

**MAUI COMMUNITY COLLEGE
STUDENT AFFAIRS – UPWARD BOUND PROGRAM
2007-2008 PROGRAM REVIEW**

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 academically challenged, low-income high school students and high school students from families in which neither parent holds a bachelors degree.

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.

The student affairs programs are committed to providing full student support services that embrace the spirit of Aloha, Collaboration and Respect.

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.

SUMMATIVE DATA

Table 1

| Institutional Goals | OBJECTIVES - USDOE | FY07 | FY08 | FY 09 |
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| <i>All objectives are "standardized" by the U.S. Department of Education. In 2006-2007 there were seven standardized objectives however, for 2007-2008 the total number of objectives were reduced to only four.</i> | | | | |
| Recruitment | 2006-2007 PROCESS OBJECTIVE 1: - Identify, recruit, and select 60 academically challenged students to be served each year: At least 25% will be "higher academic risk," and 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. 82% (49/60) were both low-income and first-generation, 2% (1/60) were low-income only, and 17% (10/60) were first-generation only. 30% (18/60) were of "higher academic risk." | 60 participants were served. 82% (49/60) were both low-income and first-generation, 5% (3/60) were low-income only, and 13% (8/60) were first-generation only. "Higher academic risk" not required to be reported on for new grant cycle. | N/A |
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| Persistence | 2006-2007 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. | 40% (24/60) of the participants demonstrated an annual GPA increase of .10 or better. | | N/A |
| <i>Actions taken to increase student grade point average – grade</i> | | | | |

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| | <i>and transcript checks were made quarterly, only students who had a grade point average increase were eligible for stipends and extracurricular Upward Bound activities; coordination with school personnel to provide tutoring for students who were not increasing in gpa, and ongoing dialog with parents were a few of the actions instituted.</i> | | | |
| Persistence | 2006-2007 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 Nelson Denny, CTBS, or ITED standardized tests. | Achievement: 75 % (12/16) of the tested continuing participants demonstrated a 0.42 grade level improvement in reading and English as measured by the Nelson Denny standardized tests. A total of 60 students were served; 19 new students and 41 continuing students including 18 students considered “higher at risk” students. Only continuing students were post-tested to allow for sufficient span of time between pre- post- testing. The program offered several testing times however; only 16 continuing students were able to be tested. This is due to the fact that the | | N/A |

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| | | program was without a Counselor for 6 months, some students reside off island and many students work, and many have no individual transportation. | | |
| Persistence | 2007-2008 OBJECTIVE (a) Academic Improvement on Standardized Test: <u>26</u> % of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math. | | Awaiting final transcripts from Maui County High School registrars. | |
| Retention | 2006-2007 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 | Achievement: 98% (59/60) of participants served were retained in the project through the beginning of the next program year or graduated from high school. The breakdown is | | N/A |

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| | high school. | as follows: 41 continuing 19 new 1 left the program at the beginning of the project year and was replaced. Of those continuing student, 15 were seniors. 100% (15/15) of the seniors received a high school diploma. | | |
| Retention | 2007-2008 OBJECTIVE (b): 95% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year. | | Achievement: 100% (45/45) of continuing participants served were retained in the project through the beginning of the next program year. | |
| Graduation | 2006-2007 OUTCOME OBJECTIVE 4: 80% of high school seniors will enroll in a program of postsecondary education this year. | Achievement: A total of 15 seniors began the 06-07 program year. 80% (12/15) are enrolled in a program of PSE for the 2007-2008 academic year. The three remaining seniors chose to work. | | N/A |

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| | 2007-2008 OBJECTIVE C: 52% of all UB Participants (current and prior year participants) with an expected graduation date during the school year will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. | | Achievement: 76% (16/21) of all UB Participants (current and prior year participants) with an expected graduation date during the school year enrolled in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. | |
| | <i>Actions: To increase PSE attendance, students are being monitored more effectively through communication and networking with parents and high school personnel. Proactive measures taken prior to acceptance to program include reiteration of program goals and contracting with student and parent. The program is also providing college prep equipment for school classroom use, such as graphing calculators and personal digital assistants.</i> | | | |
| Goal Completion | 2006-2007 OUTCOME OBJECTIVE 6: 40% of participants, who have completed the project, will graduate from a program of postsecondary education within 6 years. | Achievement: 42% (15/36) of the 1999-2000 and 2000-2001 program completers have graduated from a program of PSE within 6 years. 1999-2000 Program Completers: 41% (7/17) have graduated from a program of PSE within 6 years. 21 | | N/A |

