

Stark State College
Upward Bound Math-Science Academy
Biennial Report

Program/Department Name: Upward Bound Math-Science (federal TRIO Program)
Individual Completing Report: Kendra Preer, Ph.D.
Date: 9/12/13

Program/ Departmental Self-Assessment Procedure and Action Plan

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!
Assessment Criteria

1. Goals

Does the Department have specific student learning or student service goals which reflect the discipline or service area professional standards?

Yes X No _____

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes X No _____

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes X No _____

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes X No _____

5. Review Process

Are findings are discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes X No _____

6. Proposed Actions

Are recommendations acted upon?

Yes X No _____

7. Improvements

Have actions result in documented improvements in student learning or academic/ student services?

Yes X No _____

Assessment Measures Inventory

Purpose:

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

Instructions:

Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

Assessment Measures for Goals (Outcome measures from assessment report)	Type of performance benchmark (check all that apply)				
	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	SSC (Internal)	State-level (OACC, OBR, etc)	National (Professional Org., accrediting group, etc.)
Goal 1: Academic Improvement on Standardized Tests	Yes	Yes	X	N/A	X
Goal 2: Project Retention	Yes	Yes	X	N/A	X
Goal 2a: High School Completion	Yes	Yes	X	N/A	X
Goal 3: Postsecondary Enrollment	Yes	Yes	X	N/A	X
Goal 3a: Major in STEM related program of study	Yes	Yes	X	X	X
Goal 4: Postsecondary Persistence	Yes	Yes	X	X	X
Goal 5: Program Quality	Yes	N/A	X	N/A	X
Goal 5a: Participant Satisfaction with the Program Overall	Yes	N/A	X	N/A	N/A
Goal 5b: Participant Satisfaction with summer instructors/courses	Yes	N/A	X	N/A	N/A
Goal 5c: Parent Satisfaction with the Program Overall	Yes	N/A	X	N/A	N/A

Goals (Objectives)

Objective 1: Academic Improvement on Standardized Tests

75% of all UBMS 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 (*U.S. Department of Education Standard Objective*)

Objective 2: Project Retention

70% of 9th, 10th and 11th grade project participants served during each school year will continue to participate in the UBMS Project during the next school year. (*U.S. Department of Education Standard Objective*)

Objective 3: Postsecondary Enrollment

70% of all UBMS participants, who at the time of entrance into the project had 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. (*U.S. Department of Education Standard Objective*)

Objective 4: Postsecondary Persistence

65% of all UBMS participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year. (*U.S. Department of Education Standard Objective*)

Objective 5: Program Quality

70% of participants who attend who receive program services will rate the activity/service as good or excellent. Instructors of summer academic courses will earn an overall positive rating (agree or strongly agree) of at least 70%. Feedback to assess parents' overall program satisfaction will be collected and evaluated.

Summary Narrative

The Upward Bound Math-Science Academy offers a wide range of pre-college and learning support services to program participants attending Canton City Schools. The program serves 50 first-generation, low-income students in grades 9-12 attending Timken and McKinley high schools. The program is funded on a five year cycle (2012-Services include, but are not limited to:

Comprehensive Learning Support/High School Completion: after-school tutoring, academic advising, standardized test preparation boot camps, supplemental instruction, individual education planning and career seminars. Students participate in a six-week, non-residential summer program in which students take laboratory science courses as well as mathematics, language arts and world languages.

Pre-College Counseling/Postsecondary Enrollment: exposure to college-level science labs and postsecondary expectations, research skills and public speaking coaching, selecting a college major, interest inventories, soft-skills workshops, assistance completing college admissions applications, FAFSA and financial aid workshops, scholarship searches and individual assistance navigating the postsecondary pipeline.

