

**MAUI COMMUNITY COLLEGE
STUDENT AFFAIRS – UPWARD BOUND PROGRAM
2008-2009 PROGRAM REVIEW**

MISSION STATEMENT

Maui Community College Upward Bound Program strives 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 programs of higher education.

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 in and complete the program,
- Encourage participants to remain in 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	FY08	FY09	FY10
Upward Bound Program stipulations and objectives are standardized by the U.S. Department of Education.				
Recruitment	2007-2011 Stipulation (CFR 75.105c(3): Identify, recruit, and select 60 academically challenged students to be served each year: 1) At least 30% of first-time participants will be selected from rising 9th graders who have a “high academic risk for failure.” 2) A minimum of 67% of total participants will be both low income and first generation. 3) The remaining 33% will be either low-income or first generation.	60 participants were served. 1) N/A -New grant cycle began after period to recruit rising 9 th graders. 100% (18/18) of new participants were at risk for “academic failure.” 2) 82% (49/60) were both low-income and first-generation. 3) 5% (3/60) were low-income only, and 13% (8/60) were first-generation only.	60 participants were served. 1) 30% (7/23) first-time participants were rising 9 th graders and 100% (23/23) were at risk for “academic failure.” 2) 73% (44/60) were both low-income and first-generation. 3) 5% (3/60) were low-income only, and 22% (13/60) were first-generation only.	Currently working to recruit 15 new participants to replace 2009 graduated seniors following USDOE stipulations.
	Actions to increase number of rising 9th graders: Identify and initiate contacts with middle school staff to recruit potential rising 9th grade students at end of 2010 academic year.			

Persistence	<p>2007-2011 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.</p> <p><i>*For Maui County Public Schools the 10th grade state assessment is used to evaluate this standardized goal.</i></p>	<p>Challenge: Only 14 of 21 students with an expected high school graduation date during the 2007-2008 academic year completed the 10th grade state assessment in both reading/language arts and math. Of these 14 students, 0% were proficient in both subjects, 29% (4/14) achieved at the proficient level in reading and 0% (0/14) achieved at the proficient level in math.</p>	<p>Challenge: Only 4 of 15 students with an expected high school graduation date during the 2008-2009 academic year completed the 10th grade state assessment in both reading/language arts and math. Of these 4 students, 25% (1/4) were proficient in both subjects. Of the total students taking each subject, 70% (7/10) achieved at the proficient level in reading and 20% (1/5) achieved at the proficient level in math.</p>	<p>Challenges: For FY 2010, the state of Hawaii has implemented furlough/pay cuts for public school teachers statewide, reducing the academic year for students by 17 days. Decreased time spent in school may affect student performance on the state assessment and requires action by Upward Bound program to increase already low proficiency scores.</p>
	<p>Actions to increase performance on 10th grade state proficiency exam: initiate furlough Friday educational program; encourage new participants to pledge for the Step Up program, which includes increased academic rigor; grade and transcript checks quarterly, only students who meet grade requirements are eligible for stipends and extracurricular Upward Bound activities; coordination with school personnel to provide tutoring for students who are receiving low grades, ongoing dialog with parents, and encourage participation in summer academic component including classes in math and reading/language arts.</p>			

Retention	2007-2011 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.	Achievement: 100% (45/45) of continuing participants served were retained in the project through the beginning of the next program year.	N/A
	Actions to continue to meet retention goals: Contact students who do not participate regularly in program activities or meet with counselor on an ongoing basis; contact any students who stop out of high school and assist student(s) in re-enrolling or completing GED, assists students who move out of target area in transferring to new Upward Bound program.			
Postsecondary Enrollment	2007-2011 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.	Achievement: 73% (11/15) 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.	N/A

