REQUIREMENTS:

- The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Responses:

1. Describe how your unit’s mission, services and activities are consistent with the mission of the University.

The mission of the North Carolina State University Upward Bound (UB) Program is to provide participants, without regard to race, color, national origin, gender, or disability, with the academic skills and motivation necessary for persistence and success in their secondary and post-secondary education.

Upward Bound is an outreach program to three communities (Vance, Franklin, and Wake Counties) in the State of North Carolina. The program extends university resources to a population of low-income potential first generation college students allowing them academic, cultural, social, economic and technological development through college visits, workshops, and advising/counseling. Providing extension services for the human development of these target residents of North Carolina is consistent with the mission of the University.

2. Describe how your unit promotes student learning and enhances the development of our students.

High school students are selected to participate in the UB Program based on an assessed need for program services. Students are advised and counseled by program staff to enroll in and pass college preparatory courses at the high school level. Parents are informed of the appropriate curriculum through mailings, newsletters and meetings so that they can become informed advocates to assist in this process. Transcripts are requested on each student at least annually and report cards are collected after each grading period. Grades are monitored and parent/student/teacher meetings are established when necessary to discuss grades below a C average. Tutoring services are also made available to assist in bringing student grades up to the standard of at least a 2.0 GPA.

In addition to the grade reporting process and monitoring, academic enrichment activities are provided to students for motivation to achieve at their highest level. Minimums of 18 academic sessions are held on Saturdays during the Academic Year. These sessions are designed to generate academic skills that will provide the necessary motivation for success while students attend target high schools. The Saturday Sessions provide academic enrichment, academic and personal counseling, leadership development activities, study skills, test taking skills, career development, admissions and financial aid assistance, mentoring and computer technology.

A six-week summer residential component, which is located on NC State University’s campus, is also provided. Students who attend this component are afforded the opportunity to experience the college environment under close supervision. While on campus, students are engaged in core curriculum course preparation for their next grade level. In addition to
the academic instruction and tutoring, students engage in cultural outlets through museum visits, corporate visits, amusement parks and plays. Mentors and facilitators (many of which are NC State employees or graduates) also conduct sessions on building positive images, goal setting, and career exploration.

3. Provide the web address for your unit.

   http://www.ncsu.edu/student_affairs/upward_bound/

- The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analyses of those results.

Responses:

1. Have you identified and articulated outcomes for your unit?
   YES

2. If you have developed outcomes, please list them
   - OUTCOME #1- By the end of the program year, staff will recruit, select and orient 120 eligible participants in the target areas. Two-thirds or 80 will be both low-income/first-generation college students and one-third or 40 students will be either low-income or first-generation and demonstrate a need for program services.
   - OUTCOME #2- Within 30 days of selection, 100% of the newly admitted participants’ academic, educational and social needs are assessed to determine the program services.
   - OUTCOME #3- By the end of the program year, participants receive academic advising and personal counseling resulting in 80% enrolling and/or continuing in college preparatory courses each semester until they graduate from high school.
   - OUTCOME #4- By the end of the program year, all participants will undertake a rigorous program of academic study by successfully participating in one or more of the program components (Academic Year Saturday Sessions, Summer Residential Program, and/or Bridge Program), which will assist in grade level promotion and graduation from secondary school.
   - OUTCOME #5- By May 30 of each year, all high school senior participants will apply to at least two post-secondary institutions resulting in 80% of the graduating seniors being admitted and entering a post-secondary institution.
   - OUTCOME #6- By March 15 of each year, 90% of all high school senior participants will participate in a financial aid orientation and workshop completing and submitting an application form to the appropriate college of choice in order to receive adequate federal and private financial assistance.
   - OUTCOME #7- By the end of the program year, all (100%) participants will be provided academic and other supportive services (advising, career, cultural trips, career exploration, parent workshops, etc.) resulting in 80% of each recruitment class being retained in the program until graduation from high school.
   - OUTCOME #8- By the end of the program year, all (100%) Summer Residential Participants will receive intensive computer technology
applications and awareness skills in order to become more computer literate and technologically advanced.

- **OUTCOME #9-** By the end of the program year and each subsequent year of the funding cycle, a follow-up of former participants placed in a post-secondary institution will be conducted annually resulting in 70% of all students placed completing their post-secondary program within in six years.

- **OUTCOME #10-** A follow-up evaluation will be conducted to monitor and document successful completion of objectives.

3. **If you have developed outcomes, are you measuring them?**
   YES

4. **If you are measuring your outcomes, what assessment methods are you using?**

   - Each process outcome translates into measurable job tasks, which identifies the responsible individual, and necessary time of completion. This provides the basis for the annual work plan against which progress can be measured on a weekly or monthly basis. Each staff member is familiar with the job outcome for which he or she is responsible. Each staff has a computer with connection capabilities to record program activities, which in turn will be saved to the master station. The master station will be able to produce weekly progress reports detailing the progress made in achieving outcomes.

