

**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 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.

**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**

**Table 1**

<b>OBJECTIVES - USDOE</b>	<b>FY06 F05-06</b>	<b>FY07 F06-07</b>
<b>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.</b>	<b>60 participants were served. 80% (48/60) were both low-income and first-generation, 2% (1/60) were low-income only, and 22% (13/60) were first-generation only. 35% (21/60) were of “higher academic risk.”</b>	<b>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.”</b>
<b>***Higher Academic Risk Definition:</b> Maui Community College Upward Bound defines a “higher academic risk” high school student is an individual who: 1) Is attending special motivation classes at his/her home high school or has been identified as a special motivation student by high school special motivation counselor, or 2) earned less than 4 core credits and/or earned a GPA of 2.2 or less in their freshmen year, or 3) aspires to and/or expects to achieve less than a Bachelor’s Degree post high school graduation.		
<b>Although goals were met from above objective, we continue actions instituted in the 2004-2005 school year to increase the number of “higher at risk students.” For example, recruitment presentations increased in the special motivation classes at select high schools and students with lower grade point averages received higher points on selection rating scale.</b>		
<b>PROCESS OBJECTIVE 2a. 42% of</b>	<b>Achievement: 45% (27/60) of the participants</b>	<b>40% (24/60) of the participants demonstrated</b>

<p>participants will demonstrate a .10 point increase in GPA, as demonstrated by the beginning GPA and ending GPA, for this program year.</p>	<p>demonstrated an annual GPA increase of .10 or better.</p>	<p>an annual GPA increase of .10 or better.</p>
<p><b>Actions taken to increase student grade point average – grade 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.</b></p>		
<p><b>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.</b></p>	<p><b>Achievement:</b> 74 % (17/23) of the tested continuing participants demonstrated a 0.42 grade level improvement in reading and English as measured by the Nelson Denny standardized tests.</p> <p>A total of 60 students were served; 19 new students and 41 continuing students including 21 students considered “higher at risk” students. Only continuing students were tested to allow for sufficient span of time between pre- post-testing. The program offered several testing times however; only 23 continuing students were able to be tested. This is due to the fact that some students reside off island, many work, and some have no transportation.</p>	<p><b>Achievement:</b> 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.</p> <p>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 program was without a Counselor for 6 months, some students reside off island and many students</p>

		work, and many have no individual transportation.
<b>Actions taken to increase test scores: Vocabulary challenges became part of the summer English composition class; English Literature focused on concepts relating to Reading effectiveness; lessons in effective test taking methods were offered, etc.</b>		
<b>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.</b>	<b>Achievement:</b> 41 continuing and 19 new students were served in 2005-2006 and <b>97% (58/60) remained in the project through the end of the 2005-2006 project year.</b> Of the two who were not retained: one moved to the Philippines to attend college and one cannot be located. Both were seniors - one obtained a GED and the other is unknown.	<b>Achievement: 98% (59/60)</b> of participants served were retained in the project through the beginning of the next program year or graduated from high school. The breakdown is 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. <b>100% (15/15) of the seniors received a high school diploma.</b>
<b>Actions to be taken to increase retention:</b>  <b>Increased contact with students through computer net meeting, increased group activities including workshops and experiential learning activities.</b>		
<b>OUTCOME OBJECTIVE 4: 80% of high school seniors will enroll in a program of postsecondary education this year.</b>	<b>Achievement:</b> A total of 18 seniors began the 05-06 program year. Two students did not complete. All (100%) remaining 16 students received a high school diploma. <b>80% (12/15) are accepted or enrolled in a program of PSE for the 2006-2007 academic year.</b>	<b>Achievement:</b> A total of 15 seniors began the 06-07 program year. <b>80% (12/15) are enrolled in a program of PSE for the 2007-2008 academic year.</b> The three remaining seniors have chosen work in lieu of college.
<b>Actions: To increase PSE attendance, students are being monitored more effectively through</b>		

