

University of Hawaii Maui College
STUDENT AFFAIRS – UPWARD BOUND PROGRAM
2010-2011 PROGRAM REVIEW

MISSION STATEMENT

The University of Hawaii Maui 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 where neither parent holds a 4-year 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.

Table 1
SUMMATIVE DATA

**Upward Bound Program stipulations and objectives
are standardized by the U.S. Department of Education.**

Institutional Goals	OBJECTIVES - USDOE	FY10	FY11	FY 12
Recruitment	<p>2007-2011 Stipulation (CFR 75.105c(3): Identify, recruit, and select 60 academically challenged students to be served each year:</p> <p>1) At least 30% of first-time participants will be selected from rising 9th graders who have a “high academic risk for failure.”</p> <p>2) A minimum of 67% of total participants will be both low income and first generation.</p> <p>3) The remaining 33% will be either low-income or first generation.</p>	<p>64 participants were served.</p> <p>1) 38% (8/21) first-time participants were rising 9th graders and 100% (21/21) were at risk for “academic failure.”</p> <p>2) 72% (46/64) were both low-income and first-generation.</p> <p>3) 3% (2/64) were low-income only, and 25% (16/64) were first-generation only.</p>	<p>64 participants were served.</p> <p>1) 29% (6/21) first-time participants were rising 9th graders and 100% (21/21) were at risk for “academic failure.”</p> <p>2) 75% (48/64) were both low-income and first-generation.</p> <p>3) 6% (4/64) were low-income only, and 19% (12/64) were first-generation only</p>	<p>Currently recruiting 13 new participants to replace nine 2011 graduated seniors, two early graduates, and two participants leaving program following USDOE stipulations.</p> <p>Goal: Recruit 50% rising 9th graders (6-7 students).</p>
	<p>2011 Actions: Identified and initiated contacts with middle school staff to recruit potential rising 9th grade students at end of 2011 academic year.</p> <p>Future Actions: Continue to work with middle school counselors to recruit a group of rising 9th graders who are appropriate for the Upward Bound program each year.</p>			

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 (HSA) is used to evaluate this standardized goal.</i></p>	<p>Achievement: 16 of 21 students with an expected high school graduation date during the 2009-2010 academic year completed the 10th grade state assessment in both reading/language arts and math. Of these 16 students, 38% (6/16) were proficient in both subjects. Of the total students taking each subject, 82% (14/17) achieved at the proficient level in reading and 38% (6/16) achieved at the proficient level in math.</p>	<p>Achievement: 8 of 11 students with an expected high school graduation date during the 2010-2011 academic year completed the 10th grade state assessment in both reading/language arts and math. Of these 8 students, 50% (4/8) were proficient in both subjects. Of the total students taking each subject, 100% (8/8) achieved at the proficient level in reading and 50% (4/8) achieved at the proficient level in math.</p>	<p>Challenges: The Hawaii State Assessment (HSA) is last administered in 10th grade, shortly after students are typically admitted into the Upward Bound program. Public Schools will be implementing the Common Core State Standards (CCSS) during the 2011-2012 academic year, with an eventual proposed administration of the HSA for 11th and 12th grade.</p>
	<p>2011 Actions: grade checks made quarterly, minimum GPA for stipends and extracurricular Upward Bound activities to encourage student standards; implemented tutoring for 2010-2011 academic year for Baldwin and Maui High Schools (limited funding and resources to provide in all schools, student referrals to in-school tutoring as needed), tutoring mandatory for those earning grades below a “C”; parent-student meeting stressing importance of taking HSA seriously, utilized Brainology student skill program, and provided study skill/test taking lessons during monthly Saturday recalls.</p> <p>2012 Actions: Currently providing tutoring at UHMC campus for Maui High and Baldwin students; remote tutoring via polycom and skype for Lanai, Molokai, and Lahainaluna students; hired high school math teacher for tutor to address student needs in Math; and provided summer instruction in Math to match student’s current level (basic math through calculus).</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: 96% (43/45) of continuing participants served were retained in the project through the beginning of the next program year.	Achievement: 96% (43/45) of continuing participants served were retained in the project through the beginning of the next program year.	Challenge: Two prior year students stopped out of high school and will not respond to UB contacts. Two students moved off island.
	Future Action: Work with students to transfer students to other Upward Bound programs if applicable and/or enroll in college.			
Post-Secondary 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: 52% (11/21) 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: 82% (9/11) 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. Two students graduated early, one of which enrolled in PSE.	N/A
	<p>2011 Actions: Students monitored through communication and networking with parents and high school personnel. Extensive counseling and assistance given by UB Counselor to complete college admissions and financial aid applications as well as assistance with steps to enroll in college.</p> <p>Future Actions: Proactive measures taken prior to acceptance to program including reiteration of program goals and contracting with students and parent. Students required to complete 3 college applications and FAFSA with the assistance of the Upward Bound counselor.</p>			