The goal of the UBMS Academy is to assist students in the successful completion of high school, enrollment and persistence in a program of postsecondary education. Goals one (1) through four (4) are standard program objectives for all UBMS programs established by the U.S. Department of Education Office of Postsecondary education. Data is collected annually (each November) in a quantitative Annual Performance Report submitted to the U.S. Department of Education. Additional qualitative measures of program quality include evaluation of all program activities and services, student evaluation of summer instructors, courses and the overall program. Parents of program participants are also administered evaluations of orientation programs and parent meetings

and individual parent interviews conducted between May – December 2012. Individual parent interviews gathered information regarding program services, academic support, program communication, pre-college/postsecondary enrollment, overall value of program services and areas where the program can pursue improvement.

Increasing the number of first-generation, low-income high school students who successfully complete their secondary education and enter into a post-secondary program of study immediately following high school is the overall objective of the Upward Bound Math-Science Academy. The means of reaching this overarching goal is measured by the programs ability to meet and/or exceed the first four federally defined outcome measures: (1) academic improvement on standardized tests, (2) project retention and high school completion, (3) postsecondary enrollment and (5) postsecondary persistence. The UBMS project met or exceeded all objectives. Further, the program succeeded at meeting its own self-measurement of program quality which includes participant satisfaction with the summer program and parent/student satisfaction with the program overall (academic year services and summer).

Further evidence of success are the prior experience points (PE) earned by the program within a grant cycle. Prior experience points are earned by grantees (Stark State College) that have conducted an Upward Bound Math Science project during the three years prior to the year in which a new application is submitted. Up to 15 points can be awarded based on the applicant's prior program performance as an Upward Bound Math-Science grantee. The goal is to promote continuity in the delivery of services. After submitting annually performance reports (APR) to the U.S. Department of Education the Stark State College Upward Bound Math-Science Academy earned all 15 PE points resulting in refunding for the 2012-2017 grant cycle.

Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: Academic Achievement on Standardized Tests

Outcome Measure 1: 75% of all UBMS 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** (*U.S. Department of Education Standard Objective*).

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Findings: U.S. Department of Education Federal TRiO guidelines measure whether students pass both the reading/language arts and mathematics sections of the Ohio Graduation Test (OGT) *before* high school graduation. During the collection of program data, it was discovered that several students did not pass all sections of the OGT during their first possible test attempt during the spring of their sophomore year. All program participants who did not pass the OGT during the spring of their sophomore year and subsequently attended an UBMS OGT – Boot Camp passed the section. This represents a 100% success rate. However, program participants who either dropped out of UBMS and/or high school did not pass failed sections of the OGT in future test attempts prior to graduating high school.

Academic Improvement on Standardized Tests (2007-2011)			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	75%	N/A	N/A
FY 2008-2009	75%	100%	Yes
FY 2009-2010	75%	92%*	Yes
FY 2010-2011	75%	100%	Yes
FY 2011-2012	75%	95%*	Yes

*Students who did not pass the OGT during AY 2009-2010 and 2011-2012 were participants who dropped out of the UBMS program - thus not taking advantage of academic support and test preparation services. However, those students must still be included in federal reporting as a part of their cohort.

Review Committee/ Process: Findings were reviewed with the UBMS Curriculum Coordinator, UBMS Academic Advisor, the SSC Dean of Teaching and Learning (years 2007-2011), the SSC Vice President of Student Services and Enrollment Management (years 2012 - present) and the SSC Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: The program will continue to offer test preparation workshops (example: OGT Boot Camp) and retreats (Junior ACT Retreat) to assist students in reaching their optimal performance on state standardized tests. Program staff will continue to monitor the changes in state proficiency testing proposed by The Ohio Department of Education and adapt/modify test preparation and learning support services as needed.

Improvements: The UBMS program implemented the program’s first OGT Boot Camp in 2009. Currently, the program has a 100% student pass rate for juniors and seniors with one or more sections of the OGT (Ohio Graduation Test) who attended the five-week boot camp. Offered during the fall and spring, students who attend boot camps and received supplemental instruction passed the section(s) of the OGT they previously failed.

Goal 2: Project Retention

Outcome Measure 2: 70% of 9th, 10th and 11th grade project participants served during each school year will continue to participate in the UBMS Project during the next school year. (*U.S. Department of Education Standard Objective*)

Project Retention (2007-2011)			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	70%	95%	Yes
FY 2008-2009	70%	83%	Yes
FY 2009-2010	70%	82%	Yes
FY 2010-2011	70%	91%	Yes
FY 2011-2012	70%	82%	Yes

Outcome Measure 2a: 80% of continuing project participants will meet state requirements for high school graduation or receive their GED within the expected high school graduation cohort year.

