

## **6. STUDENT SUPPORT SERVICES PROGRAM**

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STUDENT SERVICES

**Maui Community College**  
**Student Services – Student Support Services Program**

**Mission Statement**

The mission of Student Support Services Program (SSSP) is to increase college retention, graduation, and transfer rates in low-income, first generation, and disabled SSSP program participants.

**Functional statements**

The Student Support Services Program encourages and supports the successful completion of a four-year postsecondary education by providing opportunities for academic development, assisting students with basic college requirement, and providing services to motivate students towards the successful completion of their postsecondary education. This is accomplished through the following:

- Instruction in basic study skills
- Tutorial services
- Academic, financial, or personal counseling
- Assistance in securing admission and financial aid for enrolment in graduated and professional programs
- Information about career options
- Mentoring
- Special services for students with English proficiency

Student Support Services Program performs the following **specific services**:

- Grant aid to current SSSP participants who are receiving Federal Pell Grants
- Inform the institutional community (students, faculty, and staff) of goals, objectives and services of the project and eligibility requirements for participation in the project
- Identify, select and retain project participants with academic need

- Assess each individual participant's need for specific services and monitor a his or her academic progress at the institution to ensure satisfactory academic progress
- Provide services that address the goals and objectives of the project
- Ensure proper and efficient administration of the project, including the organizational placement of the project; time commitment of key project staff; specific plans for financial management, student records management, personnel management; and its plan for coordination with other programs for disadvantages students
- Promote establishment of administrative and academic policies that enhance participants' retention at the institution and improve their chances of graduating from in the institution
- Advocate host institution to demonstrate a commitment to minimize the dependence on student loans in developing financial aid packages for project participants by committing institutional resources to the extent possible
- Secure the full cooperation and support of the Admissions, Student Aid, Registrar and data collection and analysis components of the institution
- Establish methods of evaluation that are appropriate to the project and include both quantitative and qualitative evaluation measures
- Examine in specific and measurable ways, using appropriate baseline data, the success of the project in improving academic achievement, retention, and graduation of project participants
- Use the results of an evaluation to make programmatic changes based upon the results of the project evaluation

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## Program Numbers

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**Active Students:** 160

**Single Status:** 35 21.88%

**Dual Status:** 125 78.13%

Single students have only one eligibility (i.e. Low Income only and First Generation only), Dual students are disabled or meet multiple eligibilities requirements. As pertaining to Section 5 of the Annual Report for SSS programs single students have an eligibility code of 2 or 3, and dual students have 1,4 or 5.

### Genders

Female	129	80.63%
Male	31	19.38%
<b>Total:</b>	<b>160</b>	

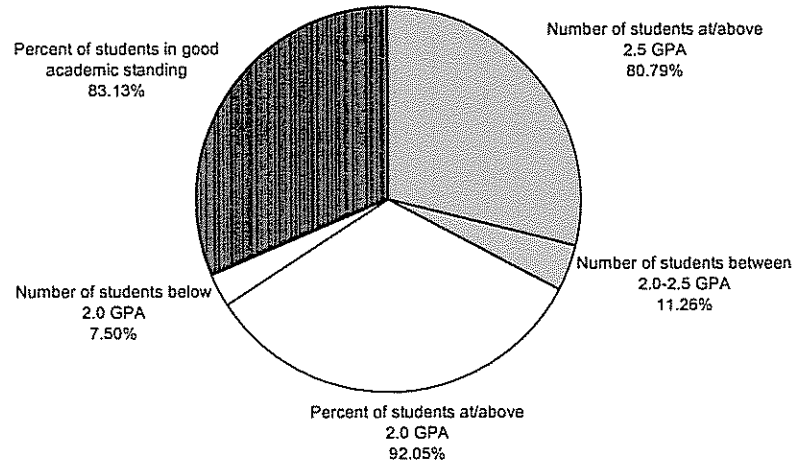
### Ethnicities

(Blank)		
American Indian or Alaskan Native	3	1.88%
Asian	20	12.50%
Black or African-American	5	3.13%
Hispanic or Latino	4	2.50%
More than one race reported	5	3.13%
Native Hawaiian or other Pacific Isl	67	41.88%
White	56	35.00%
<b>Total:</b>	<b>160</b>	

### Eligibilities

Disabled	1	0.63%
Disabled and low income	13	8.13%
First generation only	17	10.63%
Low income and first generation	111	69.38%
Low income only	18	11.25%
<b>Total:</b>	<b>160</b>	

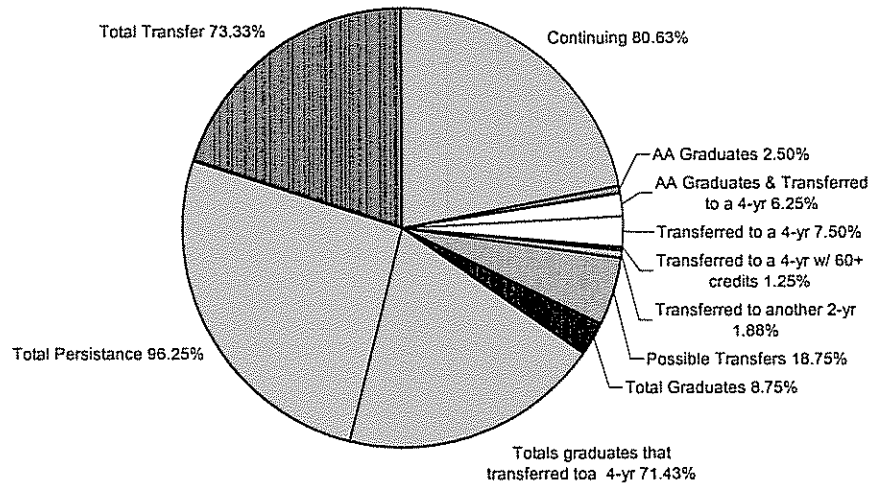
### SSSP 04/05 GPA



This data is based on 160 SSSP student served during 2004-2005

Number students at/above 2.5 GPA	Number of students between 2.0-2.5 GPA	Percent of students at/above 2.0 GPA
Number of students below 2.0 GPA	Percent of students in good academic standing	

