9. STUDENT SUPPORT SERVICES PROGRAM

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 forj 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

Quantifiable Data

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	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, _**72.12%**_ and individuals with disabilities _**0.96%**_ and low-income individuals with disabilities _**6.73%**_ to assure compliance with the 1/3 - 2/3 requirements. Low income only _**10.58%**_ first generation only _**9.62%**_.

PROCESS OBJECTIVES

OBJECTIVE	DESCRIPTION
Process Objective 1	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. The remaining will be either low-income, first generation or individuals with disabilities. In addition, a minimum of **33%** of the individuals with disabilities will be low-income.

- There are presently **161** participants enrolled. **72.12% (75)** were low-income/first-generation. **6.73% (7)** were individuals with disabilities and low-income. This equates to a total of **78.85% (82)** of students served who were low-income, first generation and/or disabled or low-income disabled students. The remaining were **10.58% (11)** low-income only, **9.62% (10)** first generation only, and **9.62% (10)** disabled only. In addition, **82.0%** of disabled participants (**9 of 11**) were both low-income and disabled.

Process Objective 2	Needs Assessment and Individualized Plan: Evaluate student records and assess the educational needs and potential of participant for a four-year postsecondary 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.

- **100%** of participants have an Individualized Educational Plan.
- Assessment and planning begins with the student's intake interview. At that time, a follow-up plan is developed, which includes monitoring of student progress, ongoing assessment of needs and provision of support services, including tutoring and counseling.
- Plans are documented through case notes and through a formalized Individualized Educational Plan.

Process Objective 3	Financial Assistance: **100%** of the students participating in the program 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. Where students did not receive aid to meet their full financial aid, in most cases they had declined loans.

- Students' financial need is determined by the Financial Aid Office, with which the Student Support Services Program has a close, cooperative relationship.

- Students are provided with ongoing support in the completion of the FAFSA, as well as in completing and submitting scholarship applications. All students are encouraged to subscribe to the "General College" listserve, through which information about new scholarships is disseminated.

- One on one support is provided for students in writing clear effective personal statements for inclusion in scholarship applications. This includes counseling assistance to aid students in identifying their strengths and outstanding qualities. This year **10** of the **54** recipients of University of Hawaii Foundation scholarships were SSSP participants.

- Letters of recommendation are also provided when appropriate. Students are also assisted in identifying and approaching appropriate faculty for letters of recommendation.

- Financial assistance packages are reviewed by program personnel in consultation with the Financial Aid office.

Process Objective 4	Institutional Climate: To ensure improved institutional climate supportive of the success of low-income and first-generation college students and students with disabilities, **100%** of the SSSP staff will participate on a college committee that impacts campus climate.

- **100%** of Student Support Services staff participate on a college committee that impacts campus climate.

- **The previous Project Director participated in the following:**
  - Associate of Arts Degree Revision Committee.
  - Active member of Academic Senate.
  - Active member of the Academic Support Services Committee.
  - Co-chaired the college's Safe Zone Committee and was the campus's faculty representative to the University of Hawaii System-wide Commission on the Status of Lesbian, Gay, Bisexual, Transgendered and Intersex Issues. This committee and commission both have impacts on the campus climate in the area of diversity.
  - Strategy Plan Academic Support committee which is developing a case management system for the Maui Community College.

- **The new acting Project Director participated in the following:**
  - Strategy Plan Academic Support committee-Educational Case Management, mentoring program which assists in retention, and an advocate for support services.
  - Staff/faculty meetings: increasing efficiency and developing programs to better serve SSSP students.
  - General Student Services meetings: Identify program and staff/faculty issues that impact students college experience
  - Student Services Directors meeting: Identify issues within departments, collaborations in efforts to ensure student success

ASSESSING STUDENT NEEDS

Students will be assessed as to basic skills, academic support, college study skills, mentoring support, career planning, financial support, personal growth, transfer services, and services to disabled students. A table illustrating itemized student needs assessment, monitoring plan, and personnel involved is in Table 8 below and continued on the following page.

Table 8. The Plan for Individual Student Needs Assessment and Monitoring

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

Instruments/Methods Used for Assessment and Monitoring

- COMPASS College Placement Test
- Individualized Educational Plan
- Supplemental Instruction (SI)
- Meyers-Briggs Type Indicator (MBTI)
- EMBARK College and Career Software
- Tutor Request Form
- Financial Aid Eligibility Verification Form

- Academic and Financial Aid Planning form (AFAP)
- Counseling
- LASSI Study Skills Inventory
- Student Progress Reports
- Counselor/Tutor Contact Record
- Disability Verification Form

TABLE 9. EVALUATION OF SERVICES

PROCEDURES / SERVICES	Statistics Compiled	Student Evals	Staff Meetings	Student Tracking Instruments	Academic Progress	Case Studies	Structured Counselor Contact	External Feed-back
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					
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