Co-curricular Assessment Report

Program/Department Name:	Upward Bound Math Science
Year of CAR Completion:	2018
CAR Cycle:	2015-16, 2016-17, 2017-18

Co-curricular Assessment Report

Organization of Program Review Materials:

- Component I: Response to Previous Co-curricular Assessment Report
- Component II: Review of Assessment Data
- Component III: Criteria for Co-curricular Assessment Report
- Component IV: Recommendations and Executive Summary
- Appendix A: Co-curricular Program/Department Summary Work Plan

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. *(Please enter **NA** in these areas if this is your first CAR.)* *****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Program/Department: Upward Bound Math Science

Strengths:
The retention and graduation rate has held and exceeded the expected goals from the Department of Education.

Areas of improvement:

- Student participation in weekly programing.
- Staff turnover could also be improved.

Opportunities:
Collaboration with community partners to assist with opportunities such as Internships and career and academic planning.

Threats:
Budget constraints does not allow increasing salary ranges for staff which could affect the ability to retain or recruit exceptional qualified candidates.

Progress to Date:
New staff continue to fill the roles and positions aligned in the grant to meet and exceed expectations.

Component II

Review of Previous Assessment Data

If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.

1. **What changes have been recommended that have had a positive effect on your program's outcomes? (Please be specific.)**

   NA

2. **What changes to your program/department were made based on findings from the previous CAR?**
   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.

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: To prepare and assist first generation, low-income and underserved high school students for college in the areas of financial aid, ACT preparation, college visits, and working with parents to accomplish this task.

Values: NA

Goals: 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.

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.

*Goals should align with current SSC Strategic Plan.

***Note if any changes have been made to the mission, values, and/or goals since the last CAR.**

Criterion 2.0 Baseline Data

1.) **What baseline data has your Program/Department collected during this CAR term?**
The U.S. Department of Education and all TRIO programs utilize the Annual Performance Appraisal (APR) for data collection and evaluation.

2.) **How is that data used to evaluate the Program/Department?**
The data is used to track students and their progress along with benchmarking the progress on the goals that has been set according to the Upward Bound Math Science Academy grant.

Criterion 2.0 Program/ Departmental Assessment Procedure and Action Plan

Program/Department Name: Upward Bound Math Science
Individual Completing Report: Gregory Freeman
Individual(s) Reviewing Report:
Date:

Program/ Departmental 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.

Assessment Criteria

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

Yes __X___ No _____

Outcome Measures:
Are direct and indirect outcome measures identified for each goal?

Yes __X___ No _____

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

Yes __X___ No _____

Findings:
Are research results analyzed and interpreted and findings determined?

Yes __X___ No _____

Review Process:
Are findings discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes __X___ No ____

Proposed Actions:
Are recommendations acted upon?

Yes __X___ No _____

Improvements:
Have actions resulted in documented improvements in student learning or academic/ student services?

Yes __X___ No _____

Assessment Measures Inventory

*The matrix should contain all goals as they pertain to the CAR.

Assessment Measures for Goals (Outcome measures from assessment report)	**Is trend data available for the measure?** (*Yes, No, NA*)	**Has a performance benchmark(s) been identified for the measure?** (*Yes, No, NA*)	**Type of performance benchmark - SSC** (internal), **State-level** (OACC, OBR, Etc.), **National** (Professional Org., accrediting group, etc.) *List all that apply*
Goal 1: Reading/ language arts and math combined pass rate	Yes	Yes	National/Annual Performance Report
Goal 2: Pct. non-dismissed students from previous program year	Yes	Yes	National/Annual Performance Report
Goal 3: College-going rate of rising senior-year participants	Yes	Yes	National/Annual Performance Report
Goal 4: Fall-fall enrollment of first-year college students	Yes	Yes	National/Annual Performance Report
Goal 5: Monthly activities ratings	Yes	Yes	SSC
Goal 5: Instructor Evaluations	Yes	Yes	SSC
Goal 5: Tutoring Evaluations	Yes	NA	NA
Goal 5: Student focus groups	Yes	NA	NA
Goal 5: Parental Interview feedback (as needed)	Yes	NA	NA

Criterion 3.0: 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 Program/Department on an annual basis. As an 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.

Provide a brief summary of baseline data collected by the Program/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review 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/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: 75% State test proficiency for seniors

Outcome Measure 1: Reading/ language arts and math combined pass rate

Terms of Assessment: Fall _____ Spring_____ Annual __X___
Outcome Measure 1: Reading/language arts and math combined pass rate

Findings: Objective has been met. Based on information reported on the 2018 Annual Performance Report, 100% of graduating seniors passed (14) their state proficiency tests in Math and Language Arts.

