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PART A. PROGRAM OVERVIEW/ANALYSIS

1. Program Description

TRiO Programs at Monterey Peninsula College (MPC)

MPC has the distinction of being one of the few community colleges across the nation to host three TRiO Programs. Student Support Services (SSS) was the first program funded at MPC in 1980, followed by Upward Bound (UB) that was funded in 1989 and Math/Science Upward Bound (MSUB) that began delivering services in 1990. TRiO Programs are federally funded grants designed to identify promising low-income, first generation college students; prepare them to do college-level work; provide information on academic and financial aid opportunities; and provide instructional support services such as study skills development and tutoring. The TRiO Programs at MPC directly help the college meet its responsibility to the community by offering local college and high school students from limited income households and first generation college families the opportunity to develop academic, personal, and social skills that will enable them to gain access and successfully participate in higher education.

Student Support Services, also known as College Readiness at MPC, is designed to assist low-income, first-generation college students to develop academic skills necessary to succeed in college; increase retention and graduation rates; and increase transfer rates of eligible students from 2-year to 4-year institutions. Components of the program include: Counseling, Instruction, TRiO Learning Center (TLC) resources and workshops and cultural enrichment activities.

Upward Bound is a pre-college program that assists low-income, first-generation college students attending Seaside, Marina and Monterey High Schools in completing high school and successfully preparing for college. During the academic year, Upward Bound conducts Saturday classes in study skills and personal development as well as tours to four-year colleges. Students receive SAT preparation and college and financial aid application assistance. The program features an after-school tutorial and computer lab at the TRiO Learning Center (TLC), located on the MPC campus. Personal and academic counseling services by MPC faculty are provided as well as a summer academy where students take daily classes in study skills development for math, science, communication, and computer literacy.

Math/Science Upward Bound offers an intensive summer academy in marine biology for TRiO eligible students from Federal Region IX (Arizona, California, Nevada, Washington, and the Pacific Islands). The summer academy is housed on the University of California, Santa Cruz campus for six weeks and follows a rigorous schedule of classes in marine biology, math, communications, foreign language, and computer skills. The goal of the program is to increase the number of low-income, first generation college students entering into math and science majors and careers. Along with the academic program, a personal development class is offered to foster self-awareness, understanding of others and college orientation. Residential advisors deal with personal and emotional development. The program achieves a good balance of social and recreational activities along with a demanding academic curriculum where basic skill development is imbedded in core curricula. Equally important is the residential experience that simulates the college atmosphere for high school students.

The number of students served, allocations and indirect to cost for 2005-06 is shown in Table 1.

Table 1. Students Served, Allocation and Indirect Cost by TRiO Program, 2005-06

Program	Number Funded to Serve	2005-06 Allocation	Total Indirect Cost Provided to MPC
Student Support Services	200	\$280,748	\$22,460
Upward Bound	77	\$384,180	\$30,734
Math/Science Upward Bound	52	\$342,730	\$27,418
Totals	329	\$1,007,658	\$80,612

Source: 2005-06 TRiO Program Annual Performance Reports

2. Student Demographic Information

Tables 2-4 provide demographic information on TRiO Program participants. The information is collected through an internal tracking database, and subsequently, validated for accuracy prior to submission of the programs required Annual Performance Reports to the Federal Department of Education.

By law, the Federal Government requires that two-thirds (66%) of all TRiO Program participants must be both low-income and first generation with the remaining one-third (33%) being either low-income or first-generation. Table 2 shows that all three TRiO Programs at MPC are in compliance with the mandated participants' distribution of eligibility.

Table 2. Participants' Distribution of Eligibility by TRiO Program, 2005-06

Eligibility Factor	SSS Number or Percent	UB Number or Percent	MSUB Number or Percent
Both Low-income & First-generation	258 or 90%	75 or 77%	102 or 72%
Low-income Only	8 or 3%	0 or 0%	9 or 6%
First-generation Only	19 or 7%	22 or 23%	31 or 22%
Total Number and/or Percentage	285 or 100%	97 or 100%	142 or 100%

Source: 2005-06 TRiO Program Annual Performance Reports

Table 3 and 4 compare ethnic and gender distribution of MPC's overall student population with TRiO Program participants. Table 3 reveals that the three TRiO Programs serve very diverse student populations and that all reported ethnicities, with the exception of White Non-Hispanic, are significantly higher than the overall MPC student ethnic distribution. Table 4 shows that Upward Bound participants mirror the overall MPC student demographic whereas, both SSS and UB tend to serve a greater percentage of female students.

Table 3. Student Ethnic Distribution, 2005-06

Ethnic Distribution	MPC	SSS	UB	MSUB
African-American	3%	28%	11%	6%
American Indian/Alaskan Native	1%	.5%	0%	3%
Asian	6%	12%	21%	22%
Filipino	3%	0%	0%	0%
Hispanic	11%	22%	31%	39%
Other Non-White	3%	1%	16%	8%
Pacific Islander	1%	6%	5%	11%
Unknown/Non-Respondent	15%	.5%	6%	0%
White Non-Hispanic	57%	30%	10%	11%
Total Percentage	100%	100%	100%	100%

Source: California Community College's Data Mart & 2005-06 TRiO Annual Performance Reports

Table 4. Student Gender Distribution, 2005-06

Gender Distribution	MPC	SSS	UB	MSUB
Female	52%	63%	53%	65%
Male	46%	37%	47%	35%
Unknown	2%	0%	0%	0%
Total Percentage	100%	100%	100%	100%

Source: California Community College's Data Mart & 2005-06 TRiO Annual Performance Reports

3. Program Data

TRiO Programs are required to submit Annual Performance Reports (APR) to the Federal Department of Education to ensure that each funded program is making progress toward its stated annual objectives as outlined in the funded grant proposal. Tables 5, 6 and 7 provide program level data on the progress made toward each of the stated annual objectives as outlined in each of the program's grant proposal.

