Co-curricular Assessment Report

Office/Department Name: Upward Bound Math Science

Year of CAR Completion: 2020-21

CAR Cycle: 2018-19 to 2020-21

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 Office/Department Summary Work Plan
- Appendix B: Assessment Council Review Form

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

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

<center>**Component I**</center>

<center>**Response to Previous Co-curricular Assessment Report**</center>

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. ***If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Office/Department: Upward Bound Math and Science (UBMS)

Strengths:

This program is strong because of the dedicated professional staff and support of Stark State leadership. Managed to decrease turnover from previous years, full-time professional staff and summer staff were retained since 2017. Student retention in program and participation in program activities is excellent as well.

Areas of improvement:

- Increase parental involvement.
- After-school College Connection workshop and tutoring programming in-person attendance.
- Funding for a fulltime Academic Advisor, comes from multiple sources. 50% of the funding comes from the Dept. of Education and is a 5-year commitment. The other 50% comes from United Way and is approved one-year at a time. This makes hiring candidates challenging, when you can only guarantee full-time employment for one-year.

Opportunities:

Developed advance training in Science, Technology, Engineering, and Math (STEM) related activities such as coding, robotics, and health medicine. Utilized virtual resources during the pandemic that increased STEM related training.

Threats:

Pandemic and virtual classes provided individual instruction, however students learn and develop more with in-person and hands-on training in STEM activities. Students are displaying virtual fatigue and continue to voice their preference for in-person programming. Because of the 50-50 funding for the position of Academic Advisor, it is hard to retain and recruit top notch candidates. Candidates are wary of 50% of their funding committed for a 5-year period from U.S. Department of Education and the other 50% is unsteady on an annual basis. If the annual funding is *not* renewed, the Academic Advisor loses full-time status and becomes a part-time employee, impacting insurance coverage, time-off, and retirement funds.

Progress to Date:

This year obtained external funding (2020) for an Academic Advisor. The position will be advertised as a part-time position, so candidates are aware of the funding at recruitment. This change, although the set-up is the same, will hopefully paint a true picture of the funding process from different sources. We have continued to maintain full-time professional and summer staff for the past 3 years. We have continued a hybrid summer program model during the pandemic to ensure students receive hands-on training in labs to maintain excellent yearly student retention.

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 outcomes? (Please be specific.)**

- **Academic Advisor Position:**
  Position was approved by Executive Council and staff member was hired. Then employee opted for a more secure full-time position elsewhere. The feedback we received indicated that the uncertain nature of the funding for the position, and the concern of losing full-time status, made the position disagreeable. Therefore, the position is no longer advertised as full-time and is now advertised as part-time.

- **College Connection Attendance:** New workshops were created by involving Stark State College Financial Aid and Workforce Development Offices.

- **Parent Association:**
  Formed and met during the academic year. The Parent Association members were engaged in the interview process for prospective new student participants and their parents. This created a meaningful dialogue with veteran and new parents.

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

- Diminished turnover for full-time professional staff. Student services introduced additional STEM activities, such as coding and robotics, because funds were transferred from student travel to more structured STEM activities, due to limited contact during COVID. We used the funds to create a more individualized instruction and purchase advanced science materials to foster independent learning while students met virtually. U.S. Department of Education provided special permission for this funding in lieu of student travel.

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Component III

Criteria for Co-curricular Assessment Report

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Criterion 1.0 Mission, Values and Goals

Mission: To prepare income eligible students who aspire to be first generation college graduates in academic programs that lead to STEM careers. Students will receive financial aid, ACT preparation, career training, and college visits. Encourage parental engagement to accomplish this task.

Vision: Forging first-generation students of today into STEM leaders of tomorrow.

Values: N/A

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 goal is measured by the programs ability to meet and/or exceed the first four federally defined outcome measures:

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. 70% of Instructors of summer academic courses will earn an overall positive rating

(agree or strongly agree). Feedback to assess parents' overall program satisfaction will be collected and evaluated in the future.

*Goals should align with current SSC Strategic Plan.

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

Criterion 2.0 Longitudinal Data

1.) **What longitudinal data has your Office/Department collected during this CAR term?**
   The Upward Bound Math Science Program is required by the Department of Education to collect longitudinal data to assess the progress of the program. This is done through Summer Instructor and Mentor evaluations as well as monthly program evaluations. These evaluations are submitted and calculated by the Office of Institutional Research, Planning, and Assessment. The Department of Education also requires each program to submit an Annual Performance Report (APR).

