IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

DATE:	1/15/2014	
DEPARTMENT/PROGRAM:	Upward Bound Program	
PREPARED BY:	Rosalie O. Lopez Name	Signature
AREA DEAN/DIRECTOR:	Ted Ceasar Name	Signature
AREA VICE PRESIDENT:	Todd Finnell Name	Signature

IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals
Educational Master Plan 2012-15
Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.

IMPERIAL VALLEY COLLEGE

PROGRAM REVIEW
NON-ACADEMIC PROGRAMS
The Upward Bound

I. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

Upward Bound Program provides fundamental support to participants in their preparation for college entrance. The program provides participants the opportunities to succeed in pre-college performances and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families and neither parent holds a bachelor's degree.

Upward Bound is a highly successful college-based program providing the following service offerings: Academic Tutoring Services; Advice and Assistance in secondary and Postsecondary Course Selections Services; Preparation for College Entrance Exam Services; Federal Financial Aid Services; Guidance on and Assistance in Secondary School Reentry and Entry into Postsecondary Services; Instructional Curriculum; Counseling Services; Exposure to Educational and Cultural Fieldtrip and Event Services; Mentor and Career Internship Services; and Limited English Proficient, Disabled, Homeless, Foster care and Disconnected Youth Services.

Upward Bound provides the support and the assistance that gives students the opportunity to develop the skills necessary to succeed in college. One of the most important aspects of the Upward Bound Program is the Summer Residential Component. During the summer, students live at the University of California, San Diego campus, and attend summer school with an emphasis on English, mathematics, science, reading, writing, and career orientation. Instruction during the summer residential component is often individualized, thus providing an excellent opportunity for the students to work on their academic weaknesses.

Funding Source Statement: Upward Bound is federally funded by the US Department of Education, Washington D.C.

II. **SERVICE AREA OUTCOMES** (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

Past Service Area Outcome #1: Program Served the number of participants agreed to under the approved application

1a. The pasted approved Upward Bound Program Old Grant Application was funded to serve **120 students** in program years: 2008-2009; 2009-2010; 2010-2011; and 2011-2012.

1b. As per the Approved Upward Bound Program Grant application, 66% of all UB participants served must be Low Income and First Generation.

Past Service Area Outcome #2: As per the approved Upward Bound Program Grant, 75% of all UB participants, who at the time of entrance in the projects had an expected high school graduation date during the school year, will have the achieved at the proficient level during high school on state assessments in reading/language arts and math.

Past Service Area Outcome #3: As per the approved Upward Bound Program Grant Application, 90% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the project during the next school year.

Past Service Area Outcome #4: As per the approved Upward Bound Program Grant Application, 90% of all UB 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

Past Service Area Outcome #5: As per the approved Upward Bound Program Grant Application, 90% of all UB 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

***New* Service Area Outcome**: The ***New* Grant Application** is funded to serve **135 students** in program year: 2012-2013; 2013-2014; 2014-2015; 2015-2016; and 2016-2017.

New Outcomes For Grant Application: A & C

A: As per the New approved Upward Bound Program Grant Application, **70%** of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

C: As per the New approved Upward Bound Program Grant Application, **85%** of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

1. **Goal 1.0 The extent to which the project served the number of participants agreed to under the approved application.**

Chart 1 Funded to Serve				
	Funded to Serve #	Academic Year Students Served #	Summer Bridge Students Served #	Total Served (unduplicated number)
Program Year 2007-2008	120	121	28	149
Program Year 2008-2009	120	121	39	160
Program Year 2009-2010	120	124	38	162
Program Year 2010-2011	120	122	23	145
Program Year 2011-2012	120	121	41	161
New Program Year 2012-2013	135	138	35	173
New ProgramYear 2013-14	135	IP	22	IP

Response:
The objective specifying the number of participant the Project was funded to serve was meet 100% for the 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012,
And it is in progress to be met for the 2012-2013 Project Year.

2. <u>Goal 3.0</u> **The extent to which project participants served during each school year continued to participate in the project during the next school year.**

Chart 4 Project Retention					
	UB Continuing Students	UB New Students	Total	UB Students Continuing Next School Year	
	#	#	#	#	%
Program Year 2007-2008	51	29	80	80	100.0
Program Year 2008-2009	41	43	84	82	97.6
Program Year 2009-2010	59	41	100	97	97.0
Program Year 2010-2011	55	25	80	80	100.0
Program Year 2011-2012	45	41	86	85	98.8
<u>New</u> Program Year 2012-2013	62	54	116	113	97.4
<u>New</u> Program Year 2013-2014	74	IP	IP	IP	IP

<u>Response</u>:
During the first cohort 100% continued in the Upward Bound Project until they obtained their high school diploma. The second UB cohort of continuing students reported in this section 2009 continued at a rate of 97.6%. The third UB cohort 2011 continued at the rate of 97.0%. The fourth 2011 continued at a higher rate of 100.0%. The fifth 2012 UB cohort continued at a lower rate of 98.8%. And the sixth 2013 cohort continues without drops at this time.

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department provide thorough interpretation of data and complexity of analysis)

The US Department of Education requires the Upward Bound Program to submit annual performance reports during the five-year funding cycle using the Education Department's on-line function. This analysis system collects data about the project to enable and determine if the Upward Bound Program is making substantial progress toward meeting approved project objectives.