Student Support Services

Table 5. Progress Toward Achieving Annual Objectives

Criteria	Annual Objective Description	Proposed %	Proposed #	Actual %	Actual #
Persistence	Percent and number of participants who will persist toward completion of their academic programs	70%	142	79%	161
Good Academic Standing	Percent and number of participants who met the academic standards to stay in good standing at the college	75%	152	94%	191
Graduation	Percent and number of participants who will graduate each year	15%	30	24%	49
Transfer	Percent and number of participants who will transfer each year	10%	20	18%	36

Source: 2005-06 TRiO/SSS Annual Performance Reports

Upward Bound

Table 6. Progress Toward Achieving Annual Objectives

Criteria	Annual Objective Description	Proposed Percent	Actual Percent
Academic Improvement	Percent of all UB students achieving at least a 2.5 grade point average each year in core curriculum classes	60%	80%
Program Retention	Percent of UB students who continue in the program	70%	94%
Postsecondary Enrollment	Percent of UB students who enroll in college by the fall term immediately after high school	70%	100%
Postsecondary Retention	Percent of UB students who enroll in the fall term of their second year	60%	74%

Source: 2005-06 TRiO/UB Annual Performance Reports

Math/Science Upward Bound

Table 7. Progress Toward Achieving Annual Objectives

Criteria	Annual Objective Description	Proposed Percent	Actual Percent
Academic Improvement	Percent of all MSUB students achieving at least a 2.5 grade point average each year in core curriculum classes	60%	82%
Program Retention	Percent of MSUB students who continue in program	70%	97%
Postsecondary Enrollment	Percent of MSUB students who enroll in college by the fall term immediately after high school	70%	95%
Postsecondary Retention	Percent of MSUB students who enroll in the fall term of their second year	60%	79%

Source: 2005-06 TRiO/MSUB Annual Performance Reports

4. Student Learning Outcomes

TRiO staff participated in two Student Services Retreats in Fall 2005 and Spring 2006 that were specifically designed to initiate dialogue as well as an understanding of Student Learning Outcomes (SLO). As a result, Student Services SLO's were established and are identified in Table 8. Subsequently, each Student Services area was charged with developing program level SLO's. All three TRiO Programs agreed upon a common set of SLO's that are also identified in Table 8 along with the form of assessment for each SLO.

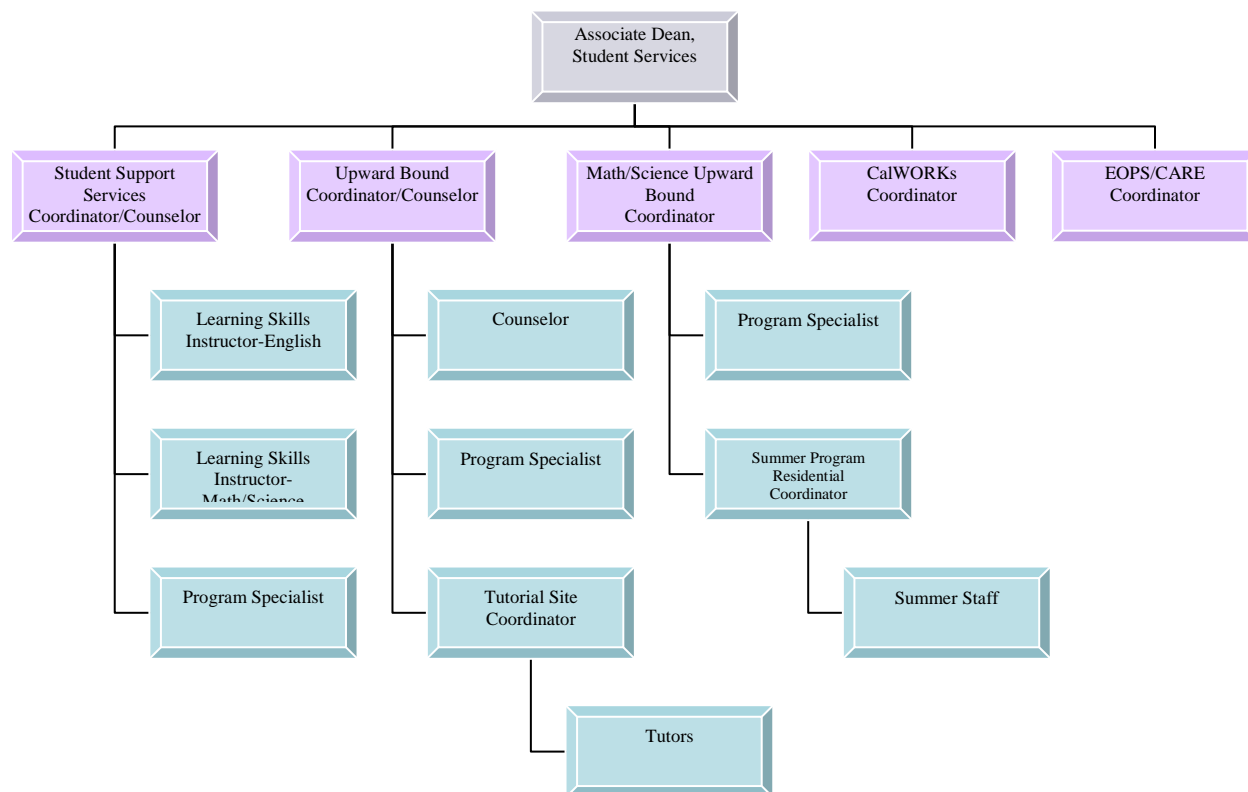
Table 8. Student Learning Outcomes (SLO's)

Student Services Student Learning Outcome	TRiO Programs Student Learning Outcome	Assessment Methods
<i>Communication:</i>	<i>Communication:</i> The TRiO student will be able to communicate, both orally and in written form, their personal and academic goals	Individual Educational Plans and written personal goal statements in students' file
<i>Critical Thinking</i>	<i>Critical Thinking:</i> The TRiO student will demonstrate critical thinking by applying personal experience and/or observation to solve problems.	Course assignments and Individual Educational Plan in students' file
<i>Personal Development & Community Responsibility</i>	<i>Personal Development & Community Responsibility:</i> In collaboration with TRiO staff, the student will develop a personal statement that includes personal, educational and career values clarification. In addition, the TRiO student will demonstrate an understanding of his/her role in the development and/or maintenance of the campus community.	Course assignments
<i>Technical Competence</i>	<i>Technical Competence:</i> The student will be able to use word processing programs and the internet to complete academic forms and research.	Complete web-based course assignments
<i>Self-Advocacy:</i>	<i>Self-Advocacy:</i> Through the TRiO Orientation the student will obtain the skills necessary to meet one's educational/vocational goals and demonstrate the ability to communicate with the appropriate academic personnel.	Course assignment and individual student records.

