

## 2022-2023 Annual Report

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The University of Nevada, Reno is deeply invested in the academic success of first-generation students both as a social imperative and as part of its land-grant mission. According to the last US Census, 66% of Nevada adults over the age 24 do not have a college degree, making the university's commitment to first-generation students vital to the growth of a well-educated workforce. Early to recognize the correlation between educational attainment and the economic prosperity of Nevada, the university has been a leader in serving first-generation students since 1967 when it was awarded one of the initial Upward Bound programs that sprang from President Lyndon B. Johnson's War on Poverty legislation. Over the past 55 years, the university has maintained continuous funding for Upward Bound, obtained outside funding for several additional first-generation support programs, and allocated state funding dollars to start a Nevada-specific first-generation program. These efforts have culminated in the creation of the First-Generation Student Center at the University of Nevada, Reno.

The First-Generation Student Center (FGSC) is located in the Division of Student Services in the Enrollment Services unit. The FGSC houses four pre-college programs supporting high school students (three Upward Bound programs and one Upward Bound Math and Science program) and six college programs supporting students attending the University of Nevada, Reno (TRIO Classic Scholars, TRIO STEM Scholars, First in The Pack, Fostering the Pack, McNair Scholars, and Child Care Access Means Parents in School – CCAMPIS). Seven of the 10 programs are U.S. Department of Education federally funded TRIO programs, defined as:

The TRIO Programs (TRIO) are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs.

CCAMPIS is also a U.S. Department of Education federally funded grant program. First in The Pack (FITP) is funded by the University through President Sandoval's Diversity Initiative and the Division of Student Services. It mirrors the structure and services offered by TRIO Classic and STEM Scholars. Fostering the Pack is funded through a grant from the Walter S. Johnson Foundation. It is a component of First in the Pack for students that are eligible for the Nevada Former Foster Youth fee waiver.

In the academic year 2021-2022, the FGSC served a total of 805 first generation participants, 246 of which were high school students and 559 University of Nevada, Reno students. These numbers represent a fraction of the population that meets the qualifications for participation but illustrate the increasing number of first generation and income-qualified students searching for support in order to access institutions of higher education, as well as the number of qualifying students enrolled at the university (approximately 33% first-generation and 27% Pell Grant recipients). In addition, all participants in FGSC programs face academic and social needs that indicate a lack of adequate preparedness to succeed in higher education: low-high school or college GPA, five or more years out of the school/college system, English language learners, identified by faculty members as at-risk, low ACT/SAT scores, lack of childcare, former foster youth, etc.)

The story of the First-Generation Student Center over the past five years has been one of growth. The FGSC of today looks much different than it did back in academic year 2017-2018. At that time the department was titled Academic and Opportunity Support Programs and was comprised of six programs: three Upward Bound grants, one TRIO Scholars Program, the McNair Scholars Program, and a fledgling First in the Pack Program. The success of the TRIO Scholars and McNair in retaining and graduating first-generation students had three years earlier inspired the university

to allocate funding for the implementation of the First in the Pack program in order to serve more first-generation students than the federal TRIO grants allowed. By fall 2017, First in the Pack was serving 122 first-generation students, alongside the 175 serve by TRIO Scholars and the 28 in the McNair Scholars Program. Just like the successful TRIO Programs with which it was co-located on campus, the First in the Pack program demonstrated a positive impact on first-generation students' GPA and persistence from the outset. When compared to a cohort of first-generation students who did not participate in any support programs, the First in the Pack students performed better from fall-to-fall.

The fall of 2017 also brought growth and change to the University's high successful Upward Bound college preparatory programs for first-generation, income-qualified high school students. In October of that year, the University of Nevada, Reno was awarded Northern Nevada's first Upward Bound Math Science (UBMS) program to serve 60 first-generation, income qualified high school students interested in pursuing STEM majors and careers. Although it can be challenging to launch a new program from scratch, the UBMS program was fully staffed by January 2023, had filled all 60 available student spots by May of 2022, and scored 100% on all possible annual performance report objectives.

To increase awareness of the unique challenges faced by first-generation students in postsecondary education, the FGSC launched the campus-wide First-Generation Coalition in 2019. Comprised of academic and administrative faculty who are committed to advancing first-generation student success, the coalition meets monthly to share knowledge of successful practices and provide professional development opportunities related to first-generation students. The 60-person coalition also collaborates to plan and execute a full slate of programs, workshops, and event for First-Generation Week each year in November.

As the programs serving first-generation and/or income qualified students continued to successfully retain and graduate students at higher rates than first-generation students not provided the same services, the university actively pursued an additional TRIO grant. In 2020, the University of Nevada, Reno was awarded a newly funded TRIO Student Support Services project known on campus as TRIO STEM Scholars. The grant proposal was submitted in January of 2020, but the actual start date of the project was September 1, 2020, right in the middle of the global COVID-19 pandemic. During the first year of the TRIO STEM Scholars, recruitment and most participant services were conducted virtually, forcing the newly hired staff to innovate and build strong relationships across campus to meet federal objectives.

With the successful funding of the TRIO STEM Scholars grant, the name of the department was changed to the First-Generation Student Center to better reflect the purpose of the programs housed within the department and to convey the university's investment in and strong commitment to first-generation student success. In 2020, that demonstrated commitment was recognized nationally with a First-Generation Forward Institution designation from the Center for First-Generation Student Success, an initiative of NASPA and the Suder Foundation for creating an environment that improves the experiences and advancing outcomes for first-generation college students. FGSC staff were assigned as campus representatives for monthly First-Gen Forward meetings to share best practices and stories of success with colleagues serving first-generation students at institutions across the western region.

The growth of the First-Generation Student Center continued in 2022 with the addition of two more programs, one federally funded, and one privately funded. The federal program awarded was the Child Care Access Means Parents in School (CCAMPIS) program providing academic and personal support services and payment of up to 75% of the annual tuition at Child & Family Research Center campus daycare facility. The Walter S. Johnson Foundation donated \$200,000 to implement the privately funded Fostering the Pack program designed to help college students who have experienced foster care in the state of Nevada after the age of 13 to obtain a college degree. Fostering the Pack was integrated as a component of First in the Pack that focuses on students that are eligible for the Nevada Former Foster Youth fee waiver. It was co-located with the rest of the First-Generation Student Center programs in the Pennington Student Achievement Center. It provides the same services as First in the Pack, as well as additional support including a \$500 housing stipend once a semester for active program participants.

The university's leadership in the field of providing outstanding support and services to first-generation students was once again recognized in 2022 with a First-Gen Forward Advisory Institution Designation from NASPA and the Suder Foundation. With this higher-level designation, FGSC staff members now engage with peer and aspirational institutions

who are also working to improve first-generation student experiences and outcomes. FGSC staff co-lead monthly regional meetings and participate in professional development, goal-setting, and annual reporting on first-generation student initiatives. Being honored with a First-Generation Forward Advisory Designation is a point of honor for both faculty and students at the University of Nevada, Reno.

Given the mandatory data collection and annual reporting requirements for U.S. Department of Education funded grants, as well as the rigorous culture of assessment of in the Division of Student Services, data driven decision making is very much the norm for all 10 programs in the FGSC. Each federal project has an evaluation plan that is both quantitative and qualitative in nature, is appropriate to the federally identified project objectives, and measures project performance as outlined in the General Performance & Results Act (GPRA). Evaluation procedures include benchmark indicators to monitor progress toward meeting project objectives. Further, qualitative and quantitative evaluation measures that are both formative and summative in nature are used to collect and analyze outcomes related to each objective so that appropriate and timely modifications can be made to project services throughout the grant period in order to meet annual objectives. In addition to the objectives and additional performance measures established by the U.S. Department of Education as the platform to assess students' progress and achievement, the plans evaluate project areas such as services, co-curricular activities, instruction, and personnel management. Student academic performance, retention, and graduation are tracked for all programs. As stewards for both federal and university funding, the programs of the First-Generation Student Center must demonstrate effectiveness in contributing the university's mission and strategic goals. Program descriptions and data for the First-Generation Student Center programs can be found in Appendices A – G of this report.

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## Appendix A: Upward Bound Classic & Math Science (Federally Funded TRIO Programs)

The Upward Bound & Upward Bound Math Science (UBMS) programs at the University of Nevada, Reno are comprised of three federally funded TRIO Upward Bound grants and one federally funded TRIO Upward Bound Math Science grant. The programs provide free college preparatory services to first-generation, income-qualified high school students at eight target schools in Washoe and Lyon counties. During the 2017-2022 grant cycle the programs were funded to serve the following schools and participant numbers.

Grant	# Funded to Serve	Target School 1	Target School 2	County
Washoe Upward Bound	86	Hug HS	North Valleys HS	Washoe
Truckee Upward Bound	50	Sparks HS	Spanish Springs HS	Washoe
Northwest Upward Bound	50	Fernley HS	Silver Stage HS	Lyon
Silver Upward Bound Math Science	60	Wooster HS	Reed HS	Washoe

2017-2022 Grant Cycle - Number of Students Funded to Serve

Of the 246 underrepresented high school students served during the 22-23 school year, 99.5% (245) are first-generation, 74% (182) are considered low-income (family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount) and 87.8% are students of color.

### 2022-2023 Upward Bound & Upward Bound Math Science Gender and Ethnicity

Ethnicity	# of Students
Hispanic/Latino	167 (67.9%)
White	30 (12.2%)
Multiracial	29 (11.8%)
Asian	11 (4.5%)
Black	4 (1.6%)
Pacific Islander	3 (1.2%)
American Indian	2 (0.8%)

Table 1: 2022-2023 Upward Bound & Upward Bound Math Science—by Ethnicity

Gender	Count and percentage of total
Female	151 (61%)
Male	95 (39%)

Table 2: 2022-2023 Upward Bound & Upward Bound Math Science—by Gender

Although federal TRIO Upward Bound and Upward Bound Math and Science programs cannot consider gender, race, or ethnicity as a criterion for program eligibility and acceptance, each project has broken down performance in each federal objective by gender and ethnicity to more deeply measure program success and to identify opportunity gaps. Achievement is high across all demographic groups, and projects have a high percentage of students of color. However, as the number of students identifying in two or more racial groups grows, the number of students represented in other racial categories has decreased slightly. Students identifying as Hispanic and students identifying as two or more races comprise the largest demographic groups participating in the projects. Based on this data, the projects are working on actively recruiting eligible students from the following demographic groups: males, American Indian/Alaskan Native, Black/African American, and Pacific Islander.

Each TRIO Upward Bound/UBMS project has six annual objectives that are ambitious and attainable in comparison to the baseline data outlined in the successfully funded proposal submitted during the federal grant competition held once every five years. The objectives are federally approved and cannot be changed. Each program must collect data to measure progress toward the objectives and submit an annual performance report to the United States Department of Education. Performance measure results inform decision making regarding program service

delivery. Below are the annual performance report results for the 2017 – 2022 five-year grant cycle for each of UB/UBMS grants.

## Washoe Upward Bound Grant

The Washoe grant is one of the original Upward Bound programs established in 1967. This grant project serves 86 first-generation and/or income-qualified students at Hug and North Valleys High Schools. The project is almost double the size of the other three UB grants yet consistently surpasses competitive federal objectives. However, the global COVID-19 pandemic did impact project postsecondary completion outcomes for the past two years. When looking at performance measures disaggregated by gender and ethnicity, the Washoe grant continues to exceed federally mandated objectives; however, it is clear the project is heavily comprised of Latino students. Although race/ethnicity cannot be considered as a criterion for project participation, the Washoe grant staff should work to actively recruit a more diverse applicant pool through a diverse pool of recommendations from feeder middle schools and target high schools, as well as conducting additional recruitment presentations for specific ethnic groups.

### Washoe Upward Bound – Annual Performance Report metrics

Metrics	Federal Objectives	2017-2018	2018-2019	2019-2020	2020 -2021	2021 - 2022
Academic Performance - GPA	65%	94%	99%	100%	98%	92%
Academic Performance - Standardized Tests	90%	100%	100%	90%	100%	100%
Secondary School Retention & Graduation	90%	100%	100%	100%	100%	100%
Secondary Graduation & Rigorous Program	60%	95%	96%	97%	94%	100%
Postsecondary Enrollment	75%	86%	87%	97%	82%	94%
Postsecondary Education Completion	55%	53%	41%	58%	48%	34%

Table 3: Washoe Upward Bound – Annual Performance Report metrics

### Washoe Upward Bound – Federal Objective: Academic Performance – GPA by Gender

Demographics	2017-2018 (86 in Cohort)	2018-2019 (86 in Cohort)	2019-2020 (86 in Cohort)	2020-2021 (86 in Cohort)	2021-2022 (86 in Cohort)
Male	24 (28%)	29 (34%)	34 (40%)	30 (35%)	26 (30%)
Female	57 (66%)	56 (65%)	52 (60%)	54 (63%)	53 (62%)
Total at or Above 2.5 GPA	81 (94%)	85 (99%)	86 (100%)	84 (98%)	79 (92%)

Table 4: Washoe Upward Bound – Federal Objective: Academic Performance – GPA by Gender

### Washoe Upward Bound – Federal Objective: Academic Performance – GPA by Ethnicity

Demographics	2017-2018 (86 in Cohort)	2018-201 (86 in Cohort)	2019-2020 (86 in Cohort)	2020-2021 (86 in Cohort)	2021-2022 (86 in Cohort)
American Indian	1 (1%)	-	-	-	-
Asian	4 (5%)	6 (7%)	5 (6%)	4 (5%)	3 (4%)
Black/African American	-	-	-	-	-
Hispanic/Latino	62 (71%)	65 (75%)	66 (77%)	64 (76%)	63 (80%)
Pacific Islander	3 (4%)	3 (4%)	2 (2%)	1 (2%)	-
Two or More Races	8 (9%)	7 (8%)	9 (10%)	10 (12%)	7 (10%)
White	3 (4%)	4 (5%)	4 (5%)	4 (5%)	5 (6%)
Total at or Above 2.5 GPA	81 (94%)	85 (99%)	86 (100%)	84 (98%)	79 (92%)

Table 5: Washoe Upward Bound – Federal Objective: Academic Performance – GPA by Ethnicity

### Washoe Upward Bound – Federal Objective: Standardized Tests by Gender

Demographics	2017-2018 (22 in Cohort)	2018-2019 (19 in Cohort)	2019-2020 (27 in Cohort)	2020-2021 (30 in Cohort)	2021-2022 (17 in Cohort)
Male	5 (23%)	5 (26%)	9 (33%)	17 (57%)	3 (18%)
Female	17 (77%)	14 (74%)	18 (67%)	13 (43%)	14 (82%)
Total Proficiency Level	22 (100%)	19 (100%)	27 (90%)	30 (100%)	17 (100%)

Table 6: Washoe Upward Bound – Federal Objective: Standardized Tests by Gender

### Washoe Upward Bound – Federal Objective: Standardized Tests by Ethnicity

Demographics	2017-2018 (22 in Cohort)	2018-2019 (19 in Cohort)	2019-2020 (27 in Cohort)	2020-2021 (30 in Cohort)	2021-2022 (17 in Cohort)
Asian	-	1 (5%)	3 (11%)	1 (3%)	1 (6%)
Black/African American	1 (5%)	-	-	-	-
Hispanic/Latino	16 (72%)	15 (80%)	20 (74%)	23 (77%)	15 (88%)
Pacific Islander	-	1 (5%)	2 (7%)	-	-
Two or More Races	3 (13%)	2 (10%)	1 (4%)	4 (13%)	1 (6%)
White	1 (5%)	-	1 (4%)	2 (7%)	-
Total Proficiency Level	22 (100%)	19 (100%)	27 (90%)	30 (100%)	17 (100%)

