





"We Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

### TRIOs Three Year Program Review

#### Service Area

**Upward Bound Program**


#### Period of Three Year Review

**S.Y. 2011-12, 2012-13 & 2013-14**

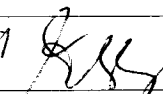
NAME/TITLE/SIGNATURES:

Completed by UBP Staff

Date 2-4-15

Division/Department Head Kuye Belelai 

Date 2/4/15

Received by Institutional Research Office on:	date	Name and Initial of receiving personnel
	02-04-15	LIBBYA SARA 

## Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

## Instructions for completing the form:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section.
3. Submit your completed Program Review in both hard copy and electronic copy format to the Institutional Research Office.
4. Be sure to keep both hard and electronic copies for yourself.

## Program Review Narrative Summary

The narrative summary should include the following:

- Summary of the service area purpose
- The relationship of service area to the college Mission Statement
- Summary of Trend Analysis
- Summary of Goals/Objectives Assessments
- Summary of Personnel
- Summary of Facilities and Equipment
- Summary of Evaluation of Previous Goals/Activities from Previous Cycle
  - a. List actions identified in your last program review or any other related plan(s)\*.
  - b. What measurable outcomes were achieved due to the actions completed?
  - c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives?
  - d. What modifications do you plan to make to the service area in the future to improve services?
  - e. Update major changes/accomplishments since the last review.
- Summary of Service Areas Major Strength and Improvement Needs
  - a. Does the service area data indicate overall needs that may require support from the institution? Define these observed needs supported by assessment data.
- Summary of Action Plans
- Summary of Resource Request (if any)
  - a. All resource requests should be tied to at least one of the following:
    - An institutional learning outcomes
    - A student learning outcome/goals/objectives
    - Other college plans
  - b. What will be the anticipated outcome if resource request is granted?
  - c. Describe the resource request in detail.

\*Note: Other college plans may include the 15-Year Institutional Master Plan, the 5 Year Technology Plan, or other plans such as an approved department plan or committee plan.

## Appendix A: Service Area Review Assessment Data

### MISSION OF SERVICE AREA

1. State the purpose (mission statement) of this service area.

Upward Bound mission is to provide fundamental support and opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.

2. How does the purpose (mission statement) of the service area support the overall institutional mission statement?

UB provides fundamental support and opportunities for students to succeed in their precollege performance, enroll in and ultimately complete in their higher education programs.

### TRENDS ANALYSIS

1. Use the data provided to indicate trends for each of the following measures:

Services/Activities	S.Y. 11-12	S.Y. 12-13	S.Y. 13-14
Recruitment	45	35	39
Instructional Services	110	110	104
Supplemental Instructions	110	110	104
Tutoring Services	110	110	104
Counseling Services	110	110	104
College Admissions	35	35	30
Participants' Workshop	110	110	104
College Applications	35	35	30
Federal Financial Aid Application	35	35	30
College Admission Test Practice	35	35	30
Parents' Workshop	110	110	104
Mentoring	110	110	104
Academic Advising	110	110	104
Career Orientation	110	110	104
College Tour	110	110	104
Cultural Awareness Program	110	110	104
Work Study Program	110	110	104
Graduation Banquet	110	110	104
Exit Interview	35	35	30

2. Use data provided to indicate trends in staffing:

Staffing	Management level	Professional Level	Para-Professional Level	Classified Level	Student Workers
S.Y. 11-12	2	14	2	1	0
S.Y. 12-13	2	17	1	2	0
S.Y. 13-14	2	12	1	1	0