5. Staffing Patterns

The organizational structure for TRiO is outlined in Figure 1. TRiO consists of six full-time certificated staff and three full-time classified staff. In addition, TRiO employs over twenty-five temporary staff during the academic year and summer to provide year round services and support. An Associate Dean, Student Services provides administrative oversight for TRiO. In an effort to provide efficient and effective coordination of campus services to low-income, first-generation college students, the Associate Dean, Student Services also has administrative responsibility for EOPS/CARE and CalWORKs. The administrative structure has proven beneficial in ensuring the non-duplication of services to students.

Figure 1. TRiO Organizational Chart



6. Student Satisfaction

Student Support Services

Indicators of student satisfaction for both the instructional and counseling component occur at the end of the semester through survey instruments. Instructors and the counselor also meet individually with students to review student progress and the level of student satisfaction. Students are often most vocal of how counseling services and skill development works at the TRiO Learning Center and how it supports their overall academic success, especially overcoming barriers in English and mathematics. Student issues are brought to weekly staff meetings where all staff can respond in an effective and timely manner. Through student exit interviews/surveys and weekly meetings, staff engages in self-evaluation and dialogue to meet changing student and programming needs.

Upward Bound

Students evaluate full-time faculty each year at the conclusion of the summer and also evaluate tutorial staff and the tutorial program at the end of each semester. Student satisfaction is measured by attendance and retention in the program. The program director, coordinator/counselor, counselor, and program specialist meet weekly to plan activities and evaluate student development. Complaints are brought to the meeting and responded to in a timely fashion. The consistent student-staff contact effectively diffuses potential problems and criticisms.

Math/Science Upward Bound

Satisfaction is measured through student evaluation of staff, program and courses at the end of the summer program. Program staff reviews these during the academic year and adjustments to staff and program services are developed in response to this feedback. Written and oral comments are solicited through follow up activities, personal contacts, and comments from family, teachers, sponsors, and advisors. The administrative and operational components of the program are reviewed through written evaluations provided by students and staff each summer. Overall the program receives excellent reviews.

Students generally wish for more social and recreational time and less work and rules. The need to stimulate and supervise 52 high school students, 24 hours a day for six weeks is challenging to everyone. The program staff has done amazingly well, with many staff returning for second and third summers with the program. During the summer, instructors meet weekly to plan, adjust, and fine tune classes. The Program Coordinator, Residential Program Coordinator, Personal Development instructor and resident assistants deal with personal problems, complaints, and informal feedback from students at their weekly meetings as well.

7. Program Compliance

Compliance for rules and regulations that govern Federal TRiO Programs is evidenced by continued funding for all three programs. Annual Performance Reports (APR) are required for all TRiO Programs and all three TRiO Program at MPC have consistently submitted APR's prior to the published deadlines. Furthermore, prior experience criteria is outlined by the Department of Education and clearly indicates the performance measures used to evaluate both administrative and performance requirements for continued funding on an annual basis.

PART B. PLANNING

1. Prior Program Review Impact

Student Support Services

Prior Institutional Student Services Program Review information is not available. However, program review and assessment is conducted on an annual basis by the U.S. Department of Education through submission of an Annual Performance Reports. The program must show evidence that it is making progress toward meeting a set of annual objectives designed to increase retention, graduation and transfer among program participants. The program has received continual funding since 1980; an indication of the positive impact the program is making to student success on the Monterey Peninsula College.

Upward Bound

An Institutional Student Services Program Review for Upward Bound was conducted in 2001. The program was evaluated as being "very effective" in accomplishing its stated goals. A summary follows.

Successful Program Elements included:

- TRiO professionals built both personal and professional relationships with their students. They create a climate of support and area available to their students/
- Student Outcomes- 100% of students, classified as participants, continued in the program during the year in review.

Recommendation for Improvement:

- That a Dean position be created to oversee the program along with EOPS/CARE for a smooth operation and continued services to students.

Program Response to Recommendations and Action Plan:

- Student Services is currently undergoing a reorganization that will address the administrative oversight of all three TRiO Programs. One of the specific goals of the reorganization is to ensure that the leadership and supervision of TRiO is placed on the appropriate administrative schedule.

Math/Science Upward Bound

An Institutional Student Services Program Review for Upward Bound was conducted in 2001. The program was evaluated as being "very effective" in accomplishing its stated goals. A summary follows.

Successful Program Elements included:

- Active recruitment of students through Upward Bound and Talent Search programs and Monterey County Migrant Education programs.
- Articulations with academic institutions, research facilities, staff and professionals are excellent and include premier research institutions, such as the Monterey Bay Aquarium, Hopkins Marine Station and Seymour Center.
- The emergence of the new consortium on the CSUMB campus will afford the program new resources and opportunities for MSUB students.

Recommendation for Improvement:

- That a Dean position be created to oversee the program along with EOPS/CARE for a smooth operation and continued services to students.

Program Response to Recommendations and Action Plan:

- Student Services is currently undergoing a reorganization that will address the administrative oversight of all three TRiO Programs. One of the specific goals of the reorganization is to ensure that the leadership and supervision of TRiO is placed on the appropriate administrative schedule.

2. Planning Assumptions/Trends

Student Support Services

The development of the new MPC Marina Educational Center will need to be factored into planning of future services at the site location.