<p><b>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.</b></p>		
<p><b>OUTCOME OBJECTIVE 5: 55% of participants (students who participated in the program for at least 10 days in the summer component or 60 days in the academic year component) who were scheduled to graduate in the Spring of the academic year will enroll in a program of postsecondary education for the next fall term.</b></p>	<p>Regarding the 2 non-completers, 50% (1/2) moved to the Philippines to attend college and one cannot be located. Both were seniors - one obtained a GED and the other is unknown.</p>	<p>Not applicable</p>
<p><b>OUTCOME OBJECTIVE 6: 40% of participants, who have completed the project, will graduate from a program of postsecondary education within 6 years.</b></p>	<p><b>Achievement: 41% (7/17) have graduated from a program of PSE within 6 years.</b></p> <p>This objective was initialized in the 1999-2000 project year and began with 2000 graduates. 2005-2006 was the benchmark 6th year for these grads. 21 students left the project in 2000. Of those 21 – 17 students were project completers 4 students were non-completers and left for reasons other than graduation. <b>Of the 17 students who</b></p>	<p><b>Achievement: 42% (15/36) of the 1999-2000 and 2000-2001 program completers have graduated from a program of PSE within 6 years.</b></p> <p><b>1999-2000 Program Completters: 41% (7/17)</b> have graduated from a program of PSE within 6 years. 21 students left the project in 2000. Of those 21 – 17 students were project completers <b>2000-2001 Program Completters: 42% (8/19)</b> have graduated from a program of PSE within 6 years.</p>

	<p><b>completed the project – 7 have graduated</b> from a program of postsecondary education within the six year period for a <b>completion rate of 41% (7/17). An additional 2 completers are currently pursuing a PSE degree.</b></p> <p><b>Of the 4 non-completers-</b> 1 is currently pursuing a postsecondary degree 3 have not attended a postsecondary institution</p>	23 students left the project in 2001. Of those 23 – 19 students were project completers.
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As of 2006-2007: A total of 156 students (including current graduates) have left the program since 1999-2000 project year. Completers = 145 and non-completers = 11

	HS Grad	GED	Unk/ Other	HS Dropout	In College	PSE Grad
Completers- N=145	98% (142)	1% (2)	0	1% (1)	44% (64)	19% (28)
Non Completers- N=11	18% (2)	0	27% (3)	55% (6)	0	9% (1)

**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.**

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

Student Learning Outcomes (SLO)	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Defining Assessment	Assessing SLO	Analyzing Results	Plan & Implementation
<b>INTELLECTUAL GROWTH</b>	<ul style="list-style-type: none"> <li>■ Employs critical thinking in problem solving</li> <li>■ uses complex and varied information to make decisions</li> <li>■ graduates from high school</li> <li>■ completes UB/Bridge coursework</li> <li>■ enrolls in college</li> <li>■ applies prior information to a new situation</li> <li>■ expresses appreciation for literature, fine arts, math, or science, etc.</li> <li>■ Writes and speaks coherently and effectively</li> </ul>	State of Hawai'i Proficiency Objective to Determine Academic Need at Entry –	<b>Data Type</b> – Individual grades 8 & 10 state proficiency scores. School & State proficiency scores.	Assess at entry and annually in September. . Instruments - Mid school and high school transcripts. State superintendent reports.	Method -Count who met/did not meet. Determine percentage in each, compare with State and County Percentages.  <b>Results:</b> See Objective 1 on page 3.	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	<b>Data Type</b> - IEP, CTBS, ITED, Nelson-Denny, COMPASS, Current Report Card, Progress reports, Transcript Review, Summer UB Class Monitoring	IEP completed upon acceptance and updated as needed. Pre-post standardized tests administered annually. HS Progress reports reviewed	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.



				quarterly; HS Transcript reviewed annually; UB classes monitored weekly during summer residential program.	college readiness.  <b>Results:</b> See Objective 2a and 2b on pages 3 and 4.	
		Participant Retention Objective	<b>Data Type</b> – Program/school attendance records. HS grades. Program participation and retention records. .	Collected - Attendance at weekly UB Counselor high school meetings, monthly recalls, special excursions, and summer program participation documented.	Method - Determine % of attendance. Compare to Objective goal of 87%. Develop probability of retention based on consistent/increase in attendance.  <b>Results:</b> See Objective 3 page 5.	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	<b>Data Type</b> – College/Individual/National Database. College and Financial aid enrollment records.	Collected – Annually.	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.  <b>Results:</b> See Objective 4 on page 5.	Evaluation used to develop and explore new intervention strategies to ensure PSE readiness.
		Academic Year	<b>Data Type</b> – Student	IEP, Follow-Up	Effectiveness of	Evaluation used to

