



Upward Bound

Student Support
Services

2022 ANNUAL REPORT

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AUGUST 2022

TRIO
AT THE UNIVERSITY OF UTAH



PRIMARY PURPOSE

TRIO Programs are funded by the U.S. Department of Education and consist of outreach and student service projects designed to identify and provide academic success services to qualified individuals. Nationally, TRIO includes eight programs which serve low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. The University of Utah currently operates two federally funded programs, Upward Bound (UB) and Student Support Services (SSS).

The Upward Bound project is a college preparation and access program which serves 95 low-income and first-generation high school students from East, West, and Highland High Schools in the Salt Lake School District and Kearns High School from Granite School District. The academic year program delivers tutoring, career exploration, and post-secondary admissions and financial aid application assistance. The Summer Academy consists of a six-week, residential program that includes educational courses, guest speaker, activities and a college going community.

The Student Support Services (program serves 225 University of Utah low-income, first-generation and/or students with disabilities through academic courses, tutoring, academic advising, financial aid application assistance, and graduate school preparation and planning.

In alignment with the Student Affairs division, TRIO's mission is to support student well-being and success with timely, intentional, and comprehensive support which empowers historically marginalized students and disrupts intergenerational inequities. Both programs have an overarching goal of increasing the number of historically marginalized students who access and complete post-secondary education.



DEPARTMENTAL OUTCOMES

TRIO Programs at the University of Utah are unique in that funds to support the efforts come externally, primarily from the U.S. Department of Education. As such, while TRIO falls within the purview of Student Affairs, and in the near future Undergraduate Studies, federal legislation and regulation dictate service provision and reporting efforts. Challenges arise with different reporting timelines and expectations, as such discrepancies will be noted where appropriate.

Table 1. Upward Bound Project Objectives. Results from 2020-21 Annual Performance Report submitted to U.S. Department of Education on 11/29/2021, for reporting period of 6/1/2020 - 5/31/2021.

Project Objectives	Project Outcome
<p>Academic Performance-Grade Point Average (GPA):</p> <p>88% 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.</p>	<p>52%</p>
<p>Academic Performance on Standardized Test:</p> <p>40% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math</p>	<p>33%</p>
<p>Secondary School Retention and Graduation:</p> <p>95% 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.</p>	<p>88%</p>

DEPARTMENTAL OUTCOMES CONT.

<p>Secondary School Graduation (Rigorous Secondary School Program of Study):</p> <p>30% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.</p>	<p>62%</p>
<p>Postsecondary Enrollment:</p> <p>65% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).</p>	<p>62%</p>
<p>Postsecondary Completion:</p> <p>40% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.</p>	<p>35%</p>



DEPARTMENTAL OUTCOMES CONT.

Table 2. Student Support Services Project Objectives. Results from 2020-21 Annual Performance Report submitted to U.S. Department of Education on 2/11/22, for reporting period of 9/1/2020 - 8/31/2021

Project Objectives	Project Outcome
<p>Persistence Rate:</p> <p>85% all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.</p>	97%
<p>Good Academic Standing Rate:</p> <p>92% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.</p>	89%
<p>Graduation Rate (4-year institution only):</p> <p>70% of 2015-16 new participants served will graduate with a bachelor's degree or equivalent within six (6) years.</p>	46%



PROGRAMS, SERVICES, & RESOURCES

Table 3: Upward Bound grant objectives and services provided during the 2021-22 Academic Year. (Note, outcomes listed in Table 1 are for AY 2020-21, the Annual Progress Report for AY 2021-22 will not be completed/submitted until November 2022.)

Project Objectives	Programs, Services, & Resources Provided
<p>Academic Performance-Grade Point Average (GPA):</p> <p>88% 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.</p>	<p>After school tutoring takes place weekly at partner high schools. Program staff including UB manager, coordinator, graduate assistant, and at least two tutors attend each school each week to support students with coursework, homework, and/or studying for exams.</p> <p>Two Saturdays per month students travel to the University of Utah campus where Saturday Ed and tutoring also occur.</p> <p>Student's grades are reviewed at the end of each quarter to determine GPA standing and to identify which students need additional support. A meeting with the student, and at times their counselor, will occur to devise and academic success plan.</p> <p>During the six-week, residential Summer Academy, students participate in high school level courses in English, math, science, financial literacy, and a foreign language, this summer Mandarin. This supplemental instruction received during the Summer Academy supports student's GPAs throughout the school year.</p>