State Requirements for High School Graduation (2007-2011)			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	80%	N/A	N/A*
FY 2008-2009	80%	100%	Yes
FY 2009-2010	80%	100%	Yes
FY 2010-2011	80%	100%	Yes
FY 2011-2012	80%	100%	Yes

*UBMS did not have a graduating cohort for AY 2007-2008

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Findings: U.S. Department of Education Federal TRiO guidelines measures whether students who participated in the UBMS program are retained year-to-year. The Department of Education also measures whether those continuing participants met all state requirements for graduation within their designated cohort year. The UBMS program exceeded expectations in retaining project participants and exceeding expectations for program participants meeting state requirements for high school graduation and completing their secondary education within their cohort year.

Review Committee/ Process: Reviewed findings with the Upward Bound Math-Science Curriculum Coordinator, UBMS Academic Advisor, the SSC Dean of Teaching and Learning (years 2007-2011), the SSC Vice President of Student Services and Enrollment Management (years 2012 –present) and the SSC Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: The program will continue to evaluate and consider monthly workshop and program evaluations completed by students in order to provide relevant and engaging services which lead to program retention. Additionally, the following strategies will continue to be implemented to ensure secondary graduation success: Providing intrusive student advising, collection of report card and attendance data and reviewing it with students quarterly; weekly academic support during College Connection tutoring, meeting with students’ guidance counselors, teachers and parents when needed and assisting students with credit recovery and summer school to gain credits for any failed high school coursework.

Improvements: After a thorough review of program retention trend data (feeder middle schools, Ohio Achievement Test Score (OAT) performance in middle school, academic need at the time of program entrance, friendship group formation and review of intake interview data for students and parents) during AY 2009-2010, it was determined that parental support, involvement and decision-making were significant factors impacting if students remained in the UBMS program. *Parent interview intake interview questions were modified* to ascertain their continued decision-making when (a) a student turned 18 years of age while still enrolled in high school, (b) their willingness as a parent to require students to finish what they start, (c) the priority of academics over sports, working and other extracurricular activities and (d) who makes decisions in the home regarding the students educational future – the parent or the student?

Goal 3: Postsecondary Enrollment

Outcome Measure 3: 70% of all UBMS participants, who at the time of entrance into the project had 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. (*U.S. Department of Education Standard Objective*)

Postsecondary Enrollment (2007-2011)			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	70%	N/A	N/A
FY 2008-2009	70%	100%	Yes
FY 2009-2010	70%	82%	Yes
FY 2010-2011	70%	83%	Yes
FY 2011-2012	70%	70%	Yes

Outcome Measure 3a: 40% of program participants will pursue a postsecondary major in the STEM (Science, Technology, Engineering or Math) field.

Major in a STEM-related Program of Study (2007-2011)			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	40%	N/A	N/A
FY 2008-2009	40%	0%	No
FY 2009-2010	40%	83%	Yes
FY 2010-2011	40%	80%	Yes
FY 2011-2012	40%	60%	Yes

Measurement 3a is *not* a federal program measurement for the 2007-2012 grant cycle. This is an **additional measure** beyond the federal minimum requirements.

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Findings: U.S. Department of Education Federal TRiO guidelines measures whether UBMS participants, who at the time of entrance into the project had 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. For all years, the UBMS project met or exceeded its goal of enrolling 70% of participants from the graduating cohort into a program of postsecondary education immediately following high school graduation. An additional measure not required by the Department of Education is to track the number of students who actually pursue a STEM course of study at the postsecondary level. The UBMS project exceeded its own internal goal of 40% of each graduating cohort enrolling in a STEM course of study.