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| | | students left the project in 2000. Of those 21 – 17 students were project completers 2000-2001 Program Completers: 42% (8/19) have graduated from a program of PSE within 6 years. 23 students left the project in 2001. Of those 23 – 19 students were project completers. | | | | |
| Persistence | 2007-2008 OBJECTIVE (d): 40% of all UB participants who enrolled in a program of PSE during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year. | | Achievement: 73% (91/125) of all UB participants who enrolled in a program of PSE during the fall term immediately following high school graduation enrolled for the fall term of the second academic year. | | | |
| | | As of 2007-2008: A total of 177 students (including current graduates) have left the program since 1999-2000 project year. Completers = 166 and non-completers = 11 | | | | |
| | | HS Grad | GED | Unk/ Other | HS Dropout | In College/College Grads |
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| | | 98% (163) | 1% (2) | 0 | 1% (1) | 66% (110) |
| | | 18% (2) | 0 | 27% (3) | 55% (6) | 9% (1) |

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| Completers- N=11 | | | | | | |
| | <i>Actions taken include providing limited services to students attending PSE institutions such as ongoing contact via email and the web, proofing papers, providing letters of recommendation, financial aid and academic advising and for students attending MCC, the availability of Upward Bound computers and printers and other supplies for school related work.</i> | | | | | |

**Table 2 - FORMATIVE
UPWARD BOUND STUDENT LEARNING OUTCOMES**

| Student Learning Outcomes (SLO) And/Or Program Goals | Examples of Achievement Indicators within each SLO | Mapping SLO/Program Goal to Activity or Course | Assessment Tool(s) & Methods of Utilization | Analyzing Results As Relates to Objectives | Plan & Implementation |
|--|--|--|---|--|---|
| INTELLECTUAL GROWTH | <ul style="list-style-type: none"> ■ Employs critical thinking in problem solving ■ uses complex and varied information to make decisions ■ graduates from high ■ enrolls in college ■ applies prior information to a new situation ■ expresses appreciation for literature, fine arts, math, or science, etc. ■ Writes and speaks coherently and effectively | Utilize State of Hawai'i Proficiency Objective to Determine Academic Need at Entry – | <p>Tools – Individual grades 8 & 10 state proficiency scores. School & State proficiency scores.</p> <p>Methods - Assess at entry and annually in September. . Instruments - Mid school and high school transcripts. State superintendent reports.</p> | <p>Method - Count who met/did not meet. Determine percentage in each, compare with State and County Percentages.</p> <p>Results: See Objective 1 on page 3.</p> | Evaluation used to determine Objective 1 “higher academic risk” achievement. Also for participant selection, identification of learning challenges, special tutoring needs, and summer class offerings. |
| | | Academic Year (AY) and Summer Year (SY) Academic Assessment and Intervention | <p>Data Type - IEP, CTBS, ITED, Nelson-Denny, COMPASS, Current Report Card, Progress reports, Transcript Review, Summer UB Class Monitoring</p> <p>Methods - IEP completed upon acceptance and updated as needed. Pre-post standardized tests administered annually. HS</p> | Method - analyze all data to determine student is making satisfactory progress toward academic goal of high school graduation and | Evaluation used for participant identification of learning challenges, special tutoring needs, and indicated summer class offerings. |

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| | | | Progress reports reviewed quarterly; HS Transcript reviewed annually; UB classes monitored weekly during summer residential program. | college readiness. Results: See Objective 2a and 2b on pages 3 and 4. | |
| | | Participant Retention Objective | <p>Data Type – Program/school attendance records. HS grades. Program participation and retention records. .</p> <p>Methods - Collected - Attendance at weekly UB Counselor high school meetings, monthly recalls, special excursions, and summer program participation documented.</p> | <p>Method - Determine % of attendance. Compare to Objective goal of 87%. Develop probability of retention based on consistent/increase in attendance.</p> <p>Results: See Objective 3 page 5.</p> | Evaluation used to generate list of non-participating students, to contact student/parent for intervention/retention strategies and to determine appropriateness of student selection. |
| | | College Readiness Objective | <p>Data Type – College/Individual/National Database. College and Financial aid enrollment records.</p> <p>Methods - Collected – Annually.</p> | <p>Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc. Determine % of seniors graduating high school and enrolling in college. Compare to Objective goal of 80% senior enrollment to PSE.</p> <p>Results: See Objective 4 on page 5.</p> | Evaluation used to develop and explore new intervention strategies to ensure PSE readiness. |
| | | Academic Year (AY) and | Data Type – Student evaluation by UB | Effectiveness of tutoring will | Evaluation used to indicate |