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: 73% (8/11) of all UB participants who enrolled in a program of PSE during the fall term following high school graduation enrolled for the fall term of the second academic year. Two additional students enrolled in college after the fall semester.	Achievement: 82% (9/11) of all UB participants who enrolled in a program of PSE during the fall term following high school graduation enrolled for the fall term of the second academic year. Three additional students enrolled in college after the fall semester.	NA																												
		2011 Actions: provided follow up to students attending PSE institutions via email and social media, letters of recommendation, financial aid and academic advising. For students attending UHMC, use of Upward Bound computers and printers as well as other supplies for school-related work. Future Actions: Increase contact with students via facebook, email, and phone calls offering academic advising and support during the student’s college career. Upward Bound alumni student organization created to provide community and support to Upward Bound student on UHMC campus. Students connected and assisted in applying for applicable student support programs at PSE institutions, such as SSS.																														
		Since 2007-2008 (the latest mandated tracking cohort): 68 students were expected to graduate high school. An additional 2 current students have graduated high school early. Four students left program before HS graduation.																														
		<table><tr><td></td><td>HS Grad</td><td>GED</td><td>Unk/ Other</td><td>HS Drop Out</td><td>Enrolled in College after HS</td><td>Persisted 2nd year at college</td></tr><tr><td>Total=70</td><td>89% (62)</td><td>6% (4)</td><td>1% (1)</td><td>4% (3)</td><td>70% (49)</td><td>90% (36)</td></tr><tr><td>Program Grads=66</td><td>94% (62)</td><td>0% (0)</td><td>0% (0)</td><td>0% (0)</td><td>74% (49)</td><td>90% (36)</td></tr><tr><td>Program Dropouts=4</td><td>0% (0)</td><td>0% (0)</td><td>25% (1)</td><td>75% (3)</td><td>0 (0%)</td><td>0 (0%)</td></tr></table>				HS Grad	GED	Unk/ Other	HS Drop Out	Enrolled in College after HS	Persisted 2 nd year at college	Total=70	89% (62)	6% (4)	1% (1)	4% (3)	70% (49)	90% (36)	Program Grads=66	94% (62)	0% (0)	0% (0)	0% (0)	74% (49)	90% (36)	Program Dropouts=4	0% (0)	0% (0)	25% (1)	75% (3)	0 (0%)	0 (0%)
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**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 ■ 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 – Student takes last HSA in 10th grade, Instruments - Middle 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 (a) on page 3.</p>	Evaluation used to identify “academic need” requirement for program participation and to identify 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 all data to determine if student is making satisfactory progress toward academic goal of high school graduation and college readiness.</p> <p>Results: See Objective (a) pages 3.</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 - Attendance collected 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.

(INTELLECTUAL GROWTH CONTINUED)		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 52% 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 survey and evaluation by UB Counselor(s), Instructors, Tutor Coordinator. Also assess HS Progress Reports.</p> <p>Methods - IEP, Follow-Up Interviews, HS Progress Reports.</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.
		Study Skills Curriculum (Brainology)	<p>Tools - Freshmen and Sophomores will complete Brainology curriculum (4 lessons). Online program includes quizzes and journal entries.</p> <p>Methods – Counselor and/or Upward Bound staff will review student's progress with curriculum monthly.</p>	<p>Effectiveness will be measured by student's scores on quizzes and reflection in journal entries.</p> <p>Results: Potential increase in GPA and increase in HSA test scores. See Objective (a) on page 3.</p>	Evaluation used to determine effectiveness of Brainology curriculum or need for additional/alternative study skill interventions.