	Actions to increase PSE attendance: students are monitored 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. Design and implement workshops on career exploration, writing personal statement, assistance with applying for financial aid, and other relevant topics to increase student’s direction and ease in enrolling in PSE program. Summer program allows students to stay in college-like atmosphere to develop confidence in their ability to be independent. The program is also providing college prep equipment for school classroom use, such as graphing calculators and personal digital assistants.					
Persistence	2007-2011 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: 92% (12/13) 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.	Achievement: 88% (15/17) 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.	N/A		
	Actions taken to encourage persistence in PSE program: 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. Also encouraging students to participate in Step Up Program by taking a more rigorous high school curriculum may eventually increase PSE persistence rates as students will be entering PSE programs better prepared.					
Summary of PSE Achievement	As of 2008-2009: A total of 192 students (including current graduates) have left the program since 1999-2000 project year. Completers = 181 and Noncompleters = 11					
		HS Grad	GED	Unk/ Other	HS Dropout	In College/ College Grads
	Completers	98% (178)	1% (2)	0	1% (1)	66% (119)
	Noncompleters	18% (2)	0	27% (3)	55% (6)	9% (1)

**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 ■ decisions/opinion ■ graduates from high school ■ 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 Stipulation (CFR 75.105c(3) on page 3.</p>	Evaluation used to determine Objective 1 "high academic risk for failure." 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, COMPASS, Current Report Card, Progress reports, Transcript Review, Summer UB Class Monitoring</p> <p>Methods - IEP completed upon acceptance and updated as needed. HS Progress reports reviewed quarterly; HS Transcript reviewed annually; UB classes monitored weekly during summer residential program.</p>	<p>Method – analyze data to determine student is making satisfactory progress toward academic goal of high school graduation, proficiency on standardized tests, and college readiness.</p> <p>Results: See Objective (a), (c), and (d) on pages 3 and 4.</p>	Evaluation used for participant identification of learning challenges, special tutoring needs, and indicated summer class offerings.

		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 95%. Develop probability of retention based on consistent/increase in attendance.</p> <p>Results: See Objective (b) page 4.</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 (c) on page 4.</p>	Evaluation used to develop and explore new intervention strategies to ensure PSE readiness.
		Academic Year (AY) and Summer Year (SY) Tutoring	<p>Data Type – Student evaluation by UB Counselor(s), Instructors, Tutor Coordinator - Instrument to be developed. Also HS Progress Reports.</p> <p>Methods - IEP, Follow-Up Interviews, Mentor Feedback</p>	Effectiveness of tutoring will be measured by student satisfactory completion of subject area.	Evaluation used to indicate 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 ■ able to effectively communicates in a variety of forms (e.g. email, performance, body language, and speech) 	HS English Courses, Summer Residential Program English Composition, English Literature, Foreign Language, and Science Classes	<p>Data Type - Current Report Card, Progress reports, Transcript Review, Summer UB Class Monitoring, Compass test, SAT/ACT Verbal scores.</p> <p>Methods - HS Progress reports reviewed quarterly; HS Transcript reviewed 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.	Evaluation used for participant identification of learning challenges, special tutoring needs, and indicated summer class offerings.
		Talent Show	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in Talent Show</p>	If yes - objective met; If no - objective not met	If no - intervention required to encourage to present in the future.
		Graduation Speeches and performances	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in Graduation Banquet</p>	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 others 	Summer Residential Dorm Experience: Talent Show and Graduation Participation; Close Up attendance	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in Summer Residential Program Activities and Close Up trip to Washington, D.C.</p>	If yes - objective met; If no - objective not met	If no - intervention required with student and parent(s) to reconfirm student participation in program.

		Ropes Program	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in the Ropes Program</p>	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	<p>■ Articulates personal skills and abilities ■ acknowledges personal strengths and weaknesses ■ acknowledges others' opinions of self ■ accepts differences ■ accepts feedback from others</p>	Summer Residential Program; Study Skills & Career Exploration Course, Work Study Program, Ropes Program, Dorm Experience	<p>Data Type – Student evaluation by Dorm Counselor(s), Instructors, Ropes personnel, and UB Counselor - Instrument to be developed, Informal assessment/feedback used daily.</p> <p>Methods - Assessment to be conducted annually or at the conclusion of each activity.</p>	Qualitative assessment in narrative form.	Based on assessment, intervention of additional leadership building tasks could be indicated.
MEANINGFUL INTERPERSONAL RELATIONSHIPS	<p>■ 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</p>	Summer Residential Dorm Experience & Ropes Program	<p>Data Type – Student evaluation by Dorm Counselor(s), Ropes personnel, and UB Counselor - Instrument to be developed; Informal assessment/feedback used daily.</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.