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| | | Summer Year (SY) Tutoring | Counselor(s), Instructors, Tutor Coordinator - Instrument to be developed. Also HS Progress Reports. Methods - IEP, Follow-Up Interviews, Mentor Feedback | be measured by student satisfactory completion of subject area. | appropriateness and effectiveness of tutoring and to determine whether further/alternate tutoring is warranted. |
| EFFECTIVE INTER/ INTRA-PERSONAL COMMUNICATION | <ul style="list-style-type: none"> ■ Writes and speaks coherently and effectively ■ writes and speaks after reflection ■ influences others through writing, speaking or artistic expression ■ makes presentations or gives performances ■ articulates abstract ideas ■ uses appropriate syntax ■ communicates in non-traditional forms (e.g., email, performance, body language) and speech | HS English Courses, Summer Residential Program English Composition, English Literature, Foreign Language and Science Classes | Data Type - Current Report Card, Progress reports, Transcript Review, CTBS, ITED or, Nelson-Deny, Summer UB Class Monitoring, Compass test, SAT/ACT Verbal scores. Methods - HS Progress reports reviewed quarterly; HS Transcript reviewed annually; Pre-post standardized tests administered annually; UB classes monitored weekly during summer residential program; SAT/ACT/Compass monitored as taken. | Method - analyze all data to determine student is making satisfactory progress toward academic goal of high school graduation and college readiness. Compilation and analysis is dynamic. Findings are recorded in student IEP. | Evaluation used for participant identification of learning challenges, special tutoring needs, and indicated summer class offerings. |
| | | Talent Show | Data Type – Qualitative Methods - Did student participate fully in Talent Show | If yes - objective met; If no - objective not met | If no - intervention required to encourage to present in the future. |
| | | Graduation Speeches and performances | Data Type – Qualitative Methods - Did student participate fully in Graduation Banquet | If yes - objective met; If no - objective not met | If no - intervention required to encourage to present in the future. |
| ENHANCED SELF-ESTEEM | <ul style="list-style-type: none"> ■ Shows self-respect and respect for others ■ demonstrates assertive behaviors ■ takes reasonable risks ■ functions without need for constant reassurance from | Summer Residential Dorm Experience: Talent Show and Graduation Participation; Close Up attendance | Data Type – Qualitative Methods - Did student participate fully in Summer Residential Program Activities and Close Up trip to Washington, D.C. | If yes - objective met; If no - objective not met | If no - intervention required with student and parent(s) to reconfirm student participation in program. |

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| | others | | | | |
| | | Ropes Program | Data Type – Qualitative Methods - Did student participate fully in the Ropes Program | If yes - objective met; If no - objective not met | If no - intervention required to build self-esteem in student through activities and other esteem building activities. |
| REALISTIC SELF APPRAISAL | <ul style="list-style-type: none"> Articulates personal skills and abilities acknowledges personal strengths and weaknesses acknowledges others' opinions of self accepts differences accepts feedback from others | Summer Residential Program; Study Skills & Career Exploration Course, Work Study Program, Ropes Program, Dorm Experience | Data Type – Student evaluation by Dorm Counselor(s), Instructors, Ropes personnel, and UB Counselor - Instrument to be developed Methods - Assessment to be conducted annually or at the conclusion of each activity. | Qualitative assessment in narrative form. | Based on assessment, intervention of additional leadership building tasks could be indicated. |
| MEANINGFUL INTERPERSONAL RELATIONSHIPS | <ul style="list-style-type: none"> develops and maintains mutually rewarding interpersonal relationships treats others with respect listens to others' point of view trusts others is civil and kind assists others in need is able to work cooperatively with others | Summer Residential Dorm Experience & Ropes Program | Data Type – Student evaluation by Dorm Counselor(s), Ropes personnel, and UB Counselor - Instrument to be developed Methods - Assessment to be conducted annually or at the conclusion of each activity. | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional leadership building tasks could be indicated. |
| CLARIFY VALUES & CLEAR CAREER OPTIONS AND CHOICES | Values - <ul style="list-style-type: none"> articulates personal values demonstrates willingness to scrutinize personal beliefs makes decisions that reflect personal values and values of others. Careers - <ul style="list-style-type: none"> articulates career choices based on assessment of | Summer Residential Program Study Skills & Career Course; Work study program | Data Type – MBTI, Career/Study Skills Course, Work Study Program Methods - Satisfactory Completion of Career/Study Skills Course, completion of MBTI/Strengths building course/completion of resume and personal statement; positive recommendation from Work Study Mentor | If all tasks are completed satisfactorily, objective was met. | If all tasks are not met satisfactorily, additional individual intervention is required to assist student in clarification of values and career goals. |

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| | <p>interests, values, skills, and abilities</p> <ul style="list-style-type: none"> ■ documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences ■ gains work experience ■ engages in volunteer experience ■ engages in goal setting | | | | |
| LEADERSHIP SKILLS | <ul style="list-style-type: none"> ■ serves as a role model ■ serves in a leadership position in a student organization ■ take risks ■ commits to civic responsibility ■ Exhibits democratic principles as a leader ■ sets goals/vision ■ mentors others | Summer Residential Program - Dorm Life | <p>Data Type – Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually at the conclusion of each summer residential program.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional leadership building tasks, time management skills, mediation, and social interaction training could be indicated. |
| | | Ropes Program | <p>Data Type - Student Evaluation by Ropes Leaders -Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional leadership building tasks could be indicated. |
| | | AY Close Up Participation | <p>Data Type - Student Evaluation by Close Up teacher -Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional leadership building tasks could be indicated. |