## GOALS/OBJECTIVES ASSESSMENT SUMMARY

Year 1: S.Y. 2011-12

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
Academic Improvement on Standardized Test	ACT Explore, ACT Plan, and ACT Assessment Test,	70% of all UB Participants will achieve proficient level during high school on state assessments in reading/language arts and math.	35 participants were admitted into UB program and had an expected graduation date in 2012. 78% of them achieved at a proficient level in reading/language arts and math on assessment test.	Objective was achieved. Continue services to meet the objective.
Project Retention	Tutoring Log, Progress Report, Attendance Records, Stipends,	85% of 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade participants served during each school year will continue to participate in the program during the next school year.	86 UB participants in 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grades received services from the program. 93% of them were retained in the program and continued their participation in school year 2012-2013.	Objective was achieved. Continue services to meet the objective.
Postsecondary Enrollment	Copy of PSE Application for Admission	85% of program graduates will enroll in postsecondary education by fall term immediately following high school graduation.	35 participants were admitted into UB program and had an expected graduation date in 2012. Out of 35, 86% of them enrolled in various colleges and universities in August 2012, while 14% deferred their college enrollment. Furthermore, 69%	Objective was achieved. Continue services to meet the objective.

			enrolled at PCC whereas 31% enrolled at different colleges and universities outside of Palau.	
Postsecondary Persistence	Tracking Survey, Family Contact Form	65% who enrolled in postsecondary education during the fall term immediately after high school will be enrolled for the fall term of the second academic year.	35 of UB participants graduated from high school in 2011 and enrolled in postsecondary education program in fall 2011. 66% of them persisted in their postsecondary education program in fall 2012.	Objective was achieved. Continue services to meet the objective.

Year 2: S.Y. 2012-13

<b>Service Area Goals/Objectives</b>	<b>Assessment Tools</b>	<b>Expected Outcome</b>	<b>Assessment Results</b>	<b>Action Plans</b>
Academic Performance – Grade Point Average	Need Assessment Individual Educational Plan, Academic Advising and Quarterly & Mid-term Academic Reports.	70% of all UB 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.	A total of 110 participants were served in project year 2012-2013, 103 or 94% of them had a cumulative grade point average of 2.5 or better on a four-point scale at the end of school.	Objective was achieved. Continue services to meet the objective.
Academic Performance of Standardized Test	ACT Explore, ACT Plan, and ACT Assessment Test.	60% of UB Seniors served during the project year, will have achieved at the proficient level on state	Of the 110 program participants served, 32 of them were seniors with an expected high	Objective was achieved. Continue services to meet the objective.

		assessments in reading/language arts and math.	school graduation date in spring 2013. 65% or 21 of them achieved at a proficient level in reading/language arts and math on ACT assessment test.	
Secondary School Retention and Graduation	Tutoring Log, Progress Report, Attendance Records, Stipends, Academic Advising and Quarterly & Mid-term Academic Reports.	70% 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.	Out of 110 participants served, 32 of them who were Senior successfully graduated from high school. Whereas 78 of them who were in 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grades are continuing their high school enrollment at the next grade level in school year 2013-2014. As a result, 100% of total participants served either successfully graduated from high school or continuing their enrollment in high school.	Objective was achieved. Continue services to meet the objective.
Rigorous Secondary School Program & Graduation	Initial Academic Transcript, Class Schedule and Quarterly Report Cards, Final Transcripts, Academic & Summer	70% of all current and prior year UB participants, who at the time of entrance into the project had and expected high	35 students were admitted into UB program had an expected graduation date in 2013. Out of 35 participants, 97%	Objective was achieved. Continue services to meet the objective.



	Instructional/Tutorial and a copy of high school diploma.	school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.	or 34 of them completed a rigorous secondary school program of study and graduated with a regular secondary school diploma.	
Postsecondary Enrollment	Copies of PSE Application, Award Letter and Acceptance Letter to PSE	70% 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 (e.g. spring semester).	Of the 35 participants who had an expected graduation date in 2013, 91% or 32 of them began their enrollment in various colleges and universities in August 2013, while 9% or 3 deferred their college enrollment. With 32 students who enrolled in college, 59% or 19 enrolled at PCC whereas 41% or 13 enrolled at different colleges and universities outside of Palau.	Objective was achieved. Continue services to meet the objective.