CLARIFY VALUES & CLEAR CAREER OPTIONS AND CHOICES	<p>Values - ■ articulates personal values ■ demonstrates willingness to scrutinize personal beliefs ■ makes decisions that reflect personal values and values of others. Careers - ■ 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>	<p>Summer Residential Program Study Skills & Career Course; Work study program</p>	<p>Data Type – MBTI, Career/Study Skills Course, Work Study Program</p> <p>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</p>	<p>If all tasks are completed satisfactorily, objective was met.</p>	<p>If all tasks are not met satisfactorily, additional individual intervention is required to assist student in clarification of values and career goals.</p>
LEADERSHIP SKILLS	<p>■ 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</p>	<p>Summer Residential Program - Dorm Life</p>	<p>Data Type – Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed, informal assessment/feedback given regularly</p> <p>Methods - Assessment to be conducted annually at the conclusion of each summer residential program.</p>	<p>Qualitative assessment in narrative form.</p>	<p>Based on assessment criteria, intervention of additional leadership building tasks, time management skills, mediation, and social interaction training could be indicated.</p>

		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, informal assessment/feedback given regularly</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.
HEALTH CONSCIENCE BEHAVIOR	<p>■ Chooses behaviors and environments that promote health and reduce risk</p> <p>■ Exhibits good personal hygiene</p> <p>■ Articulate the relationship between health and wellness and accomplishing life long goals.</p>	Summer Residential Dorm Life; Nutritional Science Course	<p>Data Type - Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed, informal assessment/feedback during SY program.</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	<p>■ functions autonomously</p> <p>■ exhibits ability to function interdependently</p> <p>■ accepts supervision as needed</p> <p>■ manages time effectively</p> <p>■ functions without need for constant reassurance</p>	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, informal assessment</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>	<p>Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc. Determine % of seniors enrolling in college. Compare to Objective (c) goal of 52% UB graduates enrolling in a PSE program the fall semester following graduation and Objective (d) 40% who persisting in PSE program the second year.</p> <p>Results: See Objective (c) and (d) on page 4 and 5.</p>	Evaluation used to develop and explore new intervention strategies to ensure PSE readiness.
COLLABORATION	<p>■ 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.</p>	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, informal assessment regularly</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, informal assessment regularly</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 tolerance ■ sees connection between self and others ■ understands principles of governance ■ uses classroom learning in real world settings. 	AY/SY Community Service Participation, AY Close Up program, Cultural Activities	<p>Data Type - Student evaluation by UB Counselor and/or Community Service Mentor - Instrument to be developed, informal assessment/feedback given throughout activity</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.
		Summer Residential Dorm Experience	<p>Data Type - Student evaluation by Dorm Counselor(s) and Nutritional Science Instructor - Instrument to be developed, informal assessment/feedback throughout program</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, informal assessment/feedback given regularly</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 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.</p>	Summer Dorm Residential Experience	<p>Data Type - Student evaluation by Dorm Counselor(s), UB Counselor/Director, Instructors, - Instrument to be developed, informal assessment/feedback given regularly</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.
		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	<ul style="list-style-type: none"> ■ 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. 	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, informal assessment/feedback given regularly</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/cultural awareness tasks could be indicated.
		Close Up Participation	<p>Data Type - Student evaluation by Close Up teacher - Instrument to be developed, informal assessment/feedback</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/cultural awareness tasks could be indicated.
CLEAR PERSONAL & EDUCATIONAL GOALS	<ul style="list-style-type: none"> ■ 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. 	College Persistence 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 (d) goal of 40% UB graduates who persist in a program of PSE into their second year</p> <p>Results: See Objective (d) on p. 5.</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 Excursion	<p>Data Type – Program/school attendance records. HS grades. .</p> <p>Methods - Collected - Attendance collected weekly, grades quarterly</p>	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 probability of retention based on consistent/increase in attendance & GPA	Evaluation used to generate list of non-participating students, to contact student/parent for intervention/retention strategies and to determine appropriateness of student selection.