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| | | | activity. | | |
| HEALTH CONSCIENCE BEHAVIOR | <ul style="list-style-type: none"> ■ Chooses behaviors and environments that promote health and reduce risk ■ Exhibits good personal hygiene ■ Articulate the relationship between health and wellness and accomplishing life long goals. | Summer Residential Dorm Life; Nutritional Science Course | <p>Data Type - Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional health conscience behavior tasks could be indicated. |
| GAINS INDEPENDENCE | <ul style="list-style-type: none"> ■ functions autonomously ■ exhibits ability to function interdependently ■ accepts supervision as needed ■ manages time effectively ■ functions without need for constant reassurance | Summer Residential Program Attendance; Ropes Program; SY course attendance; SY Bridge Courses: AY Close Up participation. | <p>Data Type - Student evaluation by Dorm Counselor(s), Ropes facilitators, MCC Instructors, and UB staff - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional independence building activities could be indicated. |
| | | College Graduation Objective | <p>Data Type – College/Individual/National Database. College and Financial aid enrollment records.</p> <p>Methods - Collected – Annually.</p> | Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc. Determine % of seniors graduating high school and enrolling in college. Compare to Objective 6 goal of 40% UB graduates who complete a program of PSE in 6 years. | Evaluation used to develop and explore new intervention strategies to ensure PSE readiness. |

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| | | | | Results: See Objective 6 on page 6 and 7. | |
| COLLABORATION | <ul style="list-style-type: none"> ■ works cooperatively with others ■ contributes to achievement of group goals ■ seeks feedback from others ■ seeks the involvement of others ■ treats others with respect ■ listens ■ challenges unfair and intolerant behavior. | Summer Residential Program; all core courses; Ropes program; Talent Show; Graduation; Cohort Projects | <p>Data Type - student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional collaborative activities could be indicated. |
| | | Close Up Participation | <p>Data Type - Student evaluation by Close Up Teacher and UB Counselor Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional collaborative activities could be indicated. |
| SOCIAL RESPONSIBILITY | <ul style="list-style-type: none"> ■ articulates a meaning of citizenship ■ participates in community service ■ understands the importance of service to others ■ has civic or historical knowledge ■ demonstrates an ability to make decisions ■ cares for others ■ has sense of belonging to community ■ is aware of community needs ■ demonstrates | AY/SY Community Service Participation and AY Close Up program | <p>Data Type - Student evaluation by UB Counselor and/or Community Service Mentor - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional social conscience behavioral tasks could be indicated. |

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| | tolerance ■ sees connection between self and others ■ understands principles of governance ■ uses classroom learning in real world settings. | | | | |
| | | Summer Residential Dorm Experience | <p>Data Type - Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional social conscience behavioral tasks could be indicated. |
| | | Work Study | <p>Data Type – Qualitative</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Narrative student evaluation by Work Study Mentor, Timesheet monitoring by UB Counselor/ Work Study Coordinator - | Based on assessment criteria, intervention of additional social conscience behavioral tasks could be indicated. |
| | | Close Up Participation | <p>Data Type - Student evaluation by Close Up teacher - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional social conscience behavioral tasks could be indicated. |
| SATISFYING AND PRODUCTIVE LIFESTYLE | <p>■ achieves balance between education, work, and leisure time ■ overcomes obstacles that hamper goal achievement ■ articulates long-term goals and objectives ■ is committed to</p> | Summer Dorm Residential Experience | <p>Data Type - Student evaluation by Dorm Counselor(s), UB Counselor/Director, Instructors, - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional healthy living exercises and tasks could be indicated. |

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| | hard work ■ manages interpersonal relationships ■ is competent ■ is concerned for others ■ gives to others ■ uses creativity and imagination ■ possesses confidence ■ deals with stress effectively ■ forgives ■ possesses Integrity. | | | | |
| | | Healthy Living Course | <p>Data Type - Student evaluation by Healthy Living Course Instructor - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional health conscience behavior tasks could be indicated. |
| DIVERSITY APPRECIATION | <p>■ Understands one's own identity and culture ■ Seeks involvement with people different from oneself ■ Seeks involvement in diverse interests; ■ Articulates the advantages and challenges of a diverse society; ■ Challenges appropriately abusive use of stereotypes by others; ■ Understands the impact of diversity on one's own society.</p> | Summer Residential Program; Dorm Experience; World Topics, Nutritional Science; Ropes Program | <p>Data Type - student evaluation by Dorm Counselor(s), UB Counselor/Director, Instructors, Ropes Personnel - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | Qualitative assessment in narrative form. | Based on assessment criteria, intervention of additional health conscience behavior tasks could be indicated. |
| | | Close Up Participation | Data Type - Student evaluation by Close Up | Qualitative assessment in | Based on assessment criteria, intervention |