		(AY) and Summer Year (SY) Tutoring	evaluation by UB Counselor(s), Instructors, Tutor Coordinator - Instrument to be developed. Also HS Progress Reports.	Interviews, Mentor Feedback	tutoring will be measured by student satisfactory completion of subject area.	indicate appropriateness and effectiveness of tutoring and to determine whether further/alternate tutoring is warranted.
<b>EFFECTIVE INTER/INTRA-PERSONAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>Writes and speaks coherently and effectively</li> <li>writes and speaks after reflection</li> <li>influences others through writing, speaking or artistic expression</li> <li>makes presentations or gives performances</li> <li>articulates abstract ideas</li> <li>uses appropriate syntax</li> <li>communicates in non-traditional forms (e.g., email, performance, body language) and speech</li> </ul>	HS English Courses, Summer Residential Program English Composition, English Literature, Foreign Language and Science Classes	<b>Data Type</b> - Current Report Card, Progress reports, Transcript Review, CTBS, ITED or, Nelson-Deny, Summer UB Class Monitoring, Compass test, SAT/ACT Verbal scores.	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.	<p>Method - analyze all data to determine student is making satisfactory progress toward academic goal of high school graduation and college readiness.</p> <p>Compilation and analysis is dynamic. Findings are recorded in student IEP.</p>	Evaluation used for participant identification of learning challenges, special tutoring needs, and indicated summer class offerings.
		Talent Show	<b>Data Type</b> – Qualitative	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	<b>Data Type</b> – Qualitative	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.
<b>ENHANCED SELF-ESTEEM</b>	<ul style="list-style-type: none"> <li>Shows self-respect and respect for others</li> <li>demonstrates</li> </ul>	Summer Residential Dorm Experience:	<b>Data Type</b> – Qualitative	Did student participate fully in Summer Residential	If yes - objective met; If no - objective not met	If no - intervention required with student and parent(s) to reconfirm student

	assertive behaviors ■ takes reasonable risks ■ functions without need for constant reassurance from others	Talent Show and Graduation Participation; Close Up attendance		Program Activities and Close Up trip to Washington, D.C.		participation in program.
		Ropes Program	<u>Data Type</u> – Qualitative	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.
<b>REALISTIC SELF APPRAISAL</b>	■ 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	<u>Data Type</u> – Student evaluation by Dorm Counselor(s), Instructors, Ropes personnel, and UB Counselor - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional leadership building tasks could be indicated.
<b>MEANINGFUL INTERPERSONAL RELATIONSHIPS</b>	■ 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	<u>Data Type</u> – Student evaluation by Dorm Counselor(s), Ropes personnel, and UB Counselor - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional leadership building tasks could be indicated.

<b>CLARIFY VALUES &amp; CLEAR CAREER OPTIONS AND CHOICES</b>	<p><b>Values</b> - ■ articulates personal values ■ demonstrates willingness to scrutinize personal beliefs ■ makes decisions that reflect personal values and values of others. <b>Careers</b> - ■ articulates career choices based on assessment of interests, values, skills, and abilities ■ 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</p>	Summer Residential Program Study Skills & Career Course; Work study program	<b>Data Type</b> – MBTI, Career/Study Skills Course, Work Study Program	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.
<b>LEADERSHIP SKILLS</b>	■ serves as a role model ■ serves in a leadership position in a student organization ■	Summer Residential Program - Dorm Life	<b>Data Type</b> – Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed	Assessment to be conducted annually at the conclusion of each summer residential program.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional leadership building tasks, time management skills,

	take risks ■ commits to civic responsibility ■ Exhibits democratic principles as a leader ■ sets goals/vision ■ mentors others					mediation, and social interaction training could be indicated.
		Ropes Program	<b>Data Type</b> - Student Evaluation by Ropes Leaders -Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional leadership building tasks could be indicated.
		AY Close Up Participation	<b>Data Type</b> - Student Evaluation by Close Up teacher -Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional leadership building tasks could be indicated.
<b>HEALTH CONSCIENCE BEHAVIOR</b>	■ 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	<b>Data Type</b> - Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional health conscience behavior tasks could be indicated.
<b>GAINS INDEPENDENCE</b>	■ functions autonomously ■ exhibits ability to function interdependently ■ accepts supervision as	Summer Residential Program Attendance; Ropes Program; SY course	<b>Data Type</b> - Student evaluation by Dorm Counselor(s), Ropes facilitators, MCC Instructors, and UB staff - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional independence building activities could be indicated.