APPENDIX

MAUI COMMUNITY COLLEGE UPWARD BOUND PROGRAM PARTICIPANT PROFILES: 1999 THROUGH 2009

Chart 1

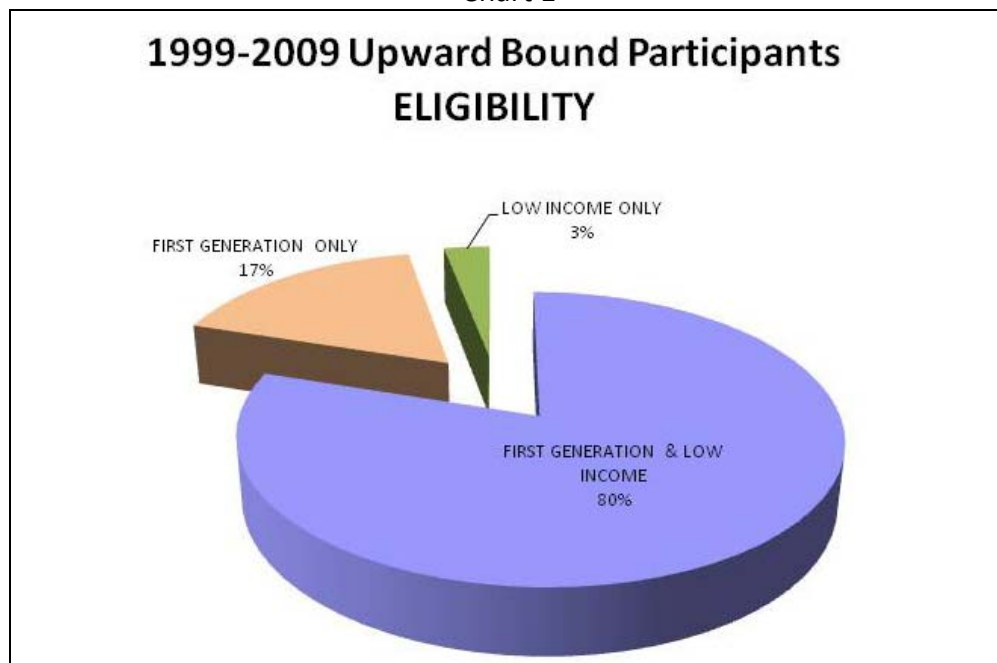


Chart 2

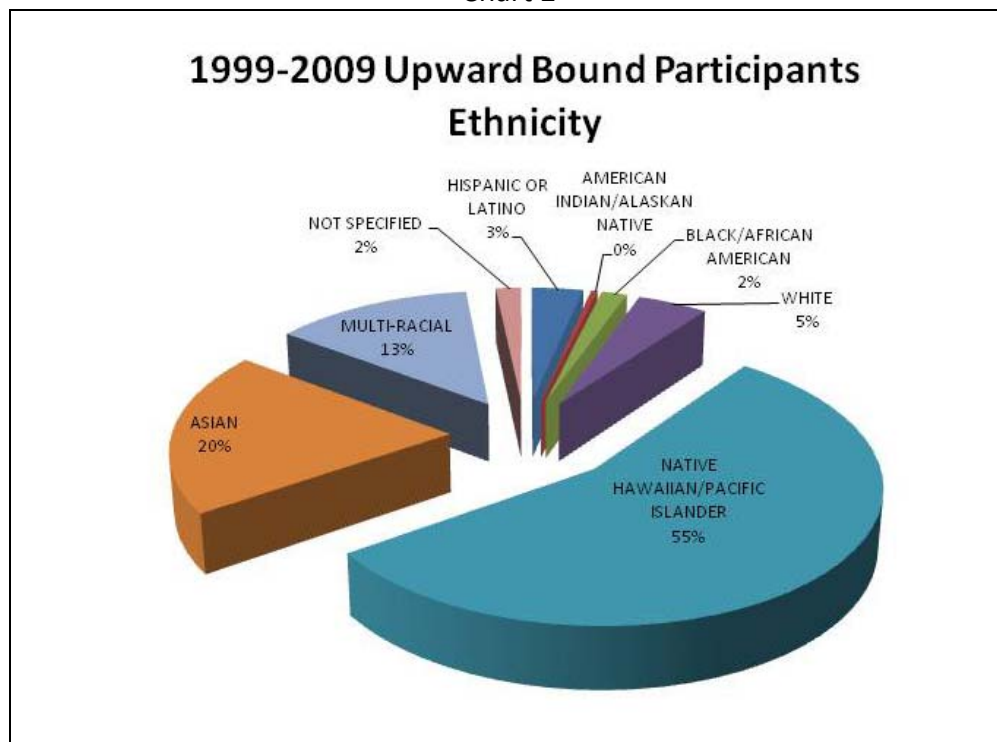