PROGRAMS, SERVICES, & RESOURCES

Academic Performance on Standardized Test:

40% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math

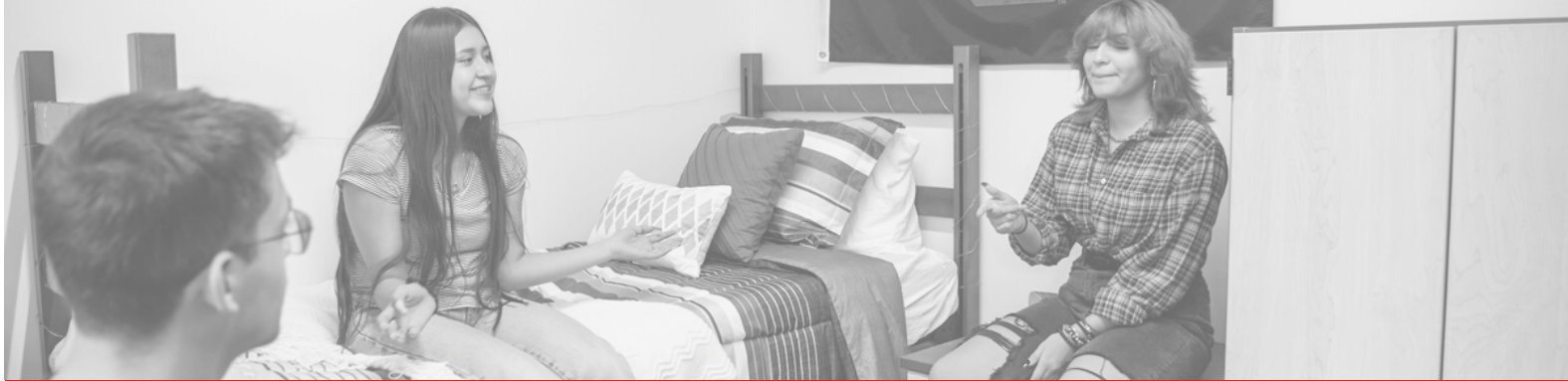
In addition to the after-school tutoring, Saturday Ed and the Summer Academy already mentioned, once per month Upward Bound hosts a fun and educational activity which promotes student’s love of learning through activities they find enjoyable. Examples include, visiting Rowley’s Red Barn and Thanksgiving Point Tulip festival to learn about the agricultural field; attending the annual car show and learning of the technology utilized, visiting the Clark Planetarium for all STEM interests, and Living Planet Aquarium for marine biology or other veterinarian interests.

Connecting student’s personal interests to education only enhances their love of learning. Additionally, as research suggests, involvement in extracurricular activities and positive student engagement positively impacts student’s achievement.

Secondary School Retention and Graduation:

95% 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.

While much of Upward Bound’s activities have a very intentional educational focus, a part of the program also intends to build a community of first-generation college students striving towards a shared goal. The community building which takes place both through education and learning and also through fun activities such as the annual ice-skating event or attending a Jazz game support that sense of community. Students having positive, adult role models through the UB staff and knowing they have a community behind them only supports their retention and eventual graduation.



PROGRAMS, SERVICES, & RESOURCES

Secondary School Graduation (Rigorous Secondary School Program of Study):

30% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

Education workshops are presented to students and parents throughout the academic school year on topics related to high school course of study. Topics include, the benefits of Concurrent Enrollment courses, AP courses and tests, and why a better ACT score could benefit you in the future.

To encourage enrollment in these types of courses, all fees are paid for by the program.

Postsecondary Enrollment:

65% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).

Upward Bound's graduate assistant has an intentional focus on UB seniors and provides supports in the college, financial aid, and scholarship application process. If students are admitted to the University of Utah, they are supported through the enrollment of Bridge, Summer Academy. If students plan to attend SLCC, a partnership was created with their Office of Orientation and Student Success, which ensures TRIO students are admitted into their Bridge program. If students plan to attend another school, summer Bridge programs are researched, and support is provided to facilitate a seamless college transition.

College Tours are provided throughout the school year allowing students to visit and experience other schools.

The Bridge portion of Summer Academy allows rising seniors and incoming U of U freshman to get a jump start on their college education by participating in the six-week, residential program. Students take U of U courses including math, writing and an option of an ethnic studies course. Tuition is waived for all TRIO courses.