EFFECTIVE INTER/INTRA-PERSONAL COMMUNICATION	<p>■ 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</p>	<p>HS English Courses, Summer Residential Program English Composition, English Literature, Foreign Language and Science Classes</p>	<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; Pre-post standardized tests administered annually; UB classes monitored weekly during summer residential program; SAT/ACT/Compass monitored as taken.</p>	<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>	<p>Evaluation used for participant identification of learning challenges, special tutoring needs, and indicated summer class offerings.</p>
		Talent Show	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in Talent Show</p>	<p>If yes - objective met; If no - objective not met</p>	<p>If no - intervention required to encourage to present in the future.</p>
		Graduation Speeches and performances	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in Graduation Banquet</p>	<p>If yes - objective met; If no - objective not met</p>	<p>If no - intervention required to encourage to present in the future.</p>
ENHANCED SELF-ESTEEM	<p>■ Shows self-respect and respect for others ■ demonstrates assertive behaviors ■ takes reasonable risks ■ functions without need for constant reassurance from others</p>	<p>Summer Residential Dorm Experience: Talent Show and Graduation Participation; Close Up attendance</p>	<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>	<p>If yes - objective met; If no - objective not met</p>	<p>If no - intervention required with student and parent(s) to reconfirm student participation in program.</p>
		Ropes Program	<p>Data Type – Qualitative</p> <p>Methods - Did student participate fully in the Ropes Program</p>	<p>If yes - objective met; If no - objective not met</p>	<p>If no - intervention required to build self-esteem in student through activities, mentoring, and other esteem building activities.</p>

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	<p>Data Type – Student evaluation by Dorm Counselor(s), Instructors, Ropes personnel, and UB Counselor</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	<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	<p>Data Type – Student evaluation by Dorm Counselor(s), Ropes personnel, and UB Counselor</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 ■ willingness to challenge personal beliefs ■ makes decisions that reflect personal values and values of others.</p> <p>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 goal setting</p>	Summer Residential Program Study Skills & Career Course; Work study program; Lessons accessing Career Kokua; Financial Literacy lessons.	<p>Data Type –Career Assessments offered through Career Kokua (Work Importance Locator, Career Navigator, RIASEC, Interest Profiler, SKILLS), Career/Study Skills Course, Work Study Program</p> <p>Methods - Satisfactory Completion of Career/ Study Skills Course, completion of Career Kokua lessons, completion of resume and personal statement; positive recommendation from Work Study Mentor</p>	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.

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.</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.</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.</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	<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.</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, UHMC Instructors, and UB staff .</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.

(GAINS INDEPENDENCE CONTINUED)		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 (c) goal of 52% enrolling in PSE and objective (d) goal of 40% UB persist in PSE for a second year.</p> <p>Results: See Objective (c) on page 4 and objective (d) on page 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.</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 tolerance ■ sees connection between self and others ■ understands principles of governance ■ uses classroom learning in real world settings. 	AY/SY Community Service Participation and AY Close Up program	<p>Data Type - Student evaluation by UB Counselor and/or Community Service Mentor.</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.</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.</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	<ul style="list-style-type: none"> ■ achieves balance between education, work, and leisure time ■ overcomes obstacles ■ articulates long-term goals ■ is concerned for and gives to others ■ uses creativity and imagination ■ is competent ■ possesses confidence ■ deals with stress effectively ■ forgives ■ possesses Integrity. 	Summer Dorm Residential Experience	<p>Data Type - Student evaluation by Dorm Counselor(s), UB Counselor/Director, Instructors.</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.