Chart 3

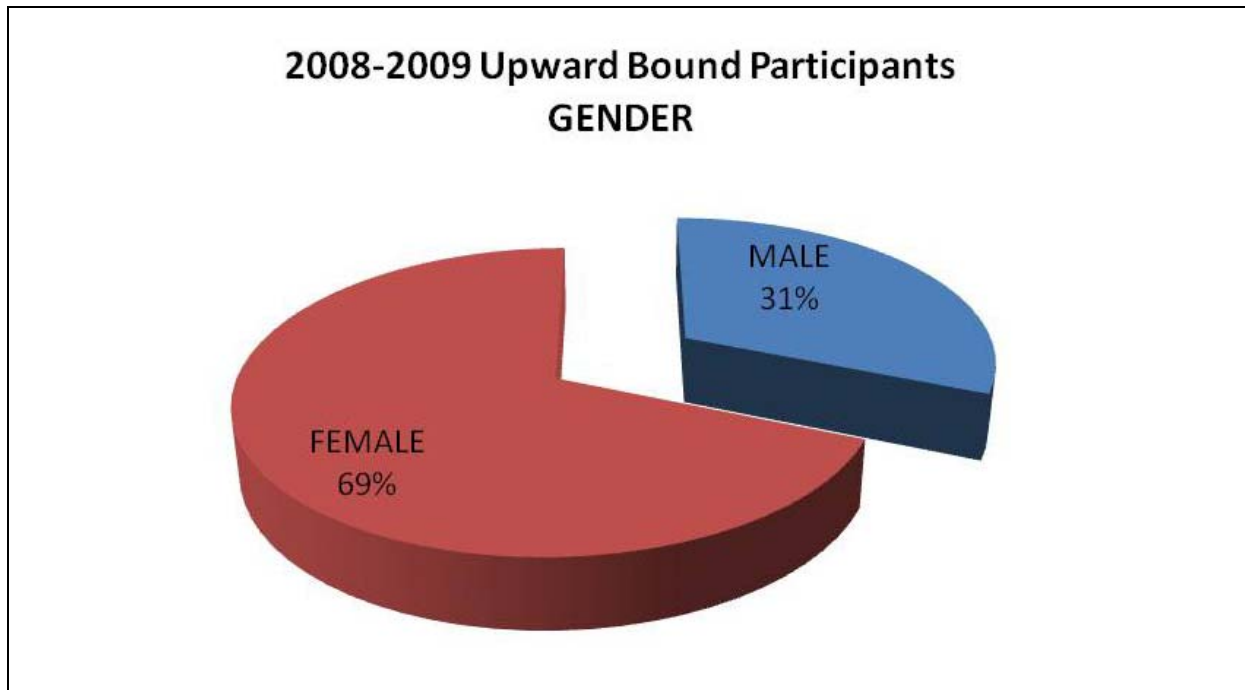


Chart 4

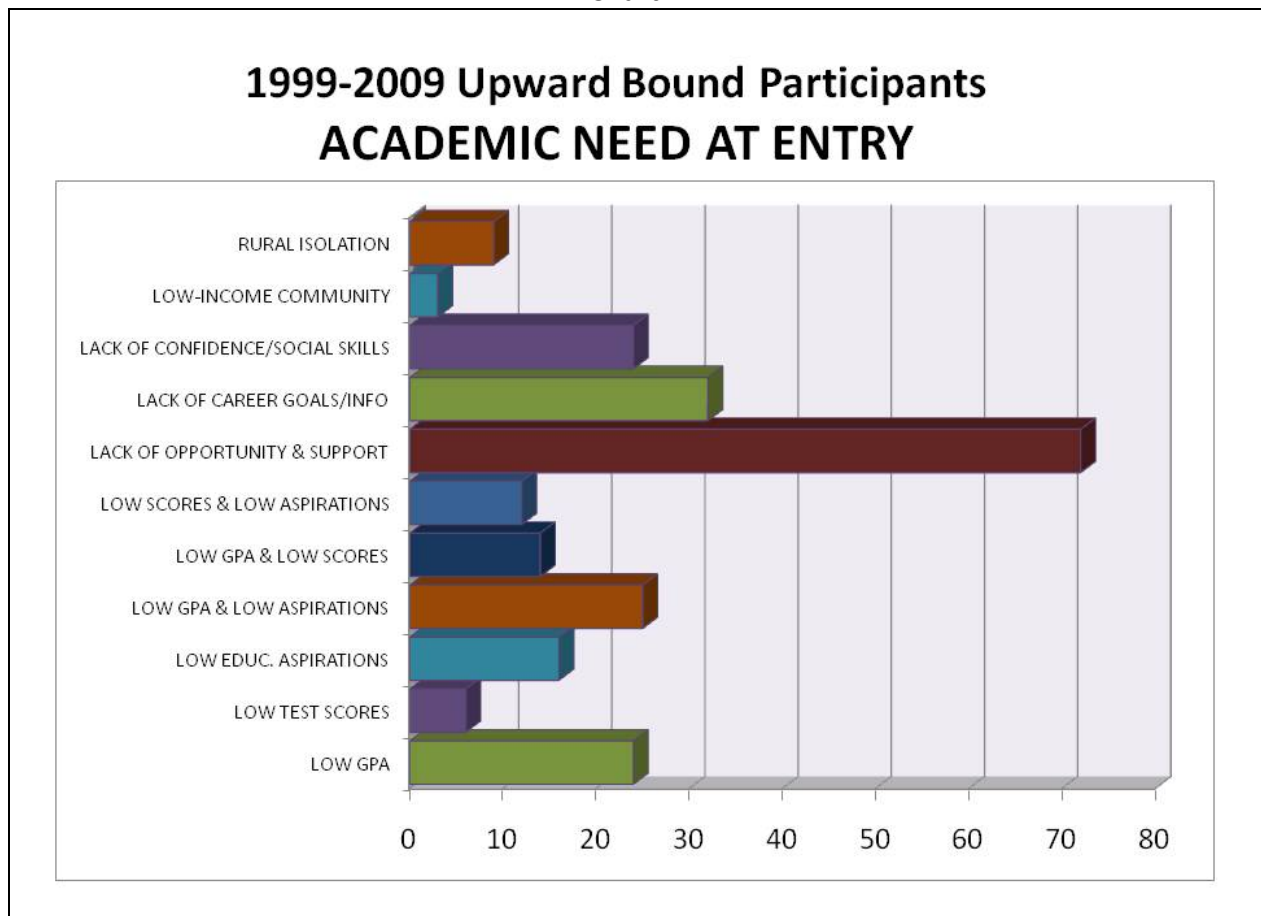