	needed ■ manages time effectively ■ functions without need for constant reassurance	attendance; SY Bridge Courses: AY Close Up participation.				
		College Graduation Objective	<b>Data Type –</b> College/Individual/National Database. College and Financial aid enrollment records.	Collected – Annually.	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.  <b>Results:</b> See Objective 6 on page 6 and 7.	Evaluation used to develop and explore new intervention strategies to ensure PSE readiness.
<b>COLLABORATION</b>	■ 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	Summer Residential Program; all core courses; Ropes program; Talent Show; Graduation; Cohort Projects	<b>Data Type -</b> student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional collaborative activities could be indicated.

	and intolerant behavior.					
		Close Up Participation	<b>Data Type</b> - Student evaluation by Close Up Teacher and UB Counselor Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional collaborative activities could be indicated.
<b>SOCIAL RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>■ articulates a meaning of citizenship</li> <li>■ participates in community service</li> <li>■ understands the importance of service to others</li> <li>■ has civic or historical knowledge</li> <li>■ demonstrates an ability to make decisions</li> <li>■ cares for others</li> <li>■ has sense of belonging to community</li> <li>■ is aware of community needs</li> <li>■ demonstrates tolerance</li> <li>■ sees connection between self and others</li> <li>■ understands principles of governance</li> <li>■ uses classroom learning in real world settings.</li> </ul>	AY/SY Community Service Participation and AY Close Up program	<b>Data Type</b> - Student evaluation by UB Counselor and/or Community Service Mentor - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional social conscience behavioral tasks could be indicated.
		Summer Residential Dorm	<b>Data Type</b> - Student evaluation by Dorm Counselor(s) and	Assessment to be conducted annually or at the	Assessment and method of analysis to be developed by	Based on assessment criteria, intervention of additional social

		Experience	Nutritional Science Instructor - Instrument to be developed	conclusion of each activity.	December 2007	conscience behavioral tasks could be indicated.
		Work Study	<u>Data Type</u> - Qualitative	Assessment to be conducted annually or at the conclusion of each activity.	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	<u>Data Type</u> - Student evaluation by Close Up teacher - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional social conscience behavioral tasks could be indicated.
<b>SATISFYING AND PRODUCTIVE LIFESTYLE</b>	<ul style="list-style-type: none"> <li>■ achieves balance between education, work, and leisure time ■</li> <li>overcomes obstacles that hamper goal achievement ■</li> <li>articulates long-term goals and objectives ■</li> <li>is committed to hard work ■</li> <li>manages interpersonal relationships ■</li> <li>is competent ■</li> <li>is concerned for others ■</li> <li>gives to others ■</li> <li>uses creativity and imagination ■</li> <li>possesses confidence ■</li> <li>deals with stress effectively ■</li> </ul>	Summer Dorm Residential Experience	<u>Data Type</u> - Student evaluation by Dorm Counselor(s), UB Counselor/Director, Instructors, - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional healthy living exercises and tasks could be indicated.



	forgives ■ possesses Integrity.					
		Healthy Living Course	<b>Data Type</b> - Student evaluation by Healthy Living Course Instructor - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional health conscience behavior tasks could be indicated.
<b>DIVERSITY APPRECIATION</b>	<ul style="list-style-type: none"> <li>■ Understands one's own identity and culture ■</li> <li>Seeks involvement with people different from oneself ■</li> <li>Seeks involvement in diverse interests; ■</li> <li>Articulates the advantages and challenges of a diverse society; ■</li> <li>Challenges appropriately abusive use of stereotypes by others; ■</li> <li>Understands the impact of diversity on one's own society.</li> </ul>	Summer Residential Program; Dorm Experience; World Topics, Nutritional Science; Ropes Program	<b>Data Type</b> - student evaluation by Dorm Counselor(s), UB Counselor/Director, Instructors, Ropes Personnel - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional health conscience behavior tasks could be indicated.
		Close Up Participation	<b>Data Type</b> - Student evaluation by Close Up teacher - Instrument to be developed	Assessment to be conducted annually or at the conclusion of each activity.	Assessment and method of analysis to be developed by December 2007	Based on assessment criteria, intervention of additional health conscience behavior tasks could be indicated.
<b>CLEAR PERSONAL &amp; EDUCATIONAL GOALS</b>	<ul style="list-style-type: none"> <li>■ identifies personal and educational goals and objectives ■</li> </ul>	College Graduation Objective	<b>Data Type</b> – College/Individual/National Database. College and Financial aid enrollment	Collected – Annually.	Method - Instruments - Actual enrollment forms, data	Evaluation used to develop and explore new intervention strategies to ensure