PROGRAMS, SERVICES, & RESOURCES

Postsecondary Completion:

40% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.

Upward Bound students who attend the U of U are pipelined into the Student Support Services program where they will be connected to a TRIO advisor and provided with the intentional support services necessary to reach post-secondary graduation.

If students attend another higher education institution, they are connected to the TRIO program at that institution, which will then support their growth and success.



PROGRAMS, SERVICES, & RESOURCES

Table 4: Student Support Services grant objectives and services provided during the 2021-22 Academic Year. (Note, outcomes listed in Table 2 are for AY 2020-21, the Annual Progress Report for AY 2021-22 will not be completed/submitted until February 2023.)

Project Objectives	Programs, Services, & Resources Provided
<p>Persistence Rate:</p> <p>85% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.</p>	<p>All SSS students are paired with an academic advisor who supports students' growth and success. Much of this year has been dedicated to re-envisioning SSS's processes, procedures, and services to intentionally identify students at critical moments in their educational career. Student now complete a Participation Agreement, which outlines what they must do to remain an active participant in the program. This includes meeting with their advisor regularly and creating an academic success plan; attending extracurricular activities, events speakers, or workshops; completing a financial aid application and applying for scholarships; and attending tutoring as needed.</p> <p>In addition to the advising mentioned above, SSS is making an intentional shift to focus on utilizing data and tools such as Civitas Inspire to more intentionally reach out to those students who we see may need support. For example, reaching out to students who have not yet registered for the next semester, who have not completed a FAFSA, whose GPA fell below a 2.0 the previous semester, or who may have holds. Instead of waiting for students to reach out to us when they need support, we hope to reach out first.</p> <p>SSS continued to offer both educational speakers and workshops on a variety of topics, in addition to more fun/community building activities which create a sense of belonging among students which supports their retention.</p>



PROGRAMS, SERVICES, & RESOURCES

<p>Good Academic Standing Rate:</p> <p>92% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.</p>	<p>In supporting student's academic needs, SSS continued to provide math navigators and tutors for students. Additionally, access to tutors through the virtual platform TutorMe was maintained for all students who needed and wanted that format, which was accessible 24/7.</p> <p>All incoming students, whether freshman or transfer, complete the College Student Inventory (CSI), which identifies potential risks in students using the leading non-cognitive indicators (academic motivation, general coping and receptivity to support services) of college student success. The CSI is an invaluable tool to assist advisors in determining effective interventions for students before potential concerns can arise. This software, in conjunction with Civitas Inspire, help staff ensure that students are aware of their academic progress and receiving the necessary services to pass their courses and connect to needed interventions.</p>
<p>Graduation Rate (4-year institution only):</p> <p>70% of 2015-16 new participants served will graduate with a bachelor's degree or equivalent within six (6) years.</p>	<p>Understanding that many students, particularly low-income and first-generation college students, find math and writing to be a barrier for their success, TRIO continued to offer courses in math 980, 1010, and 1030 and writing 1010. Additionally, an Undergraduate Studies Major and Career Exploration course was offered. These courses remain small with only other TRIO students enrolled and continue to be tuition free for students.</p> <p>SSS continually works to build a community of support through various activities and opportunities for students to come together. With the new move to the Union Building, the space was rearranged to allow for a more comfortable and relaxed student space utilizing furniture to make it more welcoming and warmer. A mural was commissioned, which makes the space more student centered, and we continually look for ways to make the space feel more home like vs an office space.</p>



IMPACT DATA

Table 5: Upward Bound Assessment and Evaluation data for AY 2021-22.

Program/Services/Intervention	Assessment, Measure, Evaluation	Outcome Data
After School Tutoring & Saturday Ed	<p>Attendance to each tutoring session is tracked, thus it can easily be determined how frequent or infrequent students attend.</p> <p>There is not currently a method to determine the effectiveness of tutors, as assessed by Upward Bound students</p>	Tutoring is offered weekly at partner school and twice per month at the UU campus.
Student Transcript and Grade Review	Transcripts are requested and reviewed after each quarter.	Average GPA data not yet available (final transcripts have not yet been received by one partner high school).
Summer Academy	Participation in the Summer Academy is tracked and an online survey is given to all participants after the program to assess the program's effectiveness. Additionally, the Summer Academy staff are given a survey to determine the effectiveness of the training and of the overall program.	<p>55 Pre-Bridge students enrolled in the Summer Academy; 54 students completed the program.</p> <p>11 Bridge students enrolled in the Summer Academy; 10 students completed the program.</p> <p>Final grades and survey data not yet available, program ended August 5, 2022.</p>