Chart 5

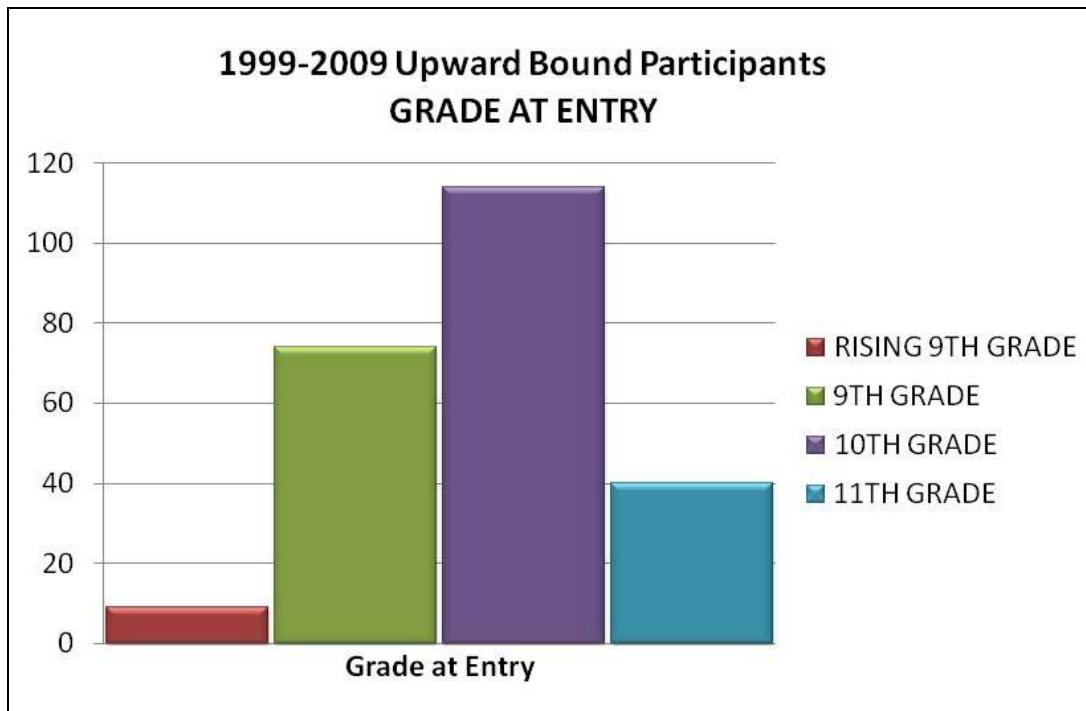


Chart 6

