

**Institutional Effectiveness Review
Student Support Services/Project SUCCESS
April 2009**

The purpose of the review is to:

Assess the following 11 categories:

- Mission
- Services/Program
- Leadership
- Organization/Structure
- Human Resources
- Financial Resources
- Facilities, Technology, and Equipment
- Legal Responsibilities
- Equity and Access
- Campus and External Relations
- Assessment and Evaluation

The process will involve the following steps:

- Review departmental policies and procedures
- Review departmental publications
- Collect and summarize feedback from students, faculty and staff
- Conduct a SWOT analysis
- Develop goals and action plans

Time frames/timeline for the review will be:

Fall 2008

- Review departmental policies and procedures
- Review departmental publications

Spring 2009

- Summarize feedback from students, faculty and staff
- Conduct the SWOT analysis
- Develop goals and action plans

Overview

Purpose of the service and how it relates to college mission, values, and vision:

Mission Statement

The primary mission of the office of Student Support Services is to provide an intense academic and personal support program for 160 students annually who meet eligibility criteria. We strive to meet or exceed the goals and objectives outlined in the federal TRIO grant including retention of students from year to year, graduation (or transfer to a university) of these students within a three-year period, and fostering a climate supportive of the success of low-income and first generation college students and individuals with disabilities through appropriate campus services.

Statement of Values

We demonstrate a culture of respect, service, and commitment.

We demonstrate a focus on effective customer service in all interactions with students, faculty, and staff.

We promote innovation, creativity, and collaboration to enhance the level of service we provide.

We value the enrichment that a diverse community provides and encourage input and feedback from all individuals.

We value provision of services that are thorough, accurate, compassionate, and enhance student learning.

Relationship to College Mission, Vision, and Values

Our mission statement and statement of values directly relate to the College mission, vision, and values through our support of students, faculty, staff, and the community. Our department emphasizes a student-centered, comprehensive approach to providing accessible, quality services to project participants.

Institutional Effectiveness Review

Present Status

No previous Institutional Effectiveness Review.

Innovative Changes (in last 5 years):

Online forms and applications

Online grade feedback submission for faculty

Utilization of a STARS Groups page for posting announcements

Recruitment from College 101 classes

Individual appointments at JCA and JCNW

Service to 160 students annually since 2006 (increased from 150 in previous years)

Book loan program

Computer “scholarship” program

Faculty/Staff (Degree to which faculty/staff are qualified, effective, and supported.)

Faculty/Staff Qualifications and Professional Development:

The staff of Student Support Services consists of a full-time director, two coordinators, one who specializes in academic support (12 months) and one who emphasizes student support in the form of campus and community resources (10 months), and a full-time secretary. All employees perform SSS grant activities 100% of the time. The secretary and two coordinators report to the director.

Both coordinators have continued higher education efforts in the last five years, working on a degree higher than the one they possess. Together, the office has 18 years experience in Student Support Services at Jefferson College. Staff takes advantage of any training opportunities available to them as afforded by the grant and the College.

Staff meets on a bi-weekly basis for regular staff meetings involving campus and departmental updates, participant issues, and upcoming events and activities.

Following are conferences and trainings in which staff members have participated in the past few years:

TRIO Budget Teleconference
TRIO Legislation and Regulations Conference
Blumen Software Training
National Conference on Student Leadership
Peer Tutoring Association Conference
Missouri DHE Transfer Conference
University of Missouri Transition conference
MCCA Conference
MO AHEAD Conference
Poverty Simulation Seminar
Campus Banner Training
Campus Registration Rallies

Students/Constituents (The degree to which student needs are met.)

Student/Constituent Satisfaction and Feedback:

Students are given numerous opportunities to provide feedback to and about the program. Each semester, we survey students about transfer visits to universities and the schools they would most like to visit.

On an annual basis, students in the SSS program provide feedback on both the Project SUCCESS program and the individual student's coordinator. On the coordinator survey, the students are asked to report on the knowledge of the coordinator, the convenience of appointments, and whether their concerns have been addressed. They are also asked questions about assistance with graduation and transfer, disability needs, and the coordinator's overall interest in their academic success. On the program survey, the students are asked questions about the benefit of our services, the workshops, the study breaks, cultural events, and the book loan program. They are given the opportunity to write in services they would like to see offered in the future. The survey results are discussed and used for improvement. For the 2008-09 survey, the electronic survey system is being utilized in an attempt to increase the rate of return and save printing and postage expenses.

Upon exit from Project SUCCESS, students are also given an exit survey to help us understand their goals upon leaving Jefferson College and to provide us with tracking information for future contact.

In addition to student feedback, we ask the faculty for various types of feedback. Most frequently the faculty gives us grade feedback about our students. They have the opportunity

to tell us about grades, attendance, and any other comments that will help us help the student to success.

The project staff attends department meetings at the beginning of each academic year to inform and remind the faculty of the program's purpose and value and to obtain faculty feedback. For the last two years one of the coordinator's has served as the Classified Staff Liaison to the Faculty, giving us an additional forum to market Project SUCCESS.

The Project uses an Advisory Committee to obtain feedback as well. The committee is comprised of the project staff, the Director of Admissions and Financial Aid, the Director of the Advising and Retention Center, the Registrar, the Director of the Learning & Assessment Centers, a faculty representative from the Arts & Sciences division, a faculty representative from the Career & Technical Education division, and the Dean of Student Services. The committee meets twice a year.

Curriculum/Services (The degree to which curriculum/services are thorough, current, and supported.)