IMPACT DATA

<p>Activities (educational and fun/community building)</p>	<p>Attendance to each activity is tracked. Effectiveness of activities is not assessed.</p>	<p>Leadership Conf: 12 Car Show: 15 Service Project: 13 Promo video: 6 Rowley's Red Barn: 33 Photoshoot: 12 Kick-off Brunch: 38 Loveland Aquarium: 40 Ice Skating: 32 Planetarium: 30 Jazz Game: 25 Tulip Festival: 30</p>
<p>College Tours</p>	<p>Participation to tours is tracked and a survey is given to each attendee after each visit to determine effectiveness.</p>	<p>Norther Utah Tour: 20 Southern Utah Tour: 18 Seattle Tour: 28 Colorado Tour: 44</p>
<p>Concurrently Enrollment and AP test fees</p>	<p>All fees tracked by student.</p>	<p>22 fees paid</p>
<p>Post-secondary enrollment and scholarships awarded</p>	<p>College acceptance and attendance plans and scholarships awarded are tracked for UB seniors.</p>	<p>24 of 26 students have been admitted into an institution of post-secondary education. 1 student plans to attend a technical college, 1 student plans to enter the workforce.</p> <p>18 of 26 students received at least one scholarship with a majority (16) receiving a full ride scholarship or multiple scholarships.</p>



IMPACT DATA

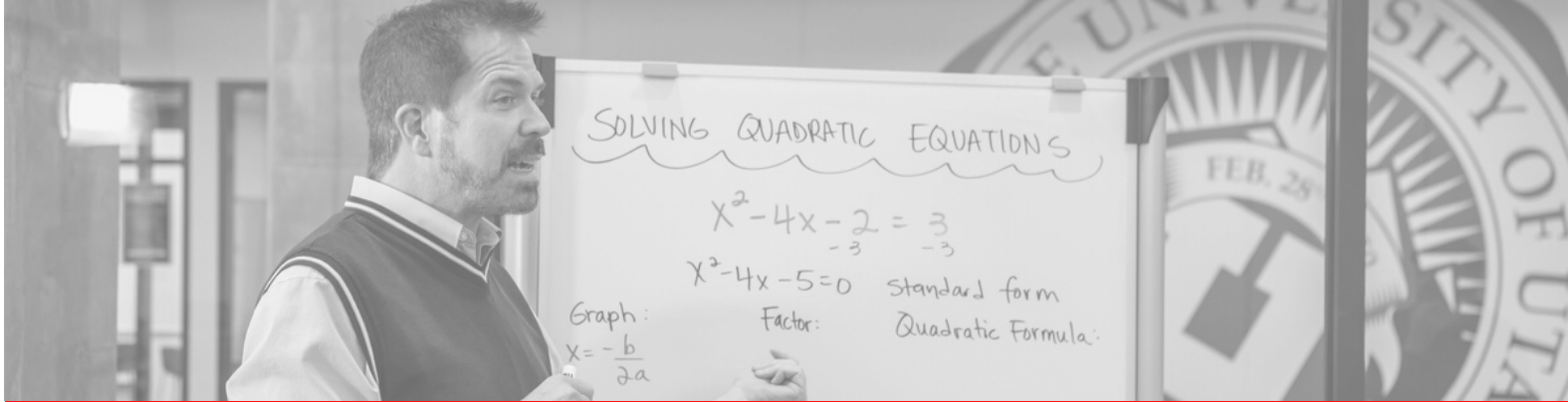
Table 6: Student Support Services Assessment and Evaluation data for AY 2021-22 Active Students

Program/Services/Intervention	Assessment, Measure, Evaluation	Outcome Data	
Academic Advising	<p>Advising appointments are tracked by student.</p> <p>There is currently no method to track effectiveness of advisors and/or meeting.</p>	Advising	260
		Counseling/ Mentoring	51
		Other	87
Workshops, Events, & Speakers	<p>Attendance to Workshops, Events, & Speakers is tracked by event and by student.</p> <p>There is currently no method to track effectiveness of Workshops, Events, & Speakers.</p>	Study Skills	24
		Workshops	34
Tutoring	<p>Attendance to tutoring session/ appointments is tracked by student.</p> <p>There is currently no method to track effectiveness of tutors or tutoring platform.</p>	226 Tutoring sessions occurred.	



