MAUI COMMUNITY COLLEGE
STUDENT AFFAIRS – STUDENT SUPPORT SERVICES PROGRAM
2007-2008 PROGRAM REVIEW

MISSION STATEMENT

The mission of the Maui Community College Student Support Services Program is to assist low income, disabled, and first generation college students in obtaining the knowledge and skills necessary to successfully complete a post secondary degree.

FUNCTIONAL STATEMENT

Student Support Services serves academically challenged, low-income college students and college students from families in which neither parent holds a bachelors degree.

Student Support Services provides fundamental support to participants in their preparation for obtaining a post secondary degree.

The program provides opportunities for participants to succeed in higher education pursuits.

The student affairs programs are committed to providing full student support services that embrace the spirit of Aloha, Collaboration and Respect.

Specific functions include:

- **Identify** eligible MCC students who are **academically challenged/high risk**, low-income and first-generation college students,

- **Recruit, and select 160 eligible students annually who are academically "higher risk" students**,

- Generate the skills and motivation in participants that are necessary for student success in postsecondary education,

- Encourage participants to remain and complete the program,

- Encourage participants to remain and complete post secondary education, and

- Continually provide support services for participants who are attending postsecondary institutions.

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SUMMATIVE DATA
Table 1

Institutional Goals	OBJECTIVES	FY07	FY08	FY 09
Recruitment	Identify, recruit, and select 160 academically challenged students to be served each year: At least 67% will be both low income and first generation or individuals with disabilities. Additionally, 1/3 of the individuals with disabilities will also be low-income. The remaining 33% will be either low income or first generation.	**164** participants were served. **70%** (114/164) were both low-income and first-generation, **4%** (6/164) were individuals with disabilities and low-income, for a total of 74% (120/164) of students served who were low-income, first generation and/or disabled or low-income disabled students. The remaining were 13% (18/164) low-income only, 10% (16/164) first generation only, and 1% (2/164) disabled only.	**160** participants were served. **68.75%** (110/160) were both low-income and first generation, **5.625%** (9/160) were individuals with disabilities and low-income, for a total of **74.375%** (119/160) of students served who were low-income, first generation and/or disabled or low-income disabled students. The remaining were 10.625% (17/160) low-income only, 11.25% (18/160) first generation only, and 3.75% (6/160) disabled only.	*If Applicable*

Persistence	**37% of eligible SSSP participants will persist toward completion of the academic programs in which they were enrolled.**	**66.25%** (106/164) of eligible SSSP participants persisted toward completion of the academic programs in which they were enrolled.	**63.125%** (101/160) of eligible SSSP participants persisted toward completion of the academic programs in which they were enrolled.	
Persistence	**50% of eligible SSSP participants will meet academic performance levels required to stay in good academic standing at the grantee institution.**	**55.63%** (89/164) of eligible SSSP participants stayed in good academic standing at the grantee institution.	**88.125%** (141/160) of eligible SSSP participants stayed in good academic standing at the grantee institution.	
Retention	**100% of SSSP participants will have an Individualized Educational Plan within one month of their acceptance into the SSSP.**	**100%** (164/164) participants have an Individualized Educational Plan.	100% of participants have an Individualized Educational Plan.	
Retention	**SSSP Staff will meet the administrative requirements 100% of the time including record keeping, reporting, and financial accountability.**	**100%**	**100%**	
Retention	**100% of SSSP participants will be offered sufficient financial assistance to meet their full financial need.**	**100% of participants were offered sufficient financial assistance to meet their full financial need.**	**100% of participants were offered sufficient financial assistance to meet their full financial need.**	
Retention	**To ensure improved institutional climate supportive of the success of low-income and first-**	**100% of SSSP staff participate on a college**	**100% of SSSP staff participate on a college**	

	generation college students and students with disabilities, 100% of the SSSP staff will participate on a college committee that impacts campus climate	committee that impacts campus climate.	committee that impacts campus climate.	
Student Graduation/ Goal Completion	**8% of eligible participants will graduate each year.**	**14.38%** (23/164) participants graduated.	**12.5%** (20/160) participants graduated.	
Student Graduation/ Goal Completion	**15% of eligible participants will transfer each year.**	**15%** (24/164) participants transferred to a four-year institution.	**15%** (24/160) participants transferred to a four-year institution.	