### SSSP Students



This data is based on 160 SSSP student served during 2004-2005

Continuing	AA Graduates	AA Graduates & Transferred to a 4-yr
Transferred to a 4-yr	Transferred to a 4-yr w/ 60+ credits	Transferred to another 2-yr
Possible Transfers	Total Graduates	Totals Graduates that transferred to a 4-yr
Total Persistence	Total Transfer	

### Quantifiable Data 2004-2005

These are approved project objectives and a report on SSSP achievements. This specific data supports the accomplishment of each objective

CRITERIA	PROPOSED PERCENT	PROPOSED NUMBER	ACTUAL PERCENT	ACTUAL NUMBER	OBJECTIVES
Persistence	37%	37	96.25%	154	of eligible participants will persist toward completion of the academic programs in which they were enrolled.
Good Academic Standing	50%	50	83.13	133	of eligible participants met academic performance levels required to stay in good academic standing at the grantee institution.
Graduation	8%	2	8.75%	14	of eligible participants will graduate each year.
Transfer	15%	3	73.33%	22	of eligible participants will transfer each year
Administration	100%		100%		the extent to which the applicant has met the administrative requirements--including record keeping, reporting, and financial accountability. Provide the number of participants that were low-income and first-generation, <b>69.38%</b> and individuals with disabilities <b>0.63%</b> and low-income individuals with disabilities <b>8.13%</b> to assure compliance with the 1/3 - 2/3 requirements. Low income only <b>11.25%</b> first generation only <b>10.63%</b> .

### **Quantifiable Data 2003-2004**

These are approved project objectives and a report on SSSP achievements. This specific data supports the accomplishment of each objective

<b>CRITERIA</b>	<b>PROPOSED PERCENT</b>	<b>PROPOSED NUMBER</b>	<b>ACTUAL PERCENT</b>	<b>ACTUAL NUMBER</b>	<b>OBJECTIVES</b>
Persistence	37%	37	80.63%	129	of eligible participants will persist toward completion of the academic programs in which they were enrolled.
Good Academic Standing	50%	50	81.25	130	of eligible participants met academic performance levels required to stay in good academic standing at the grantee institution.
Graduation	8%	2	11.88%	19	of eligible participants will graduate each year.
Transfer	15%	3	78.13%	25	of eligible participants will transfer each year
Administration	100%		100%		the extent to which the applicant has met the administrative requirements--including record keeping, reporting, and financial accountability. Provide the number of participants that were low-income and first-generation, <b>72.12%</b> and individuals with disabilities <b>0.96%</b> and low-income individuals with disabilities <b>6.73%</b> to assure compliance with the 1/3 - 2/3 requirements. Low income only <b>10.58%</b> first generation only <b>9.62%</b> .

NUMBER AND PERCENTAGE OF ELIGIBLE STUDENTS*			
CATEGORY	#	%	SOURCE OF DATA
LOW-INCOME	843	29%	Financial Aid, BANNER – UH System wide Student Information System, Computed
FIRST GENERATION ONLY - NOT LOW INCOME	1862	63%	COMPASS Placement Test, Computed
STUDENTS WITH DISABILITIES	56	2%	BANNER – UH System wide Student Information System
TOTAL NUMBER OF ELIGIBLE STUDENTS	2761	93%*	Computed
TOTAL STUDENT POPULATION	2955	100%	BANNER – UH System wide Student Information System
*Numbers approximate due to rounding			

