Current year goals

1. **CAS Standards Implementation:** Through implementation of CAS Standards we have a goal of measuring the degree to which we are effectively utilizing our resources. Through the CAS self-assessment we will examine our program actions and processes. A result of such assessment helped us identify if we were best utilizing program personnel and resources. During this review period we established our CAS review team which was composed of departmental staff, program alum, GRPS partner staff, and program parents. This year’s
CAS implementation was fully completed and included a review of the Mission and Program standards. The evaluation component reported findings of satisfactory or fully met in all subcategories for the above referenced standards. A challenge of this goal was simply in regards to scheduling. Due to a variety of schedules for our external team members we repeatedly re-scheduled meeting times. For future CAS endeavors we will initiate the scheduling of meetings much further in advance than what was done during this review period. It is recommended that a yearly CAS review team calendar will be compiled no later than October 1st for all ensuing years in which CAS is a departmental goal.

2. Academic and Social Individual Development Plans (IDP's) for Upward Bound Students: The overall goal is to increase our rates of program success as measured by grade point average, standardized test scores, and rates of post-secondary enrollment. We believe that obtainment of this goal is more achievable by establishing an individualized plan for each student so that we better utilize program resources by being able to provide more guided and individualized service to all program participants. During this review period IDP’s were established for all participates in the Class of 2016 with continued establishment of IDP’s for program students continuing throughout the Upward Bound Summer Session.

The primary challenge for IDP implementation was obtaining realistic and critical self-assessment information from program participants. As a result, we will increase our critical thinking activities in hopes of more greatly developing skills in the area of analysis and assessment. As well, we should re-examine our IDP self-assessment documents to insure that the questions extrapolate the student perspective needed to establish an appropriate development plan.

Internal collaborations and partnerships
Upward Bound is pursuing partnerships with both Admissions (Urban Enrollment) and Academic Outreach. For the upcoming school year we will be providing limited UB services to 8th grade students within GRPS and the Urban Enrollment Coordinator has already conducted outreach efforts to this group. Thus we hope to not only take advantage of these inroads but to also strengthen these efforts on the part of that Department. The other component of our internal collaborative efforts center on site based dual enrollment at Ottawa Hills. The establishment of such will be a significant service for UB students attending Ottawa Hills. Our Departmental leadership has already facilitated meetings between the Dean of Academic Outreach and the Principal of Ottawa Hills. Plans for CLS 100 for Fall 2013 are underway.
External collaborations and partnerships
As always, our primary external partner is GRPS; specifically, Ottawa Hills and Creston High Schools. However, as alluded to above, we have established ensuing partnerships with two GRPS middle schools for 2013-14. Those schools are Alger and Gerald R. Ford. At both schools we will offer limited UB services to 8th graders as they prepare for high school and beyond. It should also be noted that the foundation for this work will be conducted by an AmeriCorps VISTA volunteer obtained through the Michigan Campus Compact.

For 2013-14 there is also additional collaboration occurring between GRCC UB, GRPS Central High School, and GVSU UB. This is a result of the Creston High closing and the shifting of those students (including GRCC UB students) to Central. GVSU UB currently operates out of Central so until the GRCC UB class of 2016 graduates, both UB projects will operate inside the Central building. This will provide some unique, but yet to be fully identified collaborative efforts between the pre-college programs.

Departmental needs for support from other departments within the college
Apart from the typical supportive services provided by other internal departments in the areas of IT, Financial Services, and Facilities, etc...we don’t expect any new or unusual strong direct support needs.

Program accreditation Updates
There are no specific accreditations required of Upward Bound. However, it is significant to note that we have just completed year one of five year U.S. Department of Education TRiO grant cycle.

Other department updates
For the third consecutive year, 100% of all UB enrolled in a program of post-secondary study in the year immediately following high school graduation.

Faculty & Staff

Departmental Professional Development Activities (Contractual Obligations for Departmental Faculty Development/6 hours)
There was no departmental specific PD

Faculty Professional Development Activities- Year End Summary
Both the Project Director and Academic Coordinator participated in various PD activities via the State, Regional, and National TRiO advocacy organizations. Both also participated in hours of PD through our Institutional PD department.

Faculty Development Plans for Upcoming Year
There are no departmental specific PD plans outside of participation in workshops offered via the above reference TRiO support/advocacy organizations.
EOL/Release Time Work
N/A

Faculty & Staff Accomplishments/Awards
None

Assessment of Student Learning

U.S. Department of Education Annual Performance Report

Program Learning Outcome(s) assessed this year
Upon Program Completion Students will:

1. Exhibit ability in relating the educational requirements and skills needed for specific careers of interest while also demonstrating the ability to evaluate personal strengths and interests to determine potential career and educational pathways. (Critical Thinking)

2. Execute necessary skills to navigate the post-secondary application and enrollment process including obtainment of knowledge regarding available resources to obtain funding for post-secondary attendance. (Personal Responsibility)

3. Analyze and understand concepts of personal financial literacy. (Personal Responsibility)

Measures of Student Learning
Direct/Indirect Measures of Student Learning include the following:

1. Demonstrated understanding of connections between planned educational pathway and career goals.

2. Student Survey indicating completion and understanding of the following
   - FAFSA completion and financial planning for post-secondary education
   - Completion of post-secondary enrollment requirements related to institution of choice (i.e. housing, registration, participation in bridge or other available support services such as TRiO Student Support Services)

Initial Data and Findings
100% of completed exit packets of Upward Bound graduates indicate a plan for post-secondary success as well as demonstration of knowledge of other integral matters
related to financial aid & literacy, post-secondary admissions applications, and other pertinent documents and processes related to post-secondary entrance and enrollment.

Curricular or Pedagogical Changes Implemented
There are no particular curricular changes to be implemented other than the increase in critical thinking activities for our participants.

Data and Findings (post improvement/change)
As referenced above, all students completing the UB exit packet (including survey) reported being successful regarding the learning outcomes. As a result there are no changes regarding process or content of UB curricular. However, due to some of our first year seniors not completing the packet, the 100% knowledge is reflective of only those students that were three or four year participants.