Table 7: Washoe Upward Bound – Federal Objective: Standardized Tests by Ethnicity

### Washoe Upward Bound – Federal Objective: Secondary School Retention & Graduation by Gender

Demographics	2017-2018 (86 in Cohort)	2018-2019 (86 Served)	2019-2020 (86 Served)	2020-2021 (86 Served)	2021-2022 (86 Served)
Male	27 (31%)	29 (34%)	34 (40%)	32 (37%)	29 (34%)
Female	59 (69%)	57 (66%)	52 (60%)	54 (63%)	57 (66%)
Total Retention & Graduation	86 (100%)	86 (100%)	86 (100%)	86 (100%)	86 (100%)

Table 8: Washoe Upward Bound – Federal Objective: Secondary School Retention & Graduation by Gender

### Washoe Upward Bound – Federal Objective: Secondary School Retention & Graduation by Ethnicity

Demographics	2017-2018 (86 in Cohort)	2018-2019 (86 Served)	2019-2020 (86 Served)	2020-2021 (86 Served)	2021-2022 (86 Served)
American Indian	1 (1%)	-	-	-	-
Asian	5 (6%)	6 (7%)	5 (6%)	4 (5%)	3 (4%)
Black/African American	1 (1%)	-	-	-	1 (1%)
Hispanic/Latino	65 (75%)	66 (77%)	66 (75%)	65 (75%)	67 (78%)
Pacific Islander	3 (4%)	3 (4%)	2 (3%)	1 (1%)	1 (1%)
Two or More Races	8 (9%)	7 (8%)	9 (11%)	11 (12%)	8 (9%)
White	3 (4%)	4 (5%)	4 (5%)	4 (5%)	6 (7%)
Total Retention & Graduation	86 (100%)	86 (100%)	86 (100%)	86 (100%)	86 (100%)

Table 9: Washoe Upward Bound – Federal Objective: Secondary School Retention & Graduation by Ethnicity

## Washoe Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Gender

Demographics	2017-2018 (86 in Cohort)	2018-2019 (86 Served)	2019-2020 (86 Served)	2020-2021 (86 Served)	2021-2022 (86 Served)
Demographics	2017-2018 (22 in Cohort)	2018-2019 (23 in Cohort)	2019-2020 (32 in Cohort)	2020-2021 (33 in Cohort)	2021-2022 (18 in Cohort)
Male	4 (18%)	6 (26%)	9 (28%)	17 (52%)	3 (17%)
Female	17 (77%)	16 (70%)	22 (71%)	14 (42%)	15 (83%)
Total Rigorous Curriculum	21 (95%)	22 (96%)	31 (97%)	31 (94%)	18 (100%)

Table 10: Washoe Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Gender

## Washoe Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Ethnicity

Demographics	2017-2018 (22 in Cohort)	2018-2019 (23 in Cohort)	2019-2020 (32 in Cohort)	2020-2021 (33 in Cohort)	2021-2022 (18 in Cohort)
American Indian	-	2 (9%)	-	1 (3%)	-
Asian	-	2 (9%)	4 (13%)	2 (6%)	1 (6%)
Black/African American	1 (5%)	-	-	2 (6%)	-
Hispanic/Latino	16 (73%)	8 (35%)	23 (72%)	21 (70%)	15 (83%)
Pacific Islander	-	3 (13%)	2 (6%)	-	-
Two or More Races	3 (14%)	5 (22%)	1 (3%)	3 (9%)	1 (6%)
White	1 (5%)	2 (9%)	1 (3%)	2 (6%)	1 (6%)
Total Rigorous Curriculum	21 (95%)	22 (96%)	31 (97%)	31 (94%)	18 (100%)

Table 11: Washoe Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Ethnicity

## Washoe Upward Bound – Federal Objective: Postsecondary Enrollment by Gender

Demographics	2017-2018 (22 in Cohort)	2018-2019 (23 in Cohort)	2019-2020 (32 in Cohort)	2020-2021 (33 in Cohort)	2021-2022 (18 in Cohort)
Male	4 (18%)	4 (17%)	9 (28%)	15 (46%)	3 (16%)
Female	15 (68%)	16 (70%)	22 (69%)	12 (36%)	14 (78%)

Table 12: Washoe Upward Bound – Federal Objective: Postsecondary Enrollment by Gender

## Washoe Upward Bound – Federal Objective: Postsecondary Enrollment by Ethnicity

Demographics	2017-2018 (22 in Cohort)	2018-2019 (23 in Cohort)	2019-2020 (32 in Cohort)	2020-2021 (33 in Cohort)	2021-2022 (18 in Cohort)
American Indian	-	1 (4%)	-	1 (3%)	-
Asian	-	1 (4%)	3 (9%)	1 (3%)	1 (6%)
Black/African American	-	-	-	2 (6%)	-
Hispanic/Latino	15 (68%)	12 (52%)	22 (69%)	19 (58%)	14 (78%)
Pacific Islander	-	1 (4%)	2 (6%)	-	-
Two or More Races	3 (14%)	4 (17%)	2 (6%)	3 (9%)	1 (6%)
White	1 (5%)	1 (4%)	2 (6%)	1 (3%)	1 (6%)
Total College Enrollment	19 (86%)	20 (87%)	31 (97%)	27 (82%)	17 (94%)

Table 13: Washoe Upward Bound – Federal Objective: Postsecondary Enrollment by Ethnicity



## Washoe Upward Bound – Federal Objective: Postsecondary Education Completion by Gender

Demographics	2017-2018 (17 in Cohort)	2018-2019 (22 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (25 in Cohort)	2021-2022 (18 in Cohort)
Male	3 (17%)	3 (17%)	3 (16%)	4 (16%)	3 (17%)
Female	6 (36%)	6 (24%)	8 (42%)	8 (32%)	3 (17%)
Total Bachelors Completion	9 (53%)	9 (41%)	11 (58%)	12 (48%)	6 (34%)

Table 14: Washoe Upward Bound – Federal Objective: Postsecondary Education Completion by Gender

## Washoe Upward Bound – Federal Objective: Postsecondary Education Completion by Ethnicity

Demographics	2017-2018 (17 in Cohort)	2018-2019 (22 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (25 in Cohort)	2021-2022 (18 in Cohort)
Asian	1 (6%)	1 (5%)	-	1 (4%)	1 (6%)
Black/African American	1 (6%)	1 (5%)	1 (5%)	1 (4%)	-
Hispanic/Latino	3 (17%)	3 (14%)	6 (32%)	7 (28%)	3 (17%)
Pacific Islander	-	-	-	1 (4%)	-
Two or More Races	1 (6%)	-	1 (5%)	-	-
White	3 (17%)	4 (18%)	3 (16%)	2 (8%)	2 (11%)
Total Bachelors Completion	9 (53%)	9 (41%)	11 (58%)	12 (48%)	6 (34%)

Table 15: Washoe Upward Bound – Federal Objective: Postsecondary Education Completion by Ethnicity

## Truckee Upward Bound Grant

The Upward Bound Truckee grant has been funded since 2003 and serves 50 first-generation and/or income-qualified students at Sparks and Spanish Springs High Schools. Since its inception, the Truckee grant project has continually surpassed federally mandated objectives for the success of its first-generation, income-qualified high school students. When looking at performance measures disaggregated by gender and ethnicity, the Truckee grant project continues to exceed federally mandated objectives. However, it is clear the project is heavily comprised of Latino students. Although race/ethnicity cannot be considered as a criterion for project participation, the Truckee grant staff should work to actively recruit a more diverse applicant pool. Staff should obtain a diverse pool of recommendations from feeder middle schools and target high schools, as well as conducting additional recruitment presentations for specific ethnic groups. Demographically, Sparks High School is comprised of almost 100% Hispanic/Latino students so project staff will also focus on recruiting a highly diverse pool of applicants from Spanish Springs High School.

## Truckee Upward Bound – Annual Performance Report Data

Annual Performance Report Data	Federal Objectives	2017-2018	2018-2019	2019-2020	2020-2021	2021 - 2022
Academic Performance - GPA	65%	100%	100%	100%	92%	88%
Academic Performance - Standardized Tests	90%	100%	100%	100%	100%	100%
Secondary School Retention & Graduation	90%	100%	100%	100%	100%	100%
Secondary Graduation & Rigorous Program	54%	93%	100%	92%	88%	93%
Postsecondary Enrollment	65%	100%	92%	77%	94%	93%
Postsecondary Education Completion	41%	25%	56%	50%	64%	69%

Table 16: Truckee Upward Bound – Annual Performance Report Data

### Truckee Upward Bound – Federal Objective: Academic Performance – GPA by Gender

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
Male	16 (32%)	13 (26%)	17 (34%)	14 (28%)	19 (38%)
Female	34 (68%)	37 (84%)	33 (66%)	32 (64%)	25 (50%)
Total at or Above 2.5 GPA	50 (100%)	50 (100%)	50 (100%)	46 (92%)	44 (88%)

Table 17: Truckee Upward Bound – Federal Objective: Academic Performance – GPA by Gender

### Truckee Upward Bound – Federal Objective: Academic Performance – GPA by Ethnicity

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
Asian	2 (4%)	4 (8%)	4 (8%)	4 (8%)	2 (4%)
Black/African American	-	-	-	1 (2%)	-
Hispanic/Latino	46 (92%)	45 (90%)	42 (84%)	37 (74%)	39 (78%)
Pacific Islander	-	-	1 (2%)	1 (2%)	1 (2%)
Two or More Races	2 (4%)	1 (2%)	3 (6%)	3 (6%)	2 (4%)
White	-	-	-	-	-
Total at or Above 2.5 GPA	50 (100%)	50 (100%)	50 (100%)	46 (92%)	44 (88%)

Table 18: Truckee Upward Bound – Federal Objective: Academic Performance – GPA by Ethnicity

### Truckee Upward Bound – Federal Objective: Standardized Tests by Gender

Demographics	2017-2018 (13 in Cohort)	2018-2019 (13 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (15 in Cohort)	2021-2022 (13 in Cohort)
Male	7 (54%)	1	5 (38%)	3 (20%)	6 (46%)
Female	6 (46%)	12	8 (62%)	12 (80%)	7 (54%)
Total Proficiency Level	13 (100%)	13 (100%)	13 (100%)	15 (100%)	13 (100%)

Table 19: Truckee Upward Bound – Federal Objective: Standardized Tests by Gender

### Truckee Upward Bound – Federal Objective: Standardized Tests by Ethnicity

Demographics	2017-2018 (13 in Cohort)	2018-2019 (13 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (15 in Cohort)	2021-2022 (13 in Cohort)
Black/African American	-	-	-	-	1 (8%)
Hispanic/Latino	11 (84%)	13 (100%)	12 (92%)	14 (93%)	11 (84%)
Pacific Islander	-	-	-	-	-
Two or More Races	1 (8%)	-	-	-	-
White	-	-	-	-	-
Total Proficiency Level	13 (100%)	13 (100%)	13 (100%)	15 (100%)	13 (100%)

Table 20: Truckee Upward Bound – Federal Objective: Standardized Tests by Ethnicity

### Truckee Upward Bound – Federal Objective: Secondary School Retention & Graduation by Gender

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
Male	16 (32%)	13 (26%)	17 (34%)	18 (36%)	22 (44%)
Female	34 (68%)	37 (84%)	33 (66%)	32 (64%)	28 (56%)
Total Retention & Graduation	50 (100%)	50 (100%)	50 (100%)	50 (100%)	50 (100%)

Table 21: Truckee Upward Bound – Federal Objective: Secondary School Retention & Graduation by Gender

**Truckee Upward Bound – Federal Objective: Secondary School Retention & Graduation by Ethnicity**

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
Asian	2 (4%)	4 (8%)	4 (8%)	4 (8%)	2 (4%)
Black/African American	-	-	-	1 (2%)	1 (2%)
Hispanic/Latino	46 (92%)	45 (90%)	42 (84%)	40 (80%)	43 (86%)
Pacific Islander	-	-	1 (2%)	1 (2%)	1 (2%)
Two or More Races	2 (4%)	1 (2%)	3 (6%)	3 (6%)	2 (4%)
White	-	-	-	1 (2%)	1 (2%)
<b>Total Retention &amp; Graduation</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>

Table 22: Truckee Upward Bound – Federal Objective: Secondary School Retention & Graduation by Ethnicity

**Truckee Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Gender**

Demographics	2017-2018 (14 in Cohort)	2018-2019 (13 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (16 in Cohort)	2021-2022 (14 in Cohort)
Male	7 (50%)	1 (8%)	5 (38%)	3 (19%)	6 (43%)
Female	6 (43%)	12 (92%)	7 (54%)	11 (69%)	7 (50%)
<b>Total Rigorous Curriculum</b>	<b>13 (93%)</b>	<b>13 (100%)</b>	<b>12 (92%)</b>	<b>14 (88%)</b>	<b>13 (93%)</b>

Table 23: Truckee Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Gender

**Truckee Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Ethnicity**

Demographics	2017-2018 (14 in Cohort)	2018-2019 (13 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (16 in Cohort)	2021-2022 (14 in Cohort)
Asian	1 (7%)	-	1 (8%)	1 (7%)	1 (7%)
Black/African American	-	-	-	-	1 (7%)
Hispanic/Latino	11 (79%)	13 (100%)	11 (84%)	13 (81%)	11 (79%)
Pacific Islander	-	-	-	-	-
Two or More Races	1 (7%)	-	-	-	-
White	-	-	-	-	-
<b>Total Rigorous Curriculum</b>	<b>13 (93%)</b>	<b>13 (100%)</b>	<b>12 (92%)</b>	<b>14 (88%)</b>	<b>13 (93%)</b>

Table 24: Truckee Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Ethnicity

**Truckee Upward Bound – Federal Objective: Postsecondary Enrollment by Gender**

Demographics	2017-2018 (14 in Cohort)	2018-2019 (13 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (16 in Cohort)	2021-2022 (14 in Cohort)
Male	7 (50%)	1 (7%)	4 (31%)	3 (19%)	5 (36%)
Female	7 (50%)	11 (85%)	6 (46%)	12 (75%)	8 (57%)
<b>Total College Enrollment</b>	<b>14 (100%)</b>	<b>12 (92%)</b>	<b>10 (77%)</b>	<b>15 (94%)</b>	<b>13 (93%)</b>

Table 25: Truckee Upward Bound – Federal Objective: Postsecondary Enrollment by Gender

## Truckee Upward Bound – Federal Objective: Postsecondary Enrollment by Ethnicity

Demographics	2017-2018 (14 in Cohort)	2018-2019 (13 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (16 in Cohort)	2021-2022 (14 in Cohort)
Asian	1 (7%)	-	1 (8%)	1 (6%)	2 (15%)
Black/African American	-	-	-	-	1 (7%)
Hispanic/Latino	12 (86%)	12 (92%)	9 (69%)	13 (82%)	10 (71%)
Pacific Islander	-	-	-	-	-
Two or More Races	1 (7%)	-	-	1 (6%)	-
White	-	-	-	-	-
Total College Enrollment	14 (100%)	12 (92%)	10 (77%)	15 (94%)	13 (93%)