Selection of short and long term goals as well as academic skills development allows participants to plan their college journey from a more realistic vantage point. The program's study skills and basic skills development emphasis is in perfect harmony with the college's growing need for such courses. Skill in math, science, communication, computer literacy, life management, and study skills that are offered at MPC in the College Readiness Program will continue to meet this growing need.

The College Readiness Program plans to continue to implement the college Ability to Benefit (ATB) program. Federal regulations require that a financial aid applicant must have a high school diploma or equivalent to receive financial aid, otherwise, they must pass an Ability to Benefit test administered by the college. Access to financial aid is the single most critical access and retention issue in higher education. Without this program, many students would not be able to continue their studies at MPC. If students are not able to pass the ATB, they can take reading and math workshops offered by the College Readiness Program.

The amount of EOPS support for the instructional component has increased. Such an increase is scheduled to continue so that the program may continue to provide optimal services to students. There has also been an increase in the student need for math support in the TRiO Learning Center.

Upward Bound

The new legislative face in Washington is an unknown. Funding levels and number of programs funded are determined each year through the congressional budget allocation process. Predictions are not optimistic. The state scene; however, is quite clear. Local funding for school districts had been and will continue to be severely cut. There is an increasing lack of high school counseling and guidance available to MPUSD students. A high school counselor must serve over 400 students. The high school career centers are working with shrinking budgets and personnel. There are an increasing number of ESL students in the district with no increase in resources to meet the expanding needs. Upward Bound cannot be expected to take full responsibility for students' academic and personal growth, although there may be that perception from the high school. We will continue to work with the schools in our planning and service delivery.

The Upward Bound is housed with two other TRIO programs, College Readiness, and Math/Science Upward Bound. TRIO collaboration and support is built in through shared space, materials, equipment, and personnel. The Associate Dean, Student Services oversees all three TRIO programs maximizing the use of time, resources, and accountability.

Upward Bound coordinates with College Readiness and Math/Science Upward Bound to maximize resources and minimize expenses for most program needs, retail supplies and maintenance leases. The TRiO Learning Center is shared with College Readiness; morning courses and tutorial labs are offered to program participants with the afternoons and evenings reserved for tutorials for Upward Bound students.

Math/Science Upward Bound

During the academic year, the MSUB program is housed with two other TRIO programs, College Readiness and Upward Bound. The TRIO support is built-in through shared space, materials, equipment, and personnel. The TRIO director directs all three TRIO programs maximizing the use of time, resources, and accountability.

In addition to the immediate TRIO programs, MSUB works closely with Fiscal Services, Registration, and the MPC warehouse for van access and Human Resources for summer personnel hiring. All these MPC offices offer quality services to the MSUB program. They demonstrate flexibility in helping this unique program meet its valuable objectives.

MSUB continues to coordinate with College Readiness and Upward Bound to maximize resources and minimize expenses for most programs needs, retail supplies, and maintenance leases. One major copier serves all three TRIO programs.

3. Planning Constraints

Student Support Services

Coordinating MPC classes and local school holidays would greatly help students. Because many of our students are parents, they are directly affected by different school calendars. According to the figures collected for the TRIO grant application, over 60% of currently enrolled MPC students could qualify for TRIO services based on income levels or first-generation college status. Therefore, adequate campus space dedicated to the program would be warranted in order to successfully deliver services to these students.

Upward Bound

The need for the program will always outdistance the resources. Concern for the community perception of program limits and maintaining access to the program for those who most need its services, is a constant challenge not only for this MPC UB program but also for all Upward Bound programs nationally.

Maintaining the quality of the tutorial program through availability of consistent and knowledgeable tutors is always a challenge. Many of the program participants come from homes with no personal computer access. The computer lab and printers located in the MPC TRiO Learning Center make it possible for students to have computer access for homework and research related projects.

Math/Science Upward Bound

Housing the program at UCSC continues to impact program planning and implementation, particularly in regards to UCSC Conference Office. In addition, level funding will probably continue as long as the state and federal budget continues to be at deficit spending. It is a logical challenge, to say the least, to locate the residential program such a distance from MPC campus. Moving the summer operation so far away presents communication obstacles, but the staff is always working to overcome this handicap. Faxes and phones are critical communication resource for the program.

It is challenging to run the MPC program at UCSC during the summer. The storage space of UBRC supplies and equipment are limited. MSUB currently rents storage space in a shed in Marina risking moisture damage to some materials. Increased storage space for MPC at CSUMB presents a possible future option. The residential CSUMB campus here on the Peninsula may provide the opportunity to hold the residential summer program nearer to MPC and more centrally located to all the summer field activities. This opportunity will be pursued when funding is secured for the next four years beginning in summer 2003. Balancing the cost of the summer staffing with quality follow-up services through the academic year is the job of the coordinator and project director when they establish the summer budget.

4. Goals

The Government Performance and Results Act (GPRA) of 1993 require all Federal agencies to manage their activities with attention to the consequences of those activities. As part of the Department of Education's 2002-2007 Strategic Plan required by GPRA, Performance Indicators have been identified for the Federal TRIO Program under GPRA Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education. As a result, each of the TRiO Programs have programmatic goals to provide a series specific services designed to meet the GPRA requirements.

Student Support Services

The fundamental goals for Student Support Services are 1) to increase college retention and graduations rates for eligible students; 2) to increase the transfer rates of eligible students from 2-year to 4-year institutions; and 3) to foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. As a result, a set of programmatic goals have been established to provide the following services on an ongoing basis:

- To provide instruction in reading, writing, study skills, math, and other subjects necessary for success beyond secondary school;
- To provide personal, academic and career counseling;
- To provide tutorial services and counseling and peer counseling;
- To provide exposure to cultural events and academic programs to disadvantaged students;
- To provide activities to acquaint students participants with the range of available career options;
- To provide activities designed to assist students participating in the program in securing admissions and financial assistance for enrollment in graduate and professional programs;
- To provide activities designed to assist students currently enrolled in 2-year institutions in securing admission and financial assistance for enrollment in a four-year college;
- To provide mentoring programs involving faculty or upper class students, or a combination.