IMPACT DATA

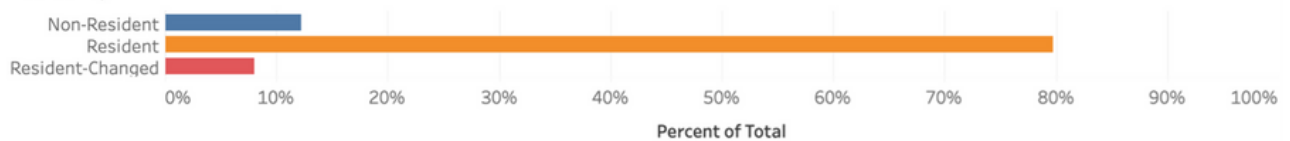
Program/Services/Intervention	Assessment, Measure, Evaluation	Outcome Data			
Course Enrollment	<p>Attendance in each course is tracked by course and by student.</p> <p>Effectiveness of course is assessed through course evaluations.</p>		U22 Enrollment	S22 Enrollment	F21 Enrollment
		Math 980	1	2	8
		Math 1010	10	10	12
		Math 1030	9	7	10
		Writing 1010	12	NA	22
		Ethnic Studies 1800	3	NA	NA



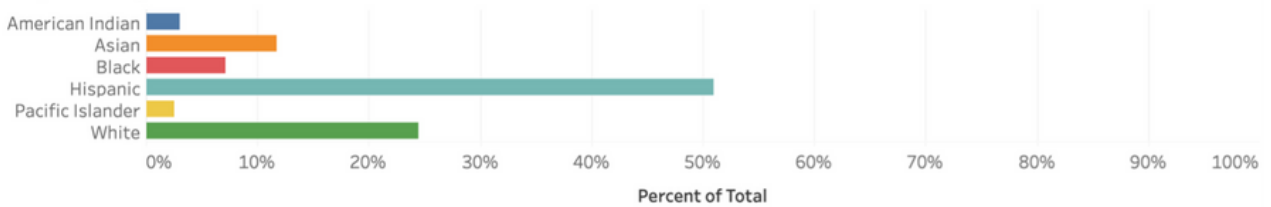
UTILIZATION DATA FROM TABLEAU

Note: Tableau data is only available for the Student Support Services Program. Upward Bound students are not yet University of Utah students thus, do not have data in the system. Tableau data is for all active students AY 2021-22.