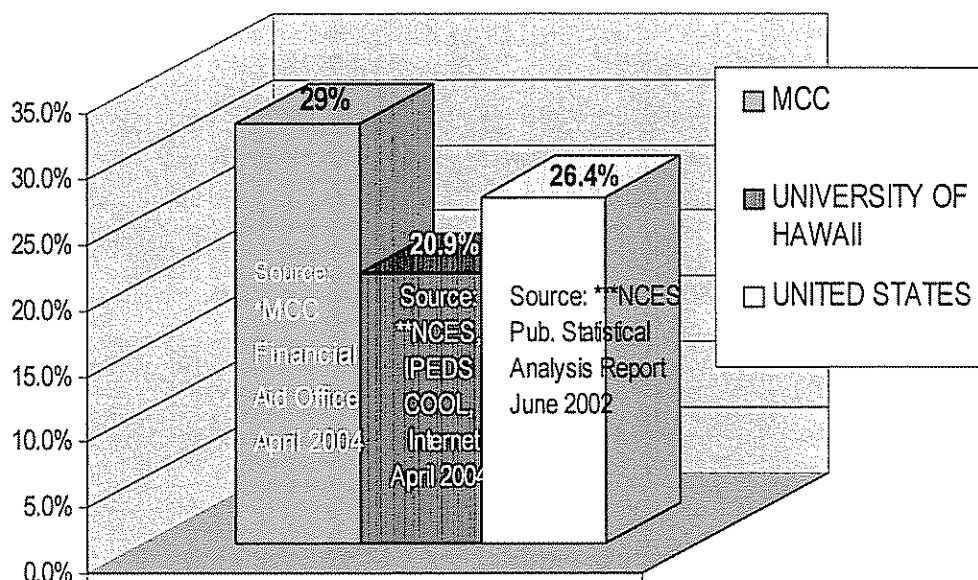
#### Low Income students

According to data analyzed from the Banner Student Information System for Spring 2004, MCC had a total of 843 economically disadvantaged students enrolled. Of those, 657 (22%) were both low-income and first generation and 780 received some form of federal or state aid. These students would all meet SSSP eligibility as low income.

The high number and percentage of students at MCC who meet the eligibility requirements of Sec. 646.3 is particularly noticeable when compared to the University of Hawaii system and National statistics (Figure 2). While 29% of MCC's student population is low-income, the University of Hawaii's percentage of low-income students is only 20.9, and the percentage Nationwide is only 26.4.



**Figure 2**  
**COMPARISON OF MCC, UNIVERSITY OF HAWAII, & U.S.**  
**LOW- INCOME ENROLLED STUDENTS**



[Source: \*Maui Community College Financial Aid Office, Hawaii. 2004. \*\*National Center of Educational Statistics (NCES), The Integrated Postsecondary Education Data System (IPEDS), College Opportunities On-line (COOL). August 2004. <http://www.nces.ed.gov/ipeds/cool/FinancialAid.asp?UNITID=141574> \*\*\*NCES. Public Statistical Analysis Report. June 2004]

### First Generation

The Maui Community College COMPASS placement test is administered to all degree seeking students. In the demographic portion of the test are questions regarding parents' highest educational attainment. According to data queried from COMPASS for all test takers between March 2003 and April 2004, 85% of those taking the test (3000 tests administered) reported parents' educational level below a baccalaureate degree. Of this 85%, 22% were also low-income, resulting in 62% first generation not low income.

To summarize, MCC has a high number of low-income and potential first generation students. At least 29% are low income and 85% are potential first generation college students.

### **Students with Disabilities**

For the purposes of SSSP eligibility, disabled refers to "a person who, because of a physical disability (including a learning disability), needs specifically designed instructional materials or programs, modified physical facilities, or related services in order to participate fully in the experience and opportunities offered by postsecondary educational institutions." Data gathered from the BANNER Student Information System reported **56** students with disabilities enrolled in Spring 2004, and of those, 25 were low-income. This number is most certainly higher due to the reality that students are not always willing to self identify. (Students may also consider any one of a number of conditions a disability, but their perceived disabilities may not meet the definition of disabled for determining SSSP eligibility)

## **ACADEMIC NEED**

**Criterion (ii): The academic and other problems that eligible students encounter at the applicant institution.**

Eligible students must overcome myriad problems and beliefs that limit their success.

These problems cause isolation, frustration, stress, discouragement, and often result in students leaving school. The problems include:

### **Deficiencies In:**

- **Basic Skills**
- **Academic Support**
- **Study Skills**
- **A Peer Support Network**
- **Self-Esteem**
- **Focused, Achievable Career Goals**

### **And Issues related to:**

- **Finances**
- **Personal, Home & Family**
- **Transferring Complications**

**Criterion (iii): The differences between eligible Student Support Services students compared to an appropriate group, based on the following indicators; (i) Retention and graduation rates. (ii) Grade point averages. (iii) Transfer rates from two year to four year institutions.**

The following sections on retention, graduation and transfer rates compare an SSSP eligible control cohort from Fall 2001-2003 with all MCC Degree Seeking students (cohort group) as reported in the University of Hawai'i's MAPS report (see citing below in Table 7). Grade point averages were compared between SSSP eligible control group and MCC Liberal Arts Financial Aid recipients from the same period. The results are summarized below in.

<b>COMPARISONS BETWEEN SSSP ELIGIBLE AND COHORT POPULATION*</b>			
	<b>SSSP ELIGIBLE*</b>	<b>MCC DEGREE SEEKING COHORT POPULATION (MAPS)**</b>	<b>% RATE INCREASE ABOVE SSSP ELIGIBLE</b>
<b>(i.) RETENTION RATE</b>	<b>37%</b>	<b>50%</b>	<b>35%</b>
<b>(i.) GRADUATION RATE (AA Degree)</b>	<b>6%</b>	<b>19%</b>	<b>217%</b>
<b>(ii.) GRADE POINTS AVERAGES</b>	<b>2.58</b>	<b>3.15</b>	<b>.57 Grade Points</b>
<b>(iii.) TRANSFER RATE:</b>	<b>10%</b>	<b>21%</b>	<b>110%</b>
<b>*Fall 2001 – Fall 2003. MCC SSSP Eligible Control Cohort Data.</b>			
<b>** University of Hawai'i. MAPS Report. Graduation And Persistence Rates. University Of Hawai'i Community Colleges, Maui Data. Longitudinal Database Project. Available online: May 2004. University of Hawai'i. MAPS Report. Transfer Patterns of Undergraduate Students. University Of Hawai'i Community Colleges, Maui Data 2002. Longitudinal Database Project. Available online: May 2004.</b>			

### **(i) Retention and Graduation**

The retention rate for the comparison cohort exceeded SSSP eligible students by 35% and the graduation rate by 217%. Clearly, an individual cannot graduate and/or transfer if they do not stay in school. With only 37% of eligible participants staying in school, the likelihood of graduation and transfer is severely diminished. Therefore, early intervention becomes critical.

