



2014-15 Service Area Program Review

DEPARTMENT/PROGRAM	Upward Bound Program
DESCRIPTION/PURPOSE	<p>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 student from low-income families and neither parent holds a bachelor's degree.</p> <p>Upward Bound is a highly successful college-based program providing the following service offerings: Academic Tutoring Services; Advice and Assistance in Secondary and Post-secondary Course Selections Services; Preparation for College Entrance Exam Services; Federal Financial Aid Services; Guidance on and Assistance in Secondary School Re-entry and Entry into Post-secondary Services; Instructional Curriculum; Counseling Services; Exposure to Educational and Cultural Fieldtrip an Event Services; Mentor and Career Internship Services; and Limited English Proficient, Disabled Homeless, Foster Care and Disconnected Youth Services.</p> <p>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.</p>
SUBMITTED BY:	Rosalie O. Lopez
AREA DEAN/DIRECTOR	Ted Ceasar
AREA VICE PRESIDENT	Todd Finnell

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p>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.</p> <p>1.1 Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p>1.2 Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p>1.3 Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p>1.4 Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p>STUDENT LEARNING PROGRAMS AND SERVICES – The College will maintain instructional programs and services which support student success and the attainment of student educational goals. <u>/UB</u></p> <p>2.1 Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students. <u>/UB</u></p> <p>2.2 Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates. <u>/UB</u></p> <p>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. <u>/UB</u></p> <p>2.4 Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p>2.5 Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p>2.6 Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p>RESOURCES – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p>3.1 Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p>3.2 Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p>3.3 Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p>3.4 Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p>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.</p> <p>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.</p> <p>4.2 Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p>4.3 Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p>4.4 Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p>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.</p>

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
<p>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Goal 1.0 Tutoring Services</p>		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: Student participation in the Upward Bound Program, who attended the daily after school academic tutorial services during the academic school year and Saturday Sessions did remedy the student subject deficiencies. Out of the one hundred thirty five (135) students served during the 2013-14 academic year 80% (114) of UB students increased above a 2.5 GPA. Each participant has an Individual Academic College Plan (LACP) which was helpful to document the tutorial services needed to increase their GPA. Only twenty-one (21) students fell below the 2.5 GPA. Those students with a cumulative GPA of 2.5 or better received additional tutorial services and meetings with the Lead Tutors and Outreach Specialist Counselors. The achievement of the 114 Students who received Tutorial Services helped them understand the subject material much better.</p> <p>The Tutorial Services increased retention and GPA using the after school services at the seven (7) high school sites. Many activities have been included to retain high-risk and disconnected youth in the program. It is important to continue to serve students after school to increase student achievement and program effectiveness.</p>		<input checked="" type="checkbox"/> 2 Student Learning Outcomes <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S) (Select one primary goal.)
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): Goal 3.0 Technology		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		<input checked="" type="checkbox"/> 2 Student Learning Outcomes
Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: <p>Student participation in the Upward Bound Program, who attended the daily afterschool Study Centers were located in classrooms at each high school site. Technology in the Upward Bound started with using the new Samsung Google Chromebooks. ICOE Superintendent, Mr. Todd Finnell, Vice President for Student Services, Technology and Research, introduced the Chromebooks to the Upward Bound students. One hundred thirty-five (135) Upward Bound students shared the tablets after school at each of the seven target high schools. The Study Centers were located in classrooms and students were able to use the computers daily from 3:00 – 5:00 p.m. Students worked on their homework assignments and tutorial assistance was provided on the use of Chromebooks. We had four areas of support with technology (Chromebooks/Computers): 1) Limited English Proficient skills with emphasis on conversational and vocabulary control using the tablets; 2) study skills, including individual writing and reading to assist in their rigorous secondary school program of study courses using technology; 3) academic assistance and instructional support helped pass their competency tests in reading, writing and math using technology; 4) tutorials increased their GPA using technology; 5) research on information used to help disconnected participants, homeless youth, and for those aging out of foster care achieve success.</p> <p>The high student demand for the Upward Bound Chromebooks have shown to be very important to use after school at the seven high schools. Many activities using technology have been included to retain high-risk and disconnected youth in the program. It is very important to continue to serve students after school to increase student achievement and program effectiveness.</p>		<input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C): <p style="text-align: center;">N/A</p>		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015: <p style="text-align: center;">N/A</p>		

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. **Attach electronic excel file with graphs or trend data, do not include them in the narrative below.**

a. Strengths

Discuss what you do well in your program/department.