2.) **How is that data used to evaluate the Office/Department?**
   There are common standardized objectives included in the grant proposal to the U.S. Department of Education. Percentages are identified in the initial grant proposal. The data is used to improve services and "prior experience points" are awarded for performance and the points are applied towards the next towards the next grant cycle proposal score. The maximum prior experience points are 15.

   The Summer Instructor and Mentor evaluations provide our staff with valuable information of the effectiveness of the courses as well as the instructor effectiveness in the classroom. Our Mentor evaluations also give a clear picture of how our mentors interacted with the students and provided leadership in the Summer classrooms. All of our academic year programs as well as our field trips are evaluated by our students to track the effectiveness and the number of students participating in our program activities.

Criterion 3.0 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 or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (Mark Internal, State-level [OACC, OBR, etc.], and/or National [Professional org., accrediting group, etc.])
Goal 1: Reading/ language arts and math combined pass rate	Yes	Yes	National
Goal 2: Pct. non-dismissed students from previous program year	Yes	Yes	National
Goal 3: College-going rate of rising senior-year participants	Yes	Yes	National
Goal 4: Fall-fall enrollment of first-year college students	Yes	Yes	National
Goal 5: Monthly activities ratings	Yes	Yes	Internal
Goal 5: Instructor Evaluations (prior Summer)	Yes	Yes	Internal
Goal 5: Mentor Evaluations (prior Summer)	Yes	Yes	Internal
Goal 5: Student focus groups (TBD)	NA	NA	Internal
Goal 5: Parent Association Feedback	NA	NA	Internal

Criterion 4.0: Assessment Results Report

Office/Department Name: Upward Bound Math Science
Individual Completing Report: Gregory Freeman
Individual(s) Reviewing Report:
Date: 5-27

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 Office/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Offices/Departments meeting effective assessment standards will be required to submit an assessment report on a three-year cycle.

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 Office/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% 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)*

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

Objective has been met. Based on information reported on the 2019 Annual Performance Report, 100% of graduating seniors (18) passed their state proficiency tests in Math and Language Arts.

Terms of Assessment: Fall _____ Spring_____ Annual __X___

Findings:

Proficiency Reading/Language Arts/Math			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**75%**	**91%**	**Yes**
2018-2019	**75%**	**94%**	**Yes**
2019-2020	**75%**	**100%**	**Yes**
2020-2021	**75%**	**N/A**	**N/A**

Review Committee/Review Process:
Data was reviewed by the United State Department of Education through the Annual Performance Report (APR), as well as the TRIO staff at the beginning of each semester. It was determined that since the stated outcome measure was exceeded, no change in the process was necessary.

Documented Improvements:
Since services to students are specifically defined by the TRIO grants, the stated services will be continued.

Goal 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)*

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

Objective has been met. During the 2018-2019 and 2019-20 academic school year, 0 students were dismissed from the program. 100% of students were retained during 2018-2020 (68). During the 2017-2018 academic school year, 10 of the 68 students were dismissed from the program with 85%of the students retained.

Terms of Assessment: Fall _____ Spring_____ Annual __X___

Findings:

Returning Project Participants 9th,10th,11th Graders			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**70%**	**85%**	**Yes**
2018-2019	**70%**	**100%**	**Yes**
2019-2020	**70%**	**100%**	**Yes**
2020-2021	**70%**	**N/A**	**N/A**

Review Committee/Review Process:
Data was reviewed by the United State Department of Education through the Annual Performance Report (APR), as well as the TRIO staff at the beginning of each semester. It was determined that since the stated outcome measure was exceeded, no change in the process was necessary.

Documented Improvements:
Since services to students are specifically defined by the TRIO grants, the stated services will be continued.

Goal 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)*

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

Terms of Assessment: Fall _____   Spring_____   Annual __X___

Findings:

College Going Rate Rising Seniors			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**70%**	**82%**	**Yes**
2018-2019	**70%**	**81%**	**Yes**
2019-2020	**70%**	**80%**	**Yes**
2020-2021	**70%**	**N/A**	**N/A**

Review Committee/Review Process:
Data was reviewed by the United State Department of Education through the Annual Performance Report (APR), as well as the TRIO staff at the beginning of each semester. It was determined that since the stated outcome measure was exceeded, no change in the process was necessary.