The Imperial Valley College Upward Bound Program has met the objectives proposed by the US Department of Education: They are:

1. Academic Performance (GPA) 2. Academic Performance (Standardized Test Scores)
3. Retention and Graduation 4.Completion of Rigorous Program of Study
5. Postsecondary enrollment 6. Postsecondary Completion.

The primary source of data collection is from the target schools from the SIS system. The UB staff collects data on a monthly, quarterly, and semester basis working with the target counselors' to analyze the data using the student charts and transcripts as described in the evaluation plan of the grant proposal.

V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs (funding, facilities, staffing technology, professional development, marketing.)

Recommendations: The annual reports (summative) are used to provide the program, target school principals, community college counselors, IVC, parents, participants and participating partners. The reports used provide data and analysis pertinent to student and project performance. Decision making is used to discuss the assess changes that will be used to help improve the project: 1. increase the number enrolled in and completing a college credit curriculum with a cumulative GPA of 2.5 or better upon graduation: 2. focus on who are the students who graduate with less than 2 years of mathematics beyond Algebra I and why. On the Post-Secondary Education level the Project will: 3. Focus on who did not meet "a-g" subject criteria for minimum eligibility necessary for admission to UC/CSU Systems; 4. Identify secondary course curriculum (AP, Honors) of UB graduates who placed in English/Math courses without remediation; and determine what can be done to increase the number of current participants who will enroll in PSE courses without the need for remediation; 5. Assess if there is a pattern related to groups of UB graduates who appear to have a stronger Post-Secondary Education persistence rate, on track performance and completion rate within 6 years.

VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)

Work efficiency – The efficiency of the Upward Bound Program is based on the support and relies on IVC and the collaboration of community (14) Partnerships. **Institutional Goal One Objective** 1.3 Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness; **Institutional Goal Two Objective 2.**1 Ensure that all instructional programs, regardless of locations or means of delivery, address and meet the current and future needs of students and Objective 2.3 Ensure that all Student Services Programs, regardless of location or means of deliver, address and meet the current and future needs of students.

Cost reductions – Improving Productivity significantly increases efficiency through the use and sharing of resources from the college and partnership which has reduced cost for the Upward Bound Program. Cost Sharing is addressed in **Institutional Goal Two Objective 2.6 Ensure** that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Contributions to student enrollment and success – The Upward Bound Program contributes to student enrollment and success by working in collaboration with the Imperial Valley College and the Imperial Valley University Partnership to meet objective 6 for successful outcomes. This innovative college pipe-line is undertaken by IVC and SDSU, Imperial Valley Campus. They are dedicated to admitting students in the program while improving student outcomes. **Institutional Goal TWO Objective 2.1** Ensure that all instructional programs, regardless of locations or means of delivery, address and meet the current and future needs of students and **Objective 2.3** Ensure that all Student Services Programs, regardless of location or means of delivery, address and meet the current and future needs of students.

FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
	Identify Goal: Goal 1.0 Tutoring Services	☒ 1 ☒ 2 ☒ 3 ☐ 4
	Objective: Access to one-on-one tutoring services at the Upward Bound High School Center and Saturday Session at Imperial Valley College classrooms for instruction and tutorial.	
	Task(s): Counselors will coordinate tutorial services with all High School Center Lead Tutors and on Saturday Sessions at Imperial Valley College in the computer labs.	
	Timeline: October through May - Academic/ Residential/ Bridge Programs	

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☐ One-Time ☒ Recurring	☐ Categorical Specify: ☒ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☐ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$District In-Kind

2	**FUTURE PROGRAM GOAL #2** Budget Priority #2	**INSTITUTIONAL GOAL(S)**
Identify Goal: Goal 3.0 Technology		☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Upward Bound Program Saturday Session Use of Computer Labs for Participants.		
Task(s): Upward Bound Program Participants' math and English instructional review from the Summer Residential Program. Follow-up on assignments from the summer and have web-based educational services.		
Timeline: October through May – Academic/ Residential/ Bridge Programs		

EXPENSE TYPE	**FUNDING TYPE**	**RESOURCE PLAN** (Check all that apply.)		**BUDGET REQUEST**
☒ One-Time ☐ Recurring	☐ Categorical Specify: ☒ General Fund	☒ Facilities ☐ Marketing ☒ Planning & Budget ☐ Professional Development ☐ Staffing	☒ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☒ Student Services ☒ Technology	$District In Kind

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES The upward bound provided tutorial services to increase GPA of all program participants	**ISLO(S)**

SAO 1	**SERVICE AREA OUTCOME #1**	**ISLO(S)**
	Identify Outcome: Increase GPA	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: 70% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

SAO 2	SERVICE AREA OUTCOME #2	ISLO(S)
	Identify Outcome: Retention/Persistence	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

SAO 3	SERVICE AREA OUTCOME #3	ISLO(S)
	Identify Outcome: High School Graduation and College Enrollment	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: 85% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester.	
	☒ Met ☐ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: This is a new goal to be completed March 30, 2014 and addressed in the Annual Performance Report to be submitted to the US Department of Education.	