Further support of early intervention is the low graduation rate of eligible students. A scant 6% of eligible SSSP students graduated with an Associates Degree in 3 years as opposed to 19% of the comparison cohort. A three-year period of time was used to measure graduation rates which are in line with the norm.

The retention and graduation comparison rates are dramatic and support the need for academic intervention to reduce attrition and increase graduation in MCC's SSSP eligible students.

### **(i) Grade Point Averages**

The grade point average for SSSP eligible students is .57 lower than the comparison cohort. That .57 is significant because a GPA of 3.0 or below becomes critical when applying for many scholarships and acceptance to many four-year Universities. The majority of SSSP eligible students do not qualify, whereas a large number of the comparison cohort does.

### **(ii) Transfer Rates from two-year to four-year institutions.**

The transfer rate of the comparison group exceeded that of the eligible group by 110%.

Results indicated that 21% of the comparison group had transferred to a four-year university, where only 10% of the SSSP eligible students had done so. As with retention, graduation, and GPA rates, the comparison cohort out-performed the SSSP eligible group in rates of transfer. The difficulties associated with transfer can certainly serve as deterrents for eligible students. MCC students planning to transfer to a four-year college or university often pursue completion of an Associate in Arts Degree (AA). Students completing the degree are given special consideration

including reduced GPA requirements for admission and the waiver of some general university requirements. Unfortunately, many eligible students do not stay in school long enough to realize the benefits of transferring with an Associates Degree.

In summary, the academic and other problems facing SSSP eligible students have a profound effect on their performance. Eligible students drop out of college at a higher rate, graduate at a lower rate, have lower GPA's, and transfer less to four-year universities than the comparison cohort.

## **OBJECTIVES**

**Criterion: Objectives which: (1) Include performance, process and outcome objectives relating to each of the purposes of the Student Support Services Program stated in 646.1; (2) Address the identified needs of the proposed participants; (3) Are clearly described, specific, and measurable; and (4) Are ambitious but attainable within each budget period and the project period given the project budget and other resources.**

The ultimate goal of the MCC SSSP Program is to encourage and support the successful completion of a four-year postsecondary education for the program's academically challenged low-income, potential first generation, disabled program participants. This will be accomplished through:

- identifying qualified, enrolled, and accepted MCC college students who are low-income, first-generation, and disabled college students from the entire college population,
- generating the skills and motivation in participants that are necessary for student success in postsecondary education,
- encouraging participants to remain and complete Associate of Arts degree at host institution,
- encouraging participants to remain and complete the Student Support Services Program until transfer to four-year university, and
- encouraging participants to transfer to, and graduate from, a postsecondary institution

The ambitious, measurable, and attainable objectives of the program are designed to address the specific needs of the target population as documented in the Needs section of this application and are based on existing Partnership Agreement criteria.

**Process Objective 1: Needs Assessment and Individualized Plan: Evaluate student records and assess the educational needs and potential of participants for a four-year postsecondary (con't.) education; as the result of which 100% of the students will have an Individualized Educational Plan (IEP) within one month of their acceptance into the SSSP.**

A comprehensive assessment is the essential first step in developing an individualized Academic/Financial Aid Plan (AFAP) that addresses academic, social, financial and motivational needs of the SSSP eligible participants as documented in the Needs section. Objective 2 addresses this and provides for early intervention that can positively impact negative retention, graduation and transfer rates of eligible participants.

One hundred percent of the SSSP students will have their needs assessed and an AFAP developed within one month of their acceptance.

Objective is ambitious due to the bi-island nature of the target area and myriad needs of population. Conducting needs assessments and development of AFAP's on 100% of the participants in one month requires persistence and commitment from program personnel.

Objective is attainable through bi-isle networking, personnel dedication to goal achievement, and thorough program planning.



**Process Objective 2: Institutional Climate: To ensure an improved institutional climate supportive of the success of SSSP eligible participant population, 100% of the SSSP full-time staff will participate annually on at least two college committees that impact campus climate.**

Fostering an institutional climate supportive of the success of participant population is one of the purposes of the SSSP. The needs of disadvantaged students are met not only through SSSP activities but also through those of the college that are facilitated by college policies and procedures.

Annually, 100% of SSSP full-time staff will serve on at least two college committees impacting campus climate.

College committees are vital to the governance structure and there is often competition to be a member of a particular committee. The objective is attainable through campus networking and program personnel's proactively seeking committee appointments.

**Performance Objective 1: Persistence: Of students accepted as participants in the SSSP, each cohort will persist according to the following percentage: 50% percent from 1<sup>st</sup> cohort year to 2<sup>nd</sup>, 40% percent from 2<sup>nd</sup> cohort year to 3<sup>rd</sup>, 30% percent from 3<sup>rd</sup> cohort year to 4<sup>th</sup>.**

Increasing the retention rate of these students by 35% (from 37% to 50%) will specifically address the SSSP purpose of increasing retention rates in program participants. At least 50% of the students served will return the following fall semester, etc.