Table 26: Truckee Upward Bound – Federal Objective: Postsecondary Enrollment by Ethnicity

## Truckee Upward Bound – Federal Objective: Postsecondary Education Completion by Gender

Demographics	2017-2018 (8 in Cohort)	2018-2019 (16 in Cohort)	2019-2020 (14 in Cohort)	2020-2021 (11 in Cohort)	2021-2022 (13 in Cohort)
Male	1 (13%)	4 (25%)	2 (14%)	1 (9%)	3 (23%)
Female	1 (13%)	5 (31%)	5 (36%)	6 (55%)	6 (46%)
Total Bachelors Completion	2 (25%)	9 (56%)	7 (50%)	7 (64%)	9 (69%)

Table 27: Truckee Upward Bound – Federal Objective: Postsecondary Education Completion by Gender

## Truckee Upward Bound – Federal Objective: Postsecondary Education Completion by Ethnicity

Demographics	2017-2018 (8 in Cohort)	2018-2019 (16 in Cohort)	2019-2020 (14 in Cohort)	2020-2021 (11 in Cohort)	2021-2022 (13 in Cohort)
American Indian	-	1 (6%)	1 (7%)	-	-
Asian	-	2 (13%)	1 (7%)	-	-
Black/African American	1 (13%)	-	1 (7%)	-	-
Hispanic/Latino	1 (13%)	5 (31%)	4 (29%)	7 (64%)	8 (62%)
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	1 (6%)	-	-	1 (7%)
Total Bachelor's Completion	2 (25%)	9 (56%)	7 (50%)	7 (64%)	9 (69%)

Table 28: Truckee Upward Bound – Federal Objective: Postsecondary Education Completion by Ethnicity

## Northwest Upward Bound Grant

The Upward Bound Northwest grant is the University's pre-college grant project serving rural areas. The project supports students in Fernley and Silver Springs, Nevada. This grant was established in 2000 and serves 50 first-generation and/or income-qualified students at Fernley and Silver Stage High Schools. Northwest Upward Bound staff have worked hard over the past five years to increase the postsecondary completion rates for Upward Bound students originating from these rural communities by providing stronger academic counseling and study skills development as well as more rigorous tutoring and literacy support to build stronger academic skills in the pre-college years. When looking at performance measures disaggregated by gender and ethnicity, the rural Northwest grant project continues to exceed federally mandated objectives in all areas. Although gender and race/ethnicity cannot be considered as a criterion for project participation, Northwest grant staff should work to actively recruit more males. In addition, given the proximity of Fernley High School to the Pyramid Lake Indian Reservation, actively recruiting more students of American Indian descent is a goal. Staff should obtain a diverse pool of recommendations from feeder middle schools and target high schools, as well as conducting additional recruitment presentation for males and students living on the Pyramid Lake Indian Reservation.

## Northwest Upward Bound – Annual Performance Report Data

Northwest Upward Bound Annual Performance Report Data	Federal Objectives	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Academic Performance - GPA	80%	98%	100%	98%	94%	90%
Academic Performance - Standardized Tests	90%	92%	100%	100%	100%	100%
Secondary School Retention & Graduation	85%	98%	100%	100%	100%	100%
Secondary School Graduation & Rigorous Program	50%	92%	94%	92%	93%	81%
Postsecondary Enrollment	55%	69%	81%	62%	79%	93%
Postsecondary Education Completion	50%	20%	33%	53%	57%	69%

Table 29: Northwest Upward Bound Annual Performance Report Data

## Northwest Upward Bound – Federal Objective: Academic Performance – GPA by Gender

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
Male	10 (20%)	9 (18%)	10 (20%)	12 (24%)	14 (28%)
Female	39 (78%)	41 (82%)	39 (78%)	35 (70%)	31 (62%)
Total at or Above 2.5 GPA	49 (98%)	50 (100%)	49 (98%)	47 (94%)	45 (90%)

Table 30: Northwest Upward Bound – Federal Objective: Academic Performance – GPA by Gender

## Northwest Upward Bound – Federal Objective: Academic Performance – GPA by Ethnicity

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
American Indian	3 (6%)	4 (8%)	1 (2%)	1 (2%)	1 (2%)
Asian	-	-	1 (2%)	1 (2%)	1 (2%)
Black/African American	-	-	-	-	-
Hispanic/Latino	16 (32%)	20 (40%)	18 (36%)	18 (36%)	18 (36%)
Pacific Islander	-	-	1 (2%)	1 (2%)	1 (2%)
Two or More Races	10 (20%)	7 (14%)	9 (18%)	10 (20%)	12 (24%)
White	20 (40%)	19 (38%)	19 (38%)	16 (32%)	12 (24%)
Total at or Above 2.5 GPA	49 (98%)	50 (100%)	49 (98%)	47 (94%)	45 (90%)

Table 31 Northwest Upward Bound – Federal Objective: Academic Performance – GPA by Ethnicity

## Northwest Upward Bound – Federal Objective: Standardized Tests by Gender

Demographics	2017-2018 (13 in Cohort)	2018-2019 (12 in Cohort)	2019-2020 (12 in Cohort)	2020-2021 (13 in Cohort)	2021-2022 (15 in Cohort)
Male	4 (31%)	1 (8%)	4 (33%)	2 (15%)	3 (20%)
Female	8 (61%)	11 (92%)	8 (67%)	11 (85%)	12 (80%)
Total Proficiency Level	12 (92%)	12 (100%)	12 (100%)	13 (100%)	15 (100%)

Table 32: Northwest Upward Bound – Federal Objective: Standardized Tests by Gender

### Northwest Upward Bound – Federal Objective: Standardized Tests by Ethnicity

Demographics	2017-2018 (13 in Cohort)	2018-2019 (12 in Cohort)	2019-2020 (12 in Cohort)	2020-2021 (13 in Cohort)	2021-2022 (15 in Cohort)
American Indian	2 (15%)	3 (25%)	-	-	1 (7%)
Asian	-	-	-	-	1 (7%)
Black/African American	1 (8%)	-	-	-	-
Hispanic/Latino	3 (23%)	4 (33%)	3 (25%)	6 (46%)	5 (33%)
Pacific Islander	-	-	-	-	-
Two or More Races	1 (8%)	2 (17%)	1 (8%)	1 (8%)	4 (27%)
White	5 (38%)	3 (25%)	8 (67%)	6 (46%)	4 (27%)
Total Proficiency Level	12 (92%)	12 (100%)	12 (100%)	13 (100%)	15 (100%)

Table 33: Northwest Upward Bound – Federal Objective: Standardized Tests by Ethnicity

### Northwest Upward Bound – Federal Objective: Secondary School Retention & Graduation by Gender

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
Male	9 (18%)	9 (18%)	11 (22%)	12 (24%)	17 (34%)
Female	40 (80%)	41 (82%)	39 (78%)	38 (76%)	33 (66%)
Total Retention & Graduation	49 (98%)	50 (100%)	50 (100%)	50 (100%)	50 (100%)

Table 34: Northwest Upward Bound – Federal Objective: Secondary School Retention & Graduation by Gender

### Northwest Upward Bound – Federal Objective: Secondary School Retention & Graduation by Ethnicity

Demographics	2017-2018 (50 in Cohort)	2018-2019 (50 in Cohort)	2019-2020 (50 in Cohort)	2020-2021 (50 in Cohort)	2021-2022 (50 in Cohort)
American Indian	3 (6%)	4 (8%)	1 (2%)	1 (2%)	1 (2%)
Asian	-	-	1 (2%)	1 (2%)	1 (2%)
Black/African American	-	-	-	-	-
Hispanic/Latino	15 (30%)	20 (40%)	19 (38%)	21 (42%)	23 (46%)
Pacific Islander	-	-	1 (2%)	1 (2%)	1 (2%)
Two or More Races	10 (20%)	7 (14%)	9 (18%)	10 (20%)	12 (24%)
White	21 (42%)	19 (38%)	19 (38%)	16 (32%)	12 (24%)
Total Retention & Graduation	49 (98%)	50 (100%)	50 (100%)	50 (100%)	50 (100%)

Table 35: Northwest Upward Bound – Federal Objective: Secondary School Retention & Graduation by Ethnicity

### Northwest Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Gender

Demographics	2017-2018 (13 in Cohort)	2018-2019 (16 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (14 in Cohort)	2021-2022 (16 in Cohort)
Male	5 (38%)	2 (13%)	3 (23%)	2 (14%)	1 (6%)
Female	7 (54%)	13 (81%)	9 (69%)	11 (79%)	12
Total Rigorous Curriculum	12 (92%)	15 (94%)	12 (92%)	13 (93%)	13 (81%)

Table 36: Northwest Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Gender

**Northwest Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Ethnicity**

Demographics	2017-2018 (13 in Cohort)	2018-201 (16 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (14 in Cohort)	2021-2022 (16 in Cohort)
American Indian	2 (15%)	3 (19%)	-	1 (7%)	1 (6%)
Asian	-	-	-	-	1 (6%)
Black/African American	-	-	-	-	-
Hispanic/Latino	5 (38%)	5 (31%)	3 (23%)	4 (29%)	5 (31%)
Pacific Islander	-	-	-	-	-
Two or More Races	3 (23%)	3 (19%)	1 (7%)	3 (21%)	2 (13%)
White	2 (15%)	4 (25%)	8 (62%)	6 (43%)	4 (25%)
<b>Total Rigorous Curriculum</b>	<b>12 (92%)</b>	<b>15 (94%)</b>	<b>12 (92%)</b>	<b>13 (93%)</b>	<b>13 (81%)</b>

Table 37: Northwest Upward Bound – Federal Objective: Secondary School Graduation & Rigorous Program of Study by Ethnicity

**Northwest Upward Bound – Federal Objective: Postsecondary Enrollment by Gender**

Demographics	2017-2018 (13 in Cohort)	2018-201 (16 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (14 in Cohort)	2021-2022 (16 in Cohort)
Male	3 (23%)	1 (6%)	2 (16%)	2 (29%)	3 (18%)
Female	6 (46%)	12 (75%)	6 (46%)	9 (70%)	12 (75%)
<b>Total College Enrollment</b>	<b>9 (69%)</b>	<b>13 (81%)</b>	<b>8 (62%)</b>	<b>11 (79%)</b>	<b>15 (93%)</b>

Table 38: Northwest Upward Bound – Federal Objective: Postsecondary Enrollment by Gender

**Northwest Upward Bound – Federal Objective: Postsecondary Enrollment by Ethnicity**

Demographics	2017-2018 (13 in Cohort)	2018-201 (16 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (14 in Cohort)	2021-2022 (16 in Cohort)
American Indian	1 (8%)	3 (19%)	-	-	1 (6%)
Asian	-	-	-	-	-
Black/African American	1 (8%)	-	-	-	-
Hispanic/Latino	2 (15%)	4 (25%)	3 (23%)	4 (29%)	6 (37%)
Pacific Islander	-	-	-	-	-
Two or More Races	3 (23%)	2 (13%)	1 (8%)	3 (21%)	4 (25%)
White	2 (15%)	4 (25%)	4 (30%)	4 (29%)	4 (25%)
<b>Total College Enrollment</b>	<b>9 (69%)</b>	<b>13 (81%)</b>	<b>8 (62%)</b>	<b>11 (79%)</b>	<b>15 (93%)</b>

Table 39: Northwest Upward Bound – Federal Objective: Postsecondary Enrollment by Ethnicity

**Northwest Upward Bound – Federal Objective: Postsecondary Education Completion by Gender**

Demographics	2017-2018 (5 in Cohort)	2018-201 (15 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (14 in Cohort)	2021-2022 (16 in Cohort)
Male	-	-	2 (15%)	1 (7%)	2 (13%)
Female	1	5 (33%)	5 (38%)	7 (50%)	9 (56%)
<b>Total Bachelors Completion</b>	<b>1 (20%)</b>	<b>5 (33%)</b>	<b>7 (53%)</b>	<b>8 (57%)</b>	<b>11 (69%)</b>

Table 40: Northwest Upward Bound – Federal Objective: Postsecondary Education Completion by Gender

## Northwest Upward Bound – Federal Objective: Postsecondary Education Completion by Ethnicity

Demographics	2017-2018 (5 in Cohort)	2018-2019 (15 in Cohort)	2019-2020 (13 in Cohort)	2020-2021 (14 in Cohort)	2021-2022 (16 in Cohort)
American Indian	-	-	-	-	-
Asian	-	-	1 (8%)	-	-
Black/African American	-	-	-	1 (7%)	-
Hispanic/Latino	-	3 (20%)	2 (15%)	3 (21%)	3 (19%)
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	1 (8%)	-	3 (19%)
White	1 (20%)	2 (13%)	3 (22%)	4 (29%)	5 (31%)
<b>Total Bachelors Completion</b>	<b>1 (20%)</b>	<b>5 (33%)</b>	<b>8 (53%)</b>	<b>8 (57%)</b>	<b>11 (69%)</b>

Table 41: Northwest Upward Bound – Federal Objective: Postsecondary Education Completion by Ethnicity

Silver Upward Bound Math Science (UBMS) is the newest Upward Bound project at the University of Nevada, Reno having only been funded since 2017. Silver UBMS serves 60 first-generation and/or income-qualified students at Reed and Wooster High Schools. Due to the recent establishment of this project, there is only one year of six-year postsecondary completion data. When looking at performance measures disaggregated by gender and ethnicity, the Silver grant project continues to exceed federally mandated objectives in all areas. Although gender and race/ethnicity cannot be considered as a criterion for project participation, Silver grant staff should work to actively recruit more males and more students identifying as Pacific Islander. Staff should obtain a diverse pool of recommendations from feeder middle schools and target high schools, as well as conducting additional recruitment presentation for males and students of Pacific Islander descent.

## Silver Upward Bound Grant

### Silver Upward Bound Math Science - Annual Performance Report Data (1st CYCLE)

Report Data	Federal Objectives	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Academic Performance - GPA	80%	100%	100%	100%	98%	97%
Academic Performance - Standardized Tests	90%	100%	100%	100%	100%	100%
Secondary School Retention & Graduation	95%	100%	100%	100%	100%	100%
Secondary School Graduation & Rigorous Program	65%	100%	94%	100%	100%	93%
Postsecondary Enrollment	60%	100%	100%	100%	92%	93%
Postsecondary Education Completion*	50%	-	-	-	-	69%

Table 42: Silver Upward Bound Math Science - Annual Performance Report Data (1st CYCLE)

\*Silver UBMS was first funded in 2017. Postsecondary completion is tracked for six years after high school graduation. The first possible graduating cohort for Silver UBMS is in 2021-2022.