Postsecondary Completion	Tracking Survey, Family Contact Form, Social Media Communications, and copies of PSE records.	30% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.	A total of 39 prior participants enrolled in postsecondary education program immediately after graduation in fall 2008. 38% or 15 of them have successfully attained either an associate's or bachelor's degree within six years after high school graduation.	Objective was achieved. Continue services to meet the objective.
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Year 3: S.Y. 2013-14

<b>Service Area Goals/Objectives</b>	<b>Assessment Tools</b>	<b>Expected Outcome</b>	<b>Assessment Results</b>	<b>Action Plans</b>
Academic Performance – Grade Point Average	Need Assessment Individual Educational Plan, Academic Advising and Quarterly & Mid-term Academic Reports.	70% of all UB 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.	A total of 104 participants were served in project year 2013-2014, 98 or 94% of them had a cumulative grade point average of 2.5 or better on a four-point scale at the end of school.	Objective was achieved. Continue services to meet the objective.
Academic Performance of Standardized Test	ACT Explore, ACT Plan, and ACT Assessment Test.	60% of UB Seniors served during the project year, will have achieved at	Of the 104 program participants served, 30 of them	Objective was achieved. Continue services to meet the

		the proficient level on state assessments in reading/language arts and math.	were seniors with an expected high school graduation date in spring 2014. Out of the 30 seniors, 26 took the standardized test. 65% or 17 of them achieved at a proficient level in reading/language arts and math on ACT assessment test.	objective.
Secondary School Retention and Graduation	Tutoring Log, Progress Report, Attendance Records, Stipends, Academic Advising and Quarterly & Mid-term Academic Reports.	70% 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.	Out of 104 participants served, 30 of them who were Senior successfully graduated from high school. Whereas 74 of them who were in 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grades are continuing their high school enrollment at the next grade level in school year 2014-2015. As a result, 100% of total participants served either successfully graduated from high school or continuing their enrollment in high school.	Objective was achieved. Continue services to meet the objective.

<p>Rigorous Secondary School Program &amp; Graduation</p>	<p>Initial Academic Transcript, Class Schedule and Quarterly Report Cards, Final Transcripts, Academic &amp; Summer Instructional/Tutorial and a copy of high school diploma.</p>	<p>70% of all current and prior year UB participants, who at the time of entrance into the project had and expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.</p>	<p>30 students were admitted into UB program had an expected graduation date in 2014. 97% or 29 of them completed a rigorous secondary school program of study and graduated with a regular secondary school diploma.</p>	<p>Objective was achieved. Continue services to meet the objective.</p>
<p>Postsecondary Enrollment</p>	<p>Copies of PSE Application, Award Letter and Acceptance Letter to PSE</p>	<p>70% 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</p>	<p>For those 30 participants who had an expected graduation date in 2014, 93% or 28 of them began their enrollment in various colleges and universities in August 2014, while 7% or 2 of them deferred their college enrollment. With 28 students who enrolled in college, 57% or 16 enrolled at PCC whereas 43% or 12 enrolled at different colleges and universities outside of Palau.</p>	<p>Objective was achieved. Continue services to meet the objective.</p>

		deferred enrollment until the next academic semester (e.g. spring semester).		
Postsecondary Completion	Tracking Survey, Family Contact Form, Social Media Communications, and copies of PSE records.	30% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.	A total of 22 prior participants who enrolled in a program of postsecondary education, immediately after graduation in fall 2009, 45% or 10 of them have successfully completed either an associate's or bachelor's degree within six years after high school graduation.	Objective was achieved. Continue services to meet the objective.

## PERSONNEL

1. List information requests below for all full time/part time personnel:

<b>Position/Titles (no names)</b>	<b>Status (FT/PT)</b>	<b>Highest Degree</b>	<b>Initial Date of Hire</b>	<b>Description of duties</b>
Project Director	FT	Masters	1983	Administer the program; contact with target schools; secure funds and services; selection of participants; secure cooperation of institution; hires, supervise, evaluates and dismisses staff; work cooperatively with PCC faculty and staff; and maintain a good public relationship with the community.
Assistant Director	FT	Bachelor	04/20/87	Plan and coordinate the deliverance of academic and all other supportive services/activities of the project; and assisting the director administratively and evaluates all components of the project and report to the director daily.
Academic Counselor/Advisor	FT	Bachelor	10/01/98	Conduct and coordinate students' assessments to determine the extent of academic, personal, and counseling needs. Provide counseling/advising on a regular basis to provide information and assistance supporting high school completion and PSE entry.
Academic Coordinator/Advisor	FT	Masters	12/02/12	Conduct and coordinate students' assessments to determine the extent of academic, personal, and counseling needs. Provide academic counseling/advising on a regular basis to ensure students are provided needed support to graduate in high school completion and enter PSE.
Academic Information Systems Coordinator	FT	Bachelor	10/25/05	Develop and maintain project database system, install, upgrade, diagnose and maintain variety of computer software and hardware. Assist in planning and coordinating activities for the project.
Student Tracking Coordinator & Administrative Assistance	FT	Associate	08/31/93	Develop long range tracking plan and provide administrative work to the project.
Information Technology & Tracking Coordinator	FT	Associate	4/12/10	Develop and maintain project database system, install, upgrade, diagnose and