Table 2 - FORMATIVE STUDENT SUPPORT SERVICES PROGRAM STUDENT LEARNING OUTCOMES					
Student Learning Outcomes (SLO) And/Or Program Goals	**Examples of Achievement Indicators within each SLO**	**Mapping SLO/Program Goal to Activity or Course**	**Assessment Tool(s) & Methods of Utilization**	**Analyzing Results As Relates to Objectives**	**Plan & Implementation**
INTELLECTUAL GROWTH	■ Employs critical thinking in problem solving ■ uses complex and varied information to make decisions/opinion ■ obtains a degree and/or transfers to a four year institution ■ applies prior information to a new situation ■ expresses appreciation for literature, fine arts, math, or science, etc	Individualized Educational Plan	**Tools** – Transcripts, progress reports, AFAP, Intake form, self analysis, DVC Learning Styles Inventory, COMPASS **Methods** – Evaluate each student's IEP, twice every semester at the first individual contact and at the second individual contact.	Method – Make sure that every SSSP participant (100%) has an IEP by checking their student files.	Evaluate each IEP to determine whether students are staying on track to reach their academic goals. This is done at least two times each semester.
		Academic Advising	**Tools** - Transcripts, progress reports, AFAP, Intake form, self analysis, DVC Learning Styles Inventory, COMPASS, IEP **Methods** – All of the above tools are utilized to advise students of the proper course to efficiently achieve their educational goals. Academic Advising occurs for every student twice per semester and also on an as needed basis.	Method - Analyze all data to determine student is making satisfactory progress toward academic goals.	Evaluation used for participant identification of learning challenges, special tutoring needs, major selection, and appropriate course selection.
		Tutoring	**Tools** – Tutor Request Form, Tutor Confirmation Form, Tutor Contact Record, Tutor Evaluation Form, SMARTHINKING.COM, TLC Tutor Services **Methods** – SSSP Staff offers Tutoring services	Method – Data is analyzed by evaluating the Tutor Contact Record and evaluations to determine if tutor services are sufficient and improving	Evaluation is used to determine if another tutor is needed, if tutor is sufficient, and/or if tutor and/or student are satisfied with services.

			every week for 2 hours. If more specialized tutoring is needed, a Tutor Request From is filled out by student and processed by staff. Every 2 weeks, Tutor will submit the Tutor Contact Record. Upon completion of services, an evaluation form is filled out by both Tutor and student.	student performance. Also by successful completion of subject area.	
		Study Skills Workshop	**Tools** – Textbook, videos, supplemental materials, and resource personnel

Methods - Offered every semester as an option for students to request and attend. Workshop can include time management, goal setting, effective note- and test-taking, stress management, memory improvement, and campus resource identification. | Method – Effectiveness of the workshop is analyzed by the evaluations filled out by participants at the end of the workshop. | Evaluation used to see what areas within the study skill workshop needs more/less emphasis on future workshops. |
| | | Monitoring Academic Progress and Intervention | **Data Type** – IEP, Progress Reports, Tutoring Assessments, Transcripts, Interviews

Methods – SSSP staff conducts this on an ongoing basis throughout the Academic year. | Effectiveness of monitoring and intervention will be determined by successful completion of courses. | Evaluation is used to see where we need to place efforts of monitoring and intervention for our students, at what point during each semester to be able to be proactive in helping them achieve their goals. |
| **EFFECTIVE INTER/ INTRA-PERSONAL COMMUNICATION** | ■ Writes and speaks coherently and effectively ■ writes and speaks after reflection ■ influences others through writing, speaking or artistic expression ■ makes presentations or gives performances ■ articulates abstract ideas ■ uses appropriate | Student Led Celebrations | **Data Type** – Student portfolio

Methods – Held at the end of every semester. Evaluation of whether the student completed their portfolio and fully participated in leading their guests through their academic journey that semester. | Method – If the student participated, fully in the Student Led Celebration, then objective has been met. | If student has not participated in the Student Led Celebration, intervention is required to encourage presenting in the future. |

	syntax ■ communicates in non-traditional forms (e.g., email, performance, body language) and speech				
CAREER CHOICES	■ articulates career choices based on assessment of interests, values, skills, and abilities ■ documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences ■ gains work experience ■ engages in volunteer experience ■ engages in goal setting ■ comprehends the world of work ■ takes steps to initiate a job search or seek advanced education.	Career Planning	**Tools** – Eureka, AFAP, Interviews, IEP **Methods** – Each student will complete the Eureka program upon entering SSSP. Students are able to use the program if needed.	Method – Data will be analyzed through student files. Student files should have a copy of the Eureka evaluation and notes of discussion with Academic Support Specialist. IEP should reflect the course selection that leads to career goal.	This is a continuous evaluative process as students change their minds frequently regarding career choices. Evaluation will serve the SSSP staff to assess where we need to concentrate our emphasis on career planning and researching with students.
		Student Interest Groups (SIGs)	**Data Type** - Qualitative **Methods** - Once a semester, students will hear from a community professional of their SIG choice to gain a better understanding of the jobs/careers that are currently out there in the world of work. Did student participate in the SIG?	If yes - objective met; If no - objective not met	If no - intervention required with student to reconfirm student participation in program.
ENHANCED SELF-ESTEEM	■ Shows self-respect and	Student Interest Groups	**Data Type** – Qualitative	If yes - objective met;	If no - intervention required with student

			Methods - Did student participate fully in SIG meetings? SIGs meet twice every semester for workshops, mentoring, and career exploration.	If no - objective not met	to reconfirm student participation in program.
respect for others ■ demonstrates assertive behaviors ■ takes reasonable risks ■ functions without need for constant reassurance from others		(SIGs)	**Methods** - Did student participate fully in SIG meetings? SIGs meet twice every semester for workshops, mentoring, and career exploration.	If no - objective not met	to reconfirm student participation in program.
		Mentoring Program	**Data Type** – Qualitative **Methods –** Did student fully participate as a mentor or mentee?	If yes - objective met; If no - objective not met	If no - intervention required with student to reconfirm student participation in program.
REALISTIC SELF APPRAISAL	■ Articulates personal skills and abilities ■ acknowledges personal strengths and weaknesses ■ acknowledges others' opinions of self ■ accepts differences ■ accepts feedback from others	SIGs, Mentoring Program, Personal Counseling	**Data Type** – Student evaluation forms **Methods** - Assessment to be conducted at the conclusion of each activity and/or at the end of every semester.	Assessment and method of analysis to be determined by the feedback from the student evaluation forms.	Based on assessment criteria, intervention of additional leadership/personal skill building tasks could be indicated.
MEANINGFUL INTERPERSONAL RELATIONSHIPS	■ develops and maintains mutually rewarding interpersonal relationships ■ treats others with respect ■ listens to others' point of view ■ trusts others ■ is civil and kind ■ assists others in need ■ is able to work cooperatively with others	SIGs, Mentoring Program, Freshman Year Experience	**Data Type** – Student evaluation forms **Methods** - Assessment to be conducted at the conclusion of each activity and/or at the end of every semester.	Assessment and method of analysis to be determined by the feedback from the student evaluation forms.	Based on assessment criteria, intervention of additional leadership/personal building tasks could be indicated.
LEADERSHIP SKILLS	■ serves as a role model ■ serves in a leadership position in a student organization ■ take risks ■ commits to civic responsibility ■	Mentoring Program	**Data Type** – Student evaluation of Mentor Program and by Mentee and Program personnel, also interviews. **Methods** - Assessment to be conducted every semester at the conclusion	Assessment is ongoing based on evaluations and self-reports.	Based on assessment criteria, intervention of additional leadership/personal building tasks could be indicated.

	Exhibits democratic principles as a leader ■ sets goals/vision ■ mentors others			of the program.		
GAINS INDEPENDENCE	■ functions autonomously ■ exhibits ability to function interdependently ■ accepts supervision as needed ■ manages time effectively ■ functions without need for constant reassurance	Individual Contacts	**Data Type** – Qualitative **Methods** – Student is to meet at least 2/semester with their Academic Support Specialist. Student is responsible for making the appointments, attending, and following up with their contacts.	Assessment is based upon student evaluation and Academic Support Specialist notes.	Based on assessment criteria, intervention of additional independence building activities could be indicated.
		Graduation and/or Transfer Objective	**Data Type** – College/Individual/National Database. College and Financial aid enrollment records. **Methods** - Collected every semester.	Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc.	Evaluation used to develop and explore new intervention strategies to ensure graduation and/or transfer readiness.
		Monitoring Academic Progress and Intervention	**Data Type** – IEP, Progress Reports, Tutoring Assessments, Transcripts, Interviews **Methods** – SSSP staff conducts this on an ongoing basis throughout the Academic year.	Effectiveness of monitoring and intervention will be determined by successful completion of courses.	Evaluation is used to see where we need to place efforts of monitoring and intervention for our students, at what point during each semester to be able to be proactive in helping them achieve their goals.
COLLABORATION	■ works cooperatively with others ■ contributes to achievement of group goals ■ seeks feedback from others ■ seeks the involvement of	SIGs	**Data Type** – Qualitative **Methods** - Did student participate fully in SIG meetings? SIGs meet twice every semester for workshops, mentoring, and career exploration.	If yes - objective met; If no - objective not met	If no - intervention required with student to reconfirm student participation in program.

	others ■ treats others with respect ■ listens ■ challenges unfair and intolerant behavior.				
		Mentoring Program	**Data Type** – Student evaluation of Mentor Program and by Mentee and Program personnel, also interviews. **Methods** - Assessment to be conducted every semester at the conclusion of the program.	Assessment is ongoing based on evaluations and self-reports.	Based on assessment criteria, intervention of additional collaboration skill building tasks could be indicated.
SOCIAL RESPONSIBILITY	■ articulates a meaning of citizenship ■ participates in community service ■ understands the importance of service to others ■ has civic or historical knowledge ■ demonstrates an ability to make decisions ■ cares for others ■ has sense of belonging to community ■ is aware of community needs ■ demonstrates tolerance ■ sees connection between self and others ■ understands principles of governance ■ uses classroom learning in real world settings.	Mentoring Program	**Data Type** – Student evaluation of Mentor Program and by Mentee and Program personnel, also interviews. **Methods** - Assessment to be conducted every semester at the conclusion of the program.	Assessment is ongoing based on evaluations and self-reports.	Based on assessment criteria, intervention of additional collaboration skill building tasks could be indicated.
		SIGs	**Data Type** – Qualitative **Methods** - Did student participate fully in SIG	If yes - objective met; If no - objective not	If no - intervention required with student to reconfirm student participation in

			meetings? SIGs meet twice every semester for workshops, mentoring, and career exploration.	met	program.
SATISFYING AND PRODUCTIVE LIFESTYLE	■ achieves balance between education, work, and leisure time ■ overcomes obstacles that hamper goal achievement ■ articulates long-term goals and objectives ■ is committed to hard work ■ manages interpersonal relationships ■ is competent ■ is concerned for others ■ gives to others ■ uses creativity and imagination ■ possesses confidence ■ deals with stress effectively ■ forgives ■ possesses Integrity.	Freshman Year Experience	**Data Type** – Student evaluation forms, self-report, interviews **Methods** – Assessment to be conducted at the conclusion of each activity and at the end of the semester.	Evaluation will be determined by the feedback from the evaluations, self reporting, and interviews with students.	Based on the assessment of the data, additional topics/skills/workshop may need to be added to the Freshman Year Experience program.
DIVERSITY APPRECIATION	■ Understands one's own identity and culture ■ Seeks involvement with people different from oneself ■ Seeks involvement in diverse interests; ■ Articulates the advantages and challenges of a diverse society; ■ Challenges appropriately abusive use of stereotypes by others; ■	Cultural Activities	**Data Type** - student evaluation forms, interviews **Methods** - Assessment to be at the conclusion of each activity.	Evaluation will be determined by the feedback from the evaluations and interviews.	Based on data collected, more and/or diverse activities may need to be deleted or added to.

	Understands the impact of diversity on one's own society.				
CLEAR PERSONAL & EDUCATIONAL GOALS	▪ identifies personal and educational goals and objectives ▪ Sets, articulates, and pursues realistic individual goals ▪ uses goals to make decisions ▪ understands the effect of one's goals on others ▪ understands the effect of one's goals on self ▪ identifies obstacles to achieving goals and ways to overcome them.	Graduation and/or Transfer Objective	**Data Type** – College/Individual/National Database. College and Financial aid enrollment records. **Methods** - Collected every semester.	Method - Instruments - Actual enrollment forms, data collected from National Student Clearing House, UH Star system, etc.	Evaluation used to develop and explore new intervention strategies to ensure graduation and/or transfer readiness.
		Individualized Educational Plan	**Tools** – Transcripts, progress reports, AFAP, Intake form, self analysis, DVC Learning Styles Inventory, COMPASS **Methods** – Evaluate each student's IEP, twice every semester at the first individual contact and at the second individual contact.	Method – Make sure that every SSSP participant (100%) has an IEP by checking their student files.	Evaluate each IEP to determine whether students are staying on track to reach their academic goals. This is done at least two times each semester.
		Rainbow Bridge Program	**Data Type** – Qualitative **Methods** – Students that are transfer ready will be taken to participate in the Rainbow Bridge Program at UH Manoa or UH Hilo. Assessment will be conducted at the end of the activity.	Method – Students will report on their Rainbow Bridge experience through student evaluations.	Evaluation of data collected will determine whether students are benefiting from this experience or what we need to add/take out from this experience to make it more meaningful.
		Transfer Services	**Tools** – IEP, interviews, AFAP **Methods** – When students receive 30 transferrable credits, they are notified by	Method – Students will evaluate this service by the student evaluation	Based on evaluation of the data, this will determine where students need the most support when transferring to a four-

			SSSP staff. Upon interview with student, transfer services can begin. Academic Support Specialist helps with finding colleges, applying for financial aid, application to the school, etc. This occurs on an as needed basis.	forms filled out at the end of their activity and at the end of their term in the SSS program.	year institution. This in turn, will help SSSP staff tailor the transfer services to better fit student needs.

PARTICIPANT PROFILES- 2007-2008
CHART 1
PAI KA MANA STUDENT SUPPORT SERVICES PROGRAM PARTICIPANTS 2007-2008
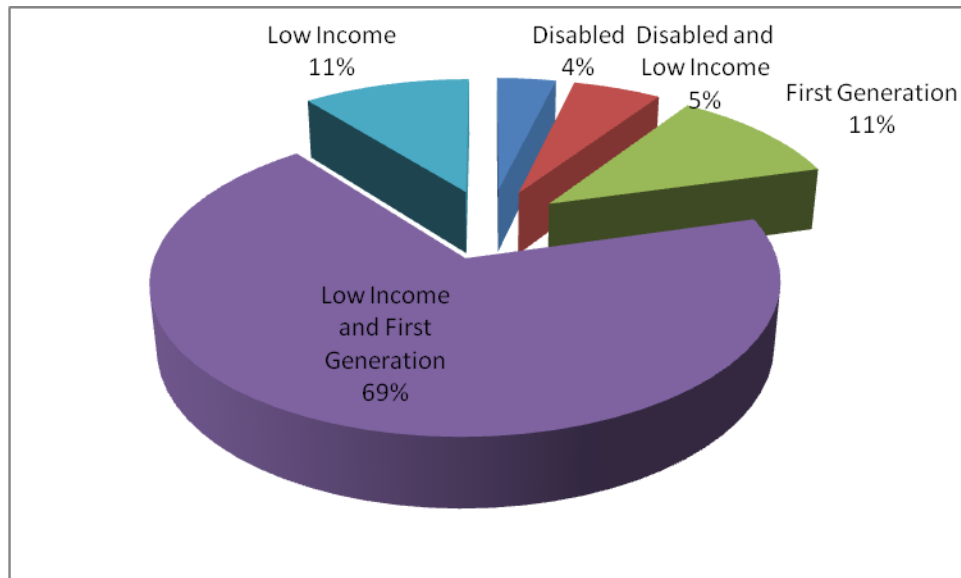## ELIGIBILTY

CHART 2
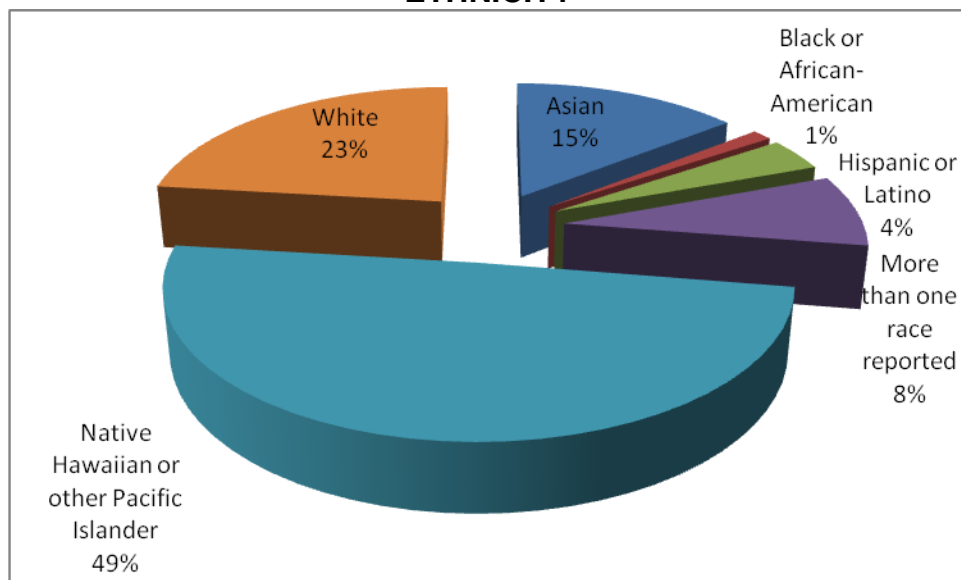## PAI KA MANA STUDENT SUPPORT SERVICES PROGRAM PARTICIPANTS 2007-2008
ETHNICITY

CHART 3
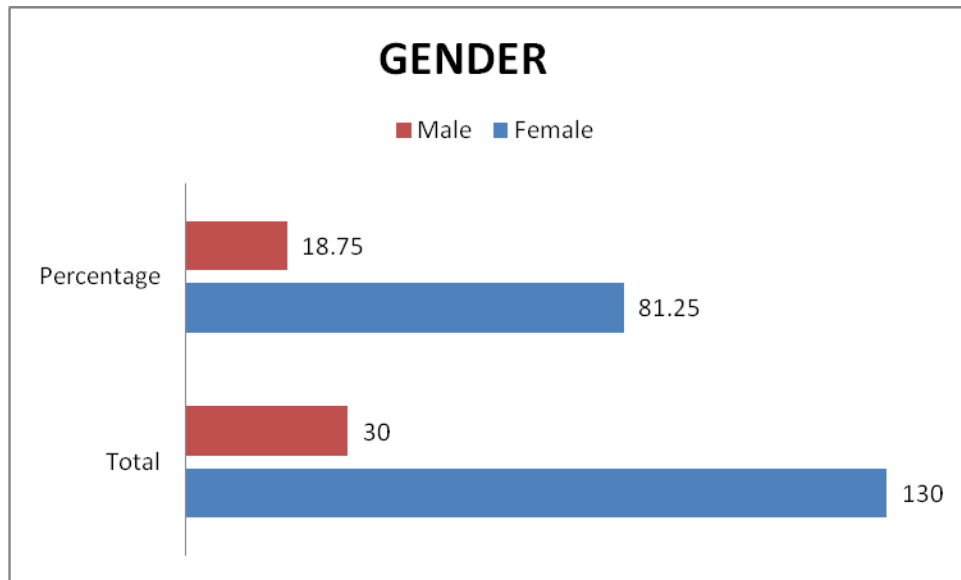## PAI KA MANA STUDENT SUPPORT SERVICES PROGRAM PARTICIPANTS 2007-2008
GENDER

GENDER

■ Male ■ Female

Percentage
- Male: 18.75
- Female: 81.25

Total
- Male: 30
- Female: 130

CHART 4
PAI KA MANA STUDENT SUPPORT SERVICES PROGRAM PARTICIPANTS 2007-2008
PROGRAM ENTRY ACADEMIC NEED

■ Percentage ■ Total

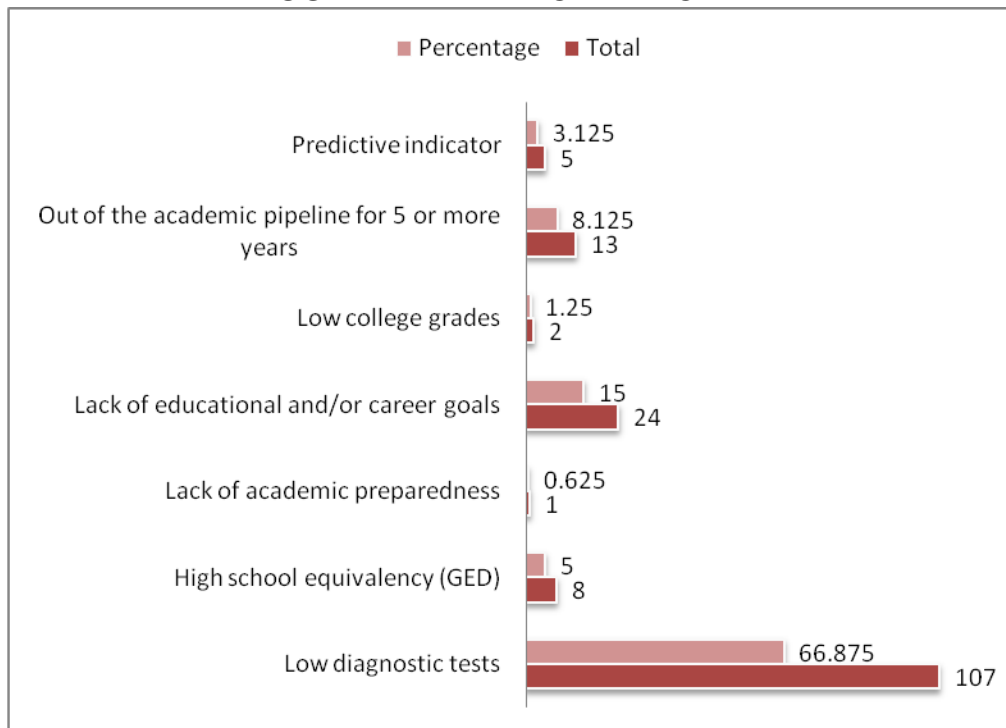| Category	Percentage	Total
Predictive indicator	3.125	5
Out of the academic pipeline for 5 or more years	8.125	13
Low college grades	1.25	2
Lack of educational and/or career goals	15	24
Lack of academic preparedness	0.625	1
High school equivalency (GED)	5	8
Low diagnostic tests	66.875	107

CHART 5
**PAI KA MANA STUDENT SUPPORT SERVICES PROGRAM PARTICIPANTS 2007-2008
PERSISTENCE, GRADUATION & TRANSFER RATES**