During the month of July 2014 all Upward Bound students attending the Summer Residential Program submit the Evaluation Survey in which they must answer honestly and completely. They circle the appropriate letter when rating each question and they write their comments which have allowed us to evaluate ourselves and the Upward Bound program in making improvements or changes when appropriate.

The first set of survey questions measured the participants' satisfaction with their instructors in English, Math, Science, Careers, PE and Chromebook Science. The students wrote down the strengths and weaknesses of the instructors. They evaluated the instructors: a) as very good; b) as extremely interesting and students could relate to them; and c) classes were entertaining and learning was easy.

The second set of survey questions measured the specific program services which provided assessment, course placement, instruction, evening tutorial services, college workshops, educational and cultural fieldtrips.

The third set of survey questions measured participant interest in the academic tutorial services. How the academic tutorial services was structured for each participant with subject deficiencies and how they received additional tutorial sessions to help increase their enrollment in rigorous courses and also to pass their residential classes.

The results of the survey showed that the strengths of the Upward Bound Program rely on the specific program services offered during the summer instructional components and how the services are provided by the tutoring services; advising and assistance in course selection services; preparation for college entrance exam services; federal financial services; exposure to educational and cultural events and fieldtrip services; and instructional core curriculum.

b. Weaknesses

Discuss areas in your program/department that need improvement.

There is a need to enhance and improve Upward Bound staff to use Chromebook technology; provide Saturday Tutorial services for high schools and transportation to the college; work with more students to enroll in rigorous program of study at their high school site; enhance the college testing workshops; include more parent involvement during after school meetings at each high school site.

c. **Opportunities**

Discuss opportunities for program improvement.

The Upward Bound Program needs to improve in the area of recruitment in the community for student enrollment both at the high school and the college level. Needs more participation of homeless, foster care and disconnected youth in the Upward Bound Program. The Upward Bound Director has identified the following institutional goal which will assist in the efforts to improve the recruitment process and other program activities.

INSTITUTIONAL GOAL 2 – 2.1: Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future need 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.

d. **Challenges**

Discuss obstacles/barriers that may influence program improvement.

- Hours for part-time counselors for additional recruitment
- Financial barriers to buy more Chromebooks for each student

e. **Program changes**

What program changes, if any, do you expect to have a positive effect on students?

- Provide more services to Homeless youth, Foster Care Youth and Disconnected youth in high schools
- Student Community Sponsorship for Scholarships and sponsorships for Study Tours

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

Additions: The U.S. Department of Education has approved an Educational and Cultural Study Tour for an out-of-state fieldtrip. The Upward Bound students and staff will: 1) learn the importance of historical, cultural and education museums; 2) they will be inspired to accept greater levels of responsibilities and leadership; 3) they will return home and to their high schools possessing an increased curiosity of opportunities available to them and will help them raise their self-confidence to challenge the next stage of their educational and professional career journeys after high school.

C. 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.) You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.		INSTITUTIONAL GOAL(S) (Select one primary institutional goal)
1	2015-2016 PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Future Global Goal: Goal 1.0 Tutoring Services		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 2 Student Learning Outcomes <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
Objective: The specific measurable attainable relevant time-limit will be based on the evaluation of objective. Upward Bound will make progress by achieving its process and outcome objective by achieving a 70% of Upward Bound participants earning a GPA 2.5 or higher. The method used will be using transcripts for all tutors to review and work with student with grade deficiencies. The measures used are the cumulative GPA disaggregated by overall and weighted items which are “a-g” courses. Other indicators for tutorials will be students completing math and Algebra I in 2 years. Access to one-on-one tutoring services at the high school centers and Saturday Session at Imperial Valley College for instruction.		
RESOURCE PLAN (Check all that apply.)		
Task(s) Each semester tutors and staff will review tutorial hours met by each student and a meeting with the student and parent will be scheduled. Tutors will calculate grades and percentages of participants that will be taking two years or more of math beyond Algebra I by 12 th grade.		
Describe task and select the resource committee that will review your enhanced budget request (if applicable) <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing		
Timeline: October through May - Academic/ Residential/ Bridge Programs		
Expense Type TRIO Funding - Personnel	Funding Type TRIO Funding	Budget Request N/A

<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (TRIO - Federal)	\$ <u> N/A </u>
<p>A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) <u> N/A </u></p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p>		
<p>Timeline: N/A</p>		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ <u> N/A </u>
<p>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable) <u> N/A </u></p> <p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing </p>		
<p>Timeline: N/A</p>		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ <u> N/A </u>
<p>How will this objective be measured? This objective will measured by examining the specific ways the project in making progress towards achievement. We will work to make sure that 70% of participants will earn a GPA 2.5 or higher in their academic course coursework by using the tutorial services. The evaluation of the cumulative GPA will be based on the a-g courses. Overall GPA will also be used to show student performance. High school transcripts and school grades will also be used to show increased student performance</p>		