The objective is very ambitious given the current retention rate of target population at only 37% and is proposing to achieve the same rate as students in the general population. Given the barriers that SSSP eligible student's encounter, improving the year-to-year retention by 35% is very ambitious. The objective is attainable through early identification of eligible participants and the timely and consistent provision of program services.

**Performance Objective 2: Good Academic Standing: Academic Achievement: Of all SSSP participants, 65% will be in good academic standing (as defined by MCC financial aid office) at the conclusion of each academic year.**

To remain in college and receive enhanced financial aid assistance requires a minimum of a 2.5 GPA. Failure to do so can cause students to struggle academically, financially, and ultimately drop out of college. Sixty-five percent of the students served will have a 2.5 GPA at the conclusion of the academic year. The objective is ambitious given the current SSSP cohort comparison academic standing percentage of 57% (University of Hawaii, Banner Student Information System in 2004). Through early intervention and selection, holistic academic services, and inter-departmental college cooperation, the objective is attainable.

**Outcome Objective 1: Graduation: SSSP will ensure that ten percent (10%) of each year's cohort will graduate within three years.**

This objective is specifically related to the purpose of increasing students' retention and graduation rates. At least 10% of the students served will graduate from MCC with three years.

Ten percent graduation rate is a 67% increase over the 6% rate for the SSSP eligible comparison cohort. However, the objective is attainable through early identification of eligible

participants and the timely and consistent provision of program services during their college career.

**Outcome Objective 2: Transfer: SSSP will ensure that 13% of each year's cohort will transfer within three years.**

To facilitate entrance into four-year colleges is a stated purpose of the SSSP. Thirteen percent of each year's cohort will transfer within 3 years.

The objective is ambitious given the current cohort comparison group transfer rate of 10%. Considering the numerous barriers and challenges students encounter, **including the need to relocate off the island for most postsecondary four year degrees**, improving the transfer rate by 30% (from 10% to 13%) is ambitious. The objective is attainable through the timely and consistent provision of program services during their college career, competent career and financial aid counseling, and SSSP personnel networking with four-year institution personnel.

## **PLAN OF OPERATION**

The following Plan of Operation was developed according to the Rules and Regulations as stipulated in the Federal Register and EDGAR.

**Criterion: The plan to inform the institutional community (students, faculty, and staff) of the goals, objectives and services of the project and eligibility requirements for participation in the project.**

The SSSP will establish itself as a highly visible and effective referral source. Faculty, staff, and administration will be informed about program goals, objectives, and services.

### **Comprehensive Plan To Inform Students Includes:**

- **COMPASS Placement Testing**
- **Strategies for Success” (Orientation)**
- **Financial Aid Orientation and Academic Planning**
- **Publications**
- **Mailings**
- **Individual Contacts**

### **COMPASS Placement Testing**

All matriculated students are required to take the COMPASS college placement test. Upon completion of testing, students will be provided with information about the SSSP and invited to participate if they wish to.

### **Strategies for Success**

The “Strategies for Success” new student orientation sessions are provided before college starts each semester and will introduce the SSSP. Program personnel will be present at all orientations so students needing assistance can ask questions or pick up written information.

### **Financial Aid Orientation and Academic Planning**

All students who receive Federal Financial Aid must participate in the Financial Aid Orientation and Academic Planning sessions provided by SSSP.

### **Publications**

The college catalog, college schedule, school newspaper, and school web page and SSSP website will contain information regarding the program.

### **Mailings**

Students on financial aid probation, multicultural students and students with disabilities will receive information or mailings regarding program services.

### **Individual Contacts**

Counselors, instructors, campus staff, and other students will refer students to program. Also, some students are expected to self-refer after seeing published information.