### Silver Upward Bound Math Science – Federal Objective: Academic Performance – GPA by Ethnicity

Demographics	2017-2018 (60 in Cohort)	2018-201 (60 in Cohort)	2019-2020 (60 in Cohort)	2020-2021 (60 in Cohort)	2021-2022 (60 in Cohort)
American Indian	1 (2%)	1 (2%)	1 (2%)	-	-
Asian	7 (12%)	8 (13%)	7 (12%)	9 (15%)	9 (15%)
Black/African American	1 (2%)	2 (3%)	3 (5%)	2 (3%)	2 (3%)
Hispanic/Latino	44 (73%)	43 (72%)	46 (77%)	41 (68%)	32 (53%)
Pacific Islander	-	-	-	-	-
Two or More Races	6 (10%)	4 (7%)	1 (2%)	7 (12%)	11 (18%)
White	1 (2%)	2 (3%)	2 (3%)	-	4 (7%)
Total at or Above 2.5 GPA	60 (100%)	60 (100%)	60 (100%)	59 (98%)	58 (97%)

Table 43: Silver Upward Bound Math Science – Federal Objective: Academic Performance – GPA by Ethnicity

### Silver Upward Bound Math Science – Federal Objective: Standardized Tests by Gender

Demographics	2017-2018 (7 in Cohort)	2018-201 (16 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (23 in Cohort)	2021-2022 (11 in Cohort)
Male	1 (14%)	5 (31%)	5 (26%)	5 (22%)	3 (27%)
Female	6 (86%)	11 (69%)	14 (74%)	18 (78%)	8 (73%)
Total Proficiency Level	7 (100%)	16 (100%)	19 (100%)	23 (100%)	11 (100%)

Table 44: Silver Upward Bound Math Science – Federal Objective: Standardized Tests by Gender

### Silver Upward Bound Math Science – Federal Objective: Standardized Tests by Ethnicity

Demographics	2017-2018 (7 in Cohort)	2018-201 (16 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (23 in Cohort)	2021-2022 (11 in Cohort)
American Indian	1 (14%)	-	1 (5%)	1 (4%)	-
Asian	2 (29%)	5 (31%)	2 (11%)	2 (9%)	3 (27%)
Black/African American	-	1 (6%)	1 (5%)	2 (9%)	-
Hispanic/Latino	4 (57%)	8 (50%)	11 (58%)	16 (70%)	8 (73%)
Pacific Islander	-	-	-	-	-
Two or More Races	-	1 (6%)	1 (5%)	1 (4%)	-
White	1 (14%)	1 (6%)	3 (16%)	1 (4%)	-
Total Proficiency Level	7 (100%)	16 (100%)	19 (100%)	23 (100%)	11 (100%)

Table 45: Silver Upward Bound Math Science – Federal Objective: Standardized Tests by Ethnicity

### Silver Upward Bound Math Science – Federal Objective: Secondary School Retention & Graduation by Gender

Demographics	2017-2018 (60 in Cohort)	2018-201 (60 in Cohort)	2019-2020 (60 in Cohort)	2020-2021 (60 in Cohort)	2021-2022 (60 in Cohort)
Male	13 (22%)	14 (23%)	14 (23%)	13 (22%)	17 (29%)
Female	47 (78%)	46 (77%)	46 (77%)	47 (78%)	43 (71%)
Total Retention & Graduation	60 (100%)	60 (100%)	60 (100%)	60 (100%)	60 (100%)

Table 46: Silver Upward Bound Math Science – Federal Objective: Secondary School Retention & Graduation by Gender

### Silver Upward Bound Math Science – Federal Objective: Secondary School Retention & Graduation by Ethnicity

Demographics	2017-2018 (60 in Cohort)	2018-201 (60 in Cohort)	2019-2020 (60 in Cohort)	2020-2021 (60 in Cohort)	2021-2022 (60 in Cohort)
American Indian	1 (2%)	1 (2%)	1 (2%)	-	-
Asian	7 (12%)	8 (13%)	7 (12%)	9 (15%)	9 (15%)
Black/African American	1 (2%)	2 (3%)	3 (5%)	2 (3%)	2 (3%)
Hispanic/Latino	44 (73%)	43 (72%)	46 (77%)	42 (70%)	34 (57%)
Pacific Islander	-	-	-	-	-
Two or More Races	6 (10%)	4 (7%)	1 (2%)	7 (12%)	11 (18%)
White	1 (2%)	2 (3%)	2 (3%)	-	4 (7%)
<b>Total Retention &amp; Graduation</b>	<b>60 (100%)</b>	<b>60 (100%)</b>	<b>60 (100%)</b>	<b>60 (100%)</b>	<b>60 (100%)</b>

Table 47: Silver Upward Bound Math Science – Federal Objective: Secondary School Retention & Graduation by Ethnicity

### Silver Upward Bound Math Science – Federal Obj: Secondary School Graduation & Rigorous Program of Study by Gender

Demographics	2017-2018 (7 in Cohort)	2018-201 (17 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (24 in Cohort)	2021-2022 (14 in Cohort)
Male	1 (14%)	5 (29%)	5 (26%)	5 (22%)	3 (21%)
Female	6 (86%)	11 (65%)	14 (74%)	19 (78%)	10 (72%)
<b>Total Rigorous Curriculum</b>	<b>7 (100%)</b>	<b>16 (94%)</b>	<b>19 (100%)</b>	<b>24 (100%)</b>	<b>13 (93%)</b>

Table 48: Silver Upward Bound Math Science – Federal Obj: Secondary School Graduation & Rigorous Program of Study by Gender

### Silver Upward Bound Math Science – Federal Obj: Secondary School Graduation & Rigorous Program of Study by Ethnicity

Demographics	2017-2018 (7 in Cohort)	2018-201 (17 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (24 in Cohort)	2021-2022 (14 in Cohort)
American Indian	1 (14%)	-	1 (5%)	1 (4%)	-
Asian	2 (29%)	5 (29%)	2 (11%)	2 (8%)	3 (21%)
Black/African American	-	1 (6%)	1 (5%)	2 (8%)	-
Hispanic/Latino	4 (57%)	8 (47%)	11 (58%)	17 (71%)	10 (72%)
Pacific Islander	-	-	-	-	-
Two or More Races	-	1 (6%)	1 (5%)	1 (4%)	-
White	1 (14%)	1 (6%)	3 (16%)	1 (4%)	-
<b>Total Rigorous Curriculum</b>	<b>7 (100%)</b>	<b>16 (94%)</b>	<b>19 (100%)</b>	<b>24 (100%)</b>	<b>13 (93%)</b>

Table 49: Silver Upward Bound Math Science – Federal Obj: Secondary School Graduation & Rigorous Program of Study by Ethnicity

### Silver Upward Bound Math Science – Federal Objective: Postsecondary Enrollment by Gender

Demographics	2017-2018 (7 in Cohort)	2018-201 (17 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (24 in Cohort)	2021-2022 (14 in Cohort)
Male	1 (14%)	5 (29%)	5 (26%)	4 (17%)	3 (21%)
Female	6 (86%)	12 (71%)	14 (74%)	18 (75%)	10 (72%)
<b>Total College Enrollment</b>	<b>7 (100%)</b>	<b>17 (100%)</b>	<b>19 (100%)</b>	<b>22 (92%)</b>	<b>13 (93%)</b>

Table 50: Silver Upward Bound Math Science – Federal Objective: Postsecondary Enrollment by Gender

### Silver Upward Bound Math Science – Federal Objective: Postsecondary Enrollment by Ethnicity

Demographics	2017-2018 (7 in Cohort)	2018-201 (17 in Cohort)	2019-2020 (19 in Cohort)	2020-2021 (24 in Cohort)	2021-2022 (14 in Cohort)
American Indian	1 (14%)	-	1 (5%)	1 (4%)	-
Asian	2 (29%)	3 (18%)	2 (11%)	2 (8%)	3 (21%)
Black/African American	-	1 (6%)	1 (5%)	2 (8%)	-
Hispanic/Latino	4 (57%)	9 (53%)	11 (58%)	15 (63%)	10 (72%)
Pacific Islander	-	-	-	-	-
Two or More Races	-	3 (18%)	1 (5%)	1 (4%)	-
White	1 (14%)	1 (6%)	3 (16%)	1 (4%)	-
<b>Total College Enrollment</b>	<b>7 (100%)</b>	<b>17 (100%)</b>	<b>19 (100%)</b>	<b>22 (92%)</b>	<b>9 (93%)</b>

Table 51: Silver Upward Bound Math Science – Federal Objective: Postsecondary Enrollment by Ethnicity

## Appendix B: Upward Bound Classic & Math Science (Federally Funded TRIO Programs)

In the previous section, the academic performance of the first-generation, income-qualified high school student population participating in Upward Bound Classic & Math Science grant projects is reported separately for each independent grant. In this section, performance measures and objective data are reported cumulatively for all four Upward Bound/UBMS projects in order to evaluate program wide trends and identify additional opportunity gaps. When looking at performance objectives disaggregated by gender and ethnicity, the UB/UBMS continues to exceed federally mandated objectives. However, it is clear that cumulatively the programs are heavily comprised of Latino students. This makes sense given the demographics of the target schools UB/UBMS serves, as well as the demographics of income-qualified, first-generation students in the two school districts served. Although race/ethnicity cannot be considered as a criterion for project participation, UB/UBMS staff will actively strive to recruit a more diverse applicant pool. Staff should obtain a diverse pool of recommendations from feeder middle schools and target high schools, as well as conducting additional recruitment presentations for specific ethnic groups, as well as male students.

### Combined Data for Pre-College Level UB/UBMS Programs – Federal Objectives

#### Academic Performance – GPA by Gender

Demographics	2017-2018 (246 in Cohort)	2018-201 (246 in Cohort)	2019-2020 (246 in Cohort)	2020-2021 (246 in Cohort)	2021-2022 (246 in Cohort)
Male	63 (25%)	65 (25%)	75 (30%)	69 (28%)	76 (31%)
Female	177 (72%)	180 (74%)	170 (69%)	158 (64%)	152 (62%)
Total	240 (97%)	245 (99%)	245 (99%)	227 (92%)	228 (93%)

Table 52: Academic Performance – GPA by Gender

#### Academic Performance – GPA by Ethnicity

Demographics	2017-2018 (246 in Cohort)	2018-201 (246 in Cohort)	2019-2020 (246 in Cohort)	2020-2021 (246 in Cohort)	2021-2022 (246 in Cohort)
American Indian	5 (2%)	6 (2%)	2 (<1%)	1 (<1%)	1 (<1%)
Asian	13 (5%)	18 (7%)	17 (7%)	18 (7%)	15 (6%)
Black/African American	1 (<1%)	2 (<1%)	3 (1%)	3 (1%)	2 (<1%)
Hispanic/Latino	168 (68%)	172 (71%)	172 (71%)	157 (65%)	156 (68%)
Pacific Islander	3 (1%)	3 (1%)	4 (2%)	3 (1%)	1 (<1%)
Two or More Races	26 (11%)	19 (8%)	22 (9%)	25 (10%)	32 (14%)
White	24 (10%)	25 (10%)	25 (10%)	20 (8%)	21 (9%)
Total	240 (97%)	245 (99%)	245 (99%)	227 (92%)	228 (93%)

Table 53: Academic Performance – GPA by Ethnicity

#### Standardized Tests by Gender

Demographics	2017-2018 (55 in Cohort)	2018-201 (60 in Cohort)	2019-2020 (71 in Cohort)	2020-2021 (81 in Cohort)	2021-2022 (56 in Cohort)
Male	17 (31%)	12 (20%)	23 (32%)	27(33%)	15 (27%)
Female	37 (67%)	48 (80)	48 (68%)	54 (67%)	41 (73%)
Total	54 (98%)	60 (100%)	71 (100%)	81 (100%)	56 (100%)

Table 54: Standardized Tests by Gender

## Standardized Tests by Ethnicity

Demographics	2017-2018 (55 in Cohort)	2018-201 (60 in Cohort)	2019-2020 (71 in Cohort)	2020-2021 (81 in Cohort)	2021-2022 (56 in Cohort)
American Indian	4 (7%)	3 (5%)	1 (1%)	1 (1%)	1 (2%)
Asian	3 (5%)	6 (10%)	6 (9%)	4 (5%)	6 (11%)
Black/African American	2 (3%)	1 (2%)	1 (1%)	2 (3%)	1(2%)
Hispanic/Latino	34 (62%)	40 (66%)	46 (65%)	59 (73%)	39 (70%)
Pacific Islander	-	1 (2%)	2 (3%)	-	-
Two or More Races	5 (9%)	5 (8%)	3 (4%)	6 (7%)	5 (8%)
White	7 (12%)	4 (7%)	12 (17%)	9 (11%)	4 (7%)
Total	54 (98%)	60 (100%)	71 (100%)	81 (100%)	56 (100%)

Table 55: Standardized Tests by Ethnicity

## Secondary School Retention & Graduation by Gender

Demographics	2017-2018 (246 in Cohort)	2018-201 (246 in Cohort)	2019-2020 (246 in Cohort)	2020-2021 (246 in Cohort)	2021-2022 (246 in Cohort)
Male	65 (26%)	65 (26%)	76 (31%)	75 (30%)	85 (35%)
Female	180 (73%)	181 (73%)	170 (69%)	171 (70%)	161 (65%)
Total	245 (99%)	246 (100%)	246 (100%)	246 (100%)	246 (100%)

Table 56: Secondary School Retention & Graduation by Gender

## Secondary School Retention & Graduation by Ethnicity

Demographics	2017-2018 (246 in Cohort)	2018-201 (246 in Cohort)	2019-2020 (246 in Cohort)	2020-2021 (246 in Cohort)	2021-2022 (246 in Cohort)
American Indian	5 (2%)	5 (2%)	2 (1%)	1 (<1%)	1 (<1%)
Asian	14 (5%)	18 (7%)	17 (7%)	18 (7%)	15 (6%)
Black/African American	2 (1%)	2 (1%)	3 (1%)	3 (1%)	4 (1%)
Hispanic/Latino	170 (69%)	174 (70%)	173 (70%)	168 (68%)	167 (68%)
Pacific Islander	3 (1%)	3 (1%)	4 (2%)	3 (1%)	3 (1%)
Two or More Races	26 (11%)	19 (8%)	22 (9%)	31 (13%)	33 (13%)
White	25 (10%)	25 (10%)	25(10%)	21 (8%)	23 (9%)
Total	245 (99%)	246 (100%)	246 (100%)	246 (100%)	246 (100%)

Table 57: Secondary School Retention & Graduation by Ethnicity

## Secondary School Graduation & Rigorous Program of Study by Gender

Demographics	2017-2018 (56 in Cohort)	2018-201 (69 in Cohort)	2019-2020 (77 in Cohort)	2020-2021 (87 in Cohort)	2021-2022 (59 in Cohort)
Male	17 (30%)	14 (20%)	22 (28%)	27 (31%)	13 (22%)
Female	36 (65%)	52 (75%)	53 (69%)	55 (63%)	41 (69%)
Total	53 (95%)	66 (96%)	74 (96%)	82 (94%)	54 (91%)

Table 58: Secondary School Graduation & Rigorous Program of Study by Gender

## Secondary School Graduation & Rigorous Program of Study by Ethnicity

Demographics	2017-2018 (56 in Cohort)	2018-201 (69 in Cohort)	2019-2020 (77 in Cohort)	2020-2021 (87 in Cohort)	2021-2022 (59 in Cohort)
American Indian	3 (5%)	5 (7%)	1 (1%)	3 (3%)	1 (2%)
Asian	3 (5%)	7 (11%)	7 (9%)	5 (6%)	6 (9%)
Black/African American	1 (2%)	1 (1%)	1 (1%)	4 (5%)	1 (2%)
Hispanic/Latino	36 (64%)	34 (49%)	48 (63%)	55 (62%)	38 (64%)
Pacific Islander	-	3 (4%)	2 (3%)	-	-
Two or More Races	7 (12%)	9 (13%)	3 (4%)	7 (8%)	3 (5%)
White	4 (7%)	7 (11%)	12 (16%)	9 (10%)	5 (9%)
Total	53 (95%)	66 (96%)	74 (96%)	82 (94%)	54 (91%)

