

**Humboldt State University  
TRiO Upward Bound  
2013-2014 Annual Report**

### **1.A. Mission/Brief Description of Services**

State your department's mission (statement that outlines the purpose and/or guiding principles of your department) and briefly describe the services/activities provided. Explain the program's impact on student success and how the program supports the broader university's mission.

#### **Narrative**

Humboldt State TRiO Upward Bound is a federally funded grant program designed to assist high school students whom come from limited income families where parents have not attained bachelor's degrees. The program offers outreach services to six high schools in Humboldt and Trinity counties in an effort to generate the skills and motivation necessary to pursue and persist in postsecondary education.

HSU TRiO UB is funded to serve 60 students from local high schools in Humboldt and Trinity counties. In 2012 HSU was awarded a five year grant totaling \$1.25 million. We are currently operating in our second year of this five year grant. The project's design includes a summer residential component that simulates a college-going experience, and an academic year component that supports student success in high school. In addition, participants are provided with a complete college and career guidance program, including instruction and activities designed to prepare them to participate in careers in which disadvantaged students are underrepresented.

### **1.B. Description of Program Goals and Learning Outcomes for Year Under Review**

*Goals* (broad, general statements about what the program intends to accomplish) must include corresponding *objectives* (statements that describe ways to achieve goals) and/or *learning outcomes* (statements that describe ways to achieve desired learning). Discuss how the goals and WASC themes of the university (see University Vision, Mission, and Values-found in the University's Strategic Plan-link in the URL sources below) are integrated into the program. If the program goals have changed since the last self-evaluation, explain how and why they have changed. Goals may have objectives, learning outcomes, or in some cases both goals and objectives.

Example:

GOAL (state the goal and describe how it supports department mission)

    Objective (state the objective and how it supports the goal)

    SLO (state the learning outcome, "As a result of \_\_\_, students should be able to \_\_\_,," and how it supports the goal)

## **Narrative**

### **Summer Academy Goals for 2013-2014 TRiO UB**

This year in our Summer Academy, we are planning to integrate our curriculum and use a theme approach to teach our literature, composition, art, music, and our workshop sessions. Our theme is a focus on the Lyndon B. Johnson presidency and the War on Poverty. In 1964 LBJ proposed legislation to empower poor families to consider greater opportunities beyond high school, specifically education and training. Upward Bound was born out of the Higher Education Act of 1964. It is our 50<sup>th</sup> year anniversary. Hence, our curriculum is focusing on the social justice movement, civil right movement, voting rights, women's rights, and the Vietnam War. It is a project based curriculum.

Another goal this year is to do a grade based curriculum. We are using topics specific to financial literacy, balancing a check book, applying for apartments, job applications, how to get and manage a bank account, phone etiquette and other life skills that will empower our students to be successful as they grow up and move on.

Another goal this year is to incorporate weekly advising sessions with mentors. Our mentors are responsible for wide range of services during the summer academy. All of our mentors have advising experience with RAMP and/or EOP/SSS and we are excited bring this new piece to our academy. Each mentor will work on advising students in setting goals, building capacity, self-advocacy, self-confidence, and visions for their future.

#### **Future goals for the 2014/2015 Grant year**

To help our students understand and navigate the college admissions and financial aid processes to such an extent that they can articulate and demonstrate the processes to others (peers, parents, etc.)

To assist our students in understanding financial literacy and responsibility as it pertains to grants, loans, and the basic life skills needed to manage a checking account, credit cards, and other bills that will be pertinent to their success when leaving home.

To build capacity in our students so they are confident and competent in face to face interactions with people so they feel comfortable asking questions, asking for help, asking for directions, asking for clarity, and asking for what they need.

To become critical thinkers and reflection artists in regards to their actions and the choices they make in their lives, and how these choices play out in high school, into college, and beyond.

To assist our students in "selling" themselves at the interview table, or the scholarship competition, or the personal statement when the competition is tough, and to further instill in them the confidence they need to believe that they belong at these tables!

### **1.C. Enrollment/Participant Data**

Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level. Compare enrollment/participation with HSU enrollment and participant data. In your discussion and interpretation, consider how you use this data to make programmatic decisions and to what extent diversity goals are met.