Curriculum/Services (Scope, Currency, Changes):

The services provided by the Student Support Services grant are outlined thoroughly in the grant approved by the Department of Education. The scope of services is large, including intense academic and personal individualized support, career counseling, educational counseling, financial aid assistance, an academic success course, cultural opportunities, tutoring services, transfer visits to universities, and numerous workshops. The program's efforts must comply with the grant stipulations, so changes that are instituted during the life of the grant must assure compliance with the scope of the grant. We are proud of services that encompass nearly every aspect of student services.

Curriculum/Services Issues (Support, Technology, Equipment):

Each staff member has a dedicated computer and access to a shared printer. The computers are networked and loaded with necessary software, including the Blumen student records management system. Computer hardware is replaced on a three-year rotating cycle maintained by the Information Technology department, and software is regularly updated. All software programs are password protected.

Community (The degree to which the program contributes to the community and responds to community needs.)

Within the Jefferson College community, we work closely with the Advising and Retention Center and the Disability Support Office. The ARC has become a great source of referrals for us, and over time we have also become a source of referrals for them. If a student doesn't meet the eligibility criteria for the SSS program, we refer them to the Resource Specialist in the ARC for follow-up. Additionally, we mutually refer students with the DSS office. In the sense of the Jefferson College community, we have established strong relationships with the COMTREA counselor and the Workforce Investment Act staff. We often refer to these sources for more intense counseling and financial assistance for our students.

In the broader community, we have developed positive relationships with the area universities who host our transfer visits and share a wealth of information with our students. The Student Support Coordinator, whose job description includes establishing a referral network of community resources, has joined JOIN-N, Jefferson County's Online Network of resources. This keeps us up-to-date on the latest community services and outreach organizations. The director of the project has been active in a local Rotary Club, which establishes relationships with community businesses who are often called upon to assist us with legal questions, dental problems, etc.

For the last several years, the Project SUCCESS section of the Learning to Learn course has included a volunteer component. On a small scale, we are giving something back to the community. The volunteer assignment includes a four-hour commitment to an area agency, such as a local food pantry, where the student completes volunteer work then writes a reaction paper about the experience. Many students are moved by this experience to continue volunteerism long after the assignment is complete.

It is the intent of the Student Support Services grant to respond to the needs of the community by serving its first generation, low-income, and disabled community members who wish for higher education. We are thrilled that Project SUCCESS has impacted the lives of hundreds of Jefferson County residents and inspired many to attain higher education.

Cost

The Project has its budget approved annually by the federal government. Although the grant is written for a five-year period, costs are submitted based on the first year's expenses. The program is expected to function in each subsequent year on that same amount unless the federal government approves an increase in budget. For the past five years, Project SUCCESS has remained within its allocated budget. During the 2008-09, year the College agreed to support the program in an amount equal to the indirect costs paid to the College by the grant.

As subsequent grants are written, the federal government stipulates that no grant may ask for more than 103% of the previous grant. Each year, costs rise higher than the 3% increase allowed, so cuts are made to compensate. If subsequent grants are obtained, future years will require that the project ask the College to contribute to operational costs; federal allocations will not be enough to cover all project expenses.

Summary (SWOT)

The following strengths, weaknesses, opportunities, and threats have been identified by carefully reviewing and analyzing our institutional effectiveness review.

Strengths	Weaknesses
<ul style="list-style-type: none"> ❖ We provide an intense, comprehensive, student-centered program. ❖ We accomplish strict adherence to federal regulations and guidelines. ❖ The small number of participants (160 annually) allows highly individualized services. ❖ We provide a variety of workshops relevant to our audience. 	<ul style="list-style-type: none"> ❖ Professional development (TRIO) opportunities are limited. ❖ Budget restrictions have impacted services offered. ❖ The strict regulations impede speedy implementation of new services.
Opportunities	Threats
<ul style="list-style-type: none"> ❖ With each new grant, new ideas, and services can be incorporated and implemented. ❖ The new JCA building offers opportunities to expand project services available at that location. ❖ Offering a summer orientation to recruit new students. 	<ul style="list-style-type: none"> ❖ Budget restrictions will require an increasing institutional commitment to maintain the project. ❖ Expanded campus services available to all students will require elimination of duplicate services to grant participants

Future

Proposed Learning and Service Goals and Action Plan

<i>Proposed Learning/Service Goal</i>	<i>Proposed Assessment Measurement/Action</i>	<i>Person(s) to Implement</i>	<i>Timeframe</i>	<i>Resource Implications</i>
Goal 1: Apply for a new Student Support Services grant for 2010-2015.	The director will write the comprehensive application and a team of project members, previous directors and the dean will review prior to submission.	Director	Fall 2009	Staff Resources
Goal 2: Improve recruitment of eligible students.	Create procedure to outline specific strategies including outreach efforts and marketing.	Project staff	Spring 2010	Staff Resources
Goal 3: Find model of peer mentoring that works for a community college.	Use Internet exploration and TRIO listserv to compile workable mentoring programs.	Project staff	Spring 2010	Staff Resources
Goal 4: Explore possibility of expanding services at JCA.	Investigate office space and feasible time slots.	Project staff	Fall 2009	Staff Resources
Goal 5: Incorporate supplemental instruction into the new grant.	Use pilot program Fall 2009 to develop model SI program. Outline specific implementation procedures.	Project staff	Spring 2010	Staff Resources, wages for instructors
Goal 6: Analyze historical program data for future improvement.	Collect and analyze student survey data and grade feedback data.	Project director and director of IR	Spring 2010	Staff Resources

DISCIPLINE STATUS

_____ Satisfactory
_____ Requires Immediate Attention
_____ Unsatisfactory

Dean

Date