Table 59: Secondary School Graduation & Rigorous Program of Study by Ethnicity

## Postsecondary Enrollment by Gender

Demographics	2017-2018 (56 in Cohort)	2018-201 (69 in Cohort)	2019-2020 (77 in Cohort)	2020-2021 (87 in Cohort)	2021-2022 (59 in Cohort)
Male	15 (27%)	11 (16%)	20 (23%)	24 (28%)	12 (20%)
Female	33 (61%)	51 (74%)	48 (65%)	51 (56%)	37 (63%)
Total	49 (88%)	62 (90%)	68 (88%)	75 (86%)	49 (83%)

Table 60: Postsecondary Enrollment by Gender

## Postsecondary Enrollment by Ethnicity

Demographics	2017-2018 (56 in Cohort)	2018-201 (69 in Cohort)	2019-2020 (77 in Cohort)	2020-2021 (87 in Cohort)	2021-2022 (59 in Cohort)
American Indian	2 (4%)	4 (6%)	1 (1%)	2 (2%)	1 (2%)
Asian	3 (5%)	4 (6%)	6 (8%)	4 (5%)	5 (9%)
Black/African American	1 (2%)	1 (1%)	1 (1%)	4 (5%)	1 (1%)
Hispanic/Latino	33 (59%)	37 (54%)	45 (58%)	51 (58%)	35 (59%)
Pacific Islander	-	1 (1%)	2 (3%)	-	-
Two or More Races	7 (11%)	9 (13%)	4 (5%)	8 (9%)	3 (5%)
White	4 (7%)	6 (9%)	9 (12%)	6 (7%)	4 (7%)
Total	49(88%)	62(90%)	68(88%)	75(86%)	49(83%)

Table 61: Postsecondary Enrollment by Ethnicity

## Postsecondary Education Completion by Gender

Demographics	2017-2018 (30 in Cohort)	2018-201 (53 in Cohort)	2019-2020 (41 in Cohort)	2020-2021 (44 in Cohort)	2021-2022 (34 in Cohort)
Male	4 (13%)	7 (13%)	7 (17%)	6 (13%)	6 (18%)
Female	8(27%)	16 (30%)	19 (46%)	21 (48%)	12 (35%)
Total	12 (40%)	23 (43%)	26 (63%)	27 (61%)	18 (53%)

Table 62 Postsecondary Education Completion by Gender

## Postsecondary Education Completion by Ethnicity

Demographics	2017-2018 (30 in Cohort)	2018-201 (53 in Cohort)	2019-2020 (41 in Cohort)	2020-2021 (44 in Cohort)	2021-2022 (34 in Cohort)
American Indian	-	1 (2%)	1 (1%)	-	-
Asian	1 (3%)	3 (6%)	2 (5%)	1 (2%)	1 (3%)
Black/African American	2 (8%)	1 (2%)	2 (5%)	2 (5%)	-
Hispanic/Latino	4 (13%)	11 (21%)	13 (32%)	16 (36)	13 (38%)
Pacific Islander	-	-	-	1 (2%)	-
Two or More Races	1 (3%)	-	2 (5%)	-	-
White	4 (13%)	7 (13%)	6 (15%)	7 (16%)	4 (12%)
Total	12 (40%)	23 (43%)	26 (63%)	27 (61%)	18 (53%)

Table 63: Postsecondary Education Completion by Ethnicity

In addition to the federal objective of postsecondary completion, UB/UBMS has also begun to collect data on the academic performance of former program participants who have matriculated to the University of Nevada, Reno. For the 2022-2023 academic year, data indicate that first-year UB/UBMS matriculants are less successful in math and science courses than in all other courses in which they enrolled. In 2022-2023, the 35 UB/UBMS first-year students at the University failed or withdrew from 18% (23/128) of their math and science courses. While not alarming, that data does provide an opportunity gap to address. Therefore, UB/UBMS will better prepare program participants for math and science coursework success in college by implementing a series of twice monthly Academic Success workshops covering math and science Core curriculum for Nevada high school students in 2023-2024. The UB/UBMS Academic Services coordinator will also provide additional math and science instructional training the UB/UBMS tutors to ensure a high level of competency in that subject matter. Additionally, UB/UBMS is offering participants a free college science course with twice weekly supplemental instruction support in spring 2023 through a partnership with the Washoe County School District and TMCC Jump Start. Further, each College Preparatory Saturday Session in the 2022-2023 academic year will contain an instructional component for STEM subject matter. Finally, UB/UBMS counselors have worked with FGSC college programs staff to build a strong pipeline of admission into FGSC college-level programs in order to increase the retention and success of UB/UBMS alumni matriculating to the University in fall 2023.

## Cumulative Results for UB/UBMS Programs – 2022-2023

### Freshmen at University of Nevada, Reno Math and Science Course Results

N = 35 Freshman	Courses	# Passed	# of F Grades	Withdrawals
Math Courses	48	34 (71%)	10 (21%)	4 (8%)
Science Courses	80	71 (89%)	9 (11%)	-
Total	128	105 (82%)	19 (15%)	4 (3%)

Table 64: Freshmen at University of Nevada, Reno Math and Science Course Results

For the 2022-2023 academic year, data also indicate that UB/UBMS students who are pipelined into college-level First-Generation Student Center (FGSC) programs experience increased academic success in their first year of enrollment. Of the 55 students in the UB/UBMS class of 2022, 46 (84%) matriculated to an institution of higher education in Fall 2022. The remaining nine students either joined the military, moved out of the country, or joined the workforce immediately after high school graduation. A total of 23 UB/UBMS students, 50% of the senior class, matriculated to the University of Nevada, Reno. Those that pipelined into one of the five FGSC support program available to first-year students academically outperformed their UB/UBMS class of 2022 peers who did not participate in an FGSC program. First-year UB/UBMS alumni participating in FGSC programs earned significantly higher fall and spring semester GPAs as well as earning more overall college credits than the comparison group of first-year UB/UBMS alumni who did not enter an FGSC support program. Therefore, UB/UBMS counselors will continue to work with FGSC college program staff to build strong pipelines to increase the retention and success of UB/UBMS alumni attending the

University. Additional efforts to incorporate FGSC staff at UB/UBMS senior events and create more avenues of connection are being implemented and will be measured for success.

**Freshmen at University of Nevada, Reno FGSC College Programs Participants vs. Non-FGSC College Programs Participants**

GPA and Credits Earned	FGSC Participation (23)	No FGSC (12)
Fall 22 - GPA	3.0 GPA	2.1 GPA
Fall 22 - Credits Earned	13.2 Credits	10.9 Credits
Spring 23 - GPA	3.1 GPA	2.4 GPA
Spring 23 - Credits Earned	14.5 Credits	11.8 Credits

*Table 65: Freshmen at University of Nevada, Reno FGSC College Programs Participants vs. Non-FGSC College Programs Participants*



## Appendix C: TRIO Classic & STEM Scholars (Federally Funded TRIO Programs)

The TRIO Classic Scholars and TRIO STEM Scholars programs at the University of Nevada, Reno are comprised of one federally funded TRIO Student Support Services grant and one federally funded TRIO Student Support Services STEM grant. The programs assist low-income, first-generation students to overcome the cultural, academic, class, and social barriers to success in higher education. In addition to being eligible for program services as a first-generation and/or income-qualified student, participants in TRIO STEM Scholars must also be majoring in a STEM field. Below are the number of participants each the program has been funded to serve since 2017.

### Annual # Funded to Serve

Grant	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
TRIO Classic Scholars	175	175	175	182	182
TRIO STEM Scholars	-	-	-	120	120

Table 66: Annual # Funded to Serve

\*TRIO STEM Scholars was first funded in 2020.

Both the TRIO Classic Scholars and TRIO STEM Scholars grant projects have three annual objectives that are ambitious and attainable in comparison to the baseline data outlined in the successfully funded proposal submitted during the federal grant competition held once every five years. The objectives are federally approved and cannot be changed. Each program must collect data to measure progress toward the objectives and submit an annual performance report to the United States Department of Education. Performance measure results are calculated by the federal reporting system. They are used to inform decision making regarding program service delivery. Below are the annual performance report results for the TRIO Classic Scholars grant project beginning in 2017.

### TRIO Classic Scholars – Data and Federal Objectives

#### TRIO Classic Scholars

Annual Report Data	Federal Objectives 2014-2019	2017-2018	2018-2019	2019-2020	Federal Objectives 2020-2025	2020-2021	2021-2022
Persistence	75%	99%	100%	100%	75%	99%	98%
Good Academic Standing	85%	98%	99%	98%	85%	99%	98%
Bachelor's Degree Attainment	50%	72%	71%	79%	62%	85%	92%

Table 67: TRIO Classic Scholars – Annual Report Data

Although federal TRIO Student Support Services programs cannot consider gender, race, or ethnicity as a criterion for program eligibility and acceptance, the project has broken down performance in each federal objective by gender and ethnicity in an effort to measure program success more deeply and to identify opportunity gaps. Achievement is high across all demographic groups, and the project is highly diverse. As the number of students identifying in two or more racial groups grows, the number of students represented in other racial categories has decreased slightly. Students identifying as Hispanic and students identifying as two or more races comprise the largest demographic groups participating in the project. Based on this data, the project is working on actively recruiting eligible students from the following demographic groups: males, American Indian/Alaskan Native, Black/African American, and Pacific Islander.

### TRIO Classic Scholars – Federal Objective: Persistence by Gender

Demographics	2017-2018 (184 Served)	2018-2019 (182 Served)	2019-2020 (187 Served)	2020-2021 (184 Served)	2021-2022 (183 Served)
Male	43 (23%)	46 (25%)	52 (28%)	56 (30%)	49 (26%)
Female	140 (76%)	136 (75%)	135 (72%)	127 (69%)	131 (72%)
Total Persistence	183 (99%)	182 (100%)	187 (100%)	183 (99%)	180 (98%)

Table 68: TRIO Classic Scholars – Federal Objective: Persistence by Gender

### TRIO Classic Scholars – Federal Objective: Persistence by Ethnicity

Demographics	2017-2018 (184 Served)	2018-2019 (182 Served)	2019-2020 (187 Served)	2020-2021 (184 Served)	2021-2022 (183 Served)
American Indian	-	-	-	1 (.5%)	2 (1%)
Asian	24 (13%)	20 (11%)	19 (10%)	15 (8%)	17 (9%)
Black/African American	3 (2%)	6 (3%)	11 (5%)	13 (7%)	15 (8%)
Hispanic/Latino	92 (50%)	91 (50%)	64 (34%)	57 (31%)	56 (31%)
Pacific Islander	2 (1%)	1 (.5%)	1 (.5%)	1 (.5%)	1 (.5%)
Two or More Races	41 (22%)	42 (23%)	73 (39%)	77 (42%)	74 (40.5%)
White	21 (11%)	22 (12%)	19 (10%)	19 (10%)	15 (8%)
Total Persistence	183 (99%)	182 (100%)	187 (100%)	183 (99%)	180 (98%)

Table 69: TRIO Classic Scholars – Federal Objective: Persistence by Ethnicity

### TRIO Classic Scholars – Federal Objective: Good Academic Standing by Gender

Demographics	2017-2018 (184 Served)	2018-2019 (182 Served)	2019-2020 (187 Served)	2020-2021 (184 Served)	2021-2022 (183 Served)
Male	43 (23%)	45 (25%)	51 (27%)	55 (30%)	49 (27%)
Female	138 (75%)	136 (74%)	133 (71%)	128 (69%)	134 (73%)
Total at or Above a 2.0 GPA	181 (98%)	181 (99%)	184 (98%)	183 (99%)	180 (98%)

Table 70: TRIO Classic Scholars – Federal Objective: Good Academic Standing by Gender

### TRIO Classic Scholars – Federal Objective: Good Academic Standing by Ethnicity

Demographics	2017-2018 (184 Served)	2018-2019 (182 Served)	2019-2020 (187 Served)	2020-2021 (184 Served)	2021-2022 (183 Served)
American Indian	-	-	-	1 (.5%)	2 (1%)
Asian	24 (13%)	20 (11%)	19 (10%)	15 (8%)	17 (9%)
Black/African American	3 (2%)	6 (3%)	11 (5.5%)	13 (7%)	14 (8%)
Hispanic/Latino	90 (49%)	90 (49%)	61 (33%)	57 (31%)	59 (32%)
Pacific Islander	2 (1%)	1 (.5%)	1 (.5%)	1 (.5%)	1 (.5%)
Two or More Races	41 (22%)	42 (23%)	73 (39%)	77 (42%)	73 (39.5%)
White	21 (11%)	22 (12%)	19 (10%)	19 (10%)	14 (8%)
Total at or Above a 2.0 GPA	181 (98%)	181 (99%)	184 (98%)	183 (99%)	180 (98%)

Table 71: TRIO Classic Scholars – Federal Objective: Good Academic Standing by Ethnicity

## TRIO Classic Scholars – Federal Objective: Bachelor’s Degree Attainment with 6 Years by Gender

Demographics	2017-2018 (46 in Cohort)	2018-2019 (48 in Cohort)	2019-2020 (67 in Cohort)	2020-2021 (54 in Cohort)	2021-2022 (50 in Cohort)
Male	6 (13%)	10 (21%)	15 (22%)	16 (30%)	15 (30%)
Female	27 (59%)	24 (50%)	38 (57%)	30 (55%)	31 (62%)
Six-Year Graduation Rate	33 (72%)	34 (71%)	53 (79%)	46 (85%)	46 (92%)

Table 72: TRIO Classic Scholars – Federal Objective: Bachelor’s Degree Attainment with 6 Years by Gender

## TRIO Classic Scholars – Federal Objective: Bachelor’s Degree Attainment with 6 Years by Ethnicity

Demographics	2017-2018 (46 in Cohort)	2018-2019 (48 in Cohort)	2019-2020 (67 in Cohort)	2020-2021 (54 in Cohort)	2021-2022 (50 in Cohort)
American Indian	-	-	-	-	-
Asian	8 (17%)	6 (13%)	7 (10.5%)	3 (5.5%)	4 (8%)
Black/African American	-	1 (2%)	2 (3%)	3 (5.5%)	4 (8%)
Hispanic/Latino	17 (37%)	17 (35%)	27 (40%)	8 (15%)	20 (40%)
Pacific Islander	1 (2%)	-	-	-	-
Two or More Races	3 (7%)	5 (10.5%)	13 (19.5%)	18 (33%)	14 (28%)
White	4 (9%)	5 (10.5%)	4 (6%)	14 (26%)	4 (8%)
Six-Year Graduation Rate	33 (72%)	34 (71%)	53 (79%)	46 (85%)	46 (92%)

Table 73: TRIO Classic Scholars – Federal Objective: Bachelor’s Degree Attainment with 6 Years by Ethnicity

The academic performance of TRIO Classic Scholars participants who are first-time, full-time students is compared annually to that of first-time, full-time low-income and first-generation students who entered the University at the same time but are not participating in a federal TRIO program. Students in the TRIO Classic Scholars program outperform the comparison group for the past five years.