(SATISFYING AND PRODUCTIVE LIFESTYLE CONTINUED)		Nutritional Science/ Healthy Living Course	<p>Data Type - Student evaluation by Healthy Living Course Instructor.</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</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	<p>Data Type - Student evaluation by Close Up teacher</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.
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 - Data collected from National Student Clearing House, UH Star system, etc. Determine % of seniors graduating high school and enrolling in college. Compare to Objective (c) 52% PSE enrollment and Objective (d) 40% persistence into 2nd year of PSE.</p> <p>Results: See Objective (c) on page 3 and Objective (d) on page 4.</p>	Evaluation used to develop and explore new intervention strategies to ensure PSE readiness.

(CLEAR PERSONAL & EDUCATIONAL GOALS CONTINUED)		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 complete through Career Kokua lessons.</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>	<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.</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.

<p>Table 3:</p> <p>PROGRESS TOWARDS HAWAII GRADUATION INITIATIVES AND STRATEGIC OUTCOMES</p>	
<p>President Greenwood's Hawaii Graduation Initiative: Increase undergraduate, graduate, and professional degrees and certificates awarded by 25% (2008-2015)</p>	<p>Academic Preparation for Post Secondary Education:</p> <ul style="list-style-type: none"> Study/Learning Skills <ul style="list-style-type: none"> -Brainology curriculum implemented with Freshmen & Sophomores Academic Advising <ul style="list-style-type: none"> -Counselor school visits -Increase knowledge of high school curriculum -Partnership with HS counselors -Encourage college prep courses -Parent/student meeting and contract Tutoring <ul style="list-style-type: none"> -Discussions w/HS's about existing services & space -HS Math teacher as tutor for schools via in-person or skype -Mathletics curriculum at student level-basic math to calculus Tracking Student Progress <ul style="list-style-type: none"> -Stipends/activities tied to academic performance -Reviewing student course selection Residential Summer Program <ul style="list-style-type: none"> -Classes in Math, Science, Writing, Literature, Hawaiian Language/Culture, Computer Software, Nutritional Science, & World Topics -47 Students attended Summer 2011 Close Up trip to Washington, D.C. increases critical thinking & debate skills <ul style="list-style-type: none"> -8 students attended Close Up trip Spring 2011
	<p>Career Exploration:</p> <ul style="list-style-type: none"> Career Kokua to explore careers & complete assessments Work Study during summer program: students earn money to job shadow/work in area of interest (12 students in Summer 2011) Participation in Close Up Washington D.C. exposes students to career paths and possibilities
	<p>Financial Literacy:</p> <ul style="list-style-type: none"> New Legislation requires Upward Bound to provide financial literacy for upcoming grant cycle Exploring USA skills classes for juniors/seniors & financial literacy package aimed at freshmen/sophomores Exploring opening savings account for college (hands on experience)
	<p>College Exploration:</p> <ul style="list-style-type: none"> College exploration workshops during recall Saturdays College tour to Oahu colleges, Spring 2011 (16 students attended)
	<p>Assistance with PSE Enrollment:</p> <ul style="list-style-type: none"> Workshops on writing personal statement Assistance w/completing college applications, to include UHMC Walk through the admission process at UHMC, especially for those completing summer bridge program (6 students Summer 2011)
	<p>Access:</p> <ul style="list-style-type: none"> Recruited 21 new students for 2010-2011 academic year Recruited 6 rising 9th graders Spring 2011

Strategic Outcome: Increasing Educational Capital by increasing participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions.	<ul style="list-style-type: none"> ▪ 75% of current students meet low-income eligibility guideline as defined by the Federal TRIO Programs Low-Income Levels (family taxable income did not exceed 150% of the poverty level) ▪ 77% of students served since 2007 met the low-income eligibility guideline ▪ Two-thirds of students served by Upward Bound must meet this criteria
Strategic Outcome: Access and Success of Native Hawaiians	<ul style="list-style-type: none"> ▪ 47% of current students identify as Native Hawaiian ▪ 59% of students served since 2007 identified as Native Hawaiian
Strategic Outcome: Exemplary Stewardship: acquiring, allocating, and managing public and private revenue streams for a sustainable future.	<ul style="list-style-type: none"> ▪ Participation in the USDA Summer Food Service program during the summer residential program for a total reimbursement of \$4,976.58. (TANF Funds only available 2009-2010).