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| | | | <p>teacher - Instrument to be developed</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p> | narrative form. | of additional health conscience behavior tasks could be indicated. |
| CLEAR PERSONAL & EDUCATIONAL GOALS | <p>■ identifies personal and educational goals and objectives ■ Sets, articulates, and pursues realistic individual goals ■ uses goals to make decisions ■ understands the effect of one's goals on others ■ understands the effect of one's goals on self ■ identifies obstacles to achieving goals and ways to overcome them.</p> | College Graduation Objective | <p>Data Type – College/Individual/National Database. College and Financial aid enrollment records.</p> <p>Methods - Collected – Annually.</p> | <p>Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc. Determine % of seniors graduating high school and enrolling in college. Compare to Objective 6 goal of 40% UB graduates who complete a program of PSE in 6 years.</p> <p>Results: See Objective 6 on page 6 and 7.</p> | Evaluation used to develop and explore new intervention strategies to ensure PSE readiness. |
| | | Summer Residential Program; Study Skills & Career Exploration Course, Work Study Program, Dorm Experience | <p>Data Type – Individual grades 8 & 10 state proficiency scores to determine need. Mid school and high school transcripts. College and Career Exploration Inventory (to be announced).</p> <p>Methods - Collected at entry and annually in September.</p> | Method - Count who met/did not meet, who completed career and college exploration, etc. | Evaluation used for participant selection, identification of PSE challenges, decision making skills and UB summer class offerings. |
| | | AY Close Up Participation; College Exploration | <p>Data Type – Program/school attendance records. HS grades. .</p> | Method - Determine % of attendance. Compare to | Evaluation used to generate list of non-participating students, to contact |

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| | | Excursion | <p>Methods - Collected - Attendance collected weekly, grades quarterly</p> | <p>100%. Record GPA, compare with beginning GPA. Instruments - Counselor attendance sheets. Grade reports. Excel spread Sheet for calculation. Access database for queries. Develop probability of retention based on consistent/increase in attendance & GPA.</p> | <p>student/parent for intervention/retention strategies and to determine appropriateness of student selection.</p> |
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APPENDIX