Documented Improvements:
 Since services to students are specifically defined by the TRIO grants, the stated services will be continued.

Goal 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)*

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

Terms of Assessment: Fall _____   Spring_____   Annual __X___

Findings:

Fall-fall enrollment of first-year college students			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**70%**	**80%**	**Yes**
2018-2019	**70%**	**78%**	**Yes**
2019-2020	**70%**	**81%**	**Yes**
2020-2021	**70%**	**N/A**	**N/A**

Review Committee/Review Process:
Data was reviewed by the United State Department of Education through the Annual Performance Report (APR), as well as the TRIO staff at the beginning of each semester. It was determined that since the stated outcome measure was exceeded, no change in the process was necessary.

Documented Improvements:
Since services to students are specifically defined by the TRIO grants, the stated services will be continued.

Goal 5: 70% of participants who attend who receive program services will rate the activity/service as good or excellent. 70% of Instructors of summer academic courses will earn an overall positive rating (agree or strongly agree).

Outcome Measure 1: **Monthly Activities rating**

Terms of Assessment: Fall __X____   Spring _X___   Annual __X___

Findings: Services, activities and field trips are evaluated at the end of the sessions. Students receive surveys at the end of each summer program and graduating seniors completed exit interviews at the end of their graduating period. Services are compiled annually for performance report. A compilation of Monthly ratings indicates 77% of the students rated College Connection tutorial/advising sessions as good or excellent. Several comments share that some students feel the sessions are repetitive and would like to have more fun/games in an academic setting.

Students' annual satisfaction surveys are rated good or excellent with comments suggesting too many learning activities. Students enjoy educational field trips and tend to focus on those activities and sometimes to their dismay want to dismiss the academic portion because the intense academic instruction takes place during the summer.

Due to the recent pandemic, students are experiencing virtual fatigue and want to return to more in-person learning.

Review Committee/Review Process: UBMS staff, surveys administered by college tutors**.**

Documented Improvements: Suggestion for academic advisor to coordinate activities to be selected per grade to reduce redundancy. Such as workshops should solely be geared for Freshmen/Sophomores and other workshop topics are for Junior/Seniors.

Outcome Measure 2 - **Instructor's Evaluations**

Terms of Assessment: Fall ___X___   Spring_____   Annual ___X__

Findings: Summer Instructors ratings continue to be well over 90% with data collected during the Fall semester. Instructor's understand the importance of providing remediation and learning assessments for students. Comments indicate that students are restless because includes intensive learning during summer break.

Student evaluations of the instructors are administered by mentors when the instructors are out of the room. Students typically enjoy the instruction, but often complain about too much work. Overall each teacher evaluation for methods of teaching is highly favorable.

Review Committee/Review Process: Upward Bound Math Science Staff meet with each Instructor to reveal if they will return for the following summer. Mentors administer the surveys and staff compile students' assessments of each instructor.

Documented Improvements: None. These past three years, 5 out of 6 instructors plan to return for the next summer program. Students often look forward to the return of instructors.

Outcome Measure 3: **Mentor Evaluations**

Terms of Assessment: Fall ___X___ Spring_____ Annual _____

Findings: 84% of the Mentors rated good or excellent for program services. Mentors indicate that students often complain about the continuous rigorous activities for the summer. Each summer students select a Mentor of the Year.

Review Committee/Review Process: Upward Bound Math Science Staff compile mentor evaluation of UBMS program and count votes for Mentor of the Year.

Documented Improvements: Due to the nature of college mentor transition from year to year, Program effectiveness would improve if the mentors were available to return this year. This is impossible because the college mentors graduate and move on to their professional careers.

Outcome Measure 4 - **Student Focus Group** – N/A.

Findings: Senior exit interviews ratings are high with the majority of the seniors indicating that they thoroughly enjoy the UBMS Program experience and would be willing to return as college students to mentor upcoming high school students. It is favorable to highlight in the grant proposal that alumni of the program come back to mentor high school students who currently persisting through the program.