Upward Bound

It is a fundamental goal for Upward Bound to generate skills and motivation necessary for success in education beyond secondary education. As a result, a set of programmatic goals have been established to provide the following services on an ongoing basis:

- To provide instruction in reading, writing, study skills, math, and other subjects necessary beyond secondary school;
- To provide counseling and workshops;
- Academic advice and assistance in secondary school course selection;
- To provide tutorial services;
- To provide to cultural events, academic programs, and other activities to disadvantaged youth;
- To provide activities to acquaint participants with a range of career options available to them;
- Instruction designed to prepare youths participating in the program for careers in which persons from disadvantaged backgrounds are particularly underrepresented;
- To provide an on campus residential program;

- To provide mentoring programs involving elementary and secondary school teachers or counselors, faculty members at institutions of higher education or any combination;
- To provide work-study positions for participants exposing them to careers requiring degrees.

Math/Science Upward Bound

In addition to the fundamental goals established in the regular Upward Bound Program, it is also a fundamental goal for Math/Science Upward Bound to 1) provide intensive instruction in math and science, including hand-on experience in lab, computer facilities, and at field-sites; 2) to provide activities that will provide participants with opportunities to learn from mathematicians and scientist who are engaged in research and teaching; 3) to provide activities that will involve participants with graduate science and math majors who may serve as tutors or counselors; and 4) to provide a summer instructional component that is designed to stimulate a college-going experience that is al least six weeks in length and includes daily coursework and other personal and social development activities. As a result, a set of programmatic goals have been established to provide the following services on an ongoing basis:

- To provide instruction in reading, writing, study skills, math, and other subjects necessary beyond secondary school;
- To provide Counseling and workshops;
- Academic advice and assistance in secondary school course selection;
- To provide tutorial services;
- To provide cultural events, academic programs, and other activities to disadvantage youth;
- To provide activities designed to acquaint youths participating in the program with a range of career options available to them;
- Instruction designed to prepare youths participating in the program for careers in which persons from disadvantaged backgrounds are particularity underrepresented;
- To provide an on campus residential program;
- To provide mentoring programs involving elementary and secondary school teachers or counselors, faculty members at institutions of higher education or any combination;
- To provide work-study positions to participants exposing them to careers requiring degrees.

5. Annual Objectives

Student Support Services

The annual objectives outlined in Table 9 address the target area needs, and are measurable, ambitious and attainable over the life of the project. A measurable level of ambition is described after each objective.

Table 9. Annual Objectives and Degree of Ambitiousness

Summary of Annual Objectives	
Program Objective	Degree Of Ambitiousness
⇒ At least 200 eligible students will be served each year.	N/A
⇒ At least 70% of SSS students will be retained each year.	This 70% is ambitious since only 62% of SSS eligible students at MPC were retained in Fall 2003.
⇒ At least 75% of SSS students retained will maintain at least a 2.0 GPA each year.	This 75% is ambitious since only 70% of SSS eligible students enrolled at MPC earned at least a 2.0 GPA in Fall 2003.
⇒ At least 15% SSS participants will graduate and/or transfer within three years of admission to the program.	This 75% is ambitious since only 6% of the SSS eligible students enrolled at MPC graduated in 2003-04.
⇒ At least 10% SSS participants will transfer within three years of admission to the program.	This 75% is ambitious since only 6.2% of the SSS eligible students enrolled at MPC transferred in 2003-04.

Upward Bound

The annual objectives outlined in Table 10 address the target area needs, and are measurable, ambitious and attainable over the life of the project. A measurable level of ambition is described after each annual objective.

Table 10. Annual Objectives and Degree of Ambitiousness

Summary of Annual Objectives	
Program Objective	Degree Of Ambitiousness
⇒ <i>Academic Improvement of Standardized Test Objective:</i> 70% of all UB participants will have achieved at the proficient level during high school on state assessments in reading/language arts and math.	This 70% objective is ambitious given that in California 35% of all students achieved at proficient level or above in English/Language Arts and correspondingly, 34% in Math. This objective is also ambitious given that 21% of economically disadvantaged students (UB eligible) achieved at proficient level or above in English/ Language Arts and 25% achieved at proficient or above in Math. (California Department of Education, 2004)
⇒ <i>Project Retention Objective:</i> 80% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in Upward Bound during the next school year.	This objective is ambitious because the proposed 80% rate exceeds the national Upward Bound participation rate of 64% for students participating in Upward Bound for 12 months or more (Policy & Program Studies Service, U.S. Department of Education, 2004).
⇒ <i>Postsecondary Enrollment Objective:</i> 80% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.	The 80% objective is ambitious because it exceeds the national postsecondary enrollment (PSE) rate of 67% for all high school students who immediately enter postsecondary education after graduation (NCES, 2004). This objective is also ambitious because it exceeds the PSE rate of 41% for high school students who immediately enter postsecondary education after graduation and who have incomes that reflect TRIO eligibility (2004, U.S. Department of Education, A Profile of the Upward Bound Program: 2000-2001).
⇒ <i>Postsecondary Enrollment Objective:</i> 60% of all UB participants who enroll in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.	This objective set at 60% is ambitious given the fact that 27% of college freshman leave college before completing their sophomore year (The National Center for Public Policy on Higher Education: Policy Alert, April, 2004). This objective is also ambitious given that less than 20% of college-enrolled students from low-income households remain in college to receive BA Degrees (Source: Access Denied: A Report by Advisory Committee on Financial Assistance, 2004).

Math/Science Upward Bound

The annual objectives outlined in Table 11 address the target area needs, and are measurable, ambitious and attainable over the life of the project. A measurable level of ambition is described after each annual objective.