Residency



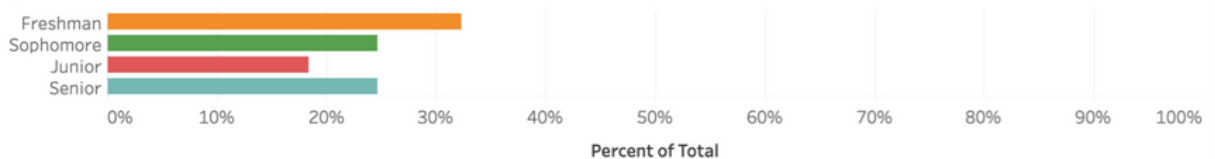
Race/Ethnicity



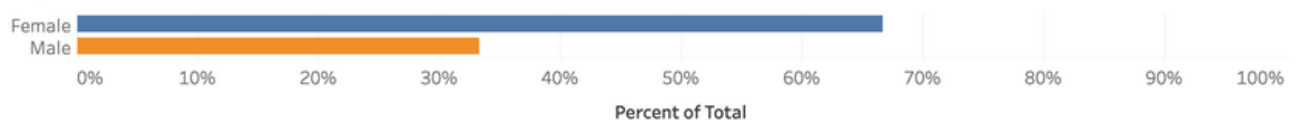
Academic Career



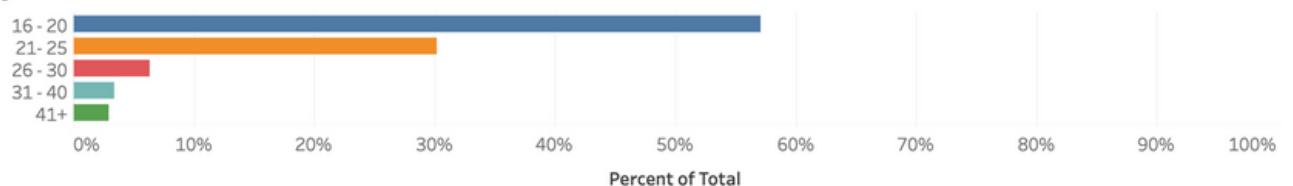
Undergraduate Academic Level



Gender



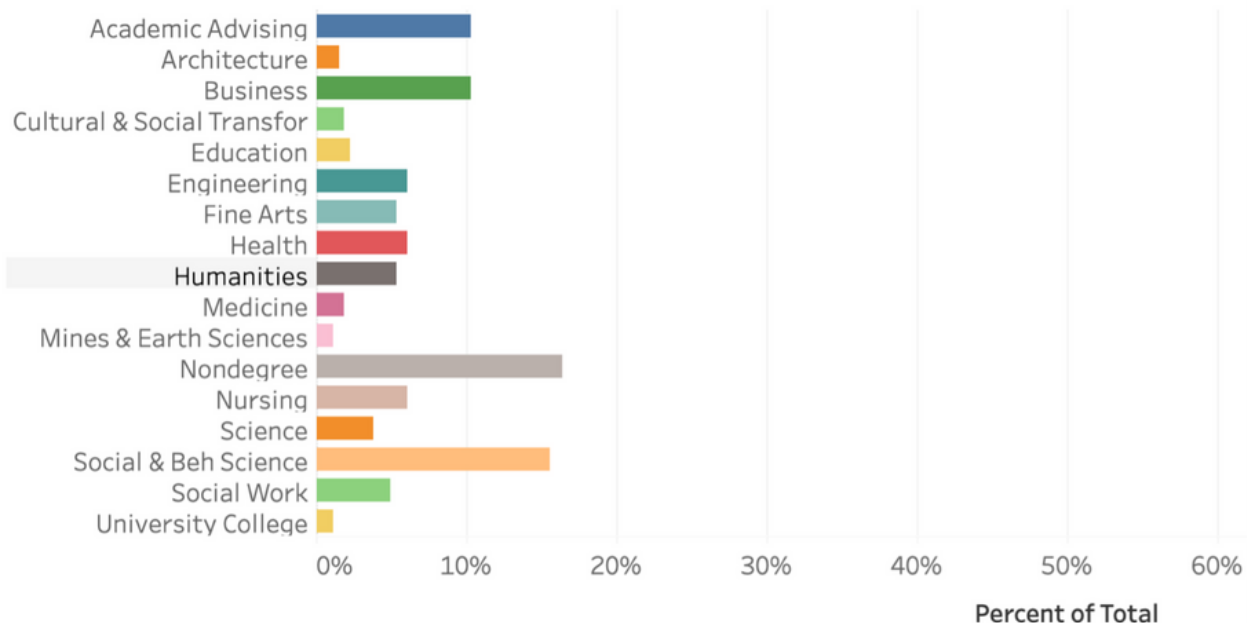
Age



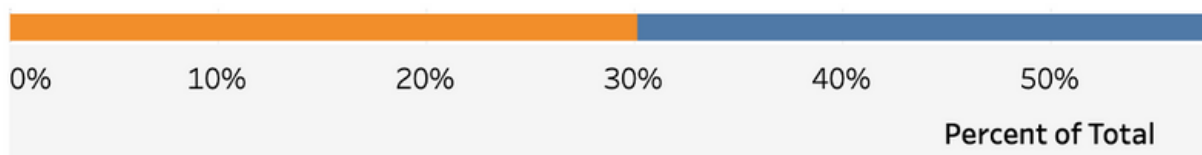


UTILIZATION DATA FROM TABLEAU

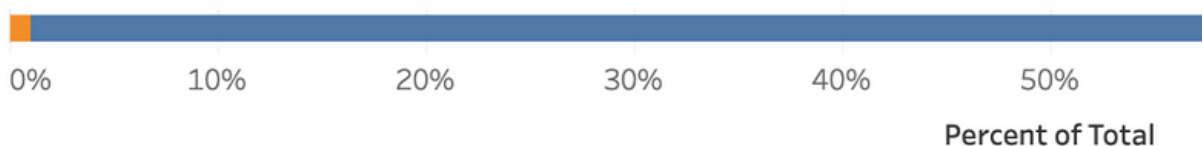
College



University Employee

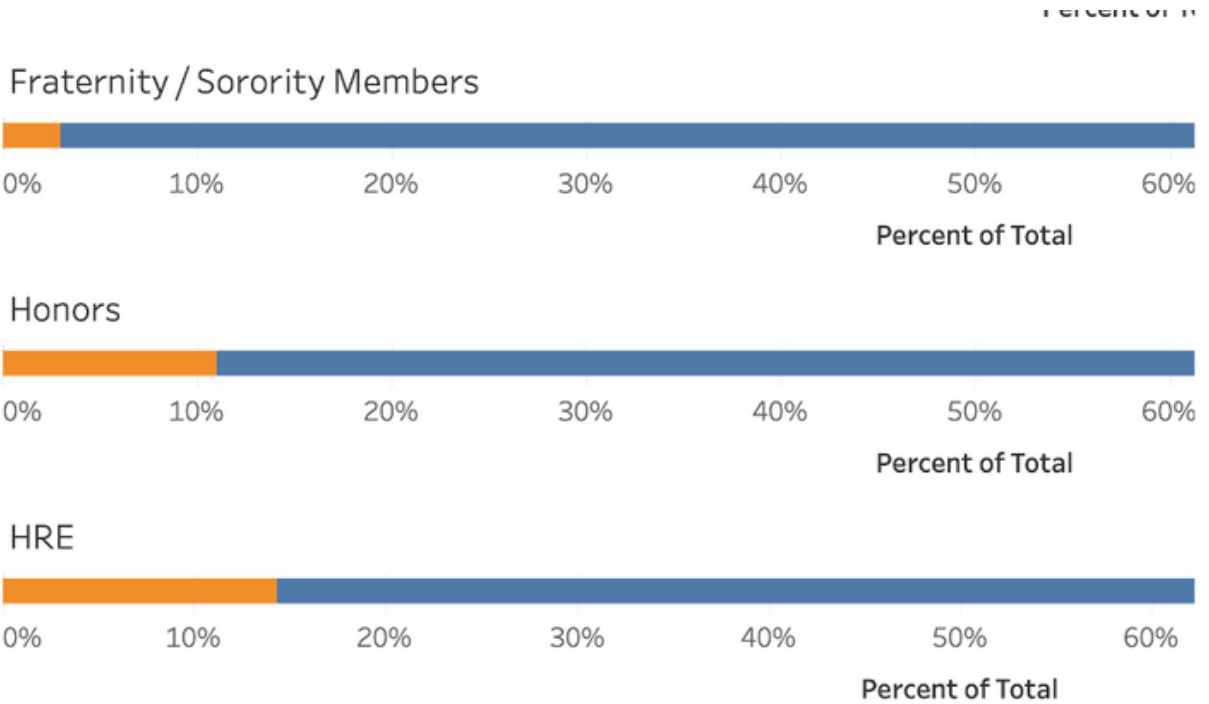


Veteran





UTILIZATION DATA FROM TABLEAU





MAJOR ACCOMPLISHMENTS

Upward Bound:


The biggest accomplishment for the Upward Bound program this year is the renewal and refunding of the program from the U.S. Department of Education. TRIO Upward Bound received notice of refunding in May 2022, which secures funding through 2027. The new grant was awarded at \$2,414,700 or \$482,940/year, for the next five years. With this new funding secured, Upward Bound will continue to serve 95 low-income and first-generation college students as they prepare for and enroll in higher education.

The Upward Bound team worked tirelessly with this year's seniors, which is evident in the scholarship dollars awarded to students. This year saw five students receive full ride, academic scholarships and an additional 10 that will have their full tuition covered based on their GPA and income status (For Utah and SLCC PACE Scholarships). Two additional students received U of U merit scholarships with nine other students receiving multiple, smaller awards.

Additional funding from hosting the previous two year's Summer Academy virtually allowed for two additional college tours to take place this year. Both tours were out of state. One to Seattle, Washington with 28 students, the first time on a plane for many students. The students visited the University of Washington and were able to visit the Space Needle, Chinatown, Snoqualmie Falls, and do a Starbucks Roaster Tour and a sunset dinner cruise. Another tour to Denver, Colorado took place with 44 students. The students visited University of Northern Colorado, Colorado State University, Front Range Community College, and Metro State University. These two tours are in addition to the standard Northern and Southern Utah tours where students visited all of USHE's institutions and Idaho State University.