Terms of Assessment: Fall ____X__ Spring_____ Annual _____

Review Committee/Review Process: Upward Bound Math-Science Staff – Senior exit interviews, not focus groups.

Documented Improvements: None, senior farewell banquets are exciting times for the students. They understand the process and often profess to return as a summer mentor. The cycle continues with peer mentorship.

Outcome Measure 5: **Parent Association**

Terms of Assessment: Fall ___X___ Spring_____ Annual _____

Findings: A Parent Association was created. Many parents participated in activities and each year serve as chaperones for the student leadership conference(s). All parents rave about the Programs success and the positive effects it is having on their youth.

Review Committee/Review Process: Upward Bound Math-Science Director

Documented Improvements: During the pandemic, many activities were canceled so parents focused on learning virtual technology with the aid of UBMS staff for after-school virtual activities. Some parents dealt with the struggle of unemployment and balancing students at home 100% of the time.

Criterion 5.0 Office/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Office/Department.

Yes	No	DNA		
X			**5.1**	Employee (full-time and part-time) credentials meet college requirements.
X			**5.2**	Annual Employee Performance Evaluations are on record in Human Resources.
X			**5.3**	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other professional works.
X			**5.4**	Employees are involved in the development of initiatives that support the College Mission.

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

Reflective Narrative Questions:

1. **Describe how Performance Evaluations are being used to enhance the Office/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 Office/Department.**
UBMS staff attend Ohio TRIO Professional Development Conference 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 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. Students are low income and first-generation students that need access to postsecondary education. Our students 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 6.0 The Office/Department is responsive to changes in current technology and has adequate resources.

Yes	No	DNA		
X			**6.1**	Office/Department changes are consistent with technological and scientific advances, and Office/Department content incorporates new developments in the field.
X			**6.2**	Employees work with supervisors to ensure adequate and current resources available to provide services.
X			**6.3**	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

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

Reflective Narrative Questions:

1. Explain the changing conditions within the field.
Because of the COVID-19 pandemic students and parents were forced complete remote learning and parents displaced from employment. The disparity of resources such as food insecurities and lack of in-home internet services proved to be a major challenge.

2. How are these changing conditions addressed within the Office/Department?
The UBMS staff went totally remote and office equipment was purchased for each staff member. Our weekly College Connection tutoring as well as our monthly programs of services were delivered in an online platform and connections were also done via phone. We purchased hotspots for our students who lacked internet at home as well as grocery store gift cards to purchase meals.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.
The Stark State College I.T. Department kept up with the high demand for computer software and video cameras for computers. This ensured our staff would have the capability to connect with each other through Zoom as well as our students through the Blackboard platform.

Component IV

Recommendations and Executive Summary

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

Office/Department: Upward Bound Math and Science Academy

Strengths:
- Dedicated professional staff, the support of Stark State College, and its leadership.
- Debra Reed, Program Assistant moved from part-time to full-time status. It provided more clerical stability to our staff.
- National, Regional and state level TRIO professional development and all of its vast resources are at our disposal.
- Retention and graduation success of the gifted first-generation, underserved, and low-income students who participate in our program is meaningful.
- Strong, positive interpersonal relationships and communications with our students and their families, fostering success in the classroom and in college preparation.

Weaknesses:
- Staff turn-over, need to hire a Part-Time Lead Resource Mentor
- Limited Parent Association engagement –need to include more parent sessions/meetings
- Limited College Connection Attendance

Opportunities:

- Adding high-interest, high-demand STEM options, such as Robotics and Coding, to our curriculum.
- Purchasing drones for our upcoming summer curriculum.
- Embedding computer coding into our summer program.
- Providing students with a phenomenal chance to be exposed to many educational as well as professional opportunities within the confines of STEM.
- Membership and participation in the Council for Opportunity in Education (COE) provides opportunities to collaborate with UBMS and other Trio programs across the country, conduct professional development, and advocate for funding and support at the Federal level.

Threats:
- Maintaining student interest and commitment in the program.
- Reduced or elimination of funding is always a possibility in government conversations to save funds. COE institutional membership is needed to foster student advocacy at the government level.

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.)*

1. Improve salaries to reduce turn-over
2. Re-engage students and recruitment
3. Diversify course and monthly program offerings
4. Increase parent engagement

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.