APPENDIX

MAUI COMMUNITY COLLEGE UPWARD BOUND PROGRAM PARTICIPANT PROFILES – 2007 THROUGH 2011

Chart 1

2007-2011 Upward Bound Participants ELIGIBILITY

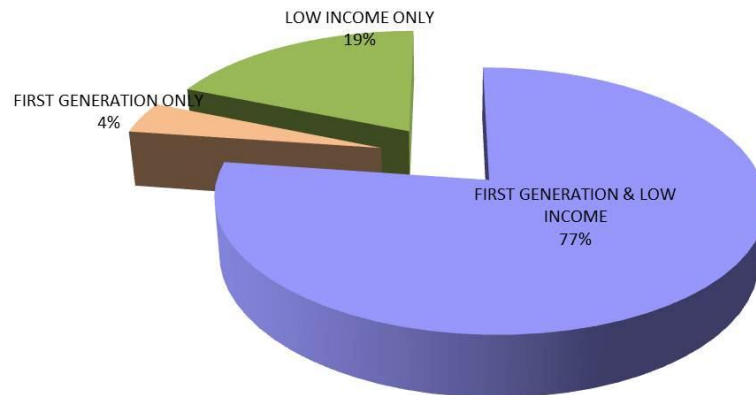


Chart 2

2007-2011 Upward Bound Participants ETHNICITY