	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.		records.		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.  <b>Results:</b> See Objective 6 on page 6 and 7.	PSE readiness.
		Summer Residential Program; Study Skills & Career Exploration Course, Work Study Program, Dorm Experience	<b>Data Type</b> – Individual grades 8 & 10 state proficiency scores to determine need. Mid school and high school transcripts. College and Career Exploration Inventory (to be announced).	Collected at entry and annually in September. .	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 Excursion	<b>Data Type</b> – Program/school attendance records. HS grades. .	Collected - Attendance collected weekly, grades quarterly	Method - Determine % of attendance. Compare to 100%. Record GPA, compare with beginning GPA. Instruments - Counselor attendance sheets. Grade reports. Excel spread Sheet for calculation. Access database for queries. Develop	Evaluation used to generate list of non-participating students, to contact student/parent for intervention/retention strategies and to determine appropriateness of student selection.

					probability of retention based on consistent/increase in attendance & GPA.	

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

Chart 1

**Upward Bound Participants 1999 - 2007  
Eligibility**

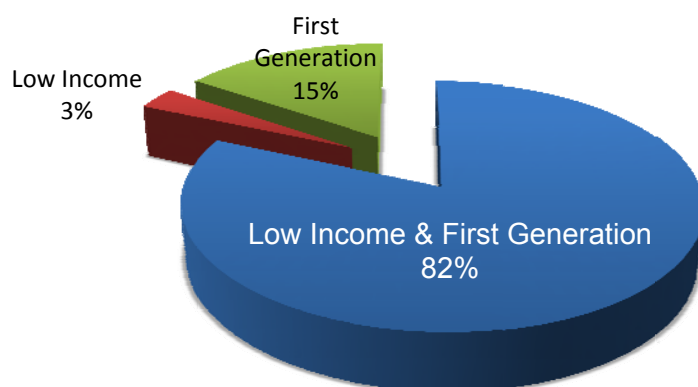


Chart 2

**Upward Bound Participants  
1999 - 2007  
Ethnicity**

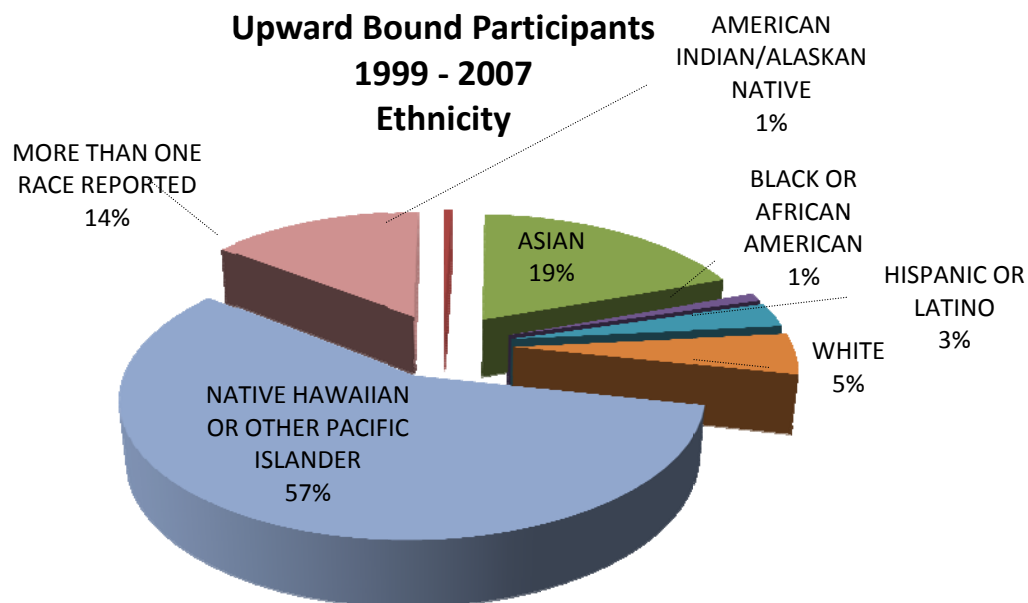


Chart 3

**Maui Upward Bound Participants  
1999 - 2007  
Gender**

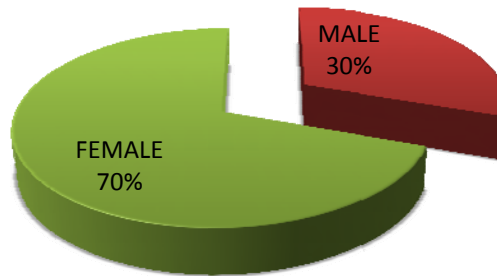


Chart 4

**Maui Upward Bound Participants  
1999 - 2007  
Program Entry Academic Need**

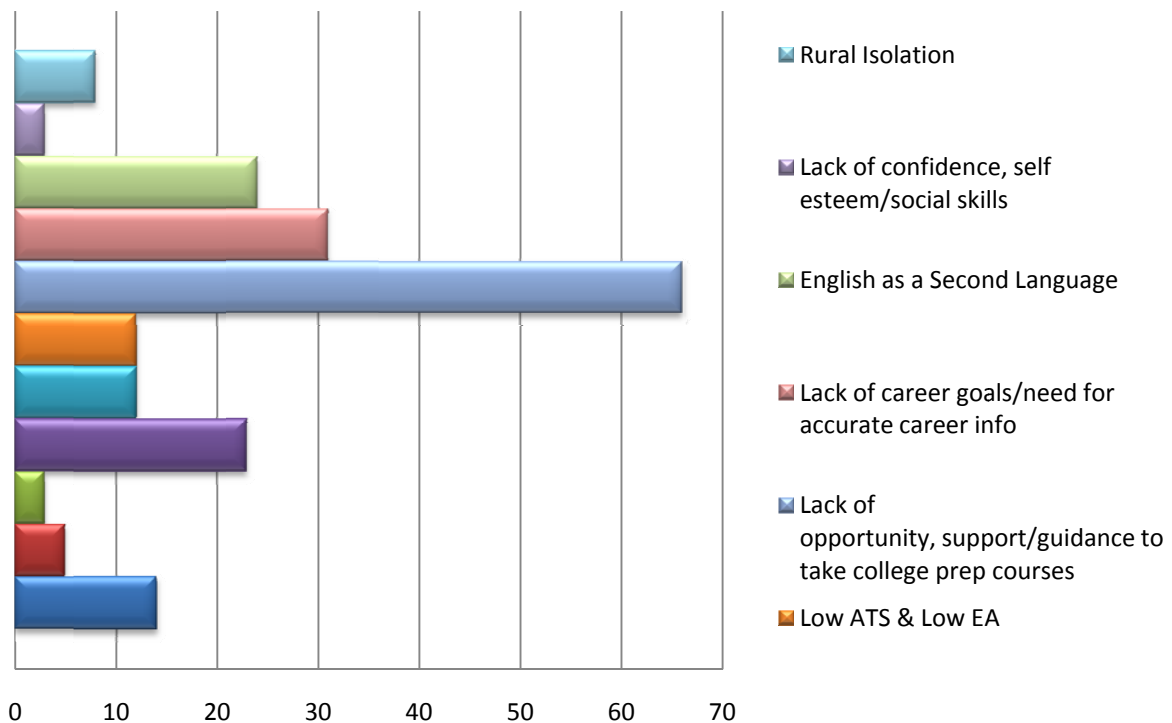


Chart 5

**Maui Upward Bound 2006 - 2007  
Determining Academic Need & Entry Eligibility  
Hawai'i State Assessment**

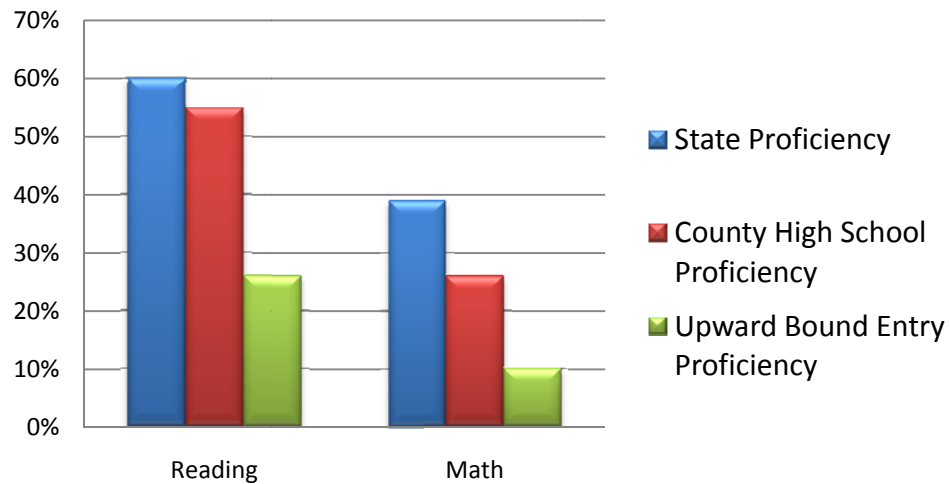


Chart 6

**Maui Upward Bound Participants  
1999 - 2007  
Grade Level at Entry**