**Staff, Faculty, and Community Information Dissemination Plan includes:**

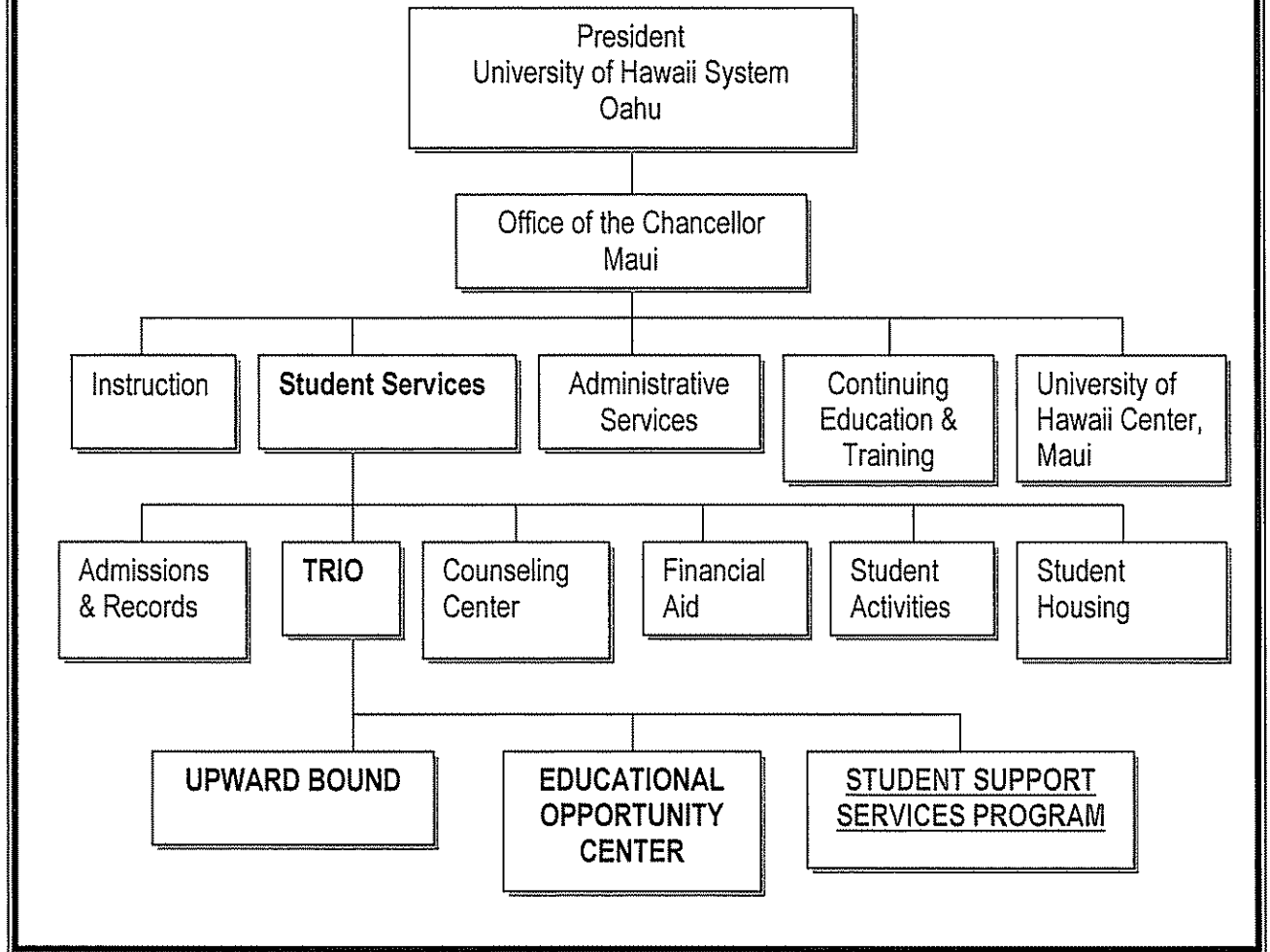
- In-Service Presentations
- Academic Senate Presentations
- Committee Membership
- Counseling Staff Sessions
- Student Services Directors Meetings
- Articles/Brochures/Email Distribution
- Faculty Contact

### The Plan for Individual Student Needs Assessment and Monitoring

NEED TO BE ASSESSED	INITIAL ASSESSEMENT	FOLLOW-UP ASSESSMENT	PERSONNEL INVOLVED
Basic Skills	COMPASS, AFAP, Transcripts, Interview	Progress reports, Classroom Monitoring, Transcript Review	SSSP Academic Support Specialist, Supplemental Instruction Staff, Faculty
Academic Support	AFAP, Interview, Progress Reports, Tutoring, Supplemental Instruction (SI), Confirmations	Tutoring & SI Contact Records, Transcript Review, Progress Reports	SSSP Academic Support Specialist, Supplemental Instruction Staff, Faculty, Tutors
College Study Skills	COMPASS, LASSI, MBTI, AFAP, Interview	AFAP, Progress Reports, Classroom Monitoring	SSSP Academic Support Specialist, Supplemental Instruction Staff, Faculty, Tutors
Mentoring Support	COMPASS, AFAP, Transcripts, Interview	Follow-Up Interviews, Mentor Feedback	SSSP Academic Support Specialist, Mentoring Program Coordinator
Career Planning	LASSI, Interview	Career Assessment Tools, Career Exploration Classes, Cooperative Education Experience, Follow-up Interviews	SSSP Academic Support Specialist, Career Services
Financial Support	AFAP, Interview, Progress Reports, Confirmations	Financial Aid Eligibility Verification Form, Tax Return Data	SSSP Academic Support Specialist, Financial Aid Officer
Personal Growth	LASSI, Interview	Follow-up Interviews	SSSP Academic Support Specialist, Appropriate Campus/Community Personnel
Transfer Services	AFAP, Interview	Transfer Interview, Academic & Financial Aid Transcript Review, Follow-up Interviews (students w/40+ credits)	SSSP Academic Support Specialist, SSSP Transfer Counselor
Disabled Student Services	AFAP, Interview, Documentation Source	Disability Verification Form, Progress Reports, Transcript Review, Follow-up Interviews	SSSP Academic Support Specialist, Coordinator for Disability Services, Agency Personnel

UNIVERSITY OF HAWAII - MAUI COMMUNITY COLLEGE  
STUDENT SUPPORT SERVICES

ORGANIZATIONAL CHART



## EVALUATION PLAN

**Criterion 1(i): Methods of evaluation that are appropriate to the project and include both quantitative and qualitative evaluation measures.**

**The program will be evaluated in SIX ways:**

1. Quantitative Evaluation
2. Qualitative Evaluation
3. Evaluation of Services
4. Cohort
5. External Evaluation
6. Staff Evaluation

On a yearly basis, the plan of evaluation will address the three broad evaluation areas required in EDGAR 75.590. These include:

- **The progress of the program in achieving funded objectives**
- **The effectiveness of the program in meeting the purposes of the SSSP**
- **The effect of the program on the persons being served**

The following section summarizes quantitative and qualitative evaluation methods; the specific quantitative and qualitative evaluation procedures related to each of the six objectives; how evaluation of services are conducted, and the specific procedures for cohort, external, and staff evaluations.