Table 11. Annual Objectives and Degree of Ambitiousness

Summary of Annual Objectives	
Program Objective	Degree Of Ambitiousness
⇒ <i>Academic Improvement of Standardized Test Objective:</i> Objective: 70% of all UBMS participants will have achieved at the proficient level during high school on state assessments in reading/language arts and math.	This 70% objective is ambitious given that in California 35% of all students achieved at proficient level or above in English/Language Arts and correspondingly, 34% in math (CA Dept. of Ed., 2004) This objective is also ambitious given that 21% of economically disadvantaged students (Upward Bound eligible) achieved at proficient level or above in English/ Language Arts and 25% achieved at proficient in math. (CA Dept. of Ed., 2004)
⇒ <i>Project Retention Objective:</i> Objective: 70% of 9th, 10th, and 11th grades project participants served each school year will continue to participate in the MSUB Program during the next school year.	This objective is ambitious given that the 70% rate exceeds the national Upward Bound Math Science (UBMS) participation rate of 47.1% for students participating in UBMS Projects. (2004, Department of Education Report: A Profile of the UBMS Program)
⇒ <i>Postsecondary Enrollment Objective:</i> Objective: 80% of all UBMS participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.	The 80% objective is ambitious because it exceeds the national postsecondary enrollment (PSE) rate of 67% for all high school students who immediately enter postsecondary education after graduation. (NCES, 2004) This objective is also ambitious because it exceeds the PSE rate of 41% for high school students who immediately enter postsecondary education after graduation and who have incomes that reflect TRIO eligibility. (2004, U.S. Department of Education, A Profile of the UBMS Programs)
⇒ <i>Postsecondary Enrollment Objective:</i> Objective: 60% of all UBMS participants who enroll in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.	This objective set at 60% is ambitious given the fact that 27% of college freshman leave college before completing their sophomore year. (The National Center for Public Policy on Higher Education: Policy Alert, April 2004) This objective is also ambitious given that less than 20% of college-enrolled students from low-income households remain in college to receive BA Degrees. (Access Denied: A Report by Advisory Committee on Financial Assistance, 2004)

6. Activities

Student Support Services

Each of the objectives in Table 13 are the result of committing personnel to activities and services that will produce the desired outcomes. Table 13 identifies the activities and demonstrates the use of personnel to make these objectives attainable.

Table 12. Action Plan Activities to Make Objectives Attainable

Annual Objective #1: At least 200 eligible students will be served each year; 2/3 will be either low-income or first generation and 1/3 will be either low-income or first generation.	
Activities	Person(s) Responsible
<ul style="list-style-type: none"> • Conduct on campus outreach to Financial Aid, EOPS, Women's Programs, DSPS, Counseling 	<ul style="list-style-type: none"> • SSS Director and SSS Counselor
<ul style="list-style-type: none"> • Conduct structured intake interviews 	<ul style="list-style-type: none"> • SSS Director and SSS Counselor
Annual Objective #2: At least 70% of all SSS participants selected and tracked in annual cohorts will be retained, graduate and/or transfer each year.	
Activities	Person(s) Responsible
<ul style="list-style-type: none"> • Provide academic and career assessments 	<ul style="list-style-type: none"> • SSS Counselor and SSS Instructors
<ul style="list-style-type: none"> • Conduct financial aid workshop 	<ul style="list-style-type: none"> • SSS Counselor and Program Specialist
<ul style="list-style-type: none"> • Offer skills and study instruction 	<ul style="list-style-type: none"> • SSS Instructors
<ul style="list-style-type: none"> • Monitor student progress 	<ul style="list-style-type: none"> • SSS Director and SSS Counselor
Annual Objective #3: At least 75% of all SSS participants selected and tracked in annual cohorts will be in good standing, at least 2.0 G.P.A., at the end of each academic year.	
Activities	Person(s) Responsible
<ul style="list-style-type: none"> • Provide study skills courses 	<ul style="list-style-type: none"> • SSS Instructors
<ul style="list-style-type: none"> • Offer Ability to Benefit skills workshops 	<ul style="list-style-type: none"> • SSS Instructors and SSS Counselor
<ul style="list-style-type: none"> • Provide academic advising and scheduling 	<ul style="list-style-type: none"> • SSS Counselor and SSS Instructors
Annual Objective #4: At least 15% of SSS project participants selected and tracked in annual cohorts will graduate and/or transfer within three years of admission to the program.	
Activities	Person(s) Responsible
<ul style="list-style-type: none"> • Provide college and majors orientation 	<ul style="list-style-type: none"> • SSS Counselor
<ul style="list-style-type: none"> • Provide personal and academic counseling 	<ul style="list-style-type: none"> • SSS Counselor
<ul style="list-style-type: none"> • Monitor student progress to graduation 	<ul style="list-style-type: none"> • SSS Counselor and SSS Instructors
Annual Objective #5: At least 10% SSS participants selected and tracked in annual cohorts will transfer to four year institutions within three years of admission to the program.	
Activities	Person(s) Responsible
<ul style="list-style-type: none"> • Provide academic advising 	<ul style="list-style-type: none"> • SSS Counselor
<ul style="list-style-type: none"> • Provide career and transfer workshops 	<ul style="list-style-type: none"> • SSS Counselor
<ul style="list-style-type: none"> • Offer four year college fieldtrips 	<ul style="list-style-type: none"> • SSS Counselor and Program Specialist
<ul style="list-style-type: none"> • Produce Newsletter 	<ul style="list-style-type: none"> • SSS Instructor
<ul style="list-style-type: none"> • Monitor progress toward transfer 	<ul style="list-style-type: none"> • SSS Counselor
Annual Objective #6: 100% of all records maintained and reports, both performance and financial, are monitored with fiscal responsibility and submitted by required deadlines.	
Activities	Person(s) Responsible
<ul style="list-style-type: none"> • Collect student eligibility information 	<ul style="list-style-type: none"> • SSS Counselor and Program Specialist
<ul style="list-style-type: none"> • Monitor student semester progress 	<ul style="list-style-type: none"> • SSS Counselor and Program Specialist
<ul style="list-style-type: none"> • Collect year end performance outcomes 	<ul style="list-style-type: none"> • SSS Director, SSS Counselor and Program Specialist
<ul style="list-style-type: none"> • Monitor monthly budget updates 	<ul style="list-style-type: none"> • SSS Director, SSS Counselor and Program Specialist

Upward Bound

Upward Bound provides a comprehensive program with year round services and activities. Academic year activities and services are noted in Table 13 as well as the frequency in which the services occur.