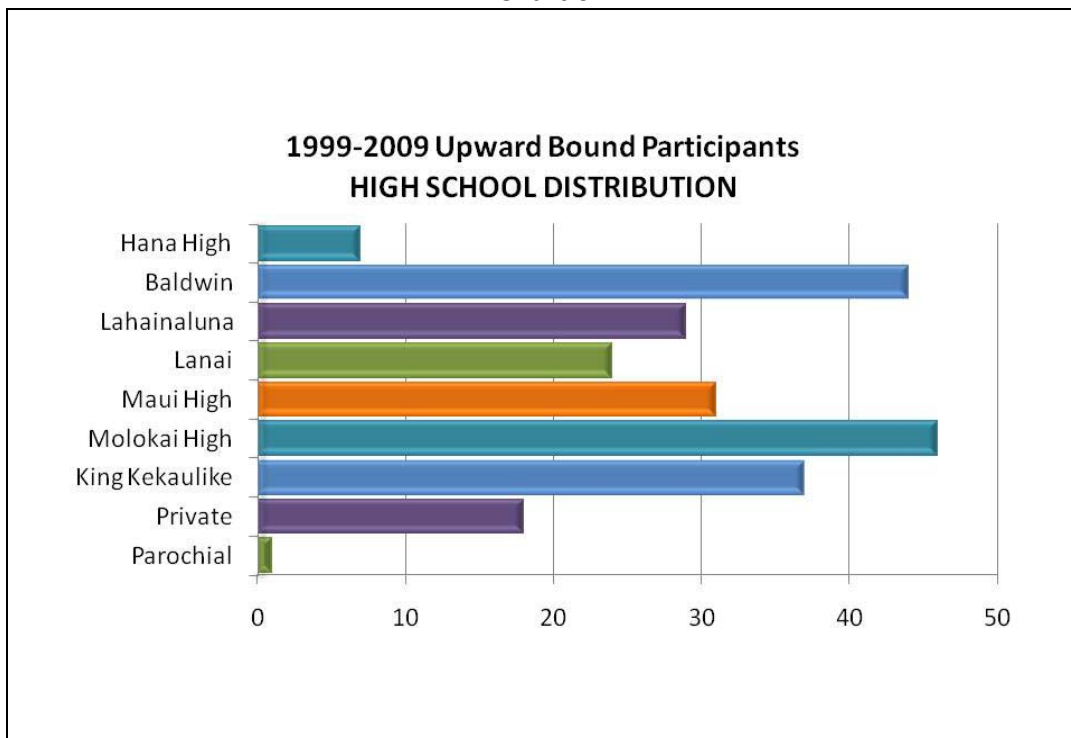


Chart 7

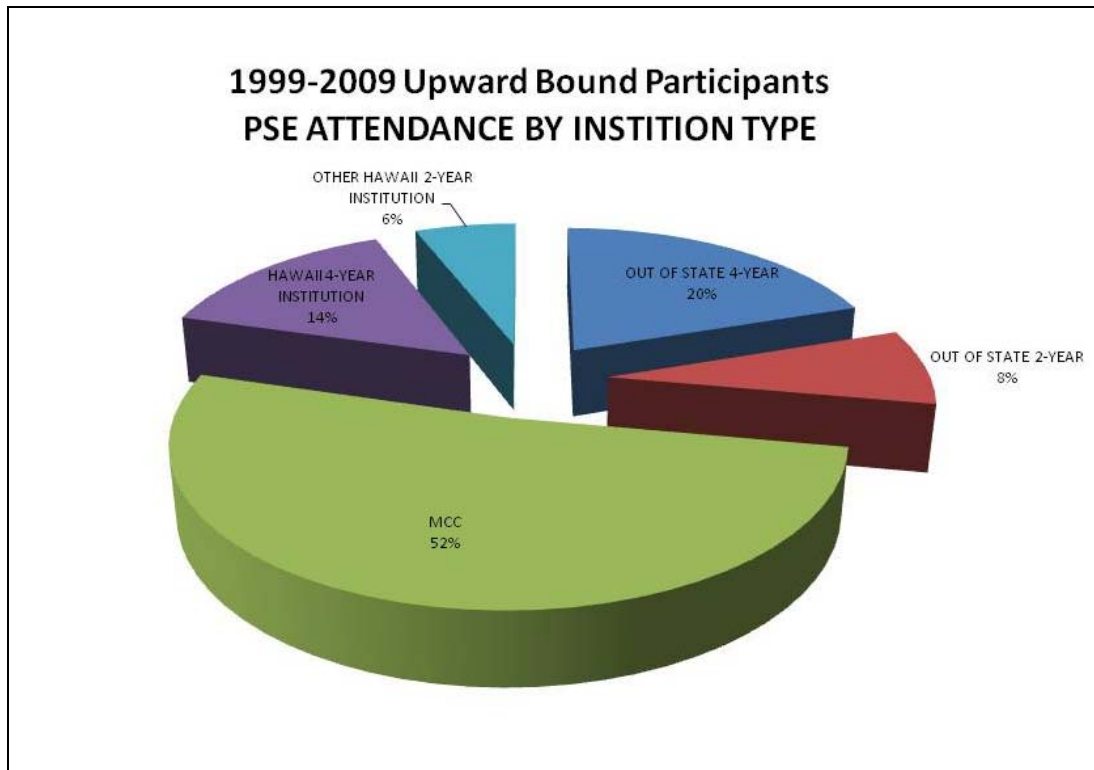


Chart 8