				maintain variety of computer software and hardware and develop long range UBP tracking plan
Administrative Assistance	FT	HS Diploma	04/12/10	Provide administrative support to the program.
Administrative Assistance	FT	Associate	03/11/13	Provide administrative support to the program.
Instructors	PT	Masters	SY 11-12, SY 12-13, & SY 13-14	Teach assigned classes, plan, and prepare course materials, course outline, participant evaluations, and teaching methods consistent within program goals.
Academic Tutors	PT	Bachelor	SY 11-12, SY 12-13, & SY 13-14	Provide one-on-one tutoring assistance; relate college experience to participants, evaluate progress, and assist participants with their college papers and tutor them in their high school classes.

2. Is the number of personnel adequate to support the service area? If no, explain based on assessment results and/or other college plans.

Yes

3. Do available personnel possess adequate skills required to support the service area? If no, explain based on assessment results and/or other college plans.

Yes

4. Do any personnel need professional development in order to improve services in this service area? If so, list those areas of need. Base this response on assessment results and/or other college plans.

U.S. Department of Education and TRIO Associations do provide needed training to TRIO staff annually.

## FACILITIES AND EQUIPMENT

1. Are available general use facilities, such as office and work spaces, adequate to support the service area? If no, provide response based on assessment results and/or other college plans.

Yes

2. Is available equipment adequate to support service area goals/objectives/student learning outcomes? If no, provide response based on assessment results and/or other college plans.

Yes

3. Does the service area generate revenue?

No

## EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

Indicate the status of the previous program review action plans

Year	Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation
11-12	70% Academic Improvement Rate on Standardized Test	Complete	Objective was achieved.
11-12	85% Project Retention Rate	Complete	Objective was achieved.
11-12	85% Postsecondary Enrollment Rate	Complete	Objective was achieved.
11-12	65% Postsecondary Persistence Rate	Complete	Objective was achieved.
12-13 & 13-14	70% Academic Performance Rate - Grade Point Average	Complete	Objective was achieved.
12-13 & 13-14	60% Academic Performance Rate - Standardized Test	Complete	Objective was achieved.
12-13 & 13-14	70% Secondary School Retention and Graduation Rate	Complete	Objective was achieved.
12-13 & 13-14	70% Rigorous Secondary School Program & Graduation Rate	Complete	Objective was achieved.
12-13 & 13-14	70% Postsecondary Enrollment Rate	Complete	Objective was achieved.
12-13 & 13-14	30% Postsecondary Completion Rate	Complete	Objective was achieved.



## SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. List and explain service area strengths.

- **Service area purpose** – Successfully accomplished all of its objectives.
- **Relationship of service area to the college Mission Statement** – College enrollment and completion.
- **Participants** -The required number of participants are serve annually.
- **Goals/Objectives Assessments** – Service area successfully achieved its required goals/objectives during the school year of 2011-2012, 2012-2013, and 2013-2014.
- **Personnel** - Adequate to support the service area functions.
- **Facilities and Equipment** – Facilities and Equipment were adequate to support the service area needs.

2. List and explain service area improvement needs.

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## SERVICE AREA ACTIONS PLANS

Based on this current program review results, describe the program action plan/s for the next three (3) years. Include necessary resources.