<p>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? The completion of the tasks will show that working with the partnership's resources will help reduce cost and reach out to more students. We will see that this will improve student success by their increased GPA; being proficient on assessment tests; completing more rigorous program of study; enrolling in post-secondary education; and attaining either an associate's or bachelor's degree by the tutorial services provided by the program.</p>		
<p>Who are the responsible party(ies) and assigned user(s)? The responsible parties are the Upward Bound Project Director, Lead Tutors, and Counselors. The partnership helpers working in collaboration with the of educational community partners and families will promote a college-going culture in the Imperial Valley. Sharing of these practices will enable a successful outcome.</p>		
<p>FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.</p>		<p>INSTITUTIONAL GOAL(S) (Select one primary institutional goal)</p>
<p>2</p>	<p>2015-2016 PROGRAM GOAL #2 Budget Priority #1</p>	<p>INSTITUTIONAL GOAL(S)</p>
<p>Identify Future Global Goal: Goal 3.0 Technology</p>		<p><input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 2 Student Learning Outcomes <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5</p>
<p>Objective: The Upward Bound Program will have six (6) Computer Saturday Sessions to introduce the use of the IVC Computer Labs. Students will learn the latest in computer technology and the use of video conferencing. Of the 135 students, 70% will complete their academic projects, financial aid applications, and scholarships.</p>		
<p>RESOURCE PLAN (Check all that apply.)</p>		
<p><input checked="" type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing</p>		
<p>Task(s)</p>		

A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) The Project Director, Counselors and Tutors will secure the use of the IVC Computer Labs for use the six (6) Saturday Sessions. Parents and students will be informed by letter and the schedule will have the dates and time we will start. The computer and chromebook teaching staff will prepare all assignments and a computer packet will be provided to each students. The academic projects, financial aid application, and scholarships will be copied and provided to each student in the class.

Facilities
 Marketing
 Technology
 Professional Development
 Staffing

- 3.3
- 4 Leadership & Governance**
- 4.1 4.4
- 4.2 4.5
- 4.3

Timeline: October through May – Academic/ Residential/ Bridge Programs

Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (TRIO Funding)	\$ <u> N/A </u>

B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

N/A

Facilities
 Marketing
 Technology
 Professional Development
 Staffing

Timeline:

Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ <u> N/A </u>

C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

N/A

Facilities
 Marketing
 Technology
 Professional Development
 Staffing

Timeline: N/A

Expense Type	Funding Type	Budget Request
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<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (TRIO Funding)	\$ <u>N/A</u>	
<p>How will this objective be measured? This objective will be measured by the amount of completed assignments and applications submitted by each student. 70% of Upward Bound Seniors will also have achieved proficiency on their State Common Core Test Scores Practice exams using the IVC Computer Labs. The Chromebook class during Saturday Session will also measure student computer increased performance.</p>			
<p>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? The completion of this tasks significantly increase the efficiency through the use of the Saturday Sessions and the partnership resources. This will help achieve the improvement of student success by sharing of the latest in computer technology and video conferencing; tutoring, advising and supporting students lacking college readiness.</p>			
<p>Who are the responsible party(ies) and assigned user(s)? The Responsible parties are the Upward Bound Project Director, Lead Tutors, Counselors and instructors teaching the use of computers and Chromebooks.</p>			
<p>FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.</p>			<p>INSTITUTIONAL GOAL(S) (Select one primary institutional goal)</p>
3	<p>2015-2016 PROGRAM GOAL #3 Budget Priority #1</p>		<p>INSTITUTIONAL GOAL(S)</p>
<p>Identify Future Global Goal: N/A Objective: N/A</p>			<p><input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5</p>
<p>RESOURCE PLAN (Check all that apply.)</p>			
<p><input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing</p>			
<p>Task(s)</p>			

A. Describe task and select the resource committee that will review your enhanced budget request (if applicable) N/A			<input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: N/A			
Expense Type	Funding Type	Budget Request	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	
B. Describe task and select the resource committee that will review your enhanced budget request (if applicable) N/A			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline: N/A			
Expense Type	Funding Type	Budget Request	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	
C. Describe task and select the resource committee that will review your enhanced budget request (if applicable) N/A			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
Timeline:			
Expense Type	Funding Type	Budget Request	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	

How will this objective be measured? N/A

How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success? N/A

Who are the responsible party(ies) and assigned user(s)? N/A