MAUI COMMUNITY COLLEGE UPWARD BOUND PROGRAM PARTICIPANT PROFILES – 1999 THROUGH 2007

Chart 1

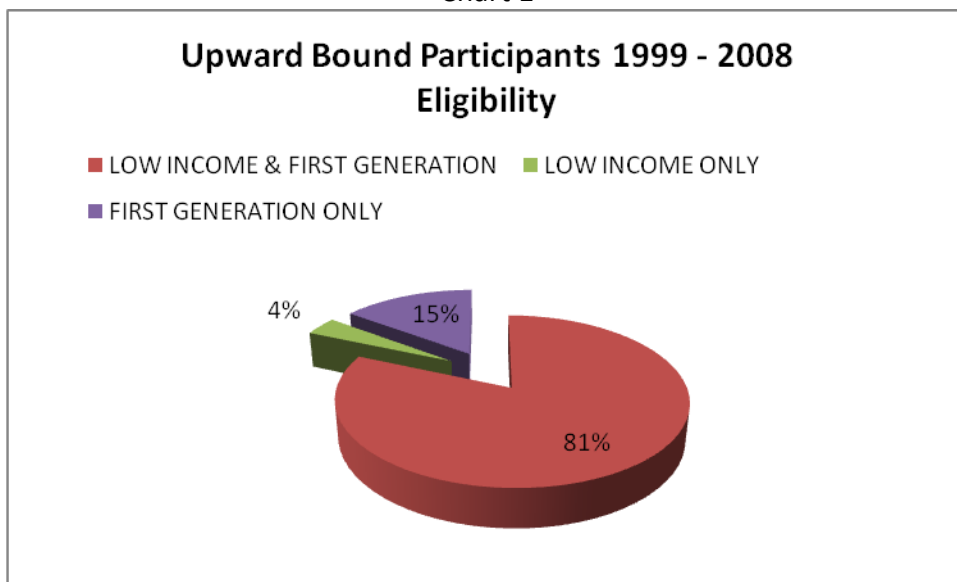


Chart 2