### **Quantitative Evaluation**

The director will conduct the quantitative evaluation (a.k.a. outcome evaluation), at the end of the program year. The quantitative evaluation assesses all three areas required in EDGAR and



is the overall measure of program success. All data used in the quantitative evaluation is objective and quantifiable and is used to compute the percentage of each objective actually met.

Information from the student database and student files, including eligibility, gender, disability information, ethnicity, financial aid awards, needs assessments, services provided, grade point earned, semester enrollments and degrees or certificates earned will be used in the quantitative evaluation. The data gathered in the quantitative evaluation will cross-validate the on-going qualitative evaluation.

### **Qualitative Evaluation**

The on-going qualitative evaluation is a procedural assessment or formative evaluation and all staff members will participate. This evaluation closely monitors the degree to which intended activities are completed, and the extent to which these activities actually produce the desired results. The results will lead to the continuation, modification, or abandonment of the activities and, where necessary, the development of more effective activities and practices.

The following section discusses the specific quantitative and qualitative evaluation procedures conducted for the six objectives of the grant.

### **Process Objective 1 - Assessment and Plan**

Quantitative Evaluation: At the end of each semester, the director will verify that each student has an Individualized Educational Plan (IEP) based on an appropriate assessment. The percentage of students assessed within three weeks of entering the program will be calculated. This percentage will then be compared to the target objective of 100% within one month to ensure objective is being met.

Qualitative Evaluation: At staff meetings and the end of each semester, assessment and evaluation instruments and referral methods will be reviewed to determine if they provide accurate,

timely, and necessary information. Students' plans will be reviewed to see that assessments have been completed, what actions were taken and if the effect of these activities produced the desired results. Mid-term progress reports and registrations are further indicators of whether or not assessment and planning are having the necessary outcomes.

### **Process Objective 2 - Institutional Climate**

Quantitative Evaluation: At the end of each program year, the director will compare the number of program staff on committees that impact campus climate with the total number of professional staff. The percentage is calculated and compared to the target of 100%.

Qualitative Evaluation: Discussions at staff meetings and at the end-of-the-year retreat will examine the results of the various committee assignments. Discussions will focus on whether or not: membership on these committees are sufficiently productive, the issues important to SSSP are addressed, and emerging issues impacting the program need to be addressed through the committee structure.

### **Performance Objective 1- Persistence**

Quantitative Evaluation: At the beginning of the program year, the director will compare the number of program students returning for fall semester with the total number of new students served the previous year to determine the percentage persisting year to year. This percentage is compared to the target of 50% for the first year, 40% for the second, and 30% for the third.

Qualitative Evaluation: At the conclusion of each semester and prior to fall semester, the program secretary will compile a list of students not registered. Academic Support Specialists will contact these students to discuss their returning to school and to review their reasons for leaving. The director, and Academic Support Specialists, will use exit interviews to assess appropriateness of selection.

### **Performance Objective 2 – Good Academic Progress:**

Quantitative Evaluation: At the end of the program year, the director will compare the number of program students having the needed 2.5 cumulative GPA with the total number of students completing the academic year to determine the percentage of students making satisfactory progress - compared to the target of 65%.

Qualitative Evaluation: At the conclusion of each semester, the program secretary will compile a list of students who have failed to make satisfactory progress by receiving less than a 2.5 GPA. Academic Support Specialists will contact these students to discuss their reasons for the difficulty they encountered. The Academic Support Specialists will review the appropriateness of selection and provision of services.

#### **Outcome Objective 1- Graduation**

Quantitative Evaluation: At the end of the program year, the director will compare the number of SSSP students earning degrees or certificates with the total number of program students to calculate the percentage of SSSP students earning degrees or certificates - compared to the target of 10%.

Qualitative Evaluation: At the end of each semester, the program secretary will develop a list of students with 30 or more credits. The Academic Support Specialists will review the plans for those students to ensure that they will lead to graduation. The director will review exit interviews for students leaving the program to assess appropriateness of selection and provision of program services.

#### **Outcome Objective 2 - Transfer**

Quantitative Evaluation: At the conclusion of each program year, the director will compare the number of program students earning an AA degree who subsequently transfer to a university with the number of students earning a degree who do not transfer. This will be done to determine

the percentage of students who are transferring. This percentage is compared to the target of 13%.

Qualitative Evaluation: At the conclusion of each semester, the secretary will compile a list of students who have achieved an AA degree or who have 60 or more credits. The Academic Support Specialists will call these students to review plans for transfer.

### Evaluations of Services

The evaluation of services will be ongoing and comprehensive. It will involve a total of eight procedures that will provide information regarding the effectiveness of each of the specific services provided. This information will be used to make appropriate modifications to services for a particular student or for all program students. The following section discusses the specific evaluation procedures. Table 10 on the following page summarizes the evaluation of services.

#### EVALUATION OF SERVICES

PROCEDURES	Statistics Com- piled	Student Evals	Staff Mtgs	Student Tracking Instruments	Acad. Pro- gress	Case Studies	Structured Academic Support Specialist Contact	External Feed- back
<b>SERVICES</b>								
Individualized Plan					X	X	X	X
Academic Advising		X			X	X	X	X
Tutorial Assistance	X	X	X	X	X		X	
Study Skill Instruction	X	X	X				X	
Mentoring		X	X	X		X	X	
Career Planning							X	
Financial Aid Assist.	X			X		X	X	X
Personal Counseling		X				X	X	
Transfer Services	X	X					X	X

- Statistical Compilations
- Student Evaluations
- Staff Meetings
- Student Tracking Instruments
- Academic Progress
- Case Studies
- Structured Academic Support Specialist Contacts

#### **Statistical Compilations**

The director will compile and calculate data drawn from the computerized student database on all services provided to students. Services will be evaluated quantitatively for effectiveness based on student performance, academic achievement, retention, and graduation.