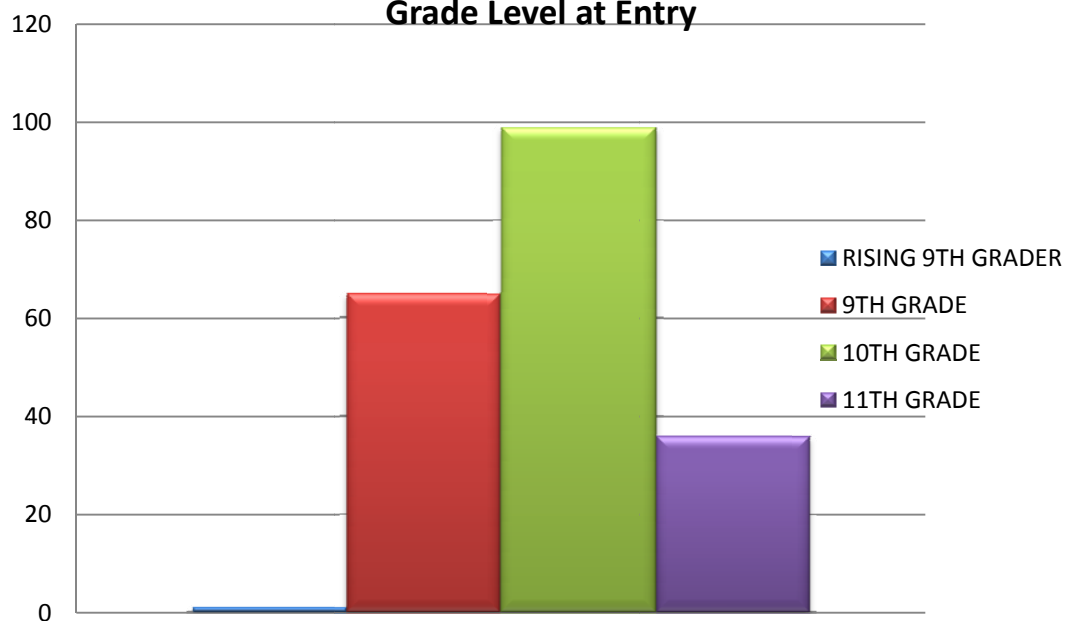


Chart 7

## Upward Bound Participants 1999 - 2007 High School Distribution

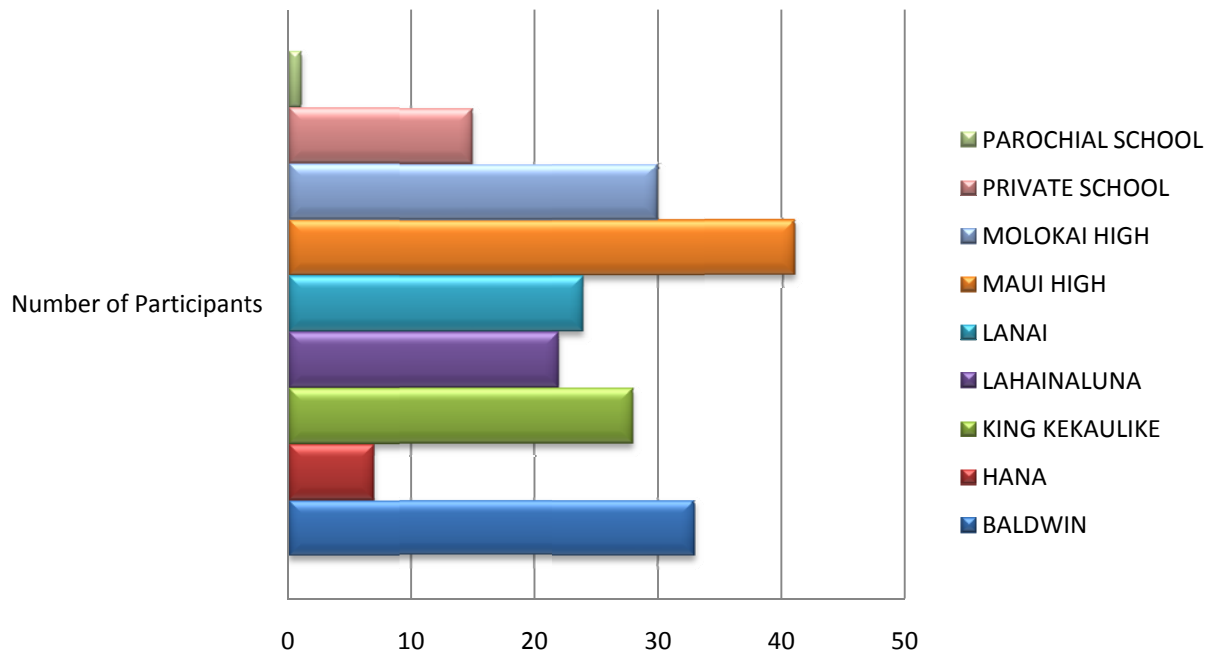


Chart 8

## Maui Upward Bound 1999 - 2007 High School Graduation Rates State, County & Upward Bound Comparison

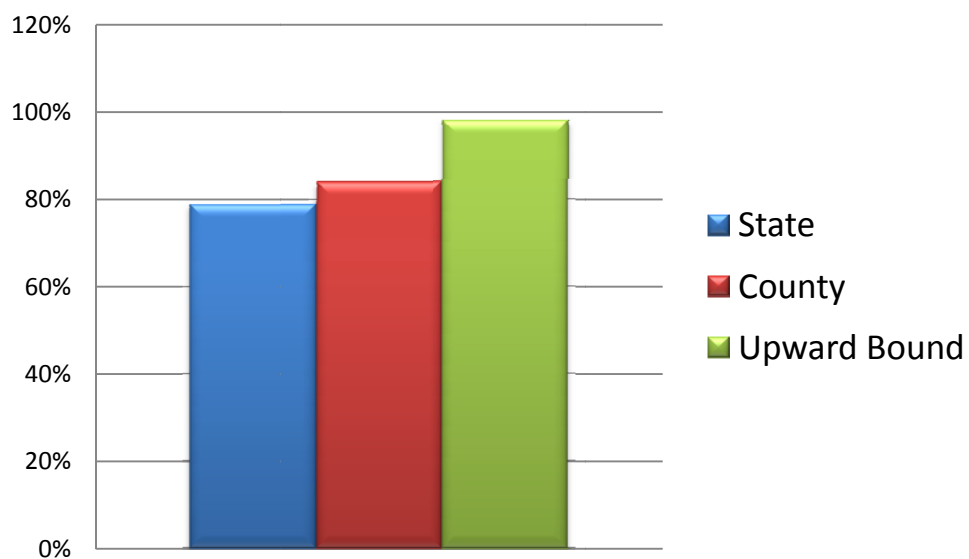


Chart 9

**Upward Bound Graduates 1999 - 2007  
PSE Attendance by Type of Institution**

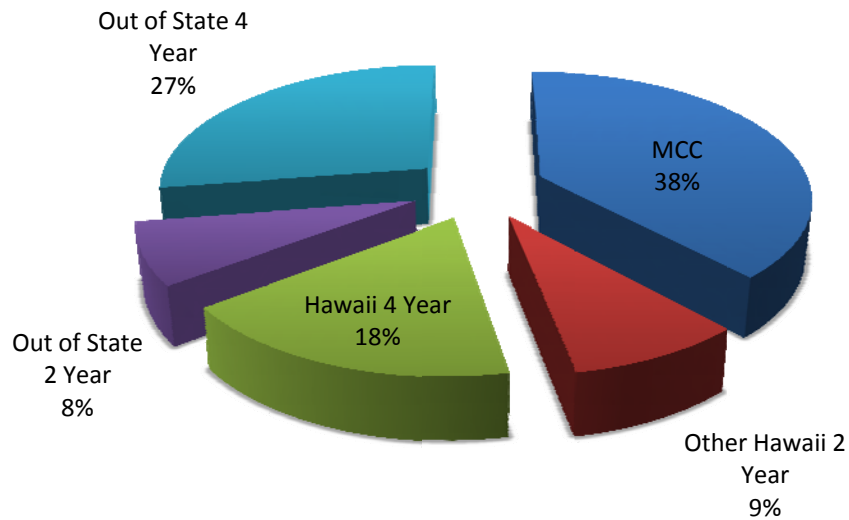


Chart 10

**Maui Upward Bound Program Participants 1999 - 2007  
A Comparison between Program Completers and Non-Completers  
High School Graduation and Postsecondary Education Attendance Rates**