## Average First- Semester and First Year GPA Comparison: TRIO Classic vs. LIFG Comparison Group

Group	2017-2018 1st Term	2017-2018 1st Year	2018-2019 1st Term	2018- 2019 1st Year	2019-2020 1st Term	2019- 2020 1st Year	2020- 2021 1st Term	2020- 2021 1st Year	2021- 2022 1st Term	2021- 2022 1st Year
TRIO Classic	3.22	3.21	3.27	3.27	3.27	3.26	3.34	3.35	3.36	3.36
Comparison Group	2.81	2.83	2.83	2.8	2.86	2.99	2.84	2.98	2.61	2.70

Table 74: Average First- Semester and First Year GPA Comparison: TRIO Classic vs. LIFG Comparison Group

Below are the annual performance report results for the TRIO STEM Scholars grant project beginning in 2020, the inaugural year of the project.

## TRIO STEM Scholars

### TRIO STEM Scholars - Annual Performance Report Data - (FIRST GRANT CYCLE)

Metric	Federal Objectives 2020-2025	2020-2021	2021-2022
Persistence	70%	76%	99%
Good Academic Standing	85%	73%	99%
Bachelor’s Degree Attainment	-	-	

Table 75: TRIO STEM Scholars - Annual Performance Report Data - (FIRST GRANT CYCLE)

\*TRIO STEM Scholars was first funded in 2020. Postsecondary completion was not allowable as an objective for newly funded grants in this cycle. TRIO STEM Scholars will set a bachelor’s degree attainment goal for the next grant cycle.

Although federal TRIO Student Support Services STEM programs cannot consider gender, race, or ethnicity as a criterion for program eligibility and acceptance, the project has broken down performance in each federal objective by gender and ethnicity to more deeply measure program success and to identify opportunity gaps. Achievement is high across all demographic groups, and the project is highly diverse. As the number of students identifying in two or more racial groups grows, the number of students represented in other racial categories has decreased slightly. Students identifying as Hispanic and students identifying as two or more races comprise the largest demographic groups participating in the project. Based on this data, the project is working on actively recruiting eligible students from the following demographic groups: males, American Indian/Alaskan Native, Black/African American, and Pacific Islander.

### TRIO STEM Scholars – Federal Objective: Persistence by Gender

Demographics	2020-2021 (91 Served; Funded for 120)	2021-2022 (120 Served)
Male	25 (21% of funded to serve)	38 (31%)
Female	66 (55% of funded to serve)	81 (68%)
Total Persistence	88 (76% of funded to serve)	119 (99%)

Table 76: TRIO STEM Scholars – Federal Objective: Persistence by Gender

### TRIO STEM Scholars – Federal Objective: Persistence by Ethnicity

Demographics	2020-2021 (91 Served; Funded for 120)	2021-2022 (120 Served)
American Indian	1 (<.5% f funded to serve)	1 (<.5%)
Asian	13 (11% f funded to serve)	11 (9%)
Black/African American	2 (2% f funded to serve)	3 (3%)
Hispanic/Latino	26 (22% f funded to serve)	34 (28%)
Pacific Islander	2 (2% f funded to serve)	-
Two or More Races	37 (31% f funded to serve)	53 (44%)
White	10 (8% f funded to serve)	17 (14%)
Total Persistence	91 (76% of funded to serve)	119 (99%)

Table 77: TRIO STEM Scholars – Federal Objective: Persistence by Ethnicity

### TRIO STEM Scholars – Federal Objective: Good Academic Standing by Ethnicity

Demographics	2020-2021	2021-2022
American Indian	1 (<.5% f funded to serve)	1 (<.5%)
Asian	13 (11% f funded to serve)	11 (9%)
Black/African American	2 (2% f funded to serve)	3 (3%)
Hispanic/Latino	26 (22% f funded to serve)	35 (29%)
Pacific Islander	2 (2% f funded to serve)	-
Two or More Races	37 (31% f funded to serve)	52 (43%)
White	10 (8% f funded to serve)	17 (14%)
Total at or Above a 2.0 GPA	91 (76% of funded to serve)	119 (99%)

Table 78: TRIO STEM Scholars – Federal Objective: Good Academic Standing by Ethnicity

The academic performance of TRIO Classic Scholars participants who are first-time, full-time students is compared annually to that of first-time, full-time low-income and first-generation students who entered the University

at the same time but are not participating in a federal TRIO program. Students in the TRIO STEM Scholars program have outperformed the comparison group for the past two years.

**Average First- Semester and First Year GPA: TRIO STEM vs. LIFG Comparison Group**

Group	2020-2021 1st Term	2020-2021 1st Year	2021-2022 1st Term	2021-2022 1st Year
TRIO STEM	3.55	3.53	3.41	3.36
Comparison Group	2.84	2.98	2.61	2.70

*Table 79: Average First- Semester and First Year GPA: TRIO STEM vs. LIFG Comparison Group*

## Appendix D: McNair Scholars (Federally Funded TRIO Programs)

The McNair Scholars grant project at the University of Nevada, Reno is a federally funded TRIO Ronald E. McNair Postbaccalaureate Achievement Program. McNair Scholars prepares undergraduate students for doctoral studies through involvement in research and other scholarly activities. McNair participants are either first-generation college students with financial needs; or members of a group that is traditionally underrepresented in graduate education. During the 2017-2022 grant cycle the program was funded to serve the following participant numbers.

### Annual Number Funded to Serve

Grant	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
McNair Scholars	27	27	27	27	27

Table 80: Annual Number Funded to Serve

The TRIO McNair Scholars grant project has four annual objectives that are ambitious and attainable in comparison to the baseline data outlined in the successfully funded proposal submitted during the federal grant competition held once every five years. The objectives are federally approved and cannot be changed. The program must collect data to measure progress toward the objectives and submit an annual performance report to the United States Department of Education. Performance measure results inform decision making regarding program service delivery. Below are the annual performance report results for the McNair Scholars project beginning in 2017.

McNair Scholars Annual Performance Report Data	Federal Objectives	2017-2018	2018-2019	2019-2020	2020-2021	2020-2021
Research or Other Scholarly Activities	90%	96%	100%	100%	100%	100%
Graduate School Enrollment	60%	79%	92%	78%	92%	89%
Continued Enrollment in Graduate School	88%	100%	100%	100%	100%	92%
Doctoral Degree Attainment	20%	9%	40%	42%	23%	8%

Table 81: McNair Scholars Annual Performance Report Data

Although most federal TRIO programs cannot consider race or ethnicity as a criterion for program eligibility and acceptance, the McNair Scholars program can accept students based on identifying as part of an ethnic group federally recognized as underrepresented in graduate education; however, priority must be provided to first-generation, income-qualified students. Below the academic performance of McNair Scholars participants has been disaggregated by gender and ethnicity in each federal objective to more deeply measure program success and to identify opportunity gaps.

Achievement is high across all demographic groups and the project is ethnically diverse. However, students identifying as Hispanic and students identifying as white comprise the largest demographic groups participating in the project and the highest number of doctoral degrees attained. Based on this data, the project is actively recruiting more eligible applicants from the following demographic groups: American Indian/Alaskan Native, Asian, Black/African American, Pacific Islander, and two or more races.

### Federal Objectives

#### McNair Scholars – Federal Objective: Research or Other Scholarly Objectives by Gender

Demographics	2017-2018 (27 served)	2018-201 (27 served)	2019-2020 (27 served)	2020-2021 (27 in cohort)	2021-2022 (28 served)
Male	13 (48%)	14 (52%)	14 (52%)	12 (44%)	7 (25%)
Female	13 (48%)	13 (28%)	13 (28%)	15 (56%)	21 (75%)
Total Completing Research	26 (96%)	27 (100%)	27 (100%)	27 (100%)	28 (100%)

Table 82: McNair Scholars – Federal Objective: Research or Other Scholarly Objectives by Gender

### McNair Scholars – Federal Objective: Research or Other Scholarly Objectives by Ethnicity

Demographics	2017-2018 (27 served)	2018-201 (27 served)	2019-2020 (27 served)	2020-2021 (27 in cohort)	2021-2022 (28 served)
American Indian	-	-	-	1 (4%)	1 (4%)
Asian	2 (7%)	4 (15%)	2 (7%)	4 (15%)	2 (7%)
Black/African American	3 (11%)	3 (11%)	3 (11%)	4 (15%)	2 (7%)
Hispanic/Latino	13 (49%)	9 (33%)	10 (38%)	11 (41%)	9 (32%)
Pacific Islander	-	-	-	-	2 (7%)
Two or More Races	2 (7%)	3 (11%)	3 (11%)	2 (7%)	7 (25%)
White	6 (22%)	8 (30%)	9 (33%)	5 (18%)	5 (18%)
Total Completing Research	26 (96%)	27 (100%)	27 (100%)	27 (100%)	28 (100%)

Table 83: McNair Scholars – Federal Objective: Research or Other Scholarly Objectives by Ethnicity

### McNair Scholars – Federal Objective: Graduate School Enrollment by Gender

Demographics	2017-2018 (14 in Cohort)	2018-201 (12 in Cohort)	2019-2020 (12 in Cohort)	2020-2021 (12 in Cohort)	2021-2022 (9 in Cohort)
Male	7 (50%)	5 (59%)	7 (59%)	8 (67%)	2 (22%)
Female	4 (29%)	6 (33%)	4 (33%)	3 (25%)	6 (67%)
Total Grad School Enroll	11 (79%)	11 (92%)	11 (92%)	11 (92%)	8 (89%)

Table 84: McNair Scholars – Federal Objective: Graduate School Enrollment by Gender

### McNair Scholars – Federal Objective: Graduate School Enrollment by Ethnicity

Demographics	2017-2018 (14 in Cohort)	2018-201 (12 in Cohort)	2019-2020 (12 in Cohort)	2020-2021 (12 in Cohort)	2021-2022 (9 in Cohort)
American Indian	-	-	-	-	1 (11%)
Asian	1 (7.5%)	1 (8%)	1 (8%)	4 (33%)	-
Black/African American	2 (14%)	1 (8%)	3 (25%)	2 (18%)	2 (22%)
Hispanic/Latino	5 (36%)	3 (25%)	5 (43%)	3 (25%)	2 (22%)
Pacific Islander	-	-	-	-	-
Two or More Races	1 (7.5%)	1 (8%)	1 (8%)	1 (8%)	1 (11%)
White	2 (14%)	5 (43%)	1 (8%)	1 (8%)	2 (22%)
Total Grad School Enroll	11 (79%)	11 (92%)	11 (92%)	11 (92%)	8 (89%)

Table 85: McNair Scholars – Federal Objective: Graduate School Enrollment by Ethnicity

### McNair Scholars – Federal Objective: Continued Graduate School Enrollment by Gender

Demographics	2017-2018 (10 in Cohort)	2018-201 (13 in Cohort)	2019-2020 (11 in Cohort)	2020-2021 (9 in Cohort)	2021-2022 (12 in Cohort)
Male	5 (50%)	8 (62%)	7 (64%)	4 (45%)	7 (58%)
Female	5 (50%)	5 (38%)	4 (36%)	5 (55%)	4 (34%)
Total Continued	10 (100%)	13 (100%)	11 (100%)	9 (100%)	11 (92%)

Table 86: McNair Scholars – Federal Objective: Continued Graduate School Enrollment by Gender

### McNair Scholars – Federal Objective: Continued Graduate School Enrollment by Ethnicity

Demographics	2017-2018 (10 in Cohort)	2018-2019 (13 in Cohort)	2019-2020 (11 in Cohort)	2020-2021 (9 in Cohort)	2021-2022 (12 in Cohort)
American Indian	-	-	-	-	-
Asian	2 (20%)	2 (15%)	1 (9%)	4 (45%)	4 (34%)
Black/African American	2 (20%)	2 (15%)	3 (27%)	2 (22%)	2 (17%)
Hispanic/Latino	2 (20%)	7 (54%)	5 (46%)	2 (22%)	3 (25%)
Pacific Islander	-	-	-	-	-
Two or More Races	1 (10%)	1 (8%)	1 (9%)	-	1 (8%)
White	3 (30%)	1 (8%)	1 (9%)	1 (11%)	1 (8%)
<b>Total Continued</b>	<b>10 (100%)</b>	<b>13 (100%)</b>	<b>11 (100%)</b>	<b>9 (100%)</b>	<b>11 (92%)</b>

Table 87: McNair Scholars – Federal Objective: Continued Graduate School Enrollment by Ethnicity

### McNair Scholars – Federal Objective: Doctoral Degree Attainment by Gender

Demographics	2017-2018 (11 in Cohort)	2018-2019 (10 in Cohort)	2019-2020 (12 in Cohort)	2020-2021 (13 in Cohort)	2021-2022 (13 in Cohort)
Male	-	1 (10%)	2 (17%)	1 (8%)	1 (8%)
Female	1 (9%)	3 (30%)	3 (25%)	2 (15%)	-
<b>Total PhD Obtained</b>	<b>1 (9%)</b>	<b>4 (40%)</b>	<b>5 (42%)</b>	<b>3 (23%)</b>	<b>1 (8%)</b>

Table 88: McNair Scholars – Federal Objective: Doctoral Degree Attainment by Gender

### McNair Scholars – Federal Objective: Doctoral Degree Attainment by Gender

Demographics	2017-2018 (11 in Cohort)	2018-2019 (10 in Cohort)	2019-2020 (12 in Cohort)	2020-2021 (13 in Cohort)	2021-2022 (13 in Cohort)
American Indian	-				-
Asian	-	1 (10%)	1 (8%)		-
Black/African American	-				-
Hispanic/Latino	1 (9%)	1 (10%)	1 (8%)	1 (8%)	1 (8%)
Pacific Islander	-			1 (8%)	-
Two or More Races	-				-
White	-	2 (20%)	3 (25%)	1 (8%)	-
<b>Total PhD Obtained</b>	<b>1 (9%)</b>	<b>4 (40%)</b>	<b>5 (42%)</b>	<b>3 (23%)</b>	<b>1 (8%)</b>

Table 89: McNair Scholars – Federal Objective: Doctoral Degree Attainment by Gender

The academic performance of McNair Scholars participants during their first semester in the program is compared annually to that of similar low-income and first-generation students who entered the University at the same time but are not participating in a federal TRIO program. Students in the TRIO McNair Scholars program outperform the comparison group for the past five years.

### Average First- Semester and First Year GPA Comparison: McNair vs. LIFG Comparison Group

Group	2017-2018 1st Term	2017-2018 1st Year	2018-2019 1st Term	2018- 2019 1st Year	2019-2020 1st Term	2019- 2020 1st Year	2020- 2021 1st Term	2020- 2021 1st Year	2021- 2022 1st Term	2021- 2022 1st Year
TRIO Classic	3.67	3.67	3.67	3.67	3.71	3.73	3.66	3.69	3.58	3.54
Comparison Group	2.81	2.83	2.83	2.8	2.86	2.99	2.84	2.98	2.61	2.70

Table 90: Average First- Semester and First Year GPA Comparison: McNair vs. LIFG Comparison Group



## Appendix E: Child Care Access Means Parents in School (Federally Funded Program)

CCAMPIS at the University of Nevada, Reno is a federally funded Child Care Access Means Parents in School grant newly awarded to the institution in 2022. The purpose of CCAMPIS is to provide childcare and other support services to 15 undergraduate and graduate student parents with limited income, as determined by Pell grant eligibility. The program was funded to serve 15 participants, as indicated below.