Review Committee/ Process: Reviewed findings with the Upward Bound Math-Science Curriculum Coordinator, UBMS Academic Advisor, the SSC Dean of Teaching and Learning (years 2007-2011), the Vice President of Student Services and Enrollment Management (years 2012 –present) and the SSC Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: Recruitment efforts were modified from a one-semester process during the spring term to a two-semester process during the fall and spring annually. By increasing the number of contacts with potential project participants, there is a better chance of assessing if they are a fit or the program, their interest and intention regarding going to college, as well as their ability to

discipline themselves to do the things required to graduate high school and enroll into a program of postsecondary education. Additionally, students who indicated that military service or non-STEM careers were their first choices were re-directed to other pre-college opportunities in the College or community.

Improvements: By expanding the recruitment process and inviting parents and students to visit the program for a Saturday workshop there was an overall better understanding of program expectations, services and requirements; thus, better retention of project participants followed. With the modified recruitment procedures, more students genuinely interested in STEM were recruited and reported more satisfaction with intense labs and math/science related activities. The result is a direct correlation with their overall program satisfaction which increases the programs chance of retaining the participant in the program.

Goal 4: Postsecondary Persistence

Outcome Measure 4: 65% of all UBMS participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year. (*U.S. Department of Education Standard Objective – measures fall to fall persistence of those participants who enrolled in a program of postsecondary education*)

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Postsecondary Persistence (2007-2011)			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	65%	N/A	N/A
FY 2008-2009	65%	N/A	N/A
FY 2009-2010	65%	0%	No
FY 2010-2011	65%	44%	No
FY 2011-2012	65%	67%	Yes

Findings: U.S. Department of Education Federal TRiO guidelines measures whether UBMS participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year. The UBMS project met its objective of postsecondary persistence during one year of the three years with reporting data. Note, the FY2009-2010 is based upon the performance of a cohort of one individual student. During FY2010-2011, the program nearly met its objective of 65% and exceeded the objective during FY2011-2012.

Review Committee/ Process: Reviewed findings with the Upward Bound Math-Science Curriculum Coordinator, UBMS Academic Advisor, the SSC Dean of Teaching and Learning (years 2007-2011), the Vice President of Student Services and Enrollment Management (years 2012 –present) and the SSC Director of Institutional Research, Planning, and Assessment.

Proposed actions for next term/academic year: After a careful review of data, a plan was established to connect UBMS program graduates with other student success initiatives/services at the collegiate level on their respective campuses. Partnering with Stark State College’s TRiO SSS program, a special orientation session was added to connect UBMS program graduates with the college-level TRiO program to assist students with finding their next level of support. Additionally, program staff connect with program alumni during the academic year through targeted initiatives such as connecting them with

Improvements: By connecting students with other TRiO and college support programs, there has been an increase in the number of students who are better positioned to persist. Efforts of continued alumni

engagement along with new strategies for student recruitment, implementation of the use of the GRIT scale at the time of enrollment and ongoing assessment of the student and required advising appointments have all contributed to overall student persistence and success goals.

Goal 5: Program Quality

Outcome Measure 5: 70% of participants who attend and receive program services will rate the activity/service as good or excellent. Instructors of summer academic courses will earn an overall positive rating (agree or strongly agree) of at least 70%. Feedback to assess parents’ overall program satisfaction will be collected and evaluated.

Outcome Measure 5a: 70% of program participant will report overall satisfaction with program activities and services

Program Participant satisfaction with Academic Year (AY) Program Activities and Services			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	70%	N/A	N/A*
FY 2008-2009	70%	83%	Yes
FY 2009-2010	70%	91%	Yes
FY 2010-2011	70%	85%	Yes
FY 2011-2012	70%	86%	Yes

**UBMS program began delivering services in May 2008.*

Outcome Measure 5b: 70% of program participant will report overall satisfaction with program summer instructors/courses

Program Participant satisfaction with Summer Instructor/Course Evaluations			
Reporting Year	Objective	Project Performance	Objective Met Y/N
FY 2007-2008	70%	80%	Yes
FY 2008-2009	70%	90%	Yes
FY 2009-2010	70%	84%	Yes
FY 2010-2011	70%	83%	Yes
FY 2011-2012	70%	82%	Yes