   - **Quantitative Data** is kept on the number and kinds of contact and counseling sessions held with students on a daily basis. Testing also provides statistical and numerical data which are tabulated for quantitative results. Percentages of students who matriculate and graduate from the target areas on the high school and college level as well as the types of services needed are documented.

   - At the end of the program year, students and staff provide comprehensive written evaluation reports.

   - Performance reports are submitted verifying the Program’s accomplishments and financial expenditures.

   - A written report of Upward Bound and its activities are provided for review including a summary report of the follow-up. Data gathered includes graduation rates, enrollment rates, and services based on student demographics.

   - Monthly reports of staff’s accomplishments in meeting goals are submitted.

   - While weekly updates and quarterly reviews provide ongoing evaluation of progress toward goals, the annual report details the success in achieving each Upward Bound outcome objective and program requirement (Summative Evaluation). Having quantifiable outcome and process objectives and means to collect, collate and analyze data, ensures that the annual report can document the level of success.
In accordance with the **Government Performance and Result Act (GPRA) OF 1993**, the above-mentioned methods of evaluations are used to determine the results of the North Carolina State University Upward Bound Program. The effects of the program on participants and the effectiveness of the program are monitored and reported to the U.S. Department of Education on an annual basis. The report addresses the department’s performance indicators for the federal TRIO programs, specifically increasing educational opportunities for low-income, first generation students.

The following assessment methods for each outcome are detailed below:

- **OUTCOME #1** - Data collected to determine the attainment of this objective consist of process and product information. The Program Director determines that all personal contacts, publicity, and group out-reach activities are documented. Demographic data concerning all students is stored in a computerized student data management system (individual laptop and mainframe system in office). These data are available for future reference in the documentation of overall group characteristics.

- **OUTCOME #2** - Student assessments are given on each student upon entering the Program. Documentation of the assessment is entered in the Blumen Data System for each student. Semi-annual reviews are made by the Assistant Director to determine if progress is being made toward the designated outcomes.

- **OUTCOME #3** - The Program Coordinator and Academic Coordinator document counseling and advising contacts on each student as they are provided. This information is documented in Blumen. High School transcripts are collected at the beginning of each school year to verify course enrollment and grade promotion.

- **OUTCOME #4** - Individual student data files are documented in Blumen by each coordinator as to the participants’ attendance of one of the three program components. Attendance and stipend rosters serve as verification of attendance to each activity.

- **OUTCOME #5** - Documentation of college acceptance is obtained through copies of institutional acceptance letters. Update forms are collected from each institution of higher education verifying the enrollment, status of each participant. All verification materials are maintained in the students’ permanent file.

- **OUTCOME #6** - The Program Coordinator secures copies of the Financial Aid Award information completed by the financial aid office of the participants’ colleges of attendance. This information is maintained in the participant file as documentation.

- **OUTCOME #7** - Evaluation forms are completed by the participant at the end of each activity. The evaluation form is maintained on file as documentation of the services provided.

- **OUTCOME #8** - Pre- and Post-tests are given to students to measure the growth of learning during the Summer Session. The instructor assesses the growth scores and recommendations are made for future technology instruction placement.

- **OUTCOME #9** - Transcripts from the universities and colleges are obtained to show documentation of follow-up activities. The follow-up activities will also be used for program evaluation.
- OUTCOME #10- Transcripts, financial aid release forms, college and university admissions letters, pre- and post-test scores, report cards, tutorials, Student Needs Assessment Plan (SNAP), student evaluations, monthly reports, college transcripts, financial aid release forms, the University Annual Report and the Department of Education’s Performance Report are all used to document evidence of the Upward Bound Program’s effectiveness and successes.

5. If you are using assessment to measure your outcomes, provide a brief summary of the results for each outcome listed in #2.

- OUTCOME #1- 120 eligible participants are recruited, selected and identified in the target areas annually. Two-thirds are low income/first generation college students and one-third is either.
- OUTCOME #2- 100% of all UB participants’ educational and social needs have been assessed upon entering the program.
- OUTCOME #3- At a minimum, 80% of the UB participants continued enrollment in college preparatory courses.
- OUTCOME #4- 100% of UB participants participated in one of the three program components.
- OUTCOME #5- At least 99% of UB Seniors apply to at least two (2) post-secondary institutions.
- OUTCOME #6- On the average, at least 90% of the UB Seniors attended a financial aid workshop. Close to 95% submit an application form for financial assistance.
- OUTCOME #7- All participants received academic and supportive services through program activities.
- OUTCOME #8- All (100%) of the Summer Residential participants received intensive computer technology instruction.
- OUTCOME #9- A follow-up evaluation is conducted to monitor and document successful completion of objectives and the post-secondary matriculation rates of UB participants. UB is currently in its third year and will not be in a position to assess post-secondary graduation rates until the year 2006.
- OUTCOME #10- According to the US Department of Education, all goals were met or exceeded, federal regulations were met and continued funding has been awarded each year.