Grant	# Funded to Serve in 2022
Child Care Access Means Parents in School (CCAMPIS)	15

Table 91: Child Care Access Means Parents in School (CCAMPIS) Served in 2022

In addition to personal and academic support services, the student parents participating in the CCAMPIS program receive subsidized, full-time childcare at the Child and Family Research Center (CFRC), the on-campus daycare for faculty, staff, and students. The CFRC holds 15 childcare spots for CCAMPIS annually, ranging from infant care through pre-kindergarten. Below is the total amount CCAMPIS awarded in participant childcare subsidy payments to the CRFC in 2022.

Grant	Total Childcare Funding Awarded in 2022
Child Care Access Means Parents in School (CCAMPIS)	\$90,677

Table 92: Child Care Access Means Parents in School (CCAMPIS) Amount Funded in 2022

CCAMPIS was first funded in 2022. Given that the project is still very new, its policies and procedures are still developing and changing as staff gain experience with project administration. In its second full year, the CCAMPIS grant will focus on assisting students with the attainment of a bachelor's degree; therefore, undergraduate student parents will receive priority consideration for project participation. In addition, to ensure proper stewardship of federal funds, childcare usage timesheets are being collected monthly. Since CCAMPIS serves a limited number of student parents (15 participants), it is extremely important to provide immediate wrap-around services to assist participants with the development of both cognitive and noncognitive skills; therefore, program participants are actively referred the federal TRIO programs and First in the Pack.

The CCAMPIS grant project has four annual objectives that are ambitious and attainable in comparison to the baseline data outlined in the successfully funded proposal submitted during the federal grant competition held once every four years. The objectives are federally approved and cannot be changed. The program must collect data to measure progress toward the objectives and submit an annual performance report to the United States Department of Education. Performance measure results inform decision making regarding program service delivery. The CCAMPIS grant project began in January 2022. The project did file a first-year interim performance report in spring 2022 and that data is reported below.

### CCAMPIS - Interim Performance Report Data - (FIRST GRANT CYCLE – YEAR 1)

Metric	Federal Objectives	Spring 2022
Persistence (Spring to Fall)	75%	90%
Good Academic Standing	85%	100%
Six-Year Graduation Rate	60%	-
Improvement of Level of Support	85%	-

Table 93: CCAMPIS - Interim Performance Report Data - (FIRST GRANT CYCLE – YEAR 1)

\*CCAMPIS was first funded in 2022.

Although federal Child Care Access Means Parents in School (CCAMPIS) Project cannot consider gender, race, or ethnicity as a criterion for program eligibility and acceptance, the project has broken down performance in each federal objective by gender and ethnicity in an effort to more deeply measure program success and to identify opportunity gaps. Achievement is high across all demographic groups. On average, female student parents do comprise 70% of the

project participants, so the project is actively recruiting male student parents. In addition, the number of students identifying in two or more racial groups may reduce the number of students represented in other racial categories.

### CCAMPIS – Performance Measures by Gender

Demographics	UNDERGRAD GPA Spring 2022	UNDERGRAD GPA Fall 2022	GRADUATE GPA Spring 2022	GRADUATE GPA Fall 2022	UNDERGRAD Persistence Spring 2022 to Fall 22	GRADUATE Persistence Spring 22 to Fall 22
Male	2 (13%) 3.56	3 (20%) 3.4	2 (13%) 3.71	1 (6%) 4.0	2 (100%)	1 (100%)
Female	8 (53%) 3.64	7 (46%) 3.32	3 (20%) 3.89	4 (26%) 4.0	7 (88%)	3 (100%)

Table 94: CCAMPIS – Performance Measures by Gender

### CCAMPIS – Performance Measures by Ethnicity

Demographics	UNDERGRAD GPA Spring 2022	UNDERGRAD GPA Fall 2022	GRADUATE GPA Spring 2022	GRADUATE GPA Fall 2022	UNDERGRAD Persistence Spring 2022 to Fall 22	GRADUATE Persistence Spring 22 to Fall 22
American Indian	-	1 (6%) 3.5	-	1 (6%) 4.0	N/A	1 (100%)
Asian	1 (6%) 3.48	1 (6%) 3.5	-	-	1 (100%)	-
Black/African American	-	-	1 (6%) 4.0	-	-	1 (100%)
Hispanic/Latino	3 (20%) 3.42	3 (20%) 2.9	-	-	2 (67%)	-
Pacific Islander	-	-	1 (6%) 3.42	1 (6%) 3.46	-	-
Two or More Races	3 (20%) 3.54	3 (20) 3.7	-	-	3 (100%)	-
White	3 (20%) 3.96	2 (13%) 3.5	3 (20%) 3.89	4 (26%) 4.0	3 (100%)	3 (100%)
Unknown	-	-	-	-	-	-

Table 95: CCAMPIS – Performance Measures by Ethnicity

\*The program has not been in existence long enough to have a six-year graduation rate. However, in the first two semesters of the program’s existence, 1 participant has graduated.

A part of the federal mandated CCAMPIS assessment plan, survey evaluations covering three federal performance measures are disseminated to project participants each semester. Both times the surveys were collected, 100% of project participants indicated the CCAMPIS grant played a crucial part in their ability to persist at the University of Nevada, Reno and increased their personal well-being. As one student stated in the qualitative portion of the survey, “CCAMPIS is an awesome resource. Without CCAMPIS I wouldn't be able to further my education.”

CCAMPIS Survey Question	Results
Ability to persist at the University of Nevada, Reno	15/15 (100%)
Financial support relieved the childcare burden	15/15 (100%)
CCAMPIS Support improved personal well-being	15/15 (100%)

Table 96: CCAMPIS Survey Question

## Appendix F: First in the Pack (State Funded Program)

First in the Pack at the University of Nevada, Reno is a retention program supporting first-generation students during their first two years of college. It is state funded through the Division of Student Services and Diversity Initiative of the University President’s Office. Co-located in the Pennington Student Achievement Center, the First in the Pack program mirrors the structure and services offered by TRIO Classic & STEM Scholars. Below is the number of program participants served annually since 2017.

### Annual # Served

Program	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
First in the Pack	122	165	207	197	201

Table 97: First in the Pack Annual Number Served

The First in the Pack program tracks participant achievement in three key performance indicators annually. The First in the Pack fall cohort is measured against a comparison cohort of first-generation students who did not participate in the program. This data is provided annually to the Vice President for Student Services who funds the program. Performance measure results inform decision making regarding program service delivery. The First in the Pack cohorts have consistently outperformed the first-generation comparison cohort as indicated below.

### First in the Pack - Performance Data

Metric	2017-2018 FITP	2017-2018 FG Comp	2018-2019 FITP	2018-2019 FG Comp	2019-2020 FITP	2019-2020 FG Comp	2020-2021 FITP	2020-2021 FG Comp	2021-2022 FITP	2021-2022 FG Comp
First Term Average GPA	3.26	2.88	2.93	2.86	3.16	2.83	3.3	2.8	2.9	2.9
Persistence	92%	75%	81%	79%	85%	75%	86%	80%	85%	67%
Six-Year Graduation Rate	-	-	-	-	56%	53%	60%	51%	66%	51%

Table 98: First in the Pack - Performance Data

The First in the Pack program has grown rapidly over the past six years and data indicates the wraparound services and strong peer mentoring provided by the program have a positive impact on first-generation student academic performance, persistence, and graduation. The biggest challenge First in the Pack faces is funding to continue providing robust retention support services to first-generation students in their first and second years at the University. Through co-location with the TRIO programs to maximize resources, and careful stewardship of the \$500,000 one-time budget allocation provided by the Board of Regents, First in the Pack has grown into a proactive program that encompasses a holistic approach to student success. However, the demand for services continues to increase and exceed available funding. The program was awarded a \$150,000 grant in May of 2023 that will provide funding through 2024.

When disaggregating First in the Pack performance measures by race/ethnicity, it becomes difficult to identify statistical trends given the very small data sets. However, students identifying as Hispanic and students identifying as white comprise the largest demographic groups participating in the project. Based on this data, the project is working on actively recruiting first-generation students from the following demographic groups: American Indian/Alaskan Native, Asian, Black/African American, and Pacific Islander. Additionally, data at this time indicate greater academic and social support is needed for students identifying as Pacific Islander. In addition, while program persistence rates were high overall, there is room for improvement with students identifying as Black and Pacific Islander. Collaboration with the Multicultural Center to help recruit and retain Pacific Islander and Black students in First in the Pack will be proposed for the 2023-2024 academic year.

## First in the Pack – Performance Measures

### First in the Pack – Performance Measure: First Term Average GPA by Ethnicity

Demographics	2017-2018 N = 123	2018-2019 N =157	2019-2020 N = 255	2020-2021 N=197	2021-2022 N = 210
American Indian	(1) 3.250	(1) 2.218	(1) 3.179	-	-
Asian	(13) 3.672	(19) 3.383	(24) 3.383	(18) 3.682	(13) 3.618
Black/African American	(8) 3.2	(6) 3.316	(21) 3.084	(11) 3.037	(10) 2.015
Hispanic/Latino	(73) 3.187	(84) 2.968	(139) 3.108	(105) 3.257	(118) 2.966
Pacific Islander	-	(1) 1.195	(1) 1.527	-	(3) 2.139
Two or More Races	(6) 3.062	(12) 3.066	(21) 3.362	(20) 3.530	(21) 3.194
White	(21) 3.447	(31) 3.063	(47) 3.284	(40) 3.319	(39) 3.124
Unknown	(1) 2.021	-	-	(1) 3.825	(5) 3.046

Table 99: First in the Pack – Performance Measure: First Term Average GPA by Ethnicity

### First in the Pack – Performance Measure: Persistence by Gender

Demographics	2017-2018 N = 123	2018-2019 N =157	2019-2020 N = 255	2020-2021 N=197	2021-2022 N = 210
American Indian	1/1 (100%)	1/1 (100%)	1/1 (100%)	-	-
Asian	12/13 (92%)	17/19 (89%)	23/24 (96%)	18/18 (100%)	13/13 (100%)
Black/African American	6/8 (75%)	4/6 (67%)	15/21 (71%)	5/11 (45%)	6/10 (60%)
Hispanic/Latino	68/73 (93%)	64/84 (76%)	118/139 (85%)	96/105 (88%)	96/118 (81%)
Pacific Islander	-	-	0/1 (0%)	0/1 (0%)	1/3 (33%)
Two or More Races	6/6 (100%)	11/12 (92%)	20/21 (95%)	17/20 (85%)	18/21 (86%)
White	20/21 (95%)	26/31 (84%)	39/47 (83%)	36/ 40 (90%)	32/39 (82%)
Unknown	-	-	N/A	1/1 (100%)	5/5 (100%)

Table 100: First in the Pack – Performance Measure: Persistence by Gender

### First in the Pack – Performance Measure: Six-Year Graduation Rate N-58 by Ethnicity

Demographics	2015-2016 N=47	2016-2017
American Indian	-	-
Asian	9/10 (90%)	11/13 (85%)
Black/African American	6/10 (60%)	3/6 (50%)
Hispanic/Latino	28/47 (60%)	36/58 (62%)
Pacific Islander	0/1 (0%)	-
Two or More Races	0/3 (0%)	2/4 (50%)
White	13/20 (65%)	14/19 (74%)
Unknown	-	-

Table 101: First in the Pack – Performance Measure: Six-Year Graduation Rate N-58 by Ethnicity

## Appendix G: Fostering the Pack (Privately Funded Program)

Fostering the Pack at the University of Nevada, Reno is a support program designed to help college students who have experienced foster care through the state of Nevada after the age of 13 and under the age of 26 to obtain a college degree. Fostering the Pack is a component of First in the Pack for students that are eligible for the Nevada Former Foster Youth fee waiver. It is privately funded for 2022 and 2023 through the Walter S. Johnson Foundation and is completely free to participants. Co-located in the Pennington Student Achievement Center, Fostering the Pack provides the same services as First in the Pack, as well as additional support including a \$500 housing stipend once a semester for active program participants. Below is the number of program participants served in spring 2022.

### Fostering the Pack – Annual Number Served

Program	Spring 2022	2022-2023
Fostering the Pack	24	32

Table 102: Fostering the Pack – Annual Number Served

The Fostering the Pack program tracks six performance measures approved by the granting agency, the Walter S. Johnson Foundation. The program submits a performance report to the Walter S. Johnson Foundation annually during the two-year funding cycle. Performance measure results inform decision making regarding program service delivery. The Fostering the Pack grant began in January 2022. The program filed a performance report in October of 2022. Quantitative data from that report is below.

Fostering the Pack - Performance Data (FIRST GRANT CYCLE – YEAR 1)	2022
Total Students on Former Foster Youth Fee Waiver	100%
Total Pell Grant Recipients	100%
Students Receiving \$500 Housing Stipend from Fostering the Pack	46%
Total Student Matriculated into TRIO Classic or STEM Scholars	29%
First Term Average GPA	2.6
Persistence	86%

Table 103: Fostering the Pack - Performance Data (FIRST GRANT CYCLE – YEAR 1)

A major goal of Fostering the Pack is to matriculate students into the federally funded TRIO programs in the First-Generation Student Center, as TRIO students receive intensive individualized coaching from professional staff and peer mentors, a college bridge course (ACE 110), access to TRIO grant aid, and other extensive wraparound services. Longitudinal data shows that students who participate in our federally funded TRIO programs are much more likely to persist and graduate at the University of Nevada, Reno as compared to similar students that do not participate in such programs. Since the inception of the Fostering the Pack program in January 2022, staff have learned many lessons to improve services to this vulnerable population of students. To date, Fostering the Pack male students have persisted at a slightly lower rate than female students. However, males have only made up a third or less of program participants since the inception of the program. The former foster youth currently in the program provide a very small data set, but data at this time indicate greater support is needed for Black/African American students. Of the three Black/African American students that started in the program in spring of 2022, 100% (3 of 3) failed to persist into spring of 2023 despite having access to the NSHE Foster Youth Fee Waiver, federal financial student aid, and other forms of state and institutional financial aid, as well as academic and personal support from Fostering the Pack. Mental health challenges, food insecurities, and housing insecurities were all reasons identified by students for not reenrolling.

## Fostering the Pack – Performance Measures by Demographic by Gender

Demographics	1st Term GPA Spring 2022	1st Term GPA Fall 2023	Persistence Spring 2022- Spring 2023
Male	6 (25%) 2.48	9 (31%) 1.68	4 (67%)
Female	18 (75%) 2.68	20 (69%) 2.44	13 (72%)

Table 104: Fostering the Pack – Performance Measures by Demographic by Gender

## Fostering the Pack – Performance Measures by Demographic by Ethnicity

Demographics	1st Term GPA	1st Term GPA	Persistence
American Indian	1 (4.2%) 3.33	-	1 (100%)
Asian	2 (8%) 2.86	2 (7%) 2.21	2 (100%)
Black/African American	3 (12.5%) 1.08	3 (10%) 1.69	0%
Hispanic/Latino	1 (4.2%) 3.80	1 (3%) .47	1 (100%)
Pacific Islander	-	-	-
Two or More Races	6 (25%) 2.86	8 (28%) 2.72	5 (86%)
White	10 (42%) 2.73	14 (49%) 2.12	7 (70%)
Unknown	1 (4.2%) 2.53	1 (3%) 2.22	1 (100%)

Table 105: Fostering the Pack – Performance Measures by Demographic by Ethnicity

\*The program has not been existence long enough to have a six-year graduation rate. However, 4 participants have graduated since the program’s inception in the spring semester of 2022.