Review Committee/Review Process: This data is reviewed annually by Director and any staff who participate in the collection and reporting of data for the APR

Improvements: The state of Ohio has changed graduation requirements, allowing students to either earn a certain score on the ACT and SAT tests *or* earning a certain amount of points on state issues End of Course exams. While current seniors have successfully passed their standardized tests required for graduation, future students may struggle under the new testing requirements. Proposed improvements to address anticipated challenges include increased amount of ACT or SAT preparation workshops and tutoring

Goal 2: 70% Annual retention rate

Outcome Measure 1: Pct. non-dismissed students from previous program year

Terms of Assessment: Fall _____ Spring_____ Annual ___X__

Findings: Objective has been met. During the 2017-2018 academic school year, 0 students were dismissed from the program. 100% of students were retained during 2017-2018 (63). During the 2016-2017 academic school year (63), 10 students were dismissed from the program. 84% of students were retained during 2016-2017.

Review Committee/Review Process: Findings are reviewed annually by Director, as well as on an as needed basis with staff when student participation and program recruitment is addressed.

Improvements: UBMS participant retention has been strong, though attendance to programs and events varies. Proposed improvements include adjustments to the stipend policy, utilizing multiple methods of communications with students and parents about events, and adjustments in the types of students recruited and admitted to the program (students who are less involved in extra-curricular activities, for example).

Goal 3: 70% Post-secondary enrollment

Outcome Measure 1: College-going rate of rising senior-year participants

Terms of Assessment: Fall _____ Spring_____ Annual ___X__

Findings: Objective has been met. Based on information collected and reported on the 2017 APR, 71% of 2017 high school graduates (13) enrolled and attended college in the fall following their graduation.

Review Committee/Review Process: This data is reviewed annually by Director and any staff who participate in the collection and reporting of data for the APR.

Improvements: To ensure the program continues to meet and improve upon the objective, proposed measures include partnering with the Early College High School "Senior Seminar" program, which connects high school seniors with every aspect of the college applications and enrollment process, developing a summer Bridge opportunity to help high school graduates feel prepared for their first semester of college, and increasing the frequency and effectiveness of UBMS Junior/Senior Meetings.

Goal 4: 65% Post-secondary persistence

Outcome Measure 1: fall-fall enrollment of first-year college students

Terms of Assessment: Fall _____ Spring_____ Annual ___X__

Findings: Objective Not Met. Based on information collected and reported on the 2017 APR, students who graduate from high school in 2016, enrolled in postsecondary education in the fall, and then persisted to a second year of school is 60% (13 out of 20).

Review Committee/Review Process: This data is reviewed annually by Director and any staff who participate in the collection and reporting of data for the APR.

Improvements: A crucial finding from the APR process is the number of students who withdraw from a four-year institute, enroll at Stark State College, and then withdraw completely. One way to improve in this objective is to provide Bridge opportunities for high school graduates and connections to transfer and admissions personnel at Stark State. Three 2016 graduates left four-year institutes and never considered transferring to Stark State; if they had, the objective would have been met.

Goal 5: Program quality

Outcome Measure 1: Monthly activities ratings

Terms of Assessment: Fall ___X___ Spring X___ Annual _____

Findings: Evaluations are given at the conclusion of each monthly program session, and the ratings are overall very positive. Students enjoy the educational activities and feel they learn valuable information. Students have also expressed an interest in more hands-on activities and more opportunities to learn about programs at Stark State College.

Review Committee/Review Process: Program evaluations are collected at the conclusion of each monthly program session, are reviewed by Director and program staff, and then sent to the Office of Institutional Research.

Improvements: Students are eager to provide honest, direct feedback about program sessions, and have made suggestions about what types of programming they would like to see in the future. Proposed improvements to the monthly evaluations include adjustments to the open-ended questions on the evaluation, the purpose of which is to ensure the questions are specific and allow students to provide detailed feedback and solutions.

Outcome Measure 2: Instructor Evaluations

Terms of Assessment: Fall _____ Spring_____ Annual ____X_

Findings: Instructor evaluations are given at the end of the six-week summer program and are facilitated without the instructor in the room. Students provide feedback about instructor's

listening skills, classroom conduct and respect, knowledge on the subject matter, and teaching methods. Students are also asked to identify instructors' strengths and weaknesses. Overall, students find that summer instructors are very knowledgeable about their subject matter and respect students. Students express positive thoughts and feelings about the summer instructors. Negative feedback includes comments about instructors' inability to connect with students, difficulty in material or course work, and waiting to grades or missing work to be reported.

Review Committee/Review Process: Instructor evaluations are designed and facilitated by program staff, who review the evaluations and report to the Director. Program staff and Director also conduct periodic in-person observations of instruction in the classroom.