Table 13. Academic Year Services and Activities

Academic Year Services and Activities	Minimum Frequency
• Provide Saturday study skills classes/mentor workshops	Twice per month
• Provide career, college, academic and personal counseling sessions	Once per term
• Monitor students' academic progress toward graduation	Once per term
• Provide field trips to regional events and campus activities to stimulate students' intellectual and cultural development	Twice per year
• Provide parent support workshops to help families support participants through high school into college	Once per term
• Provide Senior Night Seminars: Counselors work with seniors to complete financial aid and college applications and prepare for SAT's	Once per week
• Provide Junior Night Seminars: Counselors assist juniors to identify colleges, majors, scholarships and prepare for PSAT and SAT tests	Twice per month
• Provide Freshmen and Sophomore Nights: Counselors review college admission requirements, student learning styles and career interests	Twice per term
• Provide grade level Proficiency and Standardized test study groups	Twice per term
• Provide PSAT and SAT preparation workshops	Twice per term
• Counselors visit with students at high schools, collaborate with high school counselors, and promote program retention;	Once per week
• Provide retreats for juniors and seniors to address college survival skills for postsecondary retention	Once per year
• Provide community service activities to promote personal development, leadership, and community connectedness	Once per term
• Contact alumni to collect information and provide support	Twice per year

In addition to the academic year activities and services, Upward Bound provides a summer academic enrichment academy. The summer academy services are highlighted in Table 14 as well as the frequency in which the services occur.

Table 14. Summer Program Services and Activities

Summer Services and Activities	Minimum Frequency
• Summer learning managers assess students' academic needs, develop individual learning objectives and monitor participants' progress	Daily
• Counselors provide group and individual counseling, personal development and career exploration activities	Once a week
• Summer staff organizes overnight campus visits to provide dormitory-living experience, the production of summer yearbook, an academic research project conference and an awards banquet.	Planning meeting once a week
• Counselors assist graduated seniors to participate in Summer Bridge Programs away at colleges or locally at MPC	Two scheduled meetings

Math/Science Upward Bound

The MPC Math Science Upward Bound Program is designed to provide: 1) a six week intensive instructional program in the core curriculum and science research experience in a residential learning environment at the University of California at Santa Cruz; 2) weekly academic year services and activities that support and sustain the motivation, growing knowledge base and interest in math and science as a college and career major.

The six-week summer daily program includes: intensive instruction in marine biology, weekly field and laboratory research trips, related mathematics, and writing across the curriculum. Foreign language, math through calculus and college prep science classes and a college and career class complete the weekly schedule. In addition, every participant attends computer literacy labs that feature Internet search skills. Laboratory experiences, mentor speakers and research and field activities are integrated weekly. All participants attend a weekly evening seminar series provided by local researchers. The program design offers individualized attention, cooperative learning opportunities, and hands-on-learning experiences. In the academic year, participants take part in weekly follow-up activities arranged through a support contract with the home program and sponsors to include core curriculum tutoring, local mentors, and participation in science and mathematics events. In addition, scheduled monthly activities on the MSUB website, a quarterly newsletter, and semester e-mail, phone and mail contact follow the students throughout high school completion and college. Activities on the MSUB website include scheduled chat classes with researchers, instructors and college advisors.

Summer Curriculum

For the past sixteen summers, Monterey Peninsula College has hosted a Math Science Upward Bound (MSUB) Program at University of California at Santa Cruz. The disciplinary focus of the program is marine sciences for which high school credit is offered. The Monterey Bay is among the premier marine research areas in the world. During the summer, students explore the inner-tidal environment of the Monterey Bay Sanctuary and are introduced to numerous marine research labs and institutions in the area that include: Long Marine Lab, Monterey Bay Aquarium, Moss Landing Marine Lab and Stanford's Hopkins Marine Station. Additional opportunities include mentoring, lectures and seminars with graduate and faculty researchers.

In addition, students attend classes that meet the criteria to award high school credit and are specifically designed to improve the development of foreign language skills, enhance core curriculum and successfully prepare participants for college preparatory science and math skills through calculus. These activities are balanced with social and cultural events as well as residential college orientations.

Academic Year Component

Because of the geographic distances between participants and the MPC campus; weekly academic year follow-up activities are provided through two main components: a) academic year (AY) support activities requested and provided by the participant's sponsor as identified in the Sponsor's Student Support Contract and b) academic year services and activities provided by the MSUB Program.

Sponsor's Academic Year Student Support Contract

For an eligible student to be considered to participate in the program, a completed application includes an academic year sponsor's student support contract that ensures that each MSUB participant has a sponsor in the sending home program at the high school, or as a personal mentor, in their immediate geographic area, that will provide/monitor the important academic year support activities identified in Table 15 for the MSUB participant.

Table 15. Sponsor’s Academic Year Student Support Contract

Sponsor’s Contract for Academic Year Student Support	
•	Provide access to an internet for students to participate in MSUB academic year activities
•	Arrange/monitor tutoring as needed for students in academic year math and science courses
•	Provide UBMS a copy of student’s semester grades, including standardized test scores obtained at school site or home program
•	Discuss with student their summer experience and relate it to college career plans and goals
•	Advise student to continue to enroll in as many math and science courses as are appropriate for the individual student
•	Identify local mentor for the student. If no appropriate local mentor is available, work with UBMS to establish a corresponding mentor or a self-mentoring program

To overcome the barrier created by the geographic distance between participants and the program, Table 16 shows the distance-learning activities and services provided bi-monthly. In addition to these distance-learning activities, a fall reunion campout is held overnight in the Monterey Bay Area, with college preparation workshops for participants and families.