S.Y. 2014-15

<b>Action Plan Activity/Objectives</b>	<b>How will this action plan improve services/activities?</b>	<b>Needed Resources (if any)</b>	<b>Timeline</b>
No Changes	Continue required services/activities as called for under the grant proposal 2007-2012.	As per approved grant proposal.	September 1, 2014 to August 31, 2015

S.Y. 2015-16 & S.Y. 2016-17

<b>Action Plan Activity/Objectives</b>	<b>How will this action plan improve services/activities?</b>	<b>Needed Resources (if any)</b>	<b>Timeline</b>
Academic Performance – Grade Point Average	Provide required services/activities as called for under the grant proposal 2012-2017	As per approved grant proposal.	September 01, 2015 to August 31, 2017
Academic Performance – Standardized Test	Provide required services/activities as called for under the grant proposal 2012-2017	As per approved grant proposal.	September 01, 2015 to August 31,

			2017
Secondary School Retention and Graduation	Provide required services/activities as called for under the grant proposal 2012-2017	As per approved grant proposal.	September 01, 2015 to August 31, 2017
Rigorous Secondary School Program & Graduation	Provide required services/activities as called for under the grant proposal 2012-2017	As per approved grant proposal.	September 01, 2015 to August 31, 2017
Postsecondary Enrollment	Provide required services/activities as called for under the grant proposal 2012-2017	As per approved grant proposal.	September 01, 2015 to August 31, 2017
Postsecondary Completion	Provide required services/activities as called for under the grant proposal 2012-2017	As per approved grant proposal.	September 01, 2015 to August 31, 2017

**RESOURCE REQUEST** – Based on approved grant proposal 2012-2017.

Year 1: S.Y. 2014-15

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

Year 2: S.Y. 2015-16

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

Year 3: S.Y. 2016-17

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

**Appendix B: Goals/Objective/SLOs – ILO Mapping**

**Appendix C: Evidence (All assessment data within review cycle)**

**Appendix D: All Assessment Tools**

**Appendix E: Service Area Assessment Calendar**

# Program Review Narrative Summary

## Service area purpose

Upward Bound mission is to provide fundamental support and opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.

## Relationship of service area to the college Mission Statement

UB provides fundamental support and opportunities for students to succeed in their precollege performance, enroll in and ultimately complete in their higher education programs.

## Trend Analysis

### Participants

Required service/activities were provided to UB participants during the three year program review period with some services/activities offered specifically to the graduating seniors only.

### Staffing

The program staff through-out school year 2011 through 2014 consists of the following:

#### Full Time Staff

- Management - 1 Project Director  
1 Assistant Director
- Other Professionals - 1 Academic Counselor/Advisor  
1 Academic Coordinator/Advisor  
1 Information Technology/Student Tracking Coordinator
- Support Staff - 2 Administrative Assistant

#### Part-Time Staff

- Para-Professionals - 4 Academic Tutors/Mentors
- Professionals - 19 Academic Instructors/Mentors

## Goals/Objectives Assessments

By providing essential services that are detailed in pages 5 through 12, the program Goals and Objectives were successfully achieved during school years 2011-2012, 2012-2013, and 2013-2014.

## Personnel

Adequate personnel were employed in the school year of 2011-2012, 2012-2013, and 2013-2014 to support the service area functions.

## Facilities and Equipment

Facilities and Equipment were adequate to support the service area's needs.

## Evaluation of Previous Goals/Activities from Previous Cycle

- a. List actions identified in your last program review or any other related plan(s)\*.
- b. What measurable outcomes were achieved due to the actions completed?
- c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives? Yes
- d. What modifications do you plan to make to the service area in the future to improve services?
  - Any modification to service area will be made in line with new grant requirements.
- e. Update major changes/accomplishments since the last review.
  - Action plans identified in the last review were accomplished.

## Major Strength and Improvement Needs

- a. Does the service area data indicate overall needs that may require support from the institution? Define these observed needs supported by assessment data. None

Action Plans Continue services to meet program's required objectives under the grant proposal 2012-2017.

Resource Request Based on the approved grant proposal 2012-2017.

- a. All resource requests should be tied to at least one of the following:
  - An institutional learning outcomes
  - A student learning outcome/goals/objectives
  - Other college plans
- d. What will be the anticipated outcome if resource request is granted?
- e. Describe the resource request in detail.