Improvements: Summer instructors are required to participate in training prior to the start of the summer program, as well as weekly instructor meetings with program staff. These trainings and meetings are designed to check in with instructors to gain an understanding of what is happening in the classroom. Staff, therefore, is fully informed about the instructors' and students' feedback about the summer experience. Improvements, if any are needed, could include a better system for facilitating the evaluation of instructors.

Outcome Measure 3: Tutoring Evaluations

Terms of Assessment: Fall _____ Spring_____ Annual _____

Findings: N/A

Review Committee/Review Process: N/A

Improvements: Currently, the program does not utilize evaluations to determine the effectiveness of tutoring sessions and afterschool programming. Improvement could include designing and facilitating an evaluation process to assess the effectiveness of tutoring and afterschool programming.

Outcome Measure 4: Student focus groups

Terms of Assessment: Fall _____ Spring_____ Annual _____

Findings: N/A

Review Committee/Review Process: N/A

Improvements: Currently, the program does not utilize student focus groups to assess the effectiveness of the program or seek additional student feedback. One informal session was held and feedback was used to structure activities for "College Knowledge" afterschool programming. Improvements could include utilizing informal focus groups more frequently and/or designing and facilitating a more formal focus group session.

Outcome Measure 5: Parental Interview feedback (as needed)

Terms of Assessment: Fall _____ Spring_____ Annual _____

Findings: N/A

Review Committee/Review Process: N/A

Improvements: While the program has not conducted parental interviews seeking feedback, Director and staff have frequently spoken with parents and families about programs and other relevant questions or concerns. Moving forward, an improvement could be utilizing collaboration with a Parents' Association to facilitate direct parental feedback about the program's effectiveness.

Criterion 4.0 Program/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Program/Department.

Yes	No	DNA		
Yes			**4.1**	Employee (full-time and part-time) credentials meet the program, college, state, and national accreditation requirements.
Yes			**4.2**	Annual Employee Performance Evaluations are on record in Human Resources.
Yes			**4.3**	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other scholarly works.
Yes			**4.4**	Employees are involved in the development of program/department initiatives that support the College Mission.

3. Additional Comments: (Please explain any "No" selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Program/Department.
Performance evaluations are being utilized to hone in on the UBMS staff strengths as well as help in the process of navigating through weaknesses to help ensure positive overall professional growth.

2. Describe how professional development benefits the program.
UBMS staff attended the Ohio TRIO Leadership Conference to attend sessions to enhance their professional skills and knowledge of best practices. This allowed the staff to also network with other TRIO professionals to pick up innovative ideas to help better serve our students.

3. Describe how employees are involved in the development of program/department initiatives that support the College Mission.
The staff are involved in the recruitment and delivery of services of the UBMS program. They play a pivotal role in integrating and developing new resources, to assist in providing access to postsecondary education. This supports the mission of Stark State College of providing access to populations of students like those we serve, that are low income and first generation students that need access to postsecondary education. Our student's spend six weeks each summer on campus in a summer enrichment program. After graduation some of our students who are attending Stark State College have been pipelined to another TRIO program Student Support Services to assist them during their postsecondary careers.

Criterion 5.0 Program/Department is responsive to changes in current technology and adequate resources.

Yes	No	DNA		
Yes			**5.1**	Program/Department changes are consistent with technological and scientific advances, and Program/Department content incorporates new developments in the field.
Yes			**5.2**	Employees work with supervisors to ensure adequate and current resources available for the Program/Department.
Yes			**5.3**	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any "No" selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.
Students and parents communicate more efficiently by electronic communication rather than just information communicated through postal service.

2. How are these changing conditions addressed within the Program/Department?
Communication is paramount to the success of this program so there are is now a multiplicity of ways students and parents are communicated one by traditional mail service, by email, and by group me text messaging.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.
The IT department at Stark State College ensure that all Upward Bound Math Science Academy computers are up to date with the latest software.

Component IV

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Program/Department: Upward Bound Math Science

Strengths:
This program is strong because of the dedicated professional staff. The support of Stark State College and its leadership. TRIO and all of the vast resources at our disposal as well as the gifted first generation under served, and, low income students who participate in our program.

Areas of improvement:

- Parental Involvement.
- College connection attendance.
- Hire full time Academic Advisor.

Opportunities:
The Upward Bound Math Science Academy is a STEM program and there is plenty of areas for growth in the STEM fields such as Coding. Our students will have a phenomenal chance to be exposed to many educational as well as professional opportunities within the confines of STEM.

Threats:
Students will have to be committed to the Upward Bound Math Science Academy process to be successful. Reduced or elimination of funding is always at the looming it's ugly head in conversations of the government why the need for COE (Council for Opportunity in Education)

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the Summary Work Plan - Appendix A. Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.