6. If you are measuring your outcomes, how is this information/data used to improve programs and services within your unit?

- After data is collected and downloaded by the Coordinators, the master station produces weekly progress reports detailing the progress made in reaching objectives. As a result, formative data and work plans can be adjusted to meet changing needs. Both unforeseen benefits and challenges can be identified and appropriate action taken.
- Percentages of students who matriculate and graduate from the target areas at the high school and college level as well as the types of services needed are outlined for future analyses.
- At the end of the program year, students and staff provide comprehensive **written evaluation** reports to make suggestions and **summarize** program services.

- A written report of Upward Bound and its activities are provided for review including a summary report of the follow-up. These are made available at local and national levels and are used to modify UB objectives.

- Data gathered on graduation rates, enrollment rates, and services based on student demographics provide a composite of participants and **student profile information**. This information is used to demonstrate program effectiveness.

- Monthly reviews of staff’s accomplishments in meeting goals are used to ascertain the successful progress toward outcome completions.

7. **Does your unit assess satisfaction with services offered?**
   
   YES

8. **If so, how are you assessing satisfaction?**
   
   - Home visits to participants
   - Letters
   - Surveys
   - Student Evaluations
   - Review of the Participant Assessment Plan

9. **If you are assessing satisfaction, provide a brief summary of the results.**

   - As a result of student surveys and evaluations, some individuals were not invited back to facilitate workshops, some activities and workshops have been modified to meet the students instructional needs (method of delivery) and some activities are no longer offered due to a lack of interest in specific target areas.

   - Instructional and residential staff evaluations have led to programmatic changes during the Summer Component. Some of the changes include schedule modifications. The time of day and length of course and activity times have periodically been changed to accommodate the needs of the students.

   - Parents have offered recommendations for more effective communication during student drop-offs in the county. A community-specific calling tree has been established to satisfy the parent need for this issue.

10. **If you are assessing satisfaction, how is this information/data used to improve services within your unit?**
Home visits to participants who have shown a lack of participation are conducted when necessary to ascertain the appropriateness of the delivery of services to the individual.

Letters and surveys are sent to former participants on project services, current status, effectiveness of the program and its effect on the participants. This information is used for future planning of activities and their relevance to the student population served.

The Director randomly reviews the Participant Education Assessment Plan to determine if the plan was followed and the effect it had on the participants. This information is documented in the student’s record and adjustments are made with the student if necessary.

11. If you are conducting any other type of assessment, in addition to measuring outcomes and satisfaction, please describe the assessment, the results, and how the data are used.

Periodically (every 4 to 5 years), consultants for Educational Services are sought with expertise in data collection. An educational consultant provides a review of program outcomes and success at achieving those goals required by the Department of Education.

12. How do you use your Compact Plan with regards to improving services offered by your unit?

Collaboration with NC State University staff, other post-secondary institutions, target communities and corporate contacts have proven to be beneficial. Many letters of commitment and support were garnered from these entities to include in the grant application for renewed funding. Individuals from these sectors also have provided in-kind contributions to the program by donating equipment and services, all of which assisted in providing enrichment to the program participants.

Technology has been an on-going initiative for the Program. Collaboration with other university departments the division of Student Affairs and the US Department of Education have propelled the UB Program’s Summer Computer Institute into the forefront of TRIO Technology Initiatives. Over the past 8 years, the number of students accepted into the program has increased from 8 to 25. This is a result of improved facilities, equipment and resource staff. It is anticipated that future efforts for student awareness, staff training, and program collaboration will only heighten with the existing relationships.

13. If you are not where you would like to be with regards to assessment, what is affecting your progress? What is your schedule for developing and/or implementing an assessment plan for your unit?

The UB Program is federally funded by the US Department of Education. As a result, a pre-determined evaluation process of peer review, state/federal audits, and reports are used to determine funding on an annual basis. UB addresses the
department’s performance indicators for the federal TRIO programs. If the program does not meet the prescribed outcomes, funding will no longer be granted.

- The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.

Responses:

1. To the extent that the above responses do not adequately address your unit’s planning and evaluation processes, please provide a brief description of your unit’s planning and evaluation process.

The above responses adequately address the Upward Bound Program’s planning and evaluation process.