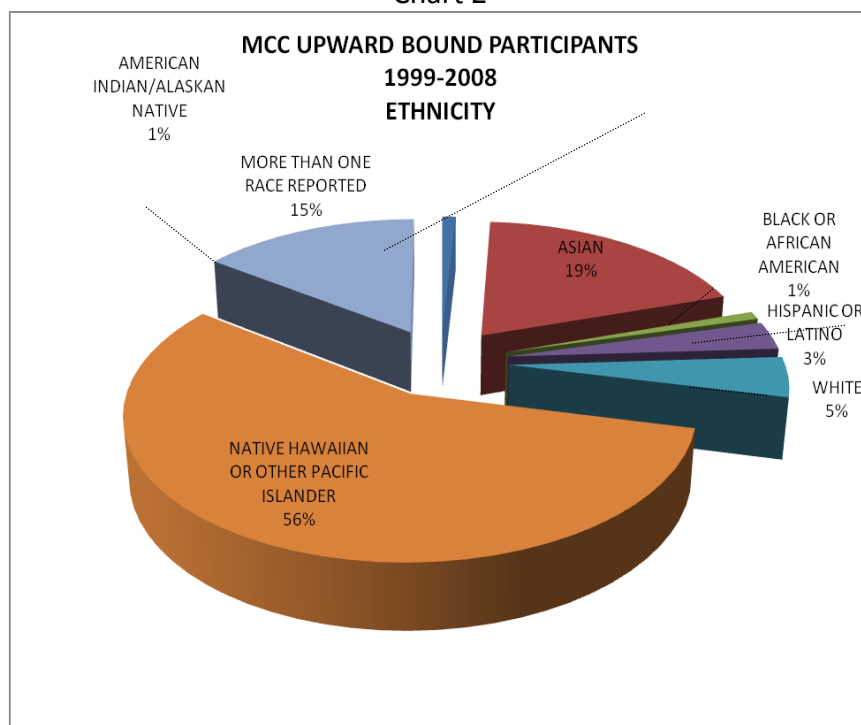


Chart 3

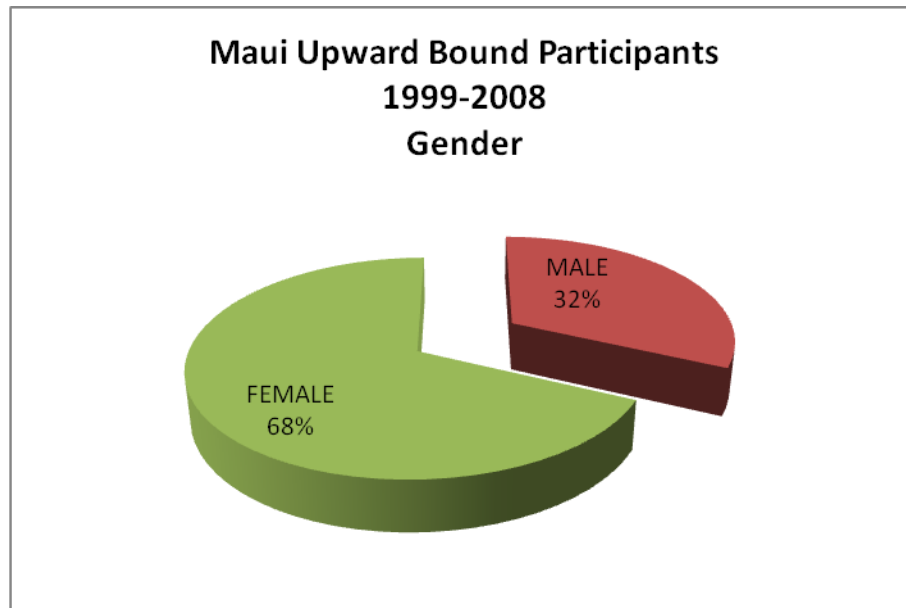


Chart 4

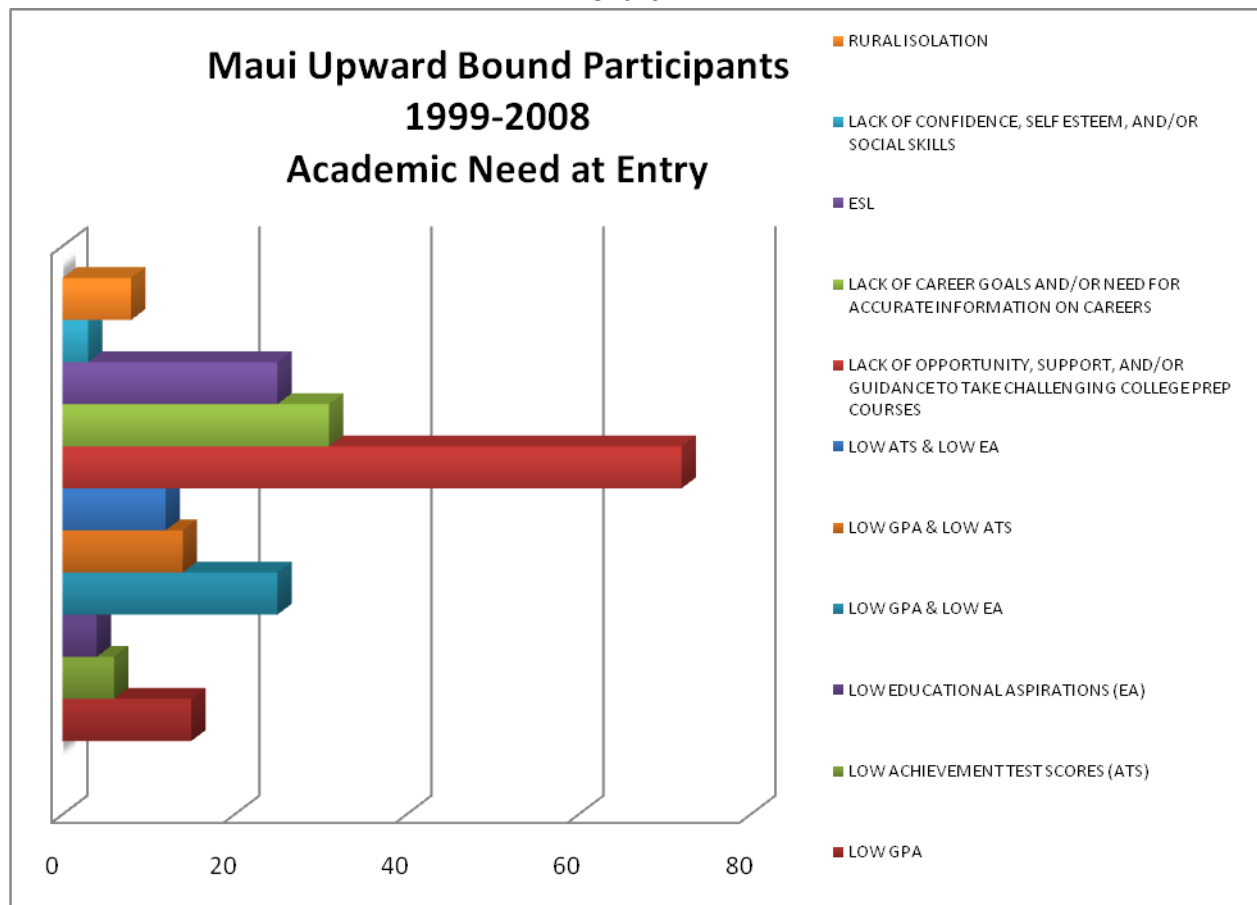


Chart 5