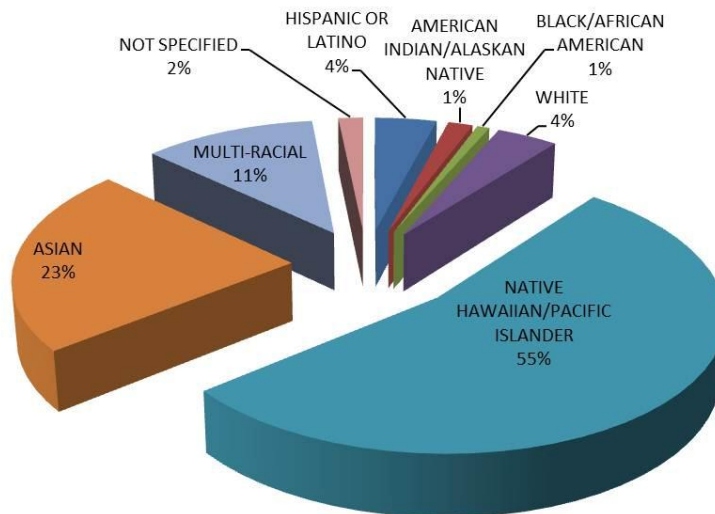


Chart 3

2007-2011 Upward Bound Participants GENDER

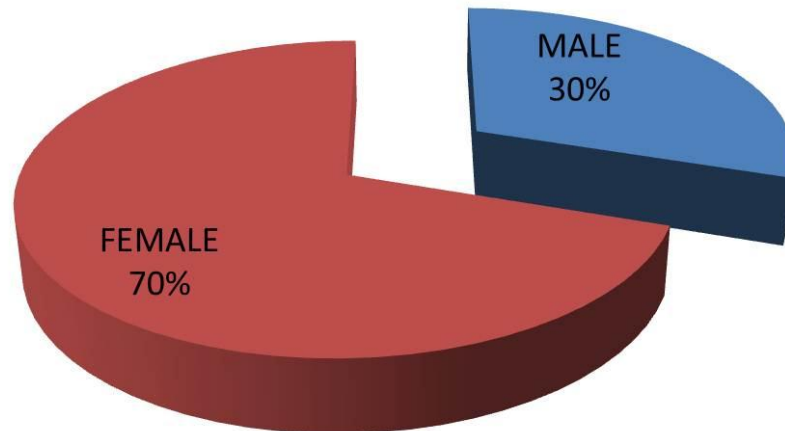


Chart 4

2007-2011 Upward Bound Participants ACADEMIC NEED AT ENTRY

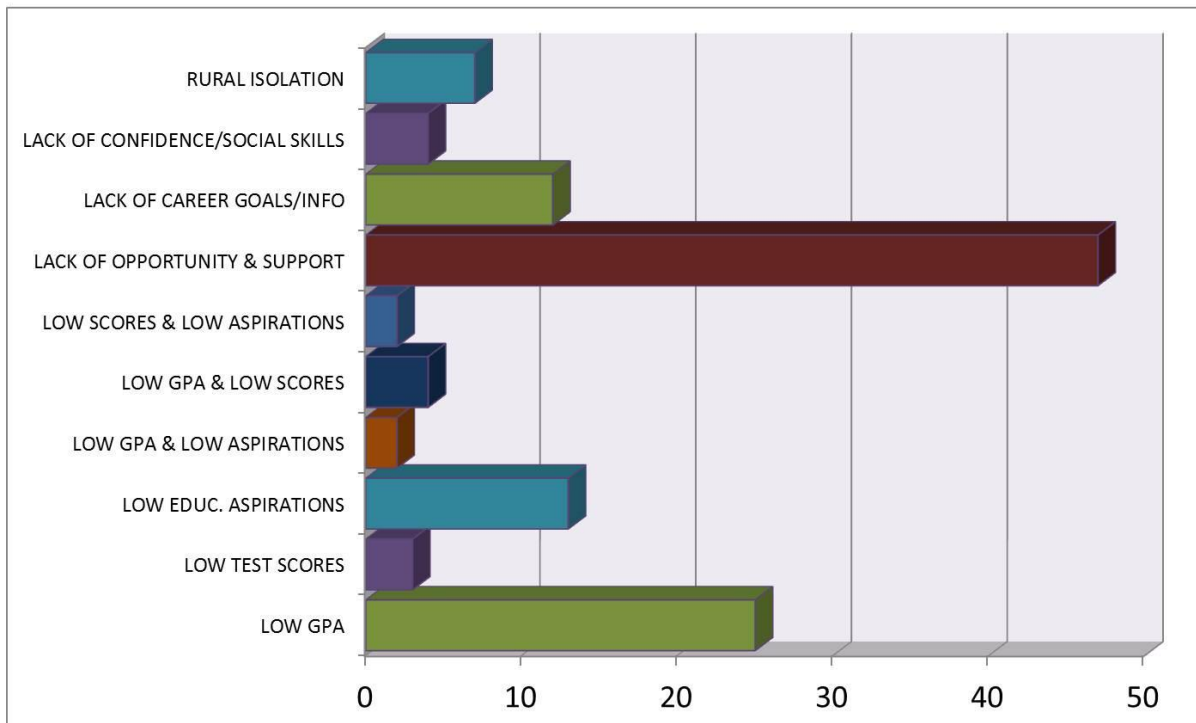


Chart 5

**2007-2011 Upward Bound Participants
GRADE AT ENTRY**

