

10. UPWARD BOUND PROGRAM

**MAUI COMMUNITY COLLEGE
STUDENT SERVICES – UPWARD BOUND PROGRAM**

MISSION STATEMENT

The mission of the Maui Community College Upward Bound Program is to increase the rates at which academically challenged low-income, first generation Maui County participants enroll in and graduate from institutions of postsecondary education.

FUNCTIONAL STATEMENT:

Upward Bound serves high school students from low-income families, high school students from families in which neither parent holds a bachelors degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education.

Upward Bound provides fundamental support to participants in their preparation for college entrance.

The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits.

Specific functions include:

- ❖ **Identify** qualified high school youth who are **academically challenged/high risk**, low-income and potential first-generation college students in Maui County target high schools,
- ❖ **Recruit, and select 60 qualified youth annually who are academically “higher risk” students,**
- ❖ Generate the skills and motivation in participants that are necessary for student success in secondary and postsecondary education,
- ❖ Encourage participants to remain and complete the program,
- ❖ Encourage participants to remain and complete secondary education,
- ❖ Encourage participants to enroll in postsecondary education, and
- ❖ Continually provide support services for participants who are attending postsecondary institutions.

Inform the faculty and staff at Maui Community College and other interested individuals and organizations throughout the target area of the goals and objectives of the program.

Assess individual participant needs and monitor the academic progress of participants while they are in Upward Bound.

Locate the project within Maui Community College's organizational structure.

Provide the curriculum, services and activities for participants in both the academic year and summer components that support the following concepts:

- ❖ **Intellectual growth**
- ❖ **Effective inter/intrapersonal communication**
- ❖ **Enhanced self-esteem**
- ❖ **Realistic Self-Appraisal**
- ❖ **Clarified Values**
- ❖ **Clear career options and choices**
- ❖ **Leadership development**
- ❖ **Healthy behavior**
- ❖ **Independence**
- ❖ **Collaboration**
- ❖ **Social Responsibility**
- ❖ **Diversity appreciation**
- ❖ **Clear personal and educational goals.**

Develop logical timelines for accomplishing critical elements of the project.

Ensure effective and efficient administration of the project, including, but not limited to, financial management, student records management, and personnel management.

Provide for the efficient use of resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students;

Work cooperatively with parents and key administrative teaching, and counseling personnel at the target schools to achieve program objectives.

Provide a follow-up plan for tracking graduates of Upward Bound as they enter and continue with postsecondary education.

**MAUI COMMUNITY COLLEGE
STUDENT SERVICES – UPWARD BOUND PROGRAM
QUANTIFIABLE DATA**

OBJECTIVES - USDOE	F02 F01- 02	F03 F02-03
PROCESS OBJECTIVE 1: - Identify, recruit, and select 60 academically challenged students to be served each year: a minimum of 67% will be both low income and first generation. The remaining 33% will be either low-income or first generation.	60 participants were served. 80% were both low-income and first-generation, 5% were low-income only, and 15% were first-generation only.	60 participants were served. 76% were both low-income and first-generation, 5% were low-income only, and 18% were first-generation only.
PROCESS OBJECTIVE 2a. 42% of participants will demonstrate a .10 point increase in GPA, as demonstrated by the beginning GPA and ending GPA, for this program year.	45% (27/60) of the current participants demonstrated a minimum of a 0.10 point increase in GPA, as demonstrated by the beginning GPA and ending GPA, for this partial program year.	45% (27/60) of the current participants demonstrated a minimum of a 0.10 point increase in GPA, as demonstrated by the beginning GPA and ending GPA, for this partial program year.
PROCESS OBJECTIVE 2b: 72% of participants served will demonstrate a 0.42 grade level improvement in reading, math, English, or science, as measured by the NelsonDeny, CTBS, or ITED standardized tests.	73.5% of returning participants demonstrated a minimum of a .42 grade level improvement in reading, math, English, or science as measured by the NelsonDeny, CTBS, or ITED standardized test.	75% of returning participants demonstrated a minimum of a .42 grade level improvement in reading, math, English, or science as measured by the NelsonDeny,

		CTBS, or ITED standardized test.
PROCESS OBJECTIVE 3: 87% of participants served will be retained in the project through the beginning of the next program year or will graduate from high school.	90% (37/41) of the participants were retained through the beginning of the next program year. 100% of those students fulfilled their high school requirements for graduation and received a high school diploma.	100% (41/41) of the participants were retained through the beginning of the next program year. 100% of those students fulfilled their high school requirements for graduation and received a high school diploma.
OUTCOME OBJECTIVE 4: 80% of high school seniors will enroll in a program of postsecondary education this year.	84% (16/19) of high school seniors are enrolled in programs of postsecondary education.	88% (15/17) of high school seniors are enrolled in programs of postsecondary education.
OUTCOME OBJECTIVE 5: 40% of participants, who have completed the project, will graduate from a program of postsecondary education within 6 years.	Of the total number of Upward Bound graduates (54) from years 1999-2002, 74% (40/54) are currently pursuing a postsecondary education and none are eligible for postsecondary graduation as of yet.	Of the total number of Upward Bound graduates (71) from years 1999-2003, 71% (51/71) are currently pursuing or have graduated from a postsecondary education.