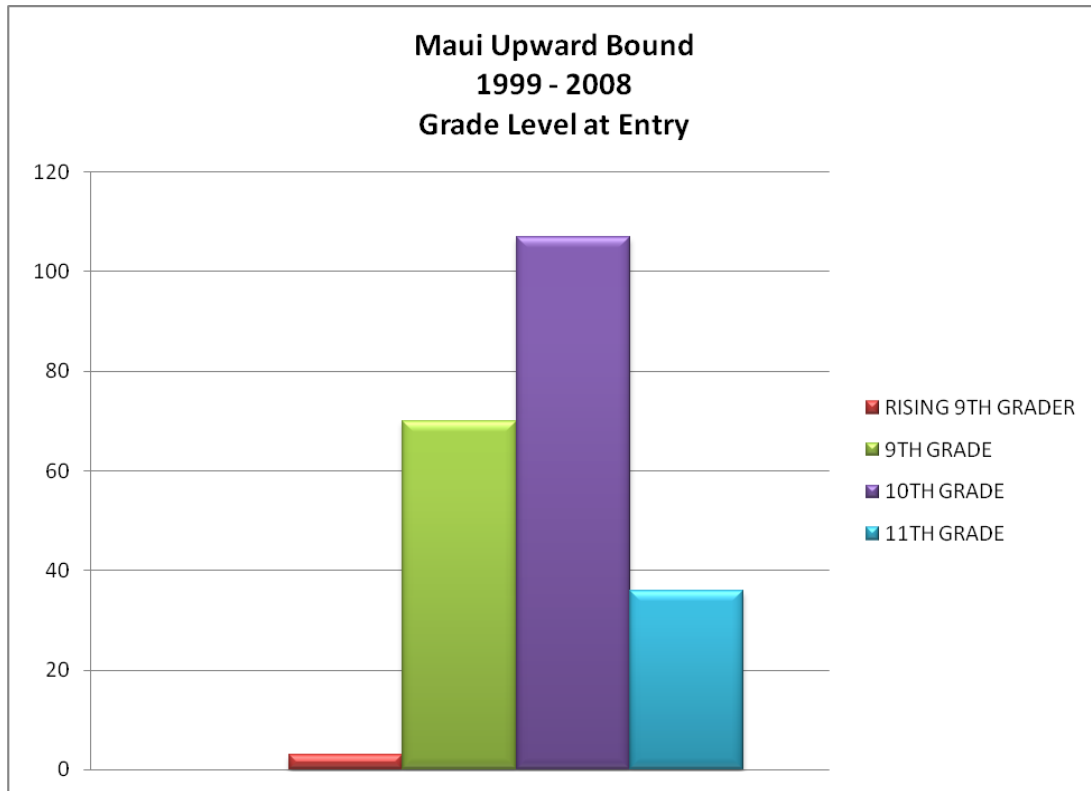


Chart 6

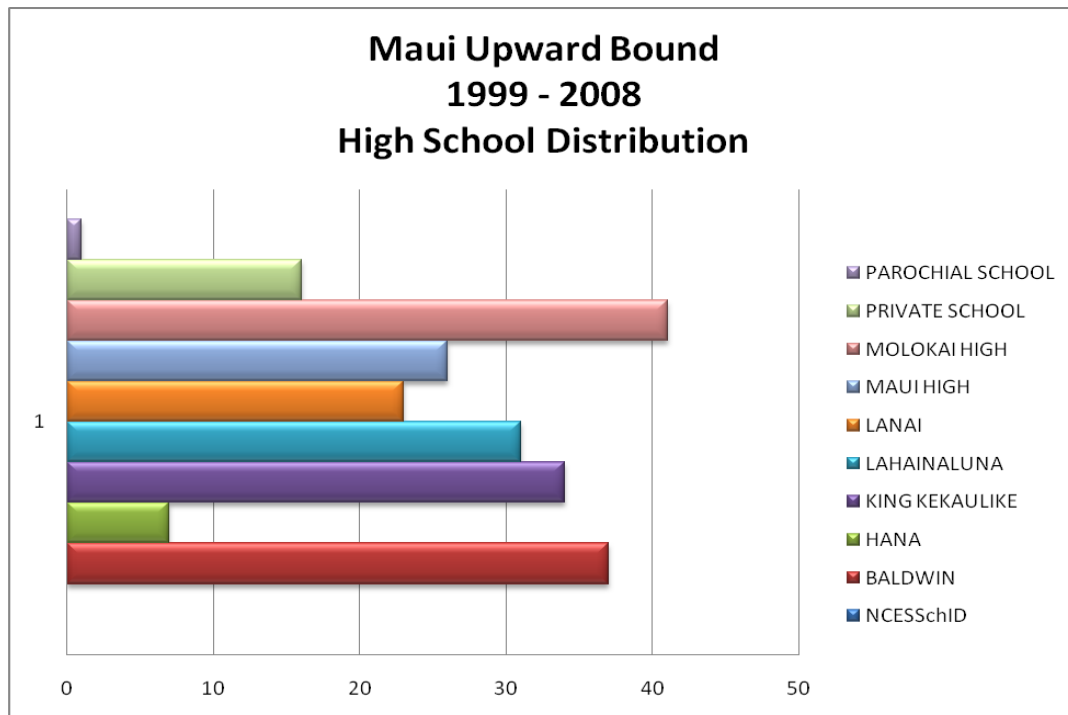


Chart 7

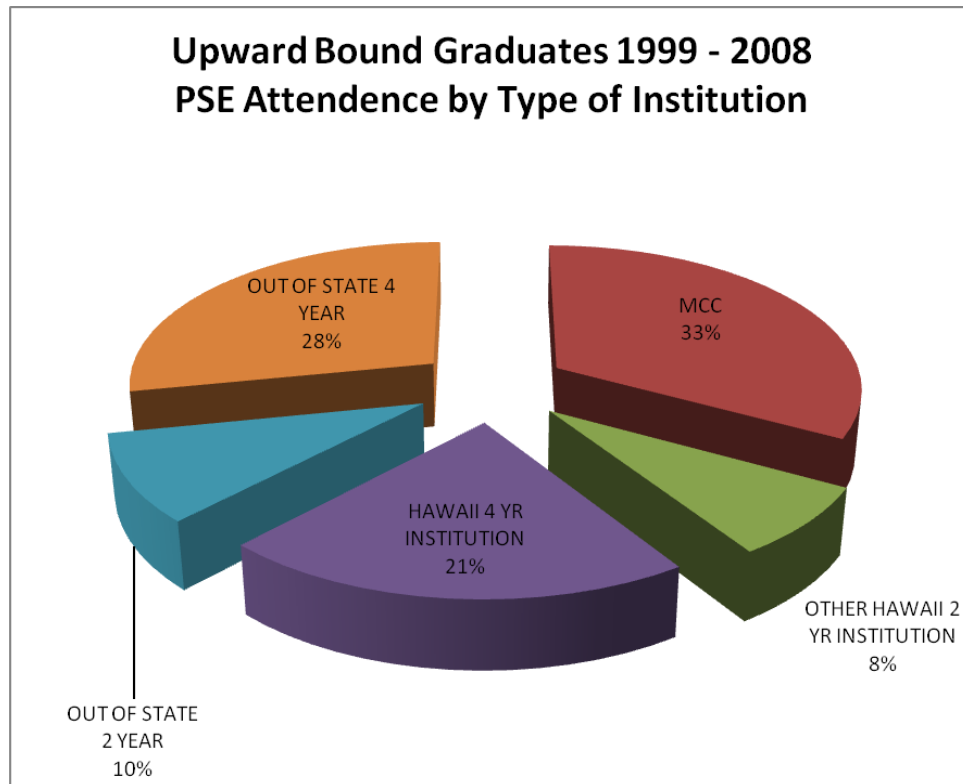


Chart 8