**Narrative** n/a

### **1.D. Student Retention & Engagement**

Reports can include graduation rates, satisfaction surveys, etc. Analysis of the data should disaggregate by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level). Compare retention and engagement with HSU retention and engagement data. In your discussion and interpretation, consider how the data supports or conflicts with university retention efforts.

**Narrative** n/a

### **1.E. Student Learning Outcomes**

Analysis of the SLO's from section 1B. Based on the SLO's from section 1B., describe to what extend the learning outcomes were met. Analysis should also include: interpretation of outcome results, how the program evaluates its effectiveness in meeting the university's institutional mission effectiveness of outcome measurement and what program changes have been made based on the result of the assessed outcomes.

**Narrative** n/a

### **2.A. Staff Engagement in Institutional Efforts and Activities**

Describe how the department engages all members in the discussion, review, assessment and revision of program SLOs and other services.

**Narrative** n/a

### **3.A. Investments**

Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

**Narrative** n/a

### **3.B. Efficiency**

Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

**Narrative** n/a

### **4.A. General Conclusions about Past Year Performance**

Through analysis and personal observation, summarize your conclusions about the past year. Discuss to what extent your department has or has not met stated goals and any challenges faced in achieving goals? What activities has your program engaged in to improve the student success and the HSU environment? Describe notable achievements since your last self-evaluation.

**Narrative**

Goals we met for 2012/2013

#### **Academic Performance-Grade Point Average**

**85\_** % 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.

We achieved this goal, however not my much. 88%.

Action Plan: Shift in recruiting practices to target students who demonstrate a commitment to achieving a 2.5 GPA. Consider mandatory on line/ on ground tutoring. Hire an instructor at target schools to be a tutor and collaborate with Talent Search or AVID or Cal Soap (where applicable).

#### **Academic Performance on Standardized Test:**

**75\_** % of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

We did not achieve this goal. 57%.

Action Plan: Utilize early warning indicators for students who are at risk of not being proficient in common core exams, EAP, and ACT and SAT tests. Consider mandatory on line/ on ground tutoring. Hire an instructor at target schools to be a tutor and collaborate with Talent Search or AVID or Cal Soap (where applicable).

### **Secondary School Retention and Graduation**

**90**\_ % 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.

We achieved this goal. 100%

Action Plan: Continue to advise, monitor, and assist student in college preparation and the importance of higher education. Work with parents to build a triangulation between students, parents and TRiO UB services.

### **Secondary School Graduation (rigorous secondary school program of study)**

**70**\_ % of all current and prior year UB participants, who at the time of entrance into the project had and expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

We achieved this goal, however barely! 72%.

Action Plan: Shift in recruiting practices to target students who demonstrate a commitment to getting on and staying on a college preparation track (A – G), regardless of their plans to attend a community college first. Consider mandatory on line/ on ground tutoring for A – G coursework. Hire an instructor at target schools to be a tutor and collaborate with Talent Search or AVID or Cal Soap (where applicable).

### **Postsecondary Enrollment**

**80**\_ % of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of 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)

We did not achieve this goal. 71%

Action Plan:

This is one of two HUGE objectives of TRiO UB. Reasons we have not met this objective are that students have elected to go to the work force first, or to go on exchange right after high school, or go to the military. We have also had pregnancies that have contributed to this deficiency. We continually advise and guide our students to go to college. From the first time we meet them we assess their motivation. We constantly provide workshops on careers and occupational outlooks and what it takes for our students to reach their goals. We show our students and our parents how to pay for college. We will continue this work with vigor and enthusiasm. Lastly, maybe we become a bit more selective during our selection process, without compromising the integrity of what Upward Bound was born to do: serve low income first

generation underrepresented youth who are at risk of continuing their education beyond high school.

### **Postsecondary Completion**

**50**\_ % 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 by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

### **5.A. Recommendations, Goals and Student Learning Outcomes for Next Year**

Summarize program modifications or changes to be made as a result of assessment. Show how the changes responded to changing demographics, technologies, external requirements, or other relevant factors. Goals may be carried over from year to year but changes but must be informed by your data analysis and conclusions in 4.A.

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