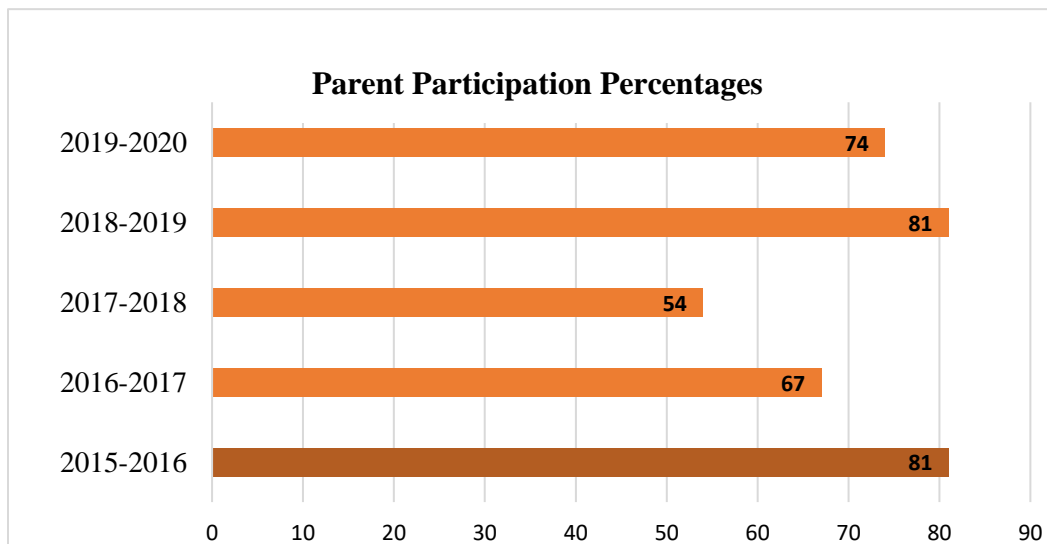
**Graph 13. Tutoring Annual Contacts**



**Parent Participation**

UBMS has also seen a slight decrease in parent participation in Saturday Parent Workshop attendance. The average parent participation rate in 2019-2020 was 74 percent, 81 percent in 2018-2019, 54 percent in 2017-2018, 67 percent in 2016-2017 and 81 percent in 2015-2016. Currently, the Program Manager is incentivizing parent participation by promoting giveaways for perfect workshop attendance. Please see graph 14 below which highlights the parent participation percentages. (Source: UBMS Internal Program Data 2019-2020)

**Graph 14. Parent Participation Percentages**



## Customer Service

### 1. How was the survey conducted? Please include a copy of the survey to the appendix.

Due to the 2020 pandemic, participation for the summer program was very low with less than 30% participation rate. Therefore, the data provided is from Summer 2019 when 23 students who participated in the Summer Program to measure the overall satisfaction. The survey (attached in appendix A) was conducted electronically via Qualtrics on the last day of the Summer Program. The survey evaluated four areas: (1) Summer Program tutors and tutoring (2) Summer Program Instructors (3) Social Cultural Field Trips, and the Summer Program overall. There were three tutors (math, English and science) and four instructors (math, English, science and computer science). The Likert scale survey included rating statements on a scale from strongly agree to strongly disagree and open-ended questions. To evaluate the results, all questions were inputted into an excel spreadsheet, then counted for frequency to determine major findings.

### 2. What were the major findings of the customer service survey?

#### Summer Program Tutoring

- 82 percent (19/23) of students ‘Strongly Agreed’ that tutoring helped them learn their class material.
- Students identified that the tutors were knowledgeable in the subject matter.
- Students identified the tutors understood their academic strengths and weaknesses and demonstrated a genuine desire to assist.
- 95 percent (22/23) of students ‘Strongly Agreed’ that tutoring helped them learn concepts they did not previously understand before tutoring.

#### Summer Program Instructors

- 84 percent (19/23) of students ‘Strongly Agreed’ that their instructors helped them understand concepts they did not understand previously.
- Students identified that the instructors were invested in their academic goals.
- Students identified that the instructors were prepared for class and provided class content clearly.
- 92 percent (21/23) of students ‘Strongly Agreed’ that the instructors were knowledgeable in their subject matter.

### **Social Cultural Field Trips**

- 95 percent (22/23) of students ‘Strongly Agreed’ that they enjoyed the social cultural field trips.
- 95 percent (22/23) of students ‘Strongly Agreed’ that they learned something new during the social cultural field trips.

### **Overall**

- 86 percent (20/23) of students ‘Strongly Agreed’ that the Summer Program helped them feel more prepared for college.

### **3. Describe exemplary services that should be expanded or shared with other programs.**

The tutoring services, in-person or virtual have found to be very beneficial for UBMS students. Students can grasp concepts more quickly and keep up with their course work when they are required to attend tutoring. Additionally, students have praised their tutors and teachers for teaching them concepts in a way that is easier for them to understand than what they are taught in the traditional classroom setting.

### **4. What aspect of the program’s service needs improvement? Explain how the program will address service improvements.**

The program currently uses the classrooms located in the Vocational Technical building to facilitate all UBMS classes. UBMS students have requested that they conduct more hands-on experiments. It would be beneficial if the students and staff were able to use the lab classrooms on campus. That would allow the UBMS instructors to facilitate science experiments and courses in the proper environment.

UBMS students have asked the Program Manager to have an additional language course provided besides Spanish. Students take other languages i.e. Chinese and would like to have the option to have additional tutoring in other foreign languages. To remedy this request, the Program Manager would take a survey of how many participants need help with other foreign languages and purchase software or hire an instructor that could facilitate the class.