Outcome Measure 5c: 70% of program participants’ parents will report overall satisfaction with program activities and services

Terms of Assessment: Summer _____ Fall _____ Spring _____ Annual X

Findings: Parent interviews were conducted with a cross-section of parents of UBMS participants representing various grade levels and various levels of program participation during AY 2011-2012. Participants answered six questions regarding (1) program services, (2) academic advising and learning support, (3) program communication, (4) pre-college/postsecondary enrollment services, (5) overall perception of the program, and (6) suggested areas for program improvement. For each question parents responded with their answer providing qualitative data. They were asked to give an overall rating for each question/category. The rating scale was as follows:

“Wow” – Beyond your expectations

“Good” – Meets expectations

“Caution” – Below expectations

“Urgent” – Needs immediate improvement

Question 1: Program Services

UBMS services were viewed favorably by parents. A parent of a first-year, freshman student during AY 2011-2012, had this to say about program services: “I am thankful for all the opportunities this has opened for my son. The whole program in itself has been most useful.” Overall, parents reported program services were *beyond their expectations* and have been useful in the following ways:

- increasing readiness for college
- getting ready for their future
- providing step-by-step instruction
- helping students stay in the mindset of a good education
- providing resources during tutoring that their children would not have at home
- learning how to conduct themselves during an interview
- providing the opportunity to travel to different colleges and different environments
- advisors are close in age to the students to they listen to them

Overall, parents were very pleased with program services. A parent of a senior in the 2012 cohort said, “It (UBMS) has been very useful. My daughter would not be where she is without the program. The OGT boot camps were the most helpful to us. They gave her all the help she needed.”

Question 2: Academic Advising and Learning Support

Academic and learning support services provided by UBMS were well-received by parents with each rating services as *good* or *beyond their expectation*. “By having a program in the summer helps my son to stay focused. He seems less nervous about what to do as far as getting into college and the cost, noted one parent.” Additional parent observations were:

- students have become more serious about getting good grades
- working in the science lab atmosphere has really done a lot
- ACT tests are free to (UBMS) students and that is a big expense we didn’t have to worry about
- College Connection tutoring is great when utilized
- The staff is a real support system
- Science labs are enjoyable
- The summer program helps students stay focused
- Good that UBMS works with the student, their teachers and their parents
- Helps students when they slack off

One parent participate noted, “My daughter is very prepared. She carried a 4.0 grade point average, but when she would slack off, UBMS got her back on track and focused.”

Question 3: Program Communication

All interview parents expressed UBMS program communication was *beyond their expectation*. A senior parent whose students entered the program as a sophomore provided the following insight, “The program does everything - send mail, call and send text messages. That is good because we have email at my job, but everybody doesn’t have email at home.” The following responses summarize interviewee comments:

- we always receive proper notice
- staff is very understanding and willing to work with us on questions

- the program sends mail, phone calls home and text messages
- when I call someone gets back to me
- all the staff has been very responsive no matter the time or day
- always receive mail about upcoming events
- reminder phone calls helpful
- I get all the information I need, it's my organization that loses the communication
- when I ask someone calls me and I appreciate the help with financial aid
- not getting information too early was good and then it's not forgotten about

A parent of a sophomore student (cohort 2014) attending Timken High School reported, "UBMS communication is very effective. I always get mail and reminder phone calls; very timely. I am very comfortable with my son being there."

Question 4: Pre-College/Postsecondary Enrollment Services

All parents rated the pre-college services as *beyond their expectation*. Parents commented that by helping their children in the post-secondary enrollment process, they learned how to enroll in school as well. According to one interviewee who is now in school at SSC, "Not only has this program been beneficial to my son, it is beneficial to me also. I have learned so many things I did not know. Everyone is so helpful." Other program participant's parents provided the following insight:

- they (UBMS staff) know the answer to every question and if they don't they'll find out
- they bring it to a level that is easy to understand
- going step by step
- the support says you (the staff) are here for the students and I appreciate that.
- 100% beneficial and I learned some things along the way that helped me know what to do
- very beneficial to our family
- learned many things
- everyone is very helpful and keeps students included
- it helps them to be less nervous when they have an opportunity to 'pre-test' so to speak

A parent of an Early College High School senior girl (cohort 2012) especially appreciated the supported provided by the UBMS Junior ACT Retreat, "You guys provided breakfast, kept the admissions ticket, paid for the test, made sure she had her ID card and pencils the day of the test. It really took the burden off the parents that day and I'm appreciative of that."