Student Support Services:

In this second year of the new grant cycle (SSS was refunded in September of 2020 through 2025) there has been an intentional effort to revamp the policies and procedures of SSS as many were severely outdated. Primarily, the program has spent the entire year transitioning to paperless, which was an incredibly large undertaking as it was nearly 100% paper based. Upwards of 20 documents were converted to an online format and the team has been adjusting to the new processes. While some complications continue to arise with the new formats, processes are much smoother and more streamlined.



Additional funding from hosting the previous two year's Summer Academy virtually allowed for SSS to host a grad school tour to New York City. The students visited Columbia University and had an opportunity to tour the city. Eight SSS students were funded on this all-expense paid tour.

MAJOR CHALLENGES

Upward Bound:

Rising housing and food costs continue to be a challenge for the Upward Bound Summer Academy. In 2019, the last time the academy was in person, costs were already high at \$24/bed per night. This summer prices rose to \$27/bed per night, which is a difference of over \$8,604 to serve the 63 students and nine staff members needed. Similarly, with the current teacher shortage and with the low hourly rate of UB summer teachers currently set at \$20/hour, it will become increasingly more challenging to find qualified teachers willing to give up their summer break to work with our program.

To address this challenge, additional funding is needed. Otherwise, Upward Bound will have to limit the number of students who can participate in the summer academy. Support would be needed to determine the minimum number that would be reasonable given the staffing charges which would remain despite student numbers decreasing given federal regulations (for example, math, English, science, and financial literacy must be offered regardless of how many students attend. Thus, it would not be possible to reduce the number of teachers.)

Student Support Services:

An ongoing challenge in SSS is filling all of the courses offered. Currently, Writing 1010 is offered in the summer (for Bridge students) and during the fall. That course generally has good enrollment but rarely reaches the cap of 25. Math 980, 1010, and 1030 have been offered each semester and have low enrollments. This year we did make the decision to phase out math 980 as enrollment is generally less than five students. We have begun discussion with the Math Department to begin offering 1050, which will replace 980, but we continue to struggle with low enrollment given that the SSS program only serves 225 students. Support is needed to strategize solutions to this problem as our math instructor is salaried, meaning when a course is cancelled for low enrollment, we do not save money.



Similarly, attendance to events, particularly workshops and speakers continues to be low. It has been a challenge to know what students want or need. Much of this past year's low attendance could be attributed to students just coming back from the pandemic but, attendance has not significantly increased as the year progressed. In an effort to not "over-program" and reinvent the wheel with programming that is already happening across campus, a strategic calendar of events was planned that includes only two SSS events per month, one educational and one more fun and meant to build community. We will attempt this new plan this year then reassess. Additionally, capacity continues to be a challenge for SSS. The staffing changes with a new director and manager have proven to be beneficial for the program as this begun the paperless process and a complete review of the program. Many of the procedures and resources were found to be severely outdated and ineffective (example: extremely old PowerPoints on varies skills, which at one point was a requirement for students to view) and have been removed from the website. In many ways the program is being reimagined and revamped, which was desperately needed, but a difficult task to undertake when services and student appointments must continue. The new processes and multiple changes have been confusing and difficult to keep up with for some team members, but we will continue to assess and change, and update where necessary.

GOALS (STRATEGIC INITIATIVES)

#1 Intentional assessment of the program and its advisors – with the reimagining of the program and its services, an intentional assessment plan needs to be created and future decisions need to be data driven. One of the challenges not mentioned above is the way the Department of Education (DoE) assesses the program. While relevant and necessary as we must meet our funder's expectations, it is not an accurate assessment of the impact of the program. For example, each DoE annual report includes all students who have ever been a part of SSS from the previous six years. Many SSS students are only a part of the program for one year and for multiple reasons (which I would like to assess) do not reenroll in subsequent years. I would like to find a better way to assess the impact of the program that is more accurate, perhaps based on the number of years a student was served by SSS. Simultaneously, a continuous goal is to create a program where students want to return each year and find value in it. Again, intentional assessment of the services and advisors and if effective will help guide what the program looks like.



#2 Related to the assessment mentioned above, an additional goal is to create a more intentional staff review and evaluation process. With this would come resources for intentional professional development that will allow team members to both address areas of growth and continual development for the program to be as effective as it can and should be.