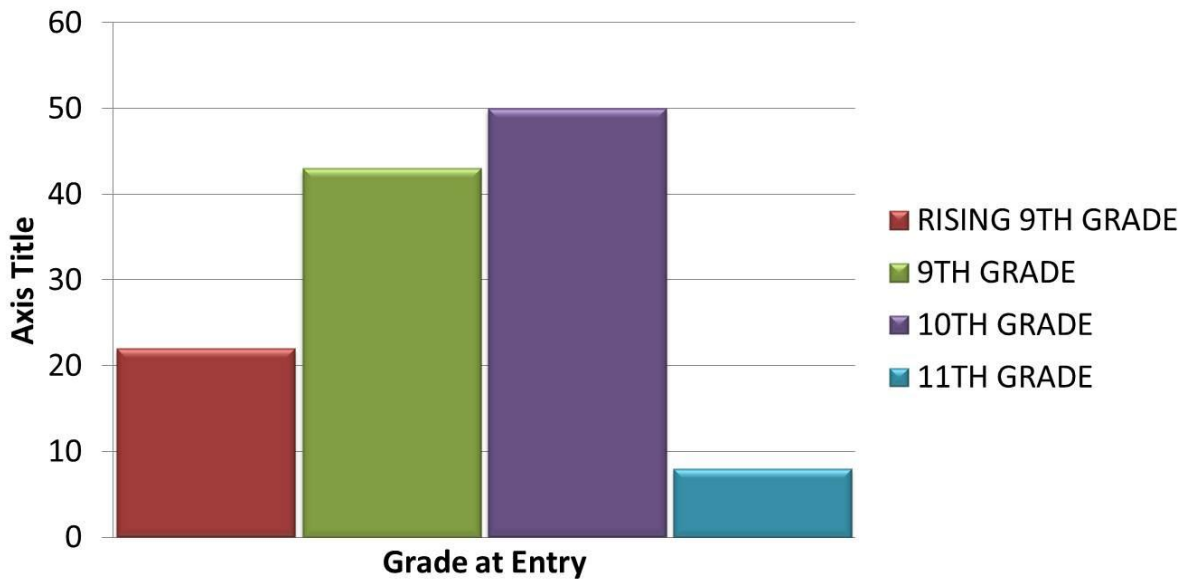


Chart 6

**2007-2011 Upward Bound Participants
HIGH SCHOOL DISTRIBUTION**

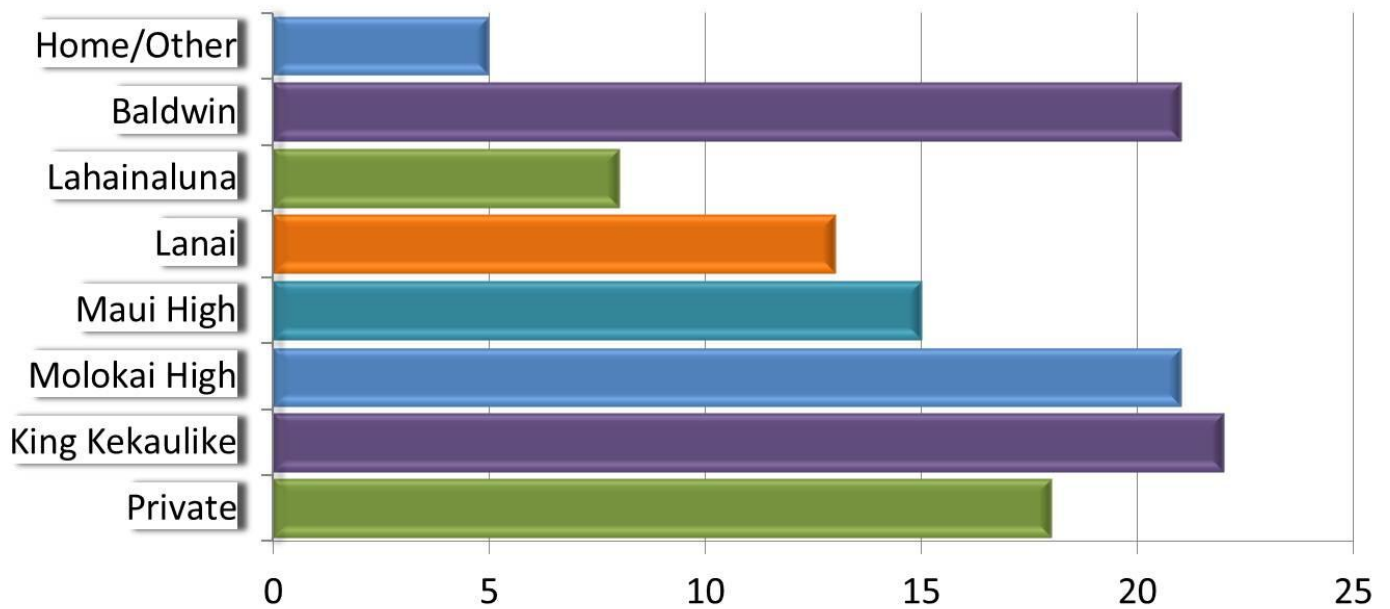


Chart 7
**2007-2011 Upward Bound Participants
PSE ATTENDANCE BY INSTITUTION TYPE**