The program would also be able to fund more STEM related field trips for students and other career exploration opportunities, if Compton Community College District could supplement costs for transportation.

## Conclusions and Recommendations

### 1. Summarize the program's strengths.

The UBMS staff have created a family program environment for students. Due to this, the program has experienced a high family member referral rate in which previous program participants refer their siblings, cousins and friends. Overall, UBMS's strength resides in the persistent and efficient services and programs it provides. Continuous evaluation of its different components has allowed for steady increase in participation and retention of students. Another notable strength is the success of UBMS Alumni that have graduated from the program that return to teach, volunteer, work and share their experiences with current students. Two of the current program tutors are alum and/or had a sibling that was a participant.

### 2. Summarize the program's areas that need improvement.

The program should provide more STEM based activities off campus. Students have requested to attend STEM related competitions and other STEM social networking events. Additionally, the program would benefit from a STEM mentor program. This would allow students to be in contact with scientists, engineers that work in the field they are interested in majoring in.

### 3. List the program's recommendations in a prioritized manner to help better understand their importance to the program.

- a. Recommendation 1: Facilitate UBMS classes in science lab classrooms on campus. Students and staff would be able to safely conduct experiments in the classroom.
- b. Recommendation 2: Expand services. Apply for additional grants the district deems appropriate.
- c. Recommendation 3: Hire a grant writer funded by the district. Grant writer fees are unallowable costs.
- d. Recommendation 4: Hire a Federal Work Study student funded by the district. It is recommended that the district cover the 25% salary cost.

- e. Recommendation 5: Secure a larger location to accommodate increased services. The UBMS program plans to move into the new Student Services building once it is completed.

## Appendix A

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Choose the course in which you received tutoring.

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The following statements concern your experience with the tutor from the course selected above.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Tutor was knowledgeable in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutor clearly explained class content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tutor helped me understand concepts that I previously didn't understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tutor clearly communicated tutoring objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the tutor cared about my academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Choose your course

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The following statements concern your experience with the instructor from the course selected above.

	Strongly Agree	Agree	Disagree	Disagree
Instructor was knowledgeable in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor clearly explained class content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor helped me understand concepts that I previously didn't understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor clearly communicated class objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the instructor cared about my academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



I felt like I learned and/or enjoyed attending Social Cultural field trips.

Strongly Agree

Agree

Disagree

Strongly Disagree

The tutoring sessions helped me learn class material.

Strongly agree

Agree

Disagree

Strongly disagree

I feel more prepared for college after completing the Summer Residential Program.

Strongly agree

Agree

Disagree

Strongly disagree

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Please provide any feedback you feel would help improve the student experience in the Summer Residential Program.

**Appendix B**

<b>Compton College</b> <b>Service Area Outcomes (SAO) Assessment Plan</b>	
Mission: Compton College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community	
Upward Bound Math Science Program	<b>Date</b> June 23, 2020
At least <b>75%</b> of students who participate in UBMS will have a cumulative GPA of 2.5 or higher on a four-point scale at the end of the school year.	
<b>Participants:</b> LeShawn Simplis-Barnes and Amanda Renteria	
<b>Assessment Plan</b> (include metrics to be collected)	<b>Results/Actions Taken</b> <b>87%</b> of students who participated in UBMS had a cumulative GPA of 2.5 or higher on a four-point scale at the end of the 2019-2020 spring semester
During the Spring 2019-2020 semester, staff will evaluate the following to assess participants' need for tutorial services:	
<u><b>Plan</b></u>	<u><b>Actions Taken</b></u>
1. Monitor student's progress and quarter reports to track spring semester grades	1. Create excel spreadsheets to determine the number of classes each student is receiving a grade of "B-" or below in progress and quarter reports. <ul style="list-style-type: none"> <li>• Students who are not passing one class are required to attend tutoring 2 times a week.</li> <li>• Students who are not passing two classes are required to attend tutoring 3 times a week.</li> <li>• Students who are not passing three or more classes are required to attend tutoring 4 times a week.</li> </ul>
2. Tutoring Notification	2. Program Manager and Program Specialist develops tutoring contracts with students during weekly school visits. Parents receive a phone call and/or letter to inform them of at-risk status.
3. Participation Monitoring	3. Create excel spreadsheets to monitor attendance. Non-participating students receive a phone call to remind them of tutoring requirement.

<p>4. Steps 1-3 are repeated to track fall semester grades</p> <p>5. Document students' cumulative grade point average at the end of the spring semester</p> <p>6. Use data to create a new SAO for Fall 2020-2021 school year for "at risk" student(s)</p> <p>7. Save data</p>	<p>4. Repeat steps 1-3 during the next fall semester</p> <p>5. Students with a cumulative GPA above a 2.5 will receive one point, while students with a cumulative GPA below a 2.5 will receive zero points. All points will be added and divided by the total number of students to calculate the percentage of students with a cumulative GPA above a 2.5</p> <p>6. Evaluate tutoring participation rates of students with a cumulative GPA below a 2.5. Calculate average participation to measure tutoring participation.</p> <p><u>2nd SAO for 2019-2020</u>  UBMS students that have a cumulative GPA below a 2.5 on a four-point scale at the end of the 2019-2020 school year will increase their participation during the 2020-2021 school year by attending an average of 15 tutoring sessions.</p> <p>7. Save data to compare to next 2020-2021 school year metrics.</p>
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