Table 16. MSUB Academic Year Services and Activities

MSUB Academic Year Services and Activities	
•	Internet search skills are developed during participant’s first summer in the MSUB program
•	A schedule of monthly MSUB website “chat classes” by faculty/graduate students in the Monterey Bay Area. Core curriculum subjects of math, science, literature and composition, and foreign language are the focus for the chat classes
•	Monthly website “mentor visits” with professional/graduate math and science students from the Monterey Bay Area to support interest in math and science careers
•	Semester MSUB website announcements of math and science related events/topics
•	Bi-annual MSUB newsletter that contains the following regular features: <ul style="list-style-type: none"> ○ Alumni interviews, careers in math and science, parent information and mentoring

7. Timelines

Student Support Services

Table 17. Planned Timelines for Accomplishing Critical Project Components

Critical Program Components	S	O	N	D	J	F	M	A	M	J	J	A
	e	c	o	e	a	e	a	p	a	u	u	u
	p	t	v	c	n	b	r	r	y	n	l	g
Offer study skills classes	√	√	√	√		√	√	√	√	√		
Select students for transfer/career services	√					√						
Offer transfer and career workshops	√	√	√	√		√	√	√	√	√		
Field trips to 4-year colleges		√						√				
Plan cultural events			√						√			
Produce newsletters			√						√			
Offer SSKD/College Orientation 200/300 class	√					√						
Offer ATB workshops	√	√	√	√		√	√	√	√	√		
Academic advising	√	√	√	√	√	√	√	√	√	√		√
Semester evaluation on student progress				√						√		
Annual Program Report												√

Upward Bound

Table 18. Planned Timelines for Accomplishing Critical Project Components

Critical Program Components	S	O	N	D	J	F	M	A	M	J	J	A
	e	c	o	e	a	e	a	a	a	u	u	u
	p	t	v	c	n	b	r	r	y	n	l	g
Student Identification, Recruitment & Selection							√	√	√			
Semester Activities Calendar Developed	√					√						
Academic Year Tutoring Sessions	√	√	√	√	√	√	√	√	√	√		
Saturday Study Skills/Mentor Classes (2 per month)	√	√	√	√	√	√	√	√	√	√		
College and University Tours			√			√						
Outward Bound Self-Development Trip							√					
Senior Retreat and Junior Retreat								√				
Senior Night Seminars (weekly)	√	√	√	√	√	√	√	√	√	√		
Junior Night Seminars (monthly)					1.	√	√	√	√	√		
Academic Achievement Program		√		√			√			√		
Family College Orientation Workshops			√									
Parent Advisory Board Meeting		√								√		
Summer Academy Plan Completed								√				
Summer Academy										√	√	
Upward Bound Newsletter				√					√		√	
Alumni Follow-up-Mail/Phone survey		√	√				√	√		√		
Upward Bound Awards Banquet												√
Bridge Program for Upward Bound Graduates										√	√	
Summer Program Evaluations												√

Math/Science Upward Bound

Table 19. Planned Timelines for Accomplishing Critical Project Components

Critical Program Components	O	N	D	J	F	M	A	M	J	J	A	S
	c	o	e	a	e	a	a	a	u	u	u	e
	t	v	c	n	b	r	r	y	n	l	g	p
Contact Sponsors: Monitor AY Support Contract				√			√		√			√
Fall Marine Science Campout	√											
Upward Bound Math Science Newsletter			√			√			√		√	
Arrange UCSC Summer Residential Housing			√									
Student Application Review						√						
Support Contract Mailed						√						
Summer Staff Hired						√	√					
Curriculum Developed		√	√				√	√				
Field Trips and Mentors Arranged			√		2.	√	√	√				
Summer Residential Classes									√	√	√	
Student Program Files Completed											√	√
Follow-up with Participants Home Program			√			√			√			√
Parent Involvement Activities		√			√			√			√	
Program Evaluation/Annual Report												√
Website Chat/On-line Classes Schedules		√	√	√	√	√	√	√				
Alumni Follow-up-Mail/Phone survey		√	√				√	√		√		
Upward Bound Awards Banquet												√

8. Program Cost

Table 20: Students Served, Allocation and Indirect Cost by TRiO Program, 2005-06

Program	Number Funded to Serve	Number Actually Served	2005-06 Allocation	Total Indirect Cost Provided to MPC
Student Support Services	200	285	\$280,748	\$22,460
Upward Bound	77	97	\$384,180	\$30,734
Math/Science Upward Bound	52	142	\$342,730	\$27,418
Totals	329	524	\$1,007,658	\$80,612

Source: 2005-06 TRiO Program Annual Performance Report

PART C. BUDGET INFORMATION

1. Budget Information

See Appendix E

a. Current Budget Documents

See Appendix F

b. Budget Development

See Appendix G

1. Annual Budget Adjustments

Not Applicable at this time

2. Budget Requests

Each year the college uses the Action Plan process to help determine how its resources will be allocated. Institutional and/or Programmatic goals are used to develop Action Plan activities.

a. Action Plans

Table 21. 2006-07 TRiO Action Plan

Template for Preparing Action Plan Activities			
Please indicate how each activity will help the College/Program reach one or more of its goals. List items in order of priority with the highest priority.			
Department Name/Number: TRiO 1022/1021/1022			
Description of Activity/Plan	Meets Goal	Item(s) Requested	Total Amount
TRiO Website: Launch new website		N/A	N/A
Special Events: These activities are designed to offer cultural enrichment events for TRiO students as well as foster cultural sensitivity and awareness for the college community. The activities include: Kente Ceremony, Women's Conference, Asian Cultural Show, Latino Graduation Ceremony, UCSC African American Theatre Arts Troupe.		N/A	\$2,500
TRiO Recognition Luncheon: This activity is designed to honor the academic excellence of TRiO students by recognizing those who complete their chosen educational objective and those students who achieve academic honors.		N/A	\$500

PART D. APPENDIX

Appendix A 2001 Institutional Student Service Program Review

Appendix B 2006-07 TRiO Budget Information

Appendix C 2006-07 TRiO Budget Documents

Appendix D 2007-08 TRiO Budget Development

Appendix E Student Support Services Newsletter

Appendix F Upward Bound Newsletter

Appendix G Math/Science Newsletter

Appendix K TRiO Brochures