ADDITIONAL UB OBJECTIVES		
<p>Evaluate student records and assess the educational needs and potential of each for postsecondary education; as the result of which 90% of the students will have an Individualized Educational Plan (IEP) by October 1 of the current program year.</p>	<p>100%</p>	<p>100%</p>
<p>As a result of the Upward Bound Program's college information and orientation programs, academic year program, and the summer year residential component; 80% of Upward Bound participants who complete the project and 48% of those who were scheduled to complete the project, will apply for and enroll in a postsecondary educational program.</p>	<p>84% of high school seniors enrolled in programs of postsecondary education.</p>	<p>Of those students who completed the project, 88% (15/17) of high school seniors enrolled in programs of postsecondary education. Of those students <u>who did not</u> complete the project, 50% (1/2) graduated in Spring 2003 and one student enrolled in a program of postsecondary education.</p>

During fall and spring, assist 90% of the program's seniors with technical assistance to complete financial aid forms, and of those 80% will receive some form of financial aid.	100% of UB seniors were assisted and of those, 81% receiving some form of financial assistance.	94% of UB seniors were assisted and of those, 86% of receiving some form of financial assistance.

**MAUI COMMUNITY COLLEGE
STUDENT SERVICES – UPWARD BOUND PROGRAM
ASSESSMENT SURVEYS**

The Plan for Individual Student Needs Assessment and Monitoring

NEED TO BE ASSESSED	INITIAL ASSESSEMENT	FOLLOW-UP ASSESSMENT And MONITORING	PERSONNEL INVOLVED
Basic Skills	Current Report Card, Transcripts, Interview	IEP, CTBS, ITED, Nelson-Deny, Current Report Card, Progress reports, Transcript Review, Summer Upward Bound Class Monitoring	Upward Bound Counselor, Supplemental Program Staff
Academic Support	Interview, Current Report Card, Transcripts, Interview, Tutoring Availability	IEP, Tutoring & Transcript Review, Teacher Progress Reports	Upward Bound Counselor, Supplemental Program Staff, Tutors
College Study Skills	MBTI, Interview	Progress Reports, Summer Class Monitoring	Upward Bound Counselor, Supplemental Instruction Staff, Faculty, Tutors
Tutoring Support	Transcripts, Interview	IEP, Follow-Up Interviews, Mentor Feedback	Upward Bound Counselor, Mentoring Program Coordinator
Career Planning	MBTI, ECOS, Interview	Career Assessment Tools, Career Exploration Classes, Work Study Experience, Follow-up Interviews	Upward Bound Counselor, Career Services
Financial Support	Interview, Progress Reports, Parent Tax Returns, Confirmations	Financial Aid Eligibility Verification Form, Tax Return Data	Upward Bound Counselor, Financial Aid Officer
Motivation	MBTI, ECOS Interview	IEP, Follow-up Interviews	Upward Bound Counselor, Appropriate Campus/Community Personnel

College Readiness	Interview, High School Transcript, Income Tax Forms	IEP, COMPASS, College Planning Activities, Grade Reports, Follow-up Interviews	Upward Bound Counselor,
Disabled Student Services	Interview, Documentation Source	IEP, Disability Verification Form, Progress Reports, Transcript Review, Follow-up Interviews	Upward Bound Counselor, Coordinator for Disability Services, Agency Personnel

Instruments/Methods Used for Assessment and Monitoring

- ❖ Student Self-Assessment
- ❖ COMPASS College Placement Test
- ❖ Individualized Educational Plan (IEP)
- ❖ Counseling
- ❖ Standardized Tests (Nelson-Deny, CTBS, Coopersmith, ITED, MBTI)
- ❖ ECOS College and Career Software
- ❖ Student Progress Reports
- ❖ Tutor Request Form
- ❖ Counselor/Tutor Contact Record
- ❖ Financial Aid Eligibility Verification Form
- ❖ Disability Verification Form

TABLE 23: EVALUATION OF SERVICES

PROCEDURES	Statistics Compiled	Student Evals	Staff Mtgs	Student Tracking Instruments	Acad. Pro- gress	Case Studies	Structured Counselor Contact	External Feedback
SERVICES								
Academic Year (AY)-								
Individualized Plan					X	X	X	X
Standardized Testing	X				X	X	X	X
Tutorial Assistance (AY & SY)	X	X	X	X	X		X	
Study Skill Instruction (AY & SY)	X	X	X				X	
Community Service (AY & SY)		X	X	X		X	X	X
Career Planning (AY & SY)	X	X	X	X	X	X	X	
College/Fin Aid Assist.(AY & SY)	X			X		X	X	X
Personal Counseling (AY & SY)		X				X	X	
Cultural/College Exploration (AY & SY)	X	X	X			X		X
Summer Year Program (SY)								
Instruction	X	X	X		X	X	X	X
Activities		X	X			X		X
Nutrition Science Program		X	X		X	X		X
Work Study	X	X	X			X	X	X
Science Explorations		X						X
Dorm Experience		X	X			X	X	X
Graduate Services	X	X	X	X	X	X	X	X