Further, many students who have experienced foster care and received the fee waiver report working more than 25 hours a week to support themselves. Research indicates working that much as a full-time student has a negative correlation with academic success. Partnerships across campus and with community agencies have been critical in supporting these students; however, Fostering the Pack staff will continue to work with program participants to find as much financial support as possible so the student can reduce their number of working hours while going to school.

## Appendix H: First-Generation Student Center Combined Data for College Level Programs

The First-Generation Student Center (FGSC) has six college programs providing wraparound support services for students attending the University of Nevada, Reno. As outlined above in this report, those programs include TRIO Classic Scholars, TRIO STEM Scholars, First in The Pack, Fostering the Pack, McNair Scholars, and Child Care Access Means Parents in School (CCAMPIS). Federally funded programs cannot consider race/ethnicity as an eligibility criterion for admission except for the McNair Scholars program which can accept students based on being a member of a federally identified ethnic group underrepresented in graduate education. All federally funded FGSC grant programs are also unable to serve undocumented or DACA students, but the FGSC state and privately funded programs can. However, as demonstrated in the appendices above, FGSC programs have a strong tradition of racial/ethnic diversity and overall academic success. When comparing the first semester GPA and first year GPA of FGSC students to that of a comparison group of first-generation students not participating in an FGSC program, FGSC students have outperformed the comparison group in every racial/ethnic category for the past five years. This is especially significant because the FGSC group is comprised of a smaller number of students than the comparison group, so even a few students performing poorly can strongly impact FGSC results. This GPA data indicates that overall, participation in an FGSC program has a positive impact on the first-year academic performance of first-generation students of all races/ethnicities at the University of Nevada, Reno.

### First-Generation Student Center Programs - First Semester GPA by Race/Ethnicity

Year	American Indian	Asian	Black	Hispanic/Latino	Pacific Islander	Two or More Races	White	Unknown	Non-Res Alien
2017-18	3.250	3.384	3.234	3.222	2.854	3.274	3.445	3.183	-
2018-19	-	3.316	3.284	3.102	1.356	3.312	3.350	3.479	-
2019-20	2.700	3.447	3.101	3.213	2.078	3.330	3.337	-	-
2020-21	3.680	3.656	3.200	3.339	3.139	3.479	3.447	3.499	4.000
2021-22	3.445	3.573	2.770	3.233	2.139	3.287	3.270	3.177	1.339
Overall	3.386	3.478	3.078	3.226	2.240	3.347	3.363	3.232	2.670

Table 106: First-Generation Student Center Programs - First Semester GPA by Race/Ethnicity

### Comparison Group of First-Generation Students - First Semester GPA by Race/Ethnicity

Year	American Indian	Asian	Black	Hispanic/Latino	Pacific Islander	Two or More Races	White	Unknown	Non-Res Alien
2017-18	3.070	3.271	2.410	2.824	2.425	2.866	2.872	3.030	-
2018-19	0.510	3.217	3.137	2.780	2.846	2.955	2.789	3.371	-
2019-20	2.583	3.313	2.625	2.893	3.516	2.789	2.954	3.578	-
2020-21	2.369	3.020	2.756	2.880	-	3.081	2.915	2.456	-
2021-22	2.793	3.302	2.165	2.688	1.543	2.583	2.679	2.615	-
Overall	2.616	3.225	2.574	2.812	2.333	2.870	2.842	2.810	-

Table 107: Comparison Group of First-Generation Students - First Semester GPA by Race/Ethnicity

## First-Generation Student Center Programs: First-Year GPA by Race/Ethnicity

Year	American Indian	Asian	Black	Hispanic/Latino	Pacific Islander	Two or More Races	White	Unknown	Non-Res Alien
2017-18	2.790	3.419	3.270	3.181	2.827	3.022	3.389	3.204	-
2018-19	-	3.209	3.233	3.149	1.474	3.310	3.315	3.280	-
2019-20	2.858	3.470	3.067	3.192	2.903	3.382	3.324	-	-
2020-21	3.655	3.651	3.228	3.324	3.035	3.438	3.405	3.410	3.571
2021-22	3.383	3.478	2.670	3.209	2.092	3.261	3.291	3.163	0.981
Overall	3.311	3.453	3.050	3.215	2.359	3.319	3.342	3.202	2.276

Table 108: First-Generation Student Center Programs: First-Year GPA by Race/Ethnicity

## Comparison Group of First-Generation Students: First-Year GPA by Race/Ethnicity

Year	American Indian	Asian	Black	Hispanic/Latino	Pacific Islander	Two or More Races	White	Unknown	Non-Res Alien
2017-18	2.848	3.283	2.546	2.811	2.425	2.804	2.895	2.838	-
2018-19	0.742	3.168	3.096	2.806	2.578	2.865	2.754	3.057	-
2019-20	2.393	3.367	2.730	3.012	3.571	3.100	3.016	3.584	-
2020-21	2.295	3.383	2.749	3.043	-	3.249	2.959	2.478	-
2021-22	2.570	3.221	2.261	2.800	1.700	2.577	2.803	3.002	-
Overall	2.454	3.277	2.644	2.894	2.270	2.918	2.882	2.892	-

Table 109: Comparison Group of First-Generation Students: First-Year GPA by Race/Ethnicity

From spring 2020 through spring 2022, the First-Generation Student Center (FGSC) faced constant changes brought on by the global COVID-19 pandemic, major staffing changes, and the addition of three new grant programs. The fall 2022 marked a return to full staffing and the full integration of participants from all six programs into the academic and wraparound services offered by the FGSC. This included a return to implementing mid-semester progress report intervention plans and intervention success rate tracking in spring 2023. Overall, pass rates were high for FGSC program participants. However, the FGSC will continue to train coaches and peer mentors in best practices for academic interventions and refine current intervention plans to better pinpoint areas in which students need support.

## Spring 2023 FGSC Progress Report Interventions

Spring 2023 Program	# of Returned Progress Reports	# of Interventions (PR of D or F)	# of Classes Passed with C or Better	Intervention Success Rates
TRIO STEM	284	23	11	48%
TRIO Classic	449	18	10	56%
FITP	328	28	13	46%
McNair	36	0	-	-
TOTAL	1,097	69	34	49%

Table 110: Spring 2023 FGSC Progress Report Interventions

Tutoring numbers had decreased during the pandemic, but the 2022-2023 academic year saw a strong demand for FGSC tutoring. While approximately 30% of total FGSC participants utilize FGSC tutoring services, in 2022-2023, 213 FGSC students received over 2,000 hours of one-on-one tutoring. While not all FGSC students require tutoring, many students could likely do better than they are currently if they were to supplement their existing study regime with tutoring. This year, 89% of TRIO Classic students and 95% of TRIO STEM students who utilized FGSC tutoring services passed all their classes.



To address this opportunity gap and engage more students in tutoring, the FGSC will begin advertising tutoring services on social media and via email before the semester even begins. This advertisement, including statistics regarding the success of the tutoring program and personal testimonials from students who have participated in tutoring will continue during the semester to show students the benefits of tutoring. FGSC tutors will also make promotional videos introducing themselves to display on social media and on the FGSC video screen. FGSC coaches and peer mentors will encourage students to request tutoring from the start of the semester and will share about their own positive experiences with tutoring.

### 2022-2023 Total FGSC Students Participating in Tutoring

Fall 2022 Program	Tutoring Students/ Students in Program	% of Total Program	Spring 2023 Program	Tutoring Students/ Students in Program	% of Total Program
TRIO STEM	34/120	28%	TRIO STEM	30/120	25%
TRIO Classic	33/184	18%	TRIO Classic	33/184	18%
FITP	31/368	8%	FITP	64/368	17%
McNair	2/27	7%	McNair	3/27	11%
TOTAL	100/699	14%	TOTAL	130/699	19%

Table 111: 2022-2023 Total FGSC Students Participating in Tutoring

In the 2022 - 2023 school year, 374 tutoring requests were made by students in the FGSC. Unfortunately, only 314 of these requests, 84% percent, were able to be filled due to a shortage of tutors. In the fall of 2022, the FGSC employed 13 tutors and in the spring of 2023, 14 tutors. This small group of student tutors could not meet the demand for every subject requested by FGSC students, nor fulfill the number of tutoring hours needed by our students. Clearly, more tutors are needed, so the FGSC will begin advertising tutoring positions earlier in the summer to recruit a larger contingent of tutors who are able to cover more subjects. Additionally, targeted recruitment will be conducted amongst groups of students who are more likely to seek out tutoring positions, such as Honor's College participants, students working in other tutoring centers on campus, and among upperclassmen in math and science. Tutor wages will also be raised to \$15 per hour to make employment as an FGSC tutor more attractive. Through these efforts the FGSC hopes to secure more tutors to provide all the tutoring hours requested.

While 85% of FGSC students passed their courses after receiving tutoring, there is an opportunity gap in the remaining 15%, which is comprised of 11% who failed their courses even after receiving tutoring and 4% percent who withdrew from classes while in tutoring. To maximize services and improve achievement, FGSC staff will work with participants in all programs to seek tutoring earlier in the semester, request in tutoring challenging courses before the semester beings, and attend tutoring with more regularity and not skip sessions. Additionally, tutors will receive training to teach not only course content but also strong study habits across the curriculum. FGSC coaches and peer mentors will offer additional academic workshops geared toward study skills development. Finally, FGSC coaches and the associate director in charge of tutoring will facilitate study groups for FGSC students in the same courses, especially math and science subject matter.

### 2022-2023 Results for Courses in Which Students Received FGSC Tutoring

Passed	%	Failed	%	Withdrawal	%
267/314	85%	34/314	11%	11/314	4%

Table 112: 2022-2023 Results for Courses in Which Students Received FGSC Tutoring

In 2022 -2023, the majority of FGSC students passed their science courses while receiving FGSC tutoring services, but the math course pass rate for students receiving FGSC tutoring was lower. While 97% of FGSC students who received tutoring in Chemistry (83/86) and Biology (36/37) passed their courses, and 100% of FGSC students who received tutoring in Public Health (3/3) and Engineering (11/11) passed their courses, only 73% of students who received tutoring in math (82/113) passed. These numbers present an opportunity gap, especially as requests for math tutoring constitute the highest percentage of tutoring requests at 31% (117/374). Further, for freshmen and sophomore students in First in the Pack (FITP), success rates for passing math courses were even lower, with only 55% of FITP students passing math

courses even after receiving tutoring. Further historical data from the past five years shows that the 2,200 FGSC program participants served have withdrawn from a total of 561 courses, 288 (51%) of which have been math or science courses.

The same strategies mentioned above will be employed by the FGSC to encourage program participants to seek math and science tutoring earlier in the semester, develop stronger study habits, join study groups facilitated by the FGSC, and attend tutoring with more regularity. However, more robust strategies may also be needed to improve overall math achievement. Coaches and peer mentors will help students seek additional tutoring sessions with the Math Center and encourage students to attend office hours with their math professors. It will be especially critical to train First in the Pack peer mentors to address tutoring with their mentees early and often. Finally, due to the small number of FGSC tutors available in the 2022-2023 academic year, students typically only received one math tutoring session per week. The FGSC will implement the recruitment plan outlined above to seek more math tutors so FGSC students can receive twice weekly sessions in math.

### 2022-2023 FGSC Math Tutoring Results

Program	Math Requests	Requests Filled	Passed	Failed	Withdrawals
All FGSC	117	113 (97%)	82 (73%)	26 (23%)	5 (4%)
First in the Pack	56	53 (95%)	29 (55%)	20 (38%)	4 (8%)

Table 113: 2022-2023 FGSC Math Tutoring Results

Based on 2022-2023 outcomes, business and liberal arts courses have also been identified as areas of opportunity for FGSC tutoring improvement. Of FGSC students who received tutoring in business 75% (18/24) passed their courses, as did 67% of FGSC students who received tutoring in liberal arts (6/9) courses. The FGSC used to have a program counselor with master’s degree and college instructional experience in English. This person had provided literacy support and writing assistance for TRIO Classic & STEM students in all courses requiring writing. However, in the 2022 - 2023 academic year, there was no dedicated writing tutor in the FGSC, resulting in only 36% (9/25) of tutoring requests in the liberal arts being filled. As the majority of FGSC tutors major in the sciences, the FGSC will actively recruit one or two tutors to focus on writing support for the 2023-2024 academic year.

### 2022-2023 FGSC Tutoring Results for Business & Liberal Arts Courses

Courses	Tutoring Requests	Requests Filled	Passed	Failed	Withdrawals
Business Courses	26	24 (92%)	18 (75%)	4 (17%)	2 (8%)
Liberal Arts Courses	25	9 (36%)	6 (67%)	2 (22%)	1 (11%)

Table 114: 2022-2023 FGSC Tutoring Results for Business & Liberal Arts Courses

The writing support tutors will also work with FGSC students applying for the University’s Career Studio paid STEM Internship. In 2022-2023, eight FGSC students applied for paid STEM internships which are funded through a grant. FGSC staff received feedback that students needed improved technical writing skills. Therefore, the FGSC will propose collaborations with the College of Science and the Writing Center to provide tutor training and technical writing support for FGSC students to ensure they are competitive for STEM grants and in applying for other workforce opportunities.

### 2022-2023 Career Studio STEM Internship Applicants

Program	Male (White)	Female (White)	Male (BIPOC)	Female (BIPOC)	Selected
TRIO Classic	-	-	1	-	-
TRIO STEM	-	-	3	-	-
First in the Pack	-	-	2	2	-
Non-FGSC Applicants	1	1	1	1	3

Table 115: 2022-2023 Career Studio STEM Internship Applicants

Finally, the First-Generation Student Center teaches a two-credit Academic & Career Exploration course for first-year students participating in TRIO Classic Scholars, TRIO STEM Scholars, and First in the Pack. The course is not mandatory but is highly encouraged for students during their first semester of enrollment. The course focuses on study skills, personal responsibility, financial literacy, self-motivation, and career development. The course has been taught a total of six semesters since 2018. As indicated in the table below, students who receive a grade of D, F, or U, in ACE 110, or withdraw from the course are less likely to persist to the following year of enrollment. Therefore, FGSC coaches should work together closely to early identify students struggling in the course in order to develop an academic intervention plan across the curriculum. Students presenting with academic challenges in ACE 110 should be registered for FGSC tutoring in core courses, encouraged to attend study skills workshops, meet regularly with TRIO coach or FITP peer mentor, and attend FGSC facilitated study groups.

### FGSC ACE 110 Grades and Persistence

Semester	# Enrolled	# with D, F, U, or W	One Year Persistence Rate for Those Passing FGSC ACE 110	One Year Persistence Rate for Those with D, F, U or W in FGSC ACE 110
Fall 18	32	3	83% (24 of 29)	66% (2 of 3)
Fall 19	27	1	81% (5 of 26)	0% (0 of 1)
Spring 21	25	5	95% (19 of 20)	40% (2 of 5)
Fall 21	37	4	94% (31 of 33)	50% (2 of 4)
Spring 22	19	3	100% (16 of 16)	33% (1 of 3)
Fall 22	39	2	-	-
<b>Total</b>	<b>179</b>	<b>18</b>	<b>90% (112/124)</b>	<b>44% (7/160)</b>

Table 116: FGSC ACE 110 Grades and Persistence