Question 5: Overall Perception of the UBMS Program

Parents were asked to provide examples of why the program was beneficial to their family. All parents reported the UBMS program *overall exceeded their expectations*. A parent of a freshman male attending Early College High School shared the following, "It (UBMS) has been very valuable to my son and our family. By seeing how successful this program can help him be, his sister is very excited to also be in the program next year." Other parent comments:

- readiness and high expectations
- field trips are made to be very educational but fun; keeps interest up
- race and financial situations have no bearing on how students are treated
- students can see that college is not out of reach
- extra time spent with my daughter for her ACT test. The extra time and extra literature really helped her.

- Going to Bennett College for the summer was a great experience for my daughter. Making her get up there and present what she spent the summer doing was also good.
- My daughter had the opportunity to meet a female judge through UBMS. That was a positive example for her.
- These students do not know how blessed they are. Hopefully they can come and give back.

The UBMS program provides expanded educational options and experiences for students that are valued by parents. As conveyed by a parent of a tenth grader from McKinley High School, “ My son has always had his mind set on going to Purdue, but since the UBMS college tour to Michigan, he’s now considering Detroit Mercy. UBMS broadened his horizon!”

Question 6: Areas for Program Improvement

Parents overwhelmingly provided favorable opinions to program services, learning support, communication and overall program value. There were a few areas for improvement noted:

- More staff available during tutoring so students can get more one-on-one help and spend more time with students.
- It would be great for more children to be involved with UBMS
- Review program expectations with students and parents when they come into the program so they know exactly what they are signing up for.

Review Committee/ Process: Reviewed findings with the Upward Bound Math-Science Curriculum Coordinator, UBMS Academic Advisor, the SSC Dean of Teaching and Learning (years 2007-2011), the Vice President of Student Services and Enrollment Management (years 2012 - present) and the SSC Director of Institutional Research, Planning, and Assessment

Proposed actions for next term/academic year: Based upon parent interview feedback, the following actions were taken into consideration when writing the new 2012-2017 UBMS grant proposal:

- The UBMS program now offers an additional math tutor and science tutor provided in-kind by Stark State College through the mathematics tutoring center and the science tutoring center. Additionally, the College Connection tutoring program was expanded from two days a week (Tuesday/Thursday) to three days a week (Tuesday, Wednesday, Thursday) to allow for smaller groups of students and more individual tutoring/homework help.
- More opportunities for more students to become involved in the UBMS were added in the 2012-2017 grant award. The U.S. Department of Education allows programs to grow by 15 students during a grant cycle. The program now serves 65 students attending Canton City Schools.
- UBMS provides an annual ‘New Student and Summer Orientation’ Session in May annually. Given parent feedback during this assessment and further follow-up with other parents, the program is now offering a separate orientation for new students in April annually (beginning April 2014), followed by the Summer Orientation for all program participants in May. This will allow students and parents new to UBMS have their questions answered in a forum tailored solely for new participants.

Improvements: A student evaluation for College Connection tutoring at the end of fall and spring is being developed for implementation during AY 13-14. This measurement will give program staff timely feedback on the effectiveness of tutoring/homework help services.

Assessment Report Review Rubric

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

Yes X No

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes X No

Comments:

Was research conducted and findings determined for each goal?

Yes X No

Comments:

Is there a review process in place for the department/ service area?

Yes X No

Comments:

Are action steps outlined where applicable?

Yes X No

Comments:

Was the self-assessment and action plan completed?

Yes X No

Comments:

Was the assessment measures inventory completed?

Yes X No

Comments:

Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of Direct Measures of Student Learning/Services

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

Examples of Indirect Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni's* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members'* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]