#### **Student Evaluations**

At the conclusion of each semester and/or each activity, students will complete evaluations, to the program components providing the service. Results of the evaluations will be compiled to assess student satisfaction with the services provided. In addition to utilization of a service satisfaction scale, students will be encouraged to include suggestions for improvements.

#### **Staff Meetings**

The SSSP staff will review program activities and services during weekly staff meetings and as-needed throughout the semester and make determinations as to adjustments need to be made to improve program effectiveness.

#### **Student Tracking Instruments**

Mid-term progress reports completed by instructors, tutors, mentors, and exit interviews will provide information regarding student progress.

### **Academic Progress**

Students' semester grades, cumulative GPAS, credits completed, developmental work completed, and degrees and certificates earned will be reviewed each semester to again gauge the effectiveness of SSSP services.

### **Case Studies**

Each week at staff meetings, a program student will be chosen at random and progress will be discussed. This method of random tracking can highlight both student and program difficulties and successes. Warranted programmatic changes will be made.

### **Structured Academic Support Specialist Contacts**

Intake interviews, scheduled follow-up sessions, and semester advising sessions will give the Academic Support Specialists on-going feedback about student progress and deal with difficult issues in a preventative manner.

### **External Feedback**

Other counselors and instructors at the college who work with SSSP students will be asked for feedback regarding their contacts with these students.

### **Cohort Evaluation**

At the beginning of each program year, the Director and/or Institutional Researcher will identify the entire MCC population of eligible SSSP students. Students who are not selected for the program will form the cohort control group. The composition of the SSSP cohort group vs. the control group may change during the year as more students join the SSSP.

At the conclusion of the program year, the progress of the SSSP cohort group with regard to academic achievement, retention, graduation and transfer will be evaluated. This progress will be compared to that of the cohort control students. Tracking of each cohort group will be continued for three years so that persistence, graduation, and transfer information can be gathered.

### **External Evaluation**

An outside educator will review the program after the first year of the funded proposal. In addition, the Dean of Student Services, Coordinator for Disability Services, and SSSP Director will designate one or more representatives to evaluate the program.

### **Staff Evaluation**

Staff members, upon accepting employment with the program, will be issued a job description of duties upon which they will be evaluated. It will be the director's responsibility to thoroughly evaluate each staff member once a year (for new staff, twice per year). The director will regularly provide feedback regarding staff performance. The Dean of Student Services will evaluate the director at a minimum of once per year. Upon completion of the staff evaluation, the evaluator and staff person will discuss the results and arrive at ways to improve staff performance. This will enhance the overall effectiveness of the program.

### **Appropriate Baseline Data**

**CRITERION: Information that shows that the evaluation examines in specific and measurable ways, using appropriate baseline data, the success of the project in improving academic achievement, retention, and graduation of project participants.**

Appropriate first-year baseline data describing academic achievement, retention, graduation, and transfer of SSSP students is found in the Needs Section of the proposal. This data will be the standard against which the SSSP program will initially measure its first year

effectiveness in improving SSSP student performance. Ambitious objectives for academic achievement, retention, graduation and transfer were written from the baseline data. The SSSP will be judged successful if the performance of the SSSP students meets or exceeds the targeted performance levels of these objectives.

Baseline data for the second and all succeeding years will be based on the identified control cohort group of "new" classified students who otherwise meet SSSP eligibility criteria but are not participants in the program. At the conclusion of each program year, the actual performance of SSSP students and the control group will be verified and calculated as to the percent having 2.5 cumulative GPA, the percent persisting, graduating, and transferring.

#### **Evaluation for Programmatic Changes**

<p><b>CRITERION: The applicant intends to use the results of an evaluation to make programmatic changes based upon the results of the project evaluation.</b></p>
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Various kinds of assessment procedures will be specifically incorporated into the evaluation to provide crosschecks to ensure it is comprehensive. The quantitative evaluation will indicate whether the program, in its broadest sense, is improving the performance of program students and to what extent. Consequently, it will identify areas of weakness to investigate should student or program performance fall short of the targeted objectives. It will not, however, clarify what changes are necessary to improve performance. This is the purpose of the qualitative evaluation.

The qualitative evaluation will provide information about specific programmatic changes that could improve program effectiveness. Through a variety of procedures detailed in the previous part of the Evaluation Section, program services and activities are assessed. The information



gleaned from these assessments will result in programmatic change when activities, services or procedures:

- **Are Unable to be Completed In Specified Manner**
- **Result in Negative Student Feedback**
- **Fail To Lead To The Desired Result**
- **Have A Negative Effect On Student Outcomes, Or**
- **Are Less Efficient Or Cost-Effective Than Alternatives**

In summary, the performance or quantitative evaluation will measure the success of the program in improving student performance and identify areas where it may not be occurring. The process or qualitative evaluation identifies the specific activities that need to be modified or abandoned or where new, more